

Unit 1

How can we make a difference?

Fiction

Reading Strategy: Asking Questions → see **Activity 3 Student's Book page 4** and **Activity 3 Student's Book page 10**

1.1 Key Words: gather abandoned lot weeds scatter raise money overhear flyer
 brainstorm ideal

1.2 *Everybody's Park* by Steph Kilen

Genre: Realistic Fiction

Reading Strategy: Asking Questions

Remind students that they can ask questions about a text before, during, and after reading it. Point out the title of the story, and have students look at the illustrations. Invite volunteers to share some of the questions they might ask. Explain that asking questions about a text before reading it can give us a purpose when we read it.

Dialogic Reading

Page 5

- Who wrote this story? Who illustrated it?
- Where do you think this story takes place?
- What is an abandoned lot?
- What is graffiti?
- Is it dangerous to play in the lot? Why or why not?
- Why do you think Paola and James are getting work gloves?
- What kind of park is in James's cousin's neighborhood?
- Do James and Paola have a park to play in? Why do they call the lot "terrible"?
- What is their idea for the lot?
- Why do they need to clean it up?
- What do you think will happen next in the story?

Page 6

- Why do they need money? What are some of their ideas to raise money?
- What is a lemonade stand? car wash? garage sale? bake sale?
- What did Mr. Barns suggest?
- Have you ever been to a garage sale?
- What kind of things can you sell at a garage sale?
- Why did they raise more money from the garage sale than they did before?
- What is an online donation page?

Page 7

- What do you think "as word spread" means?
- How long did it take them to raise enough money?
- What is the next thing they need to do?
- Why did they have a meeting?
- What did Ben suggest? Ada? Ahmed? Paola? James?
- What is your favorite idea? Why?
- Do you think the chalkboard wall could reduce graffiti? Why or why not?
- What do the kids do? What do the parents do?
- What do they still have to do?

Page 8

- What is Ahmed's mom's job?
- What is on the roll of paper?
- How did they get the grass and trees?
- What is a hammock?
- What do you think Ahmed's mom is planning to do with the hammocks?
- How much more time does Ben's dad say they still need to work?
- What is "the best part"? Do you like swings and climbing equipment?
- Where did the hammocks come from? How did they hang the hammocks?

Page 9

- What do you think the shallow path and cement are for?
- Why does Ada need a path?
- How does Ada help?
- Why does Ada wish she could have helped?
- What is the park called?
- How are the kids going to keep the park clean?

Digging Deeper

- *Could this story happen in real life? Why or why not?*
- *How can you make a difference in your community?*
- *Can one person working alone make a difference?*
- *Is it better to work in a group? Why or why not?*

Personalization

- *What do you think is the park's best feature?*
- *Do you like the name Everybody's Park? What name would you give it?*
- *Is there a park like Everybody's Park near where you live?*

Reading Strategy: Asking Questions

Invite students to review the questions they asked before reading the story and to identify the answers. Invite volunteers to share some examples. Then, invite students to share some of the questions they asked themselves when they were reading and after having finished the story.

Fast Finishers

Copy this chart onto the board.

Page 5	Page 6	Page 7	Page 8	Page 9
small	a lot	took	understanding	deep
better	doubtful	bad	worst	closed
new	dull	uglier	far away	nothing
terrific	took down	easy	the same	dirty

Have students look through the text and find the words with the opposite meaning.

Fun Corner: Plan Your Own Park

Form groups of four, and ask each group to plan its own park. Write the following questions on the board as prompts: *Where is your park located? What natural characteristics does it have? What special features will you include to make your park a fun place?* Have groups tell the class about their parks.

Build Creativity: Rhyme Competition

Write the following words from the story on the board: *new, weed, play, trees*. Give pairs five minutes to think of as many rhyming words for each as they can. The pair with the most correct words wins the game.

new: blue, chew, do, flew, grew, knew, shoe, threw, too, true, two, who, zoo, etc.

weed: bead, bleed, feed, lead, need, read, seed, speed, etc.

play: stay, they, way, pay, say, day, gray, hay, may, sleigh, weigh, etc.

trees: bees, cheese, keys, please, knees, freeze, seas, sees, skis, sneeze, etc.

Answer Key

Page 4: 2 a gather b abandoned c ideal d raise money e brainstorm f scatter 3 Students' own answers

Pages 10–11: 1 a weeds b flyer c brainstorm d overhear e lot f scatter 2 a to buy equipment b Ahmed's mom
 c on the second weekend d Green Thumb Greenhouse e on hooks on the equipment, fence, and wall
 f animals and monsters 3–4 Students' own answers

5 **Donated Items:** Paola's dad, Mrs. Parson, Green Thumb Greenhouse; **Donated Expertise:** Mr. Barns, Ahmed's mom; **Donated Work:** Ben and Paola, Ada's dad

6–9 Students' own answers

Unit 1

How can we make a difference?

Nonfiction

Reading Strategy: Identifying Cause and Effect → see **Activity 4 Student's Book page 17**

1.3 Key Words: activist protest reduce emissions avoid crisis refugee carbon footprint
 severe impact

1.4 *The Power to Change the World* by S.B. Harris

Genre: Magazine Profile of an Environmental Activist

Dialogic Reading

Page 13

- Have you ever heard of Greta Thunberg? What do you know about her?
- How old is Greta now?
- Where is Greta from?
- What is an activist?
- What does "typical" mean?
- What are ADHD and autism? Do you know anyone with these conditions?
- Why is Greta worried about the environment?
- What does it mean to go on strike? How many days did Greta go on strike?
- What did she want the government to do?
- How did she become famous?
- What is Fridays for Future?
- How many people joined Greta on September 20, 2019?

Page 14

- What does Greta want people to do?
- What is clean energy?
- What are some of the effects of climate change?
- Have you ever experienced any of these effects of climate change?
- What is a climate refugee?
- What changes has Greta made in her own life?
- Why is traveling by train better for the environment than traveling by plane?
- How did she get to North America?
- Would you like to travel across the Atlantic Ocean like Greta did?
- How did Greta travel across Canada? Why did she travel in that way?
- Does Greta want to be famous? What is her real goal?

Page 15

- According to Greta, why aren't conservation and recycling enough?
- What are some other effects of climate change?
- What are some of the animals that could disappear?
- Is life in the ocean affected? How?
- Where has Greta spoken?
- Has she won any awards?
- Do you know about anyone who has been inspired by Greta?
- Do you think Greta has been successful?

Digging Deeper

- Why do you think Greta inspires young people?
- How can we use less fossil fuel?
- Why do you think climate change is more noticeable in polar regions?

Personalization

- Do you think Greta is right? Why or why not?
- Would you like to participate in her movement? How?
- What are three things you could do now to make a difference?

Reading Strategy: Identifying Cause and Effect

Remind students that a cause is the reason something happens. The effect is what happens because of this cause. A cause can have more than one effect. Read this cause: *People shared Greta's message on the Internet.* Elicit some effects and write them on the board.

Fast Finishers

Have students go through the text and search for the following:

- three animals
- four means of transportation
- three months
- two countries
- three fossil fuels
- three types of severe weather

Fun Corner: Eco-Stop

Pairs divide a piece of paper into four columns labeled *Plant*, *Wild Animal*, *Activity*, and *Healthy Food*. Say one of the following letters: *c*, *r*, *t*, *p*. Pairs think of words starting with that letter for each category:

- cactus, camel, cycling, corn*
- radish, raccoon, running, raisins*
- tree, tiger, talking, tomatoes*
- palm tree, panda, painting, peanuts*

The pair that gets the most correct words first wins.

Build Creativity: Imagine You're a Polar Bear

Form pairs. Prompt students with the following scenario and questions: *Imagine you're a polar bear, an elephant, an orangutan, or a fish living near a coral reef. What changes do you notice in your environment? How do they affect your daily life? How do you adapt to your new environment?* Encourage students to be as creative as possible, for example, they might suggest polar bears become friends with humans and get air conditioning. Have pairs tell the class what they imagined.

Answer Key

- Page 12:** 2 activist—noun—a person who calls for strong action or change, crisis—noun—a dangerous situation, carbon footprint—noun—the amount of greenhouse gas a person puts into the environment, reduce—verb—to make smaller, severe—adjective—very bad or harmful, avoid—verb—to try to not do something;
- 3 a Greta Thunberg b to change the world c inform d global warming, climate change
- Pages 16–17:** 1 a avoid b impact c refugees d emissions e protest f reduce 2 a T b T c F d F e T 3 1c 2b 3a, c, e
- 4 a Many more people joined her protest. b They become climate refugees. c There may be no coral reefs.
d It will be harder to grow food.
- 5 a She has ADHD. b trains, sailboats, electric cars; to reduce her carbon footprint c to reduce her carbon footprint
d She thinks we need to change society/stop using fossil fuels. e yes, Students' own answers
- 6 Students' own answers

Unit 2

How can we make our dreams come true?

Fiction

Reading Strategy: Identifying Literary Elements → see **Activities 4 and 5 Student's Book page 25**

2.1 Key Words: anxious routine pluck pail assemble shrink teardrop stunned
 disrespectful eager

2.2 *The Honorary First-Graders* by Sarah Steinberg

Genre: Realistic Fiction

Dialogic Reading

Page 19

- Where do you think this story takes place?
- What time of day is it?
- Why do you think Soo-Jin feels anxious?
- Who or what usually wakes Soo-Jin up?
- What does Soo-Jin's grandmother usually ask questions about in the morning?
- Do you think Soo-Jin likes strawberries? Why or why not?
- What do you think "harvest" means?
- What do you think the terrible news is?
- Does Soo-Jin go to a big school? How do you know?
- What do you think the story will tell us about next?

Page 20

- Who is in the picture? Where are they?
- Why does Soo-Jin say she is tough?
- What has happened to the town? Why do you think it did?
- Who is Shanae? Does she react in the same way as Soo-Jin?
- Where will the students go to school?
- How does Principal Park feel?
- What can't Soo-Jin believe?

Page 21

- Do you think that Soo-Jin's grandmother knows that the school is closing?
- How does Soo-Jin feel when she is picking strawberries?
- What does "my heart is heavy" mean?
- Why does Grandmother stop humming?
- What does "her eyes go cold" mean?
- Why did Grandmother stop going to school?
- What does "ashamed" mean? Why does Grandmother feel like this?

- Do you think Soo-Jin is proud of her grandmother? Why or why not?
- Do you think you have to be able to read to be smart?
- What does Grandmother suggest? Why?

Page 22

- How is Busan different from where Soo-Jin lives now?
- What will Soo-Jin miss about her home?
- Why do you think the temple is a good place to think?
- What do you think Soo-Jin's idea is? Is there a clue in the title of this story?
- How does Soo-Jin show respect to Shanae's grandmother?
- How is Shanae's grandmother similar to Soo-Jin's grandmother?
- What would Shanae's grandmother do if she could read?
- What do you think Soo-Jin's idea is now?

Page 23

- What is a formal introduction?
- Why does Principal Park already know all of the women?
- When do you hold your breath? What makes Soo-Jin hold her breath?
- What does Principal Park think about Soo-Jin?
- How is Soo-Jin similar to her grandmother?
- What does "honorary first-grader" mean?
- How do you think the grandmothers feel about going back to school?
- Does Soo-Jin like having her grandmother go to the same school? Is it only because her grandmother has candy?

Digging Deeper

- How could the grandmothers help the children learn?
- How could the children help the grandmothers learn?
- Do you think it's a good idea to have people of different generations at the same school? Why or why not?

Personalization

- How is your school similar to or different from Soo-Jin's school?
- How would you feel if your school closed down?
- How would you feel if your grandparents went to school with you?

📖 Reading Strategy: Identifying Literary Elements

Remind students that there are four main elements in a story: the theme, the plot, the setting, and the characters. Write these sentence frames on the board and have students complete them: *The story is set in _____. The main character is named _____. At the beginning of the story, _____. At the end of the story, _____. The main thing the story is about is _____.*

Fast Finishers

Have students choose five more new or difficult words from the text and write a definition for each. They may also write a sentence using each word in context.

Fun Corner: Create a Fun Class Schedule

Form groups of four, and invite them to plan their own class schedule. They can learn anything they want to: parachuting, video gaming, scuba diving, Japanese, etc. Give groups a few minutes to think of things to do each day during school hours. They can share their ideas with the class and vote on the most fun class schedule.

Build Creativity: School Life for Grandmothers

Ask students to imagine what going back to school would be like for Soo-Jin's or Shanae's grandmother. Have them write three questions they would like to ask them. Then, have them work in pairs to discuss possible answers to their questions.

Answer Key

Page 18: 2 1 e 2 d 3 b 4 f 5 c 6 a 7 h 8 g 3 Students' own answers

Pages 24–25: 1 **Across:** 1 anxious 2 teardrop 6 pail **Down:** 1 assemble 3 routine 4 pluck 5 eager 2 a N b DS c Y d N e Y

3 **Soo-Jin's Grandmother:** a She can recognize a few words. b Her mother got sick. c It is her dream.

Shanae's Grandmother: a She can read a few words and write her name. b There was a bad harvest, and her parents needed her. c She wants to read books aloud to her grandchildren.

4 **Possible answers:** **Setting:** a village in Korea; **Characters:** Soo-Jin, her grandmother, Principal Park, Shanae, Shanae's grandmother; **Plot:** **Beginning:** Principal Park says the school has to close. **Middle:** Soo-Jin tells her grandmother. Her grandmother wants to send Soo-Jin to the city. Soo-Jin is unhappy, but has an idea. **End:** The grandmothers go back to school. The school stays open.

5 b 6 Students' own answers

Unit 2

How can we make our dreams come true?

Nonfiction

Reading Strategy: Identifying Author's Purpose → see Activity 4 Student's Book page 33

2.3 Key Words: separate sunrise debate unfair peaceful victory march perseverance
 inequality balcony

2.4 *A Dream That Changed a Nation* by Kim Milne

Genre: Biography of a Civil Rights Leader

Dialogic Reading

Page 27

- Look at the picture of the statue. Who is it?
- What do you know about Martin Luther King, Jr.?
- What kind of dreams will this article talk about?
- Look at the other pictures. What are the children's dreams?
- What was MLK's dream?
- How do you think he made his dream come true?
- Why do you think he was important?

Page 28

- What is a pastor?
- What is slavery? What people were slaves in the United States?
- What does the word "abolished" mean?
- What was abolished by Abraham Lincoln in 1864?
- What does "to be treated like a second-class citizen" mean?
- What is an example of segregation?
- How do you think segregation made black people feel?
- Why is prejudice a bad thing?
- How was MLK's friend's dad prejudiced?

Page 29

- How do we know MLK was smart?
- What was he good at?
- Why did he have to give up his seat on the bus to a white person?
- Why was MLK interested in Mahatma Gandhi?
- What did he learn from Gandhi?
- Where did MLK perform sit-ins?
- How do you think people reacted to the sit-ins in restaurants?

Page 30

- Why do you think Rosa Parks refused to give up her seat on the bus?
- Why did the bus driver call the police?
- How did black people protest when Rosa Parks was put in jail?
- Do you think the protest was successful? Why or why not?
- Why do you think MLK kept getting arrested?
- Do you think that MLK was brave?
- What happened in Washington, D.C., in 1963?
- Why do you think the speech was important?

Page 31

- How did things change for black people in 1964?
- Why do you think some people weren't happy with the changes?
- Where was MLK killed?
- What do you think was his greatest achievement?
- Is Martin Luther King, Jr., Day on the same date every year?
- Are there any holidays in your country that celebrate an important person from history?
- Do you think he achieved his dream? Why or why not?
- What characteristic do you need to make a dream come true?

Digging Deeper

- Why do you think MLK still inspires people today?
- How do you think it felt to be at one of his speeches?
- How did he change society?

Personalization

- Do you think discrimination is a problem in your country? Why or why not?
- How would you like to change society?
- How can we make the world a better place?

Reading Strategy: Identifying Author's Purpose

Remind students that the author's purpose is the reason for writing a text. Write *Inform*, *Entertain*, and *Persuade* as three headings on the board. Ask students what kinds of texts usually have these purposes, and write them under each heading (e.g., *dictionary* under *Inform*, *adventure story* under *Entertain*, and *advertisement* under *Persuade*). Ask what type of text *A Dream That Changed a Nation* is (*biographical*) and what the main purpose of biographical texts is (*to inform*).

Fast Finishers

Have fast finishers find three of MLK's specific actions of protest in the text. Ask them to discuss what they were (sit-ins, telling people not to use buses, and the 1963 speech) and how effective they were. Encourage students to give reasons. Have them come to a consensus about the most effective action.

Fun Corner: The Dream Machine

Ask students to write an example of each of the following in their notebooks: an animal, an object, an action, a place, and a time. Have them swap notebooks. Students should then write about a "dream" that includes every word on their partner's list. Encourage them to be as imaginative and creative as they want. Invite volunteers to read their dreams out loud.

Build Creativity: My Dream Collage

Draw a thought bubble on the board. Inside, write one dream you have for a better world, for example, *My dream is that the ice caps stop melting*. Have students draw and cut out their own thought bubbles on pieces of paper (colored if possible) and write a dream inside. Students can read their dreams out loud in front of the class, put their thought bubbles together, and display them on the wall as a collage.

Answer Key

- Page 26:** 2 1 e 2 d 3 f 4 a 5 b 6 c 3 Students' own answers
- Pages 32–33:** 1 a sunrise b unfair c march d victory e debate f balcony 2 a 1929 b 1944 c 1955 d 1963 e 1968
- 3 a 28 b 29 c 30 d 31 4 a to inform b Students' own answers c Students' own answers
- d the last paragraph; to follow your dreams 5 a He saw that Gandhi had used them successfully.
- b when people sit down in a public place and refuse to leave; because they sit in a place
- c to protest segregation laws that didn't allow them to sit there normally
- d because it has inspired millions of people all over the world
- 6 Students' own answers

Unit 3

How can we deal with natural disasters?

Fiction

Reading Strategy: Visualizing → see Activity 5 Student's Book page 41

3.1 Key Words: humidity glacier extreme adjust drizzle refreshing bulky drenched
 stranded turbulence

3.2 A Quick Escape by Steph Kilen

Genre: Science Fiction

Dialogic Reading

Page 35

- What does Earth look like in the story?
- What is the weather like?
- Where do Arik and his family live?
- What is a controlled climate?
- Why did people have to leave the land?
- Why is Arik's family visiting land?
- Is Arik enjoying the visit? Why or why not?
- What does he miss about the floatasphere?
- Why do you think they cannot get fresh food while they are on land?
- What activities do you think Arik can do on land?
- What would you do?

Page 36

- What do you think a Porta-Pad is?
- What is a comfi-pod swing?
- Why do you think people aren't allowed to go anywhere by themselves?
- How does Arik persuade Lena to go for a hike?
- How does Arik feel at the beginning of the hike? Why?
- Why do they go back to the tree fort?
- What do they pack? What things do you think are in their backpacks?
- What kind of equipment do you think Arik's parents use?

Page 37

- How do Arik and Lena feel during the storm?
- Why does their mom tell them to stay close?
- Why are Dr. Kemper and Dr. Fernández wet?
- Why did Arik's parents have to abandon some of their equipment?
- What is a heli-marine? Why do they need to get there quickly?
- Why is Arik terrified?
- What do you think happens next?

Page 38

- What makes Arik move?
- Is the heli-marine how you imagined? How is it similar or different?
- Why does Arik's mom yell at him?
- Why does Arik try to hold the box steady? What do you think is in it?
- What safety and communication equipment do they wear on the heli-marine?
- What does Arik's dad mean when he says they can't replace Arik?
- Why does Lena hold Arik's hand? How do they feel?
- How would you feel?

Page 39

- Why does the ride suddenly get calm?
- Where can some of the animals take shelter?
- What do you think everyone was thinking while they sat in silence?
- Why did Arik have a pet frog on land?
- Where is the floatasphere? What do you think it looks like now?
- How does the heli-marine enter the floatasphere?
- How does Arik feel at the end of the story?

Digging Deeper

- Do you think people will live like this in 600 years? Why or why not?
- How is life in the story different from the way we live now?
- What are the advantages and disadvantages of living in floataspheres?

Personalization

- If you had to leave land to live in a floatasphere, what would you pack?
- What would you miss about land?
- Have you ever experienced a violent storm like the one in the story? What happened?

Reading Strategy: Visualizing

Remind students that, when we visualize what happens in a story, we can imagine what we would see, hear, feel, smell, or taste if we were part of the story. Ask students to draw a Venn diagram in their notebooks. Have them label the left side *Land*, the right side *Floatasphere*, and the intersection *Both*. Have them close their eyes and visualize each place in the story. Then, have them write notes in the Venn diagram, particularly related to the five senses. *What can you see/hear/feel/smell/taste?* Have students share their ideas.

Fast Finishers

Have students write *Weather and Climate* in a circle in the middle of a page in their notebooks. Ask them to make a spidergram of words from the story that are related to this topic. If any of the words are new, ask them to write a definition.

Fun Corner: Floatasphere Island

Have students develop their ideas from the Personalization questions. Divide the class into groups of four to six students, and announce that they have to leave Earth quickly to live in a floatasphere. Tell them they must agree on five things to pack. When they have a list of five things, put pairs of teams together and give them one minute each to guess what is on the other team's list.

Build Creativity: Design a Floatasphere

Form groups of four, and invite them to use the information from the story to design a floatasphere. Ask them to think about where it is, how to get in it, and what features it has. Ask them how big it is and how many people live there. Give them some poster paper to draw and color their designs. Then, have groups present their posters to the class.

Answer Key

- Page 34:** 2 a humidity b drizzle c stranded d turbulence e bulky f glacier
 3 a Possible answer: He is thin and has red hair, blue eyes, and pale skin. b Possible answer: in a forest c in the future
 d Possible answer: There is different technology.
- Pages 40–41:** 1 a humidity/drenched b bulky/glacier c adjusted/stranded d drizzle/refreshing e extreme/turbulence 2 a 3 b 5
 c 1 d 4 e 6 f 2 g 7 3 a Arik's mom b Lena c Dr. Kemper d Arik e Dr. Fernández f Arik's dad
 4 Possible answer: Because it is a micro-habitat similar to the rainforest and harpy eagles eat frogs.
 5 Students' own answers 6 a Possible answer: People went to live in floataspheres. b Arik offers to do Lena's chores.
 c They couldn't run with it. d There is a lot of turbulence. 7–8 Students' own answers