

Global Stage

Literacy Book 3

Katie Foufouti and Paul Mason

Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Literacy Review Scanning; Identifying Cause and Effect; Sequence of Events; Final stand Initial tr; Identifying the Main Idea and Details; Identifying Fact and Opinion; Final <i>nd</i> and <i>ng</i>							
1 I Love Reading page 8	Fiction <i>The Beginning of Alice's Adventures</i> Fantasy	Nonfiction <i>Learning and Your Brain</i> Informational Text Spelling <i>final er</i>	Skimming a text	Science: Neuroscience	Self-Awareness: Label and recognize own and others' emotions	Why is reading important?	Vocabulary book genres and adjectives, school subjects Grammar simple past review, regular and irregular verbs, adverbs of manner
2 What Lives Here? page 24	Nonfiction <i>Two Different Forests</i> Informational Text	Fiction <i>A New Friend</i> Folk Tale Spelling <i>ai</i>	Understanding the author's purpose	Science: Ecology	Responsible Decision-Making: Make decisions based on moral, personal, and ethical standards	How are plants, animals, and humans connected?	Vocabulary plants, animals, and nature Grammar comparatives and superlatives with adjectives and adverbs
3 How Much Is It? page 40	Nonfiction <i>The History of Money</i> Informational Text	Fiction <i>The \$100 Bill</i> Story Spelling <i>ar</i>	Identifying problems and solutions	History: Culture	Responsible Decision-Making: Identify problems when making decisions, and generate alternatives	Why do we need money?	Vocabulary money and math Grammar modals: <i>have to</i> , <i>don't have to</i> , <i>should/shouldn't</i> , <i>could</i>
4 We Can Do It page 56	Nonfiction <i>Teamwork Makes the Dream Work</i> Informational Text Spelling <i>or</i>	Fiction <i>Late for the Show</i> Play	Understanding the sequence of events	Social Studies: Teamwork	Relationship Skills: Exhibit cooperative learning and working toward group goals	How does teamwork help us?	Vocabulary theater and time Grammar past progressive
5 Make Some Noise page 72	Nonfiction <i>The Art of Sound</i> Informational Text Spelling <i>ou</i>	Fiction <i>Beethoven's 9th</i> Poem	Understanding cause and effect	Arts & Humanities: Music	Social Awareness: Respect others	What different types of sounds are in our world?	Vocabulary sounds and musical instruments Grammar <i>going to</i> for making plans

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
------	-----------	-----------	---------------	--------------	-------------------------------	-------------	---------------

6 **That Looks Good**
page 88

Fiction <i>Little Chef</i> Story	Nonfiction <i>Too Young to Cook?</i> <i>True Stories of Young Chefs</i> Persuasive Text Spelling final <i>oid</i>	Scanning for specific information	Arts & Humanities: Culinary Arts	Responsible Decision-Making: Implement problem-solving skills when making decisions, when appropriate	Why is food important?
---	---	-----------------------------------	-------------------------------------	--	------------------------

Vocabulary
kitchen and food

Grammar
verb patterns with infinitives and gerunds

7 **How Can We Help?**
page 104

Fiction <i>What Happens Next?</i> Story	Nonfiction <i>Animals to the Rescue</i> Informational Text Spelling final <i>ly</i>	Making inferences and predictions	Social Studies: Communities	Self-Management: Exhibit positive motivation, hope, and optimism	How can we help each other in a disaster?
--	--	-----------------------------------	--------------------------------	---	---

Vocabulary
emergencies and natural disasters

Grammar
relative clauses with *who* and *that*

8 **Under the Sea**
page 120

Nonfiction <i>Coral Reefs</i> Persuasive Text Spelling final <i>ight</i>	Fiction <i>The Lost Camera</i> Fantasy	Identifying perspective	Science: Marine Biology	Social Awareness: Identify social cues (verbal, physical) to determine how others feel	What is life like under the sea?
---	---	-------------------------	----------------------------	---	----------------------------------

Vocabulary
sea life and appearance

Grammar
simple present review, present progressive review, future with *will*

9 **What's the Matter?**
page 136

Nonfiction <i>Take Your Medicine</i> Informational Text Spelling <i>ur</i>	Fiction <i>A Surprise Cure</i> Story	Understanding the main idea and details	Science: Health & Medicine	Self-Management: Set plans and work toward goals	What do we do when we're sick?
---	---	---	-------------------------------	---	--------------------------------

Vocabulary
illness and treatment

Grammar
simple past and past progressive with *when* review, past progressive with *while*

10 **Don't Push the Button**
page 152

Nonfiction <i>Moving Machines</i> Informational Text	Fiction <i>Searching for Sterling</i> Science Fiction Spelling <i>ough</i>	Understanding facts and opinions	Science: Engineering	Self-Management: Overcome obstacles and create strategies for more long-term goals	Does technology make our lives easier?
---	---	----------------------------------	-------------------------	---	--

Vocabulary
machines and materials

Grammar
comparatives review, modals review

 **A** Scan the story. Answer the questions. Then listen and read.

- 1 What is the title? _____
- 2 What is the setting? _____
- 3 Who are the characters? _____

Don't Move

A strong wind blew through the trees and our tent shook like a sail. Mom and I were the only two people out on the forest trail that night. I felt very alone. I wished we were at home and I was sleeping in my own bed.

“Camping out here will be worth it, Suzie,” Mom said with a smile. “We’ll get some amazing butterfly photos in the morning.”

Just then, from outside the thin walls of the tent, I heard a grunting noise. I jumped. It was some kind of animal. The creature started moving around the tent. One moment, the grunting was next to our heads. Then, it was by our feet.

“What is it?” I whispered.

“It’s looking for food. Stay close,” said Mom. “And don’t move.”



B Read and write *True* or *False*.

- 1 Mom and Suzie are sleeping in a hut on a mountain. False
- 2 It is a calm and peaceful night. _____
- 3 Mom and Suzie are in the forest to take butterfly photos. _____
- 4 They hear a grunting sound from outside the tent. _____
- 5 The creature moves around the tent. _____

C Read, think, and write.

Cause

1 A strong wind blew.

2 _____

3 Suzie heard a grunting noise.

4 _____

Effect

▶ _____

▶ Suzie felt very alone.

▶ _____

▶ The creature moved around the tent.

D Put the events in order.

- The creature started moving around the tent.
- A strong wind blew through the trees and our tent shook like a sail.
- Just then, from outside the thin walls of the tent, I heard a grunting noise.
- "Camping out here will be worth it, Suzie," Mom said with a smile.
- "It's looking for food. Stay close," said Mom. "And don't move."

My Reading Journal

What do you think happens next? Write.



Listen and unscramble. Then find more words ending with *st* and beginning with *tr* in the reading.

Phonics *-st and tr-*

1 staf fast

2 aintr _____

3 enst _____


4 avtrel _____

5 ashttr _____

6 tseb _____

7 tirfs _____

8 uret _____

 A Scan the reading. Answer the questions. Then listen and read.

- 1 Which city is close to the forest? _____
- 2 What is the species of butterfly? _____
- 3 How far do some of the butterflies travel? _____

The Monarch Butterfly's Journey

Every fall, in the mountains about 97 km. northwest of Mexico City, something amazing happens. Millions of monarch butterflies arrive at the same small part of the forest. Some monarch butterflies travel more than 4,000 km. from North America to escape the winter and to mate.

Every year in this forest, there are so many butterflies that the trees turn orange. Branches bend under the weight. In spring, the forest fills with the fluttering of tiny wings, as the monarchs get ready to make the long journey back home.

This part of the forest is now a UNESCO World Heritage Site. Scientists believe this place is important for the planet and for the monarch butterfly species. People take care of this forest. The trees here cannot be cut down.



Every fall, monarch butterflies travel south.

B Read and answer.

- 1 When do the monarch butterflies arrive in Mexico?
The butterflies arrive in Mexico every fall.
- 2 Where do the monarch butterflies travel from?

- 3 How far is the forest from Mexico City?

- 4 What happens to the trees because of the butterflies?

- 5 When do the monarchs start their journey back home?

C Think and write. What is the main idea? What are the details?

Main Idea		
Detail	Detail	Detail

D Read and write *Fact* or *Opinion*.

- The monarch butterflies are the most beautiful in the world. Opinion
- Millions of monarch butterflies migrate to Mexico each year. _____
- It really is so amazing to see the butterflies. _____
- Some monarch butterflies travel more than 4,000 km. _____
- The forest is protected. _____

My Reading Journal

What's one thing you learned from the reading?



Listen and complete with *nd* and *ng*. Then find more words ending with *nd* and *ng* in the reading.

Phonics *-nd and -ng*

- | | | | |
|----------------|-----------|-----------|------------|
| 1 se <u>nd</u> | 3 sta ___ | 5 thi ___ | 7 stro ___ |
| 2 fi ___ | 4 wro ___ | 6 si ___ | 8 sou ___ |

UNIT

1

I Love Reading



Question Starts



- A** Think about the picture. Then brainstorm questions. Write a list.

Who

What

Where

When

Why

How

- B** Look at your list from **A**. Which questions seem the most interesting? Discuss them with the class.

What book is she reading?

Where is she?

- C** What new ideas or questions do you have now? Talk about your ideas with your partner.

How many books are there in the whole world?

Is there a country in the world without a library?

- D** Think and discuss. How does reading take us to other times and places?

- E** Look quickly at the story on the next page, but don't read all the words. Answer the questions.

1 How does Alice feel?

2 What kind of animal does she see?

Now read **The Beginning of Alice's Adventures**



The Beginning of Alice's Adventures



Alice sat by the river. Her sister read a novel. Alice was bored and hot. She felt sleepy, and she wondered what to do.



What do you think
Goodness me! means?

Suddenly, a rabbit ran past her. The rabbit was white with pink eyes. He wore a yellow waistcoat.

“Goodness me!” said Alice. “What’s that? A rabbit in a waistcoat!” She was very surprised. “Rabbits don’t wear waistcoats!”





Lewis Carroll wrote *Alice's Adventures in Wonderland* in 1865. Today, it's in more than 170 languages!

The rabbit stopped and took a watch out of his pocket.

"Oh dear, oh dear, I'm going to be late," he said. The rabbit ran off.

Words in Context



Find these words in the reading. What do you think they mean?

sleepy

chased

fell

shelves

corner



Alice got up, quickly, and chased after him.

The rabbit jumped down a very big hole. Alice jumped in after him.



Alice fell—down, down, down—
for a very long time.

As she fell, Alice could see shelves of
interesting books and things on the sides
of the hole.

“I wonder if I’m near the center of the Earth,” she said.

Down, down, down.

“I might go right through the Earth and end up in New Zealand,”
said Alice. She knew all about the geography of the Earth from school.

Imagine you fell through the
Earth. Where would you land?



center



centre



Then, suddenly—*thump!* Alice landed at the bottom of the hole. She saw the White Rabbit run around the corner.

Alice ran after him as fast as she could.



Alice came to a room full of doors. But where was the White Rabbit? She couldn't see him, and all the doors were locked.

Then Alice saw a little golden key on a table. She picked it up. "I wonder which door this key opens?"

This was just the beginning of Alice's exciting adventures in Wonderland. But she didn't know that!

Did the adventure really happen, or did Alice imagine it?

Explore the Reading

A Read and number. Put the events in order.

- Alice came to a room full of doors and found a little golden key.
- Alice fell down the hole. She fell for a long time.
- Alice sat by the river with her sister.
- The rabbit jumped down a large hole. Alice jumped in, too.
- Alice landed at the bottom of the hole.
- A white rabbit ran past Alice.

B Look and write. How do they feel?

worried

bored

surprised

interested



surprised



C Think and discuss. Do you have a big imagination like Alice? What do you imagine?

Yes, I do. Sometimes, I imagine ...