

Global Stage

Literacy Book 4

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Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Literacy Review Scanning: Making Inferences and Predictions; Identifying Perspective; Spelling final <i>ough</i> and <i>ight</i> ; Scanning; Identifying Facts and Opinions; Author's Purpose; Cause and Effect; Spelling <i>or</i> and <i>ar</i>							
1 Let's Start With Art page 8	Fiction <i>True Colors</i> Fantasy	Nonfiction <i>My Guide to Photography</i> Instructional Text Spelling final <i>ent</i>	Understanding facts and opinions	Arts and Humanities: Photography	Relationship Skills: Provide help to those who need it	Why do people make art?	Vocabulary types of art and describing art Grammar quantifiers <i>a little, a few, all, most; too</i> and <i>enough</i> with adjectives
2 How Long Is It? page 24	Fiction <i>A World Without Time</i> Fantasy Spelling final <i>le</i>	Nonfiction <i>Timelines</i> Informational Text	Visualizing	Math: Measuring Time	Self-Management: Set plans and work towards goals	How do things change over time?	Vocabulary experiments and time Grammar future predictions: <i>going to</i> and <i>will</i> future plans: present progressive
3 Be My Friend page 40	Nonfiction <i>A Friendly Message</i> Informational Text Spelling final <i>ed</i>	Fiction <i>Trust Me</i> Story	Describing and understanding characters	Science: Sociology and Technology	Social Awareness: Evaluate others' emotional reactions	What makes a good friend?	Vocabulary emotions and friendships Grammar first conditional
4 What's Up There? page 56	Fiction <i>Hope You Like Fish</i> Story Spelling long <i>i</i>	Nonfiction <i>First Man in Space</i> Biography	Scanning for specific information	Science: Space Exploration	Self-Management: Attention control, maintain optimal work performance	How do we explore space?	Vocabulary space and Mars Grammar modal verbs: <i>have to, must; might, should</i>
5 So That's How They Did It page 72	Nonfiction <i>The Silk Road</i> Informational Text	Fiction <i>Sinbad's First Voyage</i> Folk Tale Spelling soft <i>c</i>	Identifying points of view	History: Important Places	Self-Management: Overcome obstacles and create strategies for more long-term goals	How has travel changed from ancient times?	Vocabulary Vikings, trade, and travel Grammar <i>used to</i>

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6 Ready for Anything page 88	Nonfiction SOS Instructional Text Spelling initial st	Fiction <i>Panic or Calm?</i> Story	Understanding sequence of events	Science: Emergency Management	Self-Management: Exhibit positive motivation, hope, and optimism	What can you do to survive in an emergency?	Vocabulary actions, survival, and camping equipment Grammar present perfect simple
7 Every Last Drop page 104	Nonfiction <i>Clean Water for All</i> Informational Text	Fiction <i>The New Dam</i> Story Spelling final <i>ful</i> and <i>fully</i>	Understanding inferences	Science: Environmental Studies	Relationship Skills: Demonstrate leadership skills when necessary, being assertive and persuasive	How do you use water every day?	Vocabulary the water cycle and water Grammar gerunds as subjects prepositions: after adjectives
8 Lights, Camera, Action page 120	Nonfiction <i>Action Stars</i> Informational Text Spelling final <i>ing</i>	Fiction <i>Actors on Set!</i> Play	Understanding cause and effect	Arts and Humanities: Drama	Relationship Skills: Exhibit cooperative learning and working towards group goals	Why do movies need a team?	Vocabulary physical characteristics and movies; movie genres and features Grammar defining relative clauses: <i>who, that, where</i> adjectives: <i>-ing</i> or <i>-ed</i>
9 The World of Tomorrow page 136	Fiction <i>Pinocchio</i> Science Fiction	Nonfiction <i>Fast Forward</i> Informational Text Spelling soft <i>g</i>	Comparing and contrasting	Science: Engineering	Relationship Skills: Provide help to those who need it	How will family life change 100 years from now?	Vocabulary household chores, towns, and cities Grammar present perfect simple: <i>ever, never, and already</i> present perfect simple and simple past
10 Use Your Senses page 152	Nonfiction <i>Sense Superstore</i> Informational Text	Fiction <i>The Wrinklecrinkle Man</i> Poem Spelling long <i>e</i>	Identifying literal and figurative language	Science: Biology	Responsible Decision-Making: Become self-reflective and self-evaluative	Why are our senses so important?	Vocabulary sense verbs and adjectives Grammar tag questions: <i>do, did, be, should, will, have</i>

A Scan the story. Complete the graphic organizer. Then read.

Setting

🔑

morning

Characters

🔑

What Are They Doing?

🔑

Thump!

I dropped my shovel and took a drink of water. Even though it was still morning, it was already hot in the desert. A scorpion climbed over the sand to see what was going on. I pushed it away with my boot.

"We'll never find it!" I sighed.

"Don't give up now, Chris," said Dad.

"I'm so tired."

"But the map says we are in the right place. Look!"

Dad pointed at the map. We were standing on the place marked with a big X. The prize was here.

"All right, I guess I can dig for a little longer," I sighed.

"Well done, son," said Dad. We started digging again.

"How much do you think it's worth?" I asked.

Dad shrugged. "Enough to buy a new house. How does that sound?"

I was about to answer when my shovel hit something with a loud *thump!*



What can you tell about the character of Dad from his dialogue?

B Read and answer.

1 What does the map show?

The map shows where the prize is.

2 How does Chris deal with the scorpion?

3 What does Chris do to cool down?

4 Why does Chris want to stop digging?

5 How much is the prize worth?

C Think and discuss. Then write. What are Dad and Chris looking for? What clues are there in the text? Make an inference.

D Think and discuss. Then write. Look at the story dialogue. What different perspectives do Dad and Chris have?

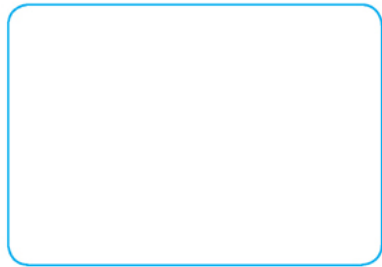


Chris is _____.

Dad is _____.



E Write and draw. What happens next? Imagine how the story ends.



Listen and repeat. Then complete the words with *ough* or *ight*.

Spelling Patterns *-ough* and *-ight*

1 kn i g h t

5 del _____

9 t _____

2 c _____

6 ton _____

10 f _____

3 n _____

7 r _____

11 th _____

4 d _____

8 l _____

12 en _____

Now find the words in the text that end in *ough* and *ight*.



A Scan the text. Complete the table. Then read.

Name of Country	
Number of Whale Skeletons	
Age of the Skeletons	
Year UNESCO Recognized Wadi Al-Hitan	

Whale Valley

Whale Skeletons

In the middle of the Egyptian desert lies Wadi Al-Hitan, also known as Whale Valley. Usually, a dry desert is a strange place to find whales, but this valley is home to the skeletons of more than 400 whales. The whale skeletons are from 40 million years ago, when water covered this land.

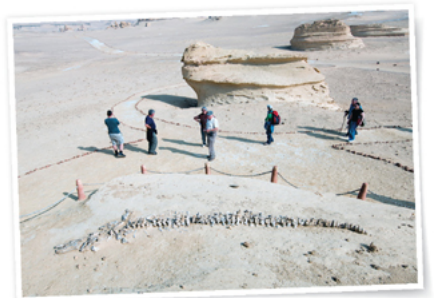


An Important Story

The skeletons of these whales tell an important story. The skeletons show that these whales once had back legs and feet. But the back legs on the skeletons are tiny. This means that the whales were changing from land animals to sea animals. The whales didn't need their legs anymore. Their legs were becoming smaller and smaller. Today, of course, whales don't have legs or feet at all.

A World Heritage Site

Whale Valley has a large number of whale skeletons, and the dry desert air has preserved them well. This makes it an important place for science. In 2005, UNESCO named the area a World Heritage Site, protecting it for years to come.



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

- 1 Whale Valley is a great place to go for a vacation. Opinion
- 2 Whale Valley is an important place for science. _____
- 3 The desert is more fun than being in the mountains. _____
- 4 The whale skeletons have tiny back legs. _____
- 5 Whale Valley is a protected site. _____

C Think and discuss. What is the author's purpose in writing this article? What makes you think that?

D Match the cause to the effect.

- | | |
|--|-------------------------------------|
| 1 The desert air is dry. | a. The area is protected. |
| 2 The whales were changing from land animals to sea animals. | b. The skeletons are preserved. |
| 3 UNESCO named the area a World Heritage Site. | c. The whales' back legs were tiny. |

My Reading Journal

What was one thing that surprised you from the reading?



Listen and repeat. Then complete the words with *ar* or *or*.

1 st ___ m

5 c ___ toon

9 sh ___ k

2 al ___ m

6 ___ tist

10 sp ___ t

3 f ___ k

7 t ___ n

11 t ___ ch

4 pol ___

8 st ___

12 w ___ ld

Now find more *ar* and *or* words in the text.

Spelling Patterns *ar* and *or*

UNIT
1

Let's Start with Art



See, Think, Wonder



A Look at the picture. What do you see?

His hand is on the glass.

The light looks like fire.

B What do you think?

I think the butterflies are pretty.

I think it's really late at night.

C What do you wonder?

where is he?

D Think and discuss. When do you draw pictures and when do you take photos? Why?

E Read. Then underline the facts and circle the opinions.

"Oh, no! I've run out of paint! I need to go to the store. Mrs. Blanche has the best paint. It's cheap and she has so many colors."



Now read **True Colors**



TRUE COLORS



"Hello, Emil!" says the owner of the shop, Mrs. Blanche.
"Have you run out of paint again?"

"You know me too well!" Emil says from across the store.
"I used the last of it this morning."



"What's this?" Emil wonders.
"It's called True Colors ..."



"Interesting choice, Emil. There are so many colors and you picked this one," Mrs. Blanche says.
"You should be careful with it. It's the last one."





"This still life isn't good enough!" Emil says angrily. "The fruit and vegetables look real but they're too boring."

He decides to start a new painting with his new paint. There are a lot of things he could paint, but what?

My croissant! Emil thinks.



Why do you think the author chose to make this **fantasy** story happen in a real-life setting instead of a fictional one?



Emil is almost finished. Then he sees something odd.



What is Emil going to paint next?

His new painting is ... real! *What is True Colors made of?* he wonders.

Words in Context



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

owner

run out of

choice

croissant

exclaims

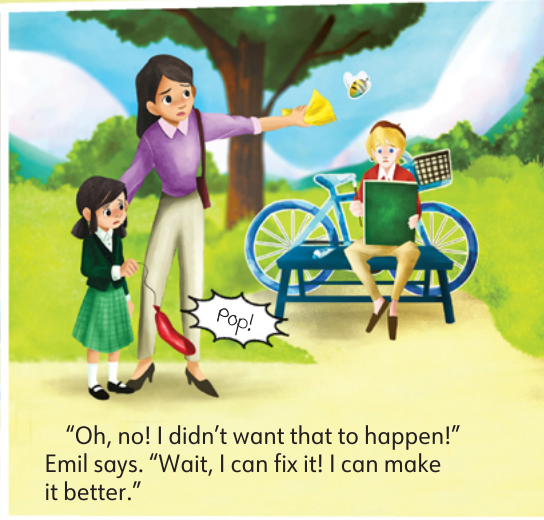


Emil can't stop painting with his new paint. He even fixes his bike!

"This is amazing!" he exclaims.



Emil loves painting with True Colors. He paints a bee. Will it come to life, too?



"Oh, no! I didn't want that to happen!" Emil says. "Wait, I can fix it! I can make it better."



"Wow! Thanks!" says the woman.



Emil is happy that he can help people with True Colors.

Who else can he help?



"You're so kind!" says the old man.



"Watch out!" cries Emil.



What does He saves the day mean?

He saves the day with his True Colors.
"Helping people is so much fun!"
Emil says. He wants to help more, but ...



... there's only enough paint left for something small. Emil starts to walk home slowly.



When he gets home, he sees his neighbors. They can't get in their apartment.

"I told you to take the key!" Mrs. Durand says.

"I thought you had it!" her husband replies.



"Excuse me. Is that your key?" asks Emil quietly.

"It is!" Mr. Durand says.

"Thank you so much!"





"Why don't you join us for some delicious onion soup?" Mr. Durand asks.
Emil can't say no!



"So, you're a painter," Mrs. Durand says. "Can you show us a few of your paintings after dinner?"

Emil is worried. What if his neighbors don't like them?

"OK," he says nervously.



When you finish a piece of art, are you always happy with it?

"We think your paintings are wonderful!" says Mrs. Durand. "And so does Lucy!"
"Thank you!" Emil says, smiling. "I guess they aren't so bad after all."
"Can you paint Lucy's portrait for us?" asks Mr. Durand.
"I'd love to!"

Explore the Reading

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

- 1 Mrs. Blanche doesn't know Emil. False
- 2 Emil always thinks he is a good artist. _____
- 3 Emil doesn't like making anyone sad. _____
- 4 Emil only wants to use True Colors to help himself. _____
- 5 Mr. and Mrs. Durand live near Emil. _____
- 6 Emil can help people without True Colors. _____

B Read and match the sentences to the characters.

- 1 True Colors is a good choice.



- 2 We're locked out!



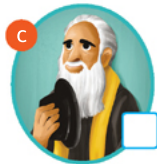
- 3 What happened to my balloon?



- 4 These paintings aren't good enough.



- 5 This is heavy!



- 6 A young man found a taxi for me.



C Think, draw, and write. How would you use True Colors to help other people? Why?

I would paint _____

because _____

