Before You Watch
• Play the introduction to the video. Say This video is all about extreme sports. Ask What are extreme sports? Which extreme sport(s) would you like to try?

While You Watch
• Say Listen for extreme sports and the words that describe them. Complete these sentences as you watch. On the board, write:

_____ is very _______
_____ is extremely _______
_____ is incredibly _______
_____ is really _______
_____ is super _______

• Give an example: Kitesurfing is extremely difficult! Kitesurfers need a lot of arm strength. Pause the video as necessary for students to write. Remind them to write an extreme sport or a type of equipment on the first blank line, and a word that tells about it on the second.

After You Watch
• In groups, have students share their sentences. Call on students to share two sentences that give different opinions about the same sport.

Before You Read
• Activate prior knowledge Ask students questions to get them thinking about main ideas in the story. Ask Do you need great strength to windsurf? To hang-glide? To play football? Why? Ask students to explain their responses. Then have them add additional sports that require strength for success.
• Introduce the strategy Help students to understand the word visualize. Say When we read, we often form pictures in our minds to help us understand the characters, setting, and events in a story. We use clues from the story to help us form these pictures in our minds. This is called visualizing. For example, imagine that you’re watching extreme skiing. What’s happening? What colors do you see? What movements do you see? Have students take turns describing details to a partner.
• Say As we read, we sometimes stop to visualize, or picture, some of the events in the story. Pay attention to the words and pictures that help you visualize what happens. For each question below, have students draw a picture and label the picture with a sentence that describes it.

While You Read
• Stop after every few pages to have students visualize the action of the story.

Zoom In Vocabulary
• Pause the video on images of target vocabulary. Have students name what they see. Press “play” so the words appear. Then ask What other words can tell about this photo? (sking: jump, height, mountain, snow)
• Freeze the first frame of Scene 5 with the caption on the screen. Ask What’s something that you have been doing since you were little?
• View Scene 6. Pause on each caption. Point out words such as really and extremely. Ask What other words do you know that mean just about the same as really and extremely? (so, very)

Song
• Assign half the class to be skiers and half to be kitesurfers. Play the song once and have students listen for the verses about their sport. Play the song again. This time, have “kitesurfers” and “skiers” stand up to sing and act out their verses. Have the class sing the chorus together.

Viewing
• After viewing, ask Why didn’t Patti go skiing? (She didn’t want to risk an injury.) Ask Which sport in the video looks the most exciting? Why?

Meet the Explorer

Before You Read
• Look at the picture of Young Cú Chulainn. What do you notice about the character? Ask students to come up with adjectives that describe the character.

After You Read
• View Young Cú Chulainn again.

Young Cú Chulainn Athlete and Future Warrior

A young boy named Sétanta is a talented athlete. He plays a sport called hurling, the most popular sport in Ireland. One day, Sétanta is called to join other boys at a school for young warriors. The boys are all older and bigger than Sétanta. The boys challenge Sétanta to a game. Will he succeed and become a strong warrior?

BE THE EXPERT

Reading Strategy
Visualize Explain that authors use sensory details to help readers picture the characters and setting. Have students pay attention to details about colors, a character’s features and actions, and descriptions of the setting. Students can then create a mental image of the text. Having students draw and discuss their images will help them assess their comprehension of a text.

Our World in Context
At the time of this story, the people living in Ireland were the Celts. The Celts were farmers and were also skilled in metalwork. The Irish language is a Celtic language. The name Cú Chulainn and the author’s name are written in Celtic.

Text Background
Cú Chulainn is a character from medieval Irish literature. As a knight, he served King Conor of northeast Ireland, who lived in the first century BCE. Though he was reported to have defeated an entire army single-handedly at age 17, according to legend, Cú Chulainn’s enemies tricked him into an unfair fight when he was 27. He was killed in the fight.

BE THE EXPERT

Reading Strategy
Visualize Explain that authors use sensory details to help readers picture the characters and setting. Have students pay attention to details about colors, a character’s features and actions, and descriptions of the setting. Students can then create a mental image of the text. Having students draw and discuss their images will help them assess their comprehension of a text.

Our World in Context
At the time of this story, the people living in Ireland were the Celts. The Celts were farmers and were also skilled in metalwork. The Irish language is a Celtic language. The name Cú Chulainn and the author’s name are written in Celtic.

Text Background
Cú Chulainn is a character from medieval Irish literature. As a knight, he served King Conor of northeast Ireland, who lived in the first century BCE. Though he was reported to have defeated an entire army single-handedly at age 17, according to legend, Cú Chulainn’s enemies tricked him into an unfair fight when he was 27. He was killed in the fight.
Before You Watch
- Play Scene 1: Introduction. Say This video is all about history and its mysteries. It tells about archaeologists who study these mysteries. Ask What mysteries from history do you know about?

While You Watch
- Draw a T-chart on the board with the headings Objects or People and Actions. Give out T-chart graphic organizers. Have students use the chart to sort words as they watch the video.
- Say As you watch, you’re going to hear about objects from history. You’ll also hear about what people do when they look for and study these objects. List words in each column. Give an example. Point to the first column. Say I know a ruler is a person. I write ruler here. Point to the second column as you say Write words about actions here.
- Pause the video as necessary to allow students to fill in their charts.

After You Watch
- Put students in small groups. Say Pick an object and an action that goes with it. Write a sentence with by. Give an example: Statues were discovered by archaeologists. After students finish, have each group write one of their sentences on the board.

Zoom In Vocabulary
- Play Scenes 2–4, pausing at images in frames.
- Ask students to tell if each image shows an artifact, describes an artifact, is a tool archaeologists use, or is an action archaeologists perform.

Grammar
- Play Scene 5: Grammar 1 or Scene 6: Grammar 2. Have students take notes. Tell them to write what happens in the beginning, the middle, and the end of the story.
- After the animation, have students use their notes to retell the story using the passive voice.

Song
- Play Scene 7: Song while students read the lyrics in the Student’s Book. Then divide the class into two groups. Have one group of students practice the first verse and have the other group practice the second verse. Play the song again. Sing the chorus together as a class and the other group practice the second verse. Play the song again. Have one group of students practice the first verse and have the other group practice the second verse. Play the song again. Sing the chorus together as a class and the other group practice the second verse. Play the song again. Have one group of students practice the first verse and have the other group practice the second verse. Play the song again. Sing the chorus together as a class and the other group practice the second verse.

Viewing
- Play Scene 8: Viewing. Then play it again, pausing after each segment. Ask questions such as Where is this site? What’s it like? What artifacts are found in this site? What is the answer: State the answer:

Before You Read
- Activate prior knowledge Write wish on the board. Say A wish is something we want or something we want to happen. Give examples. My wish is (to have a new car). Ask What are your wishes? Have any of your wishes ever come true? Today we’re going to read a story about why we should be careful what we wish for.
- Introduce the strategy Give students examples to help them understand how to draw conclusions. Say When you draw conclusions, you use what you know and what you’ve read in a story. You put both things together to make a good guess about what you’re reading.
- Draw a three-column chart on the board with the headings Clues from the Story, What I Already Know, and My Conclusion.
- Say As we read, we’ll stop to make notes in our chart about clues from the story and things we already know.

While You Read
- Stop after every few pages to ask questions that will help students draw conclusions. For example, after p. 3, ask What does King Midas love more than his daughter? (gold) Write King Midas loves gold more than his daughter. in the first column. Say I know that only greedy people love money more than their family. If necessary, explain that greedy people want more of something than they really need. Write Only greedy people love gold more than their family. in the second column. Then have students read aloud the sentences in both columns. Ask What does this tell us about what King Midas is like? State the answer: King Midas is greedy.

After You Read
- After finishing the story, look at the text clues in the first column of the chart. For each text clue, ask students to think about what they know about that topic. Next, ask students to draw conclusions based on the text clues and what they know.

Story Time Video
- View King Midas and His Golden Touch with students.
- View it again. Pause the video and ask questions such as Why did Dionysus give King Midas the power to turn everything to gold? Why did King Midas later think that asking for this power was a terrible mistake? What happened at the end?
Imagine that you made chocolate. While You Watch

Before You Watch

• Play Scene 1. Say This video is all about chocolate. What are some of the things you learned about chocolate?

While You Watch

• Give out T-chart graphic organizers. Have students label the columns Type of Chocolate and Words about That Type. Say As you watch the video, write the names of types of chocolate in the left side. Write words you hear about the types of chocolate in the right side.

• Pause the video as necessary to allow students to copy important words into the chart.

After You Watch

• Place students in pairs. Say Imagine that you made one of the types of chocolate in your chart. What ingredients did you use? What can you tell about it? Have students use their charts to tell their partners about types of chocolate.

Zoom In

Before You Read

• Activate prior knowledge Ask students questions to get them thinking about the main idea in the story. Ask What do you know about the origin of chocolate? Where did it come from? How did people use it?

• Introduce the strategy Model sequence of events by doing three actions. First, pick up a marker or piece of chalk. Then use it to write your name on the board. Finally, put the marker or chalk down. Say first, I picked up the (marker). Then I wrote my name. Last, I put the (marker) down. I told the things in the order they happened.

• Give students storyboard graphic organizers. Draw a storyboard on the board to help students determine the sequence of events. Number and label the boxes.

• Say We can show the sequence of events, or the order in which things happen in the story, by writing what happens first, next, and so on.

While You Read

• Stop every few pages to discuss the sequence of events with students. Have students use the discussion to fill in their storyboard graphic organizers. Ask What happens first? (Only the gods have chocolate.) Ask additional questions, such as:

  p. 3: What does Quetzalcoatl do after the people built temples to him? (He decides to share chocolate with the people.)

  p. 5: What does Quetzalcoatl teach the people? (How to grow cacao and how to make chocolate)

  p. 7: Once the people were filled with chocolate, they are able to do things. What are they able to do? (Math, study the stars, create art and music, build cities)

  p. 9: What happens after Quetzalcoatl’s bad dream? (The god of night comes dressed as an old woman and gives him a poison that sets his body on fire.)

After You Read

• Point to the first box in the storyboard on the board. Ask What happened first? Call on students to read from their organizers. Decide on the first event as a class. Repeat for the rest of the boxes. Then put students in groups. Have them use words such as first, then, and finally to retell the story’s events in order.

Story Time Video

• Play Scene 10 and pause from time to time to have students predict what will happen next.

• Have students retell the story in small groups. Ask What happens first? What happens next? Does Quetzalcoatl make a good decision?
The River Dragons
The people of China need fresh water to drink and to water crops, so they pray to the rain gods to send rain. The four dragons of the Eastern Sea hear the people’s call for help, and they make it rain. But the dragons’ actions have angered the Jade Emperor, the most powerful god of all.

Before You Read
• Activate prior knowledge Ask questions to help students start thinking about the story. Ask: How does rain help plants and people? What happens if there is no rain?
• Introduce the strategy Write cause on the board and effect next to it. Draw an arrow from cause to effect. Point to effect and say: An effect is something that happens. Point to cause and say: A cause makes the effect happen. A cause always happens first. Say: To find the effect, ask: “What happened?” To find the cause, ask: “Why did it happen?” Hold up a sheet of paper. Say: This is one piece of paper. Cut the sheet in half and hold up the two pieces. Ask: What happened to the one piece of paper? (It’s changed into two pieces.) Write this below effect. Ask: Why is it in two pieces? (You cut one piece of paper in half.) Write this below cause. Draw an arrow from the cause to the effect.
• Write a T-chart on the board with the headings Effect: What happens and Cause: Why it happens. Say: As we read the story, we’ll stop to write what happens (point to column one) and why it happens (point to column two).

While You Watch
• Stop after every few pages to help students identify causes and effects. Explain that the answer to a why question is a cause. Write each cause or effect under the appropriate heading. Ask questions such as:
  p. 5: Why did the four dragons go to talk to the Jade Emperor?
  p. 7: What happened when the dragons sprayed seawater through the clouds?
  pp. 8–10: Why did the Jade Emperor trap the four dragons under the mountains? What happened next?

After You Read
• Point out each cause and effect written on the chart on the board. Have students read aloud each cause and its effect.

Zoom In
Vocabulary
• Play Scenes 2, 3, or 4. Pause on each framed image and have students name the term. Then review what the entire image shows.

Grammar
• Play Scene 5. Pause and ask students to name three things the boy has been doing. Repeat the segment and have students check their answers.
• Play Scene 6. Write on the board whenever, wherever, and whoever. Have students write an example describing how each word is used in the animation.

Song
• Play Scene 7. Have students read the lyrics as they listen. Say: Pretend you’re the singer. What have you been doing? Students should answer with the, I’ve been thinking . . . and I’ve been taking . . . lines.

Viewing
• Play the segment. Ask: What makes a hot spring hot? What happens when glaciers melt?
• Meet the Explorer
  • Say: Sandra Postel works to save fresh water. What are some ways you can save water?

Introduce the strategy
• Point out each cause and effect written in the chart on the board. Have students read aloud each cause and its effect.

BE THE EXPERT

Reading Strategy
Identify Cause and Effect
When students identify causes and effects in text, they discover the relationship between two events. Tell students that when they read a text, they can look for words that signal cause-effect relationships. Words that signal causes include because and since. Words that signal effects include so and therefore. Point out the word so in the last sentence on p. 4 of The River Dragons.

Text Background
The River Dragons is a folktale from China. Like many other folktales from China and around the world, it describes the creation of a particular feature of the natural landscape. Folktales deal with universal themes and were originally passed down from one generation to the next through the spoken word.

UNIT 4 READER
Text Type
folk tale

Reading Strategy
Identify Cause and Effect
Vocabulary
fresh water, a lake, salt water, a sea, save, filter, soak, freeze
Grammar
present perfect progressive with for and since; whenever, wherever, whatever, whoever

Resource
Video Sc. 10

Material
scissors
Before You Watch

• Play Scene 1. Introduction. Say This video is about living things. Name some living things you know. What do they look like? Where do they live?

While You Watch

• Have students look and listen for target words. Say On a sheet of paper, write each new word that you hear.
• Pause the video as needed to allow students to complete the task. Then say Give students a minute to complete the task. Then say What did the boy’s friend say about how the pet looked? (He said it was furry and it had eight legs.)

After You Watch

• Say Look at your list. Put a check mark next to each word that names a living thing, an object, or a place. Give students a minute to complete the task. Then say Choose one checked word and one circled word. Write a sentence that includes these two words. Have students read their sentences aloud.

Zoom In

Vocabulary
• Choose sections from Scenes 2–4. Pause at the framed images, before the caption appears. Have students name the pictured word. Then bring up the caption.

Grammar
• In Scene 5, pause after the boy’s first statement. Ask What did the boy tell his mother about his friend? (He said his friend got a new pet.) Play the remaining frames. Ask What did the boy’s friend say about how the pet looked? (He said it was furry and it had eight legs.)

Song
• Play Scene 7. Repeat the sentence that begins “Some look like strange monsters . . .” Have students use descriptive words from the unit to write a replacement sentence for the song.

Viewing
• Play Scene 8 with no sound. Pause at the market scene. Point to the parent and child and ask What is he? (an adult; male) What is she? (a child; female) Point to the rain forest or coral reef in these scenes and ask What is this? (a habitat)

Meet the Explorer
• Play Scene 9. Say Mireya Mayor believes it’s important to explore animals in their habitats to learn more about them. Ask What do you want to know more about in nature?

Before You Read

• Activate prior knowledge Ask a question to get students thinking about the story. Say There are animals all around us. Sometimes animals help people with their problems. How can dogs help people? (Dogs help people who can’t see. They find people who are lost. They protect homes.)

• Introduce the strategy Say Today, we’ll read a story about how animals help people solve a problem. As we read the story, think about the problem and the different solutions. Remind students that a problem may have more than one solution. Point out that sometimes the solutions that people try don’t work to solve the problem.

• Draw a two-column chart on the board. Label one column Problem and the other column Solution. Give students the two-column chart graphic organizer and have them copy the labels for each column. Say As we read the story, write the problem in the left column. Write the ideas for a solution in the right column.

While You Read

• Read with students. As you read, stop and ask questions to help students identify the problem and the possible solutions presented in the story. Ask questions such as the following:
  pp. 2–3: What new problem did the people of Odon face?
  pp. 4–5: What did the people of Odon do to try to solve the problem? Why didn’t these solutions work?
  pp. 6–7: Who offered to help the villagers? What do you think the solution will be?

After You Read

• Review the problem-solution chart students created while reading the story. Discuss the problems and solutions presented in the story. Ask Why did the villagers’ solutions fail? How did the parrot solve the villagers’ problem? Why did this solution work?

Story Time Video
• View Scene 10. Ask questions such as What problem did the villagers face when Odon moved to the other side of the mountain? (Odon destroyed houses and stole the villagers’ animals and food.) How was the problem solved? (Four animals made Odon run away to the jungle.)
Before You Watch

• Play Scene 1. Ask What do you see in the wall show? (cars, wheels, a crash test dummy) What happened to Patty’s bicycle? (It broke.)

While You Watch

• Give out word web graphic organizers. Have students write Test in the center. Say As you watch, look for words about tests. Write them in your word web. You can write words that tell about quality and safety tests.
• Pause the video as necessary to allow students to fill in their word webs.

After You Watch

• Have students say what words they wrote in their webs. Write them on the board. Say Let’s ask questions with these words. Circle a word and give students a minute to write a question. Call on a student to share a question he wrote; such as Why do manufacturers drop products? Then ask another student to report the first student’s question. (Karen) asked why manufacturers dropped products. Have students answer the questions after they report them.

Before You Read

• Activate prior knowledge To get students thinking about products and ads, ask Where do you usually see ads? What kinds of products do you see most often in ads? Has an ad ever made you want to buy a product? Explain.
• Introduce the strategy Hold up the Reader so that students can see the cover. Have a student read the title. Point to the cover and ask What do you see? (a boy watching TV, soft drink cans, a singer) Say We can use photos and pictures to help us understand what we read.
• Say Authors include photos and pictures with text for a reason. Photos can help us understand the words in the text. Say As you read, look carefully at the photos and pictures. Decide why the author used them. How do they help you understand the ideas in the text? Draw a two-column chart on the board. Write the headings Photo or Picture and Information. Give copies of the two-column chart graphic organizer to students. Say Let’s fill in this chart as we read. We’ll say what extra information the photos give us about the ideas we read about.

While You Read

• Read the text aloud to students. Stop after every few pages to ask questions about the visuals. Write the answers in the chart on the board and have students copy the answers in their charts. Ask questions such as the following:
  p. 5: What does the ad show? Which words in the ad go with the information stated in the text?
  p. 7: What do the photos on pages 6 and 7 show? How do these ads look alike? Why are they used together?
  p. 9: What do the photos on pages 8 and 9 show? Which words in the text explain the information in the photos?

After You Read

• Review and add to the two-column chart. Then pair students. Have each pair refer to the notes in their charts to decide which photo most helped them understand the text and why. Call on pairs to share with the class.

Zoom In

Vocabulary
• Play Scenes 2 and 3. Pause the video at each frame that introduces the target words. Have students describe each vocabulary word as it is shown in the image. Model the first word, dummy. Say The dummy sits like a person and looks like a person, but its head is not on.
• Have students make a two-column chart labeled Do and Don’t. Play Scene 5. Say Write the things the person said to do in the Do column. Write the things the person said not to do in the Don’t column.
• Divide the class into safety people and quality people. Play the song, and have quality people sing the first and third verses. Have safety people sing the second and fourth verses.
• Have students write Customers and Manufacturers on a piece of paper. As students watch the video, have them write things that customers do and things manufacturers do.

Meet the Explorer
• Say Iain Couzin studies the social, or group, behavior of animals. Ask How does your group of friends affect you? Which words in the text explain the information in the photos?
Before You Watch

• Play the introduction to the video. Say This video is all about exploring caves and rain forests. Ask What kinds of plants and animals do you see in a rain forest? What do you see in a cave?

While You Watch

• Have students use a three-column chart to sort words as they watch the video. Label one column Safe, another column Scared, and the last column Excited. Say Think about how these words make you feel. Listen for examples of words in the video that make you have these feelings. You can put a word in more than one column in the chart. List as many words as you can in each column.

• Pause the video as necessary to allow students to write words in their charts.

After You Watch

• Call on students to use their charts to tell about how the ideas in the video make them feel. For example: A rope keeps you safe. A risk is scary. Going underwater is exciting.

Before You Read

You have students look at the cover and read the title. Ask questions to prompt students to think about the plot of the story. Ask What does a shark look like? What does it eat? Do you want to go swimming with one? Why or why not?

Introduce the strategy Write Prediction on the board. Say A prediction is what we think will happen in the future. Give students an example. Say Imagine that you’re on a boat in the ocean. You see a shark looking at some fish. What do you think will happen? Model for students. Say I predict the shark will chase and eat the fish.

• Have students form groups of three or four and give each group a T-chart graphic organizer. Draw a T-chart on the board for students to use as a model. Label one column Our Prediction and the other column What Happens. Say Use your chart to keep track of your predictions.

While You Read

• As you read the story with the class, stop every few pages. Have groups work together to make a prediction about what will happen next. Ask these questions to guide them:

  - p. 3: What do you think Punia will do?
  - p. 5: How do you think the Shark King will feel?
  - p. 7: What do you think the other sharks will do when they see the “seal”?
  - p. 9: Do you think the Shark King will eat Punia?

After You Read

• After finishing the story, have groups share their predictions with the class. For every prediction, ask Was that prediction right? In the second column of their charts, next to each prediction, have groups write “correct” or explain what actually happened. Point out that readers often need to change their predictions as they learn more clues from a story. Stress that making an incorrect prediction is not always a mistake and that revising a prediction as you continue to read is part of the strategy.

Story Time Video

• View Story Time. As students watch, pause the video and have them make predictions. Ask How do you think Punia will catch lobsters? Do you think the Shark King will stay or leave? What do you think the people will do if the Shark King leaves forever?
I wish I had a robot that
• Write on the board: Your body is a lot like a machine.
Your brain sends information to every part of your body. It tells your muscles to move. Your muscles and body parts have sensors, like the sensors on a robot. They send information back to your brain.
• Predict Say: When people are sick or hurt in an accident, there’s a break (make a snapping motion with your hands) in this communication. Then people can’t move or use parts of their body. Sometimes people are born with hearing or seeing problems. How do you think robots might help these people?
• Introduce the strategy Say: Today we’ll learn how scientists and doctors use robots to help people who are sick or injured. As we read, let’s look for the main ideas and details. Remind students that the main idea is the most important thing the writer wants readers to know. Details give more information about the main idea.
• Draw a T-chart on the board with the headings Main Idea and Details. Distribute the T-chart graphic organizer to students. Say: As we read, write the main idea of each page in the left column. Write the details that support it in the right column.

Before You Read
• Build background Say: Your body is a lot like a machine. Your brain sends information to every part of your body. It tells your muscles to move. Your muscles and body parts have sensors, like the sensors on a robot. They send information back to your brain.
• Predict Say: When people are sick or hurt in an accident, there’s a break (make a snapping motion with your hands) in this communication. Then people can’t move or use parts of their body. Sometimes people are born with hearing or seeing problems. How do you think robots might help these people?
• Introduce the strategy Say: Today we’ll learn how scientists and doctors use robots to help people who are sick or injured. As we read, let’s look for the main ideas and details. Remind students that the main idea is the most important thing the writer wants readers to know. Details give more information about the main idea.
• Draw a T-chart on the board with the headings Main Idea and Details. Distribute the T-chart graphic organizer to students. Say: As we read, write the main idea of each page in the left column. Write the details that support it in the right column.

While You Read
• Read the text with students. Ask questions such as the following to help students identify main ideas and details:
  - p. 3: What are bionic parts? What makes them move?
  - p. 4: How will sensors make a robotic arm better?
  - p. 5: What details show how cochlear implants are helpful?
  - p. 8: What details tell how a bionic eye works?
  - pp. 10–11: What details tell how bionics work with the brain?

After You Read
• After reading, have students tell you what they wrote for the main idea of each section of the reader. Ask: What details did the author include to support the main idea? Create a class chart on the board.

Story Time Video
• View Better Lives with Bionics again. Pause the video and ask: What’s the science of bionics? (Bionics involves machines that act like human body parts.) How can bionics help people? (Bionics can help people walk. Bionics can help people see or hear.)
Before Watch

• Play Scene 1. Ask What’s Rick dressed like? (a pirate) What does he have? (a weapon, a shipwreck, a lifeboat)

Zoom In

Before You Read

• Predict Say This story tells about a ship’s crew that sees another, very strange ship. What do you think might be so strange about the ship? Write students’ ideas on the board.

Grammar

• Say Look and listen for these words. When you hear the word, write a definition in the right column of your vocabulary log. Pause the video as necessary to allow students to write words and definitions.

Video Sc. 1–11; World Map; Graphic Organizer: Vocabulary log

While Watch

• Give students copies of the vocabulary log graphic organizer. Write the following words on the board: pirate, iceberg, unsafe, possible, The Flying Dutchman. Say Look and listen for these words. When you hear the word, write a definition in the right column of your vocabulary log. Pause the video as necessary to allow students to write words and definitions.

Meeting the Explorer

• Say Daniel Torres Etayo is an archaeologist, a scientist who studies the past by finding and studying ancient objects. Why is it important to study objects from the past?

After You Watch

• Pair students. Say Read a definition from your vocabulary log to your partner. Your partner will guess what the word is. Have students take turns reading and guessing definitions.

Before You Watch

• Play Scene 1. Ask What’s Rick dressed like? (a pirate) What does he have? (a model ship)

Grammar

• Say Look and listen for these words. When you hear the word, write a definition in the right column of your vocabulary log. Pause the video as necessary to allow students to write words and definitions.

While Watch

• Give students copies of the vocabulary log graphic organizer. Write the following words on the board: pirate, iceberg, unsafe, possible, The Flying Dutchman. Say Look and listen for these words. When you hear the word, write a definition in the right column of your vocabulary log. Pause the video as necessary to allow students to write words and definitions.

Meeting the Explorer

• Say Daniel Torres Etayo is an archaeologist, a scientist who studies the past by finding and studying ancient objects. Why is it important to study objects from the past?

After You Watch

• Pair students. Say Read a definition from your vocabulary log to your partner. Your partner will guess what the word is. Have students take turns reading and guessing definitions.

Before You Watch

• Play Scene 1. Ask What’s Rick dressed like? (a pirate) What does he have? (a model ship)

Grammar

• Say Look and listen for these words. When you hear the word, write a definition in the right column of your vocabulary log. Pause the video as necessary to allow students to write words and definitions.

While Watch

• Give students copies of the vocabulary log graphic organizer. Write the following words on the board: pirate, iceberg, unsafe, possible, The Flying Dutchman. Say Look and listen for these words. When you hear the word, write a definition in the right column of your vocabulary log. Pause the video as necessary to allow students to write words and definitions.

Meeting the Explorer

• Say Daniel Torres Etayo is an archaeologist, a scientist who studies the past by finding and studying ancient objects. Why is it important to study objects from the past?