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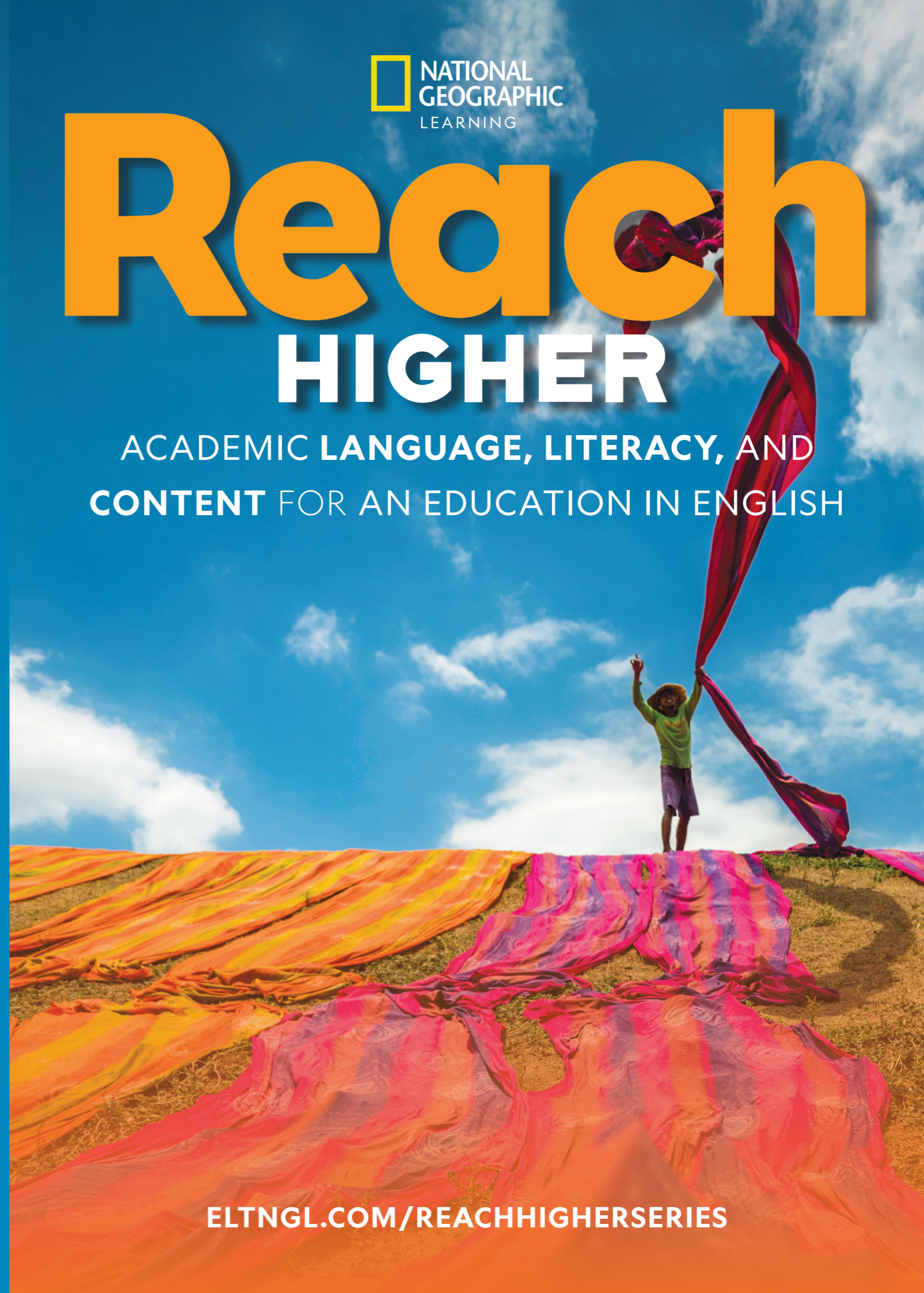


AUG/19



Reach HIGHER

ACADEMIC LANGUAGE, LITERACY, AND CONTENT FOR AN EDUCATION IN ENGLISH



ELTNGL.COM/REACHHIGHERSERIES

LANGUAGE LITERACY CONTENT

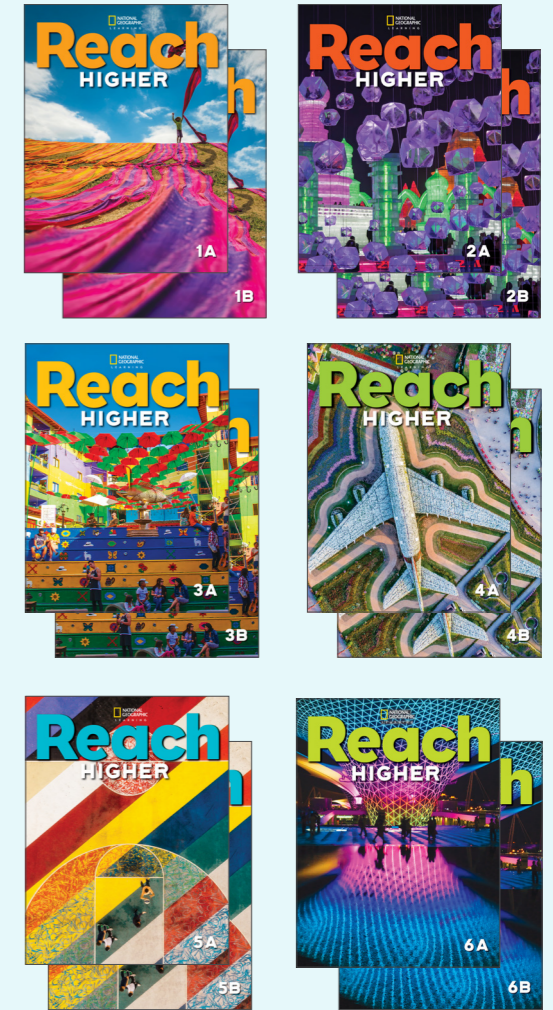
Supports **Common Core State Standards**
and other international standards


Reach Higher guides students to learn English, learn about the world, and learn about themselves through authentic content with a global perspective. Primary students develop the academic language skills and content knowledge they need to get an education in English.

- **CROSS-CURRICULAR, SIX-LEVEL PROGRAM** showcases original fiction, science, and social studies content to develop English literacy skills
- **ACADEMIC SKILL-BUILDING WITH PHONICS SUPPORT** develops students' understanding of different cultures while fostering independent learning
- **ALL-IN-ONE CLASSROOM PRESENTATION TOOL** provides the resources teachers need to prepare for, address, and assess a comprehensive range of instructional priorities and requirements
- **READ ON YOUR OWN PHONICS READERS** use fiction and nonfiction texts to reinforce the phonics and high frequency words in *Reach Higher* through science and social studies content



Student's Books Available
as A and B volumes



 **NATIONAL
GEOGRAPHIC**
LEARNING

National Geographic Learning brings the world to the classroom and the classroom to life.

Through the stories, ideas, photography, and video of National Geographic and TED we create English programs that are inspiring, real, and relevant.

With our English language programs, students learn about their world by experiencing it. Because we teach English *and* we teach the world.

For more information on *Reach Higher* and *Read on Your Own* phonics readers please visit ELTNGL.com/reachhigherseries

CONTENT

Bring the real world to your academic classroom

Reach Higher guides students to learn English, learn about the world, and learn about themselves through authentic content with a global perspective. The program develops students' understanding of different people, places, and cultures while fostering independent learning of science and social studies content.

Read a Story

Genre
A **traditional tale** is a very old story. It often tells how something in nature came to be. This tale is from the Diné, or Navajo, people in Arizona and New Mexico, USA.

Setting

Make Rain
by Mimi Mortezaei

Making Connections You read a tale about how **rain** came to be. Now read the scientific explanation.
Genre A **science experiment** gives steps to show how something happens in nature.

Do an experiment to see how rain forms. You will need: a glass jar, hot water, a plate, and ice cubes.

- Have your teacher pour two inches of hot water into the jar.
- Cover the jar with a plate. Wait five minutes.

Before You Continue

- Details** What materials do you need for this experiment?
- Predict** What do you think you'll read about next? What will you find out?

FROG BRINGS RAIN
by Joseph Bruchac
illustrated by S.D. Nelson

PAIRED READING PASSAGES

build language, reading, writing, and vocabulary through science and social studies content and authentic literature

Unit 3

Water for Everyone

Big Question Where do we get water?

Share What You Know

- Think of ways that people use water.
- Act out one idea. Work with a group. Have the class guess what you are doing.
- Make a poster showing your group's idea of how people use water.

Unit at a Glance

- Language Focus: Ask, for and Give Information, Order and Explain
- Reading Strategy: Ask Questions
- Phonics Focus: Long e spelled as, er, ir, ur, and Syllable: cvc
- Topic: Water

TOKYO, JAPAN
People sprinkling recycled waste water on the streets of Ginza to cool down the summer heat

Read a Magazine Article

Genre
A **magazine article** is nonfiction. It can tell about real people, places, and events.

Text Features
A **diagram** can show how something works.

The PlayPump

Arrows show how water moves in this machine.

Numbers show the order things happen.

1 Children play.
2 Water pumps.
3 Water moves through pipes.
4
5

Play Pumps
Turning Work into Play
by Catherine Clarke Fox

EXCLUSIVE NATIONAL GEOGRAPHIC NONFICTION SELECTIONS

motivate and prepare students for reading in the content areas

The Mighty Colorado
BY MIMI MORTEZAEI

Making Connections Now read about someone who cares about an important water **source** in the United States.
Genre A **profile** briefly describes a person. It tells what the person does and cares about.

Where do you get your water? You may get it from the Colorado River. The Colorado **provides** water to **thirty million** people in the United States. It gives them water to drink. It helps them stay **clean**. It even helps them grow **crops**.

Before You Continue

- Ask Questions** What is one question you have about the Colorado River? How will you find the answer?
- Details** Name things that people do with the water **provided** by the river.

thirty million very many
crops food

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NEW READING SELECTIONS FROM AROUND THE WORLD help students to learn about the world, and learn about themselves through authentic content with a global perspective

CONTENT

Prepares students to work with academic content areas in English independently

Reach Higher uses National Geographic science and social studies content and authentic literature to build content knowledge and develop English literacy. Students work with the content to develop critical-thinking, problem-solving, and analytical skills needed to succeed in their academic studies.

BIG QUESTION

introduces the theme of the unit and encourages students to make personal connections with academic topics

Unit 3

Unit at a Glance

- Language Focus: Ask, Invented One
- Reading Strategy: Ask Questions
- Phonics Focus: Long e spelled in, ay, veal, veal and syllable, ay, veal
- Topic: Water

Share What You Know

- Think of ways that people use water.
- Act out one idea. Work with a group. Have the class guess what you are doing.
- Make a poster showing your group's idea of how people use water.

BIG Question Where do we get water?

TOKYO, JAPAN
People splashing recycled waste water on the streets of Ginza to cool down the summer heat.

SHARE WHAT YOU KNOW

provides opportunities for students to take part in an ongoing conversation and share their experiences with classmates about academic content

CONTENT AND ACADEMIC VOCABULARY

are introduced through text and visual support to make them accessible to learners

Science Vocabulary

Key Words

How does water get from under the ground house in this picture?

1 pump 2 pipes 3 sink 4 well

1 A pump is a machine. It draws water up from wells.

2 Inventions like a water filter clean the water is safe to drink.

3 Pipes carry water to places at home, like

Talk Together

Look at the diagram on this page. What happens to the water? Where does it go? How does it get there?

Academic Vocabulary

More Key Words

clean adjective
The child is clean after her bath.

healthy adjective
Eating fruit helps you stay healthy.

provide verb
A water fountain provides water to drink.

require verb
The seesaw requires two people.

source noun
The sun is a source of heat and light.

Talk Together

Tell a partner what a Key Word means. Then your partner uses the word in a sentence.

"Require" means to need something.

I require food and water.

RESPOND AND EXTEND

helps students to draw connections between the paired fiction and nonfiction readings and their own experiences

Part 2 Respond and Extend

Compare Information

Both "PlayPumps" and "The Mighty Colorado" tell how people get water. How are these ways different? Work with a partner to complete the chart.

Comparison Chart

How People Get Water	
"PlayPumps"	"The Mighty Colorado"
<ul style="list-style-type: none"> Kids play. 	

Write how people get water in "PlayPumps" here.

Write how people get water in "The Mighty Colorado" here.

Talk Together

Where does water come from? Look at the pictures in "Playpumps" and "The Mighty Colorado." Then use Key Words to tell a partner how people get clean water.

204 Unit 3

Unit 3 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the Big Question.

Write It!

Keep a Water Log

Think about how you used water today. When did you use it? How did you use it? Write about each time.

This morning, I used water to brush my teeth.
At lunch, I washed my hands.

Talk About It!

Give an Interview

What ways do people get water? Think of questions to ask. Ask a partner your questions. Be sure to listen carefully to the answers. Then switch roles.

Do It!

Act Out the Water Cycle

Make up movements to show how rain is made in clouds. Use sounds and props. Perform the mime for the class.

Write a Letter

Write a short letter to a rain cloud. Tell the cloud why it is important. Tell how it helps you. Be sure to include the date, a greeting, and a closing. Share your letter with a classmate.

Concept Map

WATER

Where do we get water?

open ground lakes

Where does water go?

drink cook

210 Unit 3

211

SHARE YOUR IDEAS

provides open-ended projects for students to demonstrate content and language mastery as they respond to the Big Question

For more information on *Reach Higher* and *Read on Your Own* phonics readers please visit ELTNGL.com/reachhigherseries

LITERACY

Text-centered activities develop students' ability to express ideas and build confidence as speakers and writers

Reach Higher provides students with the skills and strategies to understand stories and literature, and to work with more complex texts that include facts and background knowledge in the subject areas of science and social studies.

READING STRATEGY

teaches students how to approach a new text and develop comprehension in a systematic way

LANGUAGE FRAMES

provide students with support for academic tasks

2 Reading Strategy

Ask Questions

As you read, ask questions. You can find the answers to some questions in your head. Think to come up with answers. This will help you understand the text better.

What's wrong, Will? Sadie might knock over Fluffy's water!

Ask yourself questions about the text. Use what you know to figure out the answers.

How to Ask Questions

1. Ask a question. I wonder _____
2. Think about what you already know. Think about what the author tells you. I know _____. The author tells me _____
3. Think about the answer. Read on and ask more questions. So _____ Now I wonder _____

2 Thinking Map

Cause and Effect

A cause is why something happens. An effect is what happens. Use a chart to show cause-and-effect relationships.

Cause-and-Effect Chart

Cause: Ella puts up a poster. Write why something happens here.

Effect: Kids stop washing water. Write what happens here.

Talk Together

Tell a partner about what happened because of an action you took. Together, make a cause-and-effect chart.

Language Frames

- I wonder _____
- I know _____
- The author tells me _____
- So _____ Now I wonder _____

180 Unit 3

THINKING MAP pre-teaches text analysis skills and text structure to support reading comprehension and develop literacy

THINK AND RESPOND and REREAD AND RETELL

allow students to practice their oral and writing skills while working with the content of the texts

2 Think and Respond

Talk About It

1. What **invention** does the magazine article tell about? Tell the name of the **machine** and one thing you learned about it.
The name of the machine is _____. I learned _____.
2. Define the word **invention**. Explain what the invention in the article does.
Invention means _____. In the article, the invention _____.
3. Ask a question about the **pump**. Find sentences that tell the answer.
My question about the pump is _____. I found the answer _____.

Write About It

Write sentences telling how the PlayPump helps **provide** people with water. Tell why this is an important invention.

The pumps _____.
This is important because _____.

198 Unit 3

Reread and Retell

Cause and Effect

What causes things to happen in "PlayPumps"?

Cause-and-Effect Chart

Cause: Kids ride on the PlayPump and turn the wheel.

Effect: Kids stand by the pump.

Now use your cause-and-effect chart. Tell a partner about more _____ So _____.

Writing Project

Write as a Storyteller

Write a Folk Tale

Where do rivers come from? What can stop the rain? Write a folk tale about water. Turn your folk tale into a picture book to share.

Study a Model

A folk tale is an old story that people have told for many years. Some folk tales tell how something came to be.

An extended **WRITING PROJECT** allows students to respond to the texts, confirm comprehension, and engage in deeper analysis of the unit's topic

The Lonely Ocean
by Latisha Grant

The **problem** gets the story started. Ocean was very lonely. People said her waves were too strong. So no one came near her.

The **events** tell what happens. One day, Ocean had a great idea! That night, she pushed pretty shells and rocks up onto the sand. The next morning, a girl saw the gifts. "Look!" she shouted. People ran to see what Ocean had left!

The **solution** tells how the problem is solved. Soon Ocean had a lot of visitors. She wasn't lonely anymore!

Latisha uses words that sound like her.

206 Unit 3

LANGUAGE

Provides students with an interactive environment to acquire, expand, and practice English

Reach Higher teaches the language students need – vocabulary, phonics, reading, writing, and conversations – to work with authentic academic content in English.

2 Language Focus

Words to Know
because
does
this

Define and Explain
Listen and sing.

What is a Pump?
A pump is a machine. We keep it nice and clean. With valves and pipes and other parts, **This** pump is a machine.

It has a job to do. It **does** it well for you. It gets fresh water from the ground. And brings it up to you.

Water from the ground. Yes, water from the ground. **Because** this pump can do its job, There's water all around!

Tune: "The Farmer in the Dell"

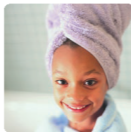




Song

LANGUAGE FOCUS and ACADEMIC VOCABULARY

present and practice English needed to study in an academic setting

Academic Vocabulary

More Key Words

<p>clean adjective</p>  <p>The child is clean after her bath.</p>	<p>healthy adjective</p>  <p>Eating fruit helps you stay healthy.</p>	<p>provide verb</p>  <p>A water fountain provides water to drink.</p>
<p>require verb</p>  <p>The seesaw requires two people.</p>	<p>source noun</p>  <p>The sun is a source of heat and light.</p>	<p>Talk Together</p> <p>Tell a partner what a Key Word means. Then your partner uses the word in a sentence.</p> <p>"Require" means to need something.</p> <p>I require food and water.</p>

2 Word Work

Suffixes

A **suffix** is a word part that you add to the end of a word. This can change the word's meaning.

The suffix **-y** can change a noun to an adjective.

health + **y** = **healthy**

Drinking water is good for your health. It is a **healthy** thing to do.

The suffix **-ion** can change a verb to a noun.

invent + **ion** = **invention**

People invent many things. The PlayPump is one **invention**.

Try It Together

Read these sentences. Then follow the directions.

This water is not safe to drink. It is full of **dirt**. How do people **act** when it rains?

1. Add **-y** to the word **dirt**. What new word does it make?
2. Add **-ion** to the word **act**. What new word does it make?



WORD WORK teaches students the skills and strategies to work with new and unfamiliar vocabulary

Learn more about additional phonics support on pages 14-15

Integrated **PHONICS FOCUS** teaches students the sounds of English and supports them with contextual practice




2 Phonics Focus

Vowel Sounds and Spellings: or, ore

corn  **shore** 

Listen and Learn

Listen to each sentence. Choose the word with the same vowel sound as **or** or **ore** that best finishes the sentence.

1. The man planted a field of _____.
 worn  store
corn sport
more stork
2. We will shop in that new _____.
store
sport
stork
3. The _____ on that rose will hurt your finger.
 short
tore score
thorn storm
4. Marco wants to know the _____ of the ball game.
score
storm

Talk Together

Listen and read. Find the words with the vowel sound you hear in **or** or **ore**.

Over to You

Making Life Better

It is hard to find water in some places. Some people in those places have a special chore. They have to find fresh water. Each morning, they go and get water. Sometimes, they walk many miles. Then they carry the water back to their homes. It is hard work. It takes up a lot of their time.

But many places are getting new wells. These wells help people. The wells are drilled near people's homes. Machines dig deep into the ground to find fresh water. Then a pump is put into the hole. People use the pump to draw water up from the well.

How does a well make a difference? Everyone has more water. People don't have to go far for water. They have clean water to drink. They have water for crops, like corn and beans. They can grow more crops because they have well water. People are happy because they can have a better life.

Work with a partner. Take turns. Pick a word with the vowel sound you hear in the word or from the passage. Make up new sentences using the word. Then choose another word.

Practice reading words with the vowel sound you hear in **or** or **ore** by reading "Making Life Better" with a partner.

GRAMMAR AND SPELLING provides presentation and practice within the context of the unit's paired selections

Grammar and Spelling

Adverbs

Adverbs tell about actions. An adverb can tell **how** or **when**.

Grammar Rules Adverbs

- Many **adverbs** tell how something happens. These adverbs usually end in **-ly**. Kids play **happily** on the PlayPump. Water moves **quickly** from the well to the tank.
- Some **adverbs** tell when something happens. **Soon** the tank is full. People have clean water **now**.

Read Adverbs

Read these sentences from "PlayPumps." Find the adverbs that tell how and when.

Luckily, a new invention is making a big change for many people. Today, there are more than 1,200 PlayPumps in use.

Use Adverbs

Write two sentences about PlayPumps. Tell how they work. Use adverbs that tell how and when. Then share your sentences with a partner.

TEACHING SUPPORT

Classroom Presentation Tool for each level provides all-in-one support for teaching

All-in-one Classroom Presentation Tool for each level provides teachers with everything they need to prepare for, address, and assess a comprehensive range of instructional priorities and requirements in and out of the classroom.

- **The full content of the Student's Book, Practice Book, and Teacher's Book**, including audio recordings
- **Extra on-page language support and resources** include extra class activities and teaching materials, games, and teaching tips
- **Additional teaching resources**, which include materials for speaking, phonics, and writing, Lesson Plans, Pacing Guides, and materials for assessment

INTERACTIVE AND ANIMATED CONTENT

helps teachers to present and practice learning goals in a fun and focused way

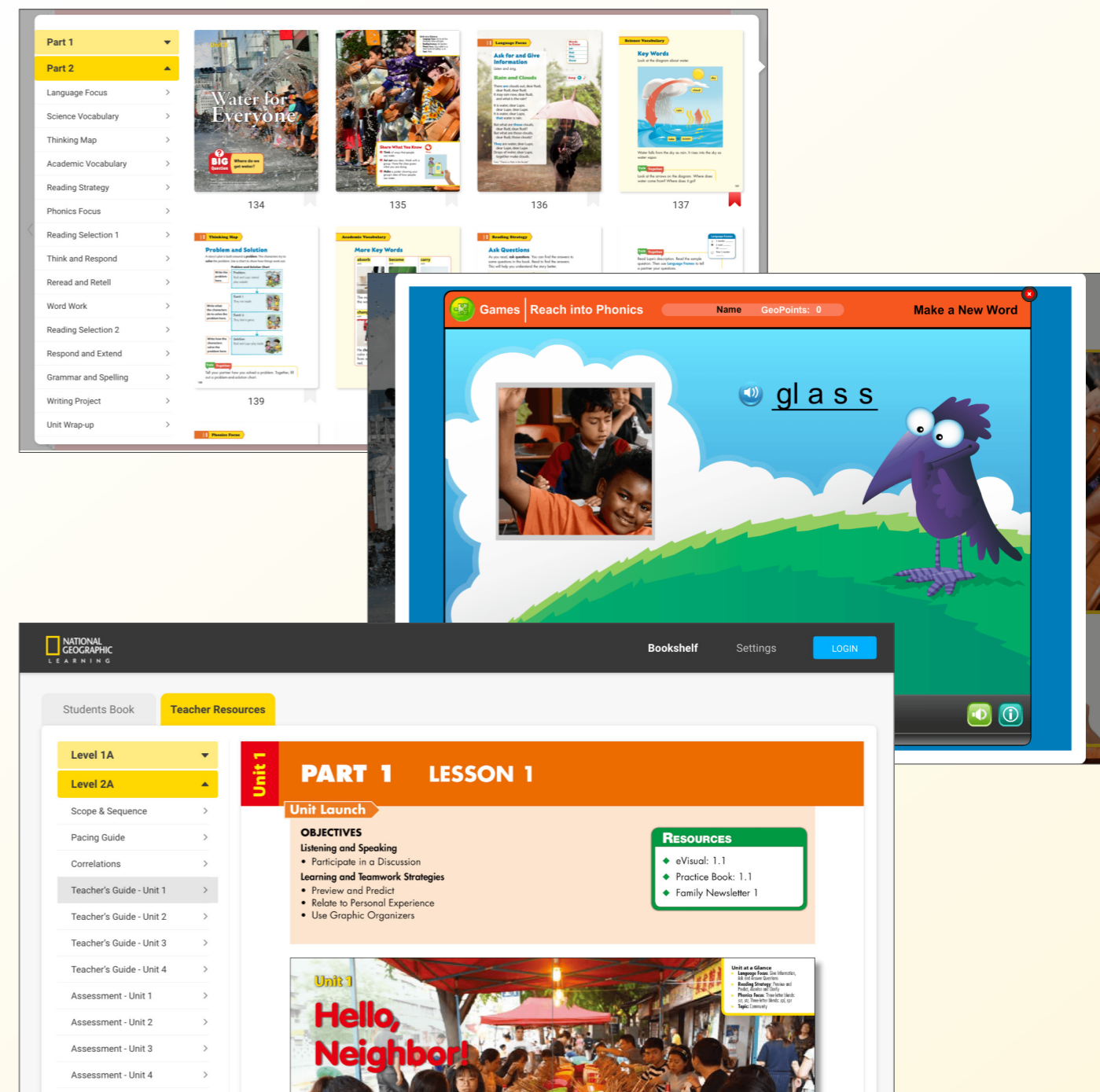


Classroom Presentation Tool is compatible with a range of common operating systems

All sample pages come from Reach Higher Level 2A, Unit 3 Water for Everyone, Part 1, Lesson 1

EXTRA ON-PAGE LANGUAGE SUPPORT AND RESOURCES

include extra class activities and teaching materials, games, and teaching tips



ADDITIONAL TEACHING RESOURCES include Lesson Plans, Pacing Guides, Word Lists, assessment resources, and Family Newsletters

For more information on *Reach Higher* and *Read on Your Own* phonics readers please visit ELTNGL.com/reachhigherseries

TEACHING SUPPORT

Teacher's Books make it easy to prepare and deliver lessons

A Teacher's Book for each level of *Reach Higher* helps teachers plan and deliver their lessons easily and flexibly according to the number of in-class hours. A streamlined, step-by-step instructional approach focuses on the Student's Book, with the option to use suggested extension activities.

TWO-PAGE LESSONS with teaching instructions and support make it easy to prepare and teach the program according to the needs of any classroom

PART 1 LESSON 1

Unit Launch

OBJECTIVES

Listening, Speaking, and Viewing

- Respond to a Video
- Participate in a Discussion

Learning and Teamwork Strategies

- Preview and Predict
- Relate to Personal Experience
- Use Graphic Organizers
- Use Media to Build Concepts

Media

- View and Discuss a Video
- Analyze Media



Water for Everyone

Where do we get water?

Resource(s)

- eVisual: 3.1
- Practice Book: 3.1
- Video

Preview and Predict

Read the unit title aloud and encourage students to flip through the unit. Ask: *What do you think you will learn? What makes you think that?*

Introduce the Big Question

- Ask: *How do you use water? How do you get the water? Where do you see water in nature?*
- Read aloud the Big Question. Have students share possible answers. Encourage them to provide details. List the answers.

Build Background

Preview the video. Now we will play a video that tells us about water. We'll learn about how all living things need water to survive and where water comes from.

Discuss the video:

- What do people need water for?
- What are the main forms of water on Earth? Which are salt water and which are fresh water?
- How can people save water?
- How do the sounds and images help you learn about water? Do you get more information from the words or from the images?

Share What You Know

- Review the three steps of the directions. Explain: *To complete the activity, you will need to think about:*
 - ways that people use water
 - how to show the ways that people use water by acting them out
- As a class, brainstorm ways that people use water. In addition to personal use, encourage students to think about how people use water to raise animals and grow food. Have them talk about machines that they use that need water to function.
- Display all the group posters in the classroom. Encourage students to refer back to them for ideas as they work through the unit.

Begin the Unit Concept Map

- Introduce the concept map: *As you go through this unit, it will be helpful to organize your thinking in a concept map.*
- Display the unit concept map (eVisual 3.1) for the Big Question. Explain: *The Big Question is in the cloud. We'll add our answers to the drops of water in the cloud and in the pot.*
- Have students add the ideas they already know they may have to Practice Book 3.1. Explain to the concept maps as they read through the unit about where water comes from.

Make Connections

Send home Family Newsletter 3. Ask students to members on the ways they use water.

VOCABULARY ROUTINES

ROUTINE 1

Introduce the Words

- Pronounce the word.** Model the pronunciation of the key word and point to the accompanying picture; have students pronounce the word.
- Rate the word.** Have students hold up their fingers to show how well they know the word. Ask: *What do you know about this word? Encourage students to share their ideas about the word.*
- Define the word.** Use a student-friendly definition to explain the meaning. (Definitions are provided in the dictionary at the back of the Student Book.)
- Elaborate the meaning.** Generate discussion of the word. Use one or more of the following strategies:
 - Relate the word to your personal experiences.
 - Encourage students to use the word as they talk about their own experience.
 - Using questions or comments, motivate students to engage in discussion about the word. Extended discussion will help all students understand the word and how it is used.
 - Point out word parts and spelling patterns that will help students recognize the word.
 - Challenge students to connect the word across content areas.
 - Post the words on a Word Wall.
- Post the words on a Word Wall.**
 - Reserve a section of the classroom wall or bulletin board for the Word Wall.
 - As new vocabulary is introduced, write the words on cards and add them to the wall. Words can be arranged in random order, or alphabetically, by similar topic, or in other ways as you choose.
 - Tell students that they will add definitions, sentences, drawings, and more to the word wall as they learn more about each word.
 - Periodically have students read the Word Wall or portions of it chorally. Encourage students to talk about how they have used the words in class or outside of school.

INSTRUCTIONAL ROUTINES for writing, vocabulary, and cooperative learning help teachers develop a range of teaching techniques and set clear classroom expectations

CLEAR, STEP-BY-STEP PROCEDURES AND INSTRUCTIONS for every activity allow teachers to focus on teaching the students

MULTI-LEVEL STRATEGIES allow students at different levels of English proficiency to take part in meaningful ways and guide them to independence

PART 1 LESSON 3

Thinking Map

Academic Vocabulary

OBJECTIVES

Vocabulary

- Acquire and Use Classroom Vocabulary
- Acquire and Use Academic Vocabulary
- Use Grade-Level Vocabulary

Comprehension and Literary Analysis

- Demonstrate Listening Comprehension
- Understand Problem and Solution

Listening and Speaking

- Listen and Share Information
- Identify Problem and Solution Learning and Teamwork Strategies
- Use Graphic Organizers: Problem and Solution Chart
- Reason Deductively
- Make Connections Across Content Areas

Writing

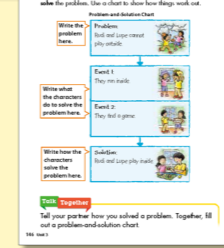
- Develop Writing Fluency
- Monitor and Self-Correct Writing

Science

- Explore the Question: Why Does It Rain?

Problem and Solution

A story's plot is full of **problems**. The characters try to solve the problem. Use a chart to show how things work out.



Academic Vocabulary

More Key Words

absorb The crop absorbs the water.	become A caterpillar becomes a butterfly.	carry The branch carries the load to the trunk.
change He changes the color of the wall from white to red.	rise The hill building has high up into the sky.	Talk Together Work with a partner. Use Key Words to ask and answer questions.

Resource(s)

- eVisual 3.2, 3.4
- Practice Book 3.2, 3.3
- Vocabulary Routine 1
- Key Word Images
- Picture Dictionary

Thinking Map

Teach

- Teach the Classroom Vocabulary words: problem, solution, using Vocabulary Routine 4. Remind students that they deal with problems and solutions every day.
- Say, *I am going to read a story about Rudi and Lupo. Listen for a problem they have. Keep listening to find out what they do to solve their problem. (eVisual 3.2)*

Model

- Read aloud the Introduction and explain: *You can use a problem and solution chart to show how characters fix a problem.*
- Point out the Problem section and read about the label. Then read the first five sentences of "A Change of Plans." Ask: *What problem do Rudi and Lupo have? They cannot play outside because of the rain. Tell students that under Problem.*
- Follow the same process to model completing the Events and Solution sections. As you record the events, remind students that each event in the chart should relate to how characters solve the problem. To model this, read the sentences, "They dry off." Say, *This tells something Rudi and Lupo do. Does drying off help them solve their problem? No. Then reread and add it to the chart.*

Practice / Apply

- Have students look at the Talk Together section. Read aloud the instruction. Have students use their Practice Book, 3.2, to complete problem and solution charts for their own experience.
- Use Multi-Level Strategies to help students at all proficiency levels identify problems and solutions.

Academic Vocabulary

Teach / Model

- Invite students to discuss each picture.
- Teach the words by using Vocabulary Picture Dictionary.
 - Pronounce the word and point to it.
 - Rate the word. Have students give the word.
 - Define the word. What do you know?
 - Elaborate. Relate the word to you.

Practice / Apply

- Have students look at the Talk Together section. Read aloud the instruction. Have students use their Practice Book, 3.2, to complete problem and solution charts for their own experience.
- Use Multi-Level Strategies to help students at all proficiency levels identify problems and solutions.

PART 1 LESSON 3 Extension Activities

Key Words:

1. Expand Word Knowledge

Teach / Model

- Explain that partners will study one Key Word and create a Key Word poster about that word.
- Use Vocabulary Routine 2 and model making a Frayer Model poster about the word **change**.
 - Write the word.
 - Add a picture.
 - Add a definition.
 - Add a context sentence.

Practice / Apply

- Assign a Key Word to each pair of students.
- Have each pair create a poster for one assigned Key Word.
- Display the posters on the class word wall.

Check Understanding

Say a Key Word and have the partner report for the word read the definition and write a sentence from that poster.

Key Words: 2. Share Word Knowledge

Teach / Model

- Following students to the poster they made for Extension Activity 1. Expand Word Knowledge, tell them that they will share what they know about Key Words.
- Group each student with a partner who studied a different word. Have partners follow the steps of Vocabulary Routine 3 to create their word knowledge.
 - Take turns reading Key Word posters.
 - Ask about how the posters show an example and a non-example of the Key Words.
 - Create sentences using the Key Words and have students write them in their journals.
 - Draw a line under each Key Word.

Practice / Apply

- Have each pair of partners tell their partner about their poster. Group partners together; group members partners together. Form an **Inside-Outside Circle** with each group, using Cooperative Learning Routines.
- Have students face each other and share the two words they studied. Ask them to copy the information they learn into their journals. Rotate the circle and repeat until each student has a journal entry for each Key Word.
- Have students take turns reading the Key Words posters again. All students should echo the pronunciation of each word. Correct any mispronunciations.

Check Understanding

Display Language Rubric Card C31 and ask students to use Key Words to talk about it.

OPTIONAL EXTENSION ACTIVITIES provide additional challenges and support for vocabulary, literacy, listening, speaking, writing, and test-taking strategies

NATIONAL GEOGRAPHIC LEARNING

About Try a Sample Unit Read on Your Own Student Resources Teacher Resources

Reach HIGHER

Language • Literacy • Content

Reach Higher guides students to learn English, learn about the world, and learn about themselves through authentic content with a global perspective. Primary students develop the academic language skills and content knowledge they need to get an education in English.

- Cross-curricular, six-level program** showcases original fiction, science, and social studies content to develop English literacy skills
- Academic skill-building with phonics support** develops students' understanding of different cultures while fostering independent learning

COMPANION SITE
A Companion Site includes additional password-protected content for teachers, including the content of the Classroom Presentation Tools.
To learn more, please visit ELTNGL.com/reachhigherseries

READ ON YOUR OWN

PHONICS SUPPORT

Phonics and vocabulary reinforcement for *Reach Higher*

Read on Your Own readers reinforce the phonics curriculum and high-frequency words introduced in *Reach Higher*. The readers feature decodable texts, including fiction and nonfiction, and cover a variety of science and social studies topics.

- **60 fiction and nonfiction readers** are benchmarked to levels 1-3 of *Reach Higher*
- **Audio recordings of each reader** are available for teachers and students
- **Teaching support is available** on the Classroom Presentation Tool and Companion Site

FOR LEVELS 1A AND 1B



FOR LEVELS 2A AND 2B




FOR LEVELS 3A AND 3B



FOUNDATIONAL PHONICS SUPPORT

36 additional phonics readers are available for students needing more phonics support when they start learning with *Reach Higher*.


Each reader provides **ADDITIONAL PRACTICE** in a sound and related words from the corresponding level of *Reach Higher*


Learn Phonics  **Practice High Frequency Words**

Syllables
Look at each picture. Read the words.

Example:  insect


 banjo

 muffin

 ostrich




Key Words
Look at the picture. Read the ad.



We Buy Ideas!

1. The ad said: We will **buy** your **idea!**
2. Can you think of a **better** way to **pull** things?
3. Test your idea **after** you think of it.
4. Don't send us your idea **until** it works.

What things do you pull?


14

A Contest for Carmen
by Tory Wren • illustrated by Amanda Haley



Carmen liked to invent things. She wanted to make life better for people. Carmen liked to make people happy, too. So she liked to draw funny cartoons.

16



One day after lunch, Carmen was reading in her bedroom. She saw an ad for a contest.

17



STUDENT RESOURCES

Student's Book

Each *Reach Higher* Student's Book:

- Uses fiction, science, and social studies content to develop English literacy, and the skills and strategies necessary to learn independently
- Teaches the academic language, vocabulary, phonics, reading, writing, and conversations students need to get an education in English

Practice Book

A Practice Book for each level of *Reach Higher* reinforces and consolidates the language and content introduced in the Student's Book. Pair and group work activities give students more practice with academic conversations using the target language and content.

Student Companion Site

A Companion Site includes additional content for students, including audio recordings for the Student's Books and Practice Books, and word lists of academic and content vocabulary.

Read on Your Own

Read on Your Own readers provide additional support for the phonics and vocabulary introduced in the Student's Books in *Reach Higher* levels 1-3.

TEACHER RESOURCES

Classroom Presentation Tool

An all-in-one Classroom Presentation Tool for each level provides teachers with everything they need to prepare for, address, and assess their classes.

Teacher's Book

A Teacher's Book for each level of *Reach Higher* provides flexible lesson plans to help teachers easily plan and deliver their lessons according to the number of in-class hours.

Teacher Companion Site

A Companion Site includes additional password-protected content for teachers, including the content of the Classroom Presentation Tools.

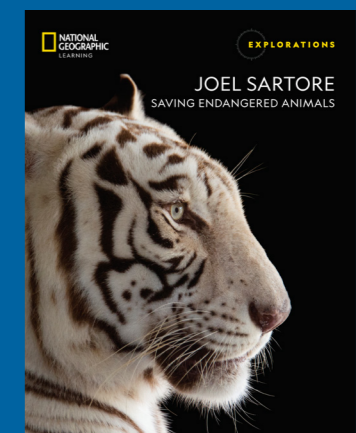
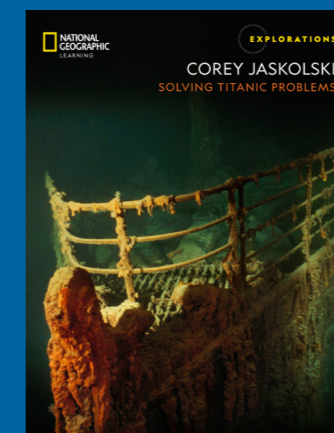
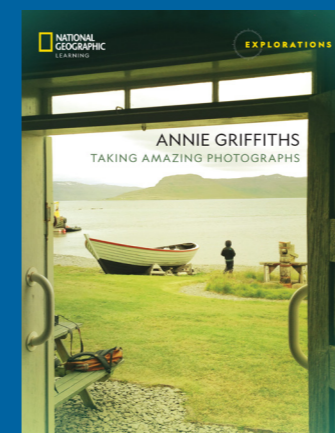


For more information on *Reach Higher* and *Read on Your Own* phonics readers please visit ELTNGL.com/reachhigherseries



EXTEND *REACH HIGHER* LESSONS

Short project-based courses featuring National Geographic Explorers



Experience the world with *Explorations*, a series of project-based STEAM courses for young learners, featuring National Geographic Explorers, video lessons, and hands-on projects in English.

To learn more, visit ELTNGL.com/explorations