

## Laundry Day

### Understanding

1. Sol's laundry day is Monday.
2. Sol needs money, soap, and her dirty clothes (or clothes basket).
3. Sol likes the Rinse and Shine Laundry best because it is clean, the wash machines work well, and there is a coffee shop in the building.
4. Sol washes two loads of clothes.
5. Sol reads the newspaper.

### Supplement

**Vocabulary Cloze Paragraph:** Sol needs to wash clothes. She does her **laundry** on Mondays. She goes to a laundromat called Rinse and Shine Laundry. Before she goes there, she **gathers** her clothes basket, soap, and purse. She **sorts** the clothes into light colors and dark colors. Each **load** will go into a different machine so that the colors will stay light and dark.

Sol likes this laundromat because it is attached to a coffee shop. The coffee shop has drinks and **baked goods** for sale. Sol **loads** her laundry into the machines and then goes to the coffee shop. She orders a chai to drink and a muffin to eat.

Sol **sips** her drink while she waits for her clothes to wash and dry. Then she **folds** her clothes before she goes home. Laundry day is not a chore for Sol—it's relaxing!

### Fill in the Blank

1. gathers
2. sorts
3. laundry
4. load
5. baked goods
6. sips
7. nervous
8. loads
9. folds

### Language

1. I would like a hamburger, please.
2. I would like a blueberry muffin, please.
3. We would like two orders of French fries, please.
4. What would you like to drink?
5. I would like a medium pizza with pepperoni.
6. They would like to have milk, please.
7. What would you like?

### Speaking

1. She does laundry on Monday.
2. She goes to the Rinse and Shine Laundry.
3. She does two loads.
4. She orders chai and a muffin.
5. She sips chai and reads the newspaper.
6. She folds her clothes.

### Assessment

1. a
2. b
3. a
4. c
5. b
6. c
7. b
8. a

## Sam Can Feed Himself

### Understanding

1. Sam is a toddler because he is 10 months old and is trying to be independent.
2. Independent means doing for oneself; not needing the support of another.
3. Good finger foods for toddlers include bananas, Cheerios, and graham crackers.
4. Mealtime is messy at Sam's house because he is exploring and eating various foods with his fingers. He is doing a lot of learning in these messy experiences.
5. Sam's mom lets him learn new things (and do as many things as he can for himself) as long as he is safe.

### Supplement

**Vocabulary Cloze Paragraph:** Sam is over a year old. He is like most other toddlers, children between one and three years of age. He is very busy and active and **striving** to do things for himself. Sam is becoming more **independent**. He is excited when he learns to do a new task for himself. He has learned to feed himself.

When Sam eats, the table and Sam are both **messy**. Sam's mother knows that Sam is **exploring** new foods and trying them to see how they taste and feel. Sam has already **discovered** crackers and bananas. Crackers are **rough**. Bananas are **mushy**. He also likes to eat applesauce, oatmeal, and mashed potatoes. Oatmeal and potatoes **stick** to a spoon! Sam can eat those foods with a spoon. A lot of learning **takes place** when he is eating. He is developing and learning every day. Sam will be a **bright** and healthy boy as he grows up and learns to do more things for himself.

### Fill in the Blank

1. bright
2. discovered
3. mushy
4. stick
5. rough
6. messy
7. exploring
8. takes place
9. independent
10. striving

### Language

1. ate
2. has watched
3. have learned/have discovered
4. watched
5. learned
6. felt
7. has learned

### Speaking

1. Sam is learning to be independent.
2. Sam feels proud when he can feed himself.
3. Sam likes to explore and eat different foods with his finger.
4. Sam likes to eat bananas, Cheerios, graham crackers, applesauce, mashed potatoes, and oatmeal.
5. She thinks he should explore and try new things as long as he is safe.
6. She lets him do as many things as he can for himself.

### Assessment

1. a
2. b
3. b
4. b
5. a
6. c
7. c

## A Free Shot Clinic

### Understanding

1. The free shot clinic is held on the third Monday of each month.
2. Dawn wants to take her baby to the shot clinic because he needs a hepatitis shot.
3. Dawn soothes her baby with a calm voice and gentle touch.
4. The baby is due for his next shot in two months.
5. Dawn feels good about protecting her baby from diseases, specifically hepatitis.

### Supplement

**Vocabulary Cloze Paragraph:** One day Dawn visits with her friend about getting shots for their children. Dawn learns that there is a free shot clinic for children's immunizations **held** every month. The shot clinic is at the **public** health office. Parents can bring their children to the office in the **courthouse** for free immunizations.

Dawn decides to go to the free shot clinic for a **hepatitis** shot for her baby. If he gets the shot, he will be **protected** against getting the disease. A nurse at the clinic gives Dawn's baby the **shot**. It hurts him a little bit, but he feels better by listening to Dawn's **calm** voice. Dawn holds him and he feels **soothed**. The nurse tells Dawn that her baby might **react** to the shot. Dawn will watch him carefully tonight.

An immunization shot can protect her baby from getting a **disease**, so Dawn plans to visit the free shot clinic again in two months for a different type of shot.

### Fill in the Blank

1. courthouse
2. hepatitis
3. public
4. shot
5. protected
6. react
7. held
8. disease
9. soothed
10. calm

### Language

1. clean up
2. turn off
3. talk with
4. figure out
5. warm up
6. gets along with
7. throw it away
8. calm down
9. give up

### Speaking

1. Dawn's friend tells her about the free shot clinic.
2. The free shot clinic is at the public health office in the courthouse.
3. Dawn's baby needs a hepatitis shot.
4. After the shot, he cries from the pain.
5. The baby is soothed by Dawn's calm voice and gentle touch.
6. She will return in two months.

### Assessment

1. b
2. c
3. c
4. a
5. c
6. b
7. b

## The Common Cold

### Understanding

1. You can keep from spreading a cold by washing your hands.
2. A.
3. You can keep from getting a cold by washing your hands, getting enough sleep and exercise, and by eating healthy foods and getting Vitamin C.
4. Germs cause colds.
5. Hand-washing is important because germs stay on hands unless the germs are washed away.

### Supplement

**Vocabulary Cloze Paragraph:** “The common cold” is a nickname for the cold virus because the illness is easy to get and hard to avoid. You may get one to three colds per year. **Colds** are spread from person to person. They are spread by **germs** that you cannot see. Cold germs are **passed** when people sneeze or cough into their hands and then spread those germs on to other people and things they touch. Cold germs are often **spread** through hand-to-mouth **contact**. Touching something or someone with cold germs and then touching your mouth or nose is a good way to catch a cold.

How can you avoid catching the **common** cold? Washing your hands frequently is the first thing that doctors **suggest**. Doctors also recommend getting enough sleep, exercising, and eating healthy foods will all help to combat cold germs. Lastly, many people suggest getting Vitamin C in citrus foods or in **tablets**. Taking **Vitamin C** is another way to stay healthy and not catch a cold.

### Fill in the Blank

1. common
2. colds
3. contact
4. spread
5. tablets
6. germs
7. suggest
8. passed

### Language

1. The Blakely sisters may be absent from school tomorrow because they’re sick.
2. You may catch a cold by breathing in germs when someone sneezes.
3. You may be too full from dinner to have dessert.
4. Adam may catch his children’s colds.
5. We may want to take a different route to avoid some traffic.
6. Abdul and Anissa may buy the house.
7. Exercising may keep colds away.

### Speaking

1. Colds are caused by cold germs.
2. People can spread a cold by coughing and sneezing and spreading the germs.
3. A good way to keep from catching a cold is to wash your hands.
4. Doctors suggest seven to eight hours of sleep a night.
5. Oranges, grapefruits, and other citrus fruits that contain Vitamin C.
6. Vitamin C might help you stay healthier.

### Assessment

1. b
2. a
3. c
4. b
5. a

## A Health Care Directive

### Understanding

1. Ruth's dad is in a nursing home because he is in a coma and is dying.
2. Ruth wants to fill out a health care directive.
3. The purpose of the form is to state someone's wishes about health care.
4. Ruth will get the health care directive form from her doctor.
5. Her husband, Keith, will be her health care agent.

### Supplement

**Vocabulary Cloze Paragraph:** About ten years ago, when Ruth's father was healthy, he completed a health care **directive**. The official **document** includes information about his health care wishes if he becomes unable to make decisions for himself. The health care directive **states** that his daughter Ruth is his health care agent. She has his best interests in mind; she can make decisions about his health care if he is not healthy enough to make decisions for himself.

Now Ruth's father has become ill with heart **disease**. He lives in a **nursing home**. He is in a **coma**. Ruth needs to make decisions **regarding** his health care.

Ruth has decided to complete a health care directive too. She asks her husband to be her health care **agent**. She will get the **form** from her doctor. Ruth's husband agrees to be her agent. It's a good idea to plan ahead for health care decisions. A health care directive can ensure Ruth's wishes are followed.

### Fill in the Blank

1. directive
2. disease
3. states
4. document
5. agent
6. coma
7. nursing home
8. regarding
9. form

**Language:** Answers will vary.

### Speaking

1. He has heart disease. He is in a coma, and he is dying.
2. A health care agent makes health care choices for someone.
3. A health care directive states someone's wishes about health care.
4. She decides to do her own health care directive. She asks her husband to be her health care agent.
5. She will get the form from her doctor.
6. He agrees to be her health care agent.

### Assessment

1. c
2. a
3. b
4. a
5. b
6. a
7. b

## Cell Phones at Work

### Understanding

1. People talk and text on their cell phones in the car, in stores, and while walking down the street.
2. Wise means having good judgment, making good decisions and good choices.
3. Bill does not use his cell phone while working because his boss does not want workers to use cell phones while they are on the job.
4. Bill uses his cell phone only during breaks and his lunch hour.
5. At the end of the work day, Bill punches out on the time clock and turns on his cell phone.

### Supplement

**Vocabulary Cloze Paragraph:** Cell phones are very common. People talk and text on cell phones in the car, in stores, and while walking down the street. Using cell phones at work is not **wise**. Managers do not want workers using their cell phones during work time.

Bill takes his cell phone to work. Before he **punches** the time clock, he turns off his cell phone. The **time clock** records the beginning of his workday. Bill looks at his cell phone during his break time. He **checks** his voice mail. He **returns** calls and texts that he missed.

Bill and his coworkers use their cell phones during their **breaks** and lunch time. They listen to their **voice mail** messages and read their texts.

When Bill is finished working, he punches the time clock again. He turns on his cell to use.

### Fill in the Blank

1. returns
2. voice mail
3. breaks
4. punches
5. time clock
6. wise
7. checks

### Language

1. time clock
2. breakroom
3. voice mail
4. classroom
5. lunch break
6. workplace
7. team leader

### Speaking

1. People can talk on cell phones in the car, in stores, and walking down the street.
2. Most bosses do not want workers using cell phones at work.
3. He turns off his cell phone.
4. He checks his voice mail and texts and returns any messages.
5. They can use their cell phones during breaks and lunch hours.
6. He punches out on the time clock and turns on his cell phone.

### Assessment

1. b
2. a
3. b
4. c
5. a
6. c
7. a

## Healthy Eating Made Easy

### Understanding

1. A good website for learning about healthy eating is [www.choosemyplate.gov](http://www.choosemyplate.gov)
2. The five food groups are Fruits, Vegetables, Grains, Protein Foods, and Dairy.
3. You should look at a fruit juice label to make sure it says “100% fruit juice.”
4. Half of your plate should be filled with fruits and vegetables.
5. Three examples of foods in the Protein group are meat, fish, and eggs (also nuts).

### Supplement

**Vocabulary Cloze Paragraph:** Have you ever wanted to feel better and be healthier? A website called [www.choosemyplate.gov](http://www.choosemyplate.gov) can help you do that. By following the tips for healthy eating on the website, you can feel good and be healthier.

Any fruit that is fresh, **dried**, frozen, or canned is a healthy addition to your diet. Fruit juice is a part of this group, too, if the **label** on the juice says it has 100% fruit juice. You can eat vegetables that are **canned** and fresh. Vegetables can also be cooked, dried, frozen, or **raw**. The third group is the grains group, which includes whole grains and **refined grains** like white flour and white rice. Whole grains have **fiber**, which is good for digestion. Eating more whole grains, such as oatmeal, brown rice, and whole wheat bread, is healthier for you. The **protein** group includes meat, fish, eggs, and nuts. It is important to remember to choose lean meats over fatty meats. Dairy foods are foods made from cow’s milk. You might enjoy eating healthy dairy foods like yogurt and cheese.

Take a look at [www.choosemyplate.gov](http://www.choosemyplate.gov) to help you plan your daily diet. The website’s advice could help you to eat **healthy** foods and feel better!

### Fill in the Blank

1. canned
2. dried
3. refined grains
4. healthy
5. label
6. raw
7. protein
8. fiber

### Language

1. purses, bags, and backpacks
2. flats, high heels, sneakers, and boots
3. whole wheat flour, brown rice, and oatmeal
4. pencils, pens, paper clips, and envelopes
5. cheese, yogurt, and ice cream
6. meat, fish, eggs, and nuts
7. coats, jackets, shawls, and scarves

### Speaking

1. I can go to [www.choosemyplate.gov](http://www.choosemyplate.gov)
2. I can eat fresh, dried, frozen, or canned fruit.
3. Beans and peas are also in the Protein Foods group.
4. I should eat fruits and vegetables the most.
5. The grains that are healthier are whole grains.
6. Examples of dairy foods are milk, foods made from milk, cheeses, yogurt, chocolate milk, and ice cream.

### Assessment

1. b
2. b
3. a
4. b
5. b
6. c
7. b

## Taste Testing

### Understanding

1. We use our tongue to taste.
2. We can taste four basic flavors: sweet, sour, salty and bitter.
3. Lemons taste sour.
4. The bitter taste buds are found at the back of the tongue.
5. To disappear means to no longer exist.

### Supplement

**Vocabulary Cloze Paragraph:** Everyone likes to eat different foods because we all have different **flavors** we like to taste. Taste is of one of our five **senses**. As we grow, we develop our sense of taste. We discover what we like to eat and what we don't like to eat—our likes and our **dislikes**. We taste flavors through the **taste buds** on our tongues. There are four **basic** flavors. Many people like the sweet flavors of sugary foods. Other people prefer the salty flavors of foods like chips and pretzels. Some people like the sour flavors of lemons and limes. The last flavor is **bitter**, something that is not very pleasant on the tongue. Some people like the bitter taste of dark chocolate.

Babies can taste **strong** flavors as they are learning to identify which foods they like and don't like. As people grow older, their sense of taste **mellows**. Their taste buds **disappear**, and they cannot taste as much. The four flavors become weaker on the tongue.

### Fill in the Blank

1. taste buds
2. bitter
3. senses
4. dislikes
5. mellows
6. basic
7. strong
8. disappear
9. flavors

### Language

1. noun
2. verb
3. verb
4. noun
5. verb
6. noun
7. noun
8. verb

### Speaking

1. We taste sweet, sour, salty, and bitter flavors.
2. Sweet foods are sugar and honey.
3. Salty foods are chips are crackers.
4. A sour food is lemon.
5. Bitter foods are banana peels or dark chocolate.
6. As people age, their taste buds mellow and disappear.

### Assessment

1. b
2. a
3. c
4. a
5. b
6. a
7. c



## TV Parental Guidelines

### Understanding

1. Mimic means to copy someone or something; to imitate.
2. Answers will vary, there is no specific definition.
3. Students need to create their own definition based on their understanding of the text.
4. A TVY program is okay for all children, even young ones, whereas a TV7 program is only okay for children ages 7 and above.
5. A TVMA guideline means the TV program is for mature viewers only. It is not a good show for children under 17 years of age.
6. Rosa's nine-year-old should watch programs that have a TVY, TV7, or TVG rating.
7. Rosa youngest child is three. Programs that would be okay for her youngest child to watch are those with a TVY and TVG rating.
8. TV programs affect children's behavior. Children mimic what they see and hear on TV.

### Supplement

**Vocabulary Cloze Paragraph:** Like most parents, Rosa is concerned about what her kids watch on TV. She wants her kids to be well-behaved and use **respectful** language. She knows that kids sometimes **act** like the **characters** they see on TV. Rosa uses TV parental **guidelines** to help her decide which shows her kids can watch.

Because her kids are young, she only lets them watch a TVY or TV7 **program** when she isn't watching with them. These shows are okay for young children. If Rosa is watching TV with her children, sometimes she allows TVPG programs. These shows need parental **guidance**. She does not allow her children to watch TVMA programs because those are for **mature** viewers over the age of 17. The TV Parental Guidelines can be **found** in the corner of the TV screen at the start of every show.

Learning about the four guidelines that are used for **general** programs has helped Rosa feel better about letting her kids watch TV. She doesn't have to worry as much about how the shows will **affect** their behavior.

#### Fill in the Blank

1. programs
2. respectful
3. affect
4. mature
5. characters
6. guidance
7. general
8. found
9. act
10. guidelines

#### 5. Language

1. who
2. that
3. that
4. who
5. who
6. that
7. who

#### Assessment

1. b
2. b
3. c
4. b
5. c
6. c
7. a

### Speaking

1. Rosa wants her children to be kind and caring, to behave well, and to use respectful language.
2. TV can affect children because they mimic and repeat what they see on TV.
3. Rosa asks her teacher for help.
4. Rosa learns about TV parental guidelines.
5. Children's programs have two guidelines.
6. They have helped Rosa choose better shows for her children.

## A New Job Skill

### Understanding

1. Raul lost his job because the plant where he worked closed.
2. Raul calls Kris at the technical school because he wants to learn some new job skills.
3. Classes are held during the day and in the evening.
4. At technical schools, the cost and class sizes are less than at other schools.
5. Raul will visit the school on Friday.

### Supplement

**Vocabulary Cloze Paragraph:** Raul worked at a **plant**, but it closed. He is **laid off**. To find a new job, he needs to learn a new job **skill**. He calls his friend Kris. She works at a **technical school**, a school where adults can train for new jobs and careers.

Raul asks Kris, "When do you **hold** classes?" He is glad to hear that the school has classes **during** the day and in the evening.

Kris tells Raul that most of their **programs** take two years to finish. The cost of attending is lower than a university, and the class sizes are smaller.

Raul asks if he can visit her school on Friday.

"Yes," **replies** Kris. "See you then!"

### Fill in the Blank

1. plant
2. programs
3. technical school
4. laid off
5. hold
6. during
7. skill
8. replies

**Language:** Answers will vary.

### Speaking

1. He is laid off because the plant where he worked closed.
2. He cannot find a job in town that uses his skills.
3. He calls the technical school.
4. It has classes during the day and in the evening.
5. Most programs are two years long.
6. The cost and class size are lower than at other schools.
7. He wants to visit the school on Friday.

### Assessment

1. a
2. c
3. a
4. b
5. c
6. b
7. b
8. c

## Are You Tired?

### Understanding

1. Dan was going to school to get his GED.
2. Dan wanted more sleep because he wanted to do well on his GED test.
3. He began eating healthier foods. He also ate his large meal earlier in the evening and just had a small snack before bed.
4. Prepare means to get ready for something that is going to happen.
5. Dan took a shower after work because it helped him relax.
6. Dan is a happier person, he has more energy, and he is concentrating better at school and at work.

### Supplement

**Vocabulary Cloze Paragraph:** Dan's daily **routine** was making him tired! He had so many things to do each day. He helped his children get ready for school. He went to GED preparation classes. He did the **housework** at home. Plus, he went to work. He had unhealthy eating **habits**, usually eating junk food, soda, and big meals. He went to bed at different times every night. He didn't know why he was so tired!

Dan's teacher told him about needing good sleep before he took the GED test. Dan was motivated to do well on the test. He decided to change his routine. He **packed** a good meal for his break at work. He ate **healthy** snacks too. He took a warm shower after work to **relax**. He went to bed at the same time every night. Dan found that this routine helped him to have more **energy**. He could **concentrate** better and focus on his class and at work. Dan isn't tired anymore!

### Fill in the Blank

1. energy
2. habits
3. healthy
4. concentrate
5. packed
6. relax
7. housework
8. routine

### Speaking

1. He got his children ready for school and then went to his own classes.
2. He was studying for his GED.
3. He ate chips, drank pop, and he ate a big meal.
4. His teacher told him about getting better sleep.
5. He packed a larger, healthy meal to eat at work.
6. He took a warm shower.
7. He has more energy and can concentrate better at school and at work.

### Language

1. Lila drank coffee in the evening, and she couldn't fall asleep.
2. Shukri packed lunches for her children, and she made them breakfast.
3. Enzo took his driving test again, and he passed the test.
4. Harry is trying to lose weight, and he is exercising more.
5. Chun and Thai worked second shift, and they got a dinner break at 6:00 p.m.
6. My sister and I went to the mall, and we ate at the food court.

### Assessment

1. b
2. a
3. c
4. b
5. a
6. b
7. c
8. a

## Tire Trouble

### Understanding

1. Zach spent the weekend in the Twin Cities.
2. The back tire on the driver's side is low.
3. Replace means to put something in the place of something else.
4. Zach is missing a wrench and a jack.
5. Zach finds air for his tire at a gas station.

### Supplement

**Vocabulary Cloze Paragraph:** Zack had fun with his friends in the Twin Cities. He **spent** time with them over the weekend. He is getting ready to drive home now. His friend notices that one of Zack's tires is **low**. They both look at the tire. Zack **replace** the low tire with the tire he keeps in the trunk for emergencies, or he can put more air in the tire. He opens his trunk. The **spare tire** is there. Unfortunately, he does not have a **jack**. He also does not have a **wrench**, a tool he needs to change the tire. He will have to put air in the tire before he drives home to increase the **tire pressure**.

Zack says goodbye to his friends and drives to a gas station. It is three **blocks** away. Zack drives up to the air hose. He **inflates** the low tire with air. Now he can drive home. He checks his car's information **panel** during his ride home, just to make sure the tire is full.

### Fill in the Blank

1. blocks
2. tire pressure
3. jack
4. spare tire
5. low
6. replace
7. inflates
8. panel
9. wrench
10. spent

**Language:** Answers will vary

### Speaking

1. He sees that the back tire on the driver's side of Zack's car is low.
2. He can replace the low tire or put more air into it.
3. He doesn't put on the tire because he doesn't have a wrench or a jack.
4. The gas station is three blocks away.
5. He drives to the gas station.
6. At the gas station, Zack inflates the tire.

### Assessment

1. c
2. b
3. c
4. a
5. a
6. c
7. a
8. c

## Help Your Kid Succeed in School

### Understanding

1. Studies show that when parents are involved in their child's school life, the child is more successful.
2. Kim talked to Ben's teacher about ways to become more involved.
3. Kim reviewed Ben's homework every night and regularly had lunch with him at school.
4. Review means to look over or examine.
5. Appear means to come into view, or to be seen.

### Supplement

**Vocabulary Cloze Paragraph:** Kim hoped her son Ben would earn good grades and do well in school. She wanted to be more **involved** with her son's life. Ben's teacher sent home a note about how parents becoming more involved in their children's lives can help the children become more **successful**. Kim was a busy parent. She felt **unsure** about ways in which she could become involved with limited time. After asking Ben's teacher for ideas, Kim had a plan. She started **reviewing** Ben's homework every night after dinner.

Another part of the plan was to eat lunch at Ben's school two times a month. Kim found that eating lunch with Ben was a good way to **get to know** some of her son's classmates. When Kim came to eat lunch at school, she would see a smile **appear** on Ben's face that showed how much he enjoyed her visits.

Kim's involvement **proved to be** a way to show Ben that she cared about him at home and at school, where he spent much of the day. Ben got good **grades** and had some nice friends. Kim was proud of her son, and she was glad she got more involved in his life.

### Fill in the Blank

1. involved
2. reviewing
3. successful
4. grades
5. proved to be
6. unsure
7. appear
8. get to know

### Language

1. worst
2. better/more rewarding
3. busier
4. most successful
5. the best/the healthiest
6. better
7. more involved

### Speaking

1. She wanted to be more involved.
2. She felt unsure of where to start.
3. She reviewed his homework each night.
4. When she ate lunch with Ben, she got to know some of Ben's classmates.
5. At the end of the story, she felt good.
6. He felt good because he knew his mom cared about him while he was at school and at home.

### Assessment

1. c
2. a
3. c
4. a
5. c
6. b
7. b
8. c

## Grocery Shopping with Kids

### Understanding

1. Pam wanted her children to eat healthy food because she wanted her kids to have healthy minds and healthy bodies.
2. Pam's son chose apples.
3. Pam's daughter chose red fruit.
4. B.
5. The weight of the fruit determined how much Pam would have to pay for it.
6. Pam's children were more likely to eat foods they had chosen.

### Supplement

**Vocabulary Cloze Paragraph:** Pam found out that her children would eat healthy foods more often if they helped to pick out foods at the grocery store. In the fruit **aisle**, Pam gave her children a choice between grapes and apples. Both fruits are healthy. Grapes and apples have vitamins. Apples are a good **source** of Vitamins A and C. They are also full of **fiber**. Pam's son wanted red apples, not green ones. Pam's daughter wanted green grapes, not red ones.

Now they needed to **weigh** the bags of fruit. The children looked for a **scale**. They enjoyed **guessing** how much the bags would weigh. They found the **weight** of each bag. Then Pam **determined** the price of each bag of fruit. When they were finished, they **searched** for vegetables. Pam hoped her children would continue to enjoy healthy foods that they helped choose at the store.

### Fill in the Blank

1. guessing
2. weigh
3. source
4. determined
5. fiber
6. weight
7. aisle
8. searched
9. scale

### Language

1. The children will eat either oranges or bananas.
2. Carlos wants to take either a backpack or a suitcase.
3. Yan likes to have either fruit or cookies for dessert.
4. She will buy either the red car or the black SUV.
5. You should take either this pink sweater or that yellow one.
6. They do their homework either at the library or at Gina's house.

### Speaking

1. She knew that healthy eating grows healthy minds and bodies.
2. She asked them if they wanted apples or grapes.
3. Apples have Vitamins C and A. Grapes have Vitamin C.
4. They guessed how much their fruit would weigh.
5. The weight determined how much Pam would have to pay.
6. She let her children choose food to eat.

### Assessment

1. a
2. c
3. a
4. b
5. a
6. b
7. a
8. c

## What Can One Person Do?

### Understanding

1. Sally Rogers wrote “What Can One Little Person Do?”
2. We can “get the job done” by helping one another.
3. She stayed in her seat and would not move to the back of the bus even though by doing so, she was at risk of being put in jail.
4. He led the country’s fight for human rights and delivered the famous “I Have a Dream” speech.
5. Liberty is the right to be free; being able to act, think, and speak as one wishes.

### Supplement

**Vocabulary Cloze Paragraph:** What can you do if you want to see changes in your city or your country? Can one person make a difference? Sally Rogers wrote a song about how one person can change things for the better in the world. Her song “What Can One Little Person Do?” gives listeners some **clues** about ways one person can make a big difference in the world. The song tells about people have led the **fight** for equality for everyone. Equality means everyone has equal **rights**.

Sally sings about Rosa Parks, a woman who **stood her ground** when a bus driver asked her to change seats on a segregated bus. Rosa had **justice** on her side, and she knew she was doing the right thing. She could have been **thrown** in jail. Sally also sings about Martin Luther King, Jr., a man who was a leader for civil rights and **liberty** or freedom for all people regardless of their race, religion, or gender.

Sally’s song can inspire people to try to make the world a better place. If you want to help **homeless** people you see on the streets or you want to have a cleaner, safer neighborhood, you can make the difference. We have justice **on our side**.

### Fill in the Blank

1. homeless
2. fight
3. stood her ground
4. thrown
5. justice
6. liberty
7. rights
8. on our side
9. clues

### Language

1. need
2. learns
3. are
4. chooses
5. gives
6. are
7. shares
8. pays

### Speaking

1. The title is “What Can One Little Person Do?”
2. One person can help another one, and together the two can get something done that one person couldn’t do alone.
3. Rosa Parks stayed and stood her ground.
4. He led this country’s fight for human rights.
5. We should all fight for liberty.
6. One person can do a lot to make the world better.

### Assessment

1. a
2. b
3. c
4. b
5. a
6. b
7. a
8. c

## Rules of the Road

### Understanding

1. Kim puts on her seatbelt when she gets in the car.
2. Headlights help her see and be seen in rain and snow.
3. An attentive driver stays focused on the road; she is not distracted by using her cell phone, reading, or eating.
4. The shoulder is the edge or border of the road.
5. If you see flashing red lights or hear a siren, you should pull over onto the shoulder of the road and stop your car.

### Supplement

**Vocabulary Cloze Paragraph:** Kim was an **attentive** driver. She always **focused** on the road and didn't use her cell phone or eat while driving. She used her seat belt. She turned on her **headlights** in rain and snow. She drove the **posted** speed limit and didn't go over it. She was a good driver.

One day, Kim heard a **siren**. It was coming from an **ambulance** behind her. She was **unsure** about what to do next. She slowed down. The ambulance could not pass her in the other lane with all of the **oncoming** cars. She saw the ambulance driver **motioning** with his hand for Kim to pull over. She drove her car onto the **shoulder** of the road so the ambulance could pass her.

Kim learned that she always needs to pull over onto the shoulder if an ambulance is coming up behind her. The ambulance needs to get to the hospital quickly and safely. Kim will remember that next time.

### Fill in the Blank

1. headlights
2. posted
3. ambulance
4. siren
5. focused
6. motioning
7. unsure
8. attentive
9. oncoming
10. shoulder

### Language

1. should have followed
2. should have taken
3. should have driven
4. should have been
5. should have pulled over
6. should have brought
7. should have done

### Speaking

1. When she got in her car, she put on her seatbelt.
2. Kim turned on her headlights.
3. Kim did not use her cell phone, read, or eat while driving.
4. Kim slowed down.
5. After the driver motioned her, she drove along the shoulder of the road.
6. She learned that if she sees an emergency vehicle, she must stop her car on the shoulder of the road.

### Assessment

1. c
2. b
3. a
4. c
5. a
6. b
7. a
8. c



## A Memorable Morning at the Airport

### Understanding

1. Board means to get on the airplane.
2. She arrived two hours before her flight.
3. She learned to keep her bags with her at all times.
4. She was traveling from California to St. Paul, Minnesota.
5. The author bag went missing in the restroom.
6. The author's travel was for business because she mentions being given a new work assignment on a project in St. Paul.

### Supplement

**Vocabulary Cloze Paragraph:** I will never forget the time I almost lost my bag at the airport. I was working for a company in California, but I was **assigned** to work on a project in Minnesota. In order to work on the new **project**, I had to fly across the country to St. Paul, Minnesota.

Everything was going smoothly at the airport. I got there on time and got my **boarding pass**. I went through the **security check** without a problem. I went to the restroom. I put my bag outside the restroom **stall** door where I thought it would be safe. Unfortunately, when I came out of the restroom stall, my bag was not there! My work **documents** were in my bag! I started crying so much that tears were **streaming** down my face.

I became **frantic**, running all over and looking for my bag. An airport officer took me to another officer who asked me questions about my bag. Finally, he gave me my bag. I ran to my gate. Everyone had already **boarded** the plane. I hurried to get on the plane too.

That morning at the airport was very **memorable**. But I hope in the future my time at the airport is not so easy to remember. I hope nothing bad happens!

### Fill in the Blank

1. streaming
2. stall
3. memorable
4. security check
5. boarded
6. project
7. boarding pass
8. documents
9. assigned
10. frantic

### Language

1. who
2. that
3. that
4. who
5. who
6. who
7. that

### Assessment

1. b
2. a
3. a
4. c
5. a
6. b
7. b
8. b

### Speaking

1. The author lived in California.
2. She needed to fly to St. Paul.
3. She got her boarding pass and walked through the security check.
4. She left her bag in front of the restroom stall door.
5. The first officer asked her if she was okay and then asked what happened.
6. The second officer asked questions because he needed to know if the bag was really hers.
7. The author got her bag back and boarded the plane just before the door was closed.

## A Great Day for a Drive

### Understanding

1. Bob was singing his favorite song from the radio.
2. Bob saw flashing red lights.
3. 3, 2, 1, 4 – First, Bob slowed down; second, Bob stopped his car; third, Bob turned off the radio; fourth, Bob rolled down his window.
4. Bob stopped his car on the shoulder, or edge, of the road.
5. Lucky means having good fortune or success, something good is happening.

### Supplement

**Vocabulary Cloze Paragraph:** Bob liked to go for drives on the highway on nice fall days to see the leaves. He was enjoying the drive today and was singing along to his favorite song that had a good **beat**. Bob was **tapping** his fingers to the song. He was surprised when he saw **flashing** red lights in his rearview mirror. A state **trooper** was following him.

Bob pulled over and parked on the **shoulder** of the road. He turned off his music and **rolled down** his window. He didn't get out of the car, but he just waited for the officer to approach him.

Bob greeted the officer. The trooper told him he was going sixty in a fifty mph **zone**. Bob didn't know he was speeding, but the trooper **clocked** him speeding. Bob was driving 10 **mph** over the speed limit. The officer looked at Bob's driver's license. Then he gave Bob a **warning**. Bob would have to pay closer attention to the speed limit signs when he went for drives on beautiful fall days!

### Fill in the Blank

1. tapping
2. shoulder
3. beat
4. mph
5. flashing
6. rolled down
7. zone
8. clocked
9. trooper
10. warning

### Language

1. was tapping
2. were driving/were talking/were going
3. were listening/were enjoying
4. was driving/was going
5. was singing/was talking
6. was walking
7. were thinking/were talking
8. were enjoying

### Speaking

1. Bob was driving, singing along to his favorite song, and tapping to the beat.
2. He thought "So much for the great day."
3. He turned off the radio and rolled down his window.
4. He asked, "Do you know how fast you were going?"
5. He was driving 60 mph in a 50 mph zone.
6. He received a warning.

### Assessment

1. c
2. b
3. a
4. c
5. c
6. c
7. a
8. c

## A Reluctant Doctor Visit

### Understanding

1. Meg is tired and often thirsty. She does not feel like her “normal” self.
2. Meg is afraid to go to the doctor because she is fearful of the doctor’s diagnosis; she fears “he may find a disease.”
3. Norm wants her to see a doctor because he wants her to get the help she needs to feel better.
4. Meg has diabetes.
5. The doctor tells Meg her diabetes can be managed by diet and exercise.

### Supplement

**Vocabulary Cloze Paragraph:** Meg does not feel well. She is often tired and **thirsty**, so she drinks a lot of water. She tells her friend Norm how she feels. Norm **replies**, “You should see a doctor.”

Meg says, “I am **afraid** to go.” She is unwilling or **reluctant** to go to the doctor. He might find a **disease**.

Norm tells her that it is better to know if she is sick. Then she can get help. Meg thinks about it. She decides to call the **clinic** and make an appointment. She will see the doctor in four days.

At the clinic, Meg learns that she has **diabetes**. The doctor tells her she can try to **manage** the disease with exercise and eating healthier foods. Meg feels sad, but she is glad she went to the doctor. **At least** she knows what is wrong with her body. She hopes she will feel better soon.

### Fill in the Blank

1. at least
2. manage
3. replies
4. diabetes
5. afraid
6. reluctant
7. thirsty
8. disease
9. clinic

### Language

1. afraid
2. sad
3. happy
4. hungry
5. better
6. reluctant
7. thirsty

### Speaking

1. Meg feels tired, thirsty, and not like herself.
2. Norm tells Meg to see a doctor.
3. Meg is afraid to see the doctor because he may find a disease.
4. The doctor tells Meg she has diabetes.
5. Meg’s diabetes can be managed by diet and exercise.
6. Meg feels less afraid now that she knows what is wrong.

### Assessment

1. c
2. b
3. a
4. a
5. a
6. b
7. b
8. a

## The First Moon Walk

### Understanding

1. President John F. Kennedy desired to put a man on the moon.
2. Apollo 11 took the team into space.
3. Neil Armstrong was the first man to walk on the moon.
4. Edwin “Buzz” Aldrin was the second man to walk on the moon.
5. They did experiments and picked up bits of moon dirt and rock on the moon. They also put a U.S. flag on the moon and a left a sign there with the date of the first U.S. moon walk.
6. The first moon walk took place on July 20, 1969.

### Supplement

**Vocabulary Cloze Paragraph:** President John F. Kennedy had a goal. In 1961, he said he wanted to put a man on the **Moon**. The U.S. government organization of **NASA** began preparing to fly astronauts into space and reach the Moon. The name of their spacecraft was **Apollo 11**. It **blasted off** into space in 1969. Three astronauts were **on board** and landed on the Moon four days after takeoff. Two of the astronauts went to walk on the surface of the Moon on the **Lunar Module** called the Eagle. One of the astronauts stayed in **orbit** with the spacecraft. All three men did experiments. The two astronauts on the Moon took **bits** of the Moon’s surface to study back on earth.

They planted a U.S. flag on the Moon. They left a sign there that stated their trip there was a peaceful mission for all **mankind**. After eight days, the **astronauts** returned to Earth. Americans, including President Kennedy, were proud of Apollo 11’s successful trip to the Moon.

### Fill in the Blank

1. astronauts
2. Lunar Module
3. blasted off
4. on board
5. Apollo 11
6. Moon
7. mankind
8. NASA
9. bits
10. orbit

**Language:** Answers will vary.

### Speaking

1. He wanted to put a man on the Moon in 1961.
2. The name of the spacecraft was Apollo 11.
3. Two astronauts landed on the Moon.
4. Michael Collins stayed in the spacecraft.
5. The first man to walk on the Moon was Neil Armstrong.
6. Men left a U.S. flag and a sign.

### Assessment

1. c
2. a
3. a
4. c
5. a
6. b
7. a
8. a

## The Farmers Market

### Understanding

1. Hoa and Ming attend an ESL class.
2. Hoa asks Ming to go with her to the farmers market.
3. Ming likes fresh food because “she thinks it tastes better when it’s fresh, and it’s also better for you.”
4. Hoa buys snow pea pods, carrots and cherries.
5. Hoa and Ming will return to the farmer’s market next week.

### Supplement

**Vocabulary Cloze Paragraph:** Ming and Hoa are learning English. They go to **ESL** class every day. When they are leaving class one day, Hoa asks Ming if she **would** like to go with her to the **farmers** market. Ming agrees. She wants to go. She misses buying **fresh** food every day like she did in her **native** country. Hoa also remembers buying fresh fruit and meat every day. Ming **states**, “I think the food tastes **better** when it’s fresh.”

Ming and Hoa go to the farmers market and buy many items. Hoa chooses carrots, cherries, and snow pea pods. Ming **picks out** fish, pears, and green beans. They agree that the farmers market is a great place to buy fresh food. They will go again next week.

### Fill in the Blank

1. states
2. would
3. picks out
4. native
5. fresh
6. ESL
7. better
8. farmer

### Speaking

1. They are leaving their ESL class.
2. Hoa wants to go to the farmers market.
3. She misses fresh food each day.
4. She thinks food tastes better when it’s fresh, and it’s better for you.
5. Ming buys pears, green beans, and fish.  
Hoa buys snow pea pods, carrots, and cherries.
6. They will go again next week.

### Language

1. I’d like some lettuce, cheese, tomatoes, onions, and taco sauce.
2. The students are decorating the gym with balloons, streamers, and confetti.
3. Guillermo is shopping for pants, shirts, a jacket, and shoes.
4. Shukri bought bananas, strawberries, cherries, and ice cream.
5. Tom and Susan are only eating rice and beans.
6. The ingredients are flour, sugar, butter, vanilla, peanut butter, and baking soda.
7. He buys fresh salads and frozen pizzas.

### Assessment

1. a
2. b
3. a
4. c
5. b
6. c
7. b
8. a

## Networking for a Job

### Understanding

1. Joan wants a job as a cook.
2. She tells her friends and neighbors about her job hunt.
3. Joan looks for job leads in the “help wanted” section of the newspaper, and she looks for a contact list of local restaurants in the yellow pages.
4. She gets two job leads.
5. Joan’s friend thinks Joan’s job hunt is great.
6. Networking is connecting with people in order to do or get something.

### Supplement

**Vocabulary Cloze Paragraph:** Joan thinks she wants to go to school for **culinary arts**. She wants to try a job as a **line cook**. She decides that she will try **networking** to help her find a job. She lets her friends and neighbors know she is looking for a job. Maybe one of them knows of a place that is hiring. **A job hunt** can require a lot of work. Oftentimes, people we know let us know about openings or tips for open positions.

Joan goes online and finds names of **local** restaurants. She **fills out** some job applications online. Then she goes to the local **workforce center**. The workforce center is having a **job fair**. She has three job interviews there.

Joan tells her friend Gwen about her job search. Gwen is proud of Joan. By talking to her friends and neighbors, meeting employers, and doing some **research**, Joan might find a job soon. She has already had two job **offers**!

### Fill in the Blank

1. offers
2. culinary arts
3. networking
4. local
5. research
6. job fair
7. job hunt
8. workforce center
9. line cook
10. fills out

### Language

1. attend
2. apply
3. is
4. call
5. knows
6. are
7. tell
8. have

### Speaking

1. She wants to work as a cook.
2. First, she tells her friends and neighbors about her job hunt.
3. She finds job applications online.
4. At the job fair, three employers interview her.
5. Gwen think Joan’s networking is great.
6. Joan has two job offers.

### Assessment

1. c
2. a
3. b
4. c
5. a
6. b
7. b
8. a