

Instructional Features

Ready, Set, Go! Newcomers is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Book 3

Lesson Topics	Standards Focus	Language Focus
Unit 1: Earth and Its People		
<ul style="list-style-type: none"> • geographical features • bodies of water • types of landforms • early settlers in the United States • immigration in the United States 	Social studies Science	Types of sentences Plural nouns—regular and irregular Linking verbs Abstract nouns
Unit 2: These United States		
<ul style="list-style-type: none"> • important American symbols • holidays and celebrations • US geography and regions • Washington, DC • US national parks 	Social studies	Pronouns Prepositions Comma usage Word usage: <i>there, their,</i> and <i>they're</i> Comparative and superlative adjectives
Unit 3: Science		
<ul style="list-style-type: none"> • types of severe weather • the water cycle • the solar system • the rain forest • recycling 	Science	Suffixes Irregular past-tense verbs Apostrophe usage
Unit 4: Our Government		
<ul style="list-style-type: none"> • the Constitution and branches of government • voting in the United States • the legislative branch • the executive branch • the judicial branch 	Social studies	Present continuous tense Gerunds Subject and verb agreement Question words Subject and predicate

TIME: 100 MINUTES

- Introduction: 5 minutes
- Working with Pages 8 and 9: 25 minutes
- Working with Pages 10 and 11: 30 minutes
- Write: 20 minutes
- Grammar: 15 minutes
- Review: 5 minutes

OBJECTIVES

- Identify and understand geography terms
- Speak, read, and write about world geography
- Identify four types of sentences and the appropriate end punctuation for each

VOCABULARY

- Tier 2: command continent exclamation globe question statement
- Tier 3: equator geography hemisphere latitude longitude North Pole prime meridian South Pole

WORK WITH THE LESSON

Introduce geography to students, explaining that geography means the study of Earth's surface. Use a globe and a map to point out features discussed in the lesson, such as the equator and latitude and longitude lines.

★ Listen

- 🔊 Direct students to page 8 in the book. Read the text on the page. Pause after each sentence or group of sentences and have students repeat the words as you say them. Point out the maps on the page. Have students use the vocabulary terms when talking about the maps.

1

Geography

★ **Listen**
Listen and repeat.

Geography is the study of Earth's surface.

Earth has four hemispheres. A hemisphere means "half of a sphere."

The equator divides Earth into the Northern Hemisphere and the Southern Hemisphere.

The prime meridian divides Earth into the Eastern Hemisphere and the Western Hemisphere.

The North Pole is at the top of Earth. The South Pole is at the bottom of Earth.

There are seven continents on Earth. Continents are large masses of land.

Look at a map or a globe. There are lines that run across. These are lines of latitude. There are also lines that run up and down. These are lines of longitude. Latitude and longitude help people find exact places on Earth.


latitude

longitude

8 Geography

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Listen

 Tell students to listen to a sentence and then check the box next to the choice that goes with the sentence. Review the answers as a class.

1. Lines of longitude run north to south around the globe.
2. Australia is the smallest continent on Earth.
3. Some people work at a base at the South Pole.
4. Countries near the equator have warm weather all year.
5. North America and Europe are both in the Northern Hemisphere.
6. Lines of latitude run east to west around the globe.

Speak

Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

What continent did you come from? I came from _____.

What is life like close to the equator? Life close to the equator is _____.

How is a globe helpful? A globe _____.

Listen. Check the correct choice.

- | | |
|--|--|
| 1 <input checked="" type="checkbox"/> longitude | <input type="checkbox"/> latitude |
| 2 <input type="checkbox"/> globe | <input checked="" type="checkbox"/> continent |
| 3 <input type="checkbox"/> North Pole | <input checked="" type="checkbox"/> South Pole |
| 4 <input checked="" type="checkbox"/> equator | <input type="checkbox"/> prime meridian |
| 5 <input checked="" type="checkbox"/> hemisphere | <input type="checkbox"/> globe |
| 6 <input type="checkbox"/> prime meridian | <input checked="" type="checkbox"/> latitude |



Speak
Talk with a partner.

- 1 How do lines of latitude and longitude help travelers?
Lines of latitude and longitude help by _____.
- 2 When might you need to use lines of latitude and longitude?
I might use lines of latitude and longitude to _____.
- 3 What do you think life is like at the South Pole?
I think life at the South Pole _____.

★ Read

Have students read the first part of a passage either on their own or with a partner. Alternatively, you may read the passage aloud or play the audio file while students follow along.

After reading the text, students should complete the three questions that follow to check for their understanding of the text. Be sure students understand how to answer the questions. For the multiple-choice item, tell students they should circle the letter of the correct answer. If students struggle, pair beginning students with more advanced students.

★ Speak

Have students work with a partner to ask and answer the question in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

How did Ptolemy influence your life today? Ptolemy ____.

Who are people who would rely on latitude and longitude? People who rely on latitude and longitude are ____.



★ Read

Read the first part of the passage. Then answer the questions.

1 Find a map or a globe. Look closely. Do you see a grid of lines? Some run up and down. Others go from side to side. These lines are called latitude and longitude. Lines of latitude go from side to side, or east to west. Lines of longitude run up and down, or north to south. They are imaginary. They are not really on the surface of our planet like the oceans and continents. But they are very useful. They give every spot in the world its own address.



2 These lines are an important part of geography. Geography is the study of Earth's surface. Around 100 BC, a Greek man named Ptolemy made a grid of lines. He started with an idea that had been around a long time. He divided the distance around Earth into 360 degrees. But Ptolemy thought our planet was much smaller than it really is. So his system was not accurate. Over the centuries, people refined Ptolemy's system. Now it is used around the world.

- 1 Circle the name of the man who first made a grid of lines.
- 2 Underline the word that means "the study of Earth's surface."
- 3 Because Ptolemy believed Earth was much smaller than it is, _____.
 - A his system was not useful
 - B his system was not accurate
 - C his system was quickly forgotten
 - D the equator was in the wrong place


★ Speak

Talk with a partner.

What does it mean to refine something?

To refine something means ____.

★ Read

 Have students read the second part of a passage either on their own or with a partner. Alternatively, you may read the passage aloud or play the audio file while students follow along.

After reading the text, students should complete the three questions that follow to check for their understanding of the text. Be sure students understand how to answer the questions. For the multiple-choice item, tell students they should circle the letter of the correct answer. If students struggle, pair beginning students with more advanced students.

★ Speak

Have students work with a partner to ask and answer the question in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.

Why are the equator and the prime meridian important? The equator and the prime meridian ____.

What are some other tools you can use to help you get places? I use ____.



Read the second part of the passage. Then answer the questions.

3 Some lines of latitude and longitude are especially important. One of them is the **equator**. That is the imaginary line around the middle of our planet. The equator is the most important line of latitude. It is the one that all others are measured by. Lines of latitude are also called parallels. They are measured in degrees north or south of the equator. The equator is at 0 degrees latitude.



4 Lines of longitude are also called **meridians**. Latitude is marked from the equator. But where does longitude start? There are no natural points to begin measuring it. So everyone had to agree on one. They chose Greenwich, England. The 0-degree line runs north to south through there. Longitude is measured east or west of this prime meridian.

- 1 **Circle** the name of the most important line of latitude.
- 2 **Highlight** another name for lines of longitude.
- 3 The prime meridian is an imaginary line that runs north to south through which place?
 - A China
 - B Greece
 - C **England**
 - D Washington, DC

★ Speak

Talk with a partner.

Why do lines of latitude and longitude have to start someplace?

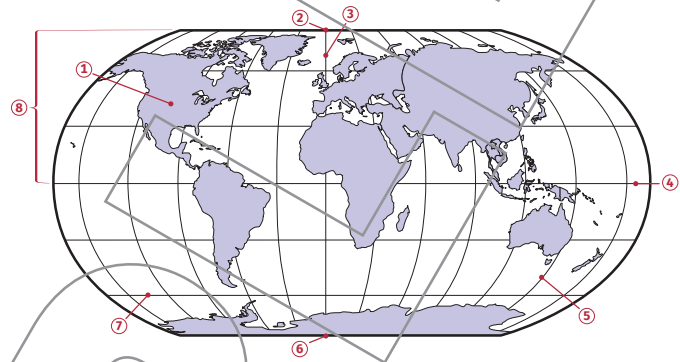
Lines of latitude and longitude have to start someplace because ____.

★ Write

Read the directions with the students. Have students look at the map. Review the words in the word box. Then have students write the word from the word box that goes with each labeled part of the map. Go over the answers as a class.

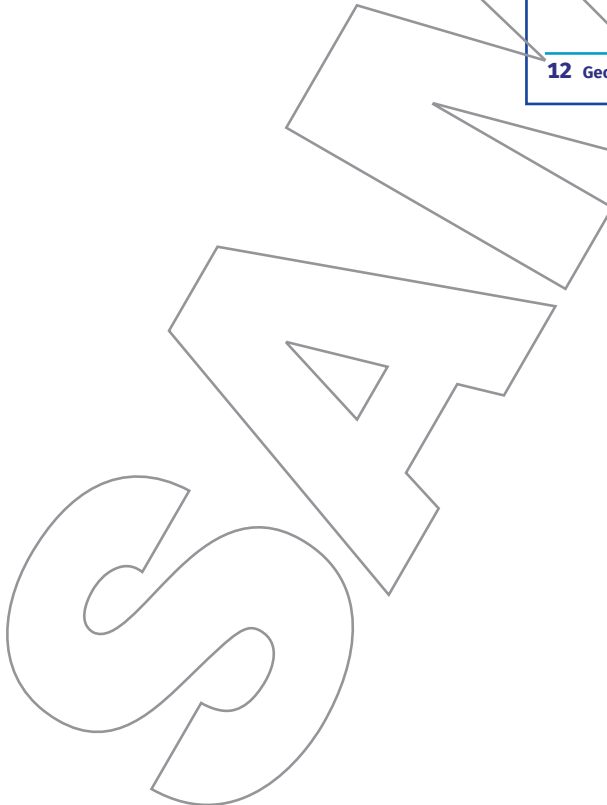
★ Write

Look at the map. Write the word that goes with each number on the map.




- 1 _____ **continent**
- 2 _____ **North Pole**
- 3 _____ **prime meridian**
- 4 _____ **equator**
- 5 _____ **longitude**
- 6 _____ **South Pole**
- 7 _____ **latitude**
- 8 _____ **Northern Hemisphere**

- continent
- equator
- latitude
- longitude
- Northern Hemisphere
- North Pole
- prime meridian
- South Pole



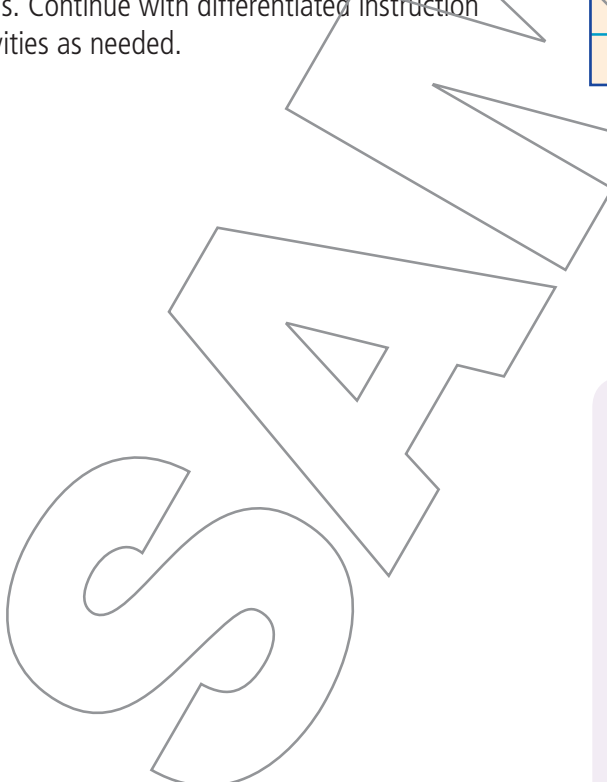
★ Grammar


Read and discuss the introductory material on the Grammar page as a class. Tell students that they will be using what they know about types of sentences. Be sure that students understand the different types of sentences. Explain to students that they will now complete an activity using what they have learned.

 Read the directions for the activity aloud to the students and be sure they understand what is expected. You may wish to complete the first item as a class. Then allow students to work independently to complete the activity. Read the sentences aloud or play the audio, if necessary. Review the answers as a class, making sure students understand why the answers are correct.

REVIEW

Close the lesson by recapping the geography terms. Continue with differentiated instruction activities as needed.





★ GRAMMAR — Types of Sentences

There are four types of sentences.

- 1 A **statement** tells about something. It ends with a period (.).
It is always cold at the North Pole.
- 2 A **question** asks about something. It ends with a question mark (?).
Would you like to go to the North Pole?
- 3 A **command** tells someone to do something. It usually ends with a period (.).
Tell us about the continent of Africa.
- 4 An **exclamation** shows surprise or strong feeling. It ends with an exclamation point (!).
That is really interesting!

Read each sentence. On the first line, write the number from the sentence above that tells what type of sentence it is. Then put the correct end mark on the line at the end of the sentence.

- 1 2 Which continent is the largest? ?
- 2 1 Most of South America is in the Southern Hemisphere. .
- 3 4 What a huge snake! !
- 4 3 Use latitude and longitude to find the lake. .
- 5 4 Watch out! !
- 6 2 Have you ever found France on a globe? ?
- 7 1 The prime meridian is at 0 degrees longitude. .
- 8 1 Some people consider Europe and Asia to be one continent. .
- 9 3 Draw a map of your neighborhood. .
- 10 2 Where is the hottest place on Earth? ?

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DIFFERENTIATED INSTRUCTION

Challenge	Give students blank maps that include all the elements from the lesson. Have them label the elements without the use of a word box.
Remediate	Using a map or globe in the classroom, review each geographical term from the lesson. Have students find and point to each element on the map, stating the word.