

**Lesson**  
**1**

**Objective:** Identify the main idea and supporting details in different texts.

**CSE:** Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

**Read It Right!**

**Main Idea and Supporting Details**

Every text you read refers to something. This is called "topic," that is, what the text is about. As you know, topic sentences explain the main point or idea about the topic in a paragraph or section of a text. Synthesizing the information provided by them will help you to formulate the **main idea** from the whole text.

The writer also provides **details** to support the main idea. They can be facts, statements, examples or quotes that clarify, explain, expand, describe, or illustrate the main idea. You may also identify the main idea through analyzing these supporting details, just ask yourself, "What is the idea that these details are supporting?" Answer that question and it will probably be the main idea.

**Vocabulary**

challenge	goal
climbing	healthy
concentrate	success
danger	surely

**Bouldering**

Bouldering is an excellent option for people who want to learn how to climb. Since it has become very popular, there are many gyms everywhere that offer classes. These gyms have climbing walls with different routes, from easy ones, for beginners, to very complex and difficult ones, for experts.

The walls are made with wooden panels and there are "holds" made of plastic, bolted on the wall. These help you hold, using either feet or fingers. There are many colored holds, depending on the difficulty you want to reach.

For bouldering, you don't need a harness or a rope. The routes are usually near the ground and there is a thick crash pad to protect you in case you fall. So, it is very safe to practice and gradually progress by choosing different challenges.

In bouldering, the **goal** is not to reach the top of a route; it is to simply enjoy each **success** while you learn in a safe environment and have fun.

**2** Fill in the chart with details from the text above. Copy complete sentences.

Paragraph 1	Paragraph 2
Which kind of routes are there?	How can you choose difficulty level?
These gyms have climbing walls with different routes, from easy ones to very complex and difficult ones.	There are many colored holds, depending on the difficulty you want to reach.
Paragraph 3	Paragraph 4
Is it safe to practice it?	What is the goal in bouldering?
The routes are usually near the ground and there is a thick crash pad to protect you in case you fall.	In bouldering, the goal is not to reach the top of a route; it is to simply enjoy each success while you learn in a safe environment.

**3** Considering the details you wrote, check (✓) the sentence that best expresses the main idea of the text in Activity 1.

☐ Bouldering is a very popular climbing technique.

☐ Bouldering is offered in many different gyms.

☒ Bouldering is a great option to learn how to climb.

☐ Bouldering is practiced in a safe environment.

**4** Read the text and underline topic sentences in each paragraph.

Bouldering is great for kids because they are natural climbers. It is an alternative healthy activity that appeals to their sense of adventure while helping them burn off excess energy. Some gyms offer classes for children. After a few of them, they can enjoy climbing time on their own.

If you are a kid anymore, that's not a problem! You only need to wear comfortable shoes that allow you to move, chalk bags, and chalk. Why chalk? Bouldering helps you to keep fingers and palms dry. This is very important, so you don't slip. Rock climbing shoes are recommendable but not necessary. You can use any flexible sneakers with anti-slip soles.

Bouldering can help you to develop physical skills. It is also fabulous for your mind because you must plan and anticipate moves to reach your goal. What are you waiting for? Start practicing and you will surely love it!

**5** Take into account the topic sentences and check (✓) the sentence that best expresses the main idea of the text in Activity 4.

☐ Bouldering does not need expensive equipment.

☐ Bouldering helps you develop physical and mental skills.

☒ Bouldering can be practiced by adults and kids.

☐ Bouldering is a sport that helps you plan and reach goals.

**6** Match the word with its definition.

a climbing	d. when you achieve what you want or intend
b goal	e. something that tests strength, skill, or ability
c challenges	f. sport in which people move up using feet and hands
d success	g. something that you hope to achieve in the future

**Reader's Coach**

The main idea is not always stated explicitly in a text; sometimes you must infer it from the information in the text.

## Main Idea and Supporting Details

**Objective:** Identify the main idea and supporting details in different texts.

**CSE:** Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

### Activation of Knowledge

Ask students if they have ever tried climbing walls. Invite them to share details they know or experiences they have had related to that activity.

### Development

#### Read It Right!

**Activate Vocabulary** Draw a mountain on the board with a stick figure starting to climb it. Write **climbing** near the figure and on the top write the word **goal** and ask students to infer the meaning. Draw some rocks along the path to the top and write the word **challenges** next to them, ask students to define **challenges**. Finally, erase the stick figure from the bottom and draw it on the top with a big smile, write the word **success** and have students tell you what it might mean.

## 1 Look at the pictures, read the title and identify the topic. Then, read the text.

Draw a web graphic organizer on the board and write *Main Idea* in the center. Invite volunteers to fill it in by using previous knowledge. Ask volunteers to read the information provided in the sidebar aloud and check comprehension by asking: *What is a topic sentence? What are supporting details?* Read instructions aloud and elicit the topic (bouldering). Before they start reading, have students scan the text to identify words in bold and, in case they are not familiar with them, encourage them to check their definitions in the Glossary at the end of their books. Finally, have them read the text.

## 2 Fill in the chart with details from the text above. Copy complete sentences.

Read questions aloud to ensure comprehension and have them complete the task. Check by drawing the chart on the board and inviting volunteers to fill it in.

## 3 Considering the details you wrote, check (✓) the sentence that best expresses the main idea of the text in Activity 1.

Have students analyze the details they wrote in the previous activity by asking: *What do all of them have in common?* (They all refer to the learning process for climbing while bouldering.) Then, tell them to check the main idea.

**Amazing Info**  
Technical climbing difficulty is assessed with numbers and letters. 4c indicates the difficulty of a typical route. Brooke Raboutou was the youngest person in the world to climb 5.11-4b when she was 11.

**By Yourself**  
7 Read the article. Circle the topic sentences and underline one supporting detail in each paragraph. Possible answers

**ALEX HONNOLD:  
ALONE ON THE WALL**

El Capitan is a very regular (square) for climbers in Yosemite National Park. It is a 3,000-ft. vertical rock formation. Many climbers from all around the world have tried to climb it.

Only one man, Alex Honnold, has reached the top in a free, solo ascent.

Alex Honnold (is a professional American rock climber). He is famous for challenging danger as he free-solo climbs without a rope. On June 3, 2017, Alex was the first to achieve a free solo climb of El Capitan.

Alex follows a very healthy lifestyle. He lives in a van because he likes visiting places. He is a vegetarian, and he doesn't drink alcohol. He also reads a lot. His favorite books are about environmentalism and economics.

Between climbs, he runs to stay fit.

Alex Honnold has a unique quality: his mental ability to control fear. Honnold explains, "When I am free-soloing, I know I'm in danger. Thinking about it does not help me in any way. So, I just let it go and concentrate." Alex Honnold is an excellent example on how human beings can achieve great things with strong determination and focus.

**Word Power**  
8 Complete each series of synonyms using words from the box.

concentrate challenge climbing goal danger healthy success surely

a attend, focus, concentrate  
b ascending, going up, climbing  
c target, objective, goal  
d triumph, victory, success

e threat, hazard, danger  
f fit, lively, healthy  
g certainly, clearly, surely  
h defiance, trial, challenge

**Comprehension Check**  
9 Answer the questions.

a Who is Alex Honnold and why is he famous?  
He is a professional American rock climber famous for challenging danger as he free-solo climbs without a rope.

b What has Alex Honnold done that other climbers hadn't?  
He reached the top of El Capitan in a free solo ascent.

**Comprehension Skills Practice**  
10 Work in pairs to classify the details you underlined in the text from Activity 7.

Description	It is a 3,000-ft. vertical rock formation.
Explanation	He is famous for challenging danger as he free-solo climbs without a rope.
Quote	"When I am free-soloing, I know I'm in danger. Thinking about it does not help me in any way. So, I just let it go and concentrate."
Example	He is a vegetarian, and he doesn't drink alcohol.

11 Work in small teams. Fill in the graphic organizer to identify the main idea.

```

graph TD
    TS1[Topic Sentence 1:  
Only one man, Alex Honnold,  
has reached the top in a free  
and solo ascent.]
    TS2[Topic Sentence 2:  
Alex Honnold is a professional  
American rock climber.]
    TS3[Topic Sentence 3:  
Alex follows a very  
healthy life-style.]
    TS4[Topic Sentence 4:  
Alex Honnold has a unique  
quality: his mental ability  
to control fear.]
    MI[Main idea:  
Human beings can achieve  
great things with strong  
determination and focus.]

    TS1 --- MI
    TS2 --- MI
    TS3 --- MI
    TS4 --- MI
  
```

**Activate Vocabulary** Say: If I eat a balanced diet and work out every day, I will **surely** be very **healthy**. Write **healthy** and **surely** on the board and elicit which other actions may contribute to have a **healthy** life.

#### 4 Read the text and underline topic sentences in each paragraph. 1

Have students recall what a topic sentence is (a sentence that tells what a paragraph or section of a text talks about). Give them some time to read the text to identify topic sentences. Check orally.

#### 5 Take into account the topic sentences and check (✓) the sentence that best expresses the main idea of the text in Activity 4.

Read aloud the information provided in the **Reader's Coach** box, and ask students: *Is the main idea in this text stated or unstated?* (unstated) *How can topic sentences help you find it?* (synthesizing the information they provide). Then, have them check the correct answer.

#### 6 Match the word with its definition.

Have students perform the task to practice vocabulary words they have learned so far. Invite them to check their answers by looking at the Glossary at the end of their books.

#### By Yourself

**Activate Vocabulary** Draw a skull **danger** sign on the board and ask: *In which situations have you seen this sign?* Elicit answers from different students. Write the word **danger** on the board and have them define it. Then, close your eyes, join the tips of your index and thumb and say: *ohm*, open your eyes and ask students: *What do you think I was doing?* Accept different answers and then explain that you were meditating and when you meditate, you must **concentrate**. Write **concentrate** on the board and elicit other situations in which they should **concentrate** (answer a test, scoring a goal, etc.).

#### 7 Read the article. Circle the topic sentences and underline one supporting detail in each paragraph.

Have students work individually on this task; monitor to identify struggling students.

#### Word Power

#### 8 Complete each series of synonyms using words from the box.

Elicit what a synonym is (a word with the same meaning as another word in the same language). Give students some minutes to complete the task to reinforce vocabulary words.

**12 Read the following text.**

Yosemite is a National Park in the United States. Beautiful mountains, glaciers, giant sequoia trees, waterfalls, lakes, and streams make this place worth visiting. But Yosemite is also famous because it is surrounded by dark mysteries and supernatural events.

In Yosemite stands El Capitan, a giant rock formation in the center of the park. It is a place where many adventurers go. However, since 1970 more than 50 climbers have died there, and people claim to see their ghosts around.

Another enigmatic place is Grouse Lake. Many visitors report a wailing sound coming from the lake. The first report was in 1957 from Mr. Clark, the first park ranger. He heard cries and thought it was a dog. The local native Americans tell who lived there told him that it wasn't a dog. It was the ghost of an Indian boy drowned in the lake many years before. The story goes that the ghost calls to the visitors and if anyone goes into the water after him, he will grab their feet and pull them down into the lake.

**13 Check (✓) the best title for the passage above.**

☐ El Capitan, the Haunted Monolith

☐ The Legends of Grouse Lake

☒ Yosemite, Beauty and Mystery

**14 Answer the questions.**

a What is the main idea?

Yosemite is a beautiful place, but it is also mysterious.

b Is it stated or unstated?

stated

c What procedure did you follow to find it?

I first identified the topic sentences in each paragraph and then I knew what the main idea was. / After I read the examples given by the author as supporting details, I could perfectly identify the main idea.

**Connecting Ideas**

Would you like to practice climbing? If so, what would you do to learn and where would you like to go? If not, what are your reasons? In your notebook write some notes to answer these questions.

## Comprehension Check

### 9 Answer the questions.

Have students use explicit information provided on the text to answer the questions. Check orally.

## Comprehension Skills Practice

### 10 Work in pairs to classify the details you underlined in the text from Activity 7.

Organize the class into pairs. To promote tutoring, make sure to pair advanced students with the struggling students you identified while working in Activity 7. Monitor while they perform the task to provide help when required. You may use the Differentiated Instruction strategy when working on this activity.

### 11 Work in small teams. Fill in the graphic organizer to identify the main idea.

Organize the class into teams by joining two pairs together. Have them copy the topic sentences they identified while working on Activity 7; this way, they will visualize them together and be able to synthesize them easily to find the main idea. Invite teams to their answers.

### 12 Read the following text.

Give students some time to read the text in silence.

Use **Engaging Activity 5: Think-Pair-Share** to engage them more with the theme of the text. Ask students: *Do you believe in those supernatural stories?* After giving them time to think, have them discuss the question with their neighbor. See pages 124-125.

### 13 Check (✓) the best title for the passage above.

As a class, encourage students to choose an appropriate title for the passage they read. Explain that this title will give them a hint to answer the questions in the following activity.

### 14 Answer the questions.

Have students answer the questions individually so you can monitor and assess them. Make sure to identify students who are still having difficulties so you can design strategies to guide and support them in the future.

## Connecting Ideas

Invite students to connect their own preferences with the texts by working on this activity.

**Differentiated Instruction** To approach interpersonal and verbal linguistic learners, organize the class into pairs. Have them perform a role-play in which one of them is Alex Honnold and the other an interviewer for an extreme sports program. Tell them they should include as many details from the text as they can in their interview. Invite pairs to present in front of the class.

## Amazing Info

Read the information provided aloud. Explain to students that Brooke and her brother Shawn grew up in a family of world-champion climbers so they started to climb as soon as they could walk with their mother, Robyn Erbesfeld, as their coach. Ask students their opinion about practicing a sport from a very early age.

## Final Reflection

Ask students to research ancient cultures that climbed for necessity, choose one and draw an illustration that clearly shows the reason why they did it. Invite them to show their drawings to the class encouraging them to explain details.

**Cue Card**  
1

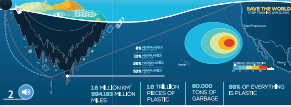
- 1 Look at the infographic, read the title, and share with your classmates what type of information you expect to find in the text. Then, read the text.

### The Great Pacific Garbage Patch

In 1997 Charles Moore **discovered** a great mass of garbage in the middle of the Pacific Ocean. It is like a trash island located between California and Hawaii. It is called The Great Pacific Garbage Patch (GPGP).

Some people call it an island, but it is not possible to stand on it. It is a patch of plastic debris floating in the ocean. Scientists said that there is more than 70,000 tons of garbage. 94% of the patch is made from micro-plastics.

It is difficult to clean up the patch because it is formed by very small plastic particles. The micro-plastic is like amog: it is everywhere. It cannot be wiped out. A great amount of the garbage found in the ocean is single-use plastic such as straws, plates, and cups; however, most of the plastic debris comes from fishing gear like nets, ropes, baskets, among others. This kind of plastic was designed to survive the marine environment, that is why it does not decompose.



#### Reader's Coach

When you link information you already know with information from texts, you can draw a conclusion.

- 2 Complete the table to answer the question. *Possible answers*  
Is The Great Pacific Garbage Patch a problem?

What I Know	Cues from the Text	My Conclusion
There is a problem with plastic garbage in the ocean because it doesn't disintegrate.	In the ocean, there is too much single-use plastic, such as straws, plates, and cups, as well as fishing gear like nets, ropes, and baskets, among other things.	The GPGP is a problem because there is too much plastic in the ocean that does not disintegrate. It is polluting the water and killing sea animals.

**Objective:** Draw conclusions from a text supporting them with information or reasons.  
**GSE:** Can draw simple conclusions about the information given in a factual text on a familiar topic.

#### Read It Right!

##### Drawing Conclusions

When we read a text, the author does not always tell us everything. The author may leave out certain details so that the reader has to use his or her **personal experiences** and knowledge to fill in the missing details. The author may also give details about a person's actions and reactions and leave it to the reader to **draw conclusions** about the person's character.

##### Vocabulary

charity  
discovered  
fishing  
jar  
pollution  
recycle  
reduce  
whole  
Do you know what these words mean? If necessary, check the Glossary at the end of your book.

- 3 Read the text and underline key ideas in each paragraph.  
*Possible answers*

### Plastic Pollution Is Affecting Sea Life

The GPGP is the **largest mass of plastic debris** in the oceans of the world. There are other patches since tons of plastic are entering the ocean every year. And, they are getting bigger and bigger.

Scientists said that we have to change the way that we use and dispose of garbage. If we do not act soon, the effects will be devastating. In the past years, hundreds of **whales**, seals, turtles, and other sea animals have been found **hulled**, or



#### Amazing Info

Did you know that there is a garbage patch bigger than France, Germany and Spain combined floating in the Pacific Ocean? Scientists are trying to find a way of cleaning it up.

is mistaken for food by marine animals. Research coincides that the **plastic pollution in the ocean could triple by 2050** unless we do something. Some organizations are trying to clean up the patches in the oceans. However, the problem will not stop if the flow of trash at sea is not stopped. The only way to stop the problem is to prevent plastic from reaching the ocean. The key factor is to change our consumption and disposal of plastic.

- 4 Considering the key ideas that you underlined in the text above, complete the graphic organizer below. *Possible answers*



- 5 Find words in the text that match the meanings.

fishing	the act of catching fish
discovered	to notice or to learn about something new
whales	very big mammals that live in the sea
pollution	materials or substances that contaminate the environment

## Drawing conclusions

**Objective:** Draw conclusions from a text supporting them with information or reasons.

**GSE:** Can draw simple conclusions about the information given in a factual text on a familiar topic.

### Activation of Knowledge

Invite students to think about all the products they buy at the supermarket that are wrapped and generate trash. Let them share their ideas.

### Development

#### Read It Right!

**Activate Vocabulary** Ask students: *What activities can you do in a river?* Elicit that **fishing** is one of them; point out that if they go **fishing** they would **discover** a lot of different fish.

- 1 Look at the infographic, read the title and share with your classmates what type of information you expect to find in the text. Then read the text. 2

Ask one volunteer to read the information provided in the sidebar aloud. To clarify, say: *If I read a tale where the author describes a smiling girl singing and dancing in the woods, what conclusion*

*can you draw about her mood?* (The girl is happy.) Then, elicit the meaning of the word *Infographic* (an image containing creative graphics and text including statistics about a certain subject). Ask students to read the title and then tell them to share their predictions with the class. Tell students to read the text individually and confirm their predictions.

- 2 Complete the table to answer the question.

Read instructions and the question aloud. Draw the table on the board and read the heading of the first column. Ask students: *What do you know about garbage in the ocean?* Ask them to share their previous knowledge and write their answers in the first column. Then, read the heading of the second column aloud and challenge them to find relevant information in the text they read, invite volunteers to write it in the second column. Finally, read the information provided in the **Reader's Coach** aloud and explain that they can draw a conclusion to answer the question by relating the information they already have in the first and second columns; encourage them to tell their ideas and write a class conclusion in the third column.

**Activate Vocabulary** Ask students: *Which is the biggest mammal?* Their answers would include **whales**, quiz them the kinds of **whales** they know, and tell them that sometimes **pollution** kills them. Show them a picture of polluted oceans and have them explain why **pollution** is a huge problem.

### By Yourself

- 6 Read the article. Identify information about the words in the title.

## REDUCE, REUSE, RECYCLE!

The word **recycle** is becoming more and more popular; however, there is a word that should be used before that one, **reduce**. This is the most important action if we want to positively impact our environment. Instead of recycling, we should learn to reduce our consumption of things. Think about what you really need; for example, do you need to buy a bottle of water or a cup of coffee every day? Or, should you use reusable bottles or cups? Do you really need to buy new clothes all the time?

Reuse is another extremely important word. If you need to buy something new,

what do you do with the old things? You can use old **jars** and bottles as containers. You can also donate what you do not need to **charity**.

Finally, think about **recycle**. Separate the trash before using different trash cans. Use a special trash can for your organic waste so that it can be composted. Separate plastic, glass, paper, metal, and everything that can be recycled.

Taking care of the environment is our duty. Think before buying something new or disposing of any old objects.

### Word Power

- 7 Complete the sentences using the words in bold from the previous texts.

- My mom uses old **jars** to keep food in the fridge.
- Most of the environmental effects of **fishing** are caused by fishermen who throw plastic garbage in the ocean.
- I always donate my old clothes to **charity**.
- When The Great Pacific Patch was **discovered**, scientists couldn't believe how big it was.
- Biologists have found plastic debris in **whales** beached all around the world.
- You should separate the trash if you want to **recycle** it.
- If we **reduce** the use of plastic, we will help the environment.
- We can reduce **pollution** by using biodegradable products.

### Comprehension Check

- 8 Answer the questions about the text in Activity 7.

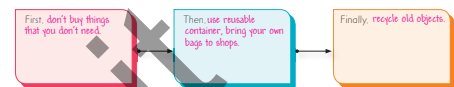
- What three actions can we do in order to help the environment?  
**reduce, reuse, and recycle**
- What should we do if you want to recycle the trash?  
**We have to separate it in different trash cans.**

Remember that you should consider your personal experiences when drawing conclusions.

### Comprehension Skills Practice

- 9 Work in pairs. Use cues from the text in Activity 7 to complete the graphic organizer.

#### Actions to Reduce Trash or Waste



- 10 Work in pairs. Use previous knowledge and experiences to complete the table.

Reducing	Reusing	Recycling
If we reduce the consumption of unnecessary things, pollution, such as plastic pollution, will be reduced, too.	If we use reusable containers and bring our reusable bags to the market, we won't generate unnecessary trash or waste.	There are many things that we dispose of that can be recycled. It is important to separate them in different trash cans.

- 11 Work in teams. Conclude how reducing, reusing, and recycling help the environment. Use the information that you wrote in Activities 10 and 11. Possible answer:

If we buy only what we need, if we reuse things, especially plastic objects, and if we recycle them, we will reduce pollution in the environment. And, it will help to stop the problem related to the garbage patch in the Pacific Ocean.

## 3 Read the text and underline key ideas in each paragraph.

Tell students to read the text individually and to underline the key information in each paragraph. Elicit some of their ideas to see if they coincide.

## 4 Considering the key ideas that you underlined in the text above, complete the graphic organizer below.

Draw students' attention to the graphic organizer and explain that the information may not be explicit but that they can find it by analyzing the key information they underlined in the previous activity. To check, draw the graphic organizer on the board and have volunteers write their answers.

## 5 Find the words in the text that match the meanings.

Have students find the words for each meaning. Ask them to compare their answers in pairs. Elicit answers.

### By Yourself

**Activate Vocabulary** Draw a **recycling** circle on the board and write *Reuse* and two *Rs*; ask students if they know the words. Once they tell what the *Rs* stand for, write them on the board (**recycle** and **reduce**). Then ask: *What can you recycle?* (paper, carton, glass) Draw a **jar** on the board and explain that **jars** may be **recycled** to **reduce** trash and waste. Finally, point to the word

*Reuse* and ask them what they would donate to **charity** that may be reused? If necessary, explain that **charity** is an organization that gives money, goods or help to other people.

## 6 Read the article. Identify information about the words in the title.

Ask students to read individually. While you monitor, pay close attention to identify struggling students. When they finish, make some comprehension questions like: *What should we do instead of recycling?* or *What can you do with old jars?*

### Word Power

## 7 Complete the sentences using the words in bold from the previous texts.

Have students look for the answers in the previous texts. Closely monitor any struggling students you identified before. Check orally.

### Comprehension Check

## 8 Answer the questions about the text in Activity 7.

To check students' comprehension of explicit information from the text they read, have them work individually in this activity. Once they have finished, elicit answers orally.



**12 Read the following text.**

**School Recycling and Waste Disposal**

Schools are one of the facilities that generate more garbage. However, if you want to reduce the generation of trash in your school, you can take some actions. Think about this: Do you need to buy water bottles every day (or any other plastic container)? Do you need to use straws to drink your beverages? Do you absolutely need to

use styrofoam plates or cups while you eat in the school cafeteria? Remember that single-use plastic products such as straws, plates, cups, etc., can end as debris in the oceans, and they pollute the environment.

Here are some ideas about what you should and shouldn't do if you want to take care of the planet.

Do's	Don't's
Bring reusable containers to school. Bring a reusable water bottle.	Do not use styrofoam plates or cups. Do not throw trash on the floor.
Separate trash into recycled, and organic waste. Organic waste is compostable, so make sure it is in a special bin.	Do not mix the trash.
Recycle and reuse school supplies. Recycle and reuse school uniforms.	Do not buy water bottles all the time. Do not waste paper or cardboard. Do not use straws.
	Do not use new wrap paper for your gifts.

**13 Think about the actions you take to reduce trash in your school. Is there any other action you should take? Complete the table with your ideas.**

Steps that I already follow to reduce trash:	Steps that I should follow to reduce trash:
I recycle my supplies. I reuse school uniforms. I use reusable water bottles.	I should not use styrofoam plates or cups. I should not mix the trash. I should not buy water bottles.

**14 Write your conclusion about the importance of reducing trash. Make sure to back it up with information from the poster and to consider your knowledge and experience.**

*Possible answer: Sometimes, we don't realize how much trash we generate. Most of this garbage ends up in the ocean where it damages the environment and affects marine animals. The problem is getting bigger and bigger, and if we do not change our consumption habits, we will never stop the problem.*

**Connecting Ideas**

Do you think that trash is a problem on our planet? Why? What can you do to reduce the generation of trash? Can the garbage patch be completely wiped out from the oceans? Why? In your notebook, write some notes to answer these questions.

Use **Engaging Activity 2: Thumbs Up / Thumbs Down** to energize students. Read the ideas from the text in Activity 13 and have students share their opinion with their thumbs up or down. See page 124-125.

### 13 Think about the actions you take to reduce trash in your school. Is there any other action you should take? Complete the table with your ideas.

Set groups of three. Tell students to write down their ideas to reduce trash and complete the table. Ask students to share their ideas with the class.

### 14 Write your conclusion about the importance of reducing trash. Make sure to back it up with information from the poster and to consider your knowledge and experience.

Tell students to get a conclusion. Give students some minutes to brainstorm and write down key words. Monitor students as they write their conclusion and help with vocabulary or grammar. In groups, students present their ideas to the whole class.

### Connecting Ideas

Write the questions on the board. Ask them to work in pairs and write down some notes to answer the questions. Encourage students to share their notes with the whole class.

**Differentiated Instruction** To help musical intelligence development, ask students to get in teams and create *The Recycling Rap*. Ask them to write some lines to create a short rap song to promote the use of the three Rs. Monitor teams and help them with rhymes. If possible, visit [rymer.com](http://rymer.com) for more ideas.

### Amazing Info

Read aloud the information provided and then, ask: *Did you know that every hour, Americans throw away 2.5 million plastic bottles?* Explain that every day, each person living in the U.S. generates an average of 2 kilograms (about 4.4 pounds) of trash and encourage them to calculate how much trash they throw every day.

### Final Reflection

Remind students of the importance of taking care of our planet. Ask them to work in groups and write down their conclusions after reading the texts in this lesson and create a plan to appeal young people to practice the three Rs: recycle, reduce, and reuse. Encourage them to promote it inside and outside the school. Students present their plans to the class. Ask class to vote for the best one.

## Comprehension Skills Practice

### 9 Work in pairs. Use cues from the text in Activity 7 to complete the graphic organizer.

Organize students in pairs to complete the graphic organizer with cues from the text. Monitor students who have had problems answering.

### 10 Work in pairs. Use previous knowledge and experiences to complete the table.

Students will work with a different partner. Give them some minutes to complete the table and once they have finished set groups of four and let them compare answers. Check by drawing the table on the board and asking volunteers to write their answers.

### 11 Work in teams. Conclude how reducing, reusing, and recycling help the environment. Use the information that you wrote in Activities 10 and 11.

Organize the class into teams by joining two pairs together. Tell students to write down a conclusion that they will share with the class. Elicit all the conclusions. You may use the Differentiated Instruction strategy after working on this activity.

### 12 Read the following text.

Tell students to read the text individually. Ask some comprehension questions. Ask students to recall the ideas they should and shouldn't do if they want to take care of the planet.

**Cue Card**  
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