

# GO! ELL

## LITERACY LIBRARY

### GENRES

- American Culture
- American History
- Environmental Studies
- Everyday Math
- Science

# Table of Contents

<b>Introduction</b> .....	<b>4</b>
<b>Book Overview Chart</b> .....	<b>10</b>
<b>Comprehension Skills Chart</b> .....	<b>11</b>
<b>Differentiation Strategies</b> .....	<b>12</b>
<b>Program Progress Chart</b> .....	<b>14</b>
<b>Genre: American Culture</b> .....	<b>15</b>
Fast Friends.....	16
Party Practice .....	20
The Right Fit .....	24
☐ Countdown in Times Square .....	28
<b>Genre: American History</b> .....	<b>32</b>
Anything Is Possible .....	33
History in the Making .....	37
The Last Spike.....	41
☐ The Statue of Liberty .....	45
<b>Genre: Environmental Studies</b> .....	<b>49</b>
Sea Change .....	50
Think Green.....	54
Trick or Treat.....	58
☐ Plastic Island.....	62
<b>Genre: Everyday Math</b> .....	<b>66</b>
Backup Plan .....	67
Game On .....	71
Take the Cake.....	75
☐ Kitchen Math .....	79
<b>Genre: Science</b> .....	<b>83</b>
Field Study .....	84
New Season.....	88
Shaken Up .....	92
☐ Black Box.....	96
<b>Answer Key</b> .....	<b>100</b>

# Instructional Support Components

This Teacher's Guide contains instructional support for each book in the *GO! ELL Literacy Library*. The vocabulary cards are addressed and incorporated into instruction within each book's lesson pages.

## GENRE OVERVIEW AND LESSON PLAN (one page for each genre)



Use this page to introduce and discuss a genre. Lessons are appropriate for whole-class or small-group instruction.

## BOOK LESSON PLAN (one page for each book)



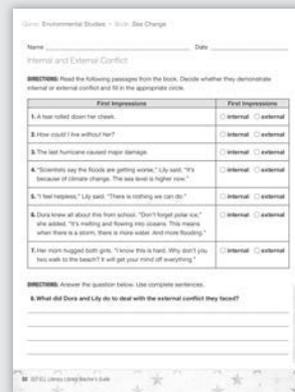
Use this page to introduce a book and to teach or review specific reading skills. Lessons are appropriate for whole-class, small-group, or individual instruction.

## VOCABULARY AND COMPREHENSION (one page for each book)

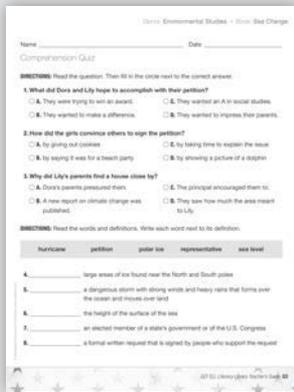


Use this page to introduce the five vocabulary words for each book and reinforce their pronunciations and meanings. Use the guided reading questions after the initial reading of the book. These questions allow for a deeper rereading of the book and an exploration of the book's issues and character dynamics. Questions are appropriate for whole-class, small-group, or individual instruction.

## COMPREHENSION ACTIVITY (one page for each book)

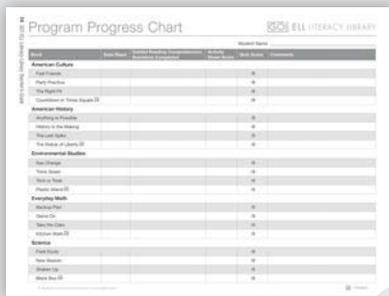


Use this page to monitor comprehension and build reading skills. Many of these pages feature graphic organizers. Activities are appropriate for paired or independent work.



**BOOK QUIZ**  
(one page for each book)

Use this page to assess comprehension. Quizzes are a mix of multiple-choice comprehension and fill-in-the-blank vocabulary questions.



**PROGRAM PROGRESS CHART**  
(reproduce one for each student)

A reproducible progress chart is provided on page 14 so that teachers can track student progress as they read the books and complete the activities and quizzes.



**VOCABULARY CARDS**  
(one set per box)

The cards include five words from each of the 20 books for a total of 100 cards. These are the same words highlighted and defined in the books. Each full-color 3.5" x 5" card features a photograph on one side and the vocabulary word and definition on the other. These can be used for individual and partner vocabulary practice. The vocabulary page for each book incorporates these cards into the suggested activities. The cards are in alphabetical order, and each card has one rounded corner for ease of organization.

## Implementation Options

The lesson plans, guided reading questions, and reproducible activities in this Teacher's Guide are designed for individual students, pairs, and small groups, depending on your classroom structure and instructional needs. Here are some options for implementation:

- Teach each genre in the order that works best for your class and district curriculum. Use the provided lesson plan pages to plan instruction. Use the vocabulary lesson and the vocabulary cards to pre-teach the five featured words for each book. Introduce all four books to the class, and provide time for students to read the books. Because there are three copies of each book included in the box, partners or small groups can read at the same time. As students complete the books, use the guided reading questions to spur discussion and to check comprehension. Have students complete the reproducible activities. Use the quizzes to assess comprehension.
- Form small groups. Assign two or more books from a genre set to each small group. Provide the vocabulary cards for those books to the group and have them use the cards to master the vocabulary prior to reading the books. After groups read the books, provide the guided reading questions to spur discussions and deeper reading. Have each group complete the activities for their books together or independently. Ask groups to share how their books represent the genre they are exploring. Use the quizzes to assess comprehension and topic mastery.
- Display the books as part of a classroom library and allow students to self-select titles. Use the reproducible activity and quiz for each book to monitor comprehension.

# Book Overview Chart

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
------	------------------------	-------	----------------------	-----------------	---------------

## American Culture

Fast Friends	F	a weather-related school cancellation leads to an opportunity to make new friends	1.5	HL190L	993
Party Practice	F	learning the unwritten rules for dining out	1.5	HL210L	991
The Right Fit	F	a newcomer compares and contrasts shopping in the U.S. to shopping in her country of origin	1.7	HL190L	987
Countdown in Times Square	NF	the history of an iconic New Year's Eve celebration	2.0	HL210L	874

## American History

Anything Is Possible	F	an eighteenth-century newcomer examines the American ideals of freedom and equality	1.8	HL160L	968
History in the Making	F	remembering the day historic immigration legislation was signed	1.8	HL160L	997
The Last Spike	F	celebrating the transcontinental railroad in 1869	1.5	HL100L	991
The Statue of Liberty	NF	the history of an iconic American symbol	2.0	HL100L	888

## Environmental Studies

Sea Change	F	facing the effects of climate change	1.9	HL210L	985
Think Green	F	the benefits and challenges of alternative vehicles	1.6	HL210L	1000
Trick or Treat	F	reducing waste by composting	1.5	HL210L	1000
Plastic Island	NF	the growing hazard of plastic in Earth's oceans	2.0	HL210L	841

## Everyday Math

Backup Plan	F	using data to improve a sports team's performance	1.8	HL190L	965
Game On	F	calculating how to earn enough money for an item	1.4	HL160L	997
Take the Cake	F	learning to follow schedules for public transportation	1.6	HL210L	995
Kitchen Math	NF	the essential role of math in making a recipe	1.9	HL230L	900

## Science

Field Study	F	the role of physics in baseball	1.5	HL210L	953
New Season	F	associating particular species with a sense of home	1.8	HL210L	972
Shaken Up	F	using knowledge and planning to calm a fear of earthquakes	1.6	HL210L	978
Black Box	NF	the science behind a critical device on airplanes	2.0	HL200L	848

# Comprehension Skills Chart

Book	Page Number	Reading Skill	Vocabulary Words
------	-------------	---------------	------------------

## American Culture

Fast Friends	16	character traits	blush, cancel, droplet, jealous, patient
Party Practice	20	main idea and details	casual, host, leftovers, menu, server
The Right Fit	24	compare and contrast	bargain, browse, logo, stern, top
Countdown in Times Square 	28	interpreting timelines	advertising, entertainment, skyscraper, subway, tradition

## American History

Anything Is Possible	33	drawing conclusions	citizen, Congress, equality, immigrant, naturalize
History in the Making	37	setting	bill, discrimination, harbor, law, protest
The Last Spike	41	asking questions; the 5 Ws and an H	blizzard, dynamite, transcontinental, united, wages
The Statue of Liberty 	45	symbolism	crane, democracy, liberty, monument, symbol

## Environmental Studies

Sea Change	50	internal and external conflict	hurricane, petition, polar ice, representative, sea level
Think Green	54	problem and solution	battery, charging station, exhaust, hybrid, passenger
Trick or Treat	58	summarizing	compost, crop, environment, landfill, soil
Plastic Island 	62	cause and effect	food chain, gyre, microplastics, pollutant, recycle

## Everyday Math

Backup Plan	67	making predictions	average, budget, data, statistics, tally
Game On	71	character motivation	credit, deposit, loan, tax, tip
Take the Cake	75	activating prior knowledge	destination, fare, off-peak, platform, round trip
Kitchen Math 	79	reading a recipe; doubling, tripling, and halving recipes	fraction, halve, serving, simmer, unit of measurement

## Science

Field Study	84	academic vocabulary	force, friction, gravity, momentum, physics
New Season	88	making inferences	chlorophyll, deciduous, frond, photosynthesis, seedling
Shaken Up	92	identifying turning points	earthquake, energy, fault line, plates, pressure
Black Box 	96	multiple meaning words	air pressure, corrosion, frequency, g-force, velocity

# Genre: American Culture

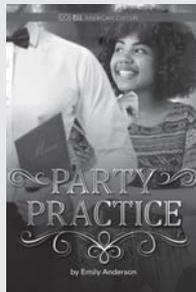
## Description

The United States is a diverse country with many customs and traditions. The American Culture book set explores themes related to a variety of typical social situations and events in the U.S., providing students with an opportunity to discuss how to navigate these in their own lives. The fiction books in this series feature tween newcomers who are adjusting to life in the U.S. and learning about topics that include weather-related school cancellations, expectations for behavior at a sit-down restaurant, and American shopping malls. The nonfiction book explores the history of the annual New Year's Eve celebration in Times Square in New York City. Together, the books offer practical information about day-to-day American life and holiday celebrations.

## Overview of Books



Hanging Out on a Snow Day



Expected Manners When Eating Out



Clothes Shopping at a Mall



Iconic New Year's Eve Celebration

## Introducing This Genre

Write the words *American culture* on the board. Below the words, draw a four-quadrant grid. Label the sections “Making Friends,” “Eating Out,” “Shopping Malls,” and “New Year’s Eve.” Ask students to brainstorm ideas about these four topics. Encourage them to think about their own experiences and examples from movies or TV shows they have seen. Invite students to share something they know about one of these topics. As they share, write their ideas in the appropriate section of the grid. Continue until you’ve recorded details and examples in all four sections of the chart.

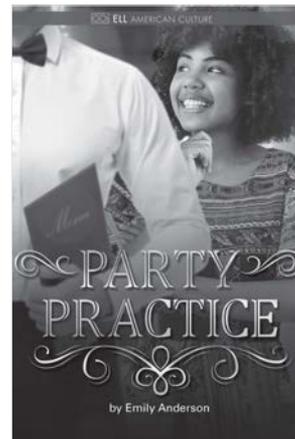
Next, have students form small groups and talk about a success or challenge they have had with any of the four topics. After groups have had time to share, give each student a sheet of paper. Instruct them to fold the paper in half and draw a picture representing a success related to one of the topics on one side and a challenge on the other. Provide time for volunteers to present their drawings to the class.

## Partner Share

Assign partners and have students spend a few minutes talking about which aspect of American culture has surprised them most and how they are adjusting to it. Encourage them to share which book in the set looks the most interesting to read.

## Synopsis

This book addresses the unwritten rules for behavior when dining out in the U.S. Newcomer Zula is nervous because she has been invited to a classmate's party that will be held in a fancy restaurant. She does not have experience with this type of event. Her older cousin, Helen, works in a restaurant and invites Zula to visit her there so that she can practice before the party. Thanks to Helen's act of kindness, Zula has the opportunity to ask questions about everything from what to say to the host when arriving to how to order from a menu. The practice meal leaves her looking forward to the party and the new experiences it will bring.



## Preparing to Read

Show students the cover of the book. Read them the following preview:

*Zula has been invited to her classmate Eve's party at a nice restaurant. Instead of being excited about the party, Zula is nervous. She has never eaten out in a restaurant like this before. Is there any way for her to feel more comfortable?*

Have students turn to a partner and discuss what they think will happen in this book based on the cover and preview. Then ask for volunteers to share their ideas with the class.

## Reading Skill

Write the terms *main idea* and *details* on the board. Tell students that the main idea is the most important point of a story. It is what the story is mostly about. Details support the main idea by telling who was involved and what, when, where, why, and how things happened. Write the following sentence on the board: *My cousin had a birthday party.* Ask the class to imagine what the party might have been like and to provide details about it by thinking of answers to the following questions: *Where was the party? When was the party? Who was there? What type of food was served?* Point out that the first sentence provides the main idea because it states the major point being made. The details give more information about the main idea.

Search for a newspaper or magazine article about restaurants or eating out. Read the article to the class and guide them in identifying the main idea. Then ask students to identify details in the article that support the main idea. Remind them that details generally answer who, what, when, where, why, and how.

As a class, brainstorm some big ideas about eating out at restaurants. Ask students what tips they would give someone about manners, ordering, and paying. Have volunteers complete this sentence: "The most important piece of advice I would give someone dining in a restaurant is \_\_\_\_\_." Note that this sentence is a main idea. The reasons why the advice is important are the details. Tell students that as they read *Party Practice*, they should pay attention to details about unwritten rules for attending a party at a nice restaurant.

## Vocabulary Lesson

This book includes a few words that are at a higher level than the rest of the book but are necessary for communicating the content. Teach these words before students read the story. Write each word on the board. If appropriate, have the students write each word on an index card and then trace the letters as they say the word.

**casual** ordinary; not formal or fancy

**host** a person who shows guests to their tables at a restaurant

**leftovers** food remaining after a meal has been eaten

**menu** a list of foods and drinks at a restaurant, usually with prices for each

**server** a person who takes orders and brings food to customers in a restaurant

Assign students to small groups. Instruct half of the groups to create a role-play of a dining experience in a casual diner. Tell the other groups to create a role-play of a dining experience in a fancy restaurant. Encourage groups to create props like menus and to arrange their desks as needed. Instruct groups to use all five of the vocabulary words in their scripts. Provide time for groups to perform their skits for the class.

## Guided Reading Questions

**PAGES 3–9** What was Zula worried about? (Her classmate Eve had invited her to a party at a fancy restaurant.) How did her cousin offer to help? (She invited Zula to come to the restaurant where she worked to practice.)

**PAGES 10–19** What tip did Helen give for figuring out what type of restaurant a person is in? (In a casual diner, customers pick their own seats. Fancy restaurants have customers wait to be seated.)

**PAGES 20–29** What were some things Zula noticed about the menu? (There were many new words, and it was hard to read. It had the prices listed.)

**PAGES 30–37** What advice did Helen give Zula about ordering? (Do not order the most expensive food because that would be rude. Give the menu back after you order.)

**PAGES 38–41** Why would you ask for a box at a restaurant? (to take home leftover food)

**PAGES 42–45** What advice did Helen give Zula about dessert? (Wait to see what the hosts do.)

**PAGES 46 AND 47** How was Zula feeling about the party after practicing? (She was excited.) Why? (Now that she knew what to expect, eating out seemed fun.)

**OVERALL QUESTIONS** What are some of the unwritten rules for dining out that you learned from this book? (Responses will vary.)

How has a family member or friend helped you in a way similar to how Helen helped Zula? (Responses will vary.)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Main Idea and Details

**DIRECTIONS:** Fill in the blanks to complete the main idea of *Party Practice*. Then complete the chart with details that support the main idea.

**1. Detail:** What type of clothes should you wear?

---

---

---

---

**2. Detail:** How do you find your party at the restaurant?

---

---

---

---

**Main Idea:** When attending a party at a nice \_\_\_\_\_, there are certain things you can do to show good \_\_\_\_\_.

**3. Detail:** What should you consider when ordering?

---

---

---

---

**4. Detail:** What might you do before ordering dessert?

---

---

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Quiz

**DIRECTIONS:** Read the question. Then fill in the circle next to the correct answer.**1. Why was Zula upset about being invited to a party?**

- A.** She didn't like parties.
- B.** Her parents would not let her attend.
- C.** She worried about the food choices.
- D.** She wasn't sure how to act.

**2. What advice did Helen give Zula about ordering?**

- A.** Don't order the most expensive food.
- B.** Order the same food that the host chooses.
- C.** Don't order anything too filling.
- D.** Always look for a choice that includes a salad.

**3. How did Zula feel after her practice meal?**

- A.** proud that she paid for her meal
- B.** excited about the party
- C.** more nervous than before
- D.** disappointed that she did not get dessert

**DIRECTIONS:** Read the words and definitions. Write each word next to its definition.

casual

host

leftovers

menu

server

4. \_\_\_\_\_ a person who takes orders and brings food to customers in a restaurant
5. \_\_\_\_\_ food remaining after a meal has been eaten
6. \_\_\_\_\_ a list of foods and drinks at a restaurant, usually with prices for each
7. \_\_\_\_\_ a person who shows guests to their tables at a restaurant
8. \_\_\_\_\_ ordinary; not formal or fancy

# Genre: Everyday Math

## Description

The Everyday Math genre highlights math students will use at home and in the community. From money and budgeting to calculating sports statistics and making recipes, math plays an integral role in everyday activities. As characters encounter various situations that call for them to use math, readers see why this is such an important subject to learn. One of the primary advantages of featuring math in literature is the ability to show the subject's usefulness in the context of having to solve real-world problems. The fiction books in this set all feature an English learner who uses math to accomplish personal goals. The nonfiction book features math used in the kitchen, from basic multiplication and division to conversions and fractions. The goal of this set is to illustrate a range of situations in which knowledge of units, currency, and basic math can help students live, work, and play in the U.S.

## Overview of Books



Math in Sports



Shoveling for Cash



Mix-Up at the Train Station



Calculations in Cooking

## Introducing This Genre

Write the term *everyday math* on the board. Ask the class to brainstorm a list of places and situations where they see numbers on a daily basis both in and out of school (e.g., clocks, schedules, road signs, recipes, scales, rulers, ads). Write their ideas on the board. Provide blank paper and instruct students to draw a scene featuring at least one of the examples listed. Next, assign small groups and have students share their drawings and talk with their group about the math involved in the pictures. For example, what units might be used when talking about items in their scenes? If there is a speed limit sign, what does miles per hour mean? If there is a sign from a store, how might they calculate sales tax or change? Provide time for groups to share their observations with the class.

As a class, discuss why learning everyday math skills is so important. Invite a math teacher or other guest speaker to address the class about how they use math on a daily basis. Encourage students to come up with math-related questions to ask the speaker.

## Partner Share

Assign partners and have students spend a few minutes talking about how they use math in their daily lives. Encourage them to share their feelings about math and why they feel that way.

## Synopsis

This book explores the use of math in the kitchen. Whether cooking or baking, math is an essential part of making a recipe. Measuring ingredients, converting units of measurement, and working with fractions are all required. Cooks must determine how much food is needed and may need to double, triple, or halve recipes to get the desired amount. Each of these elements of math is covered in this nonfiction book. A table with common measurement conversions, actual recipes, and illustrations of equations are also included to help students visualize key information.



## Preparing to Read

Show students the cover of the book. Read them the following preview:

*Cooking is a fun activity, but it couldn't happen without math. Find out about the math involved in making your favorite foods.*

Have students turn to a partner and discuss what they know about recipes and using math to make them. Then ask for volunteers to share what they discussed with the class.

## Reading Skill

As a class, create a recipe for a fruit salad. First, brainstorm a list of ingredients. Ask students to think about the quantity of each type of fruit required to make a salad to serve four people. Then discuss a logical way to order the steps for preparing the salad. Review the recipe together and talk about each of its parts.

Assign students to small groups. Instruct each group to make a three-column chart with the following headings: *Ingredients*, *Serves 4*, *Serves \_\_\_\_\_*. In the first column, they should list each ingredient included in the fruit salad. In the second column, they should enter the amount decided upon as a class for a salad that serves 4. Explain that calculations will be required to fill in the third column. Groups will practice doubling, tripling, or halving the recipe. Model how to do the math for each of these calculations. For example, ask students how many cups would be needed if they doubled a recipe that called for 1 cup of grapes. Assign at least one group to double the recipe, at least one group to triple the recipe, and at least one group to halve the recipe. Based on the assignment, have them fill in the corresponding number of servings in the third-column label. Direct groups to do the math required to complete the third column. Check for accuracy.

Tell students that they will be reading about different types of math involved in cooking in *Kitchen Math*. Instruct them to look for information related to altering recipes to feed fewer or more people and to think about how it relates to the activity they just completed.

## Vocabulary Lesson

This book includes a few words that are at a higher level than the rest of the book but are necessary for communicating the content. Teach these words before students read the story. Write each word on the board. If appropriate, have the students write each word on an index card and then trace the letters as they say the word.

**fraction** a part of a whole

**halve** to divide something into two parts that are equal in size or amount

**servings** a typical amount of food or drink for one person; a helping

**simmer** to cook something just below the boiling point

**unit of measurement** a standard system used to specify an amount of something

Ask for volunteers to give the meaning of one of the vocabulary words and provide an example that relates to cooking. For example, sometimes only a fraction of a cup of an ingredient is used in a recipe. Continue calling on volunteers until all five words have been discussed. Next, assign students to groups. Have groups come up with a skit about a cooking show with one or more contestants. Tell them to create a script that includes all five of the vocabulary words and demonstrates their creativity. Provide time for each group to present their skit to the class.

## Guided Reading Questions

**PAGES 4–11** What are the benefits of meals in addition to providing food? (They can bring families together to talk and celebrate.)

**PAGES 12 AND 13** Why is it a good idea to first read a recipe from start to finish? (It helps you plan.) What are some things that could go wrong if you don't do this? (Responses will vary.)

**PAGES 14 AND 15** What units of measurement are included in this recipe? (tablespoons, cups, and teaspoons) What is the last step in this recipe? (Stir-fry until heated through.)

**PAGES 16–19** How would you calculate how many cups are in a pint? ( $16 \div 8 = 2$ )

**PAGES 20–27** What are at least two ways to make  $\frac{3}{4}$  cup? (three  $\frac{1}{4}$  cups;  $\frac{1}{2}$  cup plus  $\frac{1}{4}$  cup)

**PAGES 28–33** Why is it so important to use precise measurements? (Even small differences might affect the look or taste of a recipe.)

**PAGES 34–39** What is involved in doubling a recipe? (multiplying each ingredient by two)

**PAGES 40–47** How did Tim divide his 12 dozen cookies? (He gave a dozen to ten different friends and kept two dozen for himself.)

**PAGES 48–59** What are some different methods for cooking food? (baking, grilling, cooking on the stove, microwaving, frying)

**PAGES 60–63** How are math and cooking connected? (Responses will vary.)

**OVERALL QUESTIONS** What are some of your favorite memories that involve meals? (Responses will vary.)

What are other household tasks that require math? What math is required? (Responses will vary.)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Reading a Recipe

**DIRECTIONS:** Read the following recipe and answer the questions that follow.**Basic Chocolate Cake****Ingredients:**

1 $\frac{3}{4}$ cups flour	1 tsp vanilla extract
2 cups sugar	1 cup hot water
1 $\frac{1}{2}$ tsp baking powder	1 $\frac{1}{2}$ tsp cinnamon
2 tsp baking soda	
$\frac{3}{4}$ cup cocoa powder	
$\frac{1}{2}$ tsp salt	
2 eggs	
1 cup milk	
$\frac{1}{2}$ cup vegetable oil	

**Directions:**

1. Preheat oven to 350°F.
2. Mix together first six ingredients.
3. Add in eggs, milk, oil, and vanilla extract.
4. Beat on medium speed for two minutes.
5. Stir in hot water.
6. Pour into greased 9" x 13" pan.
7. Sprinkle cinnamon evenly on top.
8. Bake at 350°F for 35–40 minutes.  
Remove from oven. Let cake cool before frosting.

1. What are the names of the ingredients you would mix together in step two?

---

2. If you did not want a chocolate cake, what ingredient might you leave out?

---

3. If your oven was only big enough to bake one cake at a time and you needed to make two, how much total baking time would be required?

---

4. What is the last step before baking?

---

Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Quiz

**DIRECTIONS:** Read the question. Then fill in the circle next to the correct answer.

### 1. Which of these statements is false?

- A. There are eight ounces in a cup.
- B. There are three teaspoons in a tablespoon.
- C. The smallest measuring cup is usually  $\frac{1}{2}$  cup.
- D. The smallest measuring spoon is usually  $\frac{1}{8}$  teaspoon.

### 2. What should you do with a recipe if you need to serve a big group?

- A. estimate it
- B. divide it
- C. halve it
- D. double it

### 3. Which of these might happen if the oven temperature is set too high?

- A. Food will be overcooked.
- B. Food will be undercooked.
- C. Food will be simmered.
- D. Food will be tripled.

**DIRECTIONS:** Read the words and definitions. Write each word next to its definition.

**fraction**

**halve**

**serving**

**simmer**

**unit of measurement**

4. \_\_\_\_\_ to divide something into two parts that are equal in size or amount
5. \_\_\_\_\_ a typical amount of food or drink for one person; a helping
6. \_\_\_\_\_ a part of a whole
7. \_\_\_\_\_ a standard system used to specify an amount of something
8. \_\_\_\_\_ to cook something just below the boiling point