

RULE of 3™

Level 6

Best Practices
**Interdisciplinary
Vocabulary
Development**



**Teacher's
Manual**

Common Core State Standards-Based



Overview for EXPLORE Level 6

Unit 1: EXPLORE My World of Learning

Vocabulary

- At the top of each EXPLORE Student Book Page is a list of Power Words to use with the
- **RULE of 3 or RAP** (REHEARSE, ANALYZE, PRODUCE).

Power Words:

- Show visuals for the Power Words.
- Multiple-meaning words are starred *.

Topic

- My World of Learning

Communicative Goals

- Engage in academic conversations.
- Ask and answer questions.
- Connect and clarify main ideas.
- Make reasonable assertions using evidence.
- Support ideas or persuade others by expressing appropriate/accurate reasoning.
- Make and confirm predictions.
- Compare and contrast facts and opinions.
- Write informational text.
- Determine the adequacy of evidence.
- Analyze consumer informational materials.
- Write brief informational texts.

Expressive/Functional Language

- Contribute to partner discussions.
- Ask and answer critical and creative thinking questions.
- Support opinions and persuade others using textual evidence.
- Apply and connect ideas.

- Paraphrase or summarize.
- Support ideas with examples.

Affective/Social Language Skills

- Discuss individual family trees.
- Describe personal feelings about learning.

Common Core State Standards-Based Listening, Reading and Writing Skills

- Determine the central ideas of a primary or secondary source.
- Trace and evaluate the argument and specific claims of a text, distinguishing claims supported by reasons.
- Analyze how particular phrases or sections fit into the overall structure of the text.
- Determine the central idea of a text and how it is conveyed through particular details.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences.
- Write informational texts.
- Analyze in detail how an idea is introduced, illustrated and elaborated in text.
- Determine an author's point of view in a text.
- Write arguments to support claims.
- Demonstrate a command of the conventions of Standard English.

Materials

- EXPLORE Student Book
- Power Words Book
- PowerPoint visuals

UNIT 1

EXPLORE My World of Learning

EXPLORE UNIT 1 Introduction

EXPLORE Student Book, Page 1

1. Introduce page 1. Point to the words and read the title.
2. Discuss how people learn in many ways.
3. Discuss students' childhood experiences with learning and their future aspirations.
4. Have students ask and answer the questions with a partner:

How does technology help you learn?

How is learning a sport different from learning a school subject?

How will what you learn in school affect your future job or career?

5. Introduce the poem.

Say: *This is a poem about future careers.*

Point to the pictures as you read the poem.

My Future Career

I look at myself and query, what will my future career be?

How will my school learning ensure a successful career or job for me?

Do I want to be an innovator in the field of technology?

Do I want to be a teacher of biology?

Do I want to become a musician?

Would I make a great electrician?

What are the talents I can share easily?

How far in the future can I see?

6. Have students write responses to the following questions incomplete sentences.
(beginning language learners may need prompts.)

What job or career do I want in the future?

What learning do I need to reach this career goal?

What does it mean to be a global learner?





UNIT 1 Sample Lesson: This is to be followed with all lessons

Lesson 1.1

DISCOVER Student Book, Page 2

POWER WORDS

(Multiple meaning words are starred.)

*first, *name, city, *sport, *age, hair, *eyes, height, friend, favorite

TEACH

Follow the Steps for the RAP

1. Show the first Power Word on the Power Point. Build background information on the meaning/meanings of the word.
2. Everyone asks: *Do you know this word?*
3. *Thumbs up if you have heard the word.*
Keep your thumb up if you can tell us what the word means.
Show the pictures on the Power Point. Discuss the words' meanings. Use complete sentences to describe each picture.

PRACTICE

Paired/Collaborative Activity

4. Ask the question on the Power Point. Have students repeat the question.

Model: *If you were asked to create a new method for global communication, what would you create?*
I would create _____.

5. Arrange students in partners (Be sure that partners are higher level with a lower level-at least one level up).
Partners ask and answer the question. Then switch.

RAP with the Power Word Book

6. **REHEARSE** Spell and say the word.
Ask: What's the word?
Have students write the word in their Power Word Books.
7. **ANALYZE** the word. Follow the **ANALYZE** at the end of each PowerPoint page.

Note that the ANALYZE for each page is at the end of each PowerPoint slide. Look at this before starting the page.

8. PRODUCE the word. Students draw a picture in their Power Word books. Students share their pictures with a partner.

9. Continue with the other PowerPoint questions.

*Imagine your partner is the coach of a baseball team.
Make an argument to convince the coach to accept your varsity baseball team application.
Use facts about yourself to support your argument.*

Use evidence and details in these photos to tell a partner, three meanings of the word links.

*Describe these two communities?
What makes them the same?
What makes them different?*

*In your opinion, why does every culture have its own type of food?
Give facts to support your opinion.*

Explain why people from different countries are proud of their heritage.

Describe two of your favorite relatives.

*If you could ask your great-grandfather a question, what would it be?
I would ask him_____.*

Explain how the phone as a means of communication has gone through several generations.

APPLY the Common Core State Standard and ELD Standards

10. Complete **EXPLORE** Student Book, page 2.
Review the Power Words at the top of the page.
Have students ask and answer the questions with a partner.
Have students write their answers in complete sentences.

