

Insight Link

Curriculum Integration Reading Program



Lesson Components

BIG IDEA

The Big Idea section stimulates students' interest and gives them a wider understanding of the chapter's theme.



Contents Map

The Contents Map section previews the content covered in each lesson and presents the unifying theme.

Question

The Question section prepares students for the lesson by asking them about something related to their own lives.



Background Link

The Background Link section offers students background information and interesting activities that help motivate them to read the passage and understand it better.

Key Words

The Key Words section highlights the key words from the lesson and includes a picture alongside each word.

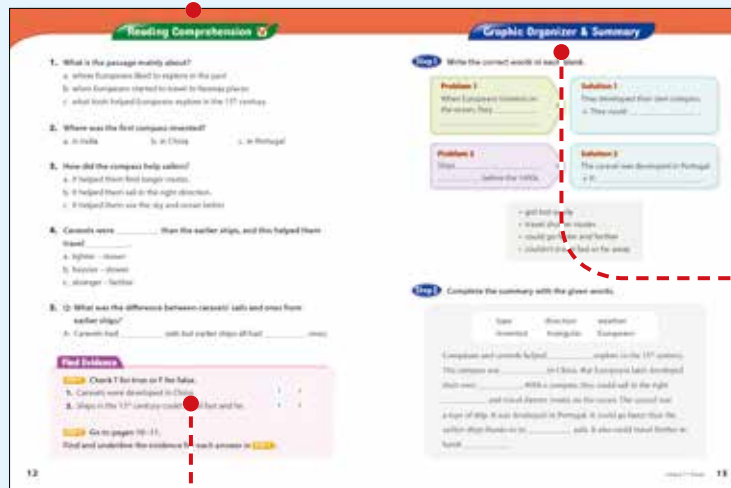


Let's Focus

The Let's Focus section encourages students to think about the main idea as they read through the passage.

Link to Self

The Link to Self section allows students to relate ideas from the passage to their own lives or to think critically about what they have read.



Reading Comprehension

In this section, students' understanding of the passage is checked through a series of multiple-choice and short-answer questions.

Graphic Organizer & Summary

A two-step summarizing activity teaches students how to make outlines and summaries.

Find Evidence

The Find Evidence section encourages students to closely focus on the meaning of individual words and sentences by finding evidence from the text to answer comprehension questions. Both detail and inference questions are included.



Vocabulary Worksheet

After studying the Key Words section, students apply what they've learned using the Vocabulary Worksheet. While answering questions that include the key words, students can activate their prior knowledge or experience and reinforce their learning.

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CHAPTER 1

Travel



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Paper



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Supplementary
Material

Vocabulary Worksheet p. 113

CHAPTER 1

Travel



BIG IDEA

Do you like traveling? Where have you been?

LESSON

1

**Tools for
Exploration**



LESSON

2

**8,000 Kilometers
for a Friend**



History

Social Studies

Travel

Music

Health

LESSON

4

**Venetian Gondola
Song**



LESSON

3

**Flying Away
from Jet Lag**





Tools for Exploration

Q. How did people travel far in the past?

Europeans used ships to sail across the ocean and travel to faraway places in the 15th century.

Key Words

Listen and repeat the words. ((02))

1.



ocean

2.



route

3.



sailor

Background Link

Read the sentences about the tools for exploration.
Then write the correct letters next to the words.

- a. This is a drawing of an area of land.
- b. This shows faraway things to people.
- c. This indicates north, south, east, and west.

a telescope ()

a map ()



a compass ()

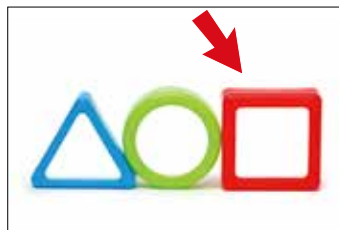
Vocabulary Worksheet → p.113

4.



direction

5.



square

6.



harsh

((03))

Tools for Exploration

Let's Focus

What tools helped Europeans travel in the 15th century?

Europeans in the 15th century explored the **ocean**. They discovered new **routes** to India, China, and the Americas. They could do this thanks to compasses and good ships!

The compass was important for **sailors**. It was invented in China about 2,000 years ago. Later, Europeans improved it and developed their own type. Without a compass, sailors on the ocean could only see the sky and water. So they got lost easily. But with a compass, they could sail in the right **direction**. That also helped them travel shorter routes.



▲ a compass



▲ Caravels were in the Tagus River in Lisbon, Portugal in the 16th century.

To explore, people needed something else too: a good ship! Before the 1400s, ships couldn't travel fast or far away. However, a new type of a ship was developed in Portugal in 1451. It was called the caravel. Before then, ships all had **square** sails. In contrast, the Portuguese caravel had triangular sails. These sails made the ship go faster. Additionally, the caravel was stronger than earlier ships. This let the caravel travel farther in **harsh** weather!



▲ a Portuguese caravel

Words 166

LINK TO SELF What if Europeans in the 15th century hadn't developed new tools?

1. What is the passage mainly about?
 - a. where Europeans liked to explore in the past
 - b. when Europeans started to travel to faraway places
 - c. what tools helped Europeans explore in the 15th century

2. Where was the first compass invented?
 - a. in India
 - b. in China
 - c. in Portugal

3. How did the compass help sailors?
 - a. It helped them find longer routes.
 - b. It helped them sail in the right direction.
 - c. It helped them see the sky and ocean better.

4. Caravels were _____ than the earlier ships, and this helped them travel _____.
 - a. lighter – slower
 - b. heavier – slower
 - c. stronger – farther

5. Q: What was the difference between caravels' sails and ones from earlier ships?
 A: Caravels had _____ sails but earlier ships all had _____ ones.

Find Evidence

STEP 1 Check T for true or F for false.

1. Caravels were developed in China.

T

F

2. Ships in the 13th century could travel fast and far.

T

F

STEP 2 Go to pages 10–11.

Find and underline the evidence for each answer in **STEP 1**.

Graphic Organizer & Summary

Step 1 Write the correct words in each blank.

Problem 1

When Europeans traveled on the ocean, they _____
_____.

Solution 1

They developed their own compass.
→ They could _____.

Problem 2

Ships _____
_____ before the 1400s.

Solution 2

The caravel was developed in Portugal.
→ It _____.

- got lost easily
- travel shorter routes
- could go faster and farther
- couldn't travel fast or far away

Step 2 Complete the summary with the given words.

type direction weather
invented triangular Europeans

Compasses and caravels helped _____ explore in the 15th century. The compass was _____ in China. But Europeans later developed their own _____. With a compass, they could sail in the right _____ and travel shorter routes on the ocean. The caravel was a type of ship. It was developed in Portugal. It could go faster than the earlier ships thanks to its _____ sails. It also could travel farther in harsh _____.

Tools for Exploration

1. What is the largest *ocean* in the world? Search 



It is the _____ Ocean.

2. Which *route* should you take to go west?



I should take the route on the (left / right).

3. Which person is a *sailor*?

a.



b.



c.



d.



4. This helps people find the right *direction*. What is it?



It is a(n) _____.

5. How many sides does a *square* have?



It has _____ sides.

6. Where can you experience a *harsh* climate?

a.



b.



8,000 Kilometers for a Friend

1. If some people are *starving*, what do they need?



They need _____.

2. Who *looks after* you when your parents are out of town?



My _____ look(s) after me.

3. What color are the *feathers*?



The feathers are _____.

4. What is this girl *feeding* the rabbit?



She is feeding it a(n) _____.

5. Which father is *encouraging* his son?

a.



b.



6. This fish returns to the river to *breed*. Which fish is it?

a.



a shark

b.



a salmon