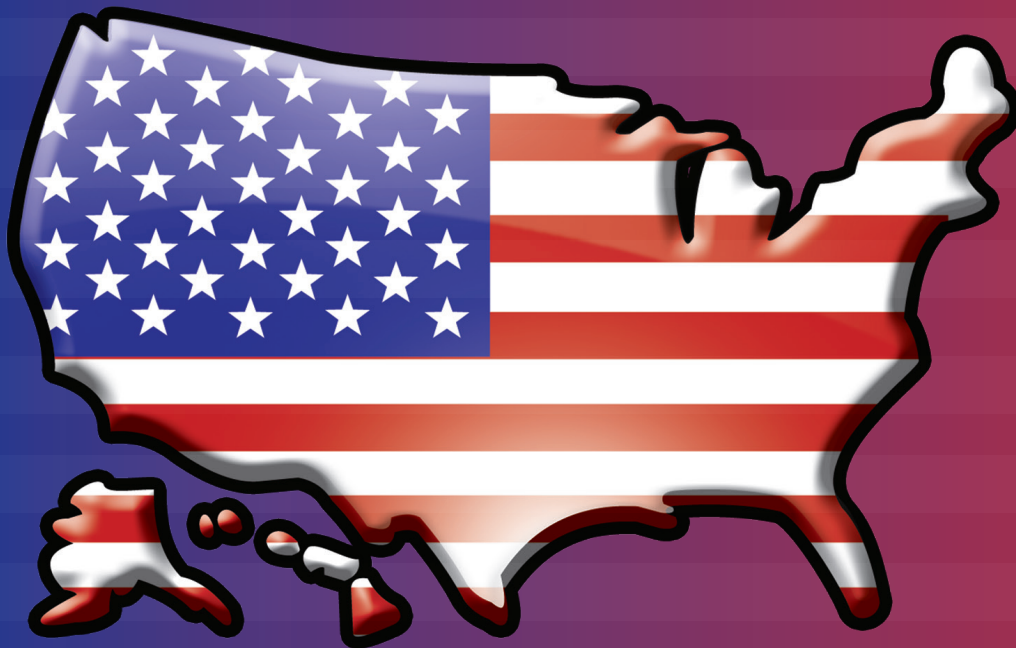


RULE of 3™

Level 5

IMAGINE



**Teacher's
Manual**

**Interdisciplinary
Vocabulary Development**

Common Core State Standards-Based

L.D. Ventriglia, Ph.D. ©

UNIT 8

IMAGINE Visiting the Southeast Region The Past, Present, and Future



The Past on a
Paddleboat Going
Down the
Mississippi River



The Present Enjoying
a Florida Beach



Agribusiness



The Future of Robots
and Agribusiness in
Alabama





Overview for IMAGINE Level 5

Unit 8: IMAGINE Visiting the Southeast Region The Past, Present and Future

Vocabulary

- At the top of each IMAGINE 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

- IMAGINE Visiting the Southeast Region: The Past, Present and Future

Communicative Goals

- Adjust language choices according to social setting and audience.
- Use knowledge of morphology, linguistic context and reference materials to determine the meaning of unknown words.
- Apply increasing understanding of how different types of text types are organized to express ideas to comprehending texts.
- Distinguish how words with related meanings and figurative language produce shades of meaning and different effects on the audience.

Expressive/Functional Language

- Write responses to literature.
- Explain how text features (e.g., maps) make information accessible.
- Give opinions and support those opinions by giving textual evidence.
- Use conventions of Standard English, including abbreviations and alphabetical order.
- Distinguish facts, supported inferences and opinions in text.
- Explain common idioms and use them in the context of a sentence.

Affective/Social Language Skills

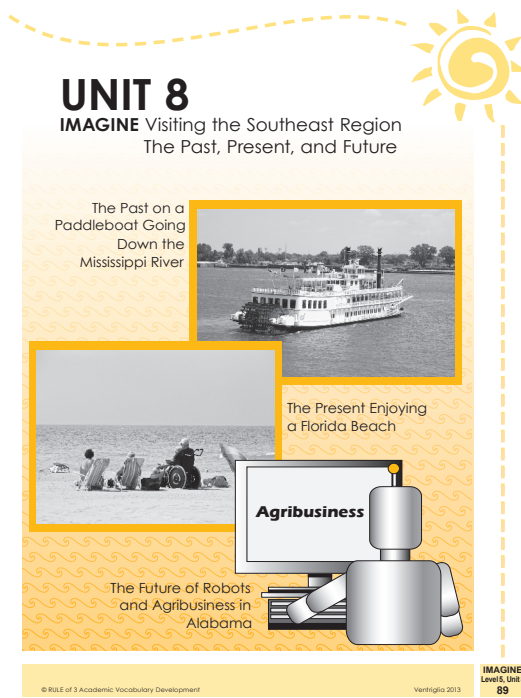
- Discuss how students feel about living in the Southeast region or what features of this region make them want to live in or visit this region.
- Discuss the land and human resources used in this region.
- Ask students to research how this region contributes to the quality of living for all the people in the United States.
- Have students compare and contrast the Southeast region to the New England region.

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

- Compare and contrast (e.g., facts/opinions, cause/effect) of events, ideas or information.
- Use common grade-appropriate Greek and Latin affixes and roots as clues to a word's meaning.
- Use the relationships between particular words (e.g., synonyms, antonyms) to understand words.
- Compare and contrast overall structure (e.g., chronology) of events in two or more texts.
- Recognize and explain the meanings of common idioms, adages and proverbs.
- Use context as a clue to the meaning of a word or phrase.
- Determine two or more main ideas of informational text and explain how they are supported by key details.
- Interpret figurative language, including similes and metaphors in context.
- Quote accurately from a text when drawing inference from the text.

Materials

IMAGINE Student Book
Power Words Book
PowerPoint visuals



IMAGINE UNIT 8 Introduction **IMAGINE** Student Book, Page 89

1. Introduce page 89. Read the title.
2. Ask: *What can you tell about this region by looking at the photos? Tell a partner.*
3. Ask: *How can you tell that the Southeast region has states on the coast?*
4. Label the states in the Southeast region on a United States map.
5. Label the ocean and waterways that border some of this region's states.
6. Explain the meaning of the word *agribusiness*.
7. Ask: *How can robots assist farmers in agribusiness?*

Ask the following leveled questions.

Beginning

Is this a riverboat?

What are the people doing on the beach?

Early Intermediate

What can you do on a riverboat?

How is a riverboat different from a ship?

Intermediate

How do you know that there are many waterways in the Southeast region?

What evidence can you use to support your answer?

How can robots assist in agribusiness?

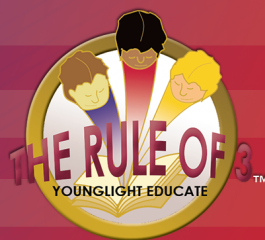
What evidence can you use to support your answer?

Advanced or English Speakers

What would happen if robots took over the farms in the Southeast region?

Peanuts are a crop grown in the Southeast.

Invent a recipe using peanuts. Share your recipe.



RULE of 3™

Academic Vocabulary Development

Common Core State Standards-Based

The **RULE of 3** Academic Vocabulary Development series for kindergarten through sixth grade is designed to develop grade-level interdisciplinary vocabulary words. The carefully selected list of grade-level Power Words targets the most frequently used words in textbooks, trade books, and subject content reading. The grade-level Power Words are embedded in informational reading passages. Each passage targets a Common Core State Standard (CCSS) and an English Language Development Standard (ELD).

The **RULE of 3** Academic Vocabulary Development activities facilitate English learners' (ELs) mastery of the English Language Development Standards and the Common Core State Standards.

The consistent implementation of the **RULE of 3** for Academic Vocabulary Development accelerates all students' achievement across subject areas and on high-stakes testing.

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