### Sample Lesson

#### Aliens & UFOs

**“UFOs over Washington,” pages 4–11**

#### Introduce

**Summary**
Something strange happened in the skies over Washington, D.C., on the night of July 20, 1952. Unusual “targets” appeared on radar. These aircraft were flying where airplanes were not supposed to be and at speeds that no known airplane could reach. When more sightings took place six days later, people grew nervous and wanted answers. The air force explained that the unidentified flying objects (UFOs) were simply the result of unusually hot, humid weather. Even today, however, questions about these sightings remain.

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

<table>
<thead>
<tr>
<th>Stifled: held back; muffled</th>
<th>Ebbed: lost force; declined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmed: checked or verified</td>
<td>Intercept: stop or seize</td>
</tr>
<tr>
<td>Eerie: mysterious</td>
<td></td>
</tr>
</tbody>
</table>

1. I was very sad, but I stifled my tears to hide my feelings.
2. The reporter confirmed that the strange story was true.
3. No one could figure out who—or what—had made those eerie noises in the forest.

**Activate Prior Knowledge**

1. Use Graphic Organizer 3 as a KWL Chart. Have students label the first column **Know** and write what they already know about UFOs. Have students label the second column **Want to Know** and write what they want to know about UFOs. This exercise will be continued after the reading.

**Preview**
Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answers: There have been UFO sightings in New Jersey and Washington, D.C. Maybe we’ll find out what these UFOs really are.)

#### DURING READING

**Ask Questions** Questioning helps you to monitor your understanding of the text. Have students ask **who**, **what**, **where**, **when**, **why**, and **how** questions and then look for the answers. Questions may include, **Who** saw the “lights”? **Where** and **when** did the “lights” appear? **How** did the air force explain the “lights”?

#### AFTER READING

**Respond to the Article**
Have students write a journal or blog entry based on the information in the article. Ask students: If you had seen those “lights” in 1952, how would you have felt? Would you have been satisfied with the explanation that the air force presented a few days later? Why or why not?

**DIFFERENTIATED INSTRUCTION**

- **English Language Learners**
  - Having English language learners actively question as they read will help them monitor comprehension, especially as they encounter challenging text in a new language. Pair proficient English-speaking partners with English language learners to form and respond to questions.

- **Graphic Organizers**
  - Use Graphic Organizer 3 as a KWL Chart. Have students use the charts they started before reading the article. If students did not do this exercise before reading, they can start it now. Students should label the third column **Learned** and write in any information they learned from the article about UFOs. Students may wish to add more questions to the **Want to Know** column. Have students discuss their charts. Encourage students to find answers to their questions online or at the library.

**Support Individual Learners**

- **Sample Lesson**
  - exercise will be continued after the reading.
  - Know and write what they want to know about UFOs. This exercise will be continued after the reading.

**ENGLISH LANGUAGE LEARNERS**

- Having English language learners actively question as they read will help them monitor comprehension, especially as they encounter challenging text in a new language. Pair proficient English-speaking partners with English language learners to form and respond to questions.

**GRAPHIC ORGANIZERS**

- Use Graphic Organizer 3 as a KWL Chart. Have students use the charts they started before reading the article. If students did not do this exercise before reading, they can start it now. Students should label the third column **Learned** and write in any information they learned from the article about UFOs. Students may wish to add more questions to the **Want to Know** column. Have students discuss their charts. Encourage students to find answers to their questions online or at the library.
## Unit 1, Lesson 1

### Aliens & UFOs
“The Roswell Incident,” pages 14–21

### Summary
Perhaps the most famous UFO story took place in July 1947, when rancher Mac Brazel reported his discovery of a crashed object near Roswell, New Mexico. The air force investigated and announced that it had gained possession of a flying saucer—only to say, the next day, that the wreckage was that of a weather balloon. Many people wondered about the truth, but the air force stuck with its story. A later book by Stanton Friedman, as well as interviews with people involved in the incident, has kept alive the idea that the government may possess a wrecked spaceship and the bodies of its alien crew.

### BEFORE READING

#### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

<table>
<thead>
<tr>
<th>Challenge: question</th>
<th>Strewn: scattered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings: final results of an investigation</td>
<td>Etched on: cut into the surface of</td>
</tr>
<tr>
<td>Glinting: shining</td>
<td></td>
</tr>
</tbody>
</table>

1. People began to challenge the new law because . . .
2. The scientists were happy with their findings because . . .
3. I took a closer look at the glinting piece of metal because . . .

#### Activate Prior Knowledge
1. Ask students if they have ever heard the name Roswell (or, more specifically, Roswell, New Mexico). Invite them to share what they associate with that name. (Possible answers: aliens; spaceships; a government cover-up)
2. Help students locate Roswell, NM, on a map.

#### Preview
Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: I think this article might tell about strange debris found around Roswell and why the military became involved. It seems that some people thought the debris came from a flying saucer.)

### DURING READING

#### Cause and Effect
A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers often use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking What happened? Why?

**Reports about UFO sightings are not interesting.**

---

**The Roswell Incident**

Mac Brazel told the sheriff that something had fallen out of the sky and onto his land. Reports about UFO sightings are not interesting. People should always believe what the air force tells them. The air force changed its story about what happened in Roswell. Some witnesses report that they saw strange-looking bodies. It’s obvious that the air force is covering up something.

---

### AFTER READING

#### Respond to the Article
Have students write a journal or blog entry about the government’s responses to events near Roswell. Ask students:

- Why do you think the air force was so quick to announce that it had a flying saucer? Why do you think the story changed so quickly? What do you think really happened at Roswell?

### DIFFERENTIATED INSTRUCTION

Ask students to recount the story of a movie or TV show that they have enjoyed. Have students raise their hands (1) to identify causes and/or effects in the story (“That happened because . . .”) or (2) to ask questions about causes and effects that the speaker does not state (“Why did he do that?”/”What happened because of that?”).

### ENGLISH LANGUAGE LEARNERS

Ask students to tell a partner a folktale that has one or more cause-and-effect events. You may model by retelling a story or by reading from an anthology of multicultural folktales. As you read, point out how cause-and-effect details add to the story.

### GRAPHIC ORGANIZERS

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the first column and Opinion at the top of the second column. Then have students organize the following sentences about the article according to whether they are facts or opinions. Discuss their responses.

---

**Mac Brazel told the sheriff that something had fallen out of the sky and onto his land.**

---

**The air force changed its story about what happened in Roswell.**

---

**Some witnesses report that they saw strange-looking bodies.**

---

**It’s obvious that the air force is covering up something.**

---
### Unit 1, Lesson 2

**Aliens & UFOs**

"Disaster in the Air," pages 22–29

| **Summary** | Pilots Thomas Mantell and Frederick Valentich had UFO encounters that ended badly. In 1948 Thomas Mantell and the pilots of two other F-51s were asked to investigate a strange flying object. As the planes followed it higher and higher, all of the pilots except Mantell gave up. Mantell continued to chase the UFO—only to crash minutes later. In 1978 in Australia, Frederick Valentich reported that a "strange aircraft" was flying around him. Then he and his plane disappeared, never to be found. These two incidents, and others, have forced people to consider this question: If UFOs are real, are they friendly, or hostile? |
| **BEFORE READING** | | |
| **Build Vocabulary** | List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students. |
| martyr: victim | abandon: quit |
| civilians: private citizens | pulverized: broken to bits |
| tremendous: enormous | |
| 1. What might cause a person to become a martyr? | 4. Would you prefer to abandon a project or complete it? Why? |
| 2. Do civilians ever become well-known people? Explain. | 5. If a vase were pulverized, could it be repaired easily? Explain. |
| 3. What would be tremendous—a skyscraper or a one-story house? Why? | |
| **Activate Prior Knowledge** | Build Background
Pilots started to report UFO sightings during World War II. At first, each side thought that these objects—often spheres of bright light or metallic disks—were enemy aircraft. Soon, however, it became clear that these craft could fly in ways unfamiliar to either side. Allied pilots called these objects "foo fighters," after an expression in a popular comic strip. Unlike the UFOs in this article, the "foo fighters" never acted aggressively toward pilots, even when fired upon. Military officials dismissed the unknown objects as natural phenomena or optical illusions, and they remain a mystery today. |
| **Preview** | Ask students what clues the title of the article, the illustration, the photograph, and the captions provide. What predictions about the article might students make? (Possible answer: A pilot encountered a UFO and died while chasing it.) |
| **DURING READING** | **AFTER READING**
Have students write a journal or blog entry about the pilots’ actions and their fates. Ask students: What are your thoughts about what happened to Thomas Mantell and Frederick Valentich? If you were in their situations, what would you have done, and why? |
| **Determine Word Meanings from Context** | Encourage students to think of context as the words or sentences that surround a word they don’t know. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean. |
| **ENGLISH LANGUAGE LEARNERS** | Have students share words from their first language that might be synonym context clues in a story or article written in that language. For example, they might follow caminar ("to walk") with the synonym andar, or hábil ("clever") with listo or lista. |
| **DIFFERENTIATED INSTRUCTION** | Have students work in pairs to analyze a passage from a textbook. Ask them to identify two or three unfamiliar words and to look for clues about the meaning of the words. (For instance, a word may be followed by a synonym, or its meaning may be illustrated with an example.) Have students present their findings to the class. |
| **GRAPHIC ORGANIZERS** | Use Graphic Organizer 8, a Venn Diagram, to compare the details from the article that show what Thomas Mantell and Frederick Valentich had in common in their UFO encounters. Have students write Mantell above the left circle and Valentich above the right. Point out that they should list experiences that were common to both men in the center. Use the results to review the article and to react to the information that it presents. |

**Support Individual Learners**

- Ask students what clues the title of the article, the illustration, the photograph, and the captions provide. What predictions about the article might students make? (Possible answer: A pilot encountered a UFO and died while chasing it.)

**Graphs and Tables**

- **BEFORE READING**
  - **Build Vocabulary**: List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.
  - martyr: victim
  - civilians: private citizens
  - tremendous: enormous
  - 1. What might cause a person to become a martyr?
  - 3. What would be tremendous—a skyscraper or a one-story house? Why?

- **Activate Prior Knowledge**: Invite students to share experiences they have had flying, especially in a small plane.
- Go to Google Images and search for an F-51 Mustang and a typical single-engine plane, circa 1978, such as a Cessna 150.

**DIFFERENTIATED INSTRUCTION**

- Have students work in pairs to analyze a passage from a textbook. Ask them to identify two or three unfamiliar words and to look for clues about the meaning of the words. (For instance, a word may be followed by a synonym, or its meaning may be illustrated with an example.) Have students present their findings to the class.

**ENGLISH LANGUAGE LEARNERS**

- Have students share words from their first language that might be synonym context clues in a story or article written in that language. For example, they might follow caminar ("to walk") with the synonym andar, or hábil ("clever") with listo or lista.

**GRAPHIC ORGANIZERS**

- Use Graphic Organizer 8, a Venn Diagram, to compare the details from the article that show what Thomas Mantell and Frederick Valentich had in common in their UFO encounters. Have students write Mantell above the left circle and Valentich above the right. Point out that they should list experiences that were common to both men in the center. Use the results to review the article and to react to the information that it presents.
### Summary
On August 25, 1951, almost a dozen people in Lubbock, Texas, had an encounter with a UFO. They saw several sets of lights moving quickly but silently through the night sky. Despite additional sightings, skeptics suggested that the “lights” were low-flying birds, whose undersides were reflecting streetlights. Then, a few nights later, college student Carl Hart Jr. saw the lights and he grabbed his camera. The resulting photographs, which show an arrangement of lights that could not be birds, were published in newspapers. Today, his images of the “Lubbock Lights” are believed by some to be proof of alien visitors.

### BEFORE READING
#### Build Vocabulary
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>scan</strong></td>
<td>examine</td>
</tr>
<tr>
<td><strong>skeptics</strong></td>
<td>doubters</td>
</tr>
<tr>
<td><strong>controversy</strong></td>
<td>debate</td>
</tr>
<tr>
<td><strong>spectacular</strong></td>
<td>wonderful</td>
</tr>
<tr>
<td><strong>compelling</strong></td>
<td>powerful</td>
</tr>
</tbody>
</table>

#### Activate Prior Knowledge
1. Ask students what kinds of lights they might expect to see in the night sky. *Possible answers: the moon; stars; airplanes; satellites.*
2. Invite students to describe what would make them think that some lights might be UFOs. *Possible answers: the way the lights move; how big they are and what shape they are.*
3. Identify Lubbock, Texas, on a map.

#### Preview
Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? *Possible answer: In 1951 people in Lubbock, Texas, saw UFOs.*

### DURING READING
#### Infer
An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. As students read, ask them to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

#### English Language Learners
Picture books for older readers can help students understand the concept of making inferences. Have students read the books in small groups and make three inferences about events in each book. For example, *Home* by Jeannie Baker is a wordless picture book that shows the changes in a neighborhood as it first decays and then is renewed.

### AFTER READING
#### Respond to the Article
Have students write a journal or blog entry based on the evidence in the article. Ask students: What do you think about the explanations that were given to explain what happened in the skies above Lubbock, Texas, in August 1951? How does reading about the accounts of UFO sightings make you feel? What are your own theories about what caused the lights?

#### Differentiated Instruction
Collect several print advertisements or topical cartoons that require students to make inferences in order to understand the message fully. Place students in groups and have them work together to make inferences based on the text. The dialogue among students builds background knowledge, and those who have difficulty with this skill can learn from those who are more adept at it. Allow groups to share their inferences with the class.

#### Graphic Organizers
Use Graphic Organizer 9 as a Main Idea and Details Chart. Have students write this main idea in the box in the left column:

*In August 1951, alien spacecraft may have visited Lubbock, Texas.*

Then have students use the three boxes in the right column to record three facts from the article that support this main idea. Discuss their responses.

---

**UNIT 1 Critical Reading Teacher Guide 14**
**Unit 1, Lesson 4**  
Aliens & UFOs  
“An Encounter in New Guinea,” pages 38–45

<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
<th><strong>Teach Lesson Skills</strong></th>
<th><strong>Support Individual Learners</strong></th>
</tr>
</thead>
</table>
| **Summary** In 1959 in New Guinea, Reverend William Booth Gill saw a strange object in the night sky. As the object descended toward Earth, Gill and 37 other witnesses saw that it was a huge disk with a wide base and that there were glowing figures inside. Hours later, the UFO zoomed away, only to return the next evening. This time, Gill and the others interacted with the figures inside by waving to them. They waved back! Did Gill really see a UFO? Some people believed he did, but others thought it was a story he made up. | **BEFORE READING**  
**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.  
remote: out-of-the-way  
transfixed: motionless  
impulse: a whim  
theories: guesses  
traumatic: stressful  
1. A remote island is an island that is . . .  
2. The people in the audience were transfixed for hours because . . .  
3. When you act on impulse, you . . .  
4. Scientists have different theories because . . .  
5. The boy thought the experience was traumatic because . . .  
**Activate Prior Knowledge**  
1. Explain that the term UFO stands for “unidentified flying object.” Have students brainstorm words they think of when they hear the term UFO.  
2. Ask students to discuss movies they have seen about aliens, flying saucers, or spaceships. Do students think events from the movies could happen in real life?  
3. Have students find New Guinea on a world map. Is New Guinea a remote place? Why or why not?  
**Preview** Ask students what clues the title of the article, the illustration, the map, and the captions provide. What predictions about the article might students make? (Possible answer: Reverend William Booth Gill had an encounter with a UFO in New Guinea in 1959.)  
**DURING READING**  
**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read. | **DIFFERENTIATED INSTRUCTION**  
Choose a descriptive poem and read it aloud to students. Have them visualize the poem as they listen. Then, reread the poem and have students act out what they see in their mind’s eye. Finally, ask students to draw a sketch or write a description of their visualizations.  
**ENGLISH LANGUAGE LEARNERS** Have students take turns describing favorite places. As each student describes a place, have others visualize it and then draw pictures or write descriptions of the place. Encourage students to ask questions as needed to help them clarify their visualizations.  
**GRAPHIC ORGANIZERS** Use Graphic Organizer 5 as a Sequence of Events Chart. Have students write in the boxes of the chart the following main events in the order in which they happened.  
**Events** The UFO hovered above the ground for about four hours and then flew away. Gill went inside, and the UFO disappeared. When the UFO returned, Gill waved to the aliens, and they waved back. A sparkling object descended toward Reverend Gill.  
**AFTER READING**  
**Respond to the Article** Have students write a journal or blog entry about Reverend Gill’s encounter. Ask students: Do you believe that Reverend Gill saw a UFO? What facts from the article support your opinion? What would you have done if you were Reverend Gill? |
### Aliens & UFOs

**“What Did Flight 713 See?” pages 46–53**

**Summary** On February 24, 1959, while flying from Newark to Detroit, American Airlines pilot Peter Killian spotted three large, bright lights. Notified by Captain Killian, the crew and passengers also saw the lights, as did other planes in the area. After landing, one of the passengers told the story to reporters, and Killian supported it. The air force tried to discredit the story and Killian, in particular. By the time the air force forced Killian’s silence, however, his description—and his view that the lights were alien spacecraft—was public record.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

| precise: exact | forthright: straightforward |
| prevent: guard against | complied: agreed |
| distinct: definite |

1. The carpenter takes precise measurements so that everything fits together perfectly.
2. One way to prevent identity theft is to keep personal information off the Internet.

**Activate Prior Knowledge**

1. Ask students what they would expect to happen on a “routine” airline flight. (Possible answers: announcements and safety instructions; smooth take-off and landing; maybe some turbulence; interesting views of clouds and the landscape below)
2. Help students locate Newark and Detroit on a map.

**Preview** Ask students what clues the title of the article, the illustration, the photograph, and the captions provide. What predictions about the article might students make? (Possible answer: A passenger plane pilot, crew members, and some passengers had an encounter with a UFO, but the military discounted the event.)

### DURING READING

**Predict** Predicting is thinking ahead to guess how events might be resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and their own knowledge. Tell students that their predictions may change as details change or are added.

**BUILD BACKGROUND** Despite the experience of Captain Killian in this article, UFO sightings by pilots usually are treated more seriously than sightings by others. Why? Pilots are used to unusual weather conditions, and they know how to estimate the size, speed, and distance of other aircraft. Their instruments can gather data, too. In addition, pilots frequently have the ability to approach an aircraft and view it from various angles, often getting more accurate information than an observer from the ground could provide.

<table>
<thead>
<tr>
<th>DURING READING</th>
<th>AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Predict</strong></td>
<td><strong>Respond to the Article</strong></td>
</tr>
<tr>
<td>To reinforce the concept of making predictions, use a picture book whose story lends itself well to the skill. Have pairs of students read the first few pages together, make a prediction, and then read on. For example, in Coyote Cry by Byrd Baylor, students can predict whether Blanca’s missing puppy will be found.</td>
<td>Have students write a journal or blog entry about the report of this UFO sighting and its results. Ask students: What parts of the article surprised you? How might you have felt if you had been Captain Killian? How well do you think he handled his situation?</td>
</tr>
</tbody>
</table>

### DIFFERENTIATED INSTRUCTION

Give students a comic strip whose final frame is missing. Ask them to draw their prediction of what happens at the end. Remind them to use clues that the cartoonist has provided, either directly or through implication. When students finish, give them the missing frame of the comic and have them compare their predictions to the actual ending.

**ENGLISH LANGUAGE LEARNERS**

To reinforce the concept of making predictions, use a picture book whose story lends itself well to the skill. Have pairs of students read the first few pages together, make a prediction, and then read on. For example, in Coyote Cry by Byrd Baylor, students can predict whether Blanca’s missing puppy will be found.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as a Classifying Chart. Ask students to review page 48 and its discussion of the ways in which the air force tried to discredit Captain Killian. Then have them record air force theories and Killian’s responses, as in this example:

- **U.S. Air Force**
  - The “UFO” was stars seen through broken clouds.
- **Captain Killian**
  - There were no clouds above me that night.

Discuss students’ responses.
On April 24, 1964, Deputy Marshal Lonnie Zamora came upon two people standing next to an egg-shaped vehicle—a vehicle that lifted into the sky moments later! Investigators found burn marks and various impressions at the scene. Most investigators later concluded that Zamora, a well-respected officer, was honest and trustworthy, and they could not disprove his story. Investigator Philip J. Klass, though, did question Zamora’s story. Today, however, many people believe that the story is reliable.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>word</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>reluctantly</td>
<td>unwillingly</td>
</tr>
<tr>
<td>indentations</td>
<td>dents</td>
</tr>
<tr>
<td>encounter</td>
<td>chance meeting</td>
</tr>
</tbody>
</table>

1. If you were asked to mow the lawn, would you do it cheerfully or reluctantly? Why?
2. What might cause indentations on the roof of a car—hailstones or raindrops? Explain.
3. What would be an encounter—unexpectedly bumping into an old friend or meeting a friend at a party? Explain.
4. How can a scientist tell if a new invention has flaws?
5. If you regard a plan, what do you do?

**Activate Prior Knowledge**

1. Ask students to describe the kind of work law-enforcement officers do. (Possible answer: They try to stop lawbreakers and keep people safe.)
2. Discuss why people tend to trust an officer’s report about something. (Possible answer: Law-enforcement officers are trained to notice details and to take careful notes.)

**Preview** Ask students what clues the title of the article, the sketch and photographs, and the captions provide. What predictions about the article might students make? (Possible answer: This UFO encounter involved a law-enforcement officer who took careful notes about what he saw.)

**DURING READING**

**Ask Questions** Questioning helps students to monitor their understanding of the text. As they read, have students ask who, what, where, when, why, and how questions and then look for the answers. Questions may include: What is this article about? Who is Lonnie Zamora? What did he see, and where? Why did his report seem believable?

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the response to Zamora’s sighting. Ask students: What evidence suggests that Zamora is telling the truth? Do you think his story is accurate? Why or why not?

**DIFFERENTIATED INSTRUCTION**

Have students begin or continue to work in their “My Reading Log” notebooks. Instruct them to use this notebook to record who, what, where, when, why, and how questions about “The Socorro Sighting,” along with an answer for each question. You also might invite students to record personal reactions to the article. Encourage students to refer to their questions and answers during class discussions.

**ENGLISH LANGUAGE LEARNERS**

Pairing proficient English-speaking partners with English language learners to form and respond to questions may help both students monitor their comprehension. Encourage partners to ask and answer at least five questions about “The Socorro Sighting.”

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Concept Map. Have students write Zamora believes he saw a UFO in the center bubble. Then have students write in the surrounding bubbles the various details that support Zamora’s sighting. Additional bubbles can be added if needed. Discuss responses with students.
### Unit 1, Lesson 7

**Aliens & UFOs**

**“Incident at Exeter,” pages 62–69**

<table>
<thead>
<tr>
<th>Introduce</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong> On September 3, 1965, teenager Norman Muscarello saw a UFO near Exeter, New Hampshire. When he reported it to the police, he was told of a similar sighting that night. The officer returned with Muscarello to the site where they both saw the object again, as did another officer who arrived at the scene. Additional sightings were reported in the area that night. Later, reporter John Fuller interviewed many witnesses and decided that they were reliable. Although the air force dismissed the idea of alien aircraft at Exeter, its own explanations continue to leave many people unconvinced.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEFORE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.</td>
</tr>
<tr>
<td>pulsing: beating rhythmically</td>
</tr>
<tr>
<td>conventional: traditional</td>
</tr>
<tr>
<td>typical of: of a type; regular</td>
</tr>
<tr>
<td>coincidence: an event that happens at the same time as another</td>
</tr>
<tr>
<td>dismissed: not considered</td>
</tr>
<tr>
<td>1. The pulsing beat of the music rang in my head long after the concert had ended.</td>
</tr>
<tr>
<td>2. In my family, throwing a big party is the conventional way to celebrate a birthday.</td>
</tr>
<tr>
<td>3. Daily morning showers are typical of the weather in the region.</td>
</tr>
<tr>
<td>4. Running into my childhood friend at the town fair was a wonderful coincidence.</td>
</tr>
<tr>
<td>5. After checking the facts, the officer dismissed the man’s story as untrue.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activate Prior Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask students what they think a UFO would look like. (Possible answers: It would be large and would move silently and quickly; it would glow or have lights; it would not act like a traditional airplane.)</td>
</tr>
<tr>
<td>2. Help students locate Amesbury, MA, and Exeter, NH, on a map.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students what clues the title of the article, the photograph, photo montage, and the photo captions provide. What predictions about the article might students make? (Possible answer: A man claims to have had an encounter with a UFO in New Hampshire. The UFO may have looked like a saucer.)</td>
</tr>
<tr>
<td>Build Background</td>
</tr>
<tr>
<td>New England is not only the home of the Exeter incident; some people believe that it is the home of the very first UFO sighting in America. In 1639, John Winthrop, the governor of the Massachusetts Bay Colony, recorded a curious incident in his journal. He wrote that three people on the Muddy River reported seeing “a great light” that “flamed up” and moved around “as swift as an arrow . . . about two or three hours.” Winthrop did not try to interpret the sighting, but he noted that “other credible persons saw the same light, after, about the same place.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DURING READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify Sequence</strong> Sequence is the logical order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps you see how the text is organized and how events relate to each other. As students read this article, ask them to look for key words and phrases, such as after, when, soon, at first, and an hour earlier.</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong></td>
</tr>
<tr>
<td>Have students describe an event from their past in time order or explain something they can do using steps-in-a-process. Prompt them to use signal words in their description. Have students create a time line of the events they are describing as a visual aid.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIFFERENTIATED INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain that the most common types of sequence are time order, spatial order, order of importance, and steps-in-a-process. Spatial order refers to where things are in relation to one another. Order of importance refers to events or ideas arranged from most to least important. Steps-in-a-process refers to the order in which something is done, for example, a recipe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRAPHIC ORGANIZERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Graphic Organizer 3 as a Classifying Chart. Have students write one of the statements below to head each of the three columns in the chart. Then have students review the UFO descriptions in the article and record them in the appropriate columns:</td>
</tr>
<tr>
<td>What Norman Muscarello Saw</td>
</tr>
<tr>
<td>What the Exeter Police Saw</td>
</tr>
<tr>
<td>What Other People Saw</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about John Fuller’s investigation of the “Exeter incident.” Ask students: Why did Fuller change his mind about UFOs? If you had been Fuller, would you have changed your mind? Why or why not?</td>
</tr>
</tbody>
</table>

---

**Support Individual Learners**
**Unit 2, Lesson 8**

**Aliens & UFOs**

“The Kecksburg Object: Cover-up of a UFO Landing?” pages 76–83

---

**Introduce**

**Summary** On December 9, 1965, an object fell from the sky and crashed into the woods of Kecksburg, Pennsylvania. Everyone agrees that something landed, but what was it? The government declared that the object was a meteor, but, because the military was so secretive and kept the public away, many people had doubts. Witnesses claimed the object looked like a spacecraft that had writing and flashing blue lights on it. Other people claimed it was a Russian satellite. To this day, there is still controversy. What really landed in the woods that day?

---

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

- **descending**: plunging down
- **plausible**: convincing
- **unequivocally**: certainly
- **flawed**: imperfect
- **whisked away**: taken away

1. The airplane is descending because . . .
2. An argument is plausible if . . .
3. If an explanation is unequivocally true, then . . .
4. Your idea is flawed because . . .
5. The criminal was whisked away by the police because . . .

**Activate Prior Knowledge**

1. Ask students to discuss what they know about meteors. For more information, go to http://www.nasa.gov/, enter meteor into the search box and click on the result.
2. Have students find Canada, Virginia, and Kecksburg, Pennsylvania, on a map.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The article will try to answer this question: Was the object that crashed in Kecksburg really a UFO?)

---

**DURING READING**

**Find Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

---

**DIFFERENTIATED INSTRUCTION**

Explain that a fact is a statement that can be proved true. An opinion is a statement that reflects someone’s beliefs or feelings and cannot be proved. Then read aloud letters to the editor from a newspaper or magazine. Ask students to decide if each letter includes facts, opinions, or both.

**ENGLISH LANGUAGE LEARNERS**

Students may need to see pictures to help them understand the differences between fact and opinion. Have them look at a picture from a book, newspaper, or magazine. Ask them to identify and record as many facts as they can about what they see in the picture. Then have them record their opinions about what they see.

---

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry to answer this question: What was the object at Kecksburg? Ask students: What do you think the object was? Why? Why do you think the mystery has not been solved?

**BUILD BACKGROUND**

In 1990 the television show Unsolved Mysteries went to Kecksburg, Pennsylvania, to produce an episode about a mysterious object that had landed there in 1965. A life-sized replica of the object, based on eyewitness descriptions, was built and called the Space Acorn. In 2005 residents of Kecksburg repaired and repainted the Space Acorn. They displayed it high on a hillside, lit up by spotlights at night. In 2008 Kecksburg also incorporated the UFO theme into its annual festival, inviting enthusiasts and experts to the event. In this way, the residents of this community hope to attract tourists and take advantage of their UFO legacy.

---

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write Fact at the top of the left column and Opinion at the top of the right column. Then have students write the following sentences about the article in the correct column. Discuss their responses.

- The object’s brilliance was dazzling.
- The object could be seen across seven states.
- The crash occurred at 4:44 P.M. on December 9, 1965.
- The falling meteor was a reasonable explanation.
- A Soviet Kosmos-96 satellite fell to Earth on December 9, 1965.
- The answer lies beyond the planet Earth.
**Unit 2, Lesson 9**

**Aliens & UFOs**

“Kim’s Story: The Big Bubble,” pages 84–91

**Introduce**

**Summary** In 1966 in Bingham, Maine, a six-year-old girl claimed she saw a “big ball” or “bubble” land in a field. In her account of the experience, she described what she witnessed: a large, shiny object with a door, a window, red lights, and a flashing green light. The girl also claimed she saw a man dressed in white who winked at her before the “bubble” took off. Richard Bonenfant, a UFO investigator, interviewed Kim himself. He believed the “bubble” was not a conventional aircraft and that what Kim saw was indeed a UFO.

---

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **figment**: something invented
- **readily**: willingly; without effort
- **wavered**: shifted away
- **incessant**: nonstop
- **din**: loud noise

1. Is a **figment** of your imagination real or make-believe? Why?
2. If you love to play soccer but do not like to play basketball, which game would you play **readily**? Why?
3. If a boy **wavered** from his original story, do you think he was telling the truth or lying? Why?
4. Where would you probably see **incessant** traffic—on a city street or a country road? Why?
5. Would a group of people create a **din** at a party or at the library? Why?

**Activate Prior Knowledge**

1. Ask students to discuss images they’ve seen of UFOs or how they imagine one might look. What shape is it? What features does it have?
2. Ask students what they would do if they thought they saw a UFO. Who would they call? What would they say? See [http://www.cufos.org](http://www.cufos.org) for more information about UFOs.
3. Have students find Bingham, Maine, on a map.

**Preview** Ask students what clues the title of the article, the illustrations, and the captions provide. What predictions about the article might students make? (Possible answer: A girl named Kimberly went on to describe the size and color of the “bubble.”) Maybe she described it as looking like a “big bubble.”

**BUILD BACKGROUND**

Ufologists are people who study UFOs. J. Allen Hynek (1910–1986) was an influential ufologist. He was a professor of astronomy who also worked for the air force on Project Blue Book. At first, he was skeptical about the possibility of UFOs. Over time, however, his opinion began to change. He thought the subject was worth researching, so he opened the Center for UFO Studies. The center gathers and publishes information about the UFO phenomenon. Other people also actively search for signs of extraterrestrial life. SETI, or the Search for Extraterrestrial Intelligence, is an exploratory science. Scientists use radio telescopes to search for signs of intelligent life in the universe.

**DURING READING**

**Determine Word Meanings from Context** Think of context as the words or sentences that surround a word you don’t know. This information can help you make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about Kim’s story. Ask students: What are your thoughts about Kim’s story? What do you think was the main reason Bonenfant found Kim to be a reliable witness? What actions would you take if you were in Kim’s situation?

---

**DIFFERENTIATED INSTRUCTION**

**Support Individual Learners**

Ask students to bring in song lyrics or poems that contain words that may be unfamiliar to other students. Have students take turns explaining to the class how they determined the meaning of unfamiliar words using context clues.

**ENGLISH LANGUAGE LEARNERS**

Tell students that they can sometimes figure out the meaning of an unfamiliar word or phrase by seeing how it relates to the other words around it. Use the first sentence of paragraph 11 in the article as an example: "Kimberly went on to describe the size and color of the ‘bubble.’” Explain that went on means “continued.” Have students read the text before and after the sentence to help them figure out the meaning of went on.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Concept Map. Ask students to write Kim’s Bubble in the center bubble of the graphic organizer. Then have students write a word or phrase in each of the outer bubbles to describe the UFO and alien that Kim saw.
**Unit 2, Lesson 10**

**Aliens & UFOs**

*“Encounter in Nebraska,” pages 92–99*

---

**Summary**
Patrolman Herbert Shirmer was driving in Ashland, Nebraska, when he saw flickering lights ahead on the highway. At first, he didn’t think much of it, but after the incident, he had strange symptoms. UFO investigators suggested hypnosis. While in the trance, Shirmer remembered meeting aliens and boarding their UFO! The aliens told Shirmer that he would not remember the visit but that they would visit him two more times. Shirmer is still awaiting those meetings.

---

**BEFORE READING**

**Build Vocabulary**
List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- **scanty:** few
- **lapses:** interruptions
- **elongated:** lengthened

1. The details in the student’s report were so scanty that there was almost no information in it.
2. If you have lapses in your memory, you can’t remember everything that happened.
3. When you stretch the rubber band, it becomes elongated.

**Activate Prior Knowledge**
1. Ask students to brainstorm words they think of when they think about aliens. Record their responses on a web.
2. Have students make sketches of aliens they would write a story or movie about. Invite them to share and discuss their alien characters.

**Preview**
Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: A patrolman in Nebraska claimed he had an encounter with an alien. The article is about the encounter.)

---

**DURING READING**

**Predict**
Predicting is thinking ahead to guess how events might become resolved. Predicting helps readers become involved in the text. Readers base predictions on details in the text and on their own knowledge. Tell students that their predictions may change as details change or are added.

**ENGLISH LANGUAGE LEARNERS**
Have partners practice predicting by taking turns reading a story or telling the plot of a book or movie. Have the storyteller stop periodically and ask, “What do you think happens next?” Ask the partner to make a prediction. Have students discuss if their predictions were correct or if they had to revise them. Then ask students to switch roles.

---

**DIFFERENTIATED INSTRUCTION**
Distribute headlines from newspaper or magazine articles to partners. Have students read the headlines and predict what the articles will be about. Ask them to write their predictions. Then have partners read aloud the articles that go with their headlines. Have them discuss whether their predictions were correct.

---

**BUILDING BACKGROUND**
Hypnosis is a trance-like state. When someone is hypnotized, he or she focuses and concentrates deeply and completely on one specific thought, memory, or feeling. All other thoughts are pushed away. Under hypnosis, people usually feel calm and relaxed. They are open to suggestions that could help them remember events or change their behaviors.

**BUILDING BACKGROUND**
Hypnosis is a trance-like state. When someone is hypnotized, he or she focuses and concentrates deeply and completely on one specific thought, memory, or feeling. All other thoughts are pushed away. Under hypnosis, people usually feel calm and relaxed. They are open to suggestions that could help them remember events or change their behaviors.

---

**AFTER READING**

**Respond to the Article**
Have students write a journal or blog entry about Patrolman Shirmer’s experience. Ask students: Why do you think Shirmer did not initially remember meeting the aliens? Do you think the hypnotist could have influenced his memories? Why or why not? Would you agree to be hypnotized? Why or why not?

**GRAPHIC ORGANIZERS**
Use Graphic Organizer 4 as a Visualizing Chart. Have students write Description at the top of the left column and Visualize at the top of the right column. Then have students write each sentence below in a box under the Description column. Then in the Visualize column, ask students to draw what they visualize when they read each description. Discuss their visualizations. Finally, have students write another description from the article in the last box.

**Description**
There it was—a metallic, football-shaped craft lit by a silvery glow!
Several beings stepped from the craft and headed toward him. They were shooting a green-colored gas at him!
Inside the craft Shirmer saw creatures dressed in close-fitting silver uniforms with hoods fitted with antennae.
**Unit 2, Lesson 11**  
**Aliens & UFOs**  
“Dr. X Finds a Cure: A Healing Encounter,” pages 100–107

### Introduce

**Summary** One night in 1968, when Dr. X awoke to check on his crying baby, he noticed flashing lights outside the window. Upon further investigation, he saw two disk-shaped objects in the sky. As the disks approached, they blended into one, and a beam of light shone on the doctor. Immediately after the encounter, Dr. X’s swollen leg and the numbness on his right side had disappeared. Oddly enough, he and his son also developed a strange rash that no doctors have been able to diagnose. What caused his body to heal? What caused the rash? Some people believe it was the result of his encounter with a UFO.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **amiss:** out of place
- **intervals:** time or spaces between
- **merge:** combine
- **pronounced:** obvious
- **profound:** deeply felt

1. What word goes with “time between repetitions”? (intervals)
2. What word goes with “meaningful experience”? (profound)
3. What word goes with “two roads that join”? (merge)
4. What word goes with “clothes thrown around a room”? (amiss)
5. What word goes with “a purple stain on a white shirt”? (pronounced)

**Activate Prior Knowledge**

1. Ask students to discuss times they have been sick or hurt and what they did, if anything, to get better.
2. Ask students to discuss reasons people might want to remain anonymous, even if they did something noteworthy.
3. Have students find southern France on a map.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: In France, a doctor and his son developed a triangular red blotch after an encounter with a UFO.)

**Build Background** Aimé Michel, an investigator who examined the case of Dr. X, was a famous French ufologist. In 1954 France had a number of UFO sightings and encounters with small, human-like creatures. Michel studied these incidents and then documented them in a book called *Flying Saucers and the Straight-Line Mystery.* He also wrote *The Truth About Flying Saucers.* Michel, also a mathematician and an engineer, was one of the founders of a scientific commission to study UFO reports.

### DURING READING

**Cause and Effect** A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking What happened? Why?

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. X awoke to check on his crying baby.</td>
<td>He noticed flashing lights outside the window.</td>
</tr>
<tr>
<td>Upon further investigation, he saw two disk-shaped objects in the sky.</td>
<td>As the disks approached, they blended into one, and a beam of light shone on the doctor.</td>
</tr>
<tr>
<td>Dr. X’s swollen leg and the numbness on his right side had disappeared.</td>
<td>Oddly enough, he and his son also developed a strange rash that no doctors have been able to diagnose.</td>
</tr>
</tbody>
</table>

**DIFERENTIATED INSTRUCTION**

Kinesthetic learners may benefit from using physical movements to understand cause-and-effect relationships. Have students perform actions that illustrate cause and effect, for example, turning off the light to cause the room to get darker or dropping a book to cause a loud noise.

**ENGLISH LANGUAGE LEARNERS**

Have students fold pieces of paper in half lengthwise and label the left side *Cause* and the right side *Effect.* They should draw sketches or cut pictures from magazines that show cause-and-effect relationships. For example, on the left, they might place a picture of a quarterback throwing a football to a player in the end zone. On the right, they could draw players or fans celebrating a touchdown.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 4 as a Cause-and-Effect Chart. Have students label the left column *Cause* and the right column *Effect.* Then have them write each sentence below in a box under the *Effect* column. Then in the *Cause* column, ask students to write a cause for each effect. Discuss their responses.

**Effects**

- Dr. X’s leg was swollen and painful.
- Dr. X was able to play the piano again.
- Dr. X and his family are more accepting of the world around them.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about why Dr. X did not want publicity. Ask students: How do you think Dr. X felt about his encounter? What would you have done if you were Dr. X? Why?
### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Ominous: threatening</th>
<th>Bizarre: weird or strange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awe: wonder and admiration</td>
<td>Skeptical: doubting</td>
</tr>
<tr>
<td>Paralyzed: kept motionless</td>
<td></td>
</tr>
</tbody>
</table>

1. When the weather is **ominous**, would you rather go to the movies or hike in the mountains? Why?
2. What would make you stare in **awe**—seeing an elephant or a dog walking down your street? Why?
3. What might you see that could make you feel **paralyzed**? Why?
4. If a dog were acting in a **bizarre** manner, would it be barking or trying to climb up a tree? Why?
5. Are **skeptical** people likely to believe or not believe what they hear? Why?

**Activate Prior Knowledge**
1. Ask students to describe unusual things they have seen in nature. Have them suggest causes for what they saw.
2. Ask students what kind of evidence would make them believe someone who claims to have seen a UFO.
3. Have students find Delphos, Kansas, on a map.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? *(Possible answer: The article will describe a family’s sighting of a UFO that landed on their farm and left a ring of dehydrated soil in the ground.)*

**Build Background** Fairy ring mushrooms form rings in the grass. Some people believe the mushrooms got their name from an old folktale. People saw rings of mushrooms in clearings or meadows and thought the mushrooms followed a path made by dancing fairies. Grass around the ring can be brown or dead. That’s because the mushrooms use up the nutrients in the soil and starve the grass. A layer of mushroom spawn under the soil also stops water from moving into the soil so the soil is dry. As the fungus dies off, nutrients are returned to the soil, and in these areas the grass can be dark green.

### DURING READING

**Infer** An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about the Johnsons’ claim that they saw a UFO. Ask students: Do you believe the Johnsons? What evidence from the article supports your opinion?

### GRAPHIC ORGANIZERS

**ENGLISH LANGUAGE LEARNERS**

Several picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. *Why?,* by Nikolai Popov, shows how disagreements can escalate into war. *The Stranger,* by Chris Van Allsburg, tells about a mysterious stranger. The reader must use clues to figure out the identity of the stranger.

**DIFFERENTIATED INSTRUCTION**

Ask students to write riddles about animals, sports, classroom objects, or other subjects of interest. Have partners take turns reading and guessing the answers to the riddles. Encourage partners to discuss how clues in the riddles and their previous knowledge helped them make inferences to solve the riddles.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 9 as a Main Idea and Details Chart. Have students write this main idea in the left-hand box: *Some investigators found problems with the Johnsons’ story.* Then ask them to write three details that support the main idea.

---

**Summary** On November 2, 1971, Ronnie Johnson heard a rumbling sound while tending his family’s sheep in a field near Delphos, Kansas. He claims to have seen a mushroom-shaped object hover near the ground, beam a bright light, and then fly away. Afterward, a large circle glowed on the ground. While some investigators believed Ronnie’s claims, others were doubtful. Was Ronnie’s story true? The debate goes on!
Unit 2, Lesson 13  
Aliens & UFOs  
“The Pascagoula Encounter,” pages 116–123

**Introduce**

**Summary** Calvin Parker and Charles Hickson were fishing on the Pascagoula River in Mississippi on October 11, 1973, when they saw a blue light. Soon, from a glowing, oblong craft hovering near them, three strange creatures got out and grabbed the men. Hickson claims that the aliens examined him and then eventually returned both men outside. The two men reported their experience to the sheriff. Some investigators believed the experience was real, while one thought it was a hoax.

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- petrified: motionless with fear  
- appendages: attached parts  
- with flying colors: completely successfully  
- conclusively: decisively  
- discrepancies: conflicts

1. Mom was petrified when she saw a bear during her morning walk.  
2. An octopus has eight appendages, but a frog has only four.  
3. The student was ecstatic because he passed the final test with flying colors.  
4. I passed the driving test and proved conclusively to my parents that I am able to drive safely.  
5. The suspect had many discrepancies in her story, so the police did not believe she was telling the truth.

**Activate Prior Knowledge**

1. Ask students to share reports or stories they have heard about people being abducted by aliens.  
2. Ask students how they would persuade people to believe them if they were abducted by aliens.  
3. Have students find the Pascagoula River on a map.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The article will be about two men who claim they were abducted by aliens. The men may have taken a lie detector test to support their claims.)

**DURING READING**

**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about evidence presented in the article. Ask students: What evidence supports the opinion that the men were abducted by aliens? What evidence supports the opinion they were not? Which evidence do you find more convincing?

**DIFFERENTIATED INSTRUCTION**

Have students choose descriptive paragraphs from stories they have read. Have partners work together to practice visualizing. Partners take turns reading their paragraphs and visualizing the details. Ask students to draw pictures to show their visualizations.

**ENGLISH LANGUAGE LEARNERS**

Have students choose pictures from books or magazines. As each student describes a picture (without showing it), have others visualize it and then draw pictures or write about the description they heard. When students have finished drawing, invite them to compare their pictures to the original.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 1 as a Visualizing Map. Have students write Alien Creatures in the center bubble. Then in each outer bubble, ask them to write a description from the article that helped them visualize the creatures.

**BUILD BACKGROUND**

Two astronomers have written a book called Cosmic Company. In it, they predict that humans will have contact with extraterrestrial beings by the year 2025. The authors don’t believe that aliens will visit Earth but that they will send radio signals to show extraterrestrial life exists. The authors make these predictions because, as shown by the Hubble telescope, there are billions of galaxies. Life has had billions of years to evolve on other planets and stars in those galaxies. In the future, technology will allow astronomers to survey 100,000 stars. Astronomers will then be more likely to find radio signals sent by aliens.
### Introduce

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word's meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

<table>
<thead>
<tr>
<th><strong>apprehension</strong></th>
<th>fear</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>rustling</strong></td>
<td>small sounds</td>
</tr>
<tr>
<td><strong>projected into</strong></td>
<td>placed or sent into</td>
</tr>
</tbody>
</table>

1. The man is filled with apprehension because . . .
2. If you are hiking in the woods, you might hear rustling when . . .
3. The ball was projected into the field after . . .
4. You might simulate a job interview because . . .
5. I know when my dog is being persistent because . . .

#### Activate Prior Knowledge

1. Invite students to discuss experiences they’ve had driving late at night. Have them describe what they’ve seen. Then ask how nighttime driving is different from daytime driving.
2. Have students find Zimbabwe, South Africa, and the Limpopo River on the map on page 125.

#### Preview

Ask students what clues the title of the article, the photograph, the map, and the captions provide. What predictions about the article might students make? (Possible answer: The article will be about a family named the Blackwells and the UFO they saw near the Limpopo River.)

### During Reading

**Identify Sequence** Sequence is the order in which events, ideas, or things are arranged. Time order refers to the order in which events occur. Following the sequence of events helps students see how the text is organized and how events relate to each other. As students read, ask them to look for key words such as finally, then, next, soon, and first.

### After Reading

**Respond to the Article** Have students write a journal or blog entry about the Blackwells’s experience on the spacecraft. Ask students: Why do you think Ian and his wife want to remain anonymous? If this experience had happened to you, would you want to remain anonymous? Why or why not?

### Differentiated Instruction

Have students place photographs or magazine pictures in sequence and explain why they chose to order the pictures in time order, in spatial order, in order of importance, or as steps in a process. They could also use objects to create spatial-order sequences, such as arranging pens, paper clips, and books on a desk, and use signal words to describe the order.

### English Language Learners

Cut apart panels of comic strips and ask students to place the frames in sequence. Have them explain to partners why they used the order they did. Encourage them to use the key words such as first, next, then, and last or finally.

### Graphic Organizers

Use Graphic Organizer 5 as a Sequence-of-Events Chart. Ask students to write in the boxes of the chart the following events in the order in which they happened.

- Susan noticed lights to the left side of their car.
- The Blackwells agreed to be hypnotized.
- The Blackwells passed what they thought was a speed trap.
- The trip meter on the Blackwells’ car showed only 10½ miles.

---

**Summary** Ian and Sue Blackwell experienced a number of strange happenings while traveling by car from Zimbabwe to South Africa. They noticed, for example, that they were being followed by lights and that the temperature dropped dramatically. When they finally reached the Beit Bridge, they saw UFOs hovering above their car and realized that they had somehow lost an hour of time! What had happened? After undergoing hypnosis, they learned that Ian had had an encounter with aliens, during which he had visited their spacecraft.

---

**Build Background** The Beit Bridge crosses the Limpopo River between Zimbabwe and South Africa. The original bridge was built in 1929 and was named after Alfred Beit, a South African financier and philanthropist. A replacement bridge was built in 1995 to accommodate modern traffic demands. Today, the Beit Bridge is the busiest border crossing in all of Africa. It is open 24 hours a day, with thousands of pedestrians, vehicles, and trains passing through daily.

---

**Respond to the Article** Have students write a journal or blog entry about the Blackwells’s experience on the spacecraft. Ask students: Why do you think Ian and his wife want to remain anonymous? If this experience had happened to you, would you want to remain anonymous? Why or why not?
### Introduce

**Summary** Travis Walton was thrilled when he got a job clearing trees at a national park in Arizona until his experience on November 5, 1975. While Travis and his co-workers were driving home, they saw a UFO near the road. Travis jumped out of the truck, was struck by a beam of blue light, lifted into the air, and then thrown back down to the ground. Terrified by what they saw, his co-workers rushed to get help. When they returned, Travis’s body had disappeared. Then, on November 10, Travis reappeared in a confused mental state. Hypnosis revealed his experience with aliens—one of the most publicized in UFO history.

### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cupola</td>
<td>a small dome or tower</td>
</tr>
<tr>
<td>dumbfounded</td>
<td>amazed</td>
</tr>
<tr>
<td>abounded</td>
<td>were plentiful</td>
</tr>
</tbody>
</table>

1. Which word goes with “book”? *(ghostwriter)*
2. Which word goes with “being really surprised by an unusual sight”? *(dumbfounded)*
3. Which word goes with “obtained”? *(exacted)*

**Activate Prior Knowledge**

1. Have students discuss what they would do in an emergency situation if a friend got hurt.
2. Ask students to name and discuss national forests in their state or around the country. Then help them find Apache-Sitgreaves National Forest on a map. See [http://www.fs.fed.us/r3/asnf/](http://www.fs.fed.us/r3/asnf/).

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? *(Possible answer: Travis Walton was a woodcutter who claimed to have been abducted by aliens. He even wrote a book about his experience.)*

**Build Background** What exactly do aliens look like? Opinions about the answer to this question vary. Astrophysicist Alexandra Barnett has some definite ideas. Barnett thinks that an intelligent life form would have to have a fairly large brain, so it would be bigger than, say, a rat. On the other hand, it would have to be smaller than an elephant, since that’s about the limit of how much weight a body can support. Barnett also believes that an alien developing on a planet around a star would need some eyes to take advantage of the light and that two eyes rather than one or ten would make the most evolutionary sense. As for limbs, advanced aliens would have more than one but fewer than twenty, Barnett says. Too many limbs would be too hard to control.

### DURING READING

**Find Vocabulary in Context** As students read the article, have them note the new vocabulary words. Ask them to think about each word’s meaning as they read.

**ENGLISH LANGUAGE LEARNERS** Have students design a new cartoon character for an imaginary comic book company. They should describe all aspects of their character—looks, personality, and special abilities—and provide a brief summary of what the character will do in the comic book’s first issue.

### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about Travis Walton’s experience. Ask students: Why do you think Travis Walton wrote a book about his experience? How does the fact that he wrote the book affect your opinion about the truth of his story?

**DIFERENTIATED INSTRUCTION** Characterization is the way authors bring characters to life. Sometimes authors describe the characters directly. Other times, authors use the characters’ actions, words, or thoughts to give clues. Have students choose characters from an appropriate music video or song. Ask them to describe their character and point out phrases in the lyrics that support the characterization. If possible, invite them to share the video or song with the class.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 1 as a Characteristics Map. Ask students to write Travis Walton in the center bubble of the graphic organizer and one of the characterizations below in each of the outer bubbles. Then have students write sentences around each bubble that support the characterization. Discuss their responses.

- spontaneous
- brave
- opportunist
- convincing
### Unit 3, Lesson 16

#### Aliens & UFOs

**“The Mysterious Men in Black,” pages 146–153**

<table>
<thead>
<tr>
<th>Introduction</th>
<th><strong>Men wearing black suits with white shirts and black ties are rumored to have visited witnesses to UFO sightings. It is believed that the purpose of these Men in Black is to frighten people into remaining silent about their encounters with UFOs. Who are these Men in Black? Some people say they are government agents working for the FBI or CIA. Others believe they are extraterrestrial beings. No one really knows for sure who the Men in Black are, though. In fact, no evidence proves that the Men in Black really exist!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE READING</strong></td>
<td><strong>Build Vocabulary</strong> List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentences that contain the words on the board. Read the sentences aloud and discuss them with students.</td>
</tr>
<tr>
<td>somber: gloomy</td>
<td>eccentric: peculiar</td>
</tr>
<tr>
<td>instill: cause or produce</td>
<td>mundane: common</td>
</tr>
<tr>
<td>ashen: pale</td>
<td></td>
</tr>
<tr>
<td>1. After the funeral, the family was in a somber mood.</td>
<td></td>
</tr>
<tr>
<td>2. Parents try to instill good manners and safe behavior in their children.</td>
<td></td>
</tr>
<tr>
<td>3. I could tell that Grandma was very sick because her normally rosy-colored skin was ashen.</td>
<td></td>
</tr>
<tr>
<td>4. My neighbor wears eccentric clothes that are different from what most people wear.</td>
<td></td>
</tr>
<tr>
<td>5. Today was a mundane day because I didn’t do anything special.</td>
<td></td>
</tr>
<tr>
<td><strong>Activate Prior Knowledge</strong> Discuss with students the plot of the movie <em>Men in Black</em>. Go to <a href="http://www.imdb.com/">http://www.imdb.com/</a> enter “men in black” in the search box, click on the result “Men in Black,” and select “plot summary” in the Quick Links drop-down menu on the right.</td>
<td></td>
</tr>
<tr>
<td><strong>Preview</strong> Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: The article will discuss theories about who the mysterious Men in Black are and if they really exist at all.)</td>
<td></td>
</tr>
<tr>
<td><strong>Build Background</strong> Many people believe that the legend of the Men in Black started in 1953. At that time, Albert K. Bender ran a group called the International Flying Saucer Bureau. He also edited a publication called <em>Space Review</em>. In October 1953, he suddenly stopped publication. He claimed to have been visited by three men in dark suits who ordered him to stop. Bender said he was “scared to death.” At first Bender implied that the men were from the U.S. Air Force or the CIA. In 1963 he wrote a book called <em>Flying Saucers and the Three Men</em>. In that book, he implied that the men were extraterrestrials.</td>
<td></td>
</tr>
<tr>
<td><strong>DURING READING</strong></td>
<td><strong>Ask Questions</strong> Questioning helps you to monitor your understanding of the text. Have students ask who, what, where, when, why, and how questions and look for the answers. Questions may include: What is this article about? What did you learn about Men in Black? When did the events take place? Why did the author write this article? How were questions resolved?</td>
</tr>
<tr>
<td><strong>AFTER READING</strong></td>
<td><strong>Respond to the Article</strong> Have students write a journal or blog entry about the Men in Black. Ask students: Do you think there are really Men in Black? If so, who are they? What evidence from the article supports your opinion?</td>
</tr>
<tr>
<td><strong>DIFFERENTIATED INSTRUCTION</strong> Have students choose a newspaper article that interests them. Then have them pretend that they are the editor of the paper and they want more information about the article. Have them write at least five questions the editor could ask the writer to gain additional information.</td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong> Help students read the headline and picture captions from a newspaper or magazine article. Ask each student to think of three questions about the headline and pictures. Remind students to use question words. Then have partners ask and answer their questions.</td>
<td></td>
</tr>
<tr>
<td><strong>GRAPHIC ORGANIZERS</strong> Use Graphic Organizer 4 as a Question-and-Answer Chart. Have students write Questions at the top of the boxes in the left column and Answers at the top of the boxes in the right column. Then ask students to write a question about “The Mysterious Men in Black” in each of the boxes in the left column. Remind them to begin their questions with question words: Who, What, Where, When, Why, or How. Have students exchange charts and answer each other’s questions.</td>
<td></td>
</tr>
</tbody>
</table>
**Unit 3, Lesson 17**  
**Aliens & UFOs**  
“The Allagash Abduction,” pages 154–161

---

**Introduce**  
**Summary** Four friends set out to go fishing in northern Maine on the evening of August 26, 1976. Soon they saw a “large bright sphere of colored light.” After one man used a flashlight to signal SOS in Morse code, the bright light began moving toward the canoe. The frightened men started to paddle back to shore. The next thing they knew, three of them were standing on shore and one was still in the canoe. After 13 years of feeling troubled and uneasy about their encounter that night, the men decided to be hypnotized. Each man told the same story of being abducted by aliens.

---

**BEFORE READING**  
**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **implode:** collapse in on itself  
- **dazed:** confused  
- **pulsate:** change with regularity  
- **compulsion:** urge  
- **scoffed:** sneered

**1.** If you watch a building **implode**, do you see it collapsing or being built? Why?

**2.** If you feel **dazed**, do you feel happy or confused? Why?

**3.** Which would **pulsate**—your nose or your heart? Why?

**4.** Would you feel a **compulsion** to do your chores or to watch your favorite movie? Why?

**5.** If someone had told you a story that you knew was untrue, would you have **scoffed** at it or taken it seriously? Why?

---

**Activate Prior Knowledge**  
1. Ask students to discuss fishing trips they have been on, read about, or seen in movies.

2. Have students name kinds of boats. (Possible answers: canoe, kayak, rowboat, sailboat) Ask what boats they would like to try and why.

**Preview** Ask students what clues the title of the article, the photograph, the illustrations, and the captions provide. What predictions about the article might students make? (Possible answer: The article will discuss the claims of four men that they were abducted by aliens.)

---

**DURING READING**  
**Determine Word Meanings from Context** Tell students to think of context as the words or sentences that surround a word they don’t know. This information can help them make a good guess about what the word means. Have students look for clues such as descriptions, synonyms, or examples to help them figure out what difficult words mean.

**BUILD BACKGROUND** Morse code is a way of sending messages using short and long flashes of light or sounds. Different combinations of flashes or sounds stand for different letters, numbers, or characters. A short flash/sound is called a “dit.” A long flash/sound is a “dah.” When Morse code is written, a dot stands for a dit, and a dash stands for a dah. People used to use Morse code to send telegrams. One operator would tap out a message on a telegraph. A receiving device would click sounds and write out dots and dashes.

---

**AFTER READING**  
**Respond to the Article** Have students write a journal or blog entry about the four friends’ decision to be hypnotized. Ask students: How do you think the men felt before they were hypnotized? How do you think they felt after? What choice would you have made about being hypnotized? Why?

---

**DIFFERENTIATED INSTRUCTION**  
Have students figure out what **narwhal** means in this context: “The narwhal is sometimes called the unicorn of the sea. The male of this kind of Arctic whale has a long tooth that grows into a tusk.” Have students take turns explaining to the class how they determined the meaning of the unfamiliar word using context clues.

**ENGLISH LANGUAGE LEARNERS**  
Show students how to use appositives to define a word within a sentence. Point out that when commas surround a phrase, the writer might be using the phrase to describe or define the word that comes before it. Provide an example, such as “A cyclist, a person riding a bicycle, must be aware of his or her surroundings at all times.”

---

**GRAPHIC ORGANIZERS**  
Use Graphic Organizer 2 as a Fact-and-Opinion Chart. Ask students to write **Fact** above the left column and **Opinion** above the right column. Then have students write the following sentences about the article in the correct column. Discuss their responses.

- They built a roasting campfire.
- Something significant had happened.
- They finished their camping trip and returned home.
- A hypnotist spent a total of 12 hours hypnotizing and interviewing the four men.
- What was revealed was almost too frightening to believe.
- It was a powerful case.

---

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce this page for classroom use.
## Unit 3, Lesson 18

### Aliens & UFOs

**“Attack in Minnesota,” pages 162–169**

<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BEFORE READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build Vocabulary</strong></td>
</tr>
</tbody>
</table>

| illegal: prohibited | simultaneously: at the same time |
| slumped: slouched | perplexed: puzzled |
| scoured: thoroughly searched |

| 1. Which word goes with “looking for your lost keys”? (scoured) |
| 2. Which word goes with “criminal”? (illegal) |
| 3. Which word goes with “not being able to solve a computer problem”? (perplexed) |
| 4. Which word goes with “relaxing in a comfortable chair”? (slumped) |
| 5. Which word goes with “two phones ringing at the same time”? (simultaneously) |

<table>
<thead>
<tr>
<th><strong>Activate Prior Knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask students to describe what cars look like after they’ve been in accidents. Suggest they think about car accidents they have seen in movies or on the news.</td>
</tr>
<tr>
<td>2. Have students trace on a map the border between Minnesota and Canada.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preview</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: Minnesota Deputy Sheriff Johnson claimed he collided with or was attacked by a UFO, causing damage to his police car.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BUILD BACKGROUND</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>UFO investigators sometimes use Geiger counters to look for abnormal levels of radiation. This is because unusually high radiation is said to be associated with paranormal activity. A Geiger counter has a gas-filled tube with a thin metal wire going down the center. The wire carries an electric charge. If radioactive particles are present, they react with the gas and the wire to produce an electric pulse. The Geiger counter “counts” the pulse, detecting radiation even at low levels, and signals when it finds certain forms of radiation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DURING READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Predict</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENGLISH LANGUAGE LEARNERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students read the book <em>Bad Day at Riverbend</em>, by Chris Van Allsburg, or other short stories of their choice. Ask students to draw a three-column chart in their notes and make and record three predictions they made as they read.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DIFFERENTIATED INSTRUCTION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students choose or write stories that lend themselves to predictions. Then ask partners to take turns telling stories and making predictions. As each student tells a story, ask him or her to stop at least three times and ask, “What do you think will happen next?” Have the partner make a prediction. Encourage students to discuss each prediction and whether it was correct. Then have partners switch roles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GRAPHIC ORGANIZERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Graphic Organizer 1 as a Concept Map. Ask students to write <em>Johnson had a UFO encounter</em> in the center bubble of the graphic organizer. Then have students write a sentence in each of the outer bubbles about a detail that supports the belief that Johnson had a UFO encounter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>AFTER READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond to the Article</strong></td>
</tr>
</tbody>
</table>
### Unit 3, Lesson 19

**Aliens & UFOs**

**“Betty Cash’s Ordeal,” pages 170–177**

#### Introduce

**Summary** Betty Cash, her friend Vicki Landrum, and Landrum’s grandson were driving home on a dark winding road in Texas, when suddenly, a huge object appeared in the sky and headed for her car. The women jumped out of the car. The object was shooting fire, making the air grow very hot. Landrum returned to the car immediately, but Cash stood outside several more minutes. After hovering for 15 minutes, the UFO started to rise up into the sky. Cash and Landrum noticed that military-type helicopters appeared out of nowhere and surrounded the UFO as it took off. After the incident, Cash was diagnosed with radiation poisoning. She tried to sue the U.S. government because she believed the air force was involved. In the end, Cash lost the case.

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentence stems on the board. Read the sentence stems aloud and ask students to complete them.

| desolate: deserted | swarming: crowding |
| sporadic: occasional | listless: sluggish |
| inconsolably: could not be comforted | |

1. Some people think a desert is desolate because . . .
2. If the weather forecast is for sporadic rainfall, we should . . .
3. The child cried inconsolably because . . .
4. I don’t pick flowers when bees are swarming around them because . . .
5. Everybody feels listless today because . . .

**Activate Prior Knowledge**

1. Ask students to discuss uses for helicopters. (hospitals/medical transport; police/traffic; Coast Guard/shark watch)
2. Explain that a Chinook is one type of military helicopter that has a double rotor. Show a picture of a Chinook and have students describe it. Go to http://images.google.com/, enter “chinook” in the search box, and select an image.

**Preview** Ask students what clues the title of the article, the photographs, and the photo captions provide. What predictions about the article might students make? (Possible answer: Betty Cash and Vicki Landrum had unusual health problems after an encounter with a UFO.)

#### DURING READING

**Cause and Effect** A cause is an event or action that makes something else happen. An effect is the result or the outcome of that action. Writers use clue words such as because, so, since, if, and therefore to signal cause and effect. Have students look for cause-and-effect relationships by asking: What happened? Why?

**BUILD BACKGROUND** Radiation poisoning, also known as radiation sickness, is caused by exposure to a large dose of radiation over a short period of time. Although it is a rare disease, it is very serious. The cause of most radiation poisoning is exposure to radiation after nuclear accidents. The severity of the symptoms depends on the amount of radiation a person was exposed to. The first symptoms are usually nausea and vomiting. These symptoms can occur from ten minutes to six hours after exposure, depending on how much radiation the body has absorbed. Other symptoms include headache, fever, dizziness, tiredness, and hair loss.

#### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about why Betty Cash sued the U.S. government. Ask students: What did Betty Cash believe about the helicopters? Do you agree? Why or why not? How would you have felt if you were Betty Cash?

**DIFFERENTIATED INSTRUCTION**

Ask students to recall a news report about something that was caused by an action, such as a traffic jam caused by an accident or a baseball victory as a result of a walk-off homerun. Ask students to rewrite the report using words such as because, as a result, since, consequently, therefore, and so to help show cause-and-effect relationships.

**ENGLISH LANGUAGE LEARNERS**

Have students work with partners to name causes and effects. Model by saying a cause, such as “It rained really hard last night.” Ask a volunteer to give an effect for that cause: “There are big puddles on the street.”

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 9 as a Cause-and-Effect Chart. Remind students that sometimes one cause can have more than one effect. Then have students write the following cause in the box on the left. Ask them to write three effects in the boxes on the right.

A UFO shot flames at Betty Cash’s car.
On June 30, 1983, Kathie Davis noticed a “funny-colored” light in her backyard. That was the beginning of a string of strange events that happened that night. The last event occurred after Kathie swam in her pool. Her vision got hazy, and her eyes began to burn. She was sick for days. After these events, Kathie read the book Missing Time, in which Budd Hopkins had written about alien abductions. Kathie realized she had missed time, too, and must have been abducted by aliens—not once but several times!

**BEFORE READING**

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following questions on the board. Read the questions aloud and discuss the answers with students.

- **inexplicably:** mysteriously
- **rambunctious:** wild
- **cowering:** cringing
- **revelations:** things made known
- **corroborated:** confirmed

1. If your homework disappears inexplicably, can you explain what happened to it? Why or why not?
2. Is a puppy with a lot of energy rambunctious or calm? Why?
3. If a dog is frightened, would it more likely be cowering under a bed or fetching a ball? Why?
4. If you have revelations about something, have you learned something new or forgotten something?
5. If your friends corroborated your story, did they or didn’t they support you? Why?

**Activate Prior Knowledge**

1. Ask students to discuss alien encounters they have read about and to share their opinions about the topic.
2. Ask students to discuss the phrase “time flies.” Have them tell how they might feel if they believed they had “lost” a chunk of time.

**Preview** Ask students what clues the title of the article, the photograph, the illustration, and the captions provide. What predictions about the article might students make? (Possible answer: Kathie Davis thinks that she had an alien encounter during which she was a human experiment.)

**BUILD BACKGROUND**

Budd Hopkins is a well-known painter and sculptor. He is also a famous ufologist. In 1964 he saw his first UFO in Truro, Massachusetts. In 1975 he completed his first major UFO investigation. Since then, he has become a world expert on UFO abductions, and he has written several books on the subject. The 1992 miniseries Intruders is based on Hopkins’s research. Hopkins founded the Intruders Foundation, which does investigations for people who have been abducted by UFOs. The foundation also educates the public and trains investigators.

**DURING READING**

**Infer** An inference is a logical guess about information that the writer suggests but doesn’t directly say. Making inferences helps readers find deeper meaning in what they read. Ask students to look for details that aren’t fully explained. Have them combine clues from the text with their personal knowledge to identify what the writer suggests.

**AFTER READING**

**Respond to the Article** Have students write a journal or blog entry about whether they believe that aliens are studying humans as part of an ongoing experiment. Ask students: What evidence from the article supports your opinion?

**DIFFERENTIATED INSTRUCTION**

Have students use Graphic Organizer 3 to help them make inferences as they read a text. Ask them to choose a text that interests them from a newspaper or a magazine. Tell students to write clues from the text in the first column, what they already know in the second column, and their inferences in the third column.

**ENGLISH LANGUAGE LEARNERS**

Several picture books for older readers can be useful for helping students understand the concept of making inferences. Have students read the books in small groups and make three inferences about what happened in each book. For example, You Can’t Take a Balloon into the Museum of Fine Arts, by Jacqueline Preiss Weitzman and Robin Preiss Glasser, shows what happens when a child’s balloon is set free.

**GRAPHIC ORGANIZERS**

Use Graphic Organizer 6 as a Time Line. Ask students to use the following dates as labels on the time line. For each date, have students write something that happened to Kathie Davis on that date.

- 1977
- 1979
- June 30, 1983
- July 1983
- November 1983
### Unit 3, Lesson 21

**Aliens & UFOs**


#### Summary

On December 26, 1985, Whitley Strieber was awakened by a strange noise. When a small being entered his bedroom, Strieber fainted. He later awoke in the woods and was brought to a room full of tiny beings. They told him he was the “chosen one.” Strieber did not remember the experience when he awoke in his own bedroom the next morning, but he developed strange symptoms. As a result of hypnosis, Strieber learned that he had been having encounters with aliens since he was 12 years old! Strieber wrote about his experiences in a book, *Communion*, which later became a movie.

#### BEFORE READING

**Build Vocabulary** List the vocabulary words and their definitions on the board. Discuss each word’s meaning with students. Then write the following sentences that contain the words on the board. Read the sentences aloud and discuss them with students.

- jutted out: extended
- depression: hole or dent
- turmoil: confusion
- obscured: made dim or indistinct
- staunchly: firmly

1. The rocky cliff jutted out over the valley below.
2. When we moved the heavy rock, there was a small depression in the ground where the rock had been.
3. After the hurricane, our neighborhood was in a state of turmoil.
4. The tall trees obscured our view of the ocean, but we could hear the waves.
5. Many people staunchly support the candidate for mayor.

**Activate Prior Knowledge**

1. Ask students to discuss the role hypnosis has played in articles they have read about UFOs and aliens.
2. Ask students to define and discuss the word communion. *(something in common; a close association)*

**Preview** Ask students what clues the title of the article, the photograph, the book cover, and the captions provide. What predictions about the article might students make? *(Possible answer: Whitley Strieber believes he was chosen by aliens and has written a book about his experiences with them.)*

#### DURING READING

**Visualize** Visualizing is picturing in your mind the details of the setting, events, and characters in the text. Encourage students to draw pictures or diagrams of these images as they read.

**DIFFERENTIATED INSTRUCTION** Have students work in groups of three to practice visualizing. Ask one student to read a paragraph from a newspaper article or magazine. Have the other students visualize the text and discuss their visualizations. Suggest that students draw pictures and then compare their visualizations. How are they the same? How are they different? Then have students switch roles.

**ENGLISH LANGUAGE LEARNERS** Have partners work together to practice visualizing. Ask one partner to use descriptive language to describe something in the room. Have the other partner visualize the object, draw it, find the real item, and discuss how well the visualization matches the item. Then have partners switch roles.

#### AFTER READING

**Respond to the Article** Have students write a journal or blog entry about why they think the author called this article “The Chosen One.” Ask students: Who was chosen? Why was he chosen? What do you think he was chosen to do? How would you feel if you were “the chosen one”?

**BUILD BACKGROUND** Whitley Strieber is a writer. His early works include the horror novels *The Wolfen* and *The Hunger*, both of which have been made into movies. At the time, he was known as one of the best new horror writers. Strieber has also written books about nuclear destruction and the environment. His book (co-authored with Art Bell) *The Coming Global Superstorm* was made into the movie *The Day After Tomorrow*. After claiming to have had encounters with aliens, Strieber wrote *Communion*, which was also made into a movie.

**GRAPHIC ORGANIZERS** Use Graphic Organizer 1 as a Concept Map. Ask students to write Alien Creatures in the center bubble of the graphic organizer and one of the phrases below in each of the bubbles on the Concept Map. Then have students write sentences around each bubble according to what they learned about the creatures in the article. Discuss their responses.

- What They Looked Like
- What They Did
- Where They Were
- Why They Acted as They Did

**GRAPHIC ORGANIZERS** Use Graphic Organizer 1 as a Concept Map. Ask students to write Alien Creatures in the center bubble of the graphic organizer and one of the phrases below in each of the bubbles on the Concept Map. Then have students write sentences around each bubble according to what they learned about the creatures in the article. Discuss their responses.

- What They Looked Like
- What They Did
- Where They Were
- Why They Acted as They Did
Aliens & UFOs
Unit 1 Assessment Article

Directions: Read this story. Then answer each question that follows. Circle the letter of your answer.

Lights Across the Sky

Stephenville, Texas, is a small farming community about 70 miles southwest of Fort Worth, with a population of about 20,000 people. Their conversations are often about dairy farming and milk production, but on the night of January 8, 2008, people had something else to talk about.

At sunset that evening, many Stephenville citizens looked up at the sky and gasped. Instead of stars, they saw something they had never seen before. What it was is still being debated.

Most people described a huge object with very bright lights, and some said the lights were glowing red. Most agreed that the object was flying low and moving at a high rate of speed. "It was so fast," said a police officer, "I couldn't track it with my binoculars." Some witnesses said the object was only about 3,000 feet above the town.

A number of observers said the object remained over Stephenville for about five minutes, and then it zoomed away. A former air force worker declared, "It's an unidentified flying object." Many others agreed.

According to Steve Allen, an experienced pilot, the UFO was an aircraft with flashing lights. It was maybe a half-mile wide and a mile long. It streaked through the air without a sound. Allen claimed that the UFO was being chased by two fighter jets. However, the jets could not keep up with it. Allen said that the distance the craft covered in a few seconds would take him 20 minutes to travel in his plane. "It was positively, absolutely nothing from these parts," Allen said.

But what was it that Allen and others saw? A spokesman from a naval air base in Fort Worth said that no jets were flying near Stephenville on the evening of January 8. Officials from nearby air force bases said the same thing. The UFO was nothing more than a commercial airliner, people were told. Military officials said that people were letting their imaginations get the best of them. Lights from passing airplanes could fool people's eyes. So could reflections from the setting sun.

Witnesses were far from convinced, however. They were sure they had seen a UFO. Even some people who had at first kept silent spoke out. As one man said, "It feels good to hear that other people saw something, because that means I'm not crazy."

Then, about two weeks later, something interesting happened. The air force said it had made a mistake. There were planes flying near Stephenville on the night of January 8. They were on a training mission. In fact, they were flying over the area at just the time that many people saw the bright lights.

Some people believed this new report. Others, though, wondered if the government might be hiding the truth.

"I don't know what it was, but it wasn't an airplane," said a witness, "and I've never seen anything like it. I think it must be some kind of military craft—at least I hope it was."
Aliens & UFOs

Unit 1 Assessment Questions

1. Which sentence states the main idea best?
   b. Many people in Stephenville, Texas, believe they saw a UFO over the town in 2008.
   c. Everyone agrees that what people saw in Stephenville, Texas, in 2008 was an airplane.

2. According to the air force, the supposed UFO
   a. was being chased by fighter jets.
   b. was an airplane on a training mission.
   c. had brightly glowing red lights.

3. Which answer is probably true?
   a. Some Stephenville citizens think the government knows more than it is admitting.
   b. Witnesses were only joking when they reported seeing a UFO over Stephenville.
   c. Air force fighter jets shot down the UFO that passed over Stephenville.

4. What is the meaning of the underlined word?
The UFO was nothing more than a commercial airliner, people were told.
   a. a colorful hot-air balloon
   b. a printed sign advertising a product
   c. a large aircraft for carrying passengers

5. The main purpose of this article is
   a. to inform readers about an event that occurred.
   b. to warn readers that UFOs are coming to Earth.
   c. to teach readers about Stephenville, Texas.

6. Which answer correctly restates this sentence from the story?
   Allen said that the distance the craft covered in a few seconds would take him 20 minutes to travel in his plane.
   a. Allen explained that the distance the craft traveled in minutes he could fly in seconds.
   b. In Allen's opinion, it would take the craft 20 seconds to travel the distance that he could fly in a few minutes.
   c. According to Allen, he would need to fly for 20 minutes to cover the same distance that the craft flew in seconds.

7. Some people were suspicious because
   a. they have pictures of the Stephenville UFO.
   b. officials changed their explanation of the event.
   c. the UFO left behind evidence of its visit.

8. From information in the article, one can predict that people in general will
   a. give little additional thought to the supposed UFO.
   b. fear the return of the UFO to Stephenville.
   c. continue to be curious about what witnesses saw in 2008.

9. Which paragraphs provide information that best supports your answer to question 8?
   a. paragraphs 3 and 6
   b. paragraphs 2, 7, and 9
   c. paragraphs 1 and 8

10. Of the following kinds of stories, which would this article fit into?
    a. tales of imaginary people and events
    b. reports of events that may not be what they seem
    c. articles that describe interesting places to visit
Aliens & UFOs
Unit 2 Assessment Article

Directions: Read this story. Then answer each question that follows. Circle the letter of your answer.

Taken by Aliens

On the night of September 19, 1961, the lives of Betty and Barney Hill were changed forever. Returning from a trip to Canada, the Hills were driving along a dark highway in the White Mountains of New Hampshire. Suddenly, Betty saw a brightly lit object shooting across the cloudless sky. The object, some sort of flat-shaped spacecraft, descended within 100 feet of their car. Barney stopped and climbed out to take a closer look. Seeing humanlike alien creatures through the windows of the craft, he jumped back into the car. He and Betty sped off, scared and confused.

Only when they arrived home did the couple begin to suspect that something more had happened than they remembered. Betty noticed that her dress was torn. Both of their watches had stopped running, and there were strange marks on the outside of their car. What puzzled them most, however, was the time. It was two hours later than they expected it to be. What had happened during those two hours?

The Hills told only a few people about their experience because they feared others would just laugh or call them crazy. However, Betty soon started having vivid and troubling dreams. In her dreams, the alien creatures forced her and her husband aboard the spacecraft. She dreamt that they studied her body, even inserting a six-inch needle into her abdomen.

Betty’s nightmares continued, so she and her husband decided to consult with a psychiatrist. The doctor hypnotized each of them in order to help them recall memories they had apparently lost. The results were startling.

Under hypnosis, Betty and Barney described the aliens as short, bald creatures with gray skin and pear-shaped heads. The Hills both remembered how the space creatures had indeed brought them, terrified, aboard the craft, given them each physical and mental examinations, and taken samples of their skin, hair, and nails. Before releasing them, the aliens hypnotized them to make them forget their experience.

When word of the Hills’ encounter began to spread, people questioned whether their story could possibly be true. Some thought that Betty and Barney must simply be weird people who wanted to get their name in the newspaper. However, the couple seemed to be as normal as anyone. Barney was a middle-aged mail carrier, while Betty was a social worker with a degree from the University of New Hampshire. In the words of Betty’s niece, the Hills “were honest, stable, normal, regular people.”

The Hills’ account became the subject of worldwide newspaper and magazine articles, books, and even a movie. As the years passed, people’s doubts grew, but no one could say for certain that nothing out of the ordinary had occurred on that shadowy New Hampshire road. And to this day, people recall the Hills’ story, gaze up at the night sky, and wonder.
Aliens & UFOs

Unit 2 Assessment Questions

1. Which sentence states the main idea best?
   a. A doctor helped the Hills remember an experience they had forgotten.
   b. Seeing an alien spacecraft gave Betty Hill nightmares.
   c. Betty and Barney Hill claimed that aliens took them into a spacecraft.

2. What did the Hills discover when they returned home?
   a. It was two hours later than expected.
   b. Betty Hill had on a different dress.
   c. Their car would not start.

3. Which answer is probably true?
   a. Only one of the Hills was convinced they had met space aliens.
   b. The Hills truly believed they had seen what they said they did.
   c. The aliens that the Hills described remained on Earth.

4. What is the meaning of the underlined word?
   Under hypnosis, Betty and Barney described the aliens as short, bald creatures with gray skin and pear-shaped heads.
   a. unconsciousness caused by a blow to the head
   b. a state of confusion resulting from lack of sleep
   c. an artificially produced sleeplike state

5. The author probably wrote this article to
   a. persuade readers that aliens visited New Hampshire.
   b. describe a possible encounter with aliens.
   c. help readers get to know Betty and Barney Hill.

6. Which answer correctly restates this sentence from the story?
   Only when they arrived home did the couple begin to suspect that something more had happened than they remembered.
   a. It was when they got home that the couple realized something else must have happened.
   b. Once they came home, the couple remembered something that had happened.
   c. Arriving home, the couple started to remember what had happened.

7. From information in the article, one can conclude that
   a. people may never know the full truth about the Hills’ experience.
   b. Betty and Barney Hill made up their story as a prank.
   c. the aliens that the Hills saw are likely to return to New Hampshire.

8. Of the following kinds of stories, which would this article best fit into?
   a. accounts of important scientific advances
   b. reports of events that may be fact or fiction
   c. articles that describe historical events

9. Which sentence states an opinion?
   a. Articles were written about the Hills’ experience.
   b. Betty Hill was troubled by the dreams she had.
   c. The Hills were honest, normal, regular people.

10. Why did the Hills not tell many people about their experience?
    a. They were not convinced it had really happened.
    b. They were afraid people would not believe them.
    c. They feared that the aliens would come after them.
The Phoenix Lights

It was a gigantic, V-shaped object, a mile or more in length, with a wingspan of about 1,500 feet. It moved across the night sky slowly and silently, its bright lights like some alien constellation. Witnesses were convinced it was a spacecraft, and some observers offered actual photographs and videos as proof.

2 It was the night of March 13, 1997, when the V-shaped formation of lights appeared over Phoenix, Arizona. People in at least five other cities also saw the eerie sight. Indeed, there were hundreds of witnesses to what became known as the “Phoenix lights.” Some people reported what they had seen to the police, while others telephoned air traffic control officials. Radio stations were flooded with phone calls, too.

3 In the weeks and months that followed the sighting, a team of engineers and scientists evaluated all the data they could gather. How could a craft of such enormous size move and maneuver as it did? The conclusion the team reached was that no known propulsion system could fully explain the craft’s movement—at least, no known human-made system.

4 But were the Phoenix lights truly part of an alien spacecraft? Not according to the air force. In May of 1997, an air force spokesman announced that the lights had been nothing more than military flares dropped from a jet aircraft.

5 That ended the mystery—or did it? Many people did not accept the air force’s explanation. They insisted that flares released from a plane would not move the way the Phoenix lights moved. Besides, some witnesses had reported observing the lights hours before the time the air force claimed flares had been launched.

6 In an interesting side note, the governor of Arizona at the time, Fife Symington, originally poked fun at claims of an alien spacecraft. However, 10 years later, in 2007, Symington admitted that he himself had seen the Phoenix lights but wanted to avoid causing people to panic. Symington described his experience this way:

I saw something that defied logic and challenged my reality. It was truly breathtaking. I was absolutely stunned. . . . As a pilot and a former Air Force officer, I can definitively say this craft did not resemble any man-made object that I’d ever seen.

7 So, were the Phoenix lights simply flares released from an airplane, or were they something more mysterious? As one reporter summarized the matter: Either thousands of Arizona residents were hallucinating, or else it’s possible they saw a display of “non-human technology.”
Aliens & UFOs

Unit 3 Assessment Questions

1. Which sentence states the main idea best?
   a. The air force claimed to have dropped military flares from an airplane in May 1997.
   c. No known propulsion system could fully explain the craft's movement.

2. The object over Phoenix was estimated to be
   a. at least a mile long.
   b. 1,500 miles wide.
   c. 1,500 feet in length.

3. Which answer is probably true?
   a. People only imagined having seen the Phoenix lights.
   b. The Phoenix lights were an air force prank.
   c. There is more to the story than the public knows.

4. What is the meaning of the underlined word?
   As a pilot and a former air force officer, I can definitively say this craft did not resemble any man-made object that I’d ever seen.
   a. finally and certainly
   b. with great suspicion
   c. in a fearful way

5. The main purpose of the first paragraph is to
   a. explain what the Phoenix lights were.
   b. warn readers about alien spacecrafts.
   c. describe what people saw in the sky.

6. Which answer correctly restates this sentence from the story?
   Besides, some witnesses had reported observing the lights hours before the time that the air force claimed flares had been launched.
   a. According to some witnesses, the air force launched flares before the lights appeared in the sky.
   b. Some people said that they had seen the lights at a time earlier than when the air force said it had launched flares.
   c. There were some eyewitness reports that the air force saw the lights hours before the flares were released.

7. Engineers and scientists were most puzzled by the object's
   a. lights.
   b. shape.
   c. movement.

8. Fife Symington's statement in 2007 suggests that he had
   a. not told the truth in 1997.
   b. never seen the Phoenix lights.
   c. changed his mind about what he saw.

9. Which of the following categories would this article best fit into?
   a. accounts of space exploration
   b. reports of events not fully understood
   c. articles that describe important cities

10. Based on the article, which is the best conclusion to draw about the Phoenix lights?
    a. There is some doubt about what they were.
    b. They were flares dropped by the air force.
    c. They were lights on an alien spacecraft.
ESL/DI Skill | Multiple-Meaning Words: line, cleared, country, glasses, craft

### Activity Highlights
1. Discussion: small group
2. Reading sentences aloud: individual role
3. Writing sentences: individual

### Teacher Preparation
1. Review the reading selection “The Socorro Sighting” (Unit 1, Lesson 6, p. 54).
2. Write on the board or otherwise present the short passage below this box (“It appeared…”).
3. For each group of 3 to 5 people, provide a dictionary.

It appeared to go in a straight line... and it cleared the dynamite shack by about three feet!... It seemed to rise up, and take off immediately across country.... Without his glasses, Zamora couldn’t see very well. But he did notice some kind of red lettering on the side of the craft.*

### Activity Steps:
1. Review “The Socorro Sighting” (Unit 1, Lesson 6, p. 54) with the class.
2. Volunteers read the sentences on the board aloud to the class.
3. Students form small groups.
4. Groups talk about what the underlined words mean in the context of the sentences.
5. Each student chooses an underlined word from one of the sentences. If possible, there should be a different word for each student.
6. Each student writes an original sentence with his or her chosen word, unrelated to the selection, using the meaning the word has in the sentence on the board (call this meaning M1). He or she underlines the word in the original sentence. For example: You should stop at the sign, behind the white line. Circulate to provide assistance to students as they write.
7. Students count off to determine an order for participating in the next steps.
8. Each Student 1 says his or her word (line) and reads the M1 sentence from step 6 to the group.
9. Students collaborate to identify a second meaning (M2) for the word.* There may be more than two, but students should stop at two. They find or confirm the additional meaning in the dictionary. (line: “people waiting one after the other standing up”) Circulate among groups to support students’ work.
10. Each student writes an original sentence using M2 of the chosen word. For example: The line at the movie theater was a block long. Each student reads his or her sentence to the group.
11. Repeat Steps 8–10 for Student 2, Student 3, etc. If a student has chosen the same word as another student, the group repeats only step 8.
12. Once everyone has taken a turn, volunteers read both of their sentences to the class.

*Multiple meanings: line (“long straight mark”/“people waiting one after the other standing up”); cleared (“went above without touching”/“moved things out of”); country (“open land”/“a political territory”); glasses (“lenses for seeing better”/“drinking cups made of glass”); craft (“space ship”/“hobby or skill”)

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce this page for classroom use.
Aliens & UFOs

Unit 2 Language Development Activity: Multi-Word Verbs

ESL/DI Skill | Multi-Word Verbs: flew off; went on to; set off; thought up; came up; called in

Activity Highlights
1. Sequence diagram: whole class and partners
2. Visualization/sketching of sentence meanings: individual
3. Ordering sentences sequentially: partners
4. Recalling definitions: partners

Teacher Preparation
1. Review the reading selection “Kim’s Story: The Big Bubble” (Unit 2, Lesson 9, p. 84).
2. Print one copy of Unit 2 Activity Sheet: Sequence Diagram for each student and a copy of Unit 2 Activity Sheet Answers: Sequence Diagram for yourself.
3. Write on the board or otherwise present the sentences below this box, which are out of sequential order. (“An object rose…”)
4. Draw the blank diagram from the Unit 2 Activity Sheet (from step 2) on the board.

An object rose into the air and flew off; Kimberly went on to describe the object; Allie King called in a reporter; Mrs. Baker doubted that her daughter had just thought up the experience; During King’s questioning, however, something quite unexpected came up; Each end of the object was set off by red lights.

Activity Steps:
1. Review “Kim’s Story: The Big Bubble” (Unit 2, Lesson 9, p. 84) with the class.
2. Distribute the Unit 2 Activity Sheet: Sequence Diagram to each student.
3. Tell students that in a sequence chain, each event in a box happens after the one before it.
4. Read aloud the first sentence on the board: An object rose into the air and flew off. Students visualize this sentence.
5. Students copy the sentence into box 1 in their diagrams, underlining flew off.
6. Guide students to give a definition of flew off (“flew farther away”). Students write this definition at the bottom of box 1.
7. Students draw a simple sketch of the meaning of the sentence in or near box 1.
8. Repeat steps 4–7 with the sentence Kimberly went on to describe the object. (“continued and [described]”)
9. Based on the reading selection, brainstorm with the class to create definitions for the last four multi-word verbs: called in (“invited to come”); thought up (“imagined”); came up (“came into the conversation”); set off (“marked in a special way”).
10. Students pair off.
11. Tell students that the last four sentences on the board are out of sequential (time) order.
12. Using their books, partners collaborate to identify the order of the last four sentences and write them in the corresponding boxes of their activity sheets. (3. Each end of the object was set off by red lights; Mrs. Baker doubted that her daughter had just thought up the experience; … something quite unexpected came up; Allie King called in a reporter.)
13. Partners collaborate to recall the definitions from step 9 and write them under the corresponding sentences in the boxes.
14. You may point out that multi-word verbs can have multiple meanings just as single-word verbs do, for example: set off a firecracker (“made a firecracker explode”); called in sick (“notified an employer of absence because of illness”).
**Aliens & UFOs**

**Unit 3 Language Development Activity: Idioms and Common Phrases**

**ESL/DI Skill** | **Idiom:** jumped at the chance (to)
---|---

**Activity Highlights**

1. Flashcards: individual, partners
2. Reading sentences to the class: individual student role
3. Sharing aspects of personal experience and culture: individual
4. Optional activity: partners

**Activity Steps:**

1. Review the selection “The Woodcutter’s Tale: Abducted by Aliens” (Unit 3, Lesson 15, p. 138) with the class.

2. Ask volunteers what *jumped at the chance* means in the context of the selection. How much did Travis Walton want the job? Why? *(A lot; because the pay was good.)*

3. Write a simple definition of *jumped at the chance* on the board: “acted immediately when a chance to do something became available.” Students write the idiom on one side of an index card and its definition on the other.

4. Read the following sentence aloud, first as is and then substituting the definitions on the board for the underlined words: *Travis jumped at the chance.* / *Travis acted immediately when a chance to do something became available.*

5. Volunteers describe a time they jumped at the chance to do something.

6. Write additional idioms and their definitions on the board, for example: *jumped to a conclusion* (“decided immediately without all the facts available”); *jumped the gun* (“did something immediately, before the right time”).

7. Students write each additional idiom on one side of an index card and its definition on the other.

8. Students pair off.

9. Partners practice silently with their own cards for several minutes. Then they quiz each other.

10. Model a sentence pair for one of the additional idioms presented. For example: *She jumped to a conclusion when she said that our team had no good players.* / *She decided immediately without all the facts when she said that our team had no good players.*

11. Partners write original sentence pairs for the other idioms.

12. If students know an idiom used in their home language or in their neighborhood, they may write it on the board and share the meaning with the class. If the idiom is connected to a national or neighborhood culture, students explain why.

13. As an alternative, partners collaborate on an original dialogue, poem, or paragraph that employs all of the idioms, using the theme of jumping at the chance to do something. Circulate among the groups to support their collaborations.

14. Individuals or partners present their work to the class.

**Teacher Preparation**


2. Provide four blank index cards per student.

3. Write the following sentences on the board: 

   When the United States government offered Travis Walton the job of clearing trees… 
   [he] 
   *jumped at the chance.* The job would pay good money…