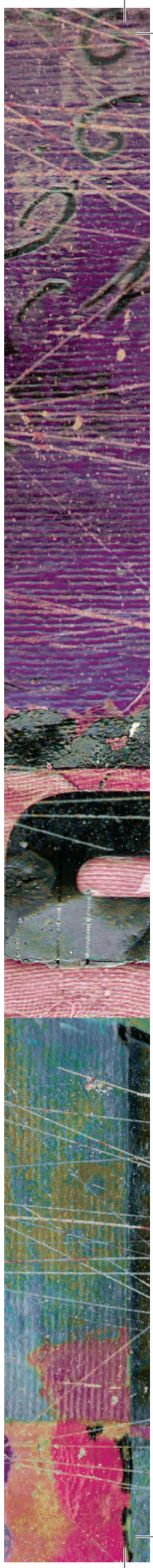

Unit 7: Perspective

	Title	Reading	Listening	Writing	Speaking
1	Reframing	Article	----	Description	Opinion
2	Reframing and You	Situations	Presentations	Paragraph	Presentation
3	Respecting Elders	Article	---	---	Opinion
4	Interview with a Senior Citizen	-----	Interview	Letter	Interview
5	Being a Senior Citizen	------	Stories	Description	Description through story/ interview
6	Shemitah	Article	-----	Letter	Prior knowledge
7	From a Woman's Point of View	----	Diary entries	Letter	Opinion
8	Honoring Parents and Grandparents	Article	------	Description	Description
9	Forgiveness	Short story	Opinion	Opinion	Role play / opinions

Overall performance objectives:

- Can describe varied situations and ideas orally and in writing
- Can express opinion and preference orally and in writing
- Can persuade and discuss a variety of topics orally
- Can use new expressions properly
- Can reflect on situations past
- Can describe situations that are new using information given

Vocabulary: New

affection	cruelly	flash	invent	respectful
bare	cycle	float	issue	rot
bold	deliberate (v)	forgiveness	liberty	rude
cease	disagreement	fright	loneliness	slime
challenge (v)	discipline (n)	frustration	loyalty	slip (n)
charming	discriminate	gesture	narrative	spare (v)
column	distinction	glance	newly	sparkle
command	dull	harm	praise	spirit
companion	encouragement	heading	presume	sponsor (v)
compulsory	enthusiasm	inclination	prohibit	strain
conceive	expect	influential	purpose	supposition
content (adj)	fade	informal	purposely	trouble
controversial	famed	interrupt	rebel	
credit	fasten	intersection	remarkable	

Collocations, Chunks, and Idioms

an awful lot (of something)	for some time	make sense
be obsessed with something	have heard of	physical therapist
earn a living	keep up with	reasonably good
feel different / strange		

Reentered / Reviewed

acceptable	companion	emphasize	generation	observe	produce	surrounding
agricultural	competitive	enable	get on nerves	on the contrary	productive	sustain
appreciate	conduct	exceptional	grateful	optimistic	reasonable	symbol
appreciation	conscious of the fact	exchange	identify	pardon	regret	tempted
attention	dawn	exploit	impact	pattern	relationship	transporting
availability	declaration	face (v)	implement	permission	require	tremendous
ban	desperate	financial	inspiration	perspective	resident	turn down
benefactor	despite the fact that	forbidden	inspire	phase	restrictions	upset
breath	determination	force	manner	pioneer	self-perception	
caregiver	dilemma	fright	master	precious	servant	
circumstance	dishes	fund (v)	mission	prepared	settle	
commerce	distinguished	furthermore	obligation	pressure	suffer	

Page 161

1: Reframing

1. Let's Talk. Have a class discussion about the concept of reframing.
The dictionary meaning of the word is 'to frame (something) again and often in a different way'. Or 'Reframing, is about looking at a situation, thought, or feeling from another angle'.

2. a. Have the students circle the correct answer for each sentence, according to the word in bold.
Answers:

1. b
2. a
3. b
4. c
5. c
6. b
7. a
8. a
9. b
10. b

2. b Have the students complete the sentences in their notebooks with their own ideas. The completion should show an understanding of the words. Encourage them to share.

Page 162

3. Have the students complete the sentences with the words in Exercise 2. Remind them that changes may be needed.
Answers:

a. interrupted
b. narrative
c. cycle
d. invented
e. therapist
f. recognize
g. discipline
h. reasonably good
i. content
j. floated

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.
The text is based on The Light Program, Feb 22, 2021.

Page 164

5. Have the students answer the questions according to the text in Exercise 4, in their notebooks.
Answers:

a.2
b. 3
c. 1, 5
d. 3
e. create alternative thoughts
f. master the art of positive thinking

6. Let's Write! Have the students choose one of the reframing situations that are in the examples in the text, and write a different reaction that would be reframing for that situation. They have to also explain why they think this is a good way to reframe the situation.
They should write between 60-80 words in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Page 165

2: Reframing and You

1. Let's Talk! Group work. Have the students work in small groups of three to discuss what they feel is the most useful point that they learned about reframing.
Remind them how to express an opinion using the examples in the Tip! box.
Then have the groups present what they all agreed on.

2. Have the students match the word from the word bank to the meaning.
Answers:

a. spirit
b. challenge (v)
c. supposition
d. famed
e. make sense
f. inclination
g. fade
h. be obsessed with something
i. initially
j. a sparkle

3. Have the students complete the passage with the words in Exercise 2. Point out that changes may be needed.
Answers:

a. famed
b. spirits
c. supposition
d. initially
e. challenged
f. obsessed with
g. inclination
h. make sense
i. a sparkle
j. fade

4. Let's Talk and Write. Group Work.
a. Divide the class into groups of four. Each group chooses one of the situations, discusses it and decides on a reframing solution.
b. The members of the group each suggest a personal situation that they feel might need reframing. The group decides on one and comes up with a solution for it. Both solutions should be written in their notebooks.

c. The group presents both situations, in any format they feel fits. It could be a presentation with pictures, a poster, a role play. This is a speaking activity, so all members must play an active role in the presentation.

You can assess the students using the **Speaking Rubrics** on page ix in the TG.

d. The rest of the class listens, takes notes and asks questions. Then the class has to decide if they agree or disagree with the reframing idea. If not, they have to offer an alternative.

Page 167

3: Respecting Elders

1. Let's Talk! Pair work. Have the students work in pairs to answer the questionnaire and compare their answers. Then they decide together which of the statements best describes their results.

2. Have the students complete the puzzle using the words in the word bank.
Answers:

Across:
3. praise
5. purpose
6. purposely
9. deliberate

Down:
1. flash
2. glance
4. companion
7. loyalty
8. credit

3. Have the students answer the questions in their notebooks, using the words in bold. Encourage them to share their answers.

Page 168

4. Read the text with the students. Discuss what they see – two texts together and the type of text this is. Ask them what we can expect to find in it. Ask them to look at the title and think about what they might learn and how the two texts are connected.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Page 169

5. Have the students answer the questions according to the text in Exercise 4, in their notebooks.
Answers:
a. This is when a person has reached the highest point of his physical strength
b. This is when a person has reached the highest spiritual point or level in life.
c. …by always giving credit to the earlier generations with the knowledge they pass on to us which is the foundation/ wisdom on how we live our life.
d. Any two of the following: *she improves her English/ She gains insights into life / She gains insights into life in South Africa / She is motivated to improve her English*
e. Having Malki visit gives her purpose in life and she feels needed.
f. Have the students express an opinion based on the text.

6. Let's Write! Have the students write a description of how they could help an elderly person. They should write what kind of activities they might do and how that is beneficial for both.
If they already help or volunteer, encourage them to share that.
They are to write between 120-140 words in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Page 170

4: Interview with a Senior Citizen

1. Let's Talk! Pair Work. Have the students work in pairs to write up at least 5 questions that they would want to ask an elderly person who lives alone.
Once the pairs are done, they should share their ideas. They are to combine the questions to make a good list of questions to ask.
Bonus: Have the students use the questions to actually go out an interview someone in a senior center and then share their interview in class.

2. a. Have the students choose the correct definition for each of the words in bold. Answers:

1. a
2. b
3. b
4. a
5. b
6. a
7. b
8. b
9. b
10. a

2.b. Have the students complete the sentences with the words in bold in Exercise 2.a.
Answers:

1. dull
2. feel different or strange
3. discriminate
4. intersection
5. loneliness
6. presume
7. Newly
8. liberty
9. spare
10. keep up with

Page 171

3. Have the students use the pairs of words to write sentences in their notebooks.
Encourage them to share their ideas.

Option 1: Have the students use the pairs of words to make up a short story and then share with the class.

Option 2: Have the students make up short riddles using the pairs of words and the other students have to guess what the riddles are describing.

4. Listening Comprehension
Have the students listen to the interview between Sarah and Mrs. Tawil at the senior center.
They should then answer the questions in their notebooks.
It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.
Transcript

Host: Welcome to our special event here at the senior center. We have Sarah, who writes for the Golden Age News newspaper. She's here to interview one of our residents, Mrs. Tawil. Welcome Sarah.
Sarah: Thank you, Mrs. Tawil for agreeing to have our newspaper readers read about your experience as a senior citizen who is living alone.
Mrs. Tawil: Thank you very much for allowing me to share my experience with others. I presume many senior citizens may face this situation in their lives, and it's good for them to realize they are not the only ones living alone.
Sarah: First, can you tell our readers a little bit about yourself.
Mrs. Tawil: I am a widow with 3 married children and 10 grandchildren living in New Jersey, USA. After I became a senior citizen myself, I moved into my elderly parents' home and took care of them. I joined their household and we were a happy, lively threesome. I spared my parents from loneliness and spared myself of the same things at the same time.
Sarah: That's very interesting. I also understand that you are a newly established resident in Israel. How long ago did you make aliya, and can you tell us a little about your choice of coming to live in Israel?
Mrs. Tawil: When my parents passed away 10 years ago, I made Aliya and I have no regrets. Being a grandmother in America was very satisfying, but soon the grandchildren got married and were all busy with their own lives. Besides these days, children have as many as 2 sets of living grandparents plus 4 sets of great-grandparents. It got very competitive. I decided I wanted to get busy with my own life again, but in the land of my dreams, Israel.
Sarah: Do you feel different or strange about living in Israel now that you have lived here a while?
Mrs. Tawil: I felt at home in Israel from the first moment of my Aliya. Ten years later it has become difficult because I am not at liberty to travel to visit my family due to the medical restrictions. In addition, at my age I can no longer travel back and forth because of my own physical difficulties. So, I see my family less. But, after 10 years I feel more like I am an 'Israeli' than an 'American'.
Sarah: That's wonderful to hear. I understand that you have written a few books. Can you tell our reader what inspired you to write?
Mrs. Tawil: Of course! I live in a corner apartment in a corner building on the busiest intersection in my neighborhood. From my windows I see much activity: people shopping, and men on their way to shul and back home. This view inspires me to write about the Jewish past when Jews were discriminated against, forced to leave many foreign countries, and exiled from Eretz Yisrael. The view from my window reassures me and makes me feel content.
Sarah: Can you tell use the advantages and disadvantages of living alone?
Mrs. Tawil: I tend to get involved in the problems of whoever lives with me, family, child, friend, anyone. This can be very stressful. Being alone gives me relief from this stress. At my age I need all my strength to take care of myself. The disadvantage of course is the loneliness.
Sarah: What do you have on your agenda for the future?
Mrs. Tawil: I propose to study as much as Torah as possible from any means available. This can be done sitting in armchair and… alone
Sarah: I see your living alone is not dull at all. Thank you so much for sharing a little bit of your life with us. It was very inspiring to hear about your life and how you manage to keep your eye on the world, keep up with your family in New Jersey and keep occupied all at the same time. And at the same time, enjoy living in Israel.
Mrs. Tawil: It was my pleasure. I hope my story is an inspiration to others.

Answers to questions:

a. 1

b. 3
c. any of the following: *health problems / medical restrictions / her age*
d. 4
e. 1

6. Let's Write! Have the students write a letter to their great aunt explaining the benefits of the Golden Age Club in their neighborhood. They could talk about what there is there, what she can learn, get, do, etc. Encourage them to think outside the box here.
They are to write between 100-120 words, in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Page 172

5: Being A Senior Citizen

1. Let's Talk! Pair work. Have the students role play the interviews between a senior citizen and a teenager using the questions presented in the book. They are to ask and answer the questions and add two more questions for each.
Have some of the pairs present their interviews.

2.a. Have the students circle the word that doesn't mean the same as the word in bold in each line.
Answers:

1. b
2. a
3. c
4. b
5. c

2.b. Have the students complete the sentences using the words and expressions in bold in Exercise 2.a.
Answers:

1. for some time
2. heading
3. column
4. informal
5 Have you heard of..?

3.Have the students answer the questions in their notebooks using the words in bold. Encourage them to share their ideas.

4.Let's Write and Talk! a. Have the students write an essay describing their life as a teenager from the eyes of a senior citizen. They are to imagine they are seniors and they are talking about their teenage years. Then they are to compare that life to their life today. They have to write between 120-140 words in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this. You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

b. Have the students present their senior life story with additional examples of their life as a teenager and how their life is different. They are not to read their essays aloud.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

Page 173

6: *Shemitah*

1. Let's Talk! Have the students answer the questionnaire individually. Afterwards discuss the topic with the class.

For more information, you can relate to Vayikrah 25, 3-7, *shemitah* laws from the Torah, below. Or add any other information you may have personally.

> Six years you may sow your field, six years you may prune your vineyard and gather its produce. In the seventh year shall be a complete rest for the land a sabbatical for Hashem; do not sow your field nor prune your vineyard. Do not reap the after growth (sefichim) of your harvest, nor pick the grapes of your untrimmed vines. The land shall have its Shabbat. All products will be food for yourself and your male and female servants, for your hired help and the residents who live with you, and likewise the livestock and the wild animals on your land. Vavikrah 25 3--7

2. a. Have the students choose the correct answer for each sentence.

Answers:

1. c	5. b	9. c
2. a	6. a	10. c
3. c	7. a	11. b
4. a	8. a	12. a

Page 174

2. b. Have the students rewrite the sentences in their notebooks, using the words in Exercise 2.a. instead of the words in bold.

1. compulsory	5. cease	9. controversial
2. bare	6. sponsor	10. influential
3. bold	7. trouble	11.duration
4. disagreements	8. enthusiasm	12. rebelled

3. Have the students complete the flyer with the words in Exercise 2.

Answers:

a. duration	e. bold	i. trouble
b. sponsors	f. influential	j. controversial
c. enthusiasm	g. compulsory	
d. cease	h. bare	

Page 175

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn that's new. It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

Page 176

5. Have the students answer the questions according to the text in Exercise 4, in their notebooks.

Answers:

a. *sowing, pruning, harvesting*

b. Any one of the following: *all types of agricultural work: digging, removing stones, fertilizing or applying pesticides etc.*
c. Their answers should show the following ideas:
1. *they are willing not to work the land*
2. the land is bare and it costs money to bring the fruit. / there are expenses
3. destroy the farm/ ruin the farmer's property/ spoil the farm
d. Any two of the following: *They had a meeting in Paris about forming the settlement. / Ten families said they would be willing to move there. / The men came first to learn about farming./ They rebelled against the Baron and kept the shemitah laws. / Their crops in the eighth year were very big to prove the pasuk " Ve-ziviti et birkati ".*

Page 177

e. 1, 4
f. 2
g. 1

Option: Have the students go back to the questionnaire and check to see how many answers they marked correctly. You can continue the discussion or expand on it at this point.

6. Let's Write! Have the students write a letter to N'shei Keren Hashvi'it describing how they and their friends could help raise money for the campaign. Refer them to Exercises 3 and 4 for extra information. They are to write between 120-140 words in their notebooks.

You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Page 178

7: From a Woman's Point of View

1. Let's Talk! Pair Work. Have the students work in pairs to discuss how they feel when accepting a challenge and doing something for the first time. They should share one thing that they both found that was similar when dealing with a challenge.

2. a. Have the students write the correct word next to each definition.
Answers:

1. earn a living
2. remarkable
3. dread
4. an awful lot (of something)
5. encouragement
6. rude
7. gesture
8. charming
9. affection
10. fright

2.b. Have the students complete the sentences with some of the words in Exercise 2.a. The letters marked in orange then make up the missing words in the last sentence.
Answers:
1. encouragement (t)
2. awful lot of (o,t)
3. remarkable (a, l)
4. earn a living (r)
5. affection (e)
6. gesture (st)

Missing words: total rest

Page 179

3. Have the students answer the questions so they relate to themselves, in their notebooks. Encourage them to share their ideas.

4. Listening Comprehension
Have the students listen to Sarah Simchon reading her diary entries to Mrs. Bernstein's class.
She writes about her husband keeping shemitah for the first time.
Have them answer the questions in their notebooks.
It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.

Transcript

Hi Girls, I want to tell you about our first experience keeping shemitah. But instead of telling you, I'm going to share my diary entries from the past year.

Sunday, Rosh Chodesh Elul 5781
Dear diary,
Today is a month before Rosh Hashanah. My husband, Danny came home from the fields with some exciting news. He just met with one of the Rabbis of Keren Hashviis, the only organization that supports farmers financially and spiritually in order to encourage them to keep the holy mitzvah of shemitah. This rabbi convinced my husband to fulfill the Torah obligation of the laws of sheviit strictly for the first time. The rabbi also told him that 51 % of all farm land in Eretz Yisrael will be keeping shemitah this coming year. That's 680,000 dunams of land. The rabbi told Danny that the Keren would help us pay the money needed on our home, help pay for the rent on the land, and provide the money to continue paying for the rent of the farming equipment as well. This organization makes it possible for allowing shemitah to happen in Eretz Yisrael. Since we will not be earning an income, the Keren will help support us.
I was very excited and agreed to support my husband with this challenge in any way necessary to help us keep this special mitzvah. Together we discussed all the details we would be required to do. We needed to prepare ourselves and the fields to be able to do the mitzvah properly. There were an awful lot of things for us to do on our property.
I pray that this will be a successful year and I will have no regrets about keeping shemitah.
Yours,
Sarah

Thursday, 24th of Tishrei 5782
Dear diary,
The shemitah year has begun. My husband helps with collecting the eggs and feeding the farm animals before dawn, and then he goes to daven. He comes back to eat breakfast and then spends the day in the shul learning Torah. Meanwhile I busy myself in the kitchen, but I can't go outside and pick vegetables for my salad and soup. I have to take the car and go shopping in a special store that sells only produce that is permitted with a *shemitah hechsher*. The support we get enables us to pay our basic bills but still, I am worried. In order to do this mitzvah correctly I must be optimistic that everything will work out. This is the time for me, my husband and family to show our strength, faith in Hashem and resilience* to continue. My husband keeps telling me that we are the quiet heroes of Israel. I know how hard it is for him not to be working the land he loves.
Yours truly,
Sarah

Wednesday, 11th of Tevet 5782
Dear diary,
Today is the one hundredth day we are keeping shemitah. I have been a little sad, desperate and not feeling very well. All the neighbors are looking down at me for agreeing that my husband keep shemitah, but there is hope. I was invited to attend a meeting of Neshei Keren Hashviis in Har Nof, and tell my story. I didn't want to turn them down so I agreed to attend. I'll let you know how it was, tomorrow.
Always,
Sarah

Thursday, 12th of Tevet 5782
Dear diary,
You wouldn't believe what happened last night. When I got to the meeting in Har Nof, Jerusalem, I was introduced to over two hundred women who only spoke English. I was overcome with fright. I don't know a word of English. I was fortunate that the other farmer's wife who keeps shemitah is American and she speaks Hebrew too. So, she translated my story for the audience as I spoke. Finally, when I announced that this was the first time we were keeping shemitah, everyone stood up and clapped so loudly I had to cover my ears. This gave me so much encouragement and I felt so proud of being able to keep this important mitzvah. I felt that I was not alone. This meeting was really remarkable. All the rude comments of my neighbors mean nothing to me after such great support from these people. I came home feeling so happy and proud and I told my husband all about it. He was so moved by their gesture. There will be more meetings like these and now that I know what's going on there, there won't be any dread or worry before I attend.
Yours,
Sarah

Sunday, 10th of Nisan 5782
Dear diary,
It's almost Pesach and the hard winter has passed. Keren Hashviis helped us so much in purchasing all our needs for the holiday. They gave us vegetables, matzas, wine and all the other things that we need for the holiday. I didn't even have to do much shopping. They even sent us some new pots and dishes.
Today I got a real special surprise. A group of women from Neshei Keren Hasheviis came to visit us on our farm. They brought me a special gift. It is an exceptional piece of jewelry. It's a one hundred percent silver necklace that says "From Neshei Keren Hasheviis". The woman who presented to me was so charming and smiled so nicely and she said, "This is to say thank you for being a "giborat koach". This necklace is to show our affection and our appreciation to you. It is for helping all of us, the whole of Klal Yisreal, keep the laws of shemittah." Receiving the necklace was so inspiring for me.
Yours truly,
Sarah

Answers to questions:

a. 1,2
b. T*o not to work the land he loved.*
c. 2
d. Any of the following: *She was encouraged. She felt she was not alone. She felt proud of keeping shemeitah*.
e. *necklace, affection*

f. anything along the lines of: *remarkable, giborat koach, exceptional, proud, fortunate*

5. Let's Write! Have the students write a letter to Sarah to thank her for sharing her story and to tell her how they felt about what she shared. They are to write between 120-140 words, in their notebooks. Encourage them to use the new vocabulary they learned in this lesson.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Page 180

8: Honoring Parents and Grandparents

1. Let's Talk! Pair work. Have the students work in pairs to discuss the questions about talking with their grandparents. Encourage them to share their stories.

2. Have the students write the correct word from the bank for each definition.
Answers:

a. respectful
b. strain
c. command
d. distinction
e. cruelly
f. prohibit
g. expect
h. issue

The letters in the dark orange column make up the word 'families'

3. a. Have the students find a word to pair up with each of the new words.
There are many possibilities. Check that what they pair up are grammatically correct and logically sound.

3.b. Have the students write sentences using at least 4 of the pairs they made in Exercise 3.a.
They are to write their sentences in their notebooks.
Encourage them to share.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Text (Adapted from "Love Your Neighbor" by Rabbi Zelig Pliskin)

Page 182

5. Have the students answer the questions according to the article they read in Exercise 4, in their notebooks.
Answers:

a. 2
b. *disrespectful*

c. Any of the following: child: s*it in the parent's seat, call them by their first name wake them up when sleeping// parents: act cruelly, cause them suffering, cause stress, cause pressure*
d. Accept any logical answer as long as it's explained and justified.
e. Accept any logical answer as long as it's explained and justified.

6. Let's Write! Have the students write a descriptive essay discussing something they learned from their grandparent. They are to write between 120-140 words in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

Page 183

9: Forgiveness

1. Let's Talk! Have a class discussion about forgiveness and what makes them forgive or not forgive someone. Encourage the students to share examples and to explain what they think.
Pair Work. Have the students work in pairs to role play a situation where they have to ask a friend for forgiveness. Encourage them to use props and not to read off their pages.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

2. Have the students choose the word that doesn't belong in each line.
Answers:

a. hate
b. quick
c. blame
d. rock
e. soup
f. a little bit

3. Have the students give an example for each of the descriptions. Encourage them to share.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Discuss what the text means to the students and what they are taking away from it. Then have them go on to work in groups, in Exercise 5.

Page 184

5. Let's Talk and Write! Group work. a. Have the students work in small groups of 3-4 students to discuss the questions presented to them regarding the text. They should express their opinions and then share how many different ideas there were in the group.

b. Have the students write their own opinion about what can be learned by doing such an experiment, as described in the story, as well as whether the story had any impact on their own point of view. Remind them that they expressed an opinion about forgiveness in Exercise 1. They are to write between 120-140 words, in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.