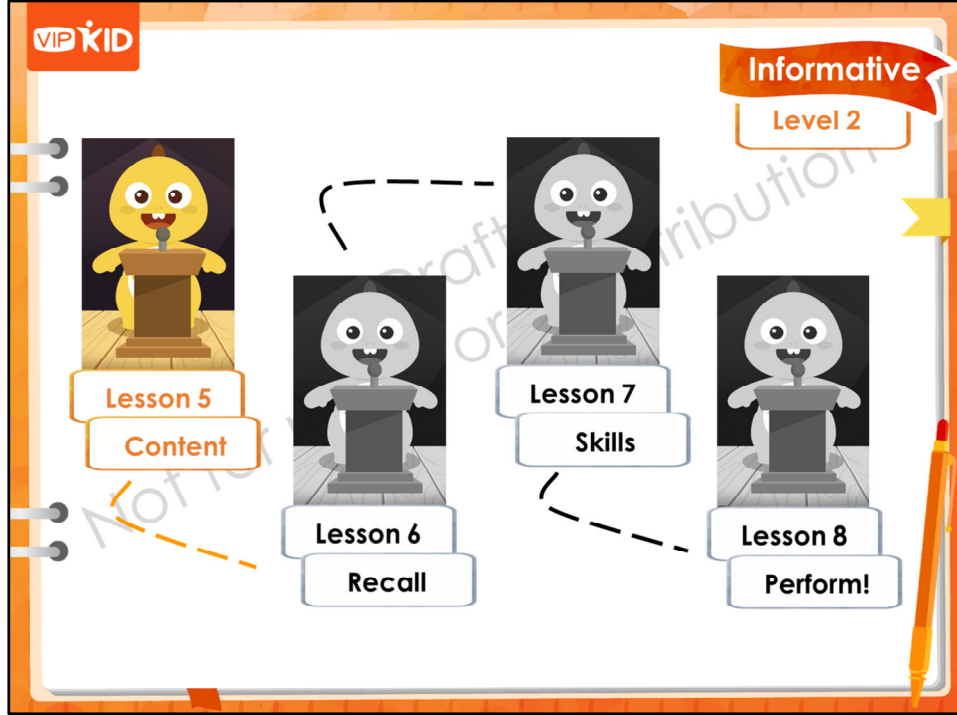




S may read the text independently or with assistance from T.



S may read the text independently or with assistance from T.

Today's Lesson

- review of informative speeches and types
- common characteristics of informative speeches
- important vocabulary and details in "The Great Wall"

S may read the text independently or with assistance from T.

VIP KID

Speech Review

An _____ speech provides
 _____ information
 to the _____.




opinion speaker stories and exciting
 audience interesting or useful informative

S may answer when T asks “What is an informative speech?” by dragging the correct words or phrases to the blanks.
 S may read the text aloud independently or with assistance from T.

Extension:

1. S may answer when T asks what the first informative speech was about (e.g., pandas).
2. S may answer when T asks what interesting or useful information might look like in a speech, based on their experience with “Giant Pandas.” Answers may vary (e.g., The speech “Giant Pandas” includes details about how long it takes for baby pandas to open their eyes, how much giant pandas eat, etc.).

Scaffold up: S may explain why the incorrect answers are incorrect. Answers may vary (e.g., Informative speeches are full of facts, not opinions; exciting stories were included in Level 1, etc.).

Correct answers: An **informative** speech provides **interesting or useful** information to the **audience**.

VIP KID

Types of Informative Speeches

Drag the topic to the correct type of speech.

discovering the Terracotta Army giant pandas opening a new restaurant

Paris building the Great Wall Kobe Bryant

Objects

Processes

S may read the text aloud independently or with assistance from T. S may listen to T explain that the black bolded words are the types of informative speeches that will be learned in the next eight lessons.

Scaffold down:

1. S may listen as T reminds that objects are things recognized through sight, hearing, taste, or touch, so speeches about objects include those about people, places, animals, structures, etc.
2. S may listen as T explains that process speeches focus on how something was/is made or done or how something works.

Extension:

1. S may explain their choices for each speech. Answers may vary (e.g., Kobe Bryant is a famous basketball player, giant pandas are animals, and Paris is a place; all of these fall under the explanation of "Objects" speeches. Even though the Great Wall and restaurants are structures/places, these topics are about the process of building or developing them. The word "discovering" in the topic "discovering the Terracotta army" suggests steps or part of a process, which is why it is an example of a process speech.).

2. S may offer other examples of topics for each type of speech. Answers may vary.

Correct answers:

Objects: Paris, giant pandas, Kobe Bryant

Processes: discovering the Terracotta Army, the Great Wall, opening a new restaurant

VIP KID

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First Read-through



Focus on:

- topics
- main idea
- details

S may read the text independently or with assistance from T.

VIP KID

Academic Vocabulary

Complete the sentences using the words provided.

details | main idea | topic

The _____ of a speech could be "The Great Wall."

The most important thing a speaker says about the topic is the _____.

Speakers use _____ to support their main idea.

S may read the directions aloud independently or with assistance from T.
 S may read words and gapped sentences aloud independently or with assistance from T.
 S may drag the words from the top to the gapped, corresponding sentences underneath.

Scaffold down: S may be reminded of the topic of Lessons 1-4 (e.g., giant pandas), the main idea of "Giant Pandas" (e.g., Giant pandas are as interesting as they are lovable.), and details supporting the main idea in Lessons 1-4 (e.g., Giant pandas can weigh between 200 and 300 pounds.).

Extension:

1. S may provide examples of the topic, main idea, and details from Lessons 1-4 (see scaffold down, above).
2. S may think back to the activity on slide 4 and rephrase the first gapped sentence (e.g., The topic of a speech could be "The Three Gorges dam project.").

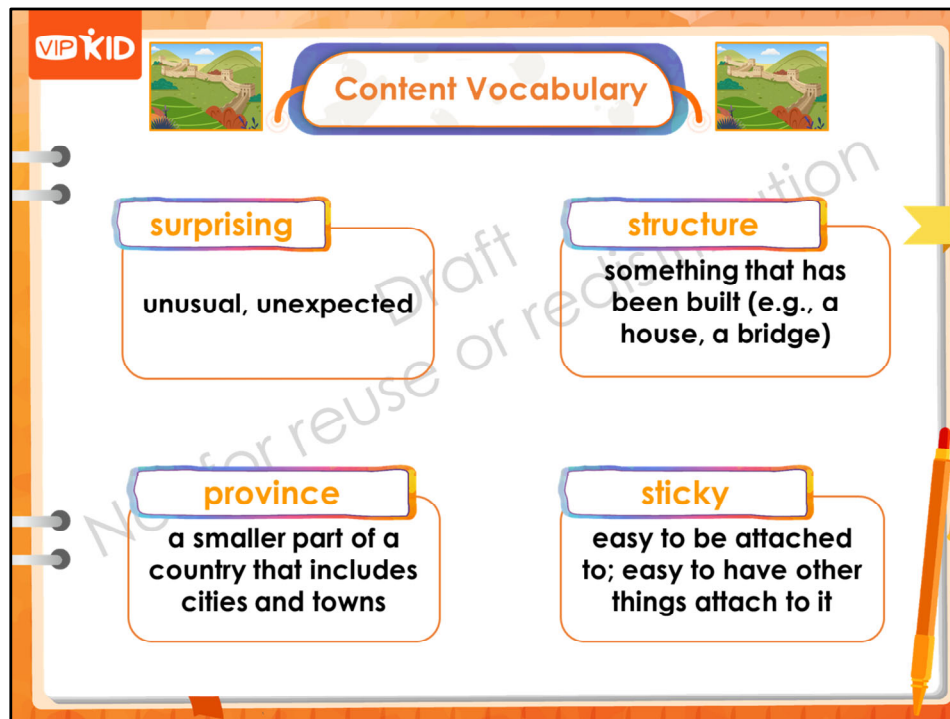
Note: For scaffold down and extension, answers may vary on details S provides, and wording may vary on the main idea S provides.

Correct answers:

The topic of a speech could be "The Great Wall."

The most important thing a speaker says about a topic is called the main idea.

Speakers use details to support their main idea.



1. S may read words and definitions independently or with assistance from T.
2. S may need to repeat the vocabulary words a few times to practice pronunciation.

Scaffold down: S may listen as T explains that “e.g.,” in the “structure” definition means “like.”

Extension: S may give examples of the province in which they live or structure with which they are familiar.

VIP KID

Content Vocabulary

surprising	a smaller part of a country	<input type="text"/>
structure	easy to be attached to	<input type="text"/>
province	unusual, unexpected	<input type="text"/>
sticky	something that has been built	<input type="text"/>

S may read words and definitions independently or with assistance from T. S may drag the words from the left to the empty, corresponding boxes on the right.

Scaffold down:

1. S may revisit definitions on the previous slide as needed while trying to complete the drag and drop.
2. S may watch as T models how to do the task with one of the four vocabulary words and definitions.

Correct answers:

surprising: unusual; unexpected

structure: something that has been built

province: a smaller part of a country

sticky: easy to be attached to

The Great Wall

Read the speech "The Great Wall" with your teacher.



S may read the text independently or with assistance from T.
S may respond when T asks if they are ready to read the speech.

Note: Audio on upcoming slides is optional and included as a scaffold for lower level learners.


VIP KID


The Great Wall

First Read-through

1/5

The Great Wall of China is known by people throughout the world. It is just called the "Long Wall" by Chinese people. How much do you really know about the Great Wall? Let me share a few surprising details about it.



Optional read-aloud 

S may read the text aloud independently or with assistance from T.

Scaffold down: S may listen to the included audio, which models accuracy and fluency.

Extension:

1. S may acknowledge the vocabulary word "surprising" from the work they did on slides 8 and 9. S may acknowledge the meaning of the word or revisit the slides as necessary (e.g., "surprising" means "unusual" or "unexpected.>").
2. S may respond when T asks how the image connects to the paragraph (e.g., This paragraph calls the Great Wall the "Long Wall," and the image shows that the wall is long.).


VIP KID

The Great Wall

First Read-through

1/5

The Great Wall of China is known by people throughout the world. It is just called the "Long Wall" by Chinese people. How much do you really know about the Great Wall? Let me share a few surprising details about it.



The Topic

What is the topic of this speech?

How do you know?

1. S may read and answer the "The Topic" questions independently or with assistance from T (e.g., The topic of the speech is the Great Wall, because it is mentioned throughout the paragraph.).
2. S may read the text aloud independently or with assistance from T, as needed, to answer the "The Topic" questions.

Scaffold down:

1. Move to the next slide, which includes marked answers on screen.
2. S may answer when T asks what the definition of the topic is (e.g., The topic is what the speech is about.).

Scaffold up: Skip the next slide, which includes marked answers on screen.

Extension: S may answer when T asks how the last sentence of the paragraph is different from the "Giant Pandas" speech or either of the speeches in Level 1 (e.g., This is the first speech where the speaker refers to themselves in the first person, by using the phrase "Let me share.").


VIP KID

The Great Wall

First Read-through

1/5

The **Great Wall** of China is known by people throughout the world. It is just called the "**Long Wall**" by Chinese people. How much do you really know about the **Great Wall**? Let me share a few surprising details about it.



The Topic

What is the topic of this speech?

How do you know?

1. S may read and answer the "The Topic" questions independently or with assistance from T (e.g., The topic of the speech is the Great Wall, because it is mentioned throughout the paragraph.).
2. S may read the paragraph aloud independently or with assistance from T, as needed, to answer the "The Topic" questions.

VIP KID

The Great Wall


First Read-through

1/5

The Great Wall of China is known by people throughout the world. It is just called the "Long Wall" by Chinese people. How much do you really know about the Great Wall? Let me share a few surprising details about it.

Details

What details do you already know about the Great Wall?



1. S may read and answer the "Details" question independently or with assistance from T. Answers may vary.
2. S may read the paragraph aloud independently or with assistance from T, as needed, to answer the "Details" question.

Scaffold down:

1. S may be reminded of the work they did with "main idea" and "details" on slide seven and acknowledge that details support the main idea.
2. Move to the next slide.

Scaffold up: Skip the next slide.

Extension:

1. S may answer and/or underline in the paragraph when T asks which details have already been shared in the first paragraph (e.g., The first two sentences share details about the Great Wall.).
2. S may answer when T asks what they expect to learn about the Great Wall, based on the first paragraph (e.g., things I did not already know about the Great Wall).
3. S may answer when T asks how their understanding of this as a process speech affects what they expect to learn about the Great Wall. Answers may vary (e.g., I expect to learn about how the Great

Wall was made or built.).

VIP KID

The Great Wall


First Read-through

1/5

The Great Wall of China is known by people throughout the world. It is just called the "Long Wall" by Chinese people. How much do you really know about the Great Wall? Let me share a few **surprising details** about it.

Details

What details do you already know about the Great Wall?



1. S may read and answer the "Details" question independently or with assistance from T. Answers may vary.
2. S may read the paragraph aloud independently or with assistance from T, as needed, to answer the "Details" question.
3. S may acknowledge whether the detail they shared is a "surprising detail."


VIP KID


The Great Wall

First Read-through

2/5

The Great Wall is incredibly long, at 21,196 km. It is the longest man-made structure on Earth. It crosses nine different provinces and municipalities in China!



Optional read-aloud 

S may read the text aloud independently or with assistance from T.

Scaffold down: S may listen to the included audio, which models accuracy and fluency.

Extension:

1. S may acknowledge the vocabulary words “structure” and “province” from the work they did on slides 8 and 9. S may acknowledge the meaning of the words or revisit the slides as necessary (e.g., “structure” means “something that has been built” and “province” means “a smaller part of a country that includes cities and towns”).
2. For additional vocabulary practice, S may answer when T underlines the word “municipalities” and asks for examples of municipalities in China (see below).

Note: China’s four municipalities are Beijing, Tianjin, Shanghai, and Chongqing. China has 23 provinces, including Guangdong, Harbin, Shandong, etc.

VIP KID

The Great Wall


First Read-through

2/5

The Great Wall is incredibly long, at 21,196 km. It is the longest man-made structure on Earth. It crosses nine different provinces and municipalities in China!

Details

What are some details in this paragraph?



1. S may read the "Details" section aloud independently or with assistance from T.
2. S may read the paragraph and answer the "Details" question independently or with assistance from T (e.g. Some details include the length of the wall, that the wall is "the longest man-made structure," and that it "crosses nine different provinces and municipalities.").

Note: These paragraphs are full of facts and details, so S is unlikely to make a mistake when identifying details that support a main idea they have not yet acknowledged.

Scaffold down:

1. S may also refer back to the interactive task on slide seven or their work with the main idea and "surprising details" on slides 14 and 15, respectively.
2. Move to the next slide, which includes marked answers on screen.
3. S may answer when T asks what the definition of details is (e.g., Details support the main idea.).

Scaffold up: Skip the next slide, which includes marked answers on screen.

Extension: S may respond with other details they know about the Great Wall. Answers may vary.

VIP KID

The Great Wall


First Read-through

2/5

The Great Wall is incredibly long, at **21,196 km**. It is **the longest man-made structure** on Earth. It crosses **nine different provinces and municipalities** in China!

Details

What are some details in this paragraph?



1. S may read the "Details" section aloud independently or with assistance from T.
2. S may read the paragraph and answer the "Details" question independently or with assistance from T (e.g. Some details include the length of the wall, that the wall is "the longest man-made structure," and that it "crosses nine different provinces and municipalities.").


VIP KID


The Great Wall

First Read-through

3/5

Before it became the Great Wall, it started out as several smaller walls. The first Emperor of China, Qin Shi Huang, had the smaller sections connected to make one very long wall. The Great Wall looks like it is made from simple stones and earth. This is true, but it also contains a secret ingredient, sticky rice! This rice acted as some of the “glue” holding the wall and its sections together.



Optional read-aloud 

S may read the text aloud independently or with assistance from T.

Scaffold down:

1. S may listen to the included audio, which models accuracy and fluency.
2. S may be reminded of other vocabulary words, definitions, and example sentences they saw in pre-class.
 - a. connected: joined together, as in “Tape connected the small pieces to colored paper.”
 - b. ingredient: part of something that makes up another thing, as in “The secret ingredient in my fish sauce is sugar.”

Extension:

1. S may acknowledge the vocabulary word “sticky” from the work they did on slides 8 and 9. S may acknowledge the meaning of the word or revisit the slides as necessary (e.g., “Sticky” means “easy to be attached to; easy to have other things attach to it.”).
2. S may answer when T asks how the image connects to the information in the paragraph (e.g. The image shows Dino putting the secret ingredient, sticky rice, into the wall.).

Note: The word “sections” is included in this paragraph but is officially introduced in the upcoming vocabulary task (Section: part or piece of

something, as in "I gave my sister a bigger section of the chocolate bar.").

VIP KID

The Great Wall

First Read-through

3/5

Before it became the Great Wall, it started out as several smaller walls. The first Emperor of China, Qin Shi Huang, had the smaller sections connected to make one very long wall. The Great Wall looks like it is made from simple stones and earth. This is true, but it also contains a secret ingredient, sticky rice! This rice acted as some of the “glue” holding the wall and its sections together.

Details

Which phrases help connect the sentences in this paragraph?

STICKY RICE

1. S may read the “Details” section aloud independently or with assistance from T.
2. S may read the paragraph and answer the “Details” question independently or with assistance from T (e.g., The words “several smaller walls,” “smaller sections connected to make one,” and “wall and its sections together” connect to explain how the wall was built.).

Scaffold down:

1. S may acknowledge T hint that there are three phrases about the structure of the wall that are connected.
2. Move to the next slide, which includes marked answers on screen.

Scaffold up: Skip the next slide, which includes marked answers on screen.

Extension:

1. S may answer when T asks how this paragraph relates to the work they did with paragraph one on slides 16 and 17 (e.g., The last sentence of the first paragraph mentions “surprising details,” and the sticky rice ingredient could be a surprising detail.”)
2. S may answer when T asks how the image relates to the paragraph (e.g., The image is of glue that is actually sticky rice, which the paragraph explains is used to “hold[] the wall and its sections together.”).

VIP KID

The Great Wall

First Read-through


3/5

Before it became the Great Wall, it started out as **several smaller walls**. The first Emperor of China, Qin Shi Huang, had the **smaller sections connected to make one** very long wall. The Great Wall looks like it is made from simple stones and earth. This is true, but it also contains a secret ingredient, sticky rice! This rice acted as some of the “glue” holding the **wall and its sections together**.

Details

Which phrases help connect the sentences in this paragraph?

STICKY RICE



1. S may read the “Details” section aloud independently or with assistance from T.
2. S may read the paragraph and answer the “Details” question independently or with assistance from T (e.g., The words “several smaller walls,” “smaller sections connected to make one,” and “wall and its sections together” connect to explain how the wall was built.).

VIP KID

Content Vocabulary

dynasty
a team or family that rules an area for a long period of time

originally
at first

section
a part or piece of something

ridge
a long part of land at the top of a mountain or hill

S may read the words and definitions independently or with assistance from T.

VIP KID

Content Vocabulary

dynasty	a part or piece of something	<input type="text"/>
originally	a long part of land at the top of a mountain or hill	<input type="text"/>
section	a team that rules an area for a long period of time	<input type="text"/>
ridge	at first	<input type="text"/>

S may read words and definitions independently or with assistance from T. S may drag the words from the left to the empty, corresponding boxes on the right.

Scaffold down:

1. S may revisit definitions on the previous slide as needed while trying to complete the drag and drop.
2. S may watch as T models how to do the task with one of the four vocabulary words and definitions.

Correct answers:

dynasty: a team that rules an area for a long period of time

originally: at first

section: a part or piece of something

ridge: a long part of land at the top of a mountain or hill

VIP KID


The Great Wall

First Read-through

4/5

Later, Chinese dynasties added more and more sections to the Great Wall. In fact, the oldest sections of the structure were built more than 2,000 years ago. So, in addition to being long (and full of rice), the Great Wall is also very old.



Optional read-aloud 

S may read the text aloud independently or with assistance from T.

Scaffold down: S may listen to the included audio, which models accuracy and fluency.

Extension:

1. S may acknowledge the vocabulary words “dynasty” and “section” from the work they did on slides 22 and 23. S may acknowledge the meaning of the words or revisit the slides as necessary (e.g., “dynasty” means “a team or family that rules an area for a long period of time,” and “section” means “part or piece of something.”).

VIP KID

The Great Wall


First Read-through

4/5

Later, Chinese dynasties added more and more sections to the Great Wall. In fact, the oldest sections of the structure were built more than 2,000 years ago. So, in addition to being long (and full of rice), the Great Wall is also very old.

Details

Which transitions or connecting words are used in this paragraph?



1. S may read the "Details" section aloud independently or with assistance from T.
2. S may read the paragraph and answer the "Details" question independently or with assistance from T (e.g., Some transitions or connecting words include "later," "in fact," and "so, in addition.").

Scaffold down: Move to the next slide, which includes marked answers on screen.

Scaffold up:

1. Skip the next slide, which includes marked answers on screen.
2. S may respond when T asks how to add more details (e.g., Additional details can be added by using transitions and connecting words.).

Extension: S may answer when T asks how the image connects to the paragraph (e.g., The image shows a very old section of the wall, which supports the second and third sentences of this paragraph.).

4/5

Later, Chinese dynasties added more and more sections to the Great Wall. **In fact**, the oldest sections of the structure were built more than 2,000 years ago. **So, in addition to** being long (and full of rice), the Great Wall is also very old.

**Details**

Which transitions or connecting words are used in this paragraph?

S may read the “Details” section aloud independently or with assistance from T.

S may answer the “Details” question independently or with assistance from T (e.g., Some transitions or connecting words include “later,” “in fact,” and “so, in addition to.”).

S may read the paragraph aloud independently or with assistance from T, as needed, to answer the “Details” question.


VIP KID


The Great Wall

First Read-through

5/5

Why was this very old, very long wall built? Originally, the wall was built to stop Western invaders from entering China. Today, the wall doesn't keep invaders out of China. Instead, it brings in tens of millions of tourists each year. They gather to gaze upon the ancient structure. Its size and location make it look like a mighty dragon lying along mountain ridges.



Optional read-aloud 

S may read the text aloud independently or with assistance from T.

Scaffold down: S may listen to the included audio, which models accuracy and fluency.

Extension:

1. S may acknowledge the vocabulary words “originally” and “ridge” from the work they did on slides 22 and 23. S may acknowledge the meaning of the words or revisit the slides as necessary (e.g., “originally” means “at first,” and “ridge” means “a long part of land at the top of a mountain or hill.”).
2. S may answer when T asks how the image connects to the paragraph (e.g., The image shows the old and modern functions of the wall, which the paragraph explains used to be to keep out invaders and now welcomes tourists.).

VIP KID

The Great Wall

First Read-through

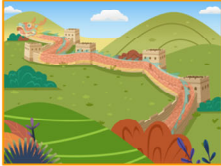
5/5

Why was this very old, very long wall built? Originally, the wall was built to stop Western invaders from entering China. Today, the wall doesn't keep invaders out of China. Instead, it brings in tens of millions of tourists each year. They gather to gaze upon the ancient structure. Its size and location make it look like a mighty dragon lying along mountain ridges.

The Main Idea

Based on details in this speech, what is the main idea?

How do details in this paragraph support the main idea?



1. S may read the "The Main Idea" section aloud independently or with assistance from T.
2. S may read the paragraph and answer the "The Main Idea" questions independently or with assistance from T. Answers may vary (e.g., The Great Wall is impressive and interesting. Details from this paragraph that support the main idea include: the wall used to be used for protection, and now tourists visit it because it is beautiful and impressive.).

Scaffold down: Move to the next slide, which includes marked answers on screen.

Scaffold up: Skip the next slide, which includes marked answers on screen.

Extension: S may answer when T asks how the image relates to the paragraph (e.g., The image shows why people might think that the Great Wall looks like a dragon.).

VIP KID

The Great Wall

First Read-through

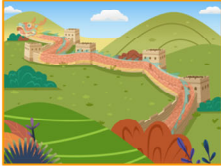
5/5

Why was this very old, very long wall built? Originally, the wall was **built to stop Western invaders** from entering China. Today, the wall doesn't keep invaders out of China. Instead, it **brings in tens of millions of tourists** each year. They gather to gaze upon the **ancient structure**. Its size and location make it look like a **mighty dragon lying along mountain ridges**.

The Main Idea

Based on details in this speech, what is the main idea?

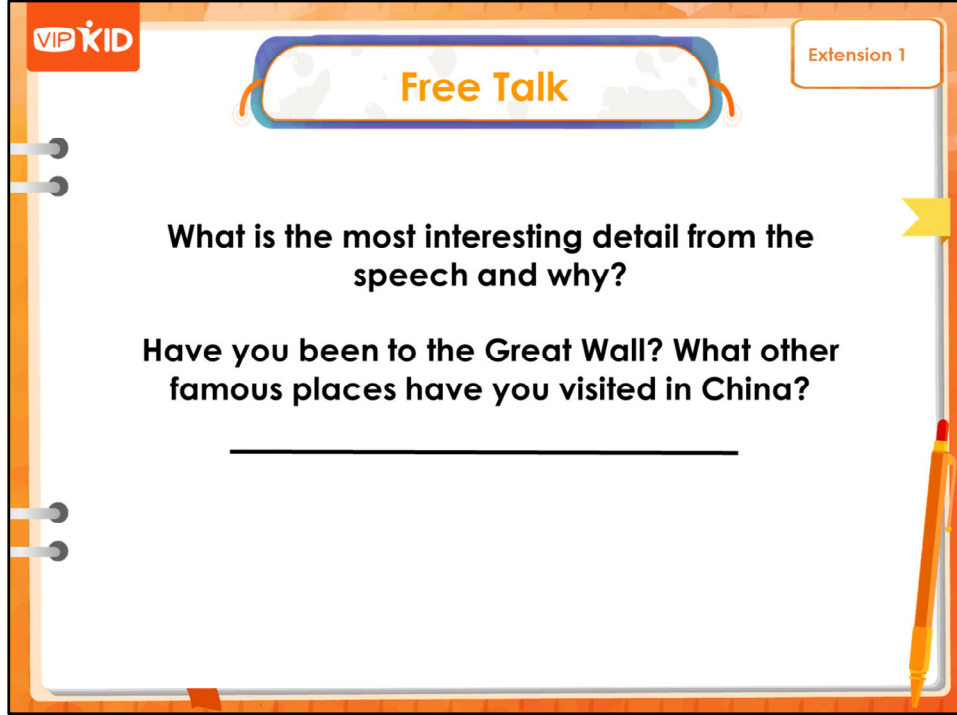
How do details in this paragraph support the main idea?



1. S may read the "The Main Idea" section aloud independently or with assistance from T.
2. S may read the paragraph and answer the "The Main Idea" questions independently or with assistance from T. Answers may vary (e.g., The Great Wall is impressive and interesting. Details from this paragraph that support the main idea include: the wall used to be used for protection, and now tourists visit it because it is beautiful and impressive.).



S may interact with the slide in any way they like.

A worksheet titled "Free Talk" with a "VIP KID" logo in the top left and "Extension 1" in the top right. The main text contains two questions: "What is the most interesting detail from the speech and why?" and "Have you been to the Great Wall? What other famous places have you visited in China?". A horizontal line is provided for writing. The worksheet is decorated with a spiral binding on the left, a yellow sticky note on the right, and a pencil at the bottom right.

VIP KID



Free Talk

Extension 1

What is the most interesting detail from the speech and why?

Have you been to the Great Wall? What other famous places have you visited in China?

S may answer the questions on the screen or asked by T.



Enrichment

- Review the key vocabulary. Read through the speech at least three times.
- Make sure you look up any words and phrases you don't know.
- Complete the other enrichment task worksheets.

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S may read the enrichment slide aloud independently or with assistance from T.

S may listen as T explains that there are accompanying enrichment PDFs with practice exercises.

S may listen and T reminds them to practice the speech outside class.

Extension: S may revisit the interactive vocabulary slides from earlier in the lesson.

