



Language Studio

Teacher Guide

Grade 1

Volume 1

Grade 1

Language Studio 1–3

Volume 1

Teacher Guide



ISBN 978-1-68161-522-6

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Printed in the USA
NALS01 RRV 2016



Contents

VOLUME 1

Language Studio 1 Fables and Stories	1
<hr/>	
Language Studio 2 The Human Body	81
<hr/>	
Language Studio 3 Different Lands, Similar Stories	163
<hr/>	

Language Studio 1

Fables and Stories





FABLES AND STORIES

Lesson 1 The Boy Who Cried Wolf

5

Look Ahead (10 min.)

- Introducing Fables

Rewind (10 min.)

- "The Boy Who Cried Wolf"

Write About It (10 min.)

- Moral of the Story

Lesson 2 The Maid and the Milk Pail

13

Looking at Language (10 min.)

- Sentence Builder

Rewind (10 min.)

- "The Maid and the Milk Pail"

Write About It (10 min.)

- Moral of the Story

Lesson 3 The Goose and the Golden Eggs

20

Vocabulary Building (10 min.)

- Multiple-Meaning Word: *Rock*
- Word Work: *Delight*

Rewind (10 min.)

- "The Goose and the Golden Eggs"

Write About It (10 min.)

- Moral of the Story

Lesson 4 The Dog in the Manger

27

Looking at Language (10 min.)

- Sentence Builder

Rewind (10 min.)

- "The Dog in the Manger"

Write About It (10 min.)

- Moral of the Story

Lesson 5 The Wolf in Sheep's Clothing

35

Vocabulary Building (10 min.)

- Word Work: *Pretend*

Rewind (10 min.)

- "The Wolf in Sheep's Clothing"

Write About It (10 min.)

- Moral of the Story

Lesson 6 The Fox and the Grapes

43

Rewind (10 min.)

- "The Fox and the Grapes"

Talk Time (20 min.)

- My Favorite Fable

Lesson 7 The Little Half-Chick (Medio Pollito)

48

Look Ahead (10 min.)

- Picture Walk
- Vocabulary Preview: *Dine*

Looking at Language (10 min.)

- Sentence Builder

Rewind (10 min.)

- "The Little Half-Chick (Medio Pollito)"

Lesson 8 The Crowded, Noisy House57

Look Ahead (5 min.) <ul style="list-style-type: none">Picture Walk	Vocabulary Building (10 min.) <ul style="list-style-type: none">Word Work: <i>Stunned</i>	Rewind (15 min.) <ul style="list-style-type: none">"The Crowded, Noisy House"
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Lesson 9 The Tale of Peter Rabbit64

Look Ahead (10 min.) <ul style="list-style-type: none">Picture WalkVocabulary Preview: <i>Tale</i>	Rewind (20 min.) <ul style="list-style-type: none">"The Tale of Peter Rabbit"
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Lesson 10 All Stories Are Anansi’s72

Look Ahead (10 min.) <ul style="list-style-type: none">Picture WalkVocabulary Preview: <i>Quarrel</i>	Rewind (10 min.) <ul style="list-style-type: none">"All Stories Are Anansi's"	Write About It (10 min.) <ul style="list-style-type: none">My Favorite Story
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FABLES AND STORIES

The Boy Who Cried Wolf

PRIMARY FOCUS OF LESSON**Reading**

Students will recognize the characteristics of a fable.

Students will identify the characteristics of fables that apply to “The Boy Who Cried Wolf.”

Speaking

Students will retell the beginning, middle, and end of the fable, “The Boy Who Cried Wolf.”

Writing

Students will write the moral of “The Boy Who Cried Wolf” in their own words.

FORMATIVE ASSESSMENT

Speaking

Retelling [Activity Page 1.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Fables Chart [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Introducing Fables	10 min.	<input type="checkbox"/> Fables chart <input type="checkbox"/> Image Cards 1, 5–9 (optional) <input type="checkbox"/> storybooks with fables (optional)
Rewind		
“The Boy Who Cried Wolf”	10 min.	<input type="checkbox"/> Fables chart <input type="checkbox"/> Image 1A-1 <input type="checkbox"/> Image Card 5 <input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> Language Proficiency Recording Sheet
Write About It		
Moral of the Story	10 min.	<input type="checkbox"/> Activity Page 1.2S

ADVANCE PREPARATION

Look Ahead

- Create a Fables chart (for Lessons 1–6) that lists the three characteristics of a fable: a fable is short and fictional, has a moral, and sometimes uses personification. Mark off the characteristics present for each fable as you progress through Lessons 1–6. You may wish to place Image Cards 1 and 5–9 on the chart instead of, or in addition to, the titles of the fables.

Fables			
	Short	Moral	Personification
The Boy Who Cried Wolf			
The Maid and the Milk Pail			
The Goose and the Golden Eggs			
The Dog in the Manger			
The Wolf in Sheep's Clothing			
The Fox and the Grapes			

- Gather storybooks with fables to share with students.

Rewind

- Prepare Language Proficiency Recording Sheet for Reading.
- Prepare Activity Page 1.1S (Response Card 1).

Write About It

- Prepare Activity Page 1.2S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Record the characteristics of fables that apply to the current fable.
- Retell the beginning, middle, and end of the fable.
- Write the moral of the fable.

Language Forms and Functions

"The Boy Who Cried Wolf" is/is not a fable because . . .

This image shows the beginning/middle/end of the fable. I know this because . . .

The moral of this fable is . . .

Vocabulary

Tier 3 Domain-Specific Words

fable
moral
personification
plot

Tier 2 General Academic Words

events

Tier 1 Everyday Speech Words

beginning/middle/end
story

Support

Some popular fables include "The Lion and The Mouse," "The Tortoise and the Hare," and "The Grasshopper and the Ants." You may wish to pass around storybooks with fables to see if students have heard those fables before.

Start Lesson

Lesson 1: The Boy Who Cried Wolf

Look Ahead



Primary Focus: Students will recognize the characteristics of a fable.

INTRODUCING FABLES (10 MIN.)

- Tell students that a fable is a type of fiction story.
- Have students say *fable* with you three times.
- Ask students if they know of or have ever read any fables.
- Explain the three characteristics of fables: fables are short stories, they teach a lesson called "the moral of the story," and they sometimes have animal characters that act like people (personification).
- Refer to the Fables chart. Restate the three characteristics of fables.
- Tell students that the fables they will hear were made up by a famous storyteller named Aesop [/ee*sop/]. The fables they will hear are just a few of the many stories known as *Aesop's Fables*.

Lesson 1: The Boy Who Cried Wolf

Rewind



Primary Focus

Students will identify the characteristics of fables that apply to “The Boy Who Cried Wolf.”

Students will retell the beginning, middle, and end of the fable “The Boy Who Cried Wolf.”

“THE BOY WHO CRIED WOLF” (10 MIN.)

- Remind students that a fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

Ask: Is “The Boy Who Cried Wolf” a fable? How do you know?

- » “The Boy Who Cried Wolf” is a fable because it is short and teaches a lesson.



Fables Chart

Which characteristics should I check off for “The Boy Who Cried Wolf”?

- » Short, Moral

Plot for “The Boy Who Cried Wolf”

- Tell students that the events that happen in the beginning, middle, and end of a story make up the plot of the story.

Ask: [Show Image Card 5.] Does this image show the beginning, middle, or end of the story? How do you know?

- » This image shows the beginning of the story, because the shepherd boy looks lonely.

Support

Sentence starter: “‘The Boy Who Cried Wolf’ is/is not a fable, because. . .”



Reading
Understanding text structure

Entering/Emerging

Use the Fables chart to show the characteristics of fables that apply to current fable.

Transitioning/Expanding

Use the Fables chart to prompt students to identify the characteristics of fables that apply to current fable.

Bridging

Reread fable, and challenge students to identify the characteristics of a fable that apply to current fable.

Image Card 5

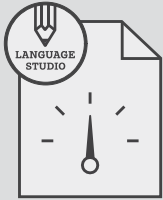


Support

Sentence starter:

“This image shows the beginning/middle/end of the fable. I know this because . . .”

Activity Page 1.1S



Speaking

Selecting Language Resources

Entering/Emerging

Help students identify whether the event depicted in the image on the response card happened at the beginning, middle, or end of the fable. Provide them with an oral bank of key words from the fable.

Transitioning/Expanding

Provide students with sentence starters to retell the fable: “In the beginning. . . In the middle . . . At the end . . .”

Bridging

Invite students to retell the fable using details from the text, with a partner.



Show Image 1A-1: Shepherd boy chuckling

Ask: Does this image show the beginning, middle, or end of the fable? How do you know?

- » This image shows the middle of the fable, because the farmers are coming to help the boy, but there is no wolf.

- Remind students that the plot of a story is what happens, or the events, in the story.



Formative Assessment

Retelling: Using Response Card 1 (Activity Page 1.1S), retell the beginning, middle, and end of the fable with a partner.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story (e.g., characters, setting, “once”) and ending a fiction story (e.g., moral or lesson).]

- » Answers may vary but may include phrases such as, “There was once a young shepherd boy . . .”, or “So no one came to help the boy save his sheep.”

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K1L1
Activity Name	Fables Chart
Proficiency Levels	
Entering	Student identifies one characteristic of a fable.
Emerging	Student identifies two characteristics of a fable.
Transitioning	Student recalls two characteristics of a fable and applies one of them to the current fable.
Expanding	Student recalls two characteristics of a fable and applies them to the current fable.
Bridging	Student recalls all three characteristics of a fable and identifies those that apply to the current fable.

Lesson 1: The Boy Who Cried Wolf

Write About It



Primary Focus: Students will write the moral of the story in their own words.

MORAL OF THE STORY (10 MIN.)

- Tell students that all of Aesop's fables, or stories, were meant to teach a moral, or lesson, about how to behave.



Check for Understanding

Recall: What is the moral of this story?

- » If you often don't tell the truth, people won't believe you when you do tell the truth.

Support

Sentence starter: "The moral of this fable is . . ."

Activity Page 1.2S



Support

You may wish to have partner pairs discuss before writing. Have students say the moral of the story in their own words as you write down what they say.

- Using Activity Page 1.2S, have students write the moral of the story in their own words.

Ask: Is this an important lesson for you to remember? Why or why not?

End Lesson

FABLES AND STORIES

The Maid and the Milk Pail

PRIMARY FOCUS OF LESSON

Speaking

Students will combine clauses using the conjunction so in a shared language activity.

Reading

Students will identify the characteristics of fables that apply to “The Maid and the Milk Pail.”

Speaking

Students will retell the beginning, middle, and end of the fable, “The Maid and the Milk Pail.”

Writing

Students will write the moral of “The Maid and the Milk Pail” in their own words.

FORMATIVE ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

Reading

Fables Chart [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Activity Page 2.1S]

LESSON AT A GLANCE

	Time	Materials
Looking at Language		
Sentence Builder	10 min.	<input type="checkbox"/> Image Card 5
Rewind		
"The Maid and the Milk Pail"	10 min.	<input type="checkbox"/> Fables chart <input type="checkbox"/> Image 2A-1 <input type="checkbox"/> Image Card 6 <input type="checkbox"/> Activity Page 2.1S <input type="checkbox"/> Language Proficiency Recording Sheet
Write About It		
Moral of the Story	10 min.	<input type="checkbox"/> Activity Page 2.2S

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 2.1S (Response Card 2).
- Prepare Language Proficiency Recording Sheet for Speaking.

Write About It

- Prepare Activity Page 2.2S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Construct sentences using the conjunction so.
- Record the characteristics of fables that apply to the current fable.
- Retell the beginning, middle, and end of the fable.
- Write the moral of the fable.

Language Forms and Functions

The shepherd boy feels lonely, so he plays a prank on the three farmers.

The “Maid and the Milk Pail” is/is not a fable, because . . .

Retell the Fable: In the beginning . . . / In the middle . . . / At the end . . .

The moral of this fable is . . .

Vocabulary

Tier 3 Domain-Specific Words

plot

Tier 2 General Academic Words

events

Tier 1 Everyday Speech Words

beginning/middle/end

Start Lesson

Lesson 2: The Maid and the Milk Pail

Looking at Language



Primary Focus: Students will combine clauses using the conjunction so in a shared language activity.

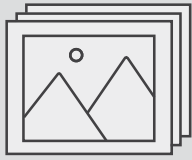
SENTENCE BUILDER (10 MIN.)

Creating Compound Sentences Using So

Note: The purpose of this activity is to help students understand the direct connection between grammatical structures and the meaning of text. This activity should be used in conjunction with the complex text presented in the read-alouds.

- Tell students that two sentences can be connected using the word so to show a reason and a result.

Image Card 5



Ask

[Show Image Card 5.] How does the shepherd boy feel at the beginning of the fable?

» The shepherd boy feels lonely.

What does he do so that he is not lonely anymore?

» He plays a prank on the three farmers.

- Show students how to put these two sentences together:

- Reason—The shepherd boy feels lonely.

- Result—He plays a prank on the three farmers.

» The shepherd boy feels lonely, so he plays a prank on the three farmers.

Ask

What does the shepherd boy cry?

» The shepherd boy cries, “Wolf! Wolf!”

How do the three farmers respond?

» The three farmers run to help the boy.

Can you put these two sentences together using the word so?

- Reason—The shepherd boy cries, “Wolf! Wolf!”

- Result—The three farmers run to help the boy.

» The shepherd boy cries, “Wolf! Wolf!” So the three farmers run to help the boy.



Formative Assessment

Sentence Builder: With your partner, think of another reason and result from the fable “The Boy Who Cried Wolf.” Use the word so to connect your two sentences together.

- » Answers may vary but could include: “The boy enjoyed the company, so he played the prank again”; “A real wolf came to steal the sheep, so the boy was startled and cried, ‘Wolf!’”; “The farmers thought the boy was playing a trick, so they did not help the boy.”

Lesson 2: The Maid and the Milk Pail

Rewind



Primary Focus

Students will identify the characteristics of fables that apply to “The Maid and the Milk Pail.”

Students will retell the beginning, middle, and end of the fable, “The Maid and the Milk Pail.”

“THE MAID AND THE MILK PAIL” (10 MIN.)

- Remind students that a fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

Ask: Is “The Maid and the Milk Pail” a fable? How do you know?

» “The Maid and the Milk Pail” is a fable because it is short and teaches a lesson.



Formative Assessment

Fables Chart: On the Fables chart, which characteristics should I check off for “The Maid and the Milk Pail”?

» Short, Moral

Plot for “The Maid and the Milk Pail”

- Remind students that the events that happen in the beginning, middle, and end of a story make up the plot of the story.

Ask: [Show Image Card 6.] Does this image show the beginning, middle, or end of the story? How do you know?

» This image shows the beginning of the story, because the milkmaid is balancing the milk pail on her head.

Support

Sentence frame:

“The Maid and the Milk Pail is/is not a fable, because . . .”

Image Card 6



Support

Sentence frame:

“This image shows the beginning/middle/end of the fable. I know this because . . .”

Activity Page 2.1S



Speaking Selecting Language Resources

Entering/Emerging

Help students identify whether the event depicted in the image on the response card happened at the beginning, middle, or end of the fable. Provide them with an oral bank of key words from the fable.

Transitioning/Expanding

Provide students with sentence starters to retell the fable: "In the beginning. . . In the middle . . . At the end . . ."

Bridging

Invite students to retell the fable using details from the text, with a partner.



Show Image 2A-1: Milkmaid and the spilled milk



Check for Understanding

Use Evidence: Does this image show the beginning, middle, or end of the fable? How do you know?

- » This image shows the middle of the fable, because the milkmaid has spilled the milk but has not gone home to tell her mother about it yet.

- Remind students that the plot of a story is what happens, or the events, in the story.



Retelling

Using Response Card 2 (Activity Page 2.1S), retell the beginning, middle, and end of the fable with a partner.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story (e.g., characters, setting, "once") and ending a fiction story (e.g., moral or lesson).]

- » Answers may vary but may include phrases such as, "Peggy the milkmaid was going to the market."

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K1L2
Activity Name	Retelling
Proficiency Levels	
Entering	Student orders images to retell a fable.
Emerging	Student uses images and key words to retell a fable.
Transitioning	Student uses images and a combination of key words and sentences to retell a fable.
Expanding	Student uses images and complete sentences to retell a fable.
Bridging	Student uses detailed and complete sentences to retell a fable.

Lesson 2: The Maid and the Milk Pail

Write About It



Primary Focus: Students will write the moral of “The Maid and the Milk Pail” in their own words.

MORAL OF THE STORY (10 MIN.)

- Remind students that all of Aesop’s fables, or stories, were meant to teach a moral, or a lesson, about how to behave.

Ask: What is the moral of this fable?

- » Don’t count on having everything turn out exactly as you plan, because you may be disappointed.

- Using Activity Page 2.2S, have students write the moral of the story in their own words.

Ask: Is this an important lesson for you to remember? Why or why not?

End Lesson

Activity Page 2.2S



Support

Sentence starter: “The moral of this fable is . . .”

You may wish to have partner pairs discuss before writing. Have students say the moral of the story in their own words as you write down what they say.

3

FABLES AND STORIES

The Goose and the Golden Eggs

PRIMARY FOCUS OF LESSON

Listening

Students will use sentence-level context clues to determine the multiple meanings of the word *rock*.

Writing

Students will use the word *delight* to describe a feeling.

Reading

Students will identify the characteristics of fables that apply to “The Goose and the Golden Eggs.”

Speaking

Students will retell the beginning, middle, and end of the fable, “The Goose and the Golden Eggs.”

Writing

Students will write the moral of “The Goose and the Golden Eggs” in their own words.

FORMATIVE ASSESSMENT

Speaking

Retelling [Activity Page 3.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Fables Chart [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Multiple-Meaning Word: <i>Rock</i>	5 min.	<input type="checkbox"/> Poster 2M (<i>Rock</i>)
Word Work: <i>Delight</i>	5 min.	<input type="checkbox"/> paper and pencil
Rewind		
"The Goose and the Golden Eggs"	10 min.	<input type="checkbox"/> Fables chart <input type="checkbox"/> Image 3A-2 <input type="checkbox"/> Image Card 7 <input type="checkbox"/> Activity Page 3.1S <input type="checkbox"/> Language Proficiency Recording Sheet
Write About It		
Moral of the Story	10 min.	<input type="checkbox"/> Activity Page 3.2S

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 3.1S (Response Card 3).
- Prepare Language Proficiency Recording Sheet for Reading.

Write About It

- Prepare Activity Page 3.2S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss and write about feeling delight.
- Record the characteristics of fables that apply to the current fable.
- Retell the beginning, middle, and end of the fable.
- Write the moral of the fable.

Language Forms and Functions

_____ gives me delight. / I feel delight when ...

Retell the Fable: In the beginning ... / In the middle ... / At the end ...

The moral of this fable is ...

Vocabulary

Tier 3 Domain-Specific Words

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

delight
golden
greedy

rock

Start Lesson

Lesson 3: The Goose and the Golden Eggs

Vocabulary Building



Primary Focus

Students will use sentence-level context clues to determine the multiple meanings of the word *rock*.

Students will use the word *delight* to describe a feeling.

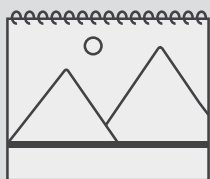
MULTIPLE-MEANING WORD: ROCK (5 MIN.)

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

[Show Poster 2M (Rock).] In the read-aloud you heard, “When [the farmer] picked up [the goose’s egg], it was heavy as a rock.” Here *rock* means a stone. Which picture shows this?

Rock has other meanings. *Rock* also means to move back and forth or from side to side. Which picture shows this type of rock?

Poster 2M



Rock also refers to a type of popular music. Which picture shows this kind of rock, as in rock music?



Check for Understanding

I'm going to say some sentences using the word *rock*. Hold up one finger if my sentence tells about *rock* in picture one; two fingers if my sentence tells about *rock* in picture two; three fingers if my sentence tells about *rock* in picture three.

- Jarvis's cousin likes to listen to rock music. (3)
- Sofia has a big rock collection of more than fifty rocks. (1)
- Ly and Hsu took turns hopping onto the rock in the middle of the stream. (1)
- Candice loves it when her grandmother rocks her in her arms. (2)
- Rock music is sometimes played loudly. (3)
- The sailboat rocks back and forth on the sea. (2)

WORD WORK: DELIGHT (5 MIN.)

In the read-aloud you heard, "The farmer discovered to his delight that it was an egg of pure gold!"

Say the word *delight* with me three times.

Definition: *Delight* means great pleasure or happiness.

Example: Roberto likes to see the delight on his grandparents' faces whenever he goes to visit them.

Turn and Talk: Can you think of something that gives you delight—or makes you very happy? Tell your partner about it.

Write About It: Think about what gives you delight—or makes you very happy. Make a list of things that give you delight. Share your list with your partner.



Listening Analyzing Language Choices

Entering/Emerging

Say simple sentences that include the word and meaning of *rock* in context. Have students hold up the number of fingers to indicate which image shows the way *rock* is used in the sentence.

Transitioning/Expanding

Have students refer to an image on the poster and give their own definitions for the word *rock*.

Bridging

Have students create their own sentences that reflect the meaning of the word *rock*.

Support

Sentence frame:

"_____ gives me delight."

Sentence starter:

"I feel delight when . . ."

Lesson 3: The Goose and the Golden Eggs

Rewind



Primary Focus

Students will identify the characteristics of fables that apply to “The Goose and the Golden Eggs.”

Students will retell the beginning, middle, and end of the fable, “The Goose and the Golden Eggs.”

“THE GOOSE AND THE GOLDEN EGGS” (10 MIN.)

- Remind students that a fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

Ask: Is “The Goose and the Golden Eggs” a fable? How do you know?

- » “The Goose and the Golden Eggs” is a fable because it is short and teaches a lesson.



Reading
Understanding Text
Structure

Entering/Emerging

Use the Fables chart to show the characteristics of fables that apply to current fable.

Transitioning/Expanding

Use the Fables chart and prompt students to identify the characteristics of fables that apply to current fable.

Bridging

Reread fable and challenge students to identify the characteristics of a fable that apply to current fable.

Fables Chart



On the Fables chart, which characteristics should I check off for “The Goose and the Golden Eggs”?

- » Short, Moral

Plot for “The Goose and the Golden Eggs”

- Remind students that the events that happen in the beginning, middle, and end of a story make up the plot of the story.



Show Image 3A-2: Farmer and the goose's nest

Ask

Does this image show the beginning, middle, or end of the story? How do you know?

- » This image shows the beginning of the story because the farmer is surprised to see the golden egg.

[Show Image Card 7.] Does this image show the beginning, middle, or end of the fable? How do you know?

- » This image shows the end of the fable, because the farmer is sad to have lost his goose; his goose is gone.



Formative Assessment

Retelling: Using Response Card 3 (Activity Page 3.1S), retell the beginning, middle, and end of the fable with a partner.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story (e.g., characters, setting, “once”) and ending a fiction story (e.g., moral or lesson).]

- » Answers may vary but may include phrases such as, “Once a farmer . . .”, or “Do you know what he found in the goose’s nest? Nothing.”

LANGUAGE PROFICIENCY ASSESSMENT

Reading

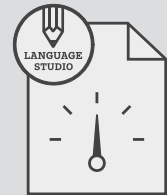
- Use the following tool to evaluate student’s language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K1L3
Activity Name	Fables Chart
Proficiency Levels	
Entering	Student identifies one characteristic of a fable.
Emerging	Student identifies two characteristics of a fable.
Transitioning	Student recalls two characteristics of a fable and applies one of them to the current fable.
Expanding	Student recalls two characteristics of a fable and applies them to the current fable.
Bridging	Student recalls all three characteristics of a fable and identifies those that apply to the current fable.

Image Card 7



Activity Page 3.1S



Speaking Selecting Language Resources

Entering/Emerging

Help students identify whether the event depicted in the image on the response card happened at the beginning, middle, or end of the fable. Provide them with an oral bank of key words from the fable.

Transitioning/Expanding

Provide students with sentence starters to retell the fable: “In the beginning. . . In the middle . . . At the end . . .”

Bridging

Invite students to retell the fable using details from the text, with a partner.

Lesson 3: The Goose and the Golden Eggs

Write About It



Primary Focus: Students will write the moral of “The Goose and the Golden Eggs” in their own words.

MORAL OF THE STORY (10 MIN.)

Ask

What do you call the lesson that a fable or story teaches?

» the moral

What is the moral of this fable? There are two possible morals.

» He who wants more often loses everything. If you are greedy, you might lose what you already have; when you want something, be patient.

- Using Activity Page 3.2S, have students write the moral of the story in their own words.

Ask: Is this an important lesson for you to remember? Why or why not?

End Lesson

Support

Sentence starter: “The moral of this fable is . . .”

Activity Page 3.2S



FABLES AND STORIES

The Dog in the Manger

PRIMARY FOCUS OF LESSON**Listening**

Students will combine clauses using the conjunction so in a shared language activity.

Reading

Students will identify the characteristics of fables that apply to, and examples of personification in, “The Dog in the Manger.”

Speaking

Students will retell the beginning, middle, and end of the fable, “The Dog in the Manger.”

Writing

Students will write the moral of “The Dog in the Manger” in their own words.

FORMATIVE ASSESSMENT

Reading

Fables Chart [Informal Observation]

Speaking

Retelling [Activity Page 4.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Sentence Builder [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Looking at Language		
Sentence Builder	10 min.	<input type="checkbox"/> Image 3A-2 <input type="checkbox"/> Language Proficiency Recording Sheet
Rewind		
"The Dog in the Manger"	10 min.	<input type="checkbox"/> Fables chart <input type="checkbox"/> Personification chart <input type="checkbox"/> Image 4A-1 <input type="checkbox"/> Activity Page 4.1S
Write About It		
Moral of the Story	10 min.	<input type="checkbox"/> Activity Page 4.2S

ADVANCE PREPARATION

Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

Rewind

- Prepare Activity Page 4.1S (Response Card 4).
- Create a Personification chart as follows. The right-hand column will list examples of personification.

Personification		
Animal	Things that Animals Really Do	Things that Animals Really Can't Do (Personification)

Write About It

- Prepare Activity Page 4.2S.

Note to Teacher

In this lesson, you will begin to discuss personification with the class. Be sure to provide examples of personification to help students have a good understanding of this literary term. Think of stories that students are familiar with or enjoy listening to and whether those stories include examples of personification. Point out examples of personification from those stories.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none">• Construct sentences using the conjunction so.• Record the characteristics of fables that apply to the current fable.• Retell the beginning, middle, and end of the fable.• Write the moral of the fable.		
Language Forms and Functions		
<p>The goose lays a golden egg, <u>so</u> the farmer feels shocked.</p> <p>“The Dog in the Manger” is/is not a fable because . . .</p> <p>Retell the Fable: In the beginning . . . / In the middle . . . / At the end . . .</p> <p>The moral of this fable is . . .</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
personification		

Lesson 4: The Dog in the Manger

Looking at Language



Primary Focus: Students will combine clauses using the conjunction so in a shared language activity.

SENTENCE BUILDER (10 MIN.)

Creating Compound Sentences Using So

Note: The purpose of this activity is to help students understand the direct connection between grammatical structures and the meaning of text. This activity should be used in conjunction with the complex text presented in the read-alouds.

- Tell students that two sentences can be connected using the word so to show a reason and a result.



Show Image 3A-2: Farmer and the goose's nest

Ask

What kind of egg does the goose lay in the fable?

- » The goose lays a golden egg.

How does the farmer feel about the golden egg?

- » The farmer feels shocked.

- Help students put these two sentences together:

- Reason—The goose lays a golden egg.
- Result—The farmer feels shocked.

- » The goose lays a golden egg, so the farmer feels shocked.

- Help students make another more sentence using the word so.

Ask

At first, how does the farmer feel about the egg? What does the farmer think is happening?

- » The farmer thinks that someone is playing a trick on him.

What is the farmer going to do with the egg?

- » The farmer is going to throw the egg away.



Sentence Builder

Put these two sentences together using the word so.

- Reason—The farmer thinks that someone is playing a trick on him.
- Result—The farmer is going to throw away the egg.
 - » Answers will vary, but may include: “The farmer thinks that someone is playing a trick on him, so he is going to throw away the egg.”



Listening Connecting Ideas

Entering/Emerging
Help students identify where so would be placed to combine the provided reason and result.

Transitioning/Expanding
Have students work with a partner to use the conjunction so to combine provided reason and result sentences.

Bridging
Have students share their sentences that use the conjunction so.

Challenge

Have students work with a partner to think of another reason and result from the fable “The Goose and the Golden Eggs.” Ask them to use the word so to connect the two sentences together.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Listening
Knowledge/Lesson	K1L4
Activity Name	Sentence Builder
Proficiency Levels	
Entering	Student identifies the purpose of target conjunction in connecting sentences.
Emerging	Student identifies where target conjunction should be placed to combine two sentences.
Transitioning	Student combines sentences using target conjunction with support.
Expanding	Student combines sentences using target conjunction with a partner.
Bridging	Student combines sentences using target conjunction independently.

Lesson 4: The Dog in the Manger

Rewind



Primary Focus

Students will identify the characteristics of fables that apply to, and examples of personification in, “The Dog in the Manger.”

Students will retell the beginning, middle, and end of the fable, “The Dog In the Manger.”

“THE DOG IN THE MANGER” (10 MIN.)

Turn and Talk: With your partner, think of the three characteristics of fables.

» A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

- Tell students that there is a special word for animals acting like people—*personification*. Have students echo the word *personification* three times.

Ask: Is there a clue in the word *personification* that tells you it has to do with animals acting like people? (*person*)

- Reinforce to students that *personification* means animals acting like people.

Ask

How do the oxen in the story act like real oxen?

» The oxen pull a plow and eat hay.

How do the oxen act like people?

» The oxen talk and are polite.

Note: As the class fills in the Personification chart, explain to students that you are going to write down what they say but that they are not expected to be able to read what you write, because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Support

Sentence starter:

“‘The Dog in the Manger’ is/is not a fable, because . . .”

Personification		
Animal	Things that Animals Really Do	Things that Animals Really Can't Do (Personification)
Oxen	<ul style="list-style-type: none"> Pull the plow Eat hay 	<ul style="list-style-type: none"> Talk politely, saying “excuse me” and “please”

Ask: Is “The Dog in the Manger” a fable? How do you know?

- » “The Dog in the Manger” is a fable because it is short, teaches a lesson, and uses personification.



Formative Assessment

Fables Chart: On the Fables chart, which characteristics should I check off for “The Dog in the Manger”?

- » Short, Moral, Personification

Plot for “The Dog in the Manger”

Ask: What do you call the events that happen in the beginning, middle, and end of a story?

- » the plot



Show Image 4A-1: Ox talking to the dog in the manger

Ask: Does this illustration show the beginning, middle, or end of the fable? How do you know?

- » This illustration shows the middle of the fable, because the dog is barking at the ox.

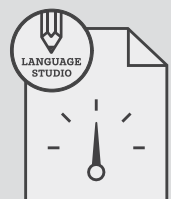


Formative Assessment

Retelling: Using Response Card 4 (Activity Page 4.1S), retell the beginning, middle, and end of the fable with a partner.

[You may need to prompt students with text from the first and last

Activity Page 4.1S





Speaking Selecting Language Resources

Entering/Emerging

Help students identify whether the event depicted in the image on the response card happened at the beginning, middle, or end of the fable. Provide them with an oral bank of key words from the fable.

Transitioning/Expanding

Provide students with sentence starters to retell the fable: "In the beginning... In the middle... At the end..."

Bridging

Invite students to retell the fable using details from the text with a partner.

Support

Sentence starter: "The moral of this fable is..."

Activity Page 4.2S



sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story (e.g., characters, setting, "once") and ending a fiction story (e.g., moral or lesson).]

- » Answers may vary but could include such statements as, "There once was a dog who liked to nap on hot days", or "At last the poor oxen had to give up."

Lesson 4: The Dog in the Manger

Write About It



Primary Focus: Students will write the moral of "The Dog in the Manger" in their own words.

MORAL OF THE STORY (10 MIN.)

Ask: What do you call the lesson that a fable or story teaches?

- » the moral



Check for Understanding

Ask: What is the moral of this story?

- » You should be nice and share, especially when someone else needs something more than you do; I should share with those that need something more than I do.

- Using Activity Page 4.2S, have students write the moral of the story in their own words.

Ask: Is this an important lesson for you to remember? Why or why not?

End Lesson

FABLES AND STORIES

The Wolf in Sheep's Clothing

PRIMARY FOCUS OF LESSON**Listening**

Students will use and act out the general academic word *pretend*.

Reading

Students will identify the characteristics of fables that apply to, and examples of personification in, "The Wolf in Sheep's Clothing."

Speaking

Students will retell the beginning, middle, and end of the fable, "The Wolf in Sheep's Clothing."

Writing

Students will write the moral of "The Wolf in Sheep's Clothing" in their own words.

FORMATIVE ASSESSMENT

Reading

Fables Chart [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Activity Page 5.1S]

LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Word Work: <i>Pretend</i>	10 min.	☐ sentence strips, bag
Rewind		
"The Wolf in Sheep's Clothing"	10 min.	☐ Fables chart ☐ Personification chart ☐ Image 5A-1 ☐ Image Card 9 ☐ Activity Page 5.1S ☐ Language Proficiency Recording Sheet
Write About It		
Moral of the Story	10 min.	☐ Activity Page 5.2S

ADVANCE PREPARATION

Vocabulary Building

- Prepare sentence strips with the following phrases:
 - eat a bowl of cereal
 - tie a shoe
 - build a house
 - be a fish
 - be a puppy
 - be a teacher
 - be a bus driver
 - throw and then catch a ball
 - be the wind blowing
 - be asleep

Rewind

- Prepare Activity Page 5.1S (Response Card 5).
- Prepare Language Proficiency Recording Sheet for Speaking.

Write About It

- Prepare Activity Page 5.2S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none">• Act out the word <i>pretend</i>.• Record the characteristics of fables that apply to the current fable.• Retell the beginning, middle, and end of the fable.• Write the moral of the fable.		
Language Forms and Functions		
<p>I pretended I was _____.</p> <p>“The Wolf in Sheep’s Clothing” is/is not a fable, because . . .</p> <p>Retell the Fable: In the beginning . . . / In the middle . . . / At the end . . .</p> <p>The moral of this fable is . . .</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
personification	pretend	

Lesson 5: The Wolf in Sheep's Clothing

Vocabulary Building



Primary Focus: Students will use and act out the general academic word *pretend*.

WORD WORK: PRETEND (10 MIN.)

The moral of today's fable is: "If you pretend to be what you are not, you might get caught."

Say the word *pretend* with me three times.

Definition: To pretend is to make believe, or to act like you are something that you are not.

Example: Sometimes when I am lying down, I pretend that I am sleeping.

Support

Sentence starter:

"I pretended I was ____."

You may wish to add more options that your class may enjoy acting out, and put them in the bag for students to pull from.



Check for Understanding

Turn and Talk: Do you like to pretend sometimes? Tell your partner about a time when you have pretended to be or to do something. Use the word *pretend* when you tell about it.

Acting: [Use the strips of paper you prepared in advance.] One of you will choose a piece of paper from the bag. I will whisper what is written on the paper to the student who pulled it out. That student will pretend to be or to do what is written on the paper while the class tries to guess what the student is pretending to be or pretending to do.

Lesson 5: The Wolf in Sheep's Clothing

Rewind



Primary Focus

Students will identify the characteristics of fables that apply to, and examples of personification in, “The Wolf in Sheep’s Clothing.”

Students will retell the beginning, middle, and end of the fable, “The Wolf in Sheep’s Clothing.”

“THE WOLF IN SHEEP’S CLOTHING” (10 MIN.)

Turn and Talk: With your partner, think of the three characteristics of fables.

- » A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.
- Remind students that the special word for animals acting like people is called *personification*. Have students echo the word *personification* three times.

Ask

How does the wolf act like a real wolf in the story?

- » The wolf prowls and wants to eat the sheep.

How does the wolf act like a person?

- » The wolf dresses in disguise.

Definition: A disguise is clothing or other things you wear so people won’t recognize you.

Support

Remind students that *personification* starts with the word *person*. *Personification* means acting like a person.

Personification		
Animal(s)	Things That Animals Really Do	Things That Animals Really Can’t Do (Personification)
Oxen	<ul style="list-style-type: none">• Pull the plow• Eat hay	<ul style="list-style-type: none">• Talk politely, saying “excuse me” and “please”
Wolf	<ul style="list-style-type: none">• Prowls• Wants to eat sheep	<ul style="list-style-type: none">• Dresses in disguise

Support

Sentence starter:

“‘The Wolf in Sheep’s Clothing’ is/is not a fable, because . . .”

Ask: Is “The Wolf in Sheep’s Clothing” a fable? How do you know?

- » “The Wolf in Sheep’s Clothing” is a fable because it is short, teaches a lesson, and uses personification.



Formative Assessment

Fables Chart: On the Fables chart, which characteristics should I check off for “The Wolf in Sheep’s Clothing”?

- » Short, Moral, Personification

Plot for “The Wolf in Sheep’s Clothing”

Ask: What do you call the events that happen in the beginning, middle, and end of a story?

- » the plot



Show Image 5A-1: The wolf covered with a sheepskin

Ask

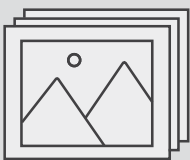
What part of the fable does this picture show: the beginning, middle, or end? How do you know?

- » This picture shows the middle of the fable, because the wolf is in disguise, but he has not been taken to the market yet.

[Show Image Card 9.] What part of the fable does this picture show: the beginning, middle, or end? How do you know?

- » This picture shows the beginning of the fable, because the wolf is looking at the sheep but has not put on his disguise yet.

Image Card 9





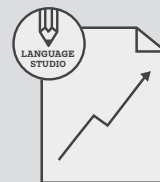
Retelling

Using Response Card 5 (Activity Page 5.1S), retell the beginning, middle, and end of the fable with a partner.

[You may need to prompt students with text from the first and last sentences of the read-aloud. This is also a good opportunity to talk about the conventions of beginning a fiction story (e.g., characters, setting, “once”) and ending a fiction story (e.g., moral or lesson).]

- » Answers may vary but could include such phrases and sentences as, “Night after night . . .”, or “Can you guess who it was? It was the wolf!”

Activity Page 5.1S



Speaking Selecting Language Resources

Entering/Emerging

Help students identify whether the event depicted in the image on the response card happened at the beginning, middle, or end of the fable. Provide them with an oral bank of key words from the fable.

Transitioning/Expanding

Provide students with sentence starters to retell the fable: “In the beginning. . . In the middle . . . At the end . . .”

Bridging

Invite students to retell the fable using details from the text with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K1L5
Activity Name	Retelling
Proficiency Levels	
Entering	Student orders images to retell a fable.
Emerging	Student uses images and key words to retell a fable.
Transitioning	Student uses images and a combination of key words and sentences to retell a fable.
Expanding	Student uses images and complete sentences to retell a fable.
Bridging	Student uses detailed and complete sentences to retell a fable.

Lesson 5: The Wolf in Sheep's Clothing

Write About It



Primary Focus: Students will write the moral of “The Wolf in Sheep's Clothing” in their own words.

Support

Sentence starter:

“The moral of this fable
is . . .”

Activity Page 5.2S



Support

You may wish to have partner pairs discuss before writing. Have students say the moral of the story in their own words as you write down what they say.

MORAL OF THE STORY (10 MIN.)

Ask

What do you call the lesson that a fable or story teaches?

» the moral

What is the moral of this fable? There are two possible morals.

» Things are not always as they seem; you should not pretend to be something you are not—if you do, you might end up losing in the end.

- Using Activity Page 5.2S, have students write the moral of the story in their own words.

Ask: Is this an important lesson for you to remember? Why or why not?

End Lesson

FABLES AND STORIES

The Fox and the Grapes

PRIMARY FOCUS OF LESSON**Reading**

Students will identify the characteristics of fables that apply to, and examples of personification in, “The Fox and the Grapes.”

Speaking

Students will name a favorite fable and give one text-based reason to support this opinion.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****My Favorite Fable [Activity Page 6.1S]**

LESSON AT A GLANCE

	Time	Materials
Rewind		
"The Fox and the Grapes"	10 min.	<input type="checkbox"/> Fables chart <input type="checkbox"/> Personification chart
Talk Time		
My Favorite Fable	20 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> Activity Page 6.1S <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Talk Time

- Prepare Activity Page 6.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Record the characteristics of fables that apply to the current fable. • Discuss a favorite fable. 		
Language Forms and Functions		
<p>"The Fox and the Grapes" is/is not a fable because . . .</p> <p>Offer Opinions: My favorite fable is _____.</p> <p>Support Opinions: It is my favorite fable because . . .</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
personification	favorite/least favorite	

Lesson 6: The Fox and the Grapes

Rewind



Primary Focus: Students will identify the characteristics of fables that apply to, and examples of personification in, “The Fox and the Grapes.”

“THE FOX AND THE GRAPES” (10 MIN.)

Turn and Talk: With your partner, think of the three characteristics of a fable.

- » A fable is a story that is short, has a moral or teaches a lesson, and sometimes has animals that act like people.

Ask

Does this fable have personification in it?

- » Yes, this fable has personification in it.

Which character acts like a person? How does the animal act like a person?

- » The fox acts like a person because the fox talks.

How does the fox act like a real fox?

- » The fox eats grapes. The fox lunges and jumps.

Support

Remind students that personification is when animals act like people.

Personification		
Animal(s)	Things That Animals Really Do	Things That Animals Really Can't Do (Personification)
Oxen	<ul style="list-style-type: none"> • Pull the plow • Eat hay 	<ul style="list-style-type: none"> • Talk politely, saying “excuse me” and “please”
Wolf	<ul style="list-style-type: none"> • Prowls • Wants to eat sheep 	<ul style="list-style-type: none"> • Dresses in disguise
Fox	<ul style="list-style-type: none"> • Eats grapes • Lunges and jumps 	<ul style="list-style-type: none"> • Talks

Ask: Is “The Fox and the Grapes” a fable? How do you know?

- » “The Fox and the Grapes” is a fable because it is short, teaches a lesson, and uses personification.

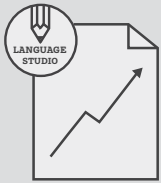


Check for Understanding

Fables Chart: On the Fables chart, which characteristics should I check off for “The Fox and the Grapes”?

- » Short, Moral, Personification

Activity Page 6.1S



Speaking Offering and Supporting Opinions

Entering/Emerging

Provide sentence starters for offering opinions.

Transitioning/Expanding

Provide sentence starters for supporting opinions.

Bridging

Walk students through the process of expressing an opinion, giving reasons to support the opinion and providing a sense of closure.

Challenge students to identify text-based reasons to support their opinions.

Lesson 6: The Fox and the Grapes

Talk Time



Primary Focus: Students will name a favorite fable and give one text-based reason to support this opinion.

MY FAVORITE FABLE (20 MIN.)

- Remind students of the fables they have heard and their morals by showing several Flip Book images.
- Give each student Activity Page 6.1S. Review the titles of the fables, and connect them with the pictures on the activity page.
- Tell students that they will rank the fables 1–6 with ‘1’ representing their favorite fable among the six fables and ‘6’ representing their least favorite fable.



My Favorite Fable

In small groups, take turns talking about your favorite fable. Be sure to give reasons why it is your favorite fable.

Offering and Supporting Opinions: Sentence Starters

Offering Opinions	Supporting Opinions
My favorite fable is _____.	It is my favorite fable because . . .
I like the fable _____ the most.	I like the part when . . .
In my opinion, the fable _____ is the most interesting.	I think the part when . . . is very _____.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K1L6
Activity Name	My Favorite Fable
Proficiency Levels	
Entering	Student expresses an opinion about a favorite fable using a sentence starter.
Emerging	Student expresses an opinion about a favorite fable.
Transitioning	Student expresses an opinion about a favorite fable and gives one reason using a sentence frame.
Expanding	Student expresses an opinion about a favorite fable and gives one reason.
Bridging	Student expresses an opinion about a favorite fable, gives one or more reasons to support it, and provides a sense of closure.

End Lesson

7

FABLES AND STORIES

The Little Half-Chick (Medio Pollito)

PRIMARY FOCUS OF LESSON**Reading**

Students will describe images during a picture walk of “The Little Half-Chick (Medio Pollito).”

Speaking

Students will use the word *dine* to share with a partner what foods they like to eat.

Students will combine clauses using the conjunction *so* in a shared language activity.

Reading

Students will identify personification in the story “The Little Half Chick (Medio Pollito).”

FORMATIVE ASSESSMENT

Speaking

Turn and Talk [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Picture Walk	5 min.	<input type="checkbox"/> world map with Spain highlighted <input type="checkbox"/> Images 7A-2, 7A-4–7A-6
Vocabulary Preview: <i>Dine</i>	5 min.	
Looking at Language		
Sentence Builder	10 min.	<input type="checkbox"/> Language Proficiency Recording Sheet
Rewind		
“The Little Half-Chick (Medio Pollito)”	10 min.	<input type="checkbox"/> Personification chart

ADVANCE PREPARATION

Look Ahead

- Prepare a world map to show students where Spain is located.

Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

Take-Home Material

- Prepare Activity Page 7.1S for students to take home.

Note to Teacher

For the remainder of this unit, students will listen to longer stories called folktales. Tell students a folktale is a made-up story from a long ago time that was passed down orally—by word of mouth—from person to person. Ask students if they have heard a folktale before. Folktales include fairy tales such as “Cinderella,” “Snow White,” “Sleeping Beauty,” and other stories such as “Goldilocks and the Three Bears” and “Stone Soup.” You may wish to pass around books containing folktales for students to look at.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images from “The Little Half-Chick (Medio Pollito).”
- Construct sentences using the conjunction so.
- Record elements of personification in the story.

Language Forms and Functions

My family usually dines at _____.

I like to dine on _____, _____, and _____.

Medio Pollito does not help the stream, so the stream does not help Medio Pollito.

Vocabulary

Tier 3 Domain-Specific Words

brood
folktale

Tier 2 General Academic Words

dine

Tier 1 Everyday Speech Words

chick/chicken
fire
hen
stream
wind

Lesson 7: The Little Half-Chick (Medio Pollito)

Look Ahead



Primary Focus

Students will describe images during a picture walk of “The Little Half-Chick (Medio Pollito).”

Students will use the word *dine* to share with a partner what foods they like to eat.

PICTURE WALK (5 MIN.)

- Tell students that the folktale they will hear is called “The Little Half-Chick (Medio Pollito)” [/med*ee*oe/ /poe*yee*toe/]. It is a folktale from Spain. Point to Spain on a world map.
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when you look at the pictures from the story to become familiar with the story, meet the characters in it, and make predictions about what might happen.



Show Image 7A-2: Hen with brood of baby chicks

- Tell students that this image is from the beginning of the story.

Ask: Can you tell who the main character is? In other words, whom do you think this story will be about?

» [Point to Medio Pollito.] Medio Pollito, the chick in the middle of the image

- Have students practice pronouncing the name: [/med*ee*oe/ /poe*yee*toe/].
- Tell students that the mother chicken—or hen—has a brood of chicks—or group of baby chickens. Count the number of chicks in the brood. (*nine*)

Support

To help students remember the characters Medio Pollito will meet, have them come up with motions to represent water, fire, and wind.



Show Image 7A-4: Medio Pollito at the stream

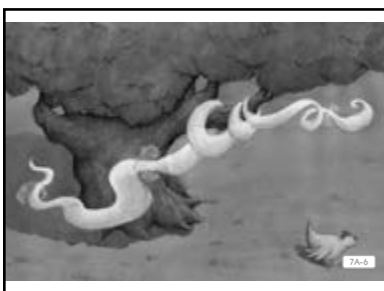
- Tell students that in this story, Medio Pollito meets three things: water, fire, and wind.
- Point to the stream and tell students that a stream is like a small river. Tell students a stream, like a river, is made up of water. In this image, Medio Pollito is meeting water.



Show Image 7A-5: Medio Pollito at the fire

Ask: What character does Medio Pollito meet in this image? (*fire*)

- Point out to students that it looks like this fire is about to go out. Ask students what could be done to keep the fire burning.



Show Image 7A-6: Medio Pollito at the tree blowing in the wind

Ask: What character does Medio Pollito meet in this image? (*wind*)

- Tell students that it looks like the wind is stuck and wrapped around the tree.
- Review the names of the characters students have met so far: Medio Pollito, hen, brood of chicks, water, fire, and wind.

VOCABULARY PREVIEW: DINE (5 MIN.)

In today's story, Medio Pollito says he will dine with the king.

Say the word *dine* with me three times.

Definition: To dine is to eat; usually *dine* means to eat dinner.

Example: Mother says we will dine at 5:30 tonight, and we will dine on spaghetti and salad.

Ask: Would you be excited if someone like a king or the president invited you over to dine?



Formative Assessment

Turn and Talk: Tell your partner what time your family usually dines, or eats dinner. Using the word *dine*, tell your partner what you enjoy dining on, or foods you like to eat.

Support

Sentence frames:

"My family usually dines at ____."

"I like to dine on ____, ____, and ____."

Lesson 7: The Little Half-Chick (Medio Pollito)

Looking at Language



Primary Focus: Students will combine clauses using the conjunction so in a shared language activity.

SENTENCE BUILDER (10 MIN.)

Creating Compound Sentences Using So

- Tell students that two sentences can be connected using the word so to show a reason and a result.

Ask

What is special about the main character in today's folktale?

- » The main character has only one wing, one leg, and one eye.

What is he called?

- » He is called Medio Pollito.

- Help students put these two sentences together:

- Reason—The main character has only one wing, one leg, and one eye.

- Result—He is called Medio Pollito.

- » The main character has only one wing, one leg, and one eye, so he is called Medio Pollito.

Ask

Does Medio Pollito help the stream?

- » Medio Pollito does not help the stream.

Does the stream help Medio Pollito?

- » The stream does not help Medio Pollito.



Speaking Connecting Ideas

Entering/Emerging

Use the provided examples for students to practice identifying a reason and result. Help students identify where so should be placed in a sentence.

Transitioning/Expanding

Have students brainstorm examples of reasons and results in teacher-led small groups. Help students combine sentences using so.

Bridging

Invite students to share their sentences using so with a partner.

Can you put these two sentences together using the word so?

- Reason—Medio Pollito does not help the stream.
- Result—The stream does not help Medio Pollito.
 - » Medio Pollito does not help the stream, so the stream does not help Medio Pollito.



Sentence Builder

With your partner, think of another reason and result from the folktale “The Little Half-Chick (Medio Pollito).” Use the word so to put your two sentences together.

Reasons	Results
Medio Pollito does not help the fire.	The fire does not help Medio Pollito.
Medio Pollito is in a rush to see the king.	Medio Pollito does not stop to help the wind.
Medio Pollito becomes overcooked.	The cook throws Medio Pollito out the window.
Medio Pollito becomes a weather vane.	People can see which way the wind is blowing.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K1L7
Activity Name	Sentence Builder
Proficiency Levels	
Entering	Student recognizes the use of target conjunction in a sentence and identifies where target conjunction should be placed with support.
Emerging	Student identifies where target conjunction should be placed.
Transitioning	Student combines and repeats sentences using target conjunction with support.
Expanding	Student combines sentences using target conjunction with support.
Bridging	Student combines sentences using target conjunction independently.

Lesson 7: The Little Half-Chick (Medio Pollito)

Rewind



Primary Focus: Students will identify personification in the story “The Little Half-Chick (Medio Pollito).”

“THE LITTLE HALF-CHICK (MEDIO POLLITO)” (10 MIN.)

- Remind students that when animals act like people, we call this personification.



Check for Understanding

Thumbs Up/Thumbs Down: Does this story use personification?
(thumbs up/yes)

Ask

Which character acts like a person? How do the animals act like people?

» The chickens act like people because they talk.

How do the chickens act like real chickens?

» They live in broods.

Personification		
Animal(s)	Things That Animals Really Do	Things That Animals Really Can't Do (Personification)
Oxen	<ul style="list-style-type: none">• Pull the plow• Eat hay	<ul style="list-style-type: none">• Talk politely, saying "excuse me" and "please"
Wolf	<ul style="list-style-type: none">• Prowls• Wants to eat sheep	<ul style="list-style-type: none">• Dresses in disguise
Fox	<ul style="list-style-type: none">• Eats grapes• Lunges and jumps	<ul style="list-style-type: none">• Talks
Chickens	<ul style="list-style-type: none">• Live in broods	<ul style="list-style-type: none">• Talk

End Lesson

FABLES AND STORIES

The Crowded, Noisy House

PRIMARY FOCUS OF LESSON**Reading**

Students will describe images during a picture walk of “The Crowded, Noisy House.”

Speaking

Students will use the word *stunned* to describe a time they felt shocked.

Students will retell the story “The Crowded, Noisy House” by sequencing images from the plot and by using linking words and phrases.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Retelling [Activity Page 8.1S]**

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Picture Walk	5 min.	❑ Images 8A-1, 8A-2, 8A-5, 8A-6
Vocabulary Building		
Word Work: <i>Stunned</i>	10 min.	
Rewind		
"The Crowded, Noisy House"	15 min.	<ul style="list-style-type: none">❑ Activity Page 8.1S❑ paper, scissors, tape/glue❑ Language Proficiency Recording Sheet

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 8.1S. To save time, you may wish to cut out the images on students' activity pages in advance.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images from “The Crowded, Noisy House.”
- Describe feeling shocked using the word *stunned*.
- Retell a story using linking words and phrases.

Language Forms and Functions

I would/would not be stunned by _____.

I was stunned when . . .

Retell the Story: Once there was . . . / Suddenly . . . / In the end . . .

Vocabulary

Tier 3 Domain-Specific Words

rabbi

Tier 2 General Academic Words

crowded
noisy
stunned

Tier 1 Everyday Speech Words

cow
goat
goose

Start Lesson

Lesson 8: The Crowded, Noisy House

Look Ahead



Primary Focus: Students will describe images during a picture walk of “The Crowded, Noisy House.”

PICTURE WALK (5 MIN.)

- Tell students that the folktale they will hear today is called “The Crowded, Noisy House.” It is a Jewish folktale.
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when you look at the pictures from the story to become familiar with the story, meet the characters in it, and make predictions about what might happen.



Show Image 8A-1: Jewish man and rabbi talking

- Tell students that this image is from the beginning of the story.
- Point to two of the characters in the story—the Jewish man (left) and the rabbi (right). Tell students that the Jewish man is talking to the rabbi and asking the rabbi for help. Explain to students that a rabbi is a teacher in the Jewish religion.



Show Image 8A-2: Taking the goat in the house

Ask: What is the Jewish man doing in this image?

- Have students share with a partner what they think the man is going to do with the goat. Call on two partner pairs to share.



Show Image 8A-5: Goose on the carpet

- Have students describe this scene to their partner.

Ask: Who are the characters in this picture?

- » the Jewish man, his family, the goat, the cow, and the goose



Show Image 8A-6: Quiet, empty house

Compare: How is this image different from the previous one?

- » Answers may vary but may include that there are no animals and that the house is clean and quiet.

Ask: Which image best represents the title of today's story "The Crowded, Noisy House"?

- » Image 8A-5

Lesson 8: The Crowded, Noisy House

Vocabulary Building



Primary Focus: Students will use the word *stunned* to describe a time they felt shocked.

WORD WORK: STUNNED (10 MIN.)

In the folktale you heard, “The [poor Jewish] man was stunned. ‘Take the goat into the house?’”

Say the word *stunned* with me.

Definition: When someone is stunned she or he is shocked by something.

Examples: The man was stunned when he heard that he had won one million dollars.

Gloria was stunned when she heard that her family was moving in less than a week.

Making Choices: Tell me if you would be stunned—or shocked—by these situations. [Have students make a stunned face if they would be shocked by the situation.]

- having a goat, cow, and goose live in your house
- having one hour for recess instead of only twenty minutes
- getting stung by a bee on your foot
- making a basket—putting the basketball through the hoop—on your first try
- finding a golden coin on the sidewalk



Check for Understanding

Think-Pair-Share: Think of a time you were stunned by something or someone. Where were you? What was happening? How did you feel? What was your facial expression? Tell your partner about what stunned you.

Support

Sentence frame: “I would/would not be stunned by ____.”



Speaking Evaluating Language Choices

Entering/Emerging

Have students respond to different situations with either, “Yes, I would be stunned”, or “No, I would not be stunned.”

Transitioning/Expanding

Prompt and support students in their recounting of a time when they were stunned.

Bridging

Challenge students to think of other situations in which they would be stunned.

Lesson 8: The Crowded, Noisy House

Rewind



Primary Focus: Students will retell the story “The Crowded, Noisy House” by sequencing images from the plot and by using linking words and phrases.

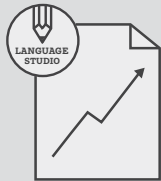
“THE CROWDED, NOISY HOUSE” (15 MIN.)

- Give students Activity Page 8.1S. Explain that this activity page has pictures of events from the plot of “The Crowded, Noisy House.”
- Remind students that the plot consists of events that happen in a story, and personification is when animals act like people.

Ask: Is there personification in this story? How do you know?

- » No, there is no personification in this story. The animals act like animals: the goat butts her head against things; the cow eats clothing; and the goose honks and poops on the floor. None of the animals act like people in this story.
- Go over the images on the activity page, and briefly talk about what is happening in each.
- Next, have students cut out the four images.
- Have students arrange the images in their correct order to show the proper sequence of events.
- When students think they have the images in the correct order, they should ask an adult to check if their order is correct.
- Have students glue or tape the images on paper once they have been sequenced properly.

Activity Page 8.1S



Challenge

Some students may be able to write a caption or short sentence about what is happening in each picture.



Retelling

After you have glued the pictures in order, work with a partner or home language peer(s) to retell the story. [Remind students to use linking words and phrases as they retell the story.]



Speaking Understanding Cohesion

Entering/Emerging

Focus on three of the images. Retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was*, *suddenly*, *in the end*).

Bridging

Challenge students to retell the story, using their own linking and temporal words, in small groups.

Linking Words and Phrases that Show Sequence (for Narratives)

Once upon a time	Suddenly	Happily ever after
Once there was	Immediately	The end
One day	Then	In the end
Long ago	Next	At last
There once was a	Later	Finally
First	Afterward	In conclusion
	Second	

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool

Language Domain	Speaking
Knowledge/Lesson	K1L8
Activity Name	Retelling
Proficiency Levels	
Entering	Student repeats a sequence of events in a story using a select set of linking words with prompting and support.
Emerging	Student repeats a sequence of events in a story using a select set of linking words.
Transitioning	Student retells a story using a growing number of linking words with prompting and support.
Expanding	Student retells a story using a growing number of linking words.
Bridging	Student retells a story using a variety of linking and temporal words.

End Lesson

9

FABLES AND STORIES

The Tale of Peter Rabbit

PRIMARY FOCUS OF LESSON**Reading**

Students will describe images during a picture walk of “The Tale of Peter Rabbit.”

Listening

Students will make a prediction about the read-aloud using the domain-specific word *tale*.

Reading

Students will identify personification in “The Tale of Peter Rabbit.”

Writing

Students will retell “The Tale of Peter Rabbit” by sequencing images and writing.

FORMATIVE ASSESSMENT

Reading

Personification Chart [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Retelling [Activity Page 9.1S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Picture Walk	5 min.	<input type="checkbox"/> Images 9A-1, 9A-4, 9A-5, 9A-12
Vocabulary Preview: <i>Tale</i>	5 min.	
Rewind		
"The Tale of Peter Rabbit"	20 min.	<input type="checkbox"/> Personification chart <input type="checkbox"/> Activity Page 9.1S <input type="checkbox"/> paper, scissors, tape/glue <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 9.1S. To save time, you may wish to cut out the images on students' activity pages in advance.
- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

The Flip Book images for this story show two scenes at a time. You may wish to pause and ask students to identify which picture matches the text you have just read. Alternatively, you may cover up the side of the image that you are not referring to.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images from “The Tale of Peter Rabbit.”
- Predict what will happen in the story using the word *tale*.
- Record examples of personification in a story.
- Retell a story by sequencing images and writing.

Language Forms and Functions

I think _____ is naughty and gets into mischief.

Predict: In today’s tale, I predict _____ will happen.

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
scarecrow tale	mischief naughty	chase rabbit tired

Start Lesson

Lesson 9: The Tale of Peter Rabbit

Look Ahead



Primary Focus

Students will describe images during a picture walk of “The Tale of Peter Rabbit.”

Students will make a prediction about the read-aloud using the domain-specific word *tale*.

PICTURE WALK (5 MIN.)

- Tell students that you will take a picture walk through this story together.



Show Image 9A-1: The Rabbit family/ Mrs. Rabbit with her bunnies

- Tell students that this is the beginning of the story.
- Help students identify the characters in this story.
 - » Mrs. Rabbit, Peter Rabbit, Flopsy, Mopsy, and Cotton-tail



Show Image 9A-4: Peter snacking/Peter feeling full

Ask: What is Peter doing in these pictures?

- » Peter is snacking; Peter feels full.

What do rabbits like to eat?

- » grass, hay, leaves, lettuce, and carrots



Show Image 9A-5: Peter sees Mr. McGregor/Peter running away

- Help students identify the characters in the pictures.
 - » Peter Rabbit and an old man
- Tell students that the old man's name is Mr. McGregor. Mr. McGregor does not like rabbits eating his plants.

Ask: Why is Mr. McGregor chasing Peter?

- » Peter is eating the plants in his garden.



Show Image 9A-12: Scarecrow/Peter safe at home

Ask: What do you see on the scarecrow?

- » jacket and shoes

- Point to Peter lying down on the ground.
- Have students tell a partner why they think Peter is lying on the ground. Does he look healthy and well? Does he look tired?



Show Image 9A-1: The Rabbit family/Mrs. Rabbit with her bunnies

- Tell students that three of the rabbits are good rabbits, and one of the rabbits is naughty and gets into mischief.

Support

Explain to students that rabbits are small animals that are herbivores—they only eat plants. Rabbits sometimes build a nest on the ground hidden under a thicket or bush.

Explain to students that *naughty* means bad and misbehaving, and *mischief* is behavior or things someone does that cause trouble.

Support

Sentence frame: “I think _____ is naughty and gets into mischief.”

Tale can be mistaken for the word *tail*, as in an animal’s tail. *Tale* and *tail* are homophones.

Tell students they sound the same but are spelled differently and have different meanings.

Sentence frame: “In today’s tale, I predict _____ will happen.”



Check for Understanding

Predict: Which rabbit do you think is naughty and gets into mischief? What will happen to that rabbit?

VOCABULARY PREVIEW: TALE (5 MIN.)

Today’s story is called “The Tale of Peter Rabbit.”

Say the word *tail* with me three times.

Definition: A tale is a make-believe story about someone’s adventures. A tale is also one kind of fiction.

Example: In today’s tale, many exciting things happen to Peter Rabbit.

Predict: Can you predict, or guess, one thing that might happen in today’s tale?

Lesson 9: The Tale of Peter Rabbit

Rewind



Primary Focus

Students will identify personification in “The Tale of Peter Rabbit.”

Students will retell “The Tale of Peter Rabbit” by sequencing images and writing.

“THE TALE OF PETER RABBIT” (20 MIN.)

- Remind students that when animals act like people, we call this personification.



Formative Assessment

Personification Chart: [Use the following questions as prompts to continue filling in the Personification chart.]

Does this story use personification?

- » Yes, this story uses personification.

Which characters act like people?

- » The rabbits and sparrows act like people.

How do they act like people?

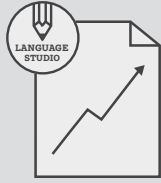
- » The rabbits talk, wear clothes, and can walk on two feet. The sparrows also talk.

Do other animal characters such as the mouse or cat act like people?

- » The mouse and cat do not act like people.

Personification		
Animal(s)	Things That Animals Really Do	Things That Animals Really Can't Do (Personification)
Oxen	<ul style="list-style-type: none">• Pull the plow• Eat hay	<ul style="list-style-type: none">• Talk politely, saying "excuse me" and "please"
Wolf	<ul style="list-style-type: none">• Prowls• Wants to eat sheep	<ul style="list-style-type: none">• Dresses in disguise
Fox	<ul style="list-style-type: none">• Eats grapes• Lunges and jumps	<ul style="list-style-type: none">• Talks
Chickens	<ul style="list-style-type: none">• Live in broods	<ul style="list-style-type: none">• Talk
Rabbits	<ul style="list-style-type: none">• Live in rabbit hole• Eat plants from the garden	<ul style="list-style-type: none">• Wear clothes and walk on two feet• Talk
Sparrows	<ul style="list-style-type: none">• Fly	<ul style="list-style-type: none">• Talk

Activity Page 9.1S



Writing

Entering/Emerging

Using the images on Activity Page 9.1S as a reference, write down students' words and phrases as they orally retell the story. Have students copy down key words and phrases.

Transitioning/Expanding

Brainstorm key phrases that describe the main events of the story.

Bridging

Challenge students to write sentences to describe the beginning, middle, and end of the story.

- Give students Activity Page 9.1S. Explain that this activity page has pictures of events from the plot of "The Tale of Peter Rabbit."
- Go over the images on the activity page, and briefly talk about what is happening in each.
- Next, have students cut out the four images.
- Have students arrange the images in their correct order to show the proper sequence of events.
- When students think they have the images in the correct order, they should ask an adult to check if their order is correct.
- Have students glue or tape the images on paper once they have been sequenced properly.
- After students complete this activity, have them work with their partner or home-language peers to retell the story referring to their sequenced pictures. Remind students to use linking words and phrases as they retell the story.

Linking Words and Phrases that Show Sequence (for Narratives)

Once upon a time
Once there was
One day
Long ago
There once was a
First

Suddenly
Immediately
Then
Next
Later
Afterward
Second

Happily ever after
The end
In the end
At last
Finally
In conclusion



Retelling

Near the pasted images or on the back of the paper, write what happened during the story.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Knowledge/Lesson	K1L9
Activity Name	Retelling
Proficiency Levels	
Entering	Student copies key words and phrases from the story.
Emerging	Student writes key words and phrases from the story.
Transitioning	Student writes key phrases that describe the main events with support.
Expanding	Student writes key phrases that describe the main events.
Bridging	Student writes sentence(s) to retell the beginning, middle, and end of the story.

~ End Lesson ~

10

FABLES AND STORIES

All Stories Are Anansi's

PRIMARY FOCUS OF LESSON**Reading**

Students will describe images during a picture walk of "All Stories Are Anansi's."

Speaking

Students will use the word *quarrel* to describe a time they argued with someone.

Reading

Students will identify personification in "All Stories Are Anansi's."

Writing

Students will write about a favorite story and give reasons to support their opinions.

FORMATIVE ASSESSMENT

Reading

Personification Chart [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

My Favorite Story [Activity Page 10.1S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Picture Walk	5 min.	<input type="checkbox"/> Images 10A-2, 10A-3, 10A-5, 10A-7
Vocabulary Preview: <i>Quarrel</i>	5 min.	
Rewind		
"All Stories Are Anansi's"	10 min.	<input type="checkbox"/> Personification chart
Write About It		
My Favorite Story	10 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> Activity Page 10.1S <input type="checkbox"/> Sentence Frames chart <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Write About It

- Prepare Activity Page 10.1S. Students will rank the stories on this activity page.
- Prepare a copy of the Sentence Frames chart to aid students as they write opinion statements.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images from “All Stories Are Anansi’s.”
- Describe an argument using the word *quarrel*.
- Record examples of personification in the story.
- Write about a favorite story.

Language Forms and Functions

I quarreled with _____. We quarreled over . . .

Offer Opinions: My favorite story is _____.

Support Opinions: It is my favorite story because . . . I like the part when . . .

Vocabulary

Tier 3 Domain-Specific Words

hornet
leopard
python

Tier 2 General Academic Words

capture
quarrel

Tier 1 Everyday Speech Words

spider

Start Lesson

Lesson 10: All Stories Are Anansi’s

Look Ahead



Primary Focus

Students will describe images during a picture walk of “All Stories Are Anansi’s.”

Students will use the word *quarrel* to describe a time they argued with someone.

PICTURE WALK (5 MIN.)

- Tell students that you will take a picture walk through this story together. Tell students that the story they will hear is a folktale from Africa from a set of stories called “spider stories.”



Show Image 10A-2: Nyame and Anansi

- Identify the characters in this picture: Nyame [/nyom*ee/], the sky god, and Anansi [/ə*non*see/], the spider.
- Have students tell a partner what they think Nyame and Anansi are talking about.

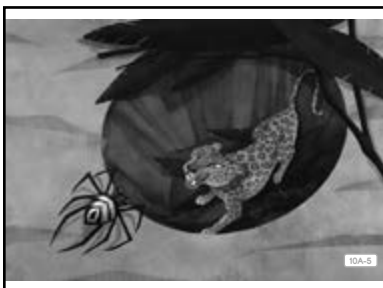


Show Image 10A-3: Anansi carries a branch in the forest

- Have a student find Anansi in the image.
 - » bottom left

Ask: What other character do you see in the picture?

- » a snake
- Tell students that the snake is Onini [/oe*nee*nee/], the python who can swallow a goat. Onini can open his mouth so wide that he can swallow a goat!



Show Image 10A-5: Leopard in a hole

Ask: What characters you see in the picture?

- » Anansi and a leopard
- Tell students that the leopard is Osebo [/oe*sae*boe/], the leopard whose teeth are as sharp as spears.
- Have students tell their partner why they think the leopard is in a hole.



Show Image 10A-7: Hornet's nest

- Have students point out Anansi.
- Point to the large hornet. Tell students that the hornet is Mmoboro [/moe* boe*roe/], the hornet whose sting burns like a needle of fire.

Ask: Are the animals that Anansi meets (the python, the leopard, and the hornet) dangerous and scary?

Support

You may wish to have students make up motions and/or sounds for the python, leopard, and hornet, and use them whenever these characters appear in the story.

You may wish to share the following facts with students:

Pythons can grow to be very long, and some can actually swallow animals the size of a goat.

Leopards are mainly found in Africa and Asia. Leopards hunt other animals as their food.

Hornet stings hurt more than bee stings, and unlike bees, hornets can sting multiple times.

VOCABULARY PREVIEW: QUARREL (5 MIN.)

In today's story Anansi quarrels with his wife over something.

Say the word *quarrel* with me three times.

Definition: *Quarrel* means to disagree or argue.

Example: The two boys often quarrel over the same toy because they do not want to share or take turns.

Support

Sentence starter: "I quarreled with _____. We quarreled over . . ."



Check for Understanding

Turn and Talk: Have you ever been in a quarrel before? With whom did you quarrel? What did you quarrel about?

Lesson 10: All Stories Are Anansi's

Rewind



Primary Focus: Students will identify personification in "All Stories Are Anansi's."

"ALL STORIES ARE ANANSI'S" (10 MIN.)

- Remind students that when animals act like people, we call this personification.



Formative Assessment

Personification Chart: [Use the following questions as prompts to continue filling in the Personification chart.]

Does this story use personification?

» Yes, this story uses personification.

Which characters act like people?

» spider, python, leopard, and hornet

- Review with students how the spider, python, leopard, and hornet act like people, filling in the Personification chart as you discuss each character.

Personification		
Animal(s)	Things That Animals Really Do	Things That Animals Really Can't Do (Personification)
Oxen	<ul style="list-style-type: none"> • Pull the plow • Eat hay 	<ul style="list-style-type: none"> • Talk politely, saying "excuse me" and "please"
Wolf	<ul style="list-style-type: none"> • Prowls • Wants to eat sheep 	<ul style="list-style-type: none"> • Dresses in disguise
Fox	<ul style="list-style-type: none"> • Eats grapes • Lunges and jumps 	<ul style="list-style-type: none"> • Talks
Chickens	<ul style="list-style-type: none"> • Live in broods 	<ul style="list-style-type: none"> • Talk
Rabbits	<ul style="list-style-type: none"> • Live in rabbit hole • Eat plants from the garden 	<ul style="list-style-type: none"> • Wear clothes and walk on two feet • Talk
Sparrows	<ul style="list-style-type: none"> • Fly 	<ul style="list-style-type: none"> • Talk
Spider	<ul style="list-style-type: none"> • Spins webs 	<ul style="list-style-type: none"> • Talks • Quarrels
Python	<ul style="list-style-type: none"> • Slithers • Can swallow a goat 	<ul style="list-style-type: none"> • Talks
Leopard	<ul style="list-style-type: none"> • Has sharp teeth • Hunts at night 	<ul style="list-style-type: none"> • Talks
Hornet	<ul style="list-style-type: none"> • Has stings that burn • Flies • Buzzes 	<ul style="list-style-type: none"> • Talks

Lesson 10: All Stories Are Anansi's

Write About It

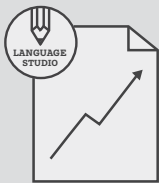


Primary Focus: Students will write about a favorite story and give reasons to support their opinions.

MY FAVORITE STORY (10 MIN.)

- Remind students of the folktales and stories they have heard by showing several Flip Book images.
- Give each student Activity Page 10.1S. Review the titles of the stories and connect them with the pictures on the activity page.
- Tell students that they will rank the stories 1–4 with '1' representing their favorite story among the four stories and '4' representing their least favorite story.
- In small groups, have students take turns talking about their favorite story and giving reason(s) why it is their favorite story.

Activity Page 10.1S



Offering and Supporting Opinions Sentence Frames

Offering Opinions

My favorite story is _____.

I like the story _____ the most.

In my opinion, the story _____ is the most interesting.

Supporting Opinions

It is my favorite story because . . .

I like the part when . . .

I think the part when . . . is very _____.



My Favorite Story

On the back of Activity Page 10.1S, write a sentence stating your favorite story. Then write a reason why it is your favorite.



Writing Offering and Supporting Opinions

Entering/Emerging

Write as students dictate opinion statements, with reasons to support them, using sentence frames.

Transitioning/Expanding

Encourage students to write opinion and support statements using sentence frames.

Bridging

Walk students through the process of expressing an opinion, giving reasons to support the opinion, and providing a sense of closure. Challenge students to identify detailed, text-based reasons to support their opinions.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Knowledge/Lesson	K1L10
Activity Name	My Favorite Story
Proficiency Levels	
Entering	Student states an opinion, using sentence frames as teacher writes.
Emerging	Student shares an opinion and offers support orally, using sentence frames as teacher writes.
Transitioning	Student writes an opinion statement using a sentence frame.
Expanding	Student writes opinion and support statements, using sentences frames.
Bridging	Student writes opinion with detailed, text-based reason(s) to support it.

End Lesson

Language Studio 2

The Human Body



Contents



THE HUMAN BODY

Lesson 1 Everybody Has a Body

85

Look Ahead (15 min.)

- Introducing Dr. Welbody and the Body Systems

Talk Time (15 min.)

- Visible/Invisible: Body Parts

Lesson 2 The Body's Framework

91

Look Ahead (15 min.)

- Interactive Read-Aloud: "The Skeletal System"

Vocabulary Building (5 min.)

- Multiple-Meaning Word: *Spine*

On Stage (10 min.)

- Song and Chant: "The Skeletal System"

Lesson 3 Marvelous Moving Muscles

100

Look Ahead (15 min.)

- Interactive Read-Aloud: "The Muscular System"

On Stage (10 min.)

- Song and Chant: "The Muscular System"

Looking at Language (5 min.)

- Expanding Sentences

Lesson 4 Chew, Swallow, Squeeze, and Churn

109

Look Ahead (15 min.)

- Interactive Read-Aloud: "The Digestive System"

On Stage (5 min.)

- Song and Chant: "The Digestive System"

Looking at Language (10 min.)

- The Process of Digestion

Lesson 5 The Body's Superhighway

118

Look Ahead (15 min.)

- Interactive Read-Aloud: "The Circulatory System"

On Stage (10 min.)

- Song and Chant: "The Circulatory System"

Looking at Language (5 min.)

- Word Work: *Circulate*

Lesson 6 Control Center: The Brain

127

Look Ahead (15 min.)

- Interactive Read-Aloud: “The Nervous System”

Vocabulary Building (5 min.)

- Word Work: *Control*

On Stage (10 min.)

- Song and Chant: “The Nervous System”

Lesson 7 Human Body Systems Review

134

Rewind (10 min.)

- Review Human Body Systems

Looking at Language (20 min.)

- Expanding Sentences
- Sentence Builder

Lesson 8 Five Keys to Health

141

Looking at Language (10 min.)

- *If...then* Statements

Rewind (10 min.)

- Five Keys to Health

Vocabulary Building (10 min.)

- Multiple-Meaning Word: *Brush*

Lesson 9 The Pyramid Pantry

147

Look Ahead (15 min.)

- Interactive Read-Aloud: “The Pyramid Pantry”

Looking at Language (15 min.)

- Expanding Sentences

Lesson 10 What a Complicated Network!

155

Looking at Language (10 min.)

- Sentence Builder

Vocabulary Building (5 min.)

- Multiple-Meaning Word: *Organ*

On Stage (15 min.)

- Song and Chant: “Conclusion”

THE HUMAN BODY

Everybody Has a Body

PRIMARY FOCUS OF LESSON**Listening**

Students will preview different body systems.

Speaking

Students will ask and answer questions about body parts that are visible and invisible.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Turn and Talk [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Introducing Dr. Welbody and the Body Systems	15 min.	<input type="checkbox"/> Image 1A-7 <input type="checkbox"/> Image Cards 6–10 <input type="checkbox"/> Activity Page 1.1S
Talk Time		
Visible/Invisible: Body Parts	15 min.	<input type="checkbox"/> images of the stomach, heart, lungs, brain <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Look Ahead

- Prepare Activity Page 1.1S to create a set of response cards (five total) for each student. Refer to these as the Body Systems Response Cards.

Talk Time

- Bring in images of the stomach, heart, lungs, and brain (e.g., Image Cards 3, 13, and 14, and Flip Book Image 1A-6).
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Share experiences with pediatricians.
- Ask and answer questions about visible and invisible body parts.

Language Forms and Functions

My pediatrician is _____.

I am interested in learning about the _____ system.

The _____ is visible/invisible.
(body part)

The _____ helps us to . . .
(body part)

Vocabulary

Tier 3 Domain-Specific Words

organs
oxygen
pediatrician

Tier 2 General Academic Words

visible/invisible

Tier 1 Everyday Speech Words

brain
heart
lungs
stomach

Start Lesson

Lesson 1: Everybody Has a Body

Look Ahead



Primary Focus: Students will preview different body systems.

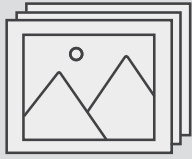
INTRODUCING DR. WELBODY AND THE BODY SYSTEMS (15 MIN.)



Show Image 1A-7: Meet Dr. Welbody

- Point to the pediatrician in the image. Introduce her as “Dr. Welbody.” Ask students which words they hear in the doctor’s name, Welbody.
 - » the words *well* and *body*
- Tell students that Dr. Welbody is a special type of doctor called a pediatrician. Have students repeat [/pee*dee*ə*tri*shən/] with you a few times.

Image Card 6-10



Listening Exchanging Information and Ideas

Entering/Emerging

Supply students with a bank of key words (e.g., doctor) to help them answer questions in a basic way.

Transitioning/Expanding

Encourage students to add details to their answers—is their pediatrician kind or mean; serious or silly; male or female?

Bridging

Challenge students to describe their pediatrician or their pediatrician's office in such a way that others can create an image of it in their heads.

Activity Page 1.1S



Definition: *Pediatrician* is a type of doctor who cares for children.

- Tell students that just as her name says, Dr. Welbody's job is to help keep children's bodies well.

Turn and Talk: Have partners ask and answer these questions one at a time. Encourage them to use *pediatrician* in their questions and answers.

- What is a pediatrician?
- Who is your pediatrician?
- Why do you go to your pediatrician?
- What kinds of things does your pediatrician's office have?

Student A: Who is your pediatrician?

Student B: My pediatrician is _____./My pediatrician is a (*man/ woman.*) /I do not know who my pediatrician is.

- Tell students that Dr. Welbody's favorite thing is the human body, and she knows a lot about the human body. In this unit, she will share what she knows about the body systems.
- Explain to students that a body system is a group of organs that work together.
- Show Image Cards 6–10, one by one. Say the name of the body system pictured on the image card, and have students repeat after you. After presenting each body system image card, give each student the corresponding Body Systems Response Card (Activity Page 1.1S).



Check for Understanding

Show Me: Hold up the Body Systems Response Card of one body system you are interested in learning about. [Call on students to complete the sentence: "I am interested in learning about the ____ system."]

Lesson 1: Everybody Has a Body

Talk Time



Primary Focus: Students will ask and answer questions about body parts that are visible and invisible.

VISIBLE/INVISIBLE: BODY PARTS (15 MIN.)

Turn and Talk: What parts of my body can you see?

Student A: What parts of my body can you see?

Student B: I can see your (*eyes, nose, mouth, ears, hands, feet, etc.*).
What parts of my body can you see?

Student A: I can see your (*eyes, nose, mouth, ears, hands, feet, etc.*).

Show Me: Point to your eyes. Point to your nose. [Do the same for mouth, ears, hands, and feet.]

- Tell students another way of saying that something can be seen is that it is visible. As an example, explain that your nose is visible. Have students say, "Visible. My nose is visible."
- Explain that there are many parts of the body that are on the inside and cannot be seen. Those parts of the body are invisible.
- Explain that everybody has organs. Organs are body parts, such as the stomach and heart, which have special jobs.

Ask

[Show image of a stomach and point to your stomach.] Can you see my stomach? Is my stomach visible or invisible?

» invisible

[Show image of a heart and point to your heart.] Can you see my heart? Is my heart visible or invisible?

» invisible

[Show image of the lungs and point to your lungs.] Can you see my lungs? Are my lungs visible or invisible?

» invisible

Support

Sentence frame and starter:

"The _____ (*body part*)
is visible/invisible."

"The _____ (*body part*)
helps us to . . ."



Speaking Exchanging Information and Ideas

Entering/Emerging

Ask students *yes/no* questions about body parts (e.g., "Where is your mouth? Is it visible?").

Transition/Expanding

Point to the location of the body part, and have students respond using the sentence frame. Encourage students to follow up with information about the body part using the sentence starter.

Bridging

Invite partner pairs to ask and answer questions about body parts and add additional information they learned from the read-aloud.

[Show image of a brain and point to your brain.] Can you see my brain? Is my brain visible or invisible?

» invisible



Turn and Talk

Talk to your partner about body parts that are visible and invisible. Tell your partner what you know already about the body parts.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K2L1
Activity Name	Turn and Talk
Proficiency Levels	
Entering	Student answers <i>yes/no</i> questions with prompting and support.
Emerging	Student answers <i>yes/no</i> questions.
Transitioning	Student responds to simple questions using a sentence frame.
Expanding	Student responds to simple questions and makes comments with prompting and support.
Bridging	Student asks and answers questions and contributes additional information from the text.

End Lesson

THE HUMAN BODY

The Body's Framework

PRIMARY FOCUS OF LESSON**Reading**

Students will preview the body's framework through an interactive read-aloud.

Listening

Students will determine the multiple meanings of the word *spine* using sentence-level context clues.

Speaking

Students will present a choral song and chant about the skeletal system.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Look and Learn [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Interactive Read-Aloud: “The Skeletal System”	15 min.	<input type="checkbox"/> Images 1A-8, 2A-1, 2A-2, 2A-4–2A-6 <input type="checkbox"/> rag doll or floppy stuffed animal (optional) <input type="checkbox"/> Body Systems Response Cards <input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Multiple-Meaning Word: <i>Spine</i>	5 min.	<input type="checkbox"/> Poster 2M (Spine)
On Stage		
Song and Chant: “The Skeletal System”	10 min.	<input type="checkbox"/> music to “Row, Row, Row Your Boat”

ADVANCE PREPARATION

Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
 1. 1A-8: Dr. Welbody
 2. 2A-1: Dr. Welbody showing skeleton
 3. 2A-2: Skeleton protecting organs
 4. 2A-4: Joints
 5. 2A-5: Spine
 6. 2A-6: Dr. Welbody’s skeleton
- Bring in a rag doll or stuffed animal to show students how their bodies would be floppy without their skeletons to support them.
- Prepare Language Proficiency Recording Sheet for Reading.

On Stage

- This lesson, Activity Page 2.1S, and Resource Page 2.1S include songs and chants for the five body systems presented in this unit. They are sung to the tune of “ Row, Row, Row Your Boat.” Bring in music for this song, and play the tune for students to hear. You will use the music, as well as the body systems songs and chants, throughout this unit. If students are not familiar with “Row, Row, Row Your Boat, “ have them hum the tune first to become comfortable with it before adding words. Students may also chant the words and use motions instead of singing it.

Take-Home Material

- Prepare Activity Page 2.1S for students to take home.

Note to Teacher

The interactive read-alouds are meant to be spoken in the voice of Dr. Welbody. Put on a character prop such as a white lab coat or a stethoscope to signal that you are getting into character.

Create class guidelines for presenting a choral song and chant (e.g., use loud presenting voices, stand up tall, do the motions with enthusiasm, and stay together). Model what each guideline looks and sounds like. You will continue to use and refer to these guidelines throughout this unit.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Ask and answer questions about multiple meanings of the word <i>spine</i>. • Present a choral song and chant. 		
Language Forms and Functions		
I see the _____ system. I know it is the _____ system because . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
joint skeletal system skeleton skull spine	protects supports	arm bones elbow hidden knee legs

Start Lesson

Lesson 2: The Body's Framework

Look Ahead



Primary Focus: Students will preview the body's framework through an interactive read-aloud..

INTERACTIVE READ-ALOUD: "THE SKELETAL SYSTEM" (15 MIN.)



Show Image 1A-8: Dr. Welbody

Hello, class! I am here to tell you about your skeletal system. The skeletal system has to do with bones.



Show Image 2A-1: Dr. Welbody showing skeleton

We all have skeletons hidden underneath our skin. *Hidden* means it cannot be seen.

Take a good look at your partner. Do you see his or her skeleton? Where is your partner's skeleton?

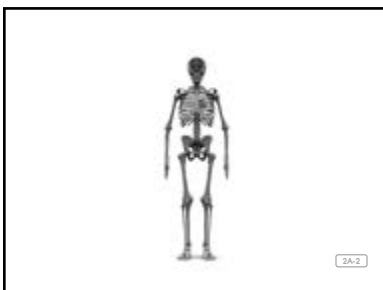
[Pause for student responses.]

That's right. The skeleton is hidden. You cannot see it, but you can feel it. Feel your arm. Do you feel something hard in there?

The hard things inside your arm are bones. Our skeletons are made up of many, many bones.

Our skeletons are so important to us. You know what? If we did not have a hard skeleton to support us, our body would be floppy, just like this rag doll [or stuffed animal].

[Pass the rag doll or stuffed animal around, so students can feel what floppy is like.]



Show Image 2A-2: Skeleton protecting organs

What do you see in this image?

» a skeleton

Does it look like there are just a few bones on this skeleton or many, many bones on this skeleton?

» many, many bones

Guess how many bones you will have on your skeleton by the time you grow up.

[Pause for student responses. Follow-up on student answers by telling whether there are more or fewer bones than they guessed.]

By the time you are all grown up, you will have 206 bones in your skeleton!

Do you see some things behind this skeleton?

[Point to each organ—brain, heart, and lungs—and have students name each organ with you.]

Support

Have students say *bone* while touching the bones on their arm. Invite different students to come up to the image of the boy (Image 2A-1) and point out the bones in his legs, chest, arms, and hands.

Ask students to come up with a motion that represents *bone*. Practice this motion a few times while saying *bone*.

Your skeleton protects your brain, heart, and lungs. Your skeleton keeps them safe.

Now tap lightly on your head. Do you feel something hard?

You are feeling the bones in your head, called your skull.

[Invite a student to point to the skull in the picture. Have the students say skull with you.]

Your skull is like a helmet to protect your brain.



Show Image 2A-4: Joints

Bones cannot bend by themselves. Bones are attached together at a joint. A joint is where two bones meet or join together.

[Point out several joints in the picture. Have the students say joint with you.]

Now let's stand up and bend our knees.

The bones in your leg are attached to the joint at your knee, so you can bend your leg.

[Point to the knee joint in the picture. Then point to your own knee and have students locate their knees.]

With your partner try to locate some joints on each other's skeleton. Find the places on your body where bones are attached at a joint.

Support

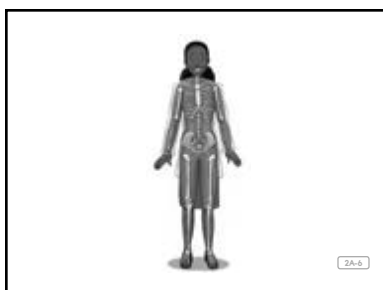
Have students say *spine* with you. Ask students if they can feel the line of small bones and the places where they are attached together.



Show Image 2A-5: Spine

Finally, move your hand down the middle of your back. Do you feel the line of small bones that runs up and down your back? These small bones are attached together to make up your spine.

Your spine is also called your backbone.



Show Image 2A-6: Dr. Welbody's skeleton



Look and Learn

Which body system do you see here? How do you know?



Reading
Reading/Viewing
Closely

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K2L2
Activity Name	Look and Learn
Proficiency Levels	
Entering	Student identifies main topic of the text with support.
Emerging	Student identifies main topic of the text.
Transitioning	Student identifies main topic and retells some key details with support.
Expanding	Student identifies main topic and retells some key details.
Bridging	Student answers questions about the topic by using key details from the text.

Entering/Emerging

Help students identify the body system using their Body Systems Response Cards, and prompt them to identify specific body parts (e.g., spine, hips, legs, and skeleton).

Transitioning/Expanding

Provide an oral sentence frame (e.g., "I see the _____ body system.") and help students explain their choice (e.g., "I know it is the _____ system because . . .").

Bridging

Have students identify the body system and explain their choice using information from the read-aloud.

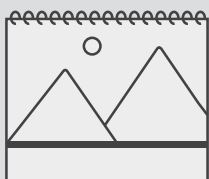
Lesson 2: The Body's Framework

Vocabulary Building



Primary Focus: Students will determine the multiple meanings of the word *spine* using sentence-level context clues.

Poster 2M



Listening Analyzing Language Choices

Entering/Emerging

Say simple sentences that include the word and meaning of *spine* in context. Have students hold up the number of fingers to indicate which image shows the way *spine* is used in the sentence.

Transitioning/Expanding

Have students refer to an image on the poster and give their own definitions for the word *spine*.

Bridging

Have students create their own sentences that reflect the meanings of the word *spine*.

MULTIPLE-MEANING WORD: SPINE (5 MIN.)

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

Ask: [Show Poster 2M (Spine)] Which picture shows the spine—the line of small bones—that goes up and down your back? (*one*) [Have students run their fingers along their spines.]

Spine is also a part of a book that faces out when you put it on a shelf.

Ask: Which picture shows the spine of a book? (*three*)

Spine also means something sharp and pointed like a porcupine quill.

Ask: Which picture shows a sharp, pointy spine? (*two*)



Check for Understanding

One, Two, Three: I am going to say sentences using the word *spine*. Hold up the number of fingers (one, two, or three) showing the correct meaning of *spine* used in each sentence.

- The author's name appeared on the spine of the book as well as on the title page. (*three*)
- Janie pricked her finger on the spines of the cactus. (*two*)
- I can feel my spine when I roll my fingers down my back. (*one*)

Now that we have gone over the different meanings for *spine*, quiz your partner on these different meanings. Remember to use complete sentences. For example, you could say, "I know the title of that book from its spine." Your partner should respond, "That's number three."

Lesson 2: The Body's Framework

On Stage



Primary Focus: Students will present a choral song and chant about the skeletal system.

SONG AND CHANT: "THE SKELETAL SYSTEM" (10 MIN.)

- Play the song "Row, Row, Row Your Boat." Ask students if they have heard this song before. Invite students to sing the song together or to hum along.
- Tell students that Dr. Welbody created a rhyming poem for each body system. The poems can be sung to the tune of "Row, Row, Row Your Boat." Tell them that they will repeat the words and motions after you. Eventually they will sing the words.
- State the following guidelines for presenting the song and chant, and model what each guideline looks and sounds like:
 - Use loud presenting voices.
 - Stand up tall.
 - Do the motions with enthusiasm.
 - Stay together.
- Have students practice this song and chant in small groups:

Without my hidden skeleton,

I could not stand up tall.

[Stand up really tall with your back straight.]

And so, "Hurray for bones!" I say,

[Jump up with your hands in the air. Do the motion for bone.]

Two hundred six in all!



**Speaking
Presenting**

Entering/Emerging

Have students hum the tune and do the motions.

Transitioning/Expanding

Have students sing and chant most of the words.

Bridging

Have students sing and chant all the words and do the motions.

End Lesson

3

THE HUMAN BODY

Marvelous Moving Muscles

PRIMARY FOCUS OF LESSON**Reading**

Students will preview the body's muscles through an interactive read-aloud.

Speaking

Students will present a choral song and chant about the muscular system.

Students will use adjectives to expand noun phrases in a shared language activity.

FORMATIVE ASSESSMENT

Speaking

Song and Chant [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Look and Learn [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Interactive Read-Aloud: “The Muscular System”	15 min.	<input type="checkbox"/> Images 3A-2–3A-8 <input type="checkbox"/> Body Systems Response Cards <input type="checkbox"/> Language Proficiency Recording Sheet
On Stage		
Song and Chant: “The Muscular System”	10 min.	<input type="checkbox"/> music to “Row, Row, Row Your Boat” <input type="checkbox"/> Resource Page 2.1
Looking at Language		
Expanding Sentences	5 min.	<input type="checkbox"/> Image 1A-3

ADVANCE PREPARATION

Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
 1. 3A-2: Muscular system
 2. 3A-3: Three views of the leg
 3. 3A-4: Arm muscles at work
 4. 3A-5: Muscles in hand
 5. 3A-6: Child smiling widely
 6. 3A-7: Heart
 7. 3A-8: Dr. Welbody’s muscular system
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Present a choral song and chant about the muscular system.
- Expand sentences using adjectives.

Language Forms and Functions

I see the _____ system. I know it is the _____ system because . . .

The _____ girl is sitting down. / The _____ man is wearing a _____ T-shirt. / She
 has _____ hair. / She is wearing a _____ dress.

Vocabulary

Tier 3 Domain-Specific Words

muscular system

Tier 2 General Academic Words

voluntary/involuntary

Tier 1 Everyday Speech Words

heart
large/tiny
muscles

Start Lesson

Lesson 3: Marvelous Moving Muscles

Look Ahead

15M

Primary Focus: Students will preview the body's muscles through an interactive read-aloud.

INTERACTIVE READ-ALOUD: "THE MUSCULAR SYSTEM" (15 MIN.)

Support

Have students repeat *muscular system*. Ask students to come up with a motion that represents *muscles*. Practice this motion a few times while saying *muscle*.



Show Image 3A-2: Muscular system

Like our skeletal system, our muscular system is also hidden. That means we cannot see it.

Tell me, can you see your partner's muscular system?

If bones make up our skeletal system, what do you think our muscular system is made of?

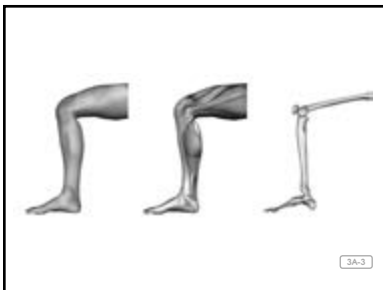
[Pause for student responses.]

Our muscular system is made of muscles.

Our muscles help us do many things, such as moving, walking, breathing, and speaking.

Even though our muscles are hidden, we can feel them.

[Have students feel the muscles on their arms and legs. Point out that the squishy parts between their skin and bones are their muscles.]



Show Image 3A-3: Three views of the leg

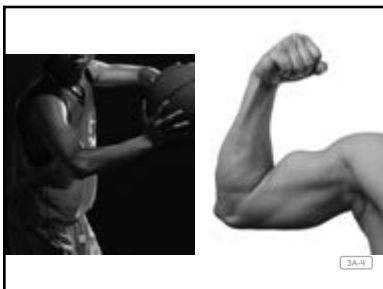
What part of the body is this?

» the leg

Tell your partner what you see in each of these three pictures. How are these pictures different?

[Allow students to talk. Call on a couple partner pairs to share.]

On the outside, we see the skin of the leg. Underneath the skin are the leg muscles, and behind the leg muscles are the bones.



Show Image 3A-4: Arm muscles at work

What part of the body is this?

» the arm

For many of your muscles, you tell them what to do.

What is the man playing basketball telling his arm muscles to do?

[Pause for student responses.]

The muscles that you control and tell what to do are called voluntary muscles. *[Have students say voluntary muscles. Ask students what word they know that sounds like voluntary. (volunteer—someone who does something because he or she wants to do it). Help students remember that voluntary muscles move because we want them to move.]*

There are large voluntary muscles in your arms.

Support

Have students say *involuntary* with you. Ask them how *involuntary* is related to *voluntary*. (They are opposites.)



Show Image 3A-5: Muscles in hand

There are also tiny voluntary muscles in your hands.

What can you do with the voluntary muscles in your hands?

[Invite students to make the numbers zero, one, two, and three; pretend to knock on a door; write, etc. Reinforce that students are telling their muscles to do those actions.]



Show Image 3A-6: Child smiling widely

Finally, smile! Muscles also help you to smile.



Show Image 3A-7: Heart

What do you see in this picture?

» a heart

Some muscles in your body move without you telling them to. These muscles are called involuntary muscles. Involuntary muscles move automatically—right away, on their own.

Think about these two actions: kicking a ball and blinking your eyes. Which do you think is voluntary and which is involuntary?

» kicking a ball—voluntary; blinking your eyes—involuntary

Do you have to tell your heart to beat?

No! Your heart is an involuntary muscle that beats automatically and on its own. Your heart is working day and night. [Have students put their hands over their hearts to feel their hearts beating. Stress that their heartbeats are involuntary; they do not have to tell their hearts to beat or to think about whether their hearts are beating.]



Show image 3A-8: Dr. Welbody's muscular system



Look and Learn

Which body system do you see here? How do you know?



Reading Reading/Viewing Closely

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K2L3
Activity Name	Look and Learn
Proficiency Levels	
Entering	Student recognizes the correct body system.
Emerging	Student recognizes the correct body system and specific body parts in response to cues from teacher.
Transitioning	Student completes an oral sentence frame and explains his or her choice with help.
Expanding	Student completes an oral sentence frame and explains his or her choice.
Bridging	Student answers the question and explains his or her choice using information from the read-aloud.

Entering/Emerging

Help students identify the body system using their Body Systems Response Cards, and prompt them to identify specific body parts (e.g., muscle, leg, and hand).

Transitioning/Expanding

Provide an oral sentence frame (e.g., "I see the _____ body system."), and help them explain their choice (e.g., "I know it is the _____ system because . . .").

Bridging

Have students identify the body system and explain their choice using information from the read-aloud.

Lesson 3: Marvelous Moving Muscles

On Stage



Primary Focus: Students will present a choral song and chant about the muscular system.

SONG AND CHANT: “THE MUSCULAR SYSTEM” (10 MIN.)

- Play the song “Row, Row, Row Your Boat.” Invite students to sing the song together or to hum along.
- Tell students that Dr. Welbody created a rhyming poem for the muscular system. Tell them that they will repeat the words and motions after you. Eventually they will sing the words.
- State and model the following guidelines for presenting the song and chant:
 - Use loud presenting voices.
 - Stand up tall.
 - Do the motions with enthusiasm.
 - Stay together.
- Have students practice this song and chant in small groups:

My muscles are so good to me.

[Do the motion for muscle.]

They help me to have fun—

To jump and kick a soccer ball,

[Mime jumping and kicking a soccer ball.]

To smile and speak and run.

[Mime smiling, speaking, and running.]



**Speaking
Presenting**

Entering/Emerging

Have students hum the tune and do the motions.

Transitioning/Expanding

Have students sing and chant most of the words.

Bridging

Have students sing and chant all the words and do the motions.



Formative Assessment

Song and Chant: [Choose a few students or a small group.]

Present this song and chant about the muscular system to the class.

Lesson 3: Marvelous Moving Muscles

Looking at Language



Primary Focus: Students use adjectives to expand noun phrases in a shared language activity.

EXPANDING SENTENCES (5 MIN.)

Note: There may be variations in the types of sentences created by your class. Allow for these variations and restate students' sentences so they are grammatically correct. Repeat each sentence for the students. If necessary, ask students to repeat your sentences. Point to the person in the picture as you say a sentence about him or her.



Show Image 1A-3: Diverse people

- Point to a part of this picture, and say a sentence about it. For example, consider using the following sentences:
 - The girl is sitting down.
 - The man is wearing a T-shirt.
 - She has hair.
 - She is wearing a dress.
- Have students think of one detail or adjective they could add to the sentence.
- Have students tell a partner about the detail or adjective they would add. Ask partner pairs if they thought of the same detail or adjective.
- Help students state the sentence using the new, added detail.



Check for Understanding

Expanding Sentences: I will call on some of you to share your sentence with the added detail or adjective.

- » Answers will vary, but could include sentences like the following:
“The little girl is sitting down”; “The tall man is wearing a white T-shirt”; “She has curly hair.”; or “She is wearing a black dress.”

Support

Sentence frames:

“The _____ (*adj.*) girl is sitting down.”

“The _____ (*adj.*) man is wearing a _____ (*adj.*) T-shirt.”

“She has _____ (*adj.*) hair.”

“She is wearing a _____ (*adj.*) dress.”



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Point to specific parts of the image, and ask simple questions to prompt students to add details using familiar adjectives (e.g., size and color).

Transitioning/Expanding

Prompt students with questions about the image that will elicit details about the image.

Help students add details to expand their sentences.

Bridging

Have students brainstorm with a partner a variety of adjectives (e.g., shape, emotion, and texture) that they can use to expand a sentence.

Extending the Activity

- Have students add more than one detail or adjective to the nouns in the sentence.
- Have one partner describe a person in the image while the other partner guesses who that person is. Then have students switch roles.

End Lesson

THE HUMAN BODY

Chew, Swallow, Squeeze, and Churn

PRIMARY FOCUS OF LESSON**Reading**

Students will preview the digestive system through an interactive read-aloud.

Speaking

Students will present a choral song and chant for the digestive system.

Students will explain the process of digestion using linking words and phrases in a shared language activity.

FORMATIVE ASSESSMENT

Speaking

Song and Chant [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Six Steps [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Interactive Read-Aloud: “The Digestive System”	15 min.	<input type="checkbox"/> Images 4A-2–4A-7 <input type="checkbox"/> crackers <input type="checkbox"/> yarn <input type="checkbox"/> Body Systems Response Cards
On Stage		
Song and Chant: “The Digestive System”	5 min.	<input type="checkbox"/> music to “Row, Row, Row Your Boat” <input type="checkbox"/> Resource Page 2.1S
Looking at Language		
The Process of Digestion	10 min.	<input type="checkbox"/> Images 4A-3 and 4A-7 <input type="checkbox"/> number hold-ups 1–6 <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
 1. 4A-2: Child eating a cracker
 2. 4A-3: Esophagus and stomach
 3. 4A-4: Stomach
 4. 4A-5: Small intestine
 5. 4A-6: Small intestine to large intestine
 6. 4A-7: Dr. Welbody's digestive system
- Bring in samples of crackers for students to eat as you describe the digestive process.

Note: Please check with your school’s policy regarding food distribution and allergies.

- Bring in a long piece of yarn to demonstrate how the small intestine is scrunched inside the body.

Looking at Language

- Create large number hold-ups with the numbers 1–6 written on them.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

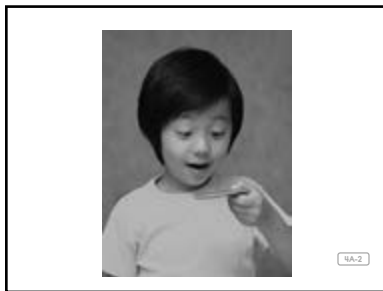
Discourse Features		
<ul style="list-style-type: none">• Present a choral song and chant.• Explain the process of digestion using linking words and phrases		
Language Forms and Functions		
Explain a process: <u>First</u> , ... <u>Second</u> , ... <u>Third</u> , ... <u>Fourth</u> , ... <u>Fifth</u> , ... <u>Sixth</u> , ...		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
digestion digestive system esophagus saliva small/large intestine	crushing energy healthy liquid process	chew mouth stomach teeth

Lesson 4: Chew, Swallow, Squeeze, and Churn

Look Ahead



Primary Focus: Students will preview the digestive system through an interactive read-aloud.

INTERACTIVE READ-ALoud: “THE DIGESTIVE SYSTEM” (15 MIN.)

Show Image 4A-2: Child eating a cracker

[You may wish to distribute crackers to every student before beginning this part of the read-aloud.]

Dr. Welbody here to tell you about another body system—the digestive system.

Pretend that you just took a bite out of a yummy cracker. What are you going to do now?

Chew!

Your teeth are crushing the cracker, and saliva is making your food softer. Saliva is a kind of liquid in your mouth that helps to soften your food.

Can you feel the saliva in your mouth as you chew your cracker?

[Pause for student responses. Have students say saliva with you.]


Show Image 4A-3: Esophagus and stomach

Where do you think the cracker will go next?

[Invite a student to trace a path from the mouth to the stomach.]

The cracker will go from your mouth down a tube called your esophagus and into your stomach.

[Point to the mouth, have students say mouth. Point to the esophagus, and have students say esophagus. Point to the stomach, and have students say stomach.]

Support

Have students show their partners how they would use motions to refer to *stomach*. Point out a few examples from students, and choose one to represent *stomach*.



Show Image 4A-4: Stomach

What is this?

» a stomach

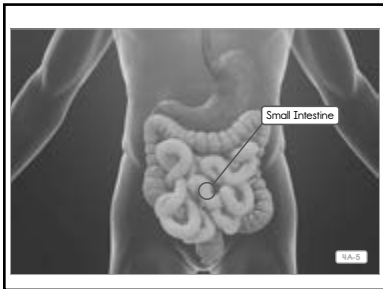
Can you find where your stomach is located in your body?

» invisible; in the upper belly area

What do you think is happening to the cracker in your stomach?

[Pause for student responses.]

Your stomach turns the mushy food into liquid.



Show Image 4A-5: Small intestine

[Point to the small intestine, and accentuate how it twists and turns.]

The food leaves the stomach bit by bit and enters the small intestine.

[Invite a student to trace the twisty path of the small intestine.]

Do you think food travels a long way in your small intestine? *[You may wish to demonstrate this with a long piece of yarn. Show students a scrunched piece of yarn. Then straighten out the yarn. Emphasize that the small intestine is scrunched inside their bodies, but the small intestine is actually very, very long.]*

» Yes, because the intestine is very, very long.

[Point to the large intestine that surrounds the small intestine.]

Food that is left over in the small intestine goes into a shorter and wider tube called the large intestine.

Support

Review the digestive process with Image 4A-6, starting from the mouth, down the esophagus, into the stomach, and through the small intestine, with leftover waste going through the large intestine and out the bottom.



Reading
Reading/Viewing
Closely

Entering/Emerging

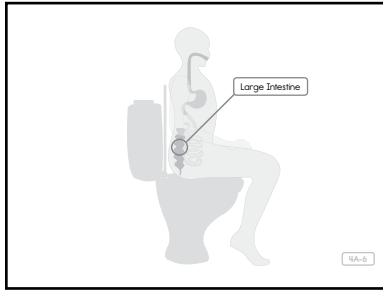
Help students identify the body system using their Body Systems Response Cards, and prompt them to identify specific body parts (e.g., stomach, esophagus, and intestine).

Transitioning/Expanding

Provide an oral sentence frame to students (e.g., “I see the _____ body system.”), and help them explain their choice (e.g., “I know it is the _____ system because . . .”).

Bridging

Have students identify the body system and explain their choice using information from the read-aloud.



Show Image 4A-6: Small intestine to large intestine

Finally, the leftover food gets pushed out of your bottom when you go to the bathroom.



Show Image 4A-7: Dr. Welbody's digestive system

What system do you see?

» the digestive system

Guess: How long does it take for food to travel through your whole digestive system?

[Pause for student responses.]

It may take up to two days! That means the cracker you just ate might take two days to digest.

Digestion is happening while you work, play, and even while you sleep.



Check for Understanding

Look and Learn: [Use Image 4A-7 to have students name the parts of the digestive system.]

Lesson 4: Chew, Swallow, Squeeze, and Churn

On Stage



Primary Focus: Students will present a choral song and chant about the digestive system.

SONG AND CHANT: “THE DIGESTIVE SYSTEM” (5 MIN.)

- Play the song “Row, Row, Row Your Boat.” Invite students to sing the song together or to hum along.
- Tell students that Dr. Welbody created a rhyming poem for the digestive system. Tell them that they will repeat the words and motions after you. Eventually they will sing the words.
- Remind students about the guidelines for presenting the song and chant.
- Have students practice this song and chant in small groups:

Eating healthy foods I love,

[Mime eating.]

Digestion leads the way,

[Motion to the stomach.]

To give my body energy

It needs to work and play.

[Mime writing, and do a jumping jack.]



**Speaking
Presenting**

Entering/Emerging

Have students hum the tune and do the motions.

Transitioning/Expanding

Have students sing and chant most of the words.

Bridging

Have students sing and chant all the words and do the motions.



Formative Assessment

Song and Chant: [Choose a few students or a small group.] Present this song and chant about the digestive system to the class.

Lesson 4: Chew, Swallow, Squeeze, and Churn

Looking at Language



Primary Focus: Students will explain the process of digestion using linking words and phrases in a shared language activity.

THE PROCESS OF DIGESTION (10 MIN.)

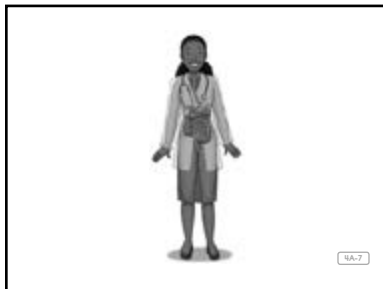


Show Image 4A-3: Esophagus and stomach

- Remind students that they have heard about the digestive system.
- Point to the various parts of the digestive system, and have students name them with you.

» mouth, esophagus, stomach

- Then have students start at the top of their throat, where their esophagus is, and run their finger down to their stomach.



Show Image 4A-7: Dr. Welbody's digestive system

- Point to the various parts of the digestive system, and have students name them with you.

» mouth, esophagus, stomach, small intestine, large intestine, and bottom

- Tell students that they will go over the process of digestion together using linking words or phrases.
- **Definition:** Explain to students that a process is a series of things or actions that happen in order.
- Direct students to fill in the blanks with the suggested linking words in parentheses as you read the following sentences:
 - _____, food goes into the mouth. (*First*)
 - _____, food goes down the esophagus. (*Second*)
 - _____, food enters into the stomach. (*Third*)
 - _____, food enters bit by bit into the small intestine. (*Fourth*)

- _____, leftover waste goes into the large intestine. (*Fifth*)
- _____, leftover waste goes out the bottom. (*Sixth*)



Six Steps

[Referencing Image 4A-7, go over the digestive process again using number hold-ups. Distribute the number hold-ups to six students.] Stand in order from one to six. I will describe each part of the digestive process. As I do, if you have the number hold-up for that part of the process, hold it up. Meanwhile, the rest of the class should say the linking word.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K2L4
Activity Name	Six Steps
Proficiency Levels	
Entering	Student repeats a process using a select set of linking words with prompting and support.
Emerging	Student repeats a process using a select set of linking words.
Transitioning	Student retells a process using a growing number of linking words with prompting and support.
Expanding	Student retells a process using a growing number of linking words.
Bridging	Student retells a process using a variety of linking and temporal words.

End Lesson



Speaking Understanding Cohesion

Entering/Emerging

Repeat the steps in the process of digestion, emphasizing the ordinal linking words (*first*, *second*, *third*, etc) for students to echo.

Transitioning/Expanding

Brainstorm an oral bank of other linking words (e.g., *next*, *then*, and *finally*) that could replace the ordinal words to describe the process of digestion.

Bridging

Challenge students to retell the process of digestion, using their own linking and temporal words, in small groups.

Challenge

Have students think of other linking words or phrases to use to show sequence.

5

THE HUMAN BODY

The Body's Superhighway

PRIMARY FOCUS OF LESSON**Reading**

Students will preview the circulatory system through an interactive read-aloud.

Speaking

Students will present a choral song and chant about the circulatory system.

Listening

Students will describe the way blood flows through the circulatory system using the word *circulate*.

FORMATIVE ASSESSMENT

Speaking

Song and Chant [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Round Robin [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Interactive Read-Aloud: “The Circulatory System”	15 min.	<input type="checkbox"/> Images 5A1–5A-3, 5A-5, 5A-7, 5A-8 <input type="checkbox"/> stethoscopes (optional) <input type="checkbox"/> Language Proficiency Recording Sheet
On Stage		
Song and Chant: “The Circulatory System”	10 min.	<input type="checkbox"/> music to “Row, Row, Row Your Boat” <input type="checkbox"/> Resource Page 2.1S
Vocabulary Building		
Word Work: <i>Circulate</i>	5 min.	<input type="checkbox"/> Image 5A-9

ADVANCE PREPARATION

Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
 1. 5A-1: Dr. Welbody with polka-dot bandage
 2. 5A-2: Skinned knee
 3. 5A-3: Circulatory system
 4. 5A-5: Blood vessels around major organs
 5. 5A-7: Doctor listening to child’s heart
 6. 5A-8: Child exercising
- [Optional] Bring in stethoscopes for students to listen to their heart beat as part of the Interactive Read-Aloud.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Present a choral song and chant.
- Describe the way blood flows, using the general academic word *circulate*.

Language Forms and Functions

Offering suggestions: You can keep your heart healthy by . . .

Building ideas: I also think . . . / I have a different idea from _____'s. My idea is . . .
(name)

Blood _____ around the body.
(circulates)

The birds _____ in the sky.
(circulate)

Vocabulary

Tier 3 Domain-Specific Words

blood vessels
circulatory system
nutrients
oxygen
stethoscope

Tier 2 General Academic Words

circulate
explore
pumps

Tier 1 Everyday Speech Words

blood
heart
muscle

Start Lesson

Lesson 5: The Body's Superhighway

Look Ahead

15M

Primary Focus: Students will preview the circulatory system through an interactive read-aloud.

INTERACTIVE READ-ALOUD: "THE CIRCULATORY SYSTEM" (15 MIN.)



Show Image 5A-1: Dr. Welbody with polka-dot bandage

Hello again! Dr. Welbody here to explore the circulatory system with you.

Did you notice the bandage on my pinkie?
What do you think happened to me?

Even a pediatrician like me gets hurt sometimes!



Show Image 5A-2: Skinned knee

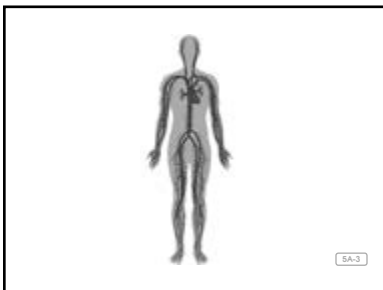
What happened to this boy? What do you see on his knee?

Tell your partner about a time you have gotten hurt before.

[Allow some time for students to talk. Call on volunteers to share.]

Have you noticed that when you scrape your knee or cut your finger, blood sometimes comes out?

Blood is one part of your circulatory system.



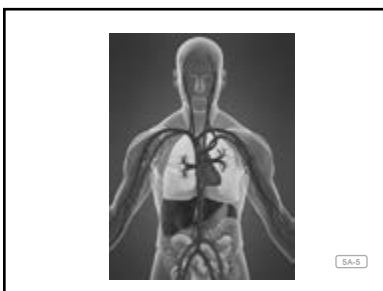
Show Image 5A-3: Circulatory system

Blood circulates—or moves—all around your body in tubes called blood vessels.

Blood vessels are also hidden inside your body, but you can see some of them through your skin. Take a look at your wrist. Do you see some thin blue lines going from your arm into your hand?

What do you think those blue lines are?

That's right! They are your blood vessels. Blood moves through your body through blood vessels.



Show Image 5A-5: Blood vessels around major organs

Can you find the heart in this image?

Your heart is the most important muscle in your body. The heart's job is to pump blood all through your body. Let's see if you can feel your heart pumping.

[Have students place their hands at the center of their chests, and see if they can feel their hearts beating. If not, have students do jumping jacks or run in place for thirty seconds and then try to feel their hearts beating again.]

Your heart, blood, and blood vessels make up your circulatory system.

[Have students say circulatory system with you.]

Support

Point to the blood vessels and have students say *blood vessels* with you. Show how the blood vessels go all around the body. Remind students that blood is inside the blood vessels and circulates all around the body.

Have students show their partners how they would use motions to refer to *heart*. Point out a few examples from the students, and choose one to represent *heart*.

Support

Tell students that nutrients are found in food. Living things need nutrients such as protein, minerals, and vitamins to be strong and healthy.

Why do you think the circulatory system is important to your body?

[Pause for student responses.]

Your heart, blood, and blood vessels carry two very important things to all the parts of your body: oxygen and nutrients.

Where do you get oxygen from?

» the air

Where do you get nutrients from?

» food and water



Show Image 5A-7: Doctor listening to child's heart

What is happening in this picture? What is the pediatrician listening to?

When children come to me for checkups, I always check to make sure their circulatory systems are healthy by listening to their hearts with my stethoscope.

*[Pronounce /steth*ə*skoep/. Optional: pass around one or more stethoscopes for students to use to listen to their hearts.]*

Do you know what a healthy heart sounds like?

A healthy heart makes a sound with each beat. A healthy heart sounds like this: *lub-dub, lub-dub, lub-dub*.

[Have students say "lub-dub, lub-dub, lub-dub" while doing the motion for heart.]



Show Image 5A-8: Child exercising



Round Robin

Take turns telling each other about one way you can keep your heart healthy.

[Have students follow turn-taking rules in small groups. Call on several students to share.]

- » You can keep your heart healthy by exercising and eating healthy foods.

Support

Sentence starter: “You can keep your heart healthy by . . .”



Speaking Exchanging Information and Ideas

Entering/Emerging

Invite students to use gestures, and prompt them to use words and phrases to show one way they can keep their hearts healthy.

Transitioning/Expanding

Brainstorm ideas and provide a sentence starter. Lead students to ask and answer questions about students' ideas.

Bridging

Prompt students to build on a previous idea (e.g., “I also think . . .”/ “I have a different idea from ____’s. My idea is . . .”).

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K2L5
Activity Name	Round Robin
Proficiency Levels	
Entering	Student contributes ideas using gestures and words and phrases with support.
Emerging	Student contributes ideas using gestures and words and phrases.
Transitioning	Student contributes to discussion using complete sentences and asks and answers questions about the topic with support.
Expanding	Student contributes to discussion and asks and answers questions about the topic.
Bridging	Student contributes to discussion and builds on the ideas of others.

Lesson 5: The Body's Superhighway

On Stage



Primary Focus: Students will present a song and chant about the circulatory system.

SONG AND CHANT: "THE CIRCULATORY SYSTEM" (10 MIN.)

- Tell students that Dr. Welbody created a rhyming poem for the circulatory system. The poem can be sung to the tune of "Row, Row, Row Your Boat." Tell them they will repeat the words and motions after you, and eventually they will sing the words.
- Remind students about the guidelines for presenting the song and chant.
- Have students practice this song and chant in small groups:

My heart is always working,

[Motion to the heart.]

It's busy night and day,

It pumps while I'm sleeping

[Mime sleeping.]

And while I work and play.

[Mime writing, and do a jumping jack.]



Speaking
Presenting

Entering/Emerging

Have students hum the tune and do the motions.

Transitioning/Expanding

Have students sing and chant most of the words.

Bridging

Have students sing and chant all the words and do the motions.



Formative Assessment

Song and Chant: [Choose a few students or a small group.]

Present this song and chant about the circulatory system to the class.

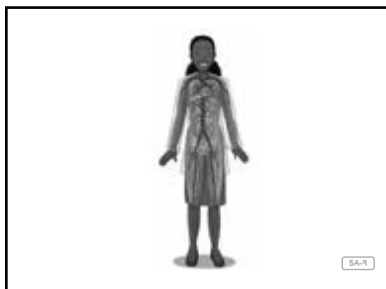
Lesson 5: The Body's Superhighway

Vocabulary Building



Primary Focus: Students will describe the way blood flows through the circulatory system using the word *circulate*.

WORD WORK: CIRCULATE (5 MIN.)



Show Image 5A-9: Dr. Welbody's circulatory system

You learned that blood circulates or moves around your body through tubes called blood vessels.

- Have a student point out the blood vessels in this image.
- Have students say the word *circulate* with you three times.

Definition: *Circulate* means to move in a circle and usually return to the starting point. [Demonstrate this by making a circulating motion with your arms.]

Examples: Blood starts in the heart and circulates all around the body and returns to the heart again.

The teacher circulates around the room from group to group.

Turn and Talk: Tell your partner about something that circulates. Use the word *circulate/circulates* when you tell about it.

Support

Tell students the red blood vessels carry blood that has oxygen in it to the rest of the body. The blue blood vessels carry blood that needs oxygen back to the heart.



Listening Evaluating Language Choices

Entering/Emerging

Have students complete the sample sentences with the word *circulate*. "Blood _____ (*circulates*) around the body. The birds _____ (*circulate*) in the sky."

Transitioning/Expanding

Encourage students to use the word *circulate* in a sentence.

Bridging

Challenge students to explain why the word *circulate* is a good word to use when talking about the circulatory system.



Check for Understanding

Thumbs Up/Thumbs Down: Show me a thumbs up if the following sentence describes something circulating. Show me a thumbs down if it does not.

- You circulate around the pool when you swim back and forth in a line.
 - » thumbs down
- You circulate around the pool when you swim in a circle.
 - » thumbs up

End Lesson

THE HUMAN BODY

Control Center: The Brain

PRIMARY FOCUS OF LESSON**Reading**

Students will preview the nervous system through an interactive read-aloud.

Listening

Students will distinguish between controllable and uncontrollable actions.

Speaking

Students will present a choral song and chant about the nervous system.

FORMATIVE ASSESSMENT

Speaking

Song and Chant [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Work Together [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Interactive Read-Aloud: “The Nervous System”	15 min.	<input type="checkbox"/> Images 6A-2–6A-6 <input type="checkbox"/> Body System Response Cards <input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Word Work: <i>Control</i>	5 min.	
On Stage		
Song and Chant: “The Nervous System”	10 min.	<input type="checkbox"/> music to “Row, Row, Row Your Boat” <input type="checkbox"/> Resource Page 2.1S

ADVANCE PREPARATION

Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
 1. Image 6A-2: Child smiling
 2. Image 6A-4: Brain
 3. Image 6A-3: Skull, with brain partly visible inside
 4. Image 6A-5: Nervous system
 5. Image 6A-6: Children playing soccer
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Share what the brain controls in the body.
- Present a choral song and chant about the nervous system.

Language Forms and Functions

My brain helps me

The _____ system helps children

That's controllable/uncontrollable.

Vocabulary

Tier 3 Domain-Specific Words

blood vessels
circulatory system
muscle
oxygen
stethoscope

Tier 2 General Academic Words

circulate
explore
nutrients
pumps

Tier 1 Everyday Speech Words

blood
heart

Start Lesson

Lesson 6: Control Center: The Brain

Look Ahead



Primary Focus: Students will preview the nervous system through an interactive read-aloud.

INTERACTIVE READ-ALoud: "THE NERVOUS SYSTEM" (15 MIN.)



Show Image 6A-2: Child smiling

Your brain gets messages about the world from your five senses.

None of your senses would work if you did not have a brain.

Support

Review each of the five senses: sight/eyes; hearing/ears; touch/skin; taste/mouth and tongue; and smell/nose. Point to the boy's eyes, ears, skin, mouth, and nose as you review the senses.

Support

Ask students to come up with a motion that represents *brain*. Practice this motion a few times while saying *brain*.

Sentence starter: “My brain helps me . . .”



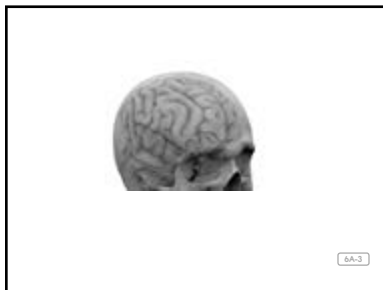
Show Image 6A-4: Brain

What is this a picture of?

Your brain looks like this. It is wrinkly and wet. Your brain controls everything your body does and feels.

Turn and Talk: What are some things your brain helps you to do?

[Have partner pairs think of an example of how the brain helps them know about the world around them through their five senses: sight, hearing, smell, taste, and touch. Call on partner pairs to share.]



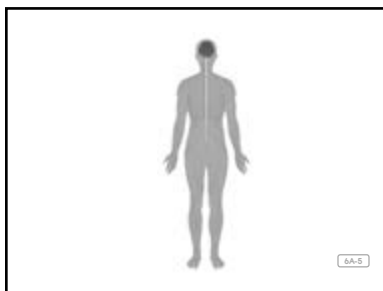
Show Image 6A-3: Skull, with brain partly visible inside

What part of your body did you already learn about that protects your brain?

» the skull

Your brain is inside your skull.

[Have students tap lightly on their skulls.]



Show Image 6A-5: Nervous system

Which system is this?

» the nervous system

What other system looks like the nervous system?

[Pause for student responses.]

Similar to the blood vessels in the circulatory system that travel all around the body, nerves in the nervous system also go to every part of your body.

Messages travel back and forth from your brain to other parts of your body by moving up and down your spine with lightning speed—that's very, very fast!

[Point from the brain down and up the spine.]

Attached to the spine are thin fibers that look like strings, called nerves. Your nerves go to every part of your body. Your brain, spine, and nerves make up your nervous system.



Show Image 6A-6: Children playing soccer



Work Together

[Have students refer to their Body Systems Response Cards. Hold up each card, and prompt students to tell about how each system helps children play soccer.]

- » The skeletal and muscular systems help the children run and kick; the circulatory system helps pump blood to the parts of the body that are moving; the nervous system helps the children know where to run and when to kick the ball.

Tell your partner how the different body systems work together to help these children play soccer.



Reading Reading/Viewing Closely

Entering/Emerging

Hold up the Body System Response Cards and help students identify them one by one.

Transitioning/Expanding

With a partner, have students choose two systems and help them make connections about how the two systems work together.

Bridging

Invite students to explain to their partner how two body systems work together to help children play soccer.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K2L6
Activity Name	Work Together
Proficiency Levels	
Entering	Student matches key words and topics to images with support.
Emerging	Student matches key words and topics to images.
Transitioning	Student relates two ideas about a main topic with support.
Expanding	Student relates two ideas about a main topic.
Bridging	Student connects ideas about a main topic independently.

Lesson 6: Control Center: The Brain

Vocabulary Building



Primary Focus: Students will distinguish between controllable and uncontrollable actions.

WORD WORK: CONTROL (5 MIN.)

Your brain controls everything your body does.

Say the word *control* with me three times.

Definition: *Control* means to have power over something by telling it what to do.

Example: Your brain controls your moods and feelings—your brain controls whether you feel happy, sad, or angry.



Check for Understanding

Making Choices: If the thing I say is something you can control, stand up and say, “That’s controllable.” If the thing I say is something you cannot control, sit down and say, “That’s uncontrollable.” When you add *un-* to a word, that gives the word the opposite meaning. [Put the emphasis on *un-* in *uncontrollable*.]

- smiling for the camera
 - » That’s controllable.
- the beating of my heart
 - » That’s uncontrollable.
- breathing while I sleep
 - » That’s uncontrollable.
- kicking a soccer ball
 - » That’s controllable.

Support

Sentence frame: “My brain controls my . . .”

Turn and Talk: What else does the brain control in your body? Use the word *control* when you tell about it.

Lesson 6: Control Center: The Brain

On Stage



Primary Focus: Students will present a choral song and chant about the nervous system.

SONG AND CHANT: “THE NERVOUS SYSTEM” (10 MIN.)

- Tell students that Dr. Welbody created a rhyming poem for the nervous system. The poem can be sung to the tune of “Row, Row, Row Your Boat.” Tell them that they will repeat the words and motions after you. Eventually they will sing the words.
- Remind students about the guidelines for presenting the song and chant.
- Have students practice this song and chant in small groups:

I'm so glad I have a brain

[Motion to the brain.]

To help me think and see,

[Point to your brain, move your arms around, and point to your eyes.]

And write my name and count to three,

[Mime writing, and show the number three with your fingers.]

And move and read and dream!

[Mime moving, reading, and dreaming.]



Formative Assessment

Song and Chant: [Choose a few students or a small group.] Present this song and chant about the nervous system to the class.

End Lesson



Listening Analyzing Language Choices

Entering/Emerging

Invite students to act out the motions with you and to respond with the words *controllable* or *uncontrollable*.

Transitioning/Expanding

Have students use the words *controllable* or *uncontrollable* in their responses.

Bridging

Challenge students to explain why the action is controllable or uncontrollable.



Speaking Presenting

Entering/Emerging

Have students hum the tune and do the motions.

Transitioning/Expanding

Have students sing and chant most of the words.

Bridging

Have students sing and chant all the words and do the motions.

7

THE HUMAN BODY

Human Body Systems Review

PRIMARY FOCUS OF LESSON**Listening**

Students will recognize and discuss how different body systems work together.

Speaking

Students will use adjectives to expand noun phrases in a shared language activity.

Students will construct sentences using conjunctions in a shared language activity.

FORMATIVE ASSESSMENT

Listening

Match-Up [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Rewind		
Review Human Body Systems	10 min.	<input type="checkbox"/> various Flip Book images related to specific body systems <input type="checkbox"/> riddles for each body system <input type="checkbox"/> Body Systems Response Cards
Looking at Language		
Expanding Sentences	10 min.	<input type="checkbox"/> Image 6A-6 <input type="checkbox"/> Language Proficiency Recording Sheet
Sentence Builder	10 min.	<input type="checkbox"/> Images 5A-2, 5A-7, 5A-8

ADVANCE PREPARATION

Rewind

- Identify various Flip Book images related to specific body systems. We suggest:
 - Skeletal system: 2A-1, 2A-4, 2A-5, 3A-3
 - Muscular system: 3A-1, 3A-3, 3A-5, 3A-7
 - Digestive system: 4A-2, 4A-4, 4A-5
 - Circulatory system: 2A-2, 3A-7, 5A-2, 5A-5, 5A-7
 - Nervous system: 2A-2, 6A-4, 6A-5
- Make up several riddles for each body system (e.g., Without this system, my body would be floppy, like a rag doll. / The heart is the most important organ in this system. / This system turns food into energy for your body. / Blood travels through your body in this system. / The brain is the most important organ in this system.).

Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.
- Generate your own questions and Sentence Builder examples for Flip Book Images 5A-2, 5A-7, and 5A-8.



Listening Exchanging Information and Ideas

Entering/Emerging

Have students ask a *yes/no* or *wh-* question about the body systems for the group to answer.

Have students hold up the corresponding response card to answer other group members' questions.

Transitioning/Expanding

Have students answer questions using complete sentences and contribute to discussion by using this sentence frame:
"The _____ system works with the _____ system to . . ."

Bridging

Have students answer questions using detailed sentences and build on the responses of others.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss how different body systems work together.
- Expand sentences using adjectives.
- Construct sentences using conjunctions.

Language Forms and Functions

The _____ system works with the _____ system to . . .

The boy ran too fast, so he skinned his knee.

The boy skinned he knee because he ran too fast.

Vocabulary

Tier 3 Domain-Specific Words

circulatory system
digestive system
muscular system
nervous system
skeletal system

Tier 2 General Academic Words

connect
recall

Tier 1 Everyday Speech Words

Lesson 7: Human Body Systems Review

Rewind



Primary Focus: Students will recognize and discuss how different body systems work together.

REVIEW HUMAN BODY SYSTEMS (10 MIN.)

- Show students Flip Book images related to their body systems. Have students hold up the corresponding Body Systems Response Card.
- Have students check with their partners to see if they held up the same response card.

Suggested Flip Book images:

- Skeletal system: 2A-1, 2A-4, 2A-5, 3A-3
- Muscular system: 3A-1, 3A-3, 3A-5, 3A-7
- Digestive system: 4A-2, 4A-4, 4A-5

- Circulatory system: 2A-2, 3A-7, 5A-2, 5A-5, 5A-7
- Nervous system: 2A-2, 6A-4, 6A-5
- Tell students the riddles you prepared in advance. Have students hold up the corresponding Body Systems Response Cards to answer. Direct students to check with their elbow partners to see if they held up the same response cards.



Formative Assessment

Match-Up: In small groups, help each other connect how different body systems work together.

[Have students refer to their Body Systems Response Cards.]

Lesson 7: Human Body Systems Review

Looking at Language



Primary Focus

Students will use adjectives to expand noun phrases in a shared language activity. Students will construct sentences using conjunctions in a shared language activity.

EXPANDING SENTENCES (10 MIN.)



Show Image 6A-6: Children playing soccer

Note: There may be variations in the types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Repeat each sentence for students. If necessary, ask students to repeat your sentences. Point

to the person in the picture as you say a sentence about him or her.

- Point to a part of this picture, and say a sentence about it. For example, consider using the following sentences:
 - The girl is wearing a jersey.



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Point to specific parts of the image, and ask simple questions to prompt students to add details using familiar adjectives (e.g., size and color).

Transitioning/Expanding

Prompt students with questions about the image that will elicit details about the image. Help students add details to expand their sentences.

Bridging

Have students brainstorm with a partner a variety of adjectives (e.g., shape, emotion, and texture) that they can use to expand a sentence.

- The girl is running.
- The soccer ball.
- The goalie protects the goal.
- Have students think of one detail or adjective they could add to the sentence.
- Have students tell a partner about the detail or adjective they would add. Ask partner pairs if they thought of the same detail or adjective.
- Help students state the sentence using the new, added detail.



Expanding Sentences

I will call on some of you to share your sentence with the added detail or adjective.

- » Answers will vary, but could include sentences like the following:
“The little girl is wearing a white jersey”; “The girl is running fast”;
“The soccer ball is colorful and round”; or “The nimble goalie protects the goal.”

Extending the Activity

- Have students add more than one detail or adjective to the nouns in the sentence.
- Have one partner describe a person in the image while the other partner guesses who that person is. Then have students switch roles.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K2L7
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student describes images using familiar adjectives, with prompting and support.
Emerging	Student describes images using familiar adjectives.
Transitioning	Student expands sentences by adding details with prompting and support.
Expanding	Student expands sentences by adding details.
Bridging	Student expands a sentence using a variety of adjectives.

SENTENCE BUILDER (10 MIN.)

Note: There may be variations in the types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. You may wish to generate your own questions and sentence builder examples.



Show Image 5A-2: Skinned knee

- State the following directions for this sentence building activity:
 - Think of a simple and short sentence for this image.
 - » The boy skinned his knee.
 - I will ask a question about the image: Why did the boy skin his knee?
 - Think of an answer to my question.
 - » The boy ran too fast.

Support

Coordinating Conjunctions:

and, but, so

Subordinating Conjunctions:

after, because, when



Speaking Connecting Ideas

Entering/Emerging

Review how the conjunctions are used in the example sentences. Invite students to echo the compound sentence and place emphasis on the conjunctions.

Transitioning/Expanding

Provide students with two ideas or two simple sentences. Help them connect ideas or simple sentences by using specific conjunctions.

Bridging

Have students use the target conjunction to connect two ideas with a partner.

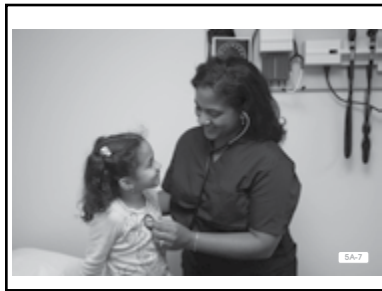


Check for Understanding

Sentence Builder: Connect the two sentences together.

- » The boy ran too fast, so he skinned his knee./The boy skinned his knee because he ran too fast.

- Follow the same procedure for the following images.



Show Image 5A-7: Doctor listening to child's heart



Show Image 5A-8: Child exercising

End Lesson

THE HUMAN BODY

Five Keys to Health

PRIMARY FOCUS OF LESSON**Speaking**

Students will connect ideas using *if . . . then* statements in a shared language activity.

Reading

Students will summarize the five keys to health in a shared language activity.

Listening

Students will determine the multiple meanings of the word *brush* using sentence-level context clues.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Five Keys to Health [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Looking at Language		
<i>If . . . then</i> Statements	10 min.	❑ Activity Page 8.1S
Rewind		
Five Keys to Health	10 min.	❑ Activity Page 8.1S ❑ number hold-ups, 1–5 ❑ samples of health foods (optional) ❑ Language Proficiency Recording Sheet
Vocabulary Building		
Multiple-Meaning Word: <i>Brush</i>	10 min.	❑ Poster 5M (Brush)

ADVANCE PREPARATION

Looking at Language

- Prepare Activity Page 8.1S to create a set of response cards (five total) for each student. Refer to these as the Five Keys to Health Response Cards.

Rewind

- Create large number hold-ups with the numbers 1–5 written on them.
- Prepare Language Proficiency Recording Sheet for Reading.

Take-Home Material

- Prepare Activity Page 8.2S for each student to take home.

Note to Teacher

[Optional] Bring in samples of healthy foods such as fruits, vegetables, or whole-grain crackers for students to eat during this lesson to reinforce the first key to health—healthy eating.

Note: Be sure to check with your school's policy regarding food distribution and allergies.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Connect ideas using *if . . . then* statements.
- Summarize the five keys to health.

Language Forms and Functions

Cause/Effect: If . . . then . . .

. . . is an example of _____.
(key to health)

Vocabulary

Tier 3 Domain-Specific Words

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

checkup
exercise
health

brush
clean
eat
key
sleep

Start Lesson

Lesson 8: Five Keys to Health

Looking at Language



Primary Focus: Students will connect ideas using *if . . . then* statements in a shared language activity.

IF . . . THEN STATEMENTS (10 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' *If . . . , then* statements so they are grammatically correct.

- Give students Activity Page 8.1S, and ask students the following questions:

Look at image 1. What does it show?

- » a girl biting into an apple

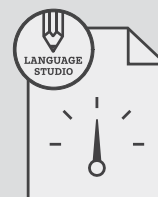
Which key to health does image 1 represent?

- » healthy eating

Think of an *If . . . , then* sentence with your partner.

- » If I eat healthy foods, then my body will get the nutrients it needs.

Activity Page 8.1S



Support

Explain to students that "*If . . . , then . . .*" is a conditional sentence.

What follows *if* is the condition, and the rest of the sentence is the result or outcome.

"If I get enough sleep, then I will have enough energy./I will have enough energy if I get enough sleep."

Challenge

Have students think of a negative version (e.g., “If I eat junk food all the time, then I will feel sick.”).

Support

Tell students a key is something you use to open a lock, but it has another meaning. A key is an important solution or explanation. For example, one key to a healthy heart is exercise.

Challenge

Have students think of other linking words or phrases that can be used to add information.

I will call on a few partner pairs to share their *If . . . , then* sentences.

- Follow the same procedure for the remaining Five Keys to Health Response Cards.

Lesson 8: Five Keys to Health

Rewind



Primary Focus: Students will summarize the five keys to health in a shared language activity.

FIVE KEYS TO HEALTH (10 MIN.)

- Remind students that they have heard about the five keys to health.

Turn and Talk: Using the Five Keys to Health Response Cards (Activity Page 8.1S), tell your partner something about each key to health. [Have students use this sentence frame and starter: “This key to health is _____. It tells us to . . .”]

- Review the five keys to health with students. Direct students to fill in the blanks with the suggested linking word in parentheses as you read the following sentences:
 - The _____ key to health is to eat well. (*first*)
 - The _____ key to health is exercise. (*second*)
 - The _____ key to health is sleep. (*third*)
 - The _____ key to health is to keep clean. (*fourth*)
 - The _____ key to health is to have checkups. (*fifth*)



Five Keys to Health

[Go over the five keys to health again using number hold-ups. Distribute the number hold-ups to five students.] Stand in order from one to five. As I review each key to health, if you are holding the number for that key, hold it up while the rest of the class says the linking word. Summarize that key to health.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K2L8
Activity Name	Five Keys to Health
Proficiency Levels	
Entering	Student matches key words and phrases to images with support.
Emerging	Student matches key words and phrases to images.
Transitioning	Student retells some key details about the main topic with support.
Expanding	Student retells some key details about the main topic.
Bridging	Student summarizes the main topics with support.



Reading
Reading/Viewing
Closely

Entering/Emerging

Say a key to health, and help students match the key to health with the correct response card.

Transitioning/Expanding

Brainstorm key details about the keys to health. Provide students with the sentence starter:

"... is an example of _____ (key to health)."

Bridging

Challenge students to summarize each key to health.

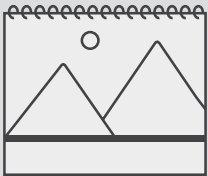
Lesson 8: Five Keys to Health

Vocabulary Building



Primary Focus: Students will determine the multiple meanings of the word *brush* using sentence-level context clues.

Poster 5M



Listening
Analyzing Language
Choices

Entering/Emerging

Say simple sentences that include the word and meanings of *brush* in context. Have students hold up the number of fingers to indicate which image shows the way *brush* is used in the sentences.

Transitioning/Expanding

Have students refer to an image on the poster and give their own definitions for the word *brush*.

Bridging

Have students create their own sentences that reflect the meanings of the word *brush*.

MULTIPLE-MEANING WORD: BRUSH (10 MIN.)

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

Dr. Welbody says, "And don't forget to brush, brush, brush your teeth at least twice a day."

With your partner, think of as many meanings for *brush* as you can or discuss ways you can use the word *brush*.

[Show Poster 5M (Brush).] Identify how the word *brush* is used in the lesson by Dr. Welbody. (*one*)

Brush can also mean other things. *Brush* can mean a place that has a lot of bushes, shrubs, and tall grass. Which picture shows this? (*three*)

A brush is something you use to clean your teeth, to paint, or to brush your hair. Which picture shows this? (*two*)

Brush can also mean to remove something with your hands like you were using a brush. Which picture shows this? (*four*)

Check for Understanding



Turn and Talk: Now quiz your partner on the different meanings of *brush*. For example you can say, "I brushed the bread crumbs off the picnic table. Which brush am I?" And your partner should hold up four fingers.

End Lesson

THE HUMAN BODY

The Pyramid Pantry

PRIMARY FOCUS OF LESSON**Reading**

Students will preview the food pyramid through an interactive read-aloud.

Speaking

Students will use adjectives to expand noun phrases in a shared language activity.

FORMATIVE ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Look and Learn [Activity Page 9.1S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Interactive Read-Aloud: “The Pyramid Pantry”	15 min.	<input type="checkbox"/> Images 9A-1, 9A-4–9A-8, 9A-14 <input type="checkbox"/> Activity Page 9.1S <input type="checkbox"/> Language Proficiency Recording Sheet
Looking at Language		
Expanding Sentences	15 min.	<input type="checkbox"/> Image 4A-1

ADVANCE PREPARATION

Look Ahead

- Preview the order in which Flip Book images will be shown during the Interactive Read-Aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
 1. 9A-1: Chef Steph
 2. 9A-4: Grains
 3. 9A-5: Vegetables
 4. 9A-6: Fruit
 5. 9A-8: Meat and beans
 6. 9A-7: Milk
 7. 9A-14: Food Pyramid
- Cut apart Activity Page 9.1S to create a set of response cards (five total) for each student. Refer to these as the Food Groups Response Cards.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Expand sentences using adjectives.

Language Forms and Functions

I think _____ is a healthy food that is made from _____.
(name of food) (food group)

This is the _____ food group. _____ is part of this food group.
(food)

The banana is _____ and _____.
(adj.) (adj.)

Vocabulary

Tier 3 Domain-Specific Words

bitter/salty/sour/sweet
dairy
grain
protein
pyramid

Tier 2 General Academic Words

delicious
healthy
nutritious
variety

Tier 1 Everyday Speech Words

color
fruit
milk
taste
vegetable

Start Lesson

Lesson 9: The Pyramid Pantry

Look Ahead



Primary Focus: Students will preview the food pyramid through an interactive read-aloud.

INTERACTIVE READ-ALOUD: “THE PYRAMID PANTRY” (15 MIN.)



Show Image 9A-1: Chef Steph

Hi, I’m Chef Steph. Welcome to my restaurant, the Pyramid Pantry!

Dr. Welbody is my friend, and she eats lunch here every day. The food we serve is delicious and nutritious. That means it is yummy, and it is good for you!

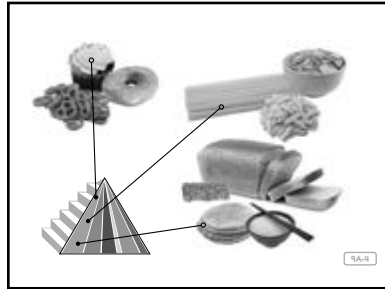
Today I am here to talk to you about the five different food groups. Eating healthy foods from the five food groups is eating a balanced diet.

Support

Explain to students that a pyramid is a shape with triangular sides. Use your finger to outline a triangle around the Pyramid Pantry.

[Tell students a balanced diet is a mix of foods, such as grains, vegetables, fruits, and protein. Have students say balanced diet with you three times.]

Turn to your partner and talk about foods you think are delicious and nutritious. We will see if any of these foods appear during this lesson.



Show Image 9A-4: Grains

What do you see in this picture?

[Invite different students to come up to the image and point to and name a different item.]

These foods are made from grains and are part of the grains food group.

[Have students say grains with you.]

Which foods made from grains do you think are healthy?

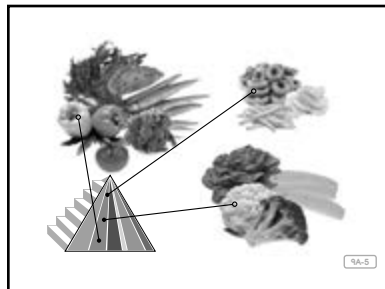
[Point out the healthy options.]

Eating a variety of grains is part of a balanced diet.

Support

Sentence frame:

"I think _____ (name of food) is a healthy food that is made from _____ (food group)."



Show Image 9A-5: Vegetables

What do you see in this picture?

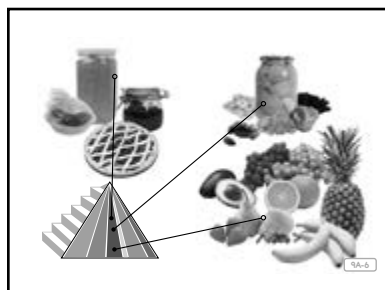
[Invite different students to come up to the image and point to and name a different item.]

These foods are vegetables and foods made from vegetables. They are part of the vegetables food group.

Which vegetables and foods made from vegetables do you think are healthy?

[Point out the healthy options.]

Eating a variety of vegetables is part of a balanced diet.



Show Image 9A-6: Fruit

What do you see in this picture?

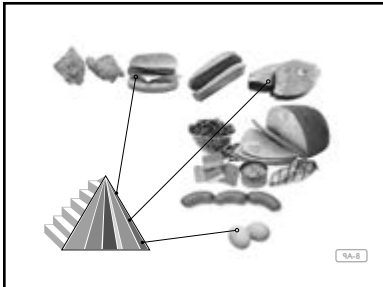
[Invite different students to come up to the image and point to and name a different item.]

These are fruits and foods made from fruits, and they are part of the fruits food group.

Which fruits and foods made from fruits do you think are healthy?

[Point out the healthy options.]

Eating a variety of fruits is part of a balanced diet.



Show Image 9A-8: Meat and beans

What do you see in this picture?

[Invite different students to come up to the image and point to and name a different item.]

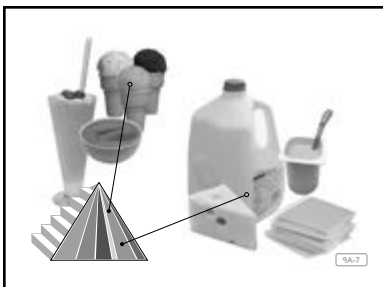
These foods include meat or proteins. They are part of the protein food group.

[Have students say protein with you.]

Which foods made from proteins do you think are healthy?

[Point out the healthy options.]

Eating a variety of proteins is part of a balanced diet.



Show Image 9A-7: Milk

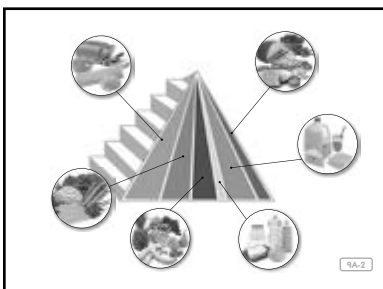
What do you see in this picture?

[Invite different students to come up to the image and point to and name a different item.]

These foods are made from milk and are part of the milk food group.

Which foods made from milk do you think are healthy?

[Point out the healthy options.]



Show Image 9A-14: Food Pyramid

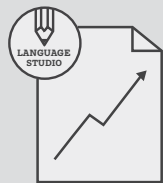
We have explored all five groups of food. Can you name them with me?

» grains, vegetables, fruits, protein, and milk

[Point to each group as you say it. Have students list the food groups with you again.]

There is one more thing I want to tell you, and that is to remember to eat a balanced diet. That means you must choose different foods from each food group at every meal: breakfast, lunch, and

Activity Page 9.1S



Support

Sentence frame:

"This is the ____ food group. ____ (food) is part of this food group."



Reading Reading/Viewing Closely

Entering/Emerging

Help students identify the food group, and prompt them to identify specific foods within it (e.g., vegetable group; broccoli, tomato, and lettuce).

Transitioning/Expanding

Have students identify the food group using an oral sentence frame, and provide details about the group.

Bridging

Have students identify the food group and explain their choice using information from the read-aloud.

dinner. Your body needs three balanced meals plus some healthy snacks every day.

[Give students Activity Page 9.1S. You may wish to help students label the different food groups.]



Look and Learn

[Hold up Food Group Response Cards one at a time, or turn to a specific Flip Book image that shows a food group.] Name the food group, and give an example of a food that belongs in that food group.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K2L9
Activity Name	Look and Learn
Proficiency Levels	
Entering	Student identifies main topic of the text with support.
Emerging	Student identifies main topic of the text.
Transitioning	Student identifies main topic and retells some key details with support.
Expanding	Student identifies main topic and retells some key details.
Bridging	Student answers questions about the topic by using key details from the text.

Lesson 9: The Pyramid Pantry

Looking at Language



Primary Focus: Students will use adjectives to expand noun phrases in a shared language activity.

EXPANDING SENTENCES (15 MIN.)

Note: There may be variations in the types of sentences created by your class. Allow for these variations, and restate students' sentences so they are grammatically correct. Repeat each sentence for students. If necessary, ask students to repeat your sentences.

- Remind students that they learned about the five food groups and the importance of eating a balanced diet.



Check for Understanding

Turn and Talk: Tell your partner about a food you enjoy eating. What does it look like? Does it taste salty, sweet, sour, or bitter? Then discuss whether this food is a healthy and nutritious food choice. [Call on several partners to share.]



Show Image 4A-1: Food

- Point to a part of this picture and start a sentence about it. For example, consider using the following sentence starters:
 - The banana . . .
 - The orange . . .
 - The corn . . .
 - The pear . . .
- Have students think of one detail or adjective they could add to the sentence.
- Have students tell a partner about the detail or adjective they would add. Ask partner pairs if they thought of the same detail or adjective.
- Help students state the sentence using the new, added detail.



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Point to specific parts of the image, and ask simple questions to prompt students to add a detail using a familiar adjective (e.g., size or color).

Transitioning/Expanding

Prompt students with questions about the image that will elicit details about the image.

Help students add details to expand their sentences.

Bridging

Have students brainstorm with a partner a variety of adjectives (e.g., shape, emotion, and texture) that they can use to expand a sentence.



Formative Assessment

Expanding Sentences: I will call on some of you to share your sentence with the added detail or adjective.

- » Answers will vary, but could include sentences like the following:
“The banana is yellow and sweet”; “The orange is orange and sour”;
“The corn is yellow and crisp”; or “The pear is green and grainy.”

Extending the Activity

- Have one partner describe a food in the image while the other partner guesses the food. Then have students switch roles.
- Take a class tally to see whether they enjoy eating a particular food.

End Lesson

THE HUMAN BODY

What a Complicated Network!

PRIMARY FOCUS OF LESSON**Speaking**

Students will construct sentences using conjunctions in a shared language activity.

Listening

Students will determine the multiple meanings of the word *organ* using sentence-level context clues.

Speaking

Students will present a choral song and chant about the human body.

FORMATIVE ASSESSMENT**Speaking**

Song and Chant [Activity Page 2.1S]

LANGUAGE PROFICIENCY ASSESSMENT**Speaking**

Sentence Builder [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Looking at Language		
Sentence Builder	10 min.	<input type="checkbox"/> Images 8A-5, 8A-6, 8A-9, 8A-11 <input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Multiple-Meaning Word: <i>Organ</i>	5 min.	<input type="checkbox"/> Poster 1M (Organ) <input type="checkbox"/> images of body organs and musical organs
On Stage		
Song and Chant: "Conclusion"	15 min.	<input type="checkbox"/> music to "Row, Row, Row Your Boat" <input type="checkbox"/> Resource Page 2.1

ADVANCE PREPARATION

Looking at Language

- Generate your own questions and sentence builder examples for Flip Book Images 8A-5, 8A-6, 8A-9, and 8A-11.
- Prepare the Language Proficiency Recording Sheet for Speaking.

Vocabulary Building

- Find images of body organs such as the stomach, heart, brain, and lungs, as well as images of musical organs.

On Stage

- Prepare copies of Resource Page 2.1 for students.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Construct sentences using conjunctions.
- Present a choral song and chant about the human body.

Language Forms and Functions

The girl is thirsty, so she drinks water.

The girl drinks water because she is thirsty.

Vocabulary

Tier 3 Domain-Specific Words

organs

Tier 2 General Academic Words

brain
complicated
conclude
network

Tier 1 Everyday Speech Words

heart
lungs
stomach

Start Lesson

Lesson 10: What a Complicated Network!

Looking at Language



Primary Focus: Students will construct sentences using conjunctions in a shared language activity.

SENTENCE BUILDER (10 MIN.)

Note: There may be variations in the types of sentences created by your class. Allow for these variations, and restate students' sentences so they are grammatically correct. You may wish to generate your own questions and sentence builder examples.



Show Image 8A-5: Child drinking water

Think of a simple and short sentence for this image.

» The girl drinks water.

Why does the girl drink water?

» She is thirsty.

Support

Coordinating Conjunctions:

and, but, so

Subordinating Conjunctions:

after, because, before, until



Speaking Connecting Ideas

Entering/Emerging

Review how the conjunctions are used in the example sentences. Invite students to echo the compound sentence and place emphasis on the conjunctions.

Transitioning/Expanding

Provide students with two ideas or two simple sentences. Help them connect ideas or simple sentences by using specific conjunctions.

Bridging

Have students use the target conjunction to connect two ideas with a partner.



Sentence Builder

Connect the two sentences together.

- » The girl is thirsty, so she drinks water./The girl drinks water because she is thirsty.

- Follow the same procedure for the following images.



Show Image 8A-6: Children exercising



Show Image 8A-9: Child washing hands



Show Image 8A-11: Child at the doctor

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K2L10
Activity Name	Sentence Builder
Proficiency Levels	
Entering	Student recognizes the use of target conjunction in a sentence.
Emerging	Student recognizes and uses target conjunction in a sentence with prompting and support.
Transitioning	Student uses target conjunction to produce compound sentences with support.
Expanding	Student uses target conjunction to produce compound sentences.
Bridging	Student produces compound sentences using target conjunction.

Lesson 10: What a Complicated Network!

Vocabulary Building



Primary Focus: Students will determine the multiple meanings of the word *organ* using sentence-level context clues.

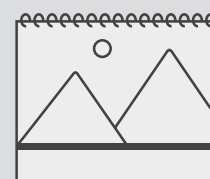
MULTIPLE-MEANING WORD: ORGAN (5 MIN.)

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

[Show Poster 1M (Organ).] You have heard about many of the organs in your body. Which picture shows this? (*one*)

Organ also means something else. *Organ* also means a musical

Poster 1M





Listening Analyzing Language Choices

Entering/Emerging

Show images of an organ, or say simple sentences that include the word and meaning of *organ* in context. Have students hold up the number of fingers to indicate which image shows the way *organ* is used in the sentence.

Transitioning/Expanding

Have students refer to an image on the poster and give their own definitions for the word *organ*.

Bridging

Have students create their own sentences that reflect the meanings of the word *organ*.

instrument with keyboards and pipes coming out of it. Which picture shows this? (*two*)

- Show a mix of organ images—body parts and musical instruments. Have students hold up the number of fingers to indicate the meaning of *organ* being shown.



Check for Understanding

Turn and Talk: Quiz your partner on the different meanings of *organ*. For example, you can say, “I help the body do important things. What am I?” Your partner should hold up one finger.

Lesson 10: What a Complicated Network!

On Stage



Primary Focus: Students will present a choral song and chant about the human body.

SONG AND CHANT: “CONCLUSION” (15 MIN.)

- Tell students that Dr. Welbody created a rhyming poem to conclude this unit, *The Human Body*. This poem has two stanzas and can be sung to the tune of “Row, Row, Row Your Boat.” Tell them that they will repeat the words and motions after you, and eventually they will sing the words.
- Remind students about the guidelines for presenting the song and chant. Invite volunteers to show what each guideline looks and sounds like.
- Have students practice this song and chant in small groups.

My complicated body

[Point to head, shoulders, knees, and toes.]

I now know rather well.

[Motion to the brain.]

Its systems form a tight network

[Point all around to the child’s different body systems.]

To keep me feeling swell!

[Jump up with hands in the air.]

I'll take care of my body.

[Point to head, shoulders, knees, and toes.]

I'll exercise my best,

[Do a jumping jack.]

I promise to eat healthy foods,

[Mime eating.]

Stay clean, and get good rest!

[Mime scrubbing the body and sleeping.]

- If time allows, review all the songs and chants from this unit using Resource Page 2.1.



Formative Assessment

Song and Chant: [Have students choose a specific song and chant from this unit to present.]

~ End Lesson ~



Speaking Presenting

Entering/Emerging

Have students hum the tune and do the motions.

Transitioning/Expanding

Have students sing and chant most of the words.

Bridging

Have students sing and chant all the words and do the motions.

Language Studio 3

Different Lands, Similar Stories



Contents



DIFFERENT LANDS, SIMILAR STORIES

Lesson 1 Cinderella

167

Look Ahead (10 min.)

- Picture Walk

Vocabulary Building (5 min.)

- Word Work:
Imagine

Rewind (15 min.)

- "Cinderella"

Lesson 2 The Girl with the Red Slippers

175

Look Ahead (10 min.)

- Picture Walk

Vocabulary Building (5 min.)

- Word Work:
Jealous

Rewind (15 min.)

- "The Girl with the Red Slippers"

Lesson 3 Billy Beg

183

Look Ahead (10 min.)

- Picture Walk

Vocabulary Building (5 min.)

- Word Web:
Brave

Rewind (15 min.)

- "Billy Beg"

Lesson 4 Tom Thumb

191

Look Ahead (10 min.)

- Picture Walk

Vocabulary Building (5 min.)

- Word Work:
Clever

Rewind (15 min.)

- "Tom Thumb"

Lesson 5 Thumbelina

200

Look Ahead (10 min.)

- Picture Walk

Vocabulary Building (5 min.)

- Slow or Go
Game: *Hesitate*

Rewind (15 min.)

- "Thumbelina"

Lesson 6 Issun Boshi: One-Inch Boy

209

Look Ahead (10 min.)

- Picture Walk

Vocabulary Building (5 min.)

- Word Work:
Astonished

Rewind (15 min.)

- "Issun Boshi: One-Inch Boy"

Lesson 7 Little Red Riding Hood

219

Look Ahead (10 min.) <ul style="list-style-type: none">Picture Walk	Vocabulary Building (5 min.) <ul style="list-style-type: none">T-Chart: <i>Strange/ Familiar</i>	Rewind (15 min.) <ul style="list-style-type: none">"Little Red Riding Hood"
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Lesson 8 Hu Gu Po

228

Look Ahead (10 min.) <ul style="list-style-type: none">Picture Walk	Vocabulary Building (5 min.) <ul style="list-style-type: none">Word Work: <i>Alarmed</i>	Rewind (15 min.) <ul style="list-style-type: none">"Hu Gu Po"
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Lesson 9 Tselane

236

Look Ahead (10 min.) <ul style="list-style-type: none">Picture Walk	Vocabulary Building (5 min.) <ul style="list-style-type: none">T-Chart: <i>Gruff/ Sweet</i>	Rewind (15 min.) <ul style="list-style-type: none">"Tselane"
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DIFFERENT LANDS, SIMILAR STORIES

Cinderella

PRIMARY FOCUS OF LESSON**Listening**

Students will discuss and make predictions about “Cinderella.”

Students will describe a future event using the word *imagine*.

Speaking

Students will retell “Cinderella” using linking words and phrases.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Activity Page 1.1S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Picture Walk	10 min.	<input type="checkbox"/> anchor story chart for “Cinderella” <input type="checkbox"/> world map or globe <input type="checkbox"/> Images 1A-2, 1A-5
Vocabulary Building		
Word Work: <i>Imagine</i>	5 min.	
Rewind		
“Cinderella”	15 min.	<input type="checkbox"/> anchor story chart for “Cinderella” <input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> scissors, glue/tape <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Look Ahead

- Create an anchor story chart for “Cinderella,” using Resource Page 3.2S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “Cinderella” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

Similar Stories: Finding Happiness			
Folktale: "Cinderella"			
Country: France	Continent: Europe	Setting—Time: long, long ago	Setting—Place(s): Cinderella's house Prince's castle
Characters: Cinderella, stepsisters, stepmother, fairy godmother, prince, mice/horses, rat/coachman, king's men			
Beginning	Middle	End Finding Happiness	
<ul style="list-style-type: none"> Cinderella feels sad. She is treated unkindly by her step-family. She is not allowed to go to the prince's royal ball. 	<ul style="list-style-type: none"> The fairy godmother sends Cinderella to the ball using magic that will end at midnight. At midnight, Cinderella rushes out and loses her glass slipper. The prince uses glass slipper to find Cinderella. 	<ul style="list-style-type: none"> Cinderella and the prince are married and live happily ever after. 	

Rewind

- Prepare Activity Page 1.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

Note to Teacher

Anchor Story Chart—The aim of creating this anchor story chart is to help students use information and images from the story to organize the elements of the story. When possible, use drawings alongside labels or sentences on the chart. Tell students you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so you don't forget, and tell them that you will read the words to them.

Where in the World?—You may wish to label a world map to show where the stories originated. You can use the story cutouts on Resource Page 3.1S, connecting them to their countries of origin.

International Book Fair—You may wish to have all students bring in storybooks, preferably ones in which the settings are from other countries, including storybooks written in students' home languages. Display the

storybooks in the classroom throughout this unit. (If students do not own storybooks, help them locate copies from the school or local library.)

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> Describe images from and make predictions about a story. Describe a future event using <i>imagine</i>. Retell a story using linking words and phrases. 		
Language Forms and Functions		
Predict: I think Cinderella's fairy godmother will . . . I imagine that . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
fairy godmother stepsister/stepmother	excitement imagines longing shrieked	

Start Lesson

Lesson 1: Cinderella

Look Ahead



Primary Focus: Students will discuss and make predictions about “Cinderella.”

PICTURE WALK (10 MIN.)

- Tell students that people around the world have been listening to folktales, a type of fiction story, for many, many years. Remind students that *fiction* means the story is from the author’s imagination or mind. Folktales are one kind of fiction story that people have enjoyed listening to and telling for a long, long time.
- Explain that some of the stories told in different countries seem similar. This means that parts of the stories’ plots are the same, even though they come from different places in the world or different settings.
- Tell students that in this unit, *Different Lands, Similar Stories*, they will listen

Support

Fill out relevant parts of the story chart as you introduce this story.

to three sets of similar folktales or stories that come from different countries around the world. The characters—or the people or animals in the stories—have similar adventures, although the stories come from different countries or lands.

- Tell students the first story they will hear is “Cinderella.”
- Tell students that “Cinderella” comes from a country called France. Point to France on a world map or globe. Tell students that France is part of the continent of Europe. Trace the outline of Europe on the world map. You may wish to connect the cutout for “Cinderella” (Resource Page 3.1S) to France on the world map.
- Invite students to look at the illustrations before they hear the story. Explain that this picture walk will help them guess what might happen in the story.



Show image 1A-2: Cinderella longs to go to the ball

- Help students identify Cinderella and her two stepsisters. Tell students that in the story they will hear the phrases *shrieked with excitement* and *longing to go to the ball*. Ask students to match these feelings to the characters—Cinderella or her stepsisters.

Turn and Talk: With your partner, compare Cinderella to her stepsisters. How are they dressed? What are they doing? How do they feel?



Show image 1A-5: Cinderella in her new gown

- Explain to students that a fairy godmother is a made-up character who looks like a person but who has special or magical powers.
- Invite a student to point out the fairy godmother.

Ask: What do you think Cinderella’s fairy godmother will do for her?

Ask: Look at Cinderella’s face. How does she feel now?

Support

Sentence starter:

“I think Cinderella’s fairy godmother will . . .”

Support

Sentence starter:
“I imagine that . . .”



Listening
Selecting Language
Resources

Entering/Emerging

Help students to complete the sentence frame: “I imagine that. . .”

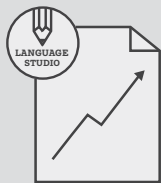
Transitioning/Expanding

Encourage students to add detail about what they imagine.

Bridging

Challenge students to think of other words and phrases that have similar meanings to *imagine* (e.g., *dream*, *think about*, and *picture*).

Activity Page 1.1S



Support

Fill out relevant parts of the story chart as you review this story.

Lesson 1: Cinderella

Vocabulary Building



Primary Focus: Students will describe a future event using the word *imagine*.

WORD WORK: IMAGINE (5 MIN.)

You heard that Cinderella imagines herself dancing in the arms of the prince.

Say the word *imagine* with me three times.

Definition: To imagine means to picture something in your head.

Examples: Pierre imagines that his birthday cake will have white icing with his name written in blue letters on the top. Chloe imagines that when she grows up, she will be a firefighter or a police officer.

Turn and Talk: Tell your partner something you imagine happening in your life. For example, do you imagine how you might celebrate your next birthday? Do you imagine what job you might want to have when you are an adult?

Lesson 1: Cinderella

Rewind



Primary Focus: Students will retell “Cinderella” using linking words and phrases.

“CINDERELLA” (15 MIN.)

- Give students Activity Page 1.1S. Explain to students that this activity page has images of events from the plot of “Cinderella” and a story map on which they will glue or tape the images.
- First, go over each image, and briefly talk about what is happening in the image.
- Next, have students cut out the three images.
- Then, help students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.

- **Definition:** Remind students that the plot is the sequence of events that happens in a story.



Check for Understanding

Check-In: When you think you have the images in the correct order, ask an adult or check with another student to see if your order is correct.

- Have students glue or tape the sequenced images onto their story maps.



Retelling

Retell the story using linking words and phrases. Refer to your Story Map.

[Remind students to use connecting words and phrases as they retell the story.]

Linking Words and Phrases that Show Sequence (for Narratives)

Once upon a time Once there was One day Long ago There once was a First	Suddenly Immediately Then Next Later Afterward Second	Happily ever after The end In the end At last Finally In conclusion
--	---	--

Challenge

Some students may be able to write a caption or short sentence about what is happening in each picture.



Speaking Understanding Cohesion

Entering/Emerging

Refer to the images as you retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was, suddenly, in the end*).

Bridging

Challenge students to retell the story, using their own linking and temporal words, in small groups.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K3L1
Activity Name	Retelling
Proficiency Levels	
Entering	Student repeats a sequence of events in a story using a select set of linking words, with prompting and support.
Emerging	Student repeats a sequence of events in a story using a select set of linking words.
Transitioning	Student retells a story using a growing number of linking words, with prompting and support.
Expanding	Student retells a story using a growing number of linking words.
Bridging	Student retells a story using a variety of linking and temporal words.

~~~~~ End Lesson ~~~~~

## DIFFERENT LANDS, SIMILAR STORIES

# The Girl with the Red Slippers

**PRIMARY FOCUS OF LESSON****Listening**

Students will discuss and make predictions about “The Girl with the Red Slippers.”

Students will evaluate the use of the word *jealous* to describe characters in the story.

**Speaking**

Students will retell “The Girl with the Red Slippers” using linking words and phrases.

**FORMATIVE ASSESSMENT**

Listening

Word to World [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Retelling [Activity Page 2.1S]



## LESSON AT A GLANCE

|                                  | Time    | Materials                                                                                                                                                                                                                                        |
|----------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                |         |                                                                                                                                                                                                                                                  |
| Picture Walk                     | 10 min. | <input type="checkbox"/> anchor story chart for “The Girl with the Red Slippers”<br><input type="checkbox"/> world map or globe<br><input type="checkbox"/> Images 2A-1–2A-4                                                                     |
| <b>Vocabulary Building</b>       |         |                                                                                                                                                                                                                                                  |
| Word Work: <i>Jealous</i>        | 5 min.  |                                                                                                                                                                                                                                                  |
| <b>Rewind</b>                    |         |                                                                                                                                                                                                                                                  |
| “The Girl with the Red Slippers” | 15 min. | <input type="checkbox"/> anchor story chart for “The Girl with the Red Slippers”<br><input type="checkbox"/> Activity Page 2.1S<br><input type="checkbox"/> scissors, glue/tape<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Create an anchor story chart for “The Girl with the Red Slippers,” using Resource Page 3.2S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “The Girl with the Red Slippers” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

| Similar Stories: Finding Happiness                                                                                                                                                                                                  |                                                                                                                                                                                                                                      |                                                                                                                     |                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Folktale:</b> "The Girl with the Red Slippers"                                                                                                                                                                                   |                                                                                                                                                                                                                                      |                                                                                                                     |                                                                              |
| <b>Country:</b><br>Egypt                                                                                                                                                                                                            | <b>Continent:</b><br>Africa                                                                                                                                                                                                          | <b>Setting—Time:</b><br>a long time ago                                                                             | <b>Setting—Place(s):</b><br>master's house<br>Nile River<br>pharaoh's palace |
| <b>Characters:</b> Rhodopis, servants, master, egrets, hippopotamus, pharaoh, falcon                                                                                                                                                |                                                                                                                                                                                                                                      |                                                                                                                     |                                                                              |
| Beginning                                                                                                                                                                                                                           | Middle                                                                                                                                                                                                                               | End<br>Finding Happiness                                                                                            |                                                                              |
| <ul style="list-style-type: none"> <li>Rhodopis feels sad.</li> <li>The other servants are unkind to her.</li> <li>Rhodopis receives red silk dancing slippers from her master.</li> <li>The other servants are jealous.</li> </ul> | <ul style="list-style-type: none"> <li>Rhodopis is not able to go to the pharaoh's banquet.</li> <li>A falcon steals Rhodopis's slipper and brings it to pharaoh.</li> <li>The pharaoh uses the slipper to find Rhodopis.</li> </ul> | <ul style="list-style-type: none"> <li>Rhodopis and the pharaoh are married and live happily ever after.</li> </ul> |                                                                              |

## Rewind

- Prepare Activity Page 2.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe images from and make predictions about a story.
- Retell a story using linking words and phrases.

### Language Forms and Functions

I think the other servants felt . . .

I felt jealous when . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

folktale  
master/servant  
silk slippers

#### Tier 2 General Academic Words

fancy  
jealous  
kindness  
dislike

#### Tier 1 Everyday Speech Words

dancing  
hippopotamus

Start Lesson

## Lesson 2: The Girl with the Red Slippers

# Look Ahead



**Primary Focus:** Students will discuss and make predictions about “The Girl with the Red Slippers.”

### Support

Fill out relevant parts of the story chart as you introduce this story.

### PICTURE WALK (10 MIN.)

- Tell students that in today’s lesson, they will hear another folktale. The name of the folktale is “The Girl with the Red Slippers.”
- Tell students “The Girl with the Red Slippers” comes from a country called Egypt. Point to Egypt on a world map or globe. Tell students that Egypt is part of the continent of Africa. Point out Africa on the globe or map. You may wish to connect the cutout for “The Girl with the Red Slippers” (Resource Page 3.1S) to Egypt on the world map.
- Tell students they are going to take a picture walk through some of the images to help them learn about the story, before they hear the story.



### Show image 2A-1: Rhodopis and the other servants

- Introduce the main character of the story: Rhodopis [/roe\*də\*pis/].
- Tell students that you are going to read aloud a description of Rhodopis, and when they think they know who she is, they should put a hand on their head.

Because Rhodopis is from another land, she does not look like the other servants, or like her master. They have dark hair and dark eyes, but she has gold curls and green eyes. [Call on a volunteer to point out Rhodopis.]

**Ask:** Look at the faces of the other servants. Do their faces show kindness toward Rhodopis or a dislike of Rhodopis? [Have students smile for kindness or scowl for dislike. Visually survey the class, and call on one or two students to comment.]

» scowl/dislike



### Show image 2A-2: Rhodopis playing with the hippo by the river

- Invite a student to point to the hippopotamus. Have students say *hippopotamus* with you three times.
- Tell students that this hippo is a special character in this story because Rhodopis calls it her best friend.

**Survey:** Could a hippopotamus really be a person's best friend? [Get a show of hands.]



### Show image 2A-3: Rhodopis dancing in the sunshine

**Ask:** What is Rhodopis doing?

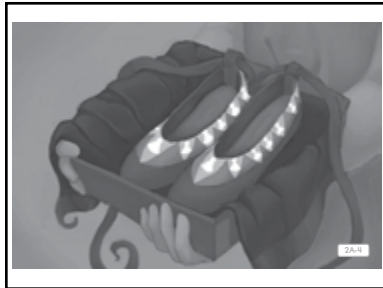
» She is dancing in the sunshine.

- Point to the blue figure in the background on the house's balcony. Share with students that Rhodopis does not know that she is being watched by her master. The master is

### Support

Tell students a hippopotamus, or hippo, is a large animal with a very large head that spends most of its time living in rivers in Africa.

the owner of the house and the person who provides the food, clothing, and shelter for all the servants.



### Show image 2A-4: The gift of red slippers

- Tell students that the master enjoys her dancing so much that he asks his shoemaker to make a pair of silk shoes for Rhodopis. These shoes are very, very fancy.

## Support

### Sentence starter:

"I think the other servants felt . . ."



Listening  
Evaluating Language  
Choices

### Entering/Emerging

Have students respond to different situations (e.g., "Yes, I would be jealous" or "No, I would not be jealous.").

### Transitioning/Expanding

Prompt and support students as they recount a time they were jealous.

### Bridging

Challenge students to think of other situations in which they would be jealous.

## Check for Understanding



**Turn and Talk:** None of the other servants receives a gift. How do you think they feel when Rhodopis is given fancy, red silk dancing slippers? [Call on two partner pairs to share.]

- » Answers may vary but may include that the other servants feel sad, angry, or wish they had some fancy red slippers for themselves.

## Lesson 2: The Girl with the Red Slippers

# Vocabulary Building



**Primary Focus:** Students will evaluate the use of the word *jealous* to describe characters in the story.

### WORD WORK: JEALOUS (5 MIN.)

In the story, the other servants are jealous that Rhodopis has been given red silk dancing slippers.

Say the word *jealous* with me three times.

**Definition:** *Jealous* means feeling angry or unhappy because someone else has something you want.

**Examples:** Adey was jealous that her younger sister got the prettier dress.

Darius was jealous of Femi's perfect score on the spelling test.



### Formative Assessment

**Word to World:** Have you ever felt jealous? In small groups, share about a time when you felt jealous of someone else's things. Use the word *jealous* when you tell about your experience.

### Support

**Sentence starter:**  
"I felt jealous when . . ."

## Lesson 2: The Girl with the Red Slippers

# Rewind



**Primary Focus:** Students will retell "The Girl with the Red Slippers" using linking words and phrases.

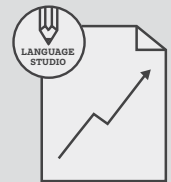
### "THE GIRL WITH THE RED SLIPPERS" (15 MIN.)

- Give students Activity Page 2.1S. Explain that this activity page has images of events from the plot of "The Girl with the Red Slippers" and a story map on which they will glue or tape the images.
- First, go over each image, and briefly talk about what is happening in the image.
- Next, have students cut out the three images.
- Then, have students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.
- Remind students that the plot is the sequence of events that happens in a story. So, students will be mapping the plot of the story.

**Check-In:** When students think they have the images in the correct order, they should ask an adult or check with another student to see if the order is correct.

- Have students glue or tape the sequenced images onto their story maps.

### Activity Page 2.1S



### Support

Fill out relevant parts of the story chart as you review this story.

### Challenge

Highlight the events in "The Girl with the Red Slippers" that are similar to and different from the events in "Cinderella."

## Challenge

Some students may be able to write a caption or short sentence about what is happening in each picture.



Speaking  
Understanding  
Cohesion

### Entering/Emerging

Refer to the images as you retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

### Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was, suddenly, in the end*).

### Bridging

Challenge students to retell the story, using their own linking and temporal words, in small groups.



## Retelling

Retell the story using linking words and phrases. Refer to your story map.

### Linking Words and Phrases that Show Sequence (for Narratives)

Once upon a time  
Once there was  
One day  
Long ago  
There once was a  
First

Suddenly  
Immediately  
Then  
Next  
Later  
Afterward  
Second

Happily ever after  
The end  
In the end  
At last  
Finally  
In conclusion

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

### Evaluation Tool

|                           |                                                                                                                  |
|---------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Language Domain</b>    | Speaking                                                                                                         |
| <b>Knowledge/Lesson</b>   | K3L2                                                                                                             |
| <b>Activity Name</b>      | Retelling                                                                                                        |
| <b>Proficiency Levels</b> |                                                                                                                  |
| <b>Entering</b>           | Student repeats a sequence of events in a story using a select set of linking words, with prompting and support. |
| <b>Emerging</b>           | Student repeats a sequence of events in a story using a select set of linking words.                             |
| <b>Transitioning</b>      | Student retells a story using a growing number of linking words, with prompting and support.                     |
| <b>Expanding</b>          | Student retells a story using a growing number of linking words.                                                 |
| <b>Bridging</b>           | Student retells a story using a variety of linking and temporal words.                                           |

End Lesson

## DIFFERENT LANDS, SIMILAR STORIES

# Billy Beg

**PRIMARY FOCUS OF LESSON****Listening**

Students will discuss and make predictions about “Billy Beg.”

Students will analyze the word *brave* by identifying its synonyms and antonyms.

**Speaking**

Students will retell “Billy Beg” using linking words and phrases.

**FORMATIVE ASSESSMENT**

Speaking

Retelling [Activity Page 3.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Word Web [Informal Observation]



## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                                                                                                               |
|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>          |         |                                                                                                                                                                                                                                                                         |
| Picture Walk               | 10 min. | <input type="checkbox"/> anchor story chart for “Billy Beg”<br><input type="checkbox"/> world map or globe<br><input type="checkbox"/> Images 3A-1, 3A-4, 3A-7<br><input type="checkbox"/> prediction charts<br><input type="checkbox"/> sticky notes (two per student) |
| <b>Vocabulary Building</b> |         |                                                                                                                                                                                                                                                                         |
| Word Web: <i>Brave</i>     | 5 min.  | <input type="checkbox"/> chart paper<br><input type="checkbox"/> green and red markers<br><input type="checkbox"/> Language Proficiency Recording Sheet                                                                                                                 |
| <b>Rewind</b>              |         |                                                                                                                                                                                                                                                                         |
| “Billy Beg”                | 15 min. | <input type="checkbox"/> anchor story chart for “Billy Beg”<br><input type="checkbox"/> prediction charts<br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> scissors, glue/tape                                                                |

## ADVANCE PREPARATION

### Look Ahead

- Create an anchor story chart for “Billy Beg,” using Resource Page 3.2S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “Billy Beg” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

| Similar Stories: Finding Happiness                                                                                                                                                                                                                   |                                                                                                                                                                                                                |                                          |                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Folktale:</b> "Billy Beg"                                                                                                                                                                                                                         |                                                                                                                                                                                                                |                                          |                                                                                                                       |
| <b>Country:</b><br>Ireland                                                                                                                                                                                                                           | <b>Continent:</b><br>Europe                                                                                                                                                                                    | <b>Setting-Time:</b><br>once upon a time | <b>Setting-Place(s):</b><br>gentleman's house<br>village<br>in the fields                                             |
| <b>Characters:</b> Billy Beg, bull, gentleman, giant, dragon, princess, king, king's champion                                                                                                                                                        |                                                                                                                                                                                                                |                                          |                                                                                                                       |
| Beginning                                                                                                                                                                                                                                            | Middle                                                                                                                                                                                                         |                                          | End<br>Finding Happiness                                                                                              |
| <ul style="list-style-type: none"> <li>Billy Beg is feeling sad.</li> <li>Billy's best friend, the bull, is going to be taken to the market to be sold.</li> <li>The bull gives Billy three magical gifts: a tablecloth, stick, and belt.</li> </ul> | <ul style="list-style-type: none"> <li>Billy Beg fights and beats a giant.</li> <li>Billy Beg saves a princess from a dragon but loses his boot.</li> <li>The king uses the boot to find Billy Beg.</li> </ul> |                                          | <ul style="list-style-type: none"> <li>Billy Beg and the princess are married and live happily ever after.</li> </ul> |

- Create two prediction charts on chart paper as shown below. These will be used during the "Look Ahead" and "Rewind" lesson segments. Students will make their predictions by writing their names on the sticky notes and placing the sticky notes in the Yes or No columns.

| Prediction Question 1: Will Billy Beg Defeat the Giant? |    |
|---------------------------------------------------------|----|
| Yes                                                     | No |
|                                                         |    |

| Prediction Question 2: Will Billy Beg Defeat the Dragon? |    |
|----------------------------------------------------------|----|
| Yes                                                      | No |
|                                                          |    |

## Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

## Rewind

- Prepare Activity Page 3.1S.

### FEATURES OF ACADEMIC LANGUAGE

#### Discourse Features

- Describe images from and make predictions about a story.
- Create a sentence using the general academic word *brave*.
- Retell a story using linking words and phrases.

#### Language Forms and Functions

When I hear the word *brave*, I think of the word \_\_\_\_\_.

I think \_\_\_\_\_ is the opposite of *brave*.

#### Vocabulary

##### Tier 3 Domain-Specific Words

bull

##### Tier 2 General Academic Words

brave  
defeat

##### Tier 1 Everyday Speech Words

dragon  
giant  
prince

Start Lesson

## Lesson 3: Billy Beg

# Look Ahead



**Primary Focus:** Students will discuss and make predictions about “Billy Beg.”

### Support

Fill out relevant parts of the story chart as you introduce this story.

### PICTURE WALK (10 MIN.)

- Tell students that in today’s lesson, they will hear another folktale. The name of the folktale is “Billy Beg.”
- Tell students that “Billy Beg” comes from a country called Ireland. Point to Ireland on a world map or globe. Tell students that Ireland is part of the continent of Europe. Point out Europe on the globe or map. You may wish to connect the cutout for “Billy Beg” (Resource Page 3.1S) to Ireland on the world map.

- Tell students that they are going to take a picture walk through some of the images to help them learn about the story and to make predictions about what might happen in the story.



### Show Image 3A-1: Billy and the Bull

- Invite a volunteer to point to Billy Beg and to the bull. Tell students that Billy Beg is the son of a king.

**Ask:** Does Billy look like a prince in this image?

- Tell students that Billy's best friend is the bull, but something happens to the bull at the beginning of the story.



### Show Image 3A-4: Billy and the giant

- Tell students that Billy Beg has many adventures. One of Billy Beg's adventures is when he fights a giant.

**Predict:** Do you think Billy Beg will defeat the giant? Will he win?

- Have each student place one of the sticky notes with his or her name on the Prediction Question 1 chart, in the column that corresponds with his or her response to the question.



### Show Image 3A-7: Billy flattening the dragon

- Invite a student volunteer to point to the dragon.

**Ask:** Are dragons real or imaginary creatures?

» Dragons are imaginary creatures.

- Tell students that another one of Billy's adventures is when he fights a dragon.

**Predict:** Do you think Billy Beg will defeat the dragon?

- Have students write their names and place their other sticky notes on the Prediction Question 2 chart, in the column that corresponds with their responses to the question.

### Support

Remind students that *predict* means to tell or guess what will happen.

### Lesson 3: Billy Beg

# Vocabulary Building



**Primary Focus:** Students will analyze the word *brave* by identifying its synonyms and antonyms.

## WORD WEB: BRAVE (5 MIN.)

In the story you heard, “The next day, the king ordered his men to find the brave knight who had saved his daughter’s life.”

**Definition:** To be brave is to act without fear.

Say *brave* with me three times.



### Word Web

We will make a Word Web for the word *brave*. [Write *brave* in the center of the chart paper and circle it.]

Tell me what word(s) you think of when you hear the word *brave*. [Words that are synonyms of *brave*, such as *strong*, *courageous*, *unafraid*, and *fearless*, should be written to the left of *brave*. Use green lines to connect them to the center.]

Tell me what you think is the opposite of *brave*. [Words that are antonyms of *brave*, like *afraid*, *frightened*, *cowardly*, or *fearful*, should be written to the right of *brave*. Use red lines to connect them to the center.]

### Support

#### Sentence frames:

“When I hear the word *brave*, I think of the word \_\_\_\_.”

“I think \_\_\_\_ is the opposite of *brave*.”

### Challenge

Throughout this unit, encourage students to continue thinking about the word *brave*, and add additional words that are similar to and opposite of *brave*.

**Turn and Talk:** Talk with your partner, using the word *brave* and what you have learned about the word *brave* from the Word Web. Try to use complete sentences.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide

| Evaluation Tool    |                                                                                  |
|--------------------|----------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                        |
| Knowledge/Lesson   | K3L3                                                                             |
| Activity Name      | Word Web                                                                         |
| Proficiency Levels |                                                                                  |
| Entering           | Student identifies words as a synonym or an antonym of target word with support. |
| Emerging           | Student identifies words as a synonym or an antonym of target word.              |
| Transitioning      | Student provides examples and non-examples of target word with support.          |
| Expanding          | Student provides examples and non-examples of target word.                       |
| Bridging           | Student creates sentences using the target word and its synonym.                 |

### Support

Fill out relevant parts of the story chart as you review this story.

### Challenge

Highlight the events in “Billy Beg” that are similar to and different from the events in “Cinderella.”

### Activity Page 3.1S



### Support

Revisit the prediction charts. Did Billy defeat the giant? Did Billy defeat the dragon? Were your predictions correct?

## Lesson 3: Billy Beg Rewind



**Primary Focus:** Students will retell “Billy Beg” using linking words and phrases.

### “BILLY BEG” (15 MIN.)

- Give students Activity Page 3.1S. Explain that this activity page has images of events from the plot for “Billy Beg” and a story map on which they will glue or tape the sequenced images.
- First, go over each image and briefly talk about what is happening in the image.
- Next, have students cut out the three images.

- Then, have students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.

### Challenge

Some students may be able to write a caption or short sentence about what is happening in each image.



Speaking  
Understanding  
Cohesion

### Entering/Emerging

Refer to the images as you retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

### Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was*, *suddenly*, *in the end*).

### Bridging

Challenge students to retell the story, using their own linking and temporal words, in small groups.



### Check for Understanding

**Check-In:** When you think you have the images in the correct order, ask an adult or check with another student to see if your order is correct.



### Formative Assessment

**Retelling:** Retell the story using linking words and phrases. Refer to your story map.

#### Linking Words and Phrases that Show Sequence (for Narratives)

Once upon a time  
Once there was  
One day  
Long ago  
There once was a  
First

Suddenly  
Immediately  
Then  
Next  
Later  
Afterward  
Second

Happily ever after  
The end  
In the end  
At last  
Finally  
In conclusion

End Lesson

## DIFFERENT LANDS, SIMILAR STORIES

# Tom Thumb

**PRIMARY FOCUS OF LESSON****Listening**

Students will discuss and make predictions about “Tom Thumb.”

Students will evaluate the use of the word *clever* to describe characters in the story.

**Writing**

Students will retell “Tom Thumb” by writing about the plot.

**FORMATIVE ASSESSMENT**

Listening

Word to World [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Retelling [Activity Page 4.1S]



## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                                                                                                                                                                   |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>          |         |                                                                                                                                                                                                                                                                                                                             |
| Picture Walk               | 10 min. | <input type="checkbox"/> anchor story chart for “Tom Thumb”<br><input type="checkbox"/> world map or globe<br><input type="checkbox"/> Images 4A-1–4A-3                                                                                                                                                                     |
| <b>Vocabulary Building</b> |         |                                                                                                                                                                                                                                                                                                                             |
| Word Work: <i>Clever</i>   | 5 min.  | <input type="checkbox"/> Flip Book                                                                                                                                                                                                                                                                                          |
| <b>Rewind</b>              |         |                                                                                                                                                                                                                                                                                                                             |
| “Tom Thumb”                | 15 min. | <input type="checkbox"/> anchor story chart for “Tom Thumb”<br><input type="checkbox"/> Activity Page 4.1S<br><input type="checkbox"/> large story map<br><input type="checkbox"/> Images 4A-1, 4A-6, 4A-9<br><input type="checkbox"/> scissors, glue/tape<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Picture Walk

- Create an anchor story chart for “Tom Thumb,” using Resource Page 3.3S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “Tom Thumb” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

### Similar Stories: Little People Can Do Great Things

**Folktale:** "Tom Thumb"

|                            |                             |                                        |                                                                                                                              |
|----------------------------|-----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Country:</b><br>England | <b>Continent:</b><br>Europe | <b>Setting-Time:</b><br>long, long ago | <b>Setting-Place(s):</b><br>Tom Thumb's home<br>barn<br>snail shell<br>mayor's house<br>hay<br>cow's stomach<br>wolf's mouth |
|----------------------------|-----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

**Characters:** Tom Thumb, mother, father, stranger, robbers, milkmaid, cow, wolf

| Beginning                                                                                                                                                                       | Middle                                                                                                                                                                                                                                           | End                                                                                     | Great Thing                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Tom is the size of a thumb.</li> <li>Tom leaves home with a stranger to go to town.</li> <li>Tom runs away from the stranger.</li> </ul> | <ul style="list-style-type: none"> <li>Tom keeps the robbers from robbing the mayor's house.</li> <li>Tom is in a cow's stomach but gets sneezed out.</li> <li>Tom is in a wolf's mouth.</li> <li>Tom gets the wolf to take him home.</li> </ul> | <ul style="list-style-type: none"> <li>Tom returns to his father and mother.</li> </ul> | <ul style="list-style-type: none"> <li>Tom stops the robbery at the mayor's house.</li> </ul> |

### Rewind

- Prepare Activity Page 4.1S.
- Create a large story map on chart paper using the story map on Activity Page 4.1S as a reference. Be prepared to model how to paraphrase the plot using the story map.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe images from and make predictions about a story.
- Write about the plot of a story.

### Language Forms and Functions

I think Tom should/should not go with the stranger, because . . .  
\_\_\_\_\_ is clever.

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

clever  
useful

father/son  
horse/cart  
stranger  
thumb

Start Lesson

## Lesson 4: Tom Thumb

# Look Ahead



**Primary Focus:** Students will discuss and make predictions about “Tom Thumb.”

### PICTURE WALK (10 MIN.)

- Tell students that today they will hear a folktale about a boy who is the size of their thumbs. Today’s story is called “Tom Thumb.”
- Tell students that a folktale is a fiction story that comes from someone’s imagination. The story of “Tom Thumb” was written in England many, many, years ago.
- Tell students that “Tom Thumb” comes from a country called England. Point to England on a world map or globe. Tell students that England is part of the continent of Europe. Point out Europe on the globe or map. You may wish to connect the cutout for “Tom Thumb” to England on the world map.
- Tell students they will take a picture walk through some of the images to help them learn about the story, before they hear the story.

### Support

Fill out relevant parts of the story chart as you introduce this story.



### Show Image 4A-1: Baby Tom in a teacup

**Imagine:** Hold up your thumb. Imagine, or picture in your head, that you were no bigger than your thumb. You could sleep in a teacup. Your name might be [student's name] Thumb.

- Invite a student to point to Tom's parents. Explain that they waited a long time for Tom to come into their lives. Before Tom was born, his parents felt very sad because their house was so quiet without any noisy children.

**Ask:** Does it look like Tom's parents are sad that he is so small?  
[Have students hold up one finger for yes and two fingers for *no*.]

» two fingers/no



### Show Image 4A-2: Tom sitting in the horse's ear

**Ask:** Where is Tom Thumb?

» standing on the horse's head, next to its ear

- Explain that Tom's father needs the horse and cart for his job, so Tom is helping his father by telling the horse where to go. Tom came up with this idea himself; he is very clever—or able to solve problems on his own.



### Show Image 4A-3: Tom, his father, and the stranger

- Point to the stranger. Tell students that this man is a stranger—someone Tom and his father do not know. This stranger thinks Tom could be helpful to him, so the stranger wants Tom to go with him.

**Predict:** Do you think Tom should go with the stranger? Do you think his father will let him go?

### Support

#### Sentence starter:

"I think Tom should/should not go with the stranger, because . . ."

## Lesson 4: Tom Thumb

# Vocabulary Building



**Primary Focus:** Students will evaluate the use of the word *clever* to describe characters in the story.

### WORD WORK: CLEVER (5 MIN.)

The story portrays Tom Thumb as a clever and intelligent boy.

Say the word *clever* with me three times.

**Definition:** *Clever* means you are smart and able to think and figure things out quickly.

**Examples:** Marcos is so clever at playing checkers that you have a hard time winning when you play with him. Abigail is clever at solving math problems.

### Support

#### Sentence frame:

"\_\_\_\_\_ is clever."



### Listening Evaluating Language Choices

#### Entering/Emerging

Use Flip Book images to prompt students to use words and phrases to explain how Tom Thumb is clever.

#### Transitioning/Expanding

Brainstorm a list of synonyms for students to use as they describe someone who is clever.

#### Bridging

Challenge students to think of other words similar to *clever* that can be used to describe Tom Thumb.



### Formative Assessment

**Word to World:** Have you ever met someone who is clever? Are you clever? Is your brother or sister clever? Can you think of another character in a story that is clever? Turn and tell your partner about someone who is clever. Use the word *clever* when you talk with your partner.

## Lesson 4: Tom Thumb

# Rewind



**Primary Focus:** Students will retell “Tom Thumb” by writing about the plot.

### “TOM THUMB” (15 MIN.)

**Note:** You will be filling out a story map with the class as you review the story. Explain that you are going to write down what students say, but they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

### Story Review

- As you discuss the following story elements, write down students’ responses in the relevant sections of the story map.

Think back to the beginning of the story. What happens first?

[Display Image 4A-1.]

- » A mother and father have a baby and name him “Tom Thumb” because he is no bigger than their thumbs.

What happens next in the story?

- » Answers may vary but may include: Tom goes to town; Tom stops a robbery at the mayor’s house; and Tom is in a cow’s stomach.

Even though he is no bigger than the size of a thumb, what great thing does Tom Thumb do? [Display Image 4A-6.]

- » Tom stops robbers from stealing the mayor’s money.

What happens in the end of the story? [Display Image 4A-9.]

- » Answers may vary but may include that Tom goes home.

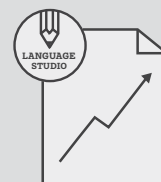
- Give students Activity Page 4.1S. Explain to students that this activity page has images of events from the plot of “Tom Thumb” and a story map on which they will glue or tape the sequenced images.

### Support

Fill out relevant parts of the story chart as you review this story.

Display the story map so it can be used as a guide for students when they create their own story maps.

### Activity Page 4.1S





### Writing Selecting Language Resources

#### Entering/Emerging

Using the images on Activity Page 4.1S as a reference, help students write key words and phrases from the story (e.g., *Tom Thumb*; *stop robbers*; *returns home*).

#### Transitioning/Expanding

Brainstorm with students key phrases that describe what is happening in each image. Provide a written bank of key phrases.

#### Bridging

Challenge students to write sentences to describe the first event, “great thing,” and conclusion.



### Check for Understanding

**Check-In:** When you think you have the images in the correct order, ask an adult or check with another student to see if your order is correct.

- Have students glue the sequenced images onto their story maps.



### Retelling

Write about what is happening in each image on your story map. [Have students use the back of their story map for additional writing space.]

- Reinforce to students that by writing about what has happened in each image, they have retold the beginning, middle, and end events, or the plot, of the story.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                           |
| Domain/Lesson      | K3L4                                                                              |
| Activity Name      | Retelling                                                                         |
| Proficiency Levels |                                                                                   |
| Entering           | Student copies key words and phrases from the story.                              |
| Emerging           | Student writes key words and phrases from the story.                              |
| Transitioning      | Student writes key phrases that describe the main events with support.            |
| Expanding          | Student writes key phrases that describe the main events.                         |
| Bridging           | Student writes sentence(s) to retell the beginning, middle, and end of the story. |

~~~~~ End Lesson ~~~~~


5

DIFFERENT LANDS, SIMILAR STORIES

Thumbelina

PRIMARY FOCUS OF LESSON

Listening

Students will discuss and make predictions about “Thumbelina.”

Students will apply the general academic word *hesitate* to different circumstances.

Writing

Students will retell “Thumbelina” by writing about the plot.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Retelling [Activity Page 5.1S]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------------|---------|--|
| Look Ahead | | |
| Picture Walk | 10 min. | <input type="checkbox"/> anchor story chart for “Thumbelina”
<input type="checkbox"/> world map or globe
<input type="checkbox"/> Images 5A-2, 5A-5, 5A-10
<input type="checkbox"/> prediction charts
<input type="checkbox"/> sticky notes (two per student) |
| Vocabulary Building | | |
| Slow or Go Game: <i>Hesitate</i> | 5 min. | <input type="checkbox"/> Image 5A-12
<input type="checkbox"/> Flip Book |
| Rewind | | |
| “Thumbelina” | 15 min. | <input type="checkbox"/> anchor story chart for “Thumbelina”
<input type="checkbox"/> large story map
<input type="checkbox"/> Images 5A-2, 5A-10, 5A-14
<input type="checkbox"/> Activity Page 5.1S
<input type="checkbox"/> scissors, glue/tape
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Create an anchor story chart for “Thumbelina,” using Resource Page 3.3S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “Thumbelina” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

| Similar Stories: Little People Can Do Great Things | | | |
|--|--|---|--|
| Folktale: “Thumbelina” | | | |
| Country:
Denmark | Continent:
Europe | Setting-Time:
long, long ago | Setting-Place(s):
flower
lily pad
woods
field mouse’s house
mole’s home
little people’s flowers |
| Characters: Thumbelina, woman, mother and son toads, fish, field mouse, mole, swallow, little king | | | |
| Beginning | Middle | End | Great Thing |
| <ul style="list-style-type: none"> • Thumbelina’s mother finds her inside a flower. • Thumbelina is taken by the mother toad to marry her son. • The fish helps her get away. | <ul style="list-style-type: none"> • Thumbelina travels down the stream. • Field mouse helps Thumbelina in the winter. • Thumbelina helps the swallow get better. • Thumbelina does not want to marry the mole. • Thumbelina flies away with the swallow. | <ul style="list-style-type: none"> • Thumbelina marries the little king. | <ul style="list-style-type: none"> • Thumbelina helps the swallow live. |

- Create two prediction charts on chart paper as shown below. These will

be used during “Look Ahead: Picture Walk” and “Rewind: ‘Thumbelina.’” Students will make their predictions by writing their names on the sticky notes and placing the sticky notes in the *Yes* or *No* columns.

| Prediction Question 1: Will Thumbelina Marry the Toad? | |
|--|----|
| Yes | No |
| | |

| Prediction Question 2: Will Thumbelina Help the Swallow? | |
|--|----|
| Yes | No |
| | |

Rewind

- Create a large story map using the story map on Activity Page 5.1S as reference. You will model how to paraphrase the plot onto the story map.
- Prepare Activity Page 5.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Describe images from and make predictions about a story. • Write about the plot of a story. | | |
| Language Forms and Functions | | |
| Predict: I think Thumbelina will . . .

Yes, I would hesitate./No, I would not not hesitate. | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| field mouse
mole
swallow
toad | hesitate
survive | fish
flower
help
marry |

Lesson 5: Thumbelina

Look Ahead



Primary Focus: Students will discuss and make predictions about “Thumbelina.”

PICTURE WALK (10 MIN.)

- Tell students that today they will hear a folktale called “Thumbelina.” In this folktale, a young girl who is no bigger than a thumb is taken from her home and must figure out how to live on her own. With the help of new friends along the way, she finds love and a new home.
- Tell students that “Thumbelina” comes from a country called Denmark. Point to Denmark on a world map or globe. Tell students that Denmark is part of the continent of Europe. Point out Europe on the globe or map. You may wish to connect the cutout for “Thumbelina” (Resource Page 3.1S) to Denmark on the world map.
- Tell students that during this picture walk they will make some predictions about what might happen in the story.


Show Image 5A-2: Thumbelina among the open petals

- Invite a student to point to Thumbelina and the flower. Tell students that Thumbelina is the daughter of a woman who wanted to have a child but couldn't have one. Then a wise old woman told Thumbelina's mother to plant some seeds and take care of them; her mother did not expect to find a little girl—Thumbelina—growing in a flower.

Turn and Talk: Describe Thumbelina to your partner.


Show Image 5A-5: Mother toad speaking to her son

- Invite a student to point to Thumbelina, the mother toad, and mother toad's son.
- Explain that Thumbelina is sad because she has been taken from her home by the mother

toad to be a wife for the toad's son.

Predict: Will Thumbelina marry the toad?

- Have students write their names on and place sticky notes onto the Prediction Question 1 chart in the column that corresponds with their response to the question.



Show Image 5A-10: Thumbelina with the swallow

- Point to and name the mole, the field mouse, Thumbelina, and the swallow. Explain that the swallow hurt his wing on a bush, and he needs help. The mole and the field mouse are not going to help the swallow.

Predict: Do you think Thumbelina will help the swallow?

- Have students write their names on and place their other sticky notes onto the Prediction Question 2 chart.

Support

Remind students that *predict* means to tell or guess what will happen.

Sentence starter: "I think Thumbelina will . . ."

Lesson 5: Thumbelina

Vocabulary Building



Primary Focus: Students will apply the general academic word *hesitate* to different circumstances.

SLOW OR GO GAME: HESITATE (5 MIN.)



Show Image 5A-12: Thumbelina flying away with the swallow

When the swallow comes to Thumbelina the second time, Thumbelina does not hesitate. She climbs upon the swallow's back. Then he rises up into the sky.

Say *hesitate* with me three times.

Definition: To hesitate is to wait or pause before doing something.



Listening Evaluating Language Choices

Entering/Emerging

Use Flip Book images to remind students what happens in the story.

Transitioning/Expanding

Have students respond: "Yes, I would hesitate."/"No, I would not hesitate."

Bridging

Challenge students to think of a reason why they would or would not hesitate.

Support

Fill out relevant parts of the story chart as you review this story.

Challenge

Highlight the events in "Thumbelina" that are similar to and different from events in "Tom Thumb."

Slow or Go Game: We will play a game called "Slow or Go" for the word *hesitate*.

I will read aloud some sentences that all begin with "Would you hesitate if . . .," and then I will describe a choice that a story character has to make.

If you think the character would hesitate, move your arms slowly. If you think the character would not hesitate, move your arms quickly.

Example: We know that Thumbelina does not want to marry the mole. If I ask, "Would you hesitate if you were Thumbelina and the mole asked you to marry him?", you will move your arms slowly because Thumbelina does not want to marry the mole, and she hesitates when he asks her. [Demonstrate answering the question.]



Check for Understanding

Think-Share: Would you hesitate if . . .

- you were Cinderella and the prince invited you to a ball?
- you were Cinderella and the prince wanted to marry you?
- you were Thumbelina and the toad wanted to marry you?
- you were Thumbelina and the little king wanted to marry you?

» Answers may vary for all but should include the word *hesitate*.

Lesson 5: Thumbelina Rewind



Primary Focus: Students will retell "Thumbelina" by writing about the plot.

"THUMBELINA" (15 MIN.)

Note: You will be filling out a story map with the class as you review the story. Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

Story Review

- As you discuss the following story elements, write down students' responses in the relevant sections of the story map.

Think back to the beginning of the story. What happens first and where does it happen? [Display Image 5A-2.]

» A tiny baby named Thumbelina is inside a flower.

What happens next in the story?

» Answers may vary but may include: A toad mother takes Thumbelina; a field mouse helps Thumbelina; and a mole wants to marry Thumbelina.

Even though Thumbelina is no bigger than the size of a thumb, what great thing does Thumbelina do? [Display Image 5A-10.]

» She helps a swallow to live.

What happens in the end of the story? [Display Image 5A-14.]

» Thumbelina marries the little king.

- Give students Activity Page 5.1S. Explain that this activity page has images of events from the plot for "Thumbelina" and a story map on which they will glue or tape the sequenced images.
- **Check-In:** When students think they have the images in the correct order, they should ask an adult or check with another student to see if their order is correct.
- Have students glue or tape the sequenced images onto their story maps.



Retelling

Write about what is happening in each image on your story map. [Have students use the back of their story maps for additional writing space.]

Support

Display the story map so it can be used as a guide for students when they create their own story maps.

Activity Page 5.1S



Writing Selecting Language Resources

Entering/Emerging

Using the images on Activity Page 5.1S as a reference, help students write key words and phrases from the story (e.g., *Thumbelina*; *helps swallow*; *marries little king*).

Transitioning/Expanding

Brainstorm with students key phrases that describe what is happening in each image. Provide a written bank of key phrases.

Bridging

Challenge students to write sentences to describe the first event, "great thing," and conclusion.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K3L5 |
| Activity Name | Retelling |
| Proficiency Levels | |
| Entering | Student copies key words and phrases from the story. |
| Emerging | Student writes key words and phrases from the story. |
| Transitioning | Student writes key phrases that describe the main events with support. |
| Expanding | Student writes key phrases that describe the main events. |
| Bridging | Student writes sentence(s) to retell the beginning, middle, and end of the story. |

End Lesson

DIFFERENT LANDS, SIMILAR STORIES

Issun Boshi: One-Inch Boy

PRIMARY FOCUS OF LESSON**Listening**

Students will discuss and make predictions about “Issun Boshi: One-Inch Boy.”

Speaking

Students will recount an experience of feeling *astonished*.

Writing

Students will retell “Issun Boshi: One-Inch Boy” by writing about the plot.

FORMATIVE ASSESSMENT

Speaking

Word to World [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Retelling [Activity Page 6.1S]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------|---------|--|
| Look Ahead | | |
| Picture Walk | 10 min. | <input type="checkbox"/> anchor story chart for “Issun Boshi: One-Inch Boy”
<input type="checkbox"/> world map or globe
<input type="checkbox"/> Images 6A-2, 6A-7
<input type="checkbox"/> prediction charts
<input type="checkbox"/> sticky notes (two per student) |
| Vocabulary Building | | |
| Word Work: <i>Astonished</i> | 5 min. | |
| Rewind | | |
| “Issun Boshi: One-Inch Boy” | 15 min. | <input type="checkbox"/> anchor story chart for “Issun Boshi: One-Inch Boy”
<input type="checkbox"/> large story map
<input type="checkbox"/> prediction charts
<input type="checkbox"/> Images 6A-2, 6A-7, 6A-10
<input type="checkbox"/> Activity Page 6.1S
<input type="checkbox"/> scissors, glue/tape
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Create an anchor story chart for “Issun Boshi: One-Inch Boy,” using Resource Page 3.3S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “Issun Boshi: One-Inch Boy” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

Similar Stories: Little People Can Do Great Things

Folktale: "Issun Boshi: One-Inch Boy"

| | | | |
|--------------------------|---------------------------|----------------------------------|--|
| Country:
Japan | Continent:
Asia | Setting-Time:
long ago | Setting-Place(s):
a village
the lord's house
cherry blossom
festival
oni's stomach |
|--------------------------|---------------------------|----------------------------------|--|

Characters: Issun Boshi, old couple/parents, lord, princess, oni

| Beginning | Middle | End | Great Thing |
|---|---|---|--|
| <ul style="list-style-type: none"> The old man and woman find Issun Boshi in a peach. Issun Boshi wants to see the city by himself. | <ul style="list-style-type: none"> Issun Boshi meets a rich lord and works for him. Issun Boshi and the princess become good friends. He saves the princess from the oni at the cherry blossom festival. He uses a magic hammer to become full-sized. | <ul style="list-style-type: none"> Issun Boshi marries the princess and brings his parents to live with him at the lord's house. | <ul style="list-style-type: none"> Issun Boshi saves the princess from the oni. |

- Create two prediction charts on chart paper as shown below. These charts will be used in “Look Ahead: Picture Walk” and “Rewind: ‘Issun Boshi: One-Inch Boy.’” Students will make their predictions by writing their names on the sticky notes and placing the sticky notes in the Yes or No columns.

| Prediction Question 1: Does Issun Boshi Want to Grow Bigger? | |
|--|----|
| Yes | No |
| | |

| Prediction Question 2: Will Issun Boshi Get out of the Oni’s Stomach? | |
|---|----|
| Yes | No |
| | |

Rewind

- Create a large story map on chart paper using the story map on Activity Page 6.1S as reference. You will model how to paraphrase the plot onto the story map.
- Prepare Activity Page 6.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

Writing Challenge—You will find a section at the end of this lesson featuring an optional writing challenge. To prepare for this, create a large story map using Activity Page 6.2S as reference. Display sample story maps the class has created. You will model how to paraphrase the plot, using the large story map.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images from and make predictions about a story.
- Share a time they were astonished.
- Write about the plot of a story.

Language Forms and Functions

Predict: I think Issun Boshi will . . .

I was astonished when . . .

Vocabulary

Tier 3 Domain-Specific Words

demon
lord
oni

Tier 2 General Academic Words

astonished
deeds
handsome

Tier 1 Everyday Speech Words

monster
smart
stomach
village

Start Lesson

Lesson 6: Issun Boshi: One-Inch Boy

Look Ahead



Primary Focus: Students will discuss and make predictions about “Issun Boshi: One-Inch Boy.”

PICTURE WALK (10 MIN.)

- Tell students they will hear a folktale called “Issun Boshi: One-Inch Boy.” In this folktale, a young boy, who is no bigger than a thumb, goes alone to a big city.
- Tell students that “Issun Boshi: One-Inch Boy” comes from a country called Japan. Point to Japan on a world map or globe. Tell students that Japan is part of the continent of Asia. Point out Asia on the globe or map. [You may wish to connect the cutout for “Issun Boshi: One-Inch Boy” (Resource Page 3.1S) to Japan on the world map.]
- Invite students to look at the images of the story before hearing the story read aloud. Explain that this picture walk will help them guess what might happen in the story.

Support

Fill out relevant parts of the story chart as you introduce this story.



Show image 6A-2: The old man and the old woman with Issun Boshi

- Invite a student to point to the baby.

Turn and Talk: Tell your partner what is different about this baby. Who do you think the old man and woman are?

- Explain that the baby is the son of an old man and woman. The old man and woman really want to have a child. They name their son Issun Boshi, which means “one-inch boy.” Issun Boshi is about the height of his father’s thumb.



Check for Understanding

Making Connections: What other main characters in stories we have read are thumb-sized?

- » Thumbelina and Tom Thumb

Predict: By the end of the story, do you think Issun Boshi will want to grow bigger?

- Have students write their names on and place sticky notes onto the Prediction Question 1 chart in the column that corresponds with their response to the question.

Support

Sentence starter:
“I think Issun Boshi
will . . .”



Show image 6A-7: The oni

Ask: What do you see in this image?
Does this look like a nice creature?

- Explain that this is a monster called an oni [/oe*nee/]. Have students say *oni* with you.
- Tell students that the oni is an unfriendly monster. The oni swallows Issun Boshi whole, so Issun Boshi is stuck inside the oni’s stomach.

Predict: Will Issun Boshi get out of the oni’s stomach?

- Have students write their names on and place their other sticky notes onto the Prediction Question 2 chart.

Lesson 6: Issun Boshi: One-Inch Boy

Vocabulary Building



Primary Focus: Students will recount an experience of feeling *astonished*.

WORD WORK: ASTONISHED (5 MIN.)

The lord of the house is astonished when he sees Issun Boshi.

Say *astonished* with me three times.

Definition: Astonished means surprised or amazed.

Example: Kenji and Maemi were astonished when the magician pulled a rabbit out of her hat.



Formative Assessment

Word to World: Have you ever been astonished before? What happened that made you astonished? What kind of face did you make? Use the word *astonished* when you talk to your partner.

Support

Act astonished and then have students do the same.



Speaking Evaluating Language Choices

Entering/Emerging

Ask students *yes/no* questions about the definition of *astonished* and situations in which they might be astonished.

Transitioning/Expanding

Help students recount a time when they were astonished. Provide a sentence starter (e.g., "I was astonished when . . .").

Bridging

Challenge students to think of other situations in which they would be astonished.

Lesson 6: Issun Boshi: One-Inch Boy

Rewind



Primary Focus: Students will retell “Issun Boshi: One-Inch Boy” by writing about the plot.

“ISSUN BOSHI: ONE-INCH BOY” (15 MIN.)

Note: You will be filling out a story map with the class as you review the story. Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

Story Review

Think back to the beginning of the story. What happens first?

[Display Image 6A-2.]

- » The old man and his wife wish for a child, and a baby boy is born to the old couple. They call him “Issun Boshi” because he is no taller than his father’s thumb.

What happens next in the story?

- » Answers may vary but may include: Issun Boshi grows up strong, smart, and helpful, but he does not grow bigger; he asks for permission to go to the city; he floats down a river; and he works for a lord.

Even though Issun Boshi is only the size of a thumb, what great thing does he do? [Display Image 6A-7.]

- » He saves the princess from the oni.

What happens in the end of the story? [Display Image 6A-10.]

- » Issun Boshi marries the princess.

- Give students Activity Page 6.1S. Explain to students that this activity page has images of events from the plot for “Issun Boshi: One-Inch Boy” and a story map on which they will glue or tape the sequenced images.
- **Check-In:** When students think they have the images in the correct order, they should ask an adult or check with another student to see if their order is correct.
- Have students glue or tape the sequenced images onto their story maps.

Support

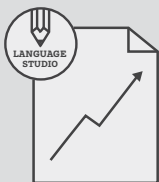
Fill out relevant parts of the story chart as you review this story.

Challenge

Highlight the events in “Issun Boshi: One-Inch Boy” that are similar to and different from the events in “Tom Thumb.”

Revisit the Prediction charts. Does Issun Boshi want to grow bigger? Will Issun Boshi get out of the oni’s stomach? Were your predictions correct?

Activity Page 6.1S





Retelling

Write about what is happening in each image on your story map. [Have students use the back of their story maps for additional writing space.]



Writing Selecting Language Resources

Entering/Emerging

Using the images on Activity Page 6.1S as a reference, help students write key words and phrases from the story (e.g., *Issun Boshi*; *oni*; *marries the princess*).

Transitioning/Expanding

Brainstorm with students key phrases that describe what is happening in each image. Provide a written bank of key phrases.

Bridging

Challenge students to write sentences to describe the first event, “great thing,” and conclusion.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K3L6 |
| Activity Name | Retelling |
| Proficiency Levels | |
| Entering | Student copies key words and phrases from the story. |
| Emerging | Student writes key words and phrases from the story. |
| Transitioning | Student writes key phrases that describe the main events with support. |
| Expanding | Student writes key phrases that describe the main events. |
| Bridging | Student writes sentence(s) to retell the beginning, middle, and end of the story. |

Lesson 6: Issun Boshi: One-Inch Boy

[Optional] Writing Challenge

LITTLE PEOPLE STORIES

- Display the sample story maps the class has created.

Review: All the stories, “Thumbelina,” “Tom Thumb,” and “Issun Boshi: One-Inch Boy,” are variations of little people stories. In the beginning of each story, a thumb-sized child is born. This little person leaves home or is taken away from home. In the middle, the little person does a great thing while away from home. At the end, the little person goes home or gets married.

- Give students instructions to make their own story maps using Activity Page 6.2S.

First, think of a title for your story. Maybe you want to give your story the same name as the main character. [Point to the title space on the paper, and help students write their titles in it.]

Next, in the first box, draw your thumb-sized or little person, who is the main character in your story. Now, write a sentence about your drawing. [Remind students of the little people stories they have heard. In the beginning of each story, a thumb-sized person is born.]

Then, draw a picture in the middle box and/or write a sentence about a great thing your little person does.

Finally, think of how you want your story to end. What happens to your little person? Maybe he or she goes back home? Maybe he or she gets married? In the bottom box, draw what happens to your little person, and write a sentence to go with your picture.

- Have partner pairs share their story ideas. Encourage students to use temporal words *first*, *next*, and *last* while retelling their stories. At the end of the activity, display student stories around the classroom.

End Lesson

Activity Page 6.2S



DIFFERENT LANDS, SIMILAR STORIES

Little Red Riding Hood

PRIMARY FOCUS OF LESSON**Listening**

Students will discuss and make predictions about “Little Red Riding Hood.”

Students will use the word *strange* and its antonym *familiar* to describe various story events.

Speaking

Students will retell “Little Red Riding Hood” using linking words and phrases.

FORMATIVE ASSESSMENT

Speaking

Retelling [Activity Page 7.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

T-Chart [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------------|---------|---|
| Look Ahead | | |
| Picture Walk | 10 min. | <input type="checkbox"/> anchor story chart for “Little Red Riding Hood”
<input type="checkbox"/> world map or globe
<input type="checkbox"/> Images 7A-1, 7A-2 |
| Vocabulary Building | | |
| T-Chart: <i>Strange/Familiar</i> | 5 min. | <input type="checkbox"/> T-chart
<input type="checkbox"/> Image 7A-4
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| “Little Red Riding Hood” | 15 min. | <input type="checkbox"/> anchor story chart for “Little Red Riding Hood”
<input type="checkbox"/> large story map
<input type="checkbox"/> Images 7A-2, 7A-4, 7A-7
<input type="checkbox"/> Activity Page 7.1S
<input type="checkbox"/> scissors, glue/tape |

ADVANCE PREPARATION

Look Ahead

- Create an anchor story chart for “Little Red Riding Hood,” using Resource Page 3.4S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “Little Red Riding Hood” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

Similar Stories: Always Follow Your Parents' Directions

Folktale: "Little Red Riding Hood"

Country:

Germany

Continent:

Europe

Setting-Time:

long ago

Setting-Place(s):

mother's house
path in the woods
grandmother's house

Characters: mother, Little Red Riding Hood, wolf, grandmother, hunter

Beginning

- Little Red Riding Hood is on her way to her grandmother's house.
- Her mother tells her to stay on the path and not to stop along the way.
- Little Red Riding Hood listens to the wolf and goes off the path to pick flowers.

Middle

- The wolf goes ahead to the grandmother's house.
- The wolf eats the grandmother.
- The wolf eats Little Red Riding Hood.
- A hunter rescues them.

End

- Little Red Riding Hood, the grandmother, and the hunter eat cakes.
- Little Red Riding Hood learns always to follow her mother's directions.

Cunning Animal

- wolf

Vocabulary Building

- Create a T-chart for *strange* and *familiar*.

Strange

Familiar

- Prepare Language Proficiency Recording Sheet for Listening.

Rewind

- Create a large story map using the story map on Activity Page 7.1S as reference. You will model how to paraphrase the plot onto the story map.
- Prepare Activity Page 7.1S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images and make predictions about a story.
- Retell a story using linking words and phrases

Language Forms and Functions

I think she is named Little Red Riding Hood because . . .

_____ is familiar to me. / _____ is strange to me.

Vocabulary

Tier 3

Domain-Specific Words

cloak

Tier 2

General Academic Words

disguise
sly
strange/familiar
warn

Tier 1

Everyday Speech Words

grandmother
wolf
woods

Start Lesson

Lesson 7: Little Red Riding Hood

Look Ahead



Primary Focus: Students will discuss and make predictions about “Little Red Riding Hood.”

PICTURE WALK (10 MIN.)

- Tell students that today they will hear a folktale called “Little Red Riding Hood.” In this story, a little girl walks alone through the woods to visit her grandmother but does not follow her mother’s directions.
- Tell students that “Little Red Riding Hood” comes from a country called Germany. Point to Germany on a world map or globe. Tell students that Germany is part of the continent of Europe. Point out Europe on the globe or map. [You may wish to connect the cutout for “Little Red Riding Hood” (Resource Page 3.1S) to Germany on the world map.]
- Remind students that a folktale is a fiction story that came from someone’s imagination. Tell students they will take a picture walk through some of the images to help them learn about the story, before they hear the story.

Support

Fill out relevant parts of the story chart as you introduce this story.



Show Image 7A-1: Little Red Riding Hood

Ask: Have you ever listened to the story “Little Red Riding Hood”? [Have students hold up one finger for yes and two fingers for no.]

- Invite a student volunteer to point to Little Red Riding Hood.

Why do you think this character is named Little Red Riding Hood?

- Tell students that she is called Little Red Riding Hood because she wears a cloak with a red velvet hood all the time. Little Red Riding Hood loves this cloak because her grandmother gave it to her.
- Share with students that Little Red Riding Hood’s grandmother lives in a house in the woods—or an area with lots of trees. Ask a volunteer to point to the woods.

At the beginning of this story, Little Red Riding Hood’s mother asks her to take a basket of cakes to her grandmother, who lives in the woods. Little Red Riding Hood is allowed to go to her grandmother’s house by herself, but her mother warns her and says to her, “Remember to stay on the path, and do not stop along the way.”



Show Image 7A-2: Little Red Riding Hood speaking to the wolf

Ask: What kind of animal does Little Red Riding Hood meet in the woods?

» She meets a wolf.

Predict: Does it look like Little Red Riding Hood thinks she is in danger? Does it look like the wolf wants to do

something bad to her? [Have students put their hands on their head for yes or put their hands on their lap for no.]

Support

Sentence starter:

“I think she is named Little Red Riding Hood because . . .”

Explain to students that a cloak is a cape with a hood to cover your head.

Lesson 7: Little Red Riding Hood

Vocabulary Building



Primary Focus: Students will use *strange* and its antonym *familiar* to describe various story events.

T-CHART: STRANGE/FAMILIAR (5 MIN.)



Listening
Analyzing Language
Choices

Entering/Emerging

Instruct students to stand up for *strange* and to stay seated for *familiar*. Have students repeat the word *strange* or *familiar* to respond.

Transitioning/Expanding

Provide other situations that might be *strange* or *familiar*. Model responses using a sentence frame (e.g., “_____ is strange/familiar to me.”).

Bridging

Challenge students to think of other words they could use in place of *strange* (e.g., *odd*, *weird*, *peculiar*) and *familiar* (e.g., *usual*, *everyday*, *normal*) with a partner.



Show Image 7A-4: The wolf disguising himself as Grandmother

Little Red Riding Hood is surprised to find the door open, and as she steps inside, she feels very *strange*.

Say *strange* with me three times.

Definition: The word *strange* is used to describe when something feels out of the ordinary or unfamiliar.

Definition: The opposite of *strange* is *familiar*. *Familiar* is a word to describe when something feels normal or expected.



T-Chart

We will make a T-chart for the words *strange* and *familiar*.

I am going to say six story events from “Little Red Riding Hood.” Listen to each event, and decide whether Little Red Riding Hood would think each event was *strange* or *familiar*. I will take a class tally and record on the chart whether we think the event is *strange* or *familiar*. [Have students stand up if the event seems *strange* and stay seated if the event seems *familiar*.]

- going to grandmother’s cottage (*familiar*)
- walking on the path to grandmother’s house (*familiar*)
- finding the door to grandmother’s cottage open (*strange*)
- seeing grandmother in bed (*familiar*)

- discovering grandmother's eyes, ears, and teeth are very big (*strange*)
- hearing nothing from grandmother after calling out, "good morning, grandmother" (*strange*)

Turn and Talk: Tell your partner about something that is familiar to you and something that is strange to you. Try to use complete sentences.

Support

Sentence frames:

"_____ is familiar to me."

"_____ is strange to me."

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Listening |
| Knowledge/Lesson | K3L7 |
| Activity Name | T-Chart |
| Proficiency Levels | |
| Entering | Student signals choice using gestures and repeating target word(s) with support. |
| Emerging | Student signals choice using gestures and repeating target word(s). |
| Transitioning | Student responds using target word(s) in a complete sentence with support. |
| Expanding | Student responds using target word(s) in a complete sentence. |
| Bridging | Student provides alternatives to target word(s). |

Lesson 7: Little Red Riding Hood

Rewind



Primary Focus: Students will retell “Little Red Riding Hood” using linking words and phrases.

Support

Fill out relevant parts of the story chart as you review this story.

Challenge

Some students may be able to write a caption or short sentence about what is happening in each image.

“LITTLE RED RIDING HOOD” (15 MIN.)

Note: You will be filling out a story map with the class as you review the story. Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

Story Review

Think back to the beginning of the story. What happens first? Where does it happen? [Display Image 7A-2.]

- » Little Red Riding Hood walks on the path in the woods on the way to her grandmother’s house.

What is the problem at the beginning of the story?

- » Little Red Riding Hood is tricked by the wolf and strays off the path to pick flowers.



Check for Understanding

Round Robin: [Display Image 7A-4.] In small groups, take turns telling one event that happens in the middle of the story.

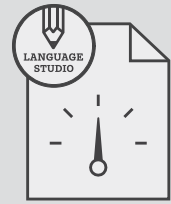
- » Answers may include, grandmother and Little Red Riding Hood get eaten by the wolf; and a hunter saves Little Red Riding Hood and her grandmother.

What happens at the end of the story? What does Little Red Riding Hood learn? [Display Image 7A-7.]

- » Little Red Riding Hood, the grandmother, and the hunter eat the cakes. Little Red Riding Hood learns always to follow her parents’ directions.

- Give students Activity Page 7.1S. Explain that this activity page has images of events from the plot for “Little Red Riding Hood” and a story map on which they will glue or tape the sequenced images.
- **Check-In:** When students think they have the images in the correct order, they should ask an adult or check with another student to see if their order is correct.
- Have students glue or tape the sequenced images onto their story maps.

Activity Page 7.1S



Formative Assessment

Retelling: Retell the story using linking words and phrases. Refer to your story map.

Linking Words and Phrases that Show Sequence (for Narratives)

| | | |
|--|---|--|
| Once upon a time
Once there was
One day
Long ago
There once was a
First | Suddenly
Immediately
Then
Next
Later
Afterward
Second | Happily ever after
The end
In the end
At last
Finally
In conclusion |
|--|---|--|

End Lesson



Speaking
Understanding
Cohesion

Entering/Emerging

Refer to the images as you retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was*; *suddenly*; and *in the end*).

Bridging

Challenge students to retell the story, using their own linking and temporal words, in small groups.

8

DIFFERENT LANDS, SIMILAR STORIES

Hu Gu Po

PRIMARY FOCUS OF LESSON

Listening

Students will discuss and make predictions about “Hu Gu Po.”

Speaking

Students will evaluate the use of the word *alarmed* to describe characters in the story.

Students will retell “Hu Gu Po” using linking words and phrases.

FORMATIVE ASSESSMENT

Speaking

Retelling [Activity Page 8.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Word to World [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Look Ahead | | |
| Picture Walk | 10 min. | <input type="checkbox"/> anchor story chart for “Hu Gu Po”
<input type="checkbox"/> world map or globe
<input type="checkbox"/> Images 8A-1, 8A-3, 8A-4
<input type="checkbox"/> prediction chart
<input type="checkbox"/> sticky notes (one per student) |
| Vocabulary Building | | |
| Word Work: <i>Alarmed</i> | 5 min. | <input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| “Hu Gu Po” | 15 min. | <input type="checkbox"/> anchor story chart for “Hu Gu Po”
<input type="checkbox"/> large story map
<input type="checkbox"/> prediction chart
<input type="checkbox"/> Images 8A-1, 8A-5, 8A-7
<input type="checkbox"/> Activity Page 8.1S
<input type="checkbox"/> scissors, glue/tape |

ADVANCE PREPARATION

Look Ahead

- Create an anchor story chart for “Hu Gu Po” using Resource Page 3.4S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “Hu Gu Po” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

| Similar Stories: Always Follow Your Parents' Directions | | | |
|---|--|--|---|
| Folktale: "Hu Gu Po" | | | |
| Country:
China | Continent:
Asia | Setting-Time:
a long time ago | Setting-Place(s):
rural China
girl's house
next to a lake |
| Characters: two sisters (A Xin, Li Hua), mother, Hu Gu Po/tiger | | | |
| Beginning | Middle | End | Cunning Animal |
| <ul style="list-style-type: none"> The mother leaves to sell silk at the market. The mother tells the daughters to stay inside the house and keep the door locked. The girls clean the house. An old woman/Hu Gu Po knocks on the door. Hu Gu Po asks for a cup of water and bowl of rice. | <ul style="list-style-type: none"> Li Hua lets Hu Gu Po into the house. Hu Gu Po puts the sisters in a sack and takes them away. A Xin pokes a hole in the sack and finds out the old woman is Hu Gu Po. The girls tie up the tiger's legs with silk thread. | <ul style="list-style-type: none"> The girls run back to the house. The girls hug their mother. The girls learn always to follow their mother's directions. | <ul style="list-style-type: none"> tiger |

- Create a prediction chart on chart paper as shown below. The chart will be used during "Look Ahead: Picture Walk" and "Rewind: 'Hu Gu Po.'" Students will make predictions by writing their names on their sticky notes and placing the sticky notes in the Yes or No columns.

| Prediction Question: Hu Gu Po is Cunning or Tricky.
Will the Sisters Be Cunning Also? | |
|--|----|
| Yes | No |
| | |

Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Speaking.

Rewind

- Create a large story map using the story map on Activity Page 8.1S as reference. You will model how to paraphrase the plot onto the story map.
- Prepare Activity Page 8.1S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images from and make predictions about a story.
- Share about a time they were alarmed.
- Retell a story using linking words and phrases.

Language Forms and Functions

Predict: I think the sisters will . . .

I felt alarmed when . . .

Vocabulary

Tier 3 Domain-Specific Words

mulberry
rural
silk

Tier 2 General Academic Words

alarmed
cunning

Tier 1 Everyday Speech Words

mother
sisters
tiger

Start Lesson

Lesson 8: Hu Gu Po

Look Ahead



Primary Focus: Students will discuss and make predictions about “Hu Gu Po.”

PICTURE WALK (10 MIN.)

- Tell students they will hear a Chinese folktale called “Hu Gu Po.” In this folktale, two sisters stay home alone but do not follow their mother’s directions.
- Tell students that “Hu Gu Po” comes from a country called China. Point to China on a world map or globe. Tell students that China is part of the

Support

Explain to students that a rural area is a place that has lots of farming and large distances between houses.

Tell students that silkworms make silk cocoons that can be spun into thread to be woven into cloth. Silkworms eat the leaves of mulberry trees.

continent of Asia. Point out Asia on the globe or map. You may wish to connect the cutout for “Hu Gu Po” (Resource Page 3.1S) to China on the world map.

- Invite students to look at the images from the story before the words are read aloud. Explain that this picture walk will help them guess what might happen in the story.



Show image 8A-1: Mother saying goodbye

- Invite a student to point to the green fields and mountains. Explain that the setting of this story is a long time ago in a rural area of China.
- Have students guess the relationships among the characters. The woman bending over is the mother. She is kissing her younger daughter—Li Hua [/lee*hwo/]. The mother also has an older daughter—A Xin [/o*shing/].
- Point out the mulberry stick in A Xin's hand. Tell students that the stick is wrapped with silk thread. Point out the rolls of silk thread on the mother's back. Tell students that the mother sells silk thread at the market for a living.

Turn and Talk: What do you think the mother says to her daughters before she leaves them alone at home?



Show image 8A-3: The old woman asking for water

- Select a student to point to the old woman and the sisters, A Xin and Li Hua.

Ask: What are A Xin and Li Hua doing?

- » They are giving a drink to an old woman.
- Explain that the old woman is actually a sly tiger called Hu Gu Po. Hu Gu Po disguises herself as an old woman to trick people.



Show image 8A-4: The old woman eating rice

What Do You Think? Would the mother be happy that her daughters let the old woman come inside the house? [Have students stand up for yes and stay seated for *no*. Call on two students to comment.]

Predict: Hu Gu Po is cunning and tricks the daughters into letting her in their house. Will the sisters be cunning also?

- Have students place their sticky notes onto the chart.

Support

Tell students that *cunning* means sly and able to trick others.

Sentence starter:
“I think the sisters will . . .”

Make an alarmed face and have students do the same.



Speaking
Evaluating Language Choices

Entering/Emerging
Ask students yes/no questions about situations in which they might be alarmed. Have students answer: “I would/would not be alarmed.”

Transitioning/Expanding
Provide students with a sentence starter (e.g., “I felt alarmed when . . .”). Prompt students to recount a time when they were alarmed.

Bridging
Invite students to share with a partner another situation in which they would be alarmed.

Lesson 8: Hu Gu Po

Vocabulary Building



Primary Focus: Students will evaluate the use of the word *alarmed* to describe characters in the story.

WORD WORK: ALARMED (5 MIN.)

A Xin feels alarmed when the old woman goes into the house.

Say *alarmed* with me three times.

Definition: *Alarmed* means feeling like you are in danger; to be alarmed means you are scared and frightened.

Examples

Meifen’s mother was alarmed to see that Meifen had a temperature of 103.

Jiayi was alarmed when she could not find her favorite doll

Bo felt alarmed when he could not find his mother at the supermarket.



Word to World

Have you ever felt alarmed before? Turn and tell your partner about a time you felt alarmed. Where were you? What happened? What did you do?

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K3L8 |
| Activity Name | Word to World |
| Proficiency Levels | |
| Entering | Student answers using target word(s) with support. |
| Emerging | Student answers using target word(s). |
| Transitioning | Student responds using target word(s) in a sentence frame. |
| Expanding | Student responds using target word(s) in a sentence. |
| Bridging | Student applies target word(s) to different contexts. |

Lesson 8: Hu Gu Po

Rewind



Primary Focus: Students will retell “Hu Gu Po” using linking words and phrases.

Support

Fill out relevant parts of the story chart as you review this story.

Challenge

Highlight the events in “Hu Gu Po” that are similar to and different from the events in “Little Red Riding Hood.”

“HU GU PO” (15 MIN.)

Note: You will be filling out a story map with the class as you review the story. Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

Story Review

Think back to the beginning of the story, what happens first?
[Display Image 8A-1.]

- » Mother tells girls to keep the door latched and not to go outside while she is away.



Check for Understanding

Recall: What is the problem in the story?

- » The girls open the door. Hu Gu Po takes the girls away in a sack.

What happens in the middle of the story? [Display Image 8A-5.]

- » Answers may vary but may include: Hu Gu Po takes the girls away in a sack; and A Xin pokes a hole in the sack and finds out the old woman is Hu Gu Po.

What happens at the end of the story? What do A Xin and Li Hua learn? [Display Image 8A-7.])

- » Answers may vary but may include that the girls tie up the tiger's legs and run away; and that A Xin and Li Hua learn always to follow their mother's directions.
- Give students Activity Page 8.1S. Explain that this activity page has images of events from the plot for "Hu Gu Po" and a story map on which they will glue or tape the sequenced images.
- **Check-In:** When students think they have the images in the correct order, they should ask an adult or check with another student to see if their order is correct.
- Have students glue or tape the sequenced images onto their story maps.



Formative Assessment

Retelling: Retell the story using linking words and phrases. Refer to your story map.

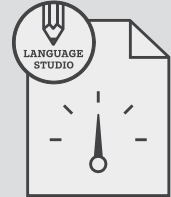
Linking Words and Phrases that Show Sequence (for Narratives)

Once upon a time
Once there was
One day
Long ago
There once was a
First

Suddenly
Immediately
Then
Next
Later
Afterward
Second

Happily ever after
The end
In the end
At last
Finally
In conclusion

Activity Page 8.1S



Challenge

Revisit the Prediction Chart. Hu Gu Po is cunning or tricky. Will the girls be cunning also? Was your prediction correct?



Speaking Understanding Cohesion

Entering/Emerging

Refer to the images as you retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was*; *suddenly*; and *in the end*).

Bridging

Challenge students to retell the story, using their own linking and temporal words, in small groups.

End Lesson

9

DIFFERENT LANDS, SIMILAR STORIES

Tselane

PRIMARY FOCUS OF LESSON

Listening

Students will discuss and make predictions about “Tselane.”

Students will use the word *gruff* and its antonym *sweet* to describe various characters in the stories.

Speaking

Students will retell “Tselane” using linking words and phrases.

FORMATIVE ASSESSMENT

Speaking

Retelling [Activity Page 9.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

T-Chart [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------|---------|--|
| Look Ahead | | |
| Picture Walk | 10 min. | <input type="checkbox"/> anchor story chart for “Tselane”
<input type="checkbox"/> world map or globe
<input type="checkbox"/> Images 9A-1, 9A-3 |
| Vocabulary Building | | |
| T-Chart: <i>Gruff/Sweet</i> | 5 min. | <input type="checkbox"/> T-chart
<input type="checkbox"/> Images 9A-3, 9A-1, 3A-4, 3A-9, 7A-4, 5A-4
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| “Tselane” | 15 min. | <input type="checkbox"/> anchor story chart for “Tselane”
<input type="checkbox"/> large story map
<input type="checkbox"/> Images 9A-2, 9A-4, 9A-6
<input type="checkbox"/> Activity Page 9.1S
<input type="checkbox"/> scissors, glue/tape |

ADVANCE PREPARATION

Look Ahead

- Create an anchor story chart for “Tselane,” using Resource Page 3.4S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “Tselane” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

| Similar Stories: Always Follow Your Parents' Directions | | | |
|--|--|---|---|
| Folktale: "Tselane" | | | |
| Country:
Botswana | Continent:
Africa | Setting-Time:
once upon a time | Setting-Place(s):
Tselane's house
by a stream
savanna |
| Characters: Tselane, her parents, leopard, little girl/cousin | | | |
| Beginning | Middle | End | Cunning Animal |
| <ul style="list-style-type: none"> Tselane stays home alone. Her mother tells her to keep the door locked and to watch out for hungry leopards. The leopard knocks on the door and pretends to be the mother. | <ul style="list-style-type: none"> Tselane is tricked into opening the door for the leopard. The leopard puts Tselane in a sack. A little girl (Tselane's cousin) lets Tselane out of the bag. The mother fills the bag with scorpions and snakes. | <ul style="list-style-type: none"> The leopard runs away. Tselane learns to follow her mother's directions. | <ul style="list-style-type: none"> leopard |

Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.
- Tab Flip Book images in the following order: 9A-3, 9A-1, 3A-4, 3A-9, 7A-4, and 5A-4.
- Create a T-chart for *gruff* and *sweet* as follows:

| Gruff | Sweet |
|-------|-------|
| | |

Rewind

- Create a large story map using the story map on Activity Page 9.1S as reference. You will model how to paraphrase the plot onto the story map.
- Prepare Activity Page 9.1S.

Note to Teacher

Writing Challenge—You will find a section at the end of this lesson featuring an optional writing challenge. To prepare for this, create a large story map using Activity Page 9.2S. Display sample story maps the class has created. You will model how to paraphrase the plot, using the large story map.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images from and make predictions about a story.
- Retell a story using linking words and phrases.

Language Forms and Functions

Tselane should/should not open the door, because . . .

Antonyms: _____ is gruff./ _____ is sweet.

Vocabulary

Tier 3 Domain-Specific Words

leopard
scorpions

Tier 2 General Academic Words

directions
sweet/gruff

Tier 1 Everyday Speech Words

door locked
watch out

Start Lesson

Lesson 9: Tselane

Look Ahead



Primary Focus: Students will discuss and make predictions about “Tselane.”

PICTURE WALK (10 MIN.)

- Tell students that they will hear a folktale called “Tselane [/tsae*lon*ae/]. In this story a little girl stays home alone but does not follow her mother’s directions.
- Tell students that “Tselane” comes from a country called Botswana. Point to Botswana on a world map or globe. Tell students that Botswana is part of the continent of Africa. Point out Africa on the globe or map. You may wish to connect the cutout for “Tselane” to Botswana on the world map.

Support

Fill out relevant parts of the story chart as you introduce this story.

- Tell students that they will take a picture walk through some of the images to help them learn about the story, before they actually hear the story.



Show Image 9A-1: Tselane and her parents

- Invite a student volunteer to point to Tselane. Have a second student point out her mother and father. Invite a third student to point out their little round house with a thatched roof made of wood or dried grasses.

Ask: Why do you think Tselane is pointing a finger toward her house when her

father is pointing a finger away from the house? What might their hands be telling us about what they are talking about?

- Explain that Tselane wants to stay home by herself while her mother goes to a different village. Tell students that the mother lets Tselane stay home alone but gives her two directions: Keep the door locked, and watch out for hungry leopards.



Check for Understanding

Make a Connection: The cunning animal in “Tselane” is a leopard. What are the cunning animals in “Little Red Riding Hood” and “Hu Gu Po”?

» wolf and tiger

Support

Remind students that *cunning* means sly and able to trick others.

Sentence starter:

“Tselane should/should not open the door, because . . .”



Show image 9A-3: The leopard knocking at the door

- Invite a student volunteer to point to the leopard knocking on Tselane’s door.

What Would You Do? Turn and tell your partner if Tselane should open the door and let the leopard into her house.

Lesson 9: Tselane

Vocabulary Building



Primary Focus: Students will use the word *gruff* and its antonym *sweet* to describe various characters in the stories.

T-CHART: GRUFF/SWEET (5 MIN.)



Show image 9A-3: The leopard knocking at the door

The leopard pretends to be the mother and says, “Tselane, my child!” in a low, gruff voice.

Say *gruff* with me three times.

Definition

Gruff is used to describe when something or someone acts or sounds mean and rough.

The opposite of *gruff* is *sweet*. *Sweet* is used to describe when someone or something acts or sounds nice and gentle.



Listening
Analyzing Language
Choices

Entering/Emerging

Instruct students to scowl for *gruff* and to smile for *sweet*. Have students repeat the word *gruff* or *sweet* to respond.

Transitioning/Expanding

Provide the sentence frames: “_____ is gruff.”; and “_____ is sweet.”

Bridging

Challenge students to think of other words they could use in place of *gruff* (e.g., *mean*, *rude*, *grumpy*) and *sweet* (e.g., *happy*, *nice*, *pleasant*) with a partner.



T-Chart

We will make a T-chart for the words *gruff* and *sweet*. I am going to name six different characters from the folktales you have heard. Ask yourself if you would describe that character as *gruff* or *sweet*. Scowl if you think the character is *gruff*; smile if you think the character is *sweet*. I will record the name of the character on the chart.

[Display image 9A-1.] Is Tselane gruff or sweet? (*sweet*)

[Display image 9A-3.] Is the leopard gruff or sweet? (*gruff*)

[Display image 3A-4.] Is the giant gruff or sweet? (*gruff*)

[Display image 3A-9.] Is the princess gruff or sweet? (*sweet*)

[Display image 7A-4.] Is the wolf gruff or sweet? (*gruff*)

[Display image 5A-4.] Is the mother toad gruff or sweet? (*gruff*)

Turn and Talk: Tell your partner about a character who is gruff and a character who is sweet. [Write the names of characters on the chart.]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Listening |
| Knowledge/Lesson | K3L9 |
| Activity Name | T-Chart |
| Proficiency Levels | |
| Entering | Student signals choice using gestures and repeating target word(s) with support. |
| Emerging | Student signals choice using gestures and repeating target word(s). |
| Transitioning | Student responds using target word(s) in a complete sentence with support. |
| Expanding | Student responds using target word(s) in a complete sentence. |
| Bridging | Student provides alternatives to target word(s). |

Lesson 9: Tselane

Rewind



Primary Focus: Students will retell “Tselane” using linking words and phrases.

“TSELANE” (15 MIN.)

Note: You will be filling out a story map with the class as you review the story. Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

Story Review

[Display Image 9A-2.] Think back to the beginning of the story: what happens first?

- » Tselane’s mother goes to the village, and Tselane stays home alone.

[Display Image 9A-4.] What is the problem in the story?

- » Tselane opens the door to the leopard and is stuffed into a sack by the leopard.

What happens in the middle of the story?

- » Answers may vary but may include: The leopard goes away to take a drink from the stream; a little girl walks by the sack, looks into the bag, and finds Tselane; and they go to get Tselane’s mother.

[Display Image 9A-6.] What happens at the end of the story? What does Tselane learn?

- » Tselane’s mother fills the bag with scorpions and snakes. When the leopard opens the bag, he runs away. Tselane learns always to follow her mother’s directions.

- Give students Activity Page 9.1S. Explain that this activity page has images of events from the plot for “Tselane” and a story map on which they will glue or tape the sequenced images.
- **Check-In:** When students think they have the images in the correct order, they should ask an adult or check with another student to see if their order is correct.
- Have students glue or tape the sequenced images onto their story maps.

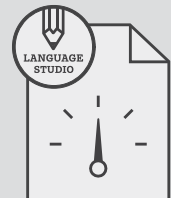
Support

Fill out relevant parts of the story chart as you review this story.

Challenge

Highlight the events in “Tselane” that are similar to and different from the events in “Hu Gu Po.”

Activity Page 9.1S





Speaking
Understanding
Cohesion

Entering/Emerging

Refer to the images as you retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was*, *suddenly*, *in the end*).

Bridging

Challenge students to retell the story, using their own linking and temporal words, in small groups.

Activity Page 9.2S



Formative Assessment

Retelling: Retell the story using linking words and phrases. Refer to your story map.

Linking Words and Phrases that Show Sequence (for Narratives)

| | | |
|--|---|--|
| Once upon a time
Once there was
One day
Long ago
There once was a
First | Suddenly
Immediately
Then
Next
Later
Afterward
Second | Happily ever after
The end
In the end
At last
Finally
In conclusion |
|--|---|--|

Lesson 9: Tselane

[Optional] Writing Challenge

CUNNING ANIMAL STORY

- Display the sample story maps the class has created.

Review: The stories, “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane” are variations of a cunning animal story. In the beginning of each story, the mother lets her child do something alone but gives her child strict directions not to do something. Each time, the child is tricked into not following her mother’s directions by a cunning animal. In the middle, the cunning animal takes or eats the characters. At the end, the characters are saved from the cunning animal.

- Give students instructions to make their own story maps using Activity Page 9.2S.

First, think of how you would like your story to begin. In the first box, draw what happens at the beginning of your story. Perhaps it is a picture of a parent giving strict instructions to his or her child. Then, write a sentence about the beginning of your story.

What happens in the middle of your story when your main character does not follow his or her parents' directions? What does the cunning animal do to the main character? Draw a picture in the middle box and write a sentence about what happens to the character when he or she does not follow his or her parents' directions.

Think of how you want your story to end. What happens to the cunning animal in the end? What happens to the main character in the end? In the bottom box, draw what happens at the end of your story, and write a sentence to go with your picture.

Finally, think of a title for your story. Maybe you want to give your story the same name as the main character?

- Have partner pairs share their stories. Encourage students to use temporal words *first*, *next*, and *last* while retelling their stories. At the end of the activity, display students' story maps around the classroom.

End Lesson

Challenge

Circulate around the room, asking students to tell you about their drawings and to read you what they have written. Encourage students to provide additional details about their drawings.

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Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

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ISBN 9781681615226



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