



Language Studio

Teacher Guide

Grade 1

Volume 2

Grade 1

Language Studio 4–7

Volume 2

Teacher Guide



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Contents



VOLUME 2

| | |
|---|------------|
| Language Studio 4 Early World Civilizations | 1 |
| <hr/> | |
| Language Studio 5 Early American Civilizations | 129 |
| <hr/> | |
| Language Studio 6 Astronomy | 227 |
| <hr/> | |
| Language Studio 7 History of the Earth | 297 |
| <hr/> | |

Language Studio 4

Early World Civilizations



Contents



EARLY WORLD CIVILIZATIONS

Lesson 1 A Father and His Son in Mesopotamia

7

Look Ahead (10 min.)

- Life During Ancient Times
- Where in the World? Mesopotamia

Vocabulary Building (10 min.)

- Word Work: *Exclaimed*

Rewind (10 min.)

- Early World Civilizations Chart

Lesson 2 Writing in Mesopotamia

17

Look Ahead
(5 min.)

- Vocabulary Preview: *Cuneiform*

Talk Time (10 min.)

- Code of Hammurabi

Looking at Language
(5 min.)

- Past Tense Verbs

Rewind (10 min.)

- Early World Civilizations Chart

Lesson 3 The Religion of Babylon

27

Look Ahead (10 min.)

- Where in the World? Babylon
- Vocabulary Preview: *Temple, Ziggurat*

Looking at Language (10 min.)

- Condensing Sentences

Rewind (10 min.)

- Early World Civilizations Chart

Lesson 4 The Hanging Gardens of Babylon

35

Look Ahead
(5 min.)

- Picture Walk

Vocabulary Building (10 min.)

- Word Work: *Reaction*

Looking at Language
(5 min.)

- Past Tense Verbs

Rewind (10 min.)

- Early World Civilizations Chart

Lesson 5 People of the Nile

45

Look Ahead
(5 min.)

- Where in the World? Ancient Egypt

Vocabulary Building (10 min.)

- Word Work: *Flooding, Damage*

Looking at Language
(5 min.)

- Past Tense Verbs

Rewind (10 min.)

- Early World Civilizations Chart

Lesson 6 Writing in Ancient Egypt

55

| | | | |
|---|--|---|---|
| Look Ahead (5 min.) <ul style="list-style-type: none">Vocabulary Preview: <i>Hieroglyphs</i> | Vocabulary Building (5 min.) <ul style="list-style-type: none">Multiple-Meaning Word: <i>Rose</i> | Looking at Language (10 min.) <ul style="list-style-type: none">Condensing Sentences | Rewind (10 min.) <ul style="list-style-type: none">Early World Civilizations Chart |
|---|--|---|---|

Lesson 7 Amon-Ra and the Gods of Ancient Egypt

63

| | | |
|--|---|---|
| Look Ahead (10 min.) <ul style="list-style-type: none">Vocabulary Preview: <i>Myth, Amon-Ra</i> | Looking at Language (10 min.) <ul style="list-style-type: none">Condensing Sentences | Rewind (10 min.) <ul style="list-style-type: none">Early World Civilizations Chart |
|--|---|---|

Lesson 8 Approaching the Great Pyramid

71

| | | |
|---|--|---|
| Look Ahead (10 min.) <ul style="list-style-type: none">Vocabulary Preview: <i>Architect, Pyramid</i> | Vocabulary Building (10 min.) <ul style="list-style-type: none">Word Work: <i>Created</i> | Looking at Language (10 min.) <ul style="list-style-type: none">Condensing Sentences |
|---|--|---|

Lesson 9 The Sphinx

78

| | | |
|---|---|--|
| Look Ahead (10 min.) <ul style="list-style-type: none">Vocabulary Preview: <i>Base, Sphinx</i> | Looking at Language (10 min.) <ul style="list-style-type: none">Past Tense Verbs | Hands On (10 min.) <ul style="list-style-type: none">Amazing Architects |
|---|---|--|

Lesson 10 The Story of Hatshepsut

85

| | | |
|--|--|---|
| Look Ahead (5 min.) <ul style="list-style-type: none">Vocabulary Preview: <i>Pharaohs</i> | Looking at Language (15 min.) <ul style="list-style-type: none">Past Tense VerbsCondensing Sentences | Rewind (10 min.) <ul style="list-style-type: none">Early World Civilizations Chart |
|--|--|---|

Lesson 11 Tutankhamun, The Golden Pharaoh, Part I

94

| | | |
|---|---|---|
| Look Ahead (10 min.) <ul style="list-style-type: none">Vocabulary Preview: <i>Archaeologist, Tombs</i> | Write About It (10 min) <ul style="list-style-type: none">What Is Valuable to You? | Rewind (10 min.) <ul style="list-style-type: none">Early World Civilizations Chart |
|---|---|---|

Lesson 12 Tutankhamun, The Golden Pharaoh, Part II

100

| | | | |
|--|---|--|---|
| Look Ahead (5 min.) <ul style="list-style-type: none">Vocabulary Preview: <i>Mummy, Sarcophagus</i> | Vocabulary Building (10 min.) <ul style="list-style-type: none">Multiple-Meaning Word: <i>Seal</i> | Looking at Language (5 min.) <ul style="list-style-type: none">Past Tense Verbs | Rewind (10 min.) <ul style="list-style-type: none">Mesopotamia or Ancient Egypt? |
|--|---|--|---|

Lesson 13 Three World Religions108

| | |
|---|--|
| Look Ahead (15 min.) <ul style="list-style-type: none">Where in the World? JerusalemThree World Religions | Looking at Language (15 min.) <ul style="list-style-type: none">Past Tense VerbsCondensing Sentences |
|---|--|

Lesson 14 Judaism116

| |
|---|
| Connections (30 min.) <ul style="list-style-type: none">Domain-Related Trade Book: Judaism |
|---|

Lesson 15 Christianity120

| |
|--|
| Connections (30 min.) <ul style="list-style-type: none">Domain-Related Trade Book: Christianity |
|--|

Lesson 16 Islam124

| |
|---|
| Connections (30 min.) <ul style="list-style-type: none">Domain-Related Trade Book: Islam |
|---|

EARLY WORLD CIVILIZATIONS

A Father and His Son in Mesopotamia

PRIMARY FOCUS OF LESSON**Speaking**

Students will compare and contrast life during ancient times with life today.

Listening

Students will identify one thing they want to learn about Mesopotamia.

Speaking

Students will act out different situations in which they would exclaim something.

Writing

Students will review and present information about farming and cities in Mesopotamia using an Early World Civilizations Chart.

FORMATIVE ASSESSMENT

Writing

Civilizations Chart [Activity Pages 1.2S, 1.3S]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Act It Out [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------------|---------|--|
| Look Ahead | | |
| Life During Ancient Times | 5 min. | <input type="checkbox"/> Ancient Times T-chart |
| Where in the World? Mesopotamia | 5 min. | <input type="checkbox"/> Image 1A-2 <input type="checkbox"/> world map <input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> brown and blue writing tools |
| Vocabulary Building | | |
| Word Work: <i>Exclaimed</i> | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| Early World Civilizations Chart | 10 min. | <input type="checkbox"/> Resource Page 4.1S <input type="checkbox"/> Early World Civilizations Chart <input type="checkbox"/> chart paper <input type="checkbox"/> Image Cards 1, 2 <input type="checkbox"/> Activity Pages 1.2S, 1.3S |

ADVANCE PREPARATION

Look Ahead

- Create the following Ancient Times T-chart to compare ancient times to life today:

| Ancient Times | |
|------------------|---------------------------|
| People had ____. | People did not have ____. |
| | |

- Prepare Activity Page 1.1S. Refer to it as the Early World Civilizations Map. Students will use the map again in later lessons.

Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Speaking.

Rewind

- Prepare a large class Early World Civilizations Chart on chart paper, using Resource Page 4.1S. Each section will need to be large enough for an image card. This chart will be used throughout this unit to identify and compare components of the civilizations of Mesopotamia and ancient Egypt.
- Prepare Activity Pages 1.2S and 1.3S. Refer to them as the Early World Civilizations Chart and the image bank for Mesopotamia. Students will use the chart and image bank again in later lessons.

Note to Teacher

Throughout this unit, you will refer to several areas in the present-day Middle East. The Middle East includes countries where Europe, Asia, and Africa intersect. Countries commonly included in the Middle East are Turkey, Syria, Lebanon, Israel, Palestine, Jordan, Iraq, Iran, Afghanistan, Saudi Arabia, Yemen, Oman, the United Arab Emirates, Qatar, Bahrain, Kuwait, and Egypt.

For additional background information and to find images related to Mesopotamia, you may wish to refer to the Mesopotamia section of Resource Page 4.4.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Compare and contrast life during ancient times with life today.
- Act out different situations that lead to exclaiming, stating, or whispering.
- Write and present information about farming and cities in Mesopotamia.

Language Forms and Functions

Compare/Contrast: People had/did not have _____ .

One time I . . . , and I exclaimed, “. . . !”

Vocabulary

Tier 3 Domain-Specific Words

canals
civilization

Tier 2 General Academic Words

ancient/modern
exclaim/state/whisper

Tier 1 Everyday Speech Words

city
farming
river

Start Lesson

Lesson 1: A Father and His Son in Mesopotamia

Look Ahead



Primary Focus

Students will compare and contrast life during ancient times with life today.

Students will identify one thing they want to learn about Mesopotamia.

LIFE DURING ANCIENT TIMES (5 MIN.)

- Tell students that for the next few weeks they will pretend to travel back in time more than 4,000 years to learn about two ancient civilizations—Mesopotamia and ancient Egypt.

Definition: The word *ancient* can be used to describe the time period in which these people lived. *Ancient* means very, very old or long, long ago.

Think About It: Think about what people who lived during the ancient times had and did not have.

- Lead students to fill out the Ancient Times T-chart as a class. Prompt them by asking what people had or did not have in ancient times. Alternatively, name a number of technologies (e.g., electricity, fire, computers, and boats), and have students categorize them.

Note: Items within the chart are suggestions. You may wish to come up with your own items to include in the chart or have students think of additional items. Continue filling in this chart throughout this unit.



Speaking Exchanging Information and Ideas

Entering/Emerging

Name an item. Ask students to contribute using gestures or words to state if people had the item in ancient times.

Transitioning/Expanding

Have students take turns making statements about ancient times using a sentence frame (e.g., “People had/did not have ____.”).

Bridging

Challenge students to offer comments about the similarities and differences between ancient times and modern times.

| Ancient Times | |
|---|---|
| People had ____. | People did not have ____. |
| <ul style="list-style-type: none"> • cities • farms • food • families • writing • boats | <ul style="list-style-type: none"> • cars • electricity • computers • airplanes |

Compare and Contrast: Discuss in small groups how people who lived in ancient civilizations lived differently from the way we live in modern times—or today.

- » Answers may vary, but may include that there were no cars yet, no computers, no televisions or radios, no electric lights, and no refrigerators to keep food fresh and delicious.

Think of ways that ancient people’s lives were the same as lives we have today.

- » Answers may vary, but may include that like people today, people in ancient times lived in families, loved the people in their families and tried hard to take care of them; they helped their friends; and they wanted to live safely and comfortably.

WHERE IN THE WORLD? MESOPOTAMIA (5 MIN.)



Show Image 1A-2: Warad and Iddin

Today you will meet a father and son who lived 4,000 years ago in an ancient civilization called Mesopotamia.

- **Meet the Characters:** Point to the father. Tell students that his name is Warad [/wo*red/].
- Point to the son. Tell students that his name is Iddin [/id*din/].

Say *Mesopotamia* [/mes*ə*pə*tae*mee*ə/] with me three times.

Mesopotamia is the name of a region in Asia between the Tigris and Euphrates Rivers. The word *Mesopotamia* means “land between two rivers.”

Where in the World? [Point out the Mesopotamian region on a world map.] Mesopotamia was located between two rivers—the Tigris and the Euphrates.

Find It: Locate the Tigris and Euphrates Rivers on your Early World Civilizations Map (Activity Page 1.1S). Shade in the area of Mesopotamia in brown and trace over the lines for the Euphrates and Tigris Rivers in blue.

Turn and Talk: Tell your partner why you think Mesopotamia’s name has the special meaning of a “land between two rivers.” Tell your partner one thing you want to learn about Mesopotamia.

Activity Page 1.1S



Lesson 1: A Father and His Son in Mesopotamia

Vocabulary Building



Primary Focus: Students will act out different situations in which they would exclaim something.

WORD WORK: EXCLAIMED (10 MIN.)

Iddin thought for a minute, then exclaimed, “The canals!”

Say the word *exclaimed* with me three times.

Definition: *Exclaimed* means to say something in a loud and excited way.

Act It Out: Repeat Iddin’s line, “The canals!” with excitement and enthusiasm. Invite students to do the same.

Example: Adila’s mother exclaimed, “Hurry! If we don’t leave now, you won’t make it on the bus!”



Act It Out

I am going to say different sentences. If you would exclaim when saying the sentence, repeat that sentence using a loud and excited voice. If you would simply state the sentence normally, repeat that sentence using a normal voice. If you would whisper the sentence, repeat that sentence using a soft and quiet voice.

- Ouch! That hurts!
- Wow! Did you see her do a flip?
- Turn to page 31.
- Hush, little baby.
- My pencil is yellow.
- It is so chilly outside!
- Shh! No talking in the library.

Challenge

Ask students to recall the punctuation mark that is used to show that someone exclaimed something. (*exclamation mark*)



Speaking Evaluating Language Choices

Entering/Emerging

Act out the appropriate language choice (exclaim, state, or whisper), and have students copy you.

Transitioning/Expanding

Act out examples of appropriate and inappropriate language choices (e.g., exclaiming something that should be whispered). Ask students whether appropriate language choices are being used.

Bridging

Challenge students to act out other situations in which they would explain, state, or whisper with a partner.

Support

Sentence starter:

"One time I . . . , and I exclaimed, ' . . . !'"

Share: Tell your partner about a time when you exclaimed something. What happened? What did you say? For example you could say, "One time I sipped some hot soup, and I exclaimed, 'Ouch! I burned my tongue!'"

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K4L1 |
| Activity Name | Act It Out |
| Proficiency Levels | |
| Entering | Student echoes appropriate language choices from models. |
| Emerging | Student identifies appropriate language choices with support. |
| Transitioning | Student identifies appropriate language choices. |
| Expanding | Student determines appropriate language choices with support. |
| Bridging | Student determines and uses appropriate language choices. |

Lesson 1: A Father and His Son in Mesopotamia

Rewind



Primary Focus: Students will review and present information about farming and cities in Mesopotamia using an Early World Civilizations Chart.

EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

| | Farming | Cities | Writing | Leaders | Religion |
|---------------|------------------------|------------------------|---------|---------|----------|
| Mesopotamia | Image Card 1 (Farming) | Image Card 2 (Babylon) | | | |
| Ancient Egypt | | | | | |

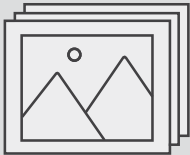


Check for Understanding

Look and Learn: [Show Image Card 1 (Farming).] This image card is an illustration of the canals in Mesopotamia. Share what you learned from the read-aloud about farming in Mesopotamia and its connection with the Tigris and Euphrates Rivers. Where should I place this image card on the chart? (*Farming*)

Look and Learn: [Show Image Card 2 (Babylon).] This image card shows the city of Babylon. Share what you learned from the read-aloud about Babylon.
Where should I place this image card on the chart? (*Cities*)

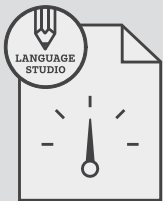
Image Cards 1, 2



Support

Use Image Cards 1 and 2 to help students remember that farming took place in Mesopotamia and that there were cities in Mesopotamia.

Activity Pages 1.2S, 1.3S



Writing Interacting via Written English

Entering/Emerging

Help students gather and place the images in the correct sections of the chart.

Transitioning/Expanding

Provide a word bank to help students label the images.

Bridging

Challenge students to write sentences to describe the images with a partner.



Formative Assessment

Civilizations Chart: Fill in your Early World Civilizations Chart (Activity Page 1.2S) using the image bank for Mesopotamia (Activity Page 1.3S) and/or your own sketches and writing.

End Lesson

EARLY WORLD CIVILIZATIONS

Writing in Mesopotamia

PRIMARY FOCUS OF LESSON**Listening**

Students will preview the word *cuneiform* and share about other, non-English systems of writing.

Speaking

Students will discuss the Code of Hammurabi and why rules are important.

Listening

Students will identify and use past tense verbs in a shared language activity.

Writing

Students will review and present information about writing and leaders in Mesopotamia using an Early World Civilizations Chart.

FORMATIVE ASSESSMENT

Writing

Civilizations Chart [Activity Pages 1.2S, 1.3S]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Verb Tense [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|---|
| Look Ahead | | |
| Vocabulary Preview: <i>Cuneiform</i> | 5 min. | <input type="checkbox"/> Images 2A-1, 2A-2 <input type="checkbox"/> additional images of cuneiform <input type="checkbox"/> examples of different writing systems |
| Talk Time | | |
| Code of Hammurabi | 10 min. | <input type="checkbox"/> images of King Hammurabi <input type="checkbox"/> classroom rules <input type="checkbox"/> examples of a few laws from the Code of Hammurabi |
| Looking at Language | | |
| Past Tense Verbs | 5 min. | <input type="checkbox"/> Images 1A-3, 1A-5, 1A-7, 2A-4 <input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| Early World Civilizations Chart | 10 min. | <input type="checkbox"/> Early World Civilizations Charts <input type="checkbox"/> image bank for Mesopotamia <input type="checkbox"/> Image Cards 3, 4 |

ADVANCE PREPARATION

Look Ahead

- Find additional images of cuneiform as well as examples of different writing systems (e.g., Greek, Arabic, and Chinese) to show students.

Talk Time

- Find images of King Hammurabi. Paraphrase a few of the laws from the Code of Hammurabi. You will need to adjust wording heavily so it is student-friendly and appropriate.

Looking at Language

- Tab the Flip Book to ensure a smooth transition from one image to the next.
- Prepare Language Proficiency Recording Sheet for Listening.

Note to Teacher

This lesson can be an excellent tie-in to reviewing or creating additional classroom rules.

For background information and to find images related to the Code of Hammurabi, you may wish to refer to the Code of Hammurabi section of Resource Page 4.4S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss the Code of Hammurabi and why rules are important.
- Create sentences using past tense verbs.
- Write and present information about writing and leaders in Mesopotamia.

Language Forms and Functions

Our classroom has rules because . . .

Rules are important because . . .

No, his father laughed. No one floated the palaces down here or pulled them from the water.

Vocabulary

Tier 3 Domain-Specific Words

cuneiform
tablets

Tier 2 General Academic Words

code
symbols

Tier 1 Everyday Speech Words

laws
leaders
rules
writing

Lesson 2: Writing in Mesopotamia

Look Ahead



Primary Focus: Students will preview the word *cuneiform* and share about other, non-English systems of writing.

VOCABULARY PREVIEW: CUNEIFORM (5 MIN.)

Support

Remind students that the father's name is Warad [/wo*red/]. His younger son is Iddin [/id*din/] and elder son is Amur [/o*mor/]

Show students different images of cuneiform..



Show Image 2A-1: Warad pointing to cuneiform

In today's story, you will hear that Warad shows Iddin and Amur cuneiform written on a tablet.

Say the word *cuneiform* [/ kyoo*nee*ə*form/] with me three times.



Show Image 2A-2: Cuneiform

Definition: *Cuneiform* is writing that was used in Mesopotamia. Cuneiform is made by drawing lines and wedges—or shapes that look like triangles.

Example: Warad wrote information down on a clay tablet using cuneiform.

Find It: Point to the lines and wedges of the cuneiform.

Extending the Activity

- Show examples of other writing systems, and compare them to English.
- **Share:** Invite students to tell about or show systems of writing that they know, other than the English alphabet.

Lesson 2: Writing in Mesopotamia

Talk Time



Primary Focus: Students will discuss the Code of Hammurabi and why rules are important.

CODE OF HAMMURABI (10 MIN.)

You heard about laws called the Code of Hammurabi. This code was one of the first sets of laws ever written down, created by King Hammurabi. There are 282 laws in the Code of Hammurabi.

Say the name Hammurabi [/ham*ə*rob*ee/] with me three times.

Definition: *Laws* are rules made by the leaders of a city, state, or country. People need to follow the laws.

Example: The people who visited Mesopotamia also needed to follow the laws of Mesopotamia called the Code of Hammurabi. The laws were written down on clay tablets so that everyone could see them. [You may wish to present a few of the laws from the Code of Hammurabi.]

Classroom Rules: Let's review the rules of our classroom, or the Code of [Room Number ____]. [You may wish to use this opportunity to review and update your classroom rules.]



Check for Understanding

Turn and Talk: Why do you think our classroom has rules? Do you think rules are important? Explain your answer.

Support

Sentence starters:

"Our classroom has rules because . . ."
"Rules are important because . . ."



Speaking Exchanging Information and Ideas

Entering/Emerging

Ask students *yes/no* questions about the classroom rules.

Transitioning/Expanding

Read the classroom rules. Have students contribute using the sentence starters.

Bridging

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

Lesson 2: Writing in Mesopotamia

Looking at Language



Primary Focus: Students will identify and use past tense verbs in a shared language activity.

PAST TENSE VERBS (5 MIN.)

Note: The purpose of this activity is to help students understand the direct connection between grammatical structures—such as past tense verbs—and the meaning of text. This activity should be used in conjunction with the complex text and images presented in the lesson.

- Tell students that verbs describe an action, or something you do, like sleep and jump.
- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.
- Read the following passage. As you do, emphasize the bold words and the word parts. Point behind you to signal the past as you read past tense verbs.



Show Image 1A-3: Warad and Iddin walking on banks of Euphrates

Almost 4,000 years ago, a father and a son **walked** together on the banks of a great river.

The verb in this sentence is **walked**. This action happened in the past. We add **-ed** to action words to show that the action happened in the past.

Iddin said, “But I don’t understand, Father. Did the city of Babylon just appear out of the water?”

“No,” his father **laughed**. “No one **floated** the palaces down here or **pulled** them from the water.”

Ask

Which verbs did you hear?

» laughed, floated, pulled

When did these actions happen: right now or in the past?

» in the past



Show Image 1A-5: First people farming

The first people who **lived** along this river **used** the rich soil for planting crops, like wheat and barley for bread.

Ask

Which verbs did you hear?

» lived, used

When did these actions happen: right now or in the past?

» in the past

Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.



Verb Tense

I am going to read some other sentences about this lesson. Listen carefully for verbs with the **-ed** ending that tells us something happened in the past. When you hear the word, point behind you because the action happened in the past.



Show Image 1A-7: The river

They **traveled** in boats up and down the river. They **traded** crops, material to make clothing, and other items that they needed.

» traveled, traded



Listening Using Verbs and Verb Phrases

Entering/Emerging

Give students oral cues to help them hear the **-ed** ending in action verbs. Point out that this signals the past tense.

Transitioning/Expanding

Have students identify the past tense verbs in sentences. Offer them an oral word bank of present tense verbs to help them change the past tense to the present.

Bridging

Ask students to create their own sentences using past tense verbs.



Show Image 2A-4: Iddin pointing to cuneiform

Iddin **asked**, “Who **decided** what each symbol meant?”

» asked, decided

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 | K4L2 |
| Activity Name | Verb Tense |
| Proficiency Levels | |
| Entering | Student recognizes past tense verbs in a sentence with prompting and support. |
| Emerging | Student recognizes past tense verbs in a sentence. |
| Transitioning | Student identifies past tense verbs and changes them to present tense with support. |
| Expanding | Student identifies past tense verbs and changes them to present tense. |
| Bridging | Student creates sentences using past tense verbs. |

Lesson 2: Writing in Mesopotamia

Rewind



Primary Focus: Students will review and present information about writing and leaders in Mesopotamia using an Early World Civilizations Chart.

EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

| | Farming | Cities | Writing | Leaders | Religion |
|---------------|------------------------|------------------------|--------------------------|----------------------------------|----------|
| Mesopotamia | Image Card 1 (Farming) | Image Card 2 (Babylon) | Image Card 3 (Cuneiform) | Image Card 4 (Code of Hammurabi) | |
| Ancient Egypt | | | | | |

Look and Learn: [Show Image Card 3 (Cuneiform).] This image card is an example of cuneiform, a form of writing in Mesopotamia. Share what you learned from the read-aloud about cuneiform.

Where should I place this image card on the chart? (*Writing*)

Look and Learn: [Show Image Card 4 (Code of Hammurabi).] Hammurabi’s Code was carved into a stone pillar and was not written on paper. This is an image of the pillar that contains the Code of Hammurabi. Share what you learned from the read-aloud about laws and the Code of Hammurabi.

Where should I place this image card on the chart? (*Leaders*)

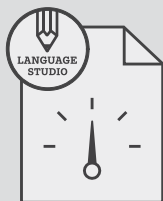
Image Cards 3, 4



Support

Use Image Cards 3 and 4 to help students remember that Mesopotamians developed a system of writing and had a leader (king) and laws.

Activity Pages 1.2S, 1.3S



Writing Interacting via Written English

Entering/Emerging

Help students gather and place the images in the correct sections of the chart.

Transitioning/Expanding

Provide a word bank to help students label the images.

Bridging

Challenge students to write sentences to describe the image with a partner.



Formative Assessment

Civilizations Chart: Fill in your Early World Civilizations Chart (Activity Page 1.2S) using the image bank for Mesopotamia (Activity Page 1.3S) and/or your own sketches and writing.

Alternate Activity

- Divide students into four groups. Each group will be in charge of sharing information about their image card with the rest of the class.
- Give each group one of the image cards from the chart. Tell students that you will give them a few minutes in their groups to talk about the image card and what they have learned about the Mesopotamian civilization. Then, everyone will come back together, and each group will have a few minutes to share with the class.

End Lesson

EARLY WORLD CIVILIZATIONS

The Religion of Babylon

PRIMARY FOCUS OF LESSON**Listening**

Students will locate where Babylon was on a map.

Students will identify ziggurats and temples in images.

Speaking

Students will condense several ideas into a sentence in a shared language activity.

Writing

Students will review and present information about religion in Mesopotamia using an Early World Civilizations Chart.

FORMATIVE ASSESSMENT

Speaking

Condensing Sentences [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Civilizations Chart [Activity Pages 1.2S, 1.3S]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Look Ahead | | |
| Where in the World? Babylon | 5 min. | <input type="checkbox"/> Early World Civilizations Map <input type="checkbox"/> red writing tools <input type="checkbox"/> Image 3A-3 <input type="checkbox"/> additional images of ancient Babylon |
| Vocabulary Preview: <i>Temple, Ziggurat</i> | 5 min. | <input type="checkbox"/> Image 3A-4 <input type="checkbox"/> images of ziggurats |
| Looking at Language | | |
| Condensing Sentences | 10 min. | <input type="checkbox"/> Image 3A-3 <input type="checkbox"/> additional Flip Book image |
| Rewind | | |
| Early World Civilization Chart | 10 min. | <input type="checkbox"/> Early World Civilizations Charts <input type="checkbox"/> image bank for Mesopotamia <input type="checkbox"/> Image Card 5 <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Find images of ancient Babylon to show students.
- Find images of ziggurats to show students.

Looking at Language

- Find another image from the Flip Book.
- Prepare example sentences that can be condensed together.

Rewind

- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

For background information and to find images related to Mesopotamian gods and goddesses, you may wish to refer to the Mesopotamian Gods and Goddesses section of Resource Page 4.4S. For background information and to find images related to ziggurats, you may wish to refer to the Ziggurats section of Resource Page 4.4S.

You may wish to replace the term *polytheistic* with the phrase “belief in many, many gods.” What is important is that students become aware that the people in Mesopotamia believed in many gods.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Write and present information about religion in Mesopotamia.• Condense several ideas into one sentence. | | |
| Language Forms and Functions | | |
| The city is busy. The city is noisy. The city is dirty. > The city is busy, noisy, and dirty. One thing I learned about ziggurats/religion in Mesopotamia is | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| religion temple ziggurat | | god/goddess |

Lesson 3: The Religion of Babylon

Look Ahead



Primary Focus

Students will locate where Babylon was on a map.

Students will identify ziggurats and temples in images.

WHERE IN THE WORLD? BABYLON (5 MIN.)



Show Image 3A-3: Palace and temple

Today's story is set—or takes place—in an ancient city called Babylon.

Say the word *Babylon* with me three times.

Definition: Babylon was a city in Mesopotamia. It was located between the Tigris and Euphrates Rivers. Babylon was once a busy and thriving city, but now

Babylon no longer exists.

Example: Warad, Iddin, and Amur lived in Babylon.

Find It: Find Babylon on the Early World Civilizations map (Activity Page 1.1S), and circle it in red. [Remind students that now Babylon no longer exists.]

What Do You See? [Show students different pictures of ancient Babylon.] Do you think Babylon was a large, rich, and busy city? Why do you think that?

VOCABULARY PREVIEW: TEMPLE, ZIGGURAT (5 MIN.)



Show Image 3A-4: Amur and Warad looking at ziggurat

In today's story Warad takes Amur to the temple of one of the gods. Even from far away they can see the very tall ziggurat rising up into the air.

Say the word *temple* with me three times.

Activity Page 1.1S



Say the word *ziggurat* [/zig*ə*rawt/] with me three times.

Definitions: A temple is a place where people go to worship gods and goddesses. A ziggurat was a pyramid-shaped building in Mesopotamia that had sides that looked like steps. The temple was at the very top of the ziggurat.

Example: Only the priests could go to the top of the ziggurat and enter the temple.



Check for Understanding

Point to It: [Point to the top part of the ziggurat, and explain that only priests could go up to the temple to worship the temple's god or goddess. Show students different images of ziggurats. Have them identify the step-like sides and the temple at the top.]

Lesson 3: The Religion of Babylon

Looking at Language



Primary Focus: Students will condense several ideas into a sentence in a shared language activity.

CONDENSING SENTENCES (10 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Once students have mentioned two or more ideas, combine them to make one sentence.

- Tell students the following directions for this condensing sentences activity:
 - Look at the picture.
 - I will call on you one at a time to say a short sentence about the picture.
 - Then we will put your sentences together to make one longer sentence.



Speaking
Condensing Ideas

Entering/Emerging

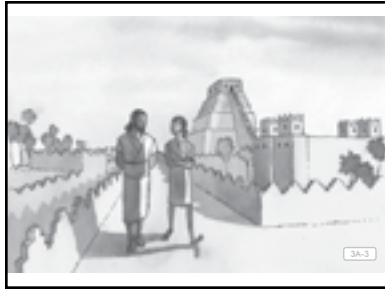
Provide two short and simple sentences, and help students condense them into one sentence.

Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

Bridging

Challenge students to condense more than two ideas into one sentence.



Show Image 3A-3: Palace and temple

Warad walks around Babylon.

Amur walks around Babylon.

» Warad and Amur walk around Babylon.

Amur walks with Warad around Babylon.

The city is busy.

The city is noisy.

The city is dirty.

» The city is busy, noisy, and dirty.

Not only is the city busy and noisy, but it is also dirty.

The temple is beautiful.

The priests take care of the temple.

» The temple is beautiful, and the priests take care of it.

The priests take care of the beautiful temple.

The temple, which the priests take care of, is beautiful.



Formative Assessment

Condensing Sentences: [Have students condense sentences using another image you have selected from the Flip Book.]

Extending the Activity

- Students can work with their partners to build longer sentences. Model how to take turns saying a short sentence about the picture and how to combine the short sentences into one longer sentence.

Lesson 3: The Religion of Babylon

Rewind



Primary Focus: Students will review and present information about religion in Mesopotamia using an Early World Civilizations Chart.

EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

| | Farming | Cities | Writing | Leaders | Religion |
|---------------|------------------------|------------------------|--------------------------|----------------------------------|-------------------------|
| Mesopotamia | Image Card 1 (Farming) | Image Card 2 (Babylon) | Image Card 3 (Cuneiform) | Image Card 4 (Code of Hammurabi) | Image Card 5 (Ziggurat) |
| Ancient Egypt | | | | | |

Look and Learn: [Show Image Card 5 (Ziggurat).] This image card is an illustration of a ziggurat. Share what you learned from the read-aloud about ziggurats and religion in Mesopotamia.

Where should I place this image card on the chart? (*Religion*)



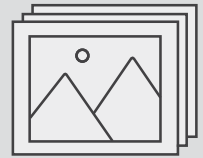
Civilizations Chart

Fill in your Early World Civilizations Chart (Activity Page 1.2S) using the image bank for Mesopotamia (Activity Page 1.3S) and/or your own sketches and writing.

Alternate Activity

- Divide students into five groups. Each group will be in charge of sharing information about their image card with the rest of the class.
- Give each group one of the image cards from the chart. Tell students that you will give them a few minutes in their groups to talk about the image card and what they have learned about the Mesopotamian civilization. Then, everyone will come back together, and each group will have a few minutes to share with the class.

Image Card 5



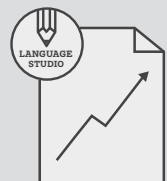
Support

Use Image Card 5 to help students remember that Mesopotamians had a polytheistic religion (they believed in many gods).

Sentence starter:

"One thing I learned about ziggurats/religion in Mesopotamia is . . ."

Activity Pages 1.2S, 1.3S





Writing
Interacting via Written
English

Entering/Emerging

Help students gather
and place the image in
the correct section of
the chart.

Transitioning/Expanding

Provide a word bank to
help students label the
image.

Bridging

Challenge students
to write a sentence to
describe the image with
a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K4L3 |
| Activity Name | Civilizations Chart |
| Proficiency Levels | |
| Entering | Student places image(s) in the correct section of a chart with support. |
| Emerging | Student places image(s) in the correct section of a chart. |
| Transitioning | Student labels image(s) on a chart with support. |
| Expanding | Student labels image(s) on a chart |
| Bridging | Student writes short sentence(s) about image(s) on a chart. |

End Lesson

EARLY WORLD CIVILIZATIONS

The Hanging Gardens of Babylon

PRIMARY FOCUS OF LESSON**Listening**

Students will describe the Hanging Gardens of Babylon.

Students will identify and describe reactions to different situations.

Speaking

Students will identify and use past tense verbs in a shared language activity.

Students will review and present information about leaders in Mesopotamia using an Early World Civilizations Chart.

FORMATIVE ASSESSMENT

Speaking

Your Turn [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Civilizations Chart [Activity Pages 1.2S, 1.3S]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------------|---------|---|
| Look Ahead | | |
| Picture Walk | 5 min. | <input type="checkbox"/> Images 4A-7, 4A-6 <input type="checkbox"/> additional images of the Hanging Gardens of Babylon |
| Vocabulary Building | | |
| Word Work: <i>Reaction</i> | 10 min. | |
| Looking at Language | | |
| Past Tense Verbs | 5 min. | <input type="checkbox"/> Images 4A-3, 4A-4, 4A-6, 4A-8 |
| Rewind | | |
| Early World Civilizations Chart | 10 min. | <input type="checkbox"/> Early World Civilizations Charts <input type="checkbox"/> image bank for Mesopotamia <input type="checkbox"/> Image Cards 1–6 <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Find additional images of the Hanging Gardens of Babylon.

Rewind

- Prepare Language Proficiency Recording Sheet for Speaking.

Note to Teacher

For background information, images, and videos related to the Hanging Gardens of Babylon, you may wish to refer to Resource Page 4.4S.

Students may be interested in seeing more images of the ancient landmarks mentioned in the lesson. Be sure to explain that these places do not exist anymore, but many people like to imagine and recreate what these places may have looked like.

[Optional] Cross-Curricular Connections: Coordinate with your school’s art teacher to create a replica of the Hanging Gardens of Babylon.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Describe the Hanging Gardens of Babylon.• Describe reactions to different situations.• Create sentences using past tense verbs.• Write and present information about leaders in Mesopotamia. | | |
| Language Forms and Functions | | |
| <p>I would have a _____ reaction.</p> <p>They <u>approached</u> Ishtar Gate. Its bricks <u>glittered</u> in the sunlight.</p> <p>The Mesopotamians had _____.</p> <p>Mesopotamian _____ was/were . . .</p> | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| | reaction | garden king leaders |

Lesson 4: The Hanging Gardens of Babylon

Look Ahead



Primary Focus: Students will describe the Hanging Gardens of Babylon.

PICTURE WALK (5 MIN.)

Show Image 4A-7: Hanging Gardens of Babylon

In today's lesson we will learn about the Hanging Gardens of Babylon.

The Hanging Gardens of Babylon were special because they were built in the desert where the land was flat and dry, but the Hanging Gardens were tall and had many layers with plants hanging from the sides.

People were amazed to see that the Hanging Gardens of Babylon had vines and flowers that hung over the sides.


Show Image 4A-6: Nebuchadnezzar and his queen

The Hanging Gardens of Babylon were built by King Nebuchadnezzar as a gift for his wife who missed the trees and flowers of her hometown.

Say the name *King Nebuchadnezzar* [/neb*yə*kəd*nez*er/] with me.

The Hanging Gardens of Babylon do not exist anymore, but many people still like to learn about them and imagine what they might have looked like.

What Do You See? [Show different pictures of the Hanging Gardens of Babylon.] Describe what you see and explain why these gardens were called the Hanging Gardens of Babylon.

Lesson 4: The Hanging Gardens of Babylon

Vocabulary Building



Primary Focus: Students will identify and describe reactions to different situations.

WORD WORK: REACTION (10 MIN.)

The character in today's story had an amazed reaction when he saw the Hanging Gardens of Babylon for the first time.

Say the word *reaction* with me three times.

Definition: A reaction is the way someone acts or feels about something.

Example: Ili has an amazed reaction when he sees the Hanging Gardens of Babylon.

How About You? What kind of reaction would you have if the Hanging Gardens of Babylon were right outside our classroom window?



Listening
Evaluating Language Choices



Check for Understanding

Making Choices: I am going to describe some situations. Tell your partner what kind of reaction you would have to these situations. Use the sentence frame: "I would have a _____ reaction." [Prompt students with the suggestions in the parentheses.]

- You have been waiting in line for one hour. (*bored, annoyed*)
- Your stuffed animal has come to life! (*shocked*)
- Your parents are going to take you to your favorite restaurant to eat dinner. (*happy*)
- You fell down and cut your knee. (*upset*)
- You are having a very hard time tying your shoes. (*frustrated*)
- You are going on a field trip to the zoo. (*excited*)

Entering/Emerging

Have students act out and use gestures to show you their reactions. Help them complete the sentence frame: "I would have a _____ reaction."

Transitioning/Expanding

Have students complete the sentence frame: "I would have a _____ reaction" to describe how they would feel. Encourage students to show their facial expressions.

Bridging

Challenge students to think of other descriptive words to tell about their reactions.

Lesson 4: The Hanging Gardens of Babylon

Looking at Language



Primary Focus: Students will identify and use past tense verbs in a shared language activity.

PAST TENSE VERBS (5 MIN.)

Support

Remind students that verbs describe an action, something you do, like walk and play.

- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.

Ask: Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.

- Read the following passage. As you do, emphasize the bold words and the word parts. Point behind you to signal the past as you read past tense verbs.



Show Image 4A-3: Caravan of travelers on donkeys

The caravan of travelers **journeyed** to Babylon.

The verb in this sentence is *journeyed*. This action happened in the past. We add *-ed* to action words to show that the action happened in the past.

They **walked** with their donkeys and **talked** with each other along the way. They also **watched** out for bandits who might steal their goods.

Ask

Which verbs did you hear?

» walked, talked, watched

When did these actions happen: right now or in the past?

» in the past



Show Image 4A-4: Ishtar Gate with soldiers as guards

They **approached** Ishtar Gate. Its bricks **glittered** in the sunlight.

Ask

Which verbs did you hear?

» approached, glittered

When did these actions happen: right now or in the past?

» in the past



Check for Understanding

Verb Tense: I am going to read some other sentences about this lesson. Listen carefully for verbs with the *-ed* ending that tells us something happened in the past. When you hear the word, point behind you because the action happened in the past.



Show Image 4A-6: Nebuchadnezzar and his queen

King Nebuchadnezzar **loved** his queen. After the queen **moved** to Babylon, she **missed** her home, so the king **decided** to build her a mountain covered with green plants—the famous Hanging Gardens—so the queen would not be so homesick.

» loved, moved, missed, decided



Speaking Using Verbs and Verb Phrases

Entering/Emerging

Repeat a previous example. Help students to hear the *-ed* ending in the action verbs, and make the connection that the *-ed* ending signals past tense in action verbs.

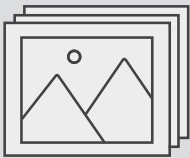
Transitioning/Expanding

Prompt students to add *-ed* to the verb. Ask students questions to elicit the past tense of the verb (e.g., "Where did they walk?" [*They walked home.*])

Bridging

Have students share their past tense sentences with a partner.

Image Cards 1-6



Show Image 4A-8: Watering of the Hanging Gardens



Formative Assessment

Your Turn: Look at the image. With your partner, use verbs such as *carry*, *water*, *fill* and *work* to make sentences about things that happened in the past. Remember to add *-ed* to each verb that shows an action that happened in the past.

Lesson 4: The Hanging Gardens of Babylon

Rewind



Primary Focus: Students will review and present information about leaders in Mesopotamia using an Early World Civilizations Chart.

EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

| | Farming | Cities | Writing | Leaders | Religion |
|----------------------|---------------------------|---------------------------|-----------------------------|--|----------------------------|
| Mesopotamia | Image Card 1 (Farming) | Image Card 2 (Babylon) | Image Card 3 (Cuneiform) | Image Card 4 (Code of Hammurabi) Image Card 6 (Nebuchadnezzar) | Image Card 5 (Ziggurat) |
| Ancient Egypt | | | | | |

Review: Using Image Cards 1–6 as prompts, name the five components of a civilization.

» farming, leaders and laws, writing, religion, and cities

- Tell students that Mesopotamia is considered a civilization because the people living there had these five components: they farmed, built cities, developed a form of writing, had leaders, and practiced a religion.

Look and Learn: [Show Image Card 6 (Nebuchadnezzar).] This image card is an illustration of King Nebuchadnezzar. Share what you learned from the read-aloud about King Nebuchadnezzar.

Where should I place this image card on the chart? (*Leaders*)

- Have students work with a partner or individually to fill in their Early World Civilizations Chart (Activity Page 1.2S) using the image bank for Mesopotamia (Activity Page 1.3S) and/or their own sketches and writing.



Civilizations Chart

Present one piece of information from your chart to a small group.

Remember to follow the suggested guidelines for presenting information:

- Use a loud and clear voice.
- Make eye contact—don't look at the ground.
- Use visuals—point to the part on the chart you are talking about.

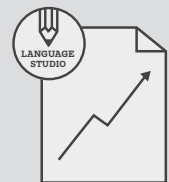
Alternate Activity

- Divide students into six groups. Each group will be in charge of sharing information about their image card with the rest of the class.
- Give each group one of the image cards from the chart. Tell students that you will give them a few minutes in their groups to talk about the image card and what they have learned about the Mesopotamian civilization. Then, everyone will come back together, and each group will have a few minutes to share with the class.

Support

Use Image Card 6 to help students remember that Mesopotamians had leaders.

Activity Pages 1.2S, 1.3S



Speaking Presenting

Entering/Emerging

Model pointing to an image on the chart, and present using the sentence frame: "The Mesopotamians had ____." (*farms, cities, leaders, writing, religion*)

Transitioning/Expanding

Brainstorm key details about an image. Provide a sentence frame and starter: "Mesopotamian ____ was/were . . ."

Bridging

Challenge students to present information about more than two items on the chart to their small group.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K4L4 |
| Activity Name | Civilizations Chart |
| Proficiency Levels | |
| Entering | Student follows model to present information. |
| Emerging | Student presents simple information from a chart. |
| Transitioning | Student presents more detailed information from a chart with support. |
| Expanding | Student presents more detailed information from a chart. |
| Bridging | Student presents a variety of information from a chart. |

End Lesson

EARLY WORLD CIVILIZATIONS

People of the Nile

PRIMARY FOCUS OF LESSON**Listening**

Students will locate where ancient Egypt was on a map.

Students will analyze the use of the general academic words *flooding* and *damage* in context.

Speaking

Students will identify and use past tense verbs in a shared language activity.

Writing

Students will review and present information about farming in ancient Egypt using an Early World Civilizations Chart.

FORMATIVE ASSESSMENT

Writing

Civilizations Chart [Activity Pages 1.2S, 5.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Your Turn [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------------|---------|--|
| Look Ahead | | |
| Where in the World? Ancient Egypt | 5 min. | <input type="checkbox"/> Images 5A-1, 5A-6 <input type="checkbox"/> Early World Civilizations Map <input type="checkbox"/> brown and blue writing tools <input type="checkbox"/> world map or globe |
| Vocabulary Building | | |
| Word Work: <i>Flooding, Damage</i> | 10 min. | <input type="checkbox"/> images of flooding |
| Looking at Language | | |
| Past Tense Verbs | 5 min. | <input type="checkbox"/> Images 5A-5, 5A-6, 5A-7 <input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| Early World Civilizations Chart | 10 min. | <input type="checkbox"/> Early World Civilizations Chart <input type="checkbox"/> Activity Page 5.1S <input type="checkbox"/> Image Card 7 |

ADVANCE PREPARATION

Vocabulary Building

- Find images of flooding to show students.

Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

Rewind

- Prepare Activity Page 5.1S. Refer to it as the image bank for ancient Egypt.

Note to Teacher

For background information, images, and videos related to ancient Egypt, you may wish to refer to the Ancient Egypt section of Resource Page 4.4S.

Students may enjoy sampling foods made from crops grown along the Nile—food products made from wheat and barley, lentils, radishes, lettuce, parsley, dates, and figs.

Note: Be sure to check with your school's policy regarding food distribution and allergies.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write and present information about farming in ancient Egypt.
- Create sentences using past tense verbs.

Language Forms and Functions

Offer Opinions: I think it would be easy/difficult to live in the desert because . . .

Flooding can be _____.
(helpful/harmful)

That _____ cause damage.
(will/will not)

The ancient Egyptians would need to fix the damage to their _____.

The people moved to a safer place. They repaired the damage from the flood.

Compare: People in Mesopotamia and ancient Egypt farmed near _____.
(rivers)

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---------------------------------|--|---------------------------------|
| canals desert flooding | ancient damage ruined similar | farming helpful/harmful |

Lesson 5: People of the Nile

Look Ahead



Primary Focus: Students will locate where ancient Egypt was on a map.

WHERE IN THE WORLD? ANCIENT EGYPT (5 MIN.)**Show Image 5A-6: Ipi and Meret on the banks of the Nile**

Today you will meet a family who lived in ancient Egypt.

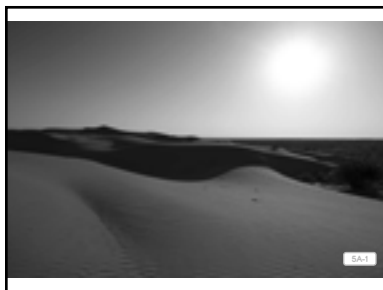
Meet the Characters

[Point to the father.] His name is Rensi [/ren*see/].

[Point to the mother.] Her name is Ipi [/ip*ee/].

[Point to the daughter.] Her name is Meret [/mə*reet/].

- Locate the continent of Africa on a world map or globe. Point to Egypt and explain that Egypt is a country in the northeast corner of Africa.

**Show Image 5A-1: The desert**

- Explain that much of Egypt, like Mesopotamia, is a desert. The desert in Egypt is called the Sahara Desert.

Definition: A desert is a very dry land filled with sand. Few plants grow in the desert. There is little rainfall in the desert.

Ask

Do you think it would be easy or difficult to live in the desert?

- » Answers will vary, but should be supported by at least one reason.

Do you remember what the Mesopotamians had that helped them grow crops?

- » Tigris and Euphrates Rivers

- Tell students that today they will learn about life in ancient Egypt and about an important river called the Nile River. The Nile is the longest river in the world, and it flows through Egypt.
- Show students the Nile River on a map.

Find It: Locate the Nile River on your Early World Civilizations Map (Activity Page 1.1S). Shade in the area of ancient Egypt in brown and trace over the lines for the Nile River in blue.

Support

Sentence starter:

"I think it would be easy/difficult to live in the desert because . . ."

Activity Page 1.1S



Lesson 5: People of the Nile

Vocabulary Building



Primary Focus: Students will analyze the use of the general academic words *flooding* and *damage* in context.

WORD WORK (10 MIN.)

Flooding

Today you heard about the flooding of the Nile River.

Say the word *flooding* with me three times.

Definition: Flooding takes place when a lot of water rises and overflows onto the dry land around it. Flooding can help make the soil better for growing crops, but flooding can also ruin crops and homes if the water rises too high.

Example: The Egyptians both liked and feared the flooding of the Nile. They knew that flooding could be helpful as well as harmful. [Show images of flooding.]



Listening Analyzing Language Choices

Entering/Emerging

Ask students if flooding is helpful or harmful. Have them respond with *helpful* or *harmful*.

Transitioning/Expanding

Ask students if flooding is helpful or harmful, and offer a sentence frame to answer: "Flooding can be _____ (*helpful/harmful*)."

Bridging

Challenge students to explain why flooding is helpful or harmful in different situations.



Listening Evaluating Language Choices

Entering/Emerging

Ask students whether damage would be done to an object. Have them respond with *yes* or *no*.

Transitioning/Expanding

Ask students if damage would occur, and have them respond with the sentence frame: "That _____ (*will/will not*) cause damage."

Bridging

Challenge students to explain why or why not damage would be done.



Check for Understanding

Helpful or Harmful? I am going to read some sentences. If my sentence shows how flooding can be helpful, stand up and say, "Flooding can be helpful." If my sentence shows how flooding can be harmful, stay seated and say, "Flooding can be harmful."

- Flooding made the soil really good for planting crops.
 - » Flooding can be helpful.
- Flooding ruined people's homes.
 - » Flooding can be harmful.
- Flooding filled the canals with water.
 - » Flooding can be helpful.
- Flooding ruined the homes of the animals that lived near the river.
 - » Flooding can be harmful.

Damage

After a flood, the people who lived near the Nile had to repair a lot of the damage.

Say the word *damage* with me three times.

Definition: Damage is harm that is done to something, leaving it broken or not as nice.

Example: Rensi needed to fix the damage done to his boat after the floodwaters got into his boat.

Making Choices: I am going to say some sentences. If my sentence tells about a situation that will cause damage to something, say, "That will cause damage to (the object)." If my sentence tells about a situation that will not cause damage to something, say, "That will not cause damage to (the object)."

- Azizi carefully put the library book in his backpack.
 - » That will not cause damage to the library book.
- Hafsah left the library book out in the rain.
 - » That will cause damage to the library book.
- Hapi accidentally threw a baseball at his neighbor's window.

- » That will cause damage to the window.
- Chloe was very careful not to walk in mud with her new shoes.
 - » That will not cause damage to the new shoes.
- Somebody's car ran into Layla's aunt's car.
 - » That will cause damage to the car.

Think About It: Can you think of any damage the ancient Egyptians would need to fix after flooding?

Support

Sentence frame: "The ancient Egyptians would need to fix the damage to their _____."

Remind students that verbs describe an action, something you do, like point and farm.

Lesson 5: People of the Nile

Looking at Language



Primary Focus: Students will identify and use past tense verbs in a shared language activity.

PAST TENSE VERBS (5 MIN.)

- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.

Ask: Why are many of the verbs in this lesson past tense verbs?

- » This lesson is about things that happened in the past.
- Read the following passage. As you do, emphasize the bold words and the word parts. Point behind you to signal the past as you read past tense verbs.



Show Image 5A-5: Egyptian man pointing to village with canals

The man **pointed** to the canals.

The verb in this sentence is *pointed*. This action happened in the past. We add *-ed* to action words to show that the action happened in the past.

When the water from the river rose too high, the people **moved** to a safer place. Then they **repaired** the damage from the flood. Finally, they built canals. The water **flowed** through the canals into the farm fields.



Speaking Using Verbs and Verb Phrases

Entering/Emerging

Repeat a previous example. Help students to hear the *-ed* ending in the action verbs, and make the connection that the *-ed* ending signals past tense in action verbs.

Transitioning/Expanding

Prompt students to add *-ed* to the verb. Ask students questions to elicit the past tense of the verb (e.g., “Where did they walk?” [*They walked home.*]).

Bridging

Have students share their past tense sentences with a partner.

Ask

Which verbs did you hear?

» moved, repaired, flowed

When did these actions happen—right now or in the past?

» in the past

Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.

I am going to read some other sentences about this lesson. Listen carefully for verbs with the *-ed* ending that tells us something happened in the past. When you hear the word, point behind you because the action happened in the past.



Show Image 5A-6: Ipi and Meret on the banks of the Nile

Ipi and Meret **gathered** soft, muddy clay from the Nile. Rensi **sailed** out to the middle of the Nile to catch fish. He **waved** “hello” to his daughter.

» *gathered, sailed, waved*



Show Image 5A-7: Rensi, Ipi, and Meret carrying fish to house



Your Turn

Look at the image. With your partner, use the verbs *walk*, *carry*, and *talk* to make sentences about events that happened in the past. Remember to add *-ed* to each verb that shows an action that happened in the past.

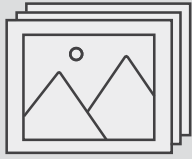
LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K4L5 |
| Activity Name | Your Turn |
| Proficiency Levels | |
| Entering | Student recognizes that the <i>-ed</i> ending in action verbs signals past tense with support. |
| Emerging | Student recognizes that the <i>-ed</i> ending in action verbs signals past tense. |
| Transitioning | Student changes verbs to the past tense by adding <i>-ed</i> . Student uses the past tense verbs in sentences with support. |
| Expanding | Student changes verbs to the past tense by adding <i>-ed</i> . Student uses the past tense verbs in sentences. |
| Bridging | Student uses past tense verbs in sentences. |

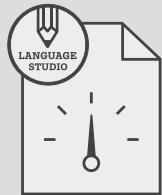
Image Card 7



Support

Use Image Card 7 to help students remember that people in ancient Egypt farmed near the Nile.

Activity Pages 1.2S, 5.1S



Writing
Interacting via Written
English

Entering/Emerging

Help students gather and place the image in the correct section of the chart.

Transitioning/Expanding

Provide a word bank to help students label the image.

Bridging

Challenge students to write a sentence to describe the image with a partner.

Lesson 5: People of the Nile

Rewind



Primary Focus: Students will review and present information about farming in ancient Egypt using an Early World Civilizations Chart.

EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

| | Farming | Cities | Writing | Leaders | Religion |
|----------------------|---------------------------------------|------------------------|--------------------------|---|-------------------------|
| Mesopotamia | Image Card 1 (Farming) | Image Card 2 (Babylon) | Image Card 3 (Cuneiform) | Image Card 4 (Code of Hammurabi) Image Card 6 (Nebuchadnezzar) | Image Card 5 (Ziggurat) |
| Ancient Egypt | Image Card 7 (Farming Along the Nile) | | | | |

Review: Name the five components of a civilization.

» farming, leaders and laws, writing, religion, and cities

Look and Learn: [Show Image Card 7 (Farming Along the Nile).]

This image card is an illustration of people in Egypt farming near the Nile. Share what you learned from the read-aloud about farming in ancient Egypt.

Where should I place this image card on the chart? (*Farming*)

Compare: How was farming in Mesopotamia similar to farming in ancient Egypt?

» People in Mesopotamia and ancient Egypt farmed near _____ (*rivers*).

Formative Assessment



Civilizations Chart: Fill in your Early World Civilizations Chart (Activity Page 1.2S) using the image bank for Ancient Egypt (Activity Page 5.1S) or your own sketches and writing.

End Lesson

EARLY WORLD CIVILIZATIONS

Writing in Ancient Egypt

PRIMARY FOCUS OF LESSON**Listening**

Students will identify the picture-like writing of hieroglyphics in images.

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

Speaking

Students will condense ideas into a sentence in a shared language activity.

Writing

Students will review and present information about cities and writing in ancient Egypt using an Early World Civilizations Chart.

FORMATIVE ASSESSMENT

Speaking

Condensing Sentences [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Civilizations Chart [Activity Pages 1.2S, 5.1S]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Look Ahead | | |
| Vocabulary Preview: <i>Hieroglyphs</i> | 5 min. | <input type="checkbox"/> Image 6A-2 <input type="checkbox"/> additional images of hieroglyphs |
| Vocabulary Building | | |
| Multiple-Meaning Word: <i>Rose</i> | 5 min. | <input type="checkbox"/> Poster 2M (Rose) |
| Looking at Language | | |
| Condensing Sentences | 10 min. | <input type="checkbox"/> Image 6A-1 <input type="checkbox"/> additional Flip Book image |
| Rewind | | |
| Early World Civilizations Chart | 10 min. | <input type="checkbox"/> Early World Civilizations Charts <input type="checkbox"/> image bank for ancient Egypt <input type="checkbox"/> Image Cards 8, 9 <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Find images of hieroglyphs to show students.

Looking at Language

- Find another image from the Flip Book.
- Prepare example sentences that can be condensed together.

Rewind

- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

[Optional] Cross-Curricular Connections—Coordinate with your school's art teacher to make papyrus-like paper, and paint a message on it using hieroglyphs.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write and present information about cities and writing in ancient Egypt.
- Create sentences using the multiple meanings of the word rose.
- Condense several ideas into one sentence.

Language Forms and Functions

Ipi is next to the river. Meret is next to the river. > Ipi and Meret are next to the river.

Compare: Both Mesopotamia and ancient Egypt had cities near a _____.

(river)

Both civilizations had a form of writing that used _____ and _____.

(shapes)

(symbols)

Vocabulary

Tier 3 Domain-Specific Words

hieroglyphs/hieroglyphics

Tier 2 General Academic Words

rose

Tier 1 Everyday Speech Words

city
river
writing

Start Lesson

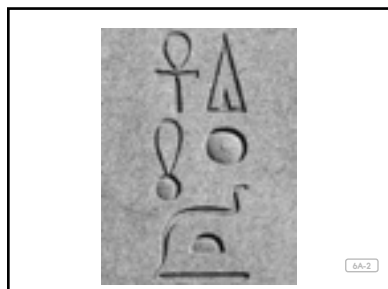
Lesson 6: Writing in Ancient Egypt

Look Ahead



Primary Focus: Students will identify the picture-like writing of hieroglyphics in images.

VOCABULARY PREVIEW: HIEROGLYPHS (5 MIN.)



Show Image 6A-2: Hieroglyphs carved in stone

Today you will learn that ancient Egyptians used hieroglyphs in their writing. Hieroglyphs are like single sounds, letters, or words. The writing system of ancient Egypt is called hieroglyphics.

Say the word *hieroglyphs* with me three times.

Definition: Hieroglyphs are pictures that represent sounds, letters, or words. The ancient Egyptian way of writing is called hieroglyphics.

Example: Ipi will teach Meret how to read and write hieroglyphs.

What Do You See? [Show students different images of hieroglyphs.] Point to the picture-like writing of the hieroglyphs. What do you think these show or stand for?

Lesson 6: Writing in Ancient Egypt

Vocabulary Building



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

MULTIPLE-MEANING WORD: ROSE (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.

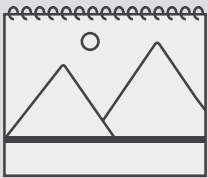
[Show Poster 2M (Rose).] Every year the people living near the Nile would have to leave their village when the water rose too high. Here *rose* means moved higher and higher. Which picture shows this? (*one*)

Rose can also mean other things. *Rose* is a pink color. Which picture shows this? (*three*)

A rose is also a kind of flower that smells sweet and has thorns on its stem. Which picture shows this? (*two*)

With a Partner: Make a sentence for each meaning of *rose*. Use complete sentences.

Poster 2M



Lesson 6: Writing in Ancient Egypt

Looking at Language

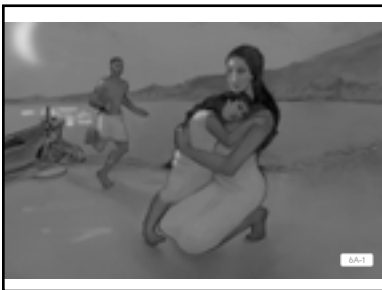


Primary Focus: Students will condense several ideas into a sentence in a shared language activity.

CONDENSING SENTENCES (10 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Once students have mentioned two or more ideas, combine them to make one sentence.

- Tell students the following directions for this condensing sentences activity:
 - Look at the picture.
 - I will call on you one at a time to say a short sentence about the picture.
 - Then we will put your sentences together to make one longer sentence.
- Suggested examples:



Show Image 6A-1: Meret and her father returning

Ipi is next to the river.

Meret is next to the river.

- » Ipi and Meret are next to the river.
- Ipi is with Meret next to the river.

It is night.

The moon is out.

- » The moon is out at night.

The river is calm.

The river is full of fish.

The river is blue.

- » The river is calm, blue, and full of fish.
- The calm, blue river is full of fish.
- The river is calm and blue, and it is full of fish.



Speaking Condensing Ideas

Entering/Emerging

Provide two short and simple sentences, and help students condense them into one sentence.

Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

Bridging

Challenge students to condense more than two ideas into one sentence.

Meret is tired.
Meret hugs her mother.

- » Meret is tired and hugs her mother.
- Tired Meret hugs her mother.



Formative Assessment

Condensing Sentences: [Have students condense sentences using another image you have selected from the Flip Book.]

Extending the Activity

- Students can work with their partners to build longer sentences. Model how to take turns saying a short sentence about the picture and how to combine the short sentences into one longer sentence.

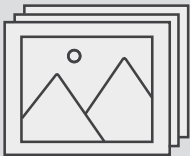
Lesson 6: Writing in Ancient Egypt

Rewind



Primary Focus: Students will review and present information about cities and writing in ancient Egypt using an Early World Civilizations Chart.

Image Cards 8, 9



EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

| | Farming | Cities | Writing | Leaders | Religion |
|----------------------|--|--------------------------------------|-------------------------------|--|----------------------------|
| Mesopotamia | Image Card 1 (Farming) | Image Card 2 (Babylon) | Image Card 3 (Cuneiform) | Image Card 4 (Code of Hammurabi) Image Card 6 (Nebuchadnezzar) | Image Card 5 (Ziggurat) |
| Ancient Egypt | Image Card 7 (Farming Along the Nile) | Image Card 8 (City in Ancient Egypt) | Image Card 9 (Hieroglyphs) | | |

Review: Name the five components of a civilization.

- » farming, leaders, writing, religion, and cities

Look and Learn: [Show Image Card 8 (City in Ancient Egypt).] This image card is an illustration of a village next to the Nile. Share what you learned from the read-aloud about life near the Nile River.

Where should I place this image card on the chart? (*Cities*)



Check for Understanding

Compare: How were cities in Mesopotamia similar to cities in ancient Egypt?

- » Both Mesopotamia and ancient Egypt had cities near a _____ (river).

Look and Learn: [Show Image Card 9 (Hieroglyphs).] This image card is a picture of hieroglyphs. Share what you learned from the read-aloud about writing in ancient Egypt.

Where should I place this image card on the chart? (*Writing*)

Compare: How was writing in ancient Egypt similar to writing in Mesopotamia?

- » Both civilizations had a form of writing that used _____ (shapes) and _____ (symbols).



Civilizations Chart

Fill in your Early World Civilizations Chart (Activity Page 1.2S) using the image bank for ancient Egypt (Activity Page 5.1S) and/or your own sketches and writing.

Alternate Activity

- Divide students into three groups. Each group will be in charge of sharing information about their image card with the rest of the class.

Support

Use Image Cards 8 and 9 to help students remember that there were cities in ancient Egypt, and the ancient Egyptians had a way of writing that used shapes and symbols.



Writing Interacting via Written English

Entering/Emerging

Help students gather and place the images in the correct sections of the chart.

Transitioning/Expanding

Provide a word bank to help students label the images.

Bridging

Challenge students to write sentences to describe the images with a partner.

- Give each group one of the image cards from the chart. Tell students that you will give them a few minutes in their groups to talk about the image card and what they have learned about the ancient Egyptian civilization. Then, everyone will come back together, and each group will have a few minutes to share with the class.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K4L6 |
| Activity Name | Civilizations Chart |
| Proficiency Levels | |
| Entering | Student places image(s) in the correct section of a chart with support. |
| Emerging | Student places image(s) in the correct section of a chart. |
| Transitioning | Student labels image(s) on a chart with support. |
| Expanding | Student labels image(s) on a chart |
| Bridging | Student writes short sentence(s) about image(s) on a chart. |

End Lesson

EARLY WORLD CIVILIZATIONS

Amon-Ra and the Gods of Ancient Egypt

PRIMARY FOCUS OF LESSON**Listening**

Students will discuss ancient Egyptian religion using the words *myth* and *Amon-Ra*.

Speaking

Students will condense several ideas into a sentence in a shared language activity.

Writing

Students will review and present information about religion in ancient Egypt using an Early World Civilizations Chart.

FORMATIVE ASSESSMENT

Speaking

Condensing Sentences [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Civilizations Chart [Activity Pages 1.2S, 5.1S]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Look Ahead | | |
| Vocabulary Preview: <i>Myth, Amon-Ra</i> | 10 min. | <input type="checkbox"/> Image 7A-2 <input type="checkbox"/> images of Amon-Ra and other ancient Egyptian gods |
| Looking at Language | | |
| Condensing Sentences | 10 min. | <input type="checkbox"/> Image 7A-4 <input type="checkbox"/> additional Flip Book image |
| Rewind | | |
| Early World Civilizations Chart | 10 min. | <input type="checkbox"/> Early World Civilizations Charts <input type="checkbox"/> image bank for ancient Egypt <input type="checkbox"/> Image Card 10 <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Find images of Amon-Ra and other Egyptian gods and goddesses to show students. Refer to the Egyptian Gods and Goddesses section of Resource Page 4.4S. Examples include:
 - Horus—god of the sky (falcon/man)
 - Sobek—a god of the Nile (crocodile/man)
 - Amon-Ra (Amon)—god of the sun
 - Bastet—goddess of protection (cat/woman)
 - Tawaret—goddess of childbirth (hippo/crocodile)

Looking at Language

- Find another image from the Flip Book.
- Prepare example sentences that can be condensed together.

Rewind

- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

Students may be interested in hearing the stories and descriptions of Egyptian gods referred to in the read-aloud. For background information and to find images related to Egyptian gods and goddesses, you may wish to refer to Resource Page 4.4S.

You may wish to replace the term *polytheistic* with the phrase “belief in many, many gods.” What is important is that students become aware that the people in ancient Egypt believed in many gods. (Later in this unit, students will learn about religions that have only one God.)

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe the physical features of Amon-Ra and other Egyptian gods.
- Write and present information about religion in ancient Egypt.
- Condense several ideas into one sentence.

Language Forms and Functions

Amon-Ra lived in a lotus flower. The lotus flower was large. > Amon-Ra lived in a large lotus flower.

Compare: The people of both civilizations believed there were many _____.
(gods)

Vocabulary

Tier 3
Domain-Specific Words

myth
religion

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

god/goddess

Lesson 7: Amon-Ra and the Gods of Ancient Egypt

Look Ahead



Primary Focus: Students will discuss ancient Egyptian religion using the words *myth* and *Amon-Ra*.

VOCABULARY PREVIEW (10 MIN.)

Myth

In today's lesson you will hear Ipi share a myth about an Egyptian god.

Say the word *myth* with me three times.

Definition: A myth is a story from ancient times that explains events or things in nature.

Example: Meret loves to listen to the myth about why the sun rises and sets every day.

Share: Have you ever heard a myth before? Share what the myth you heard explains.

Amon-Ra



Show Image 7A-2: Amon-Ra

Today you will hear that the most important Egyptian god is named Amon-Ra.

Say the word *Amon-Ra* with me three times.

Meet the Characters: Amon-Ra is the Egyptian god of the sun. The ancient Egyptians believed that Amon-Ra created everything.

What Do You See? [Show students different images of Amon-Ra and other Egyptian gods.] With a partner, describe the physical features of the Egyptian gods in the images.

Lesson 7: Amon-Ra and the Gods of Ancient Egypt

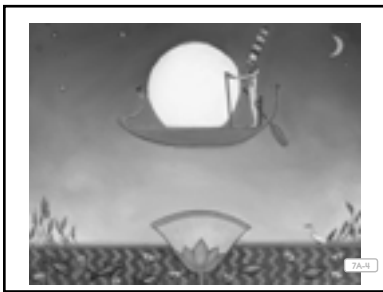
Looking at Language



Primary Focus: Students will condense several ideas into a sentence in a shared language activity.

CONDENSING SENTENCES (10 MIN.)

- Tell students the following directions for this condensing sentences activity:
 - Look at the picture.
 - I will call on you one at a time to say a short sentence about the picture.
 - Then we will put your sentences together to make one, longer sentence.



Show Image 7A-4: Amon-Ra with sun in boat sailing across sky

Amon-Ra lived in a lotus flower.
The lotus flower was large.

- » Amon-Ra lived in a large lotus flower.
Amon-Ra lived in a lotus flower that was large.

The ancient Egyptians believed that
Amon-Ra made the stars.

The ancient Egyptians believed that
Amon-Ra made the planets.

- » The ancient Egyptians believed that Amon-Ra made the stars and planets.

Amon-Ra picked up the sun.

Amon-Ra put the sun into a boat.

Amon-Ra sailed the boat across the sky.

- » Amon-Ra picked up the sun, put it into a boat, and sailed it across the sky.
After Amon-Ra picked up the sun and put it into a boat, he sailed it across the sky.

Amon-Ra sails his boat across the sky during the day.

Amon-Ra rests at night.

- » Amon-Ra sails his boat across the sky during the day and rests at night.
During the day, Amon-Ra sails his boat across the sky, and at night he rests.



Speaking Condensing Ideas

Entering/Emerging

Provide two short and simple sentences, and help students condense them into one sentence.

Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

Bridging

Challenge students to condense more than two ideas into one sentence.

Image Card 10



Support

Use Image Card 10 to help students remember that the ancient Egyptians believed in many gods.



Formative Assessment

Condensing Sentences: [Have students condense sentences using another image you have selected from the Flip Book.]

Extending the Activity

- Students can work with their partners to build longer sentences. Model how to take turns saying a short sentence about the picture and how to combine the short sentences into one longer sentence.

Lesson 7: Amon-Ra and the Gods of Ancient Egypt

Rewind



Primary Focus: Students will review and present information about religion in ancient Egypt using an Early World Civilizations Chart.

EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

| | Farming | Cities | Writing | Leaders | Religion |
|----------------------|---------------------------------------|--------------------------------------|----------------------------|---|-------------------------------|
| Mesopotamia | Image Card 1 (Farming) | Image Card 2 (Babylon) | Image Card 3 (Cuneiform) | Image Card 4 (Code of Hammurabi) Image Card 6 (Nebuchadnezzar) | Image Card 5 (Ziggurat) |
| Ancient Egypt | Image Card 7 (Farming Along the Nile) | Image Card 8 (City in Ancient Egypt) | Image Card 9 (Hieroglyphs) | | Image Card 10 (Egyptian gods) |

Review: Name the five components of a civilization.

» farming, leaders, writing, religion, and cities

Look and Learn: [Show Image Card 10 (Egyptian gods).] This image card shows pictures of different Egyptian gods. Share what you learned from the read-aloud about religion in ancient Egypt.

Where should I place this image card on the chart? (*Religion*)

Compare: How was religion in ancient Egypt similar to religion in Mesopotamia?

- » The people of both civilizations believed there were many _____ (*gods*).



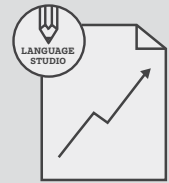
Civilizations Chart

Fill in your Early World Civilizations Chart (Activity Page 1.2S) using the image bank for ancient Egypt (Activity Page 5.1S) and/or your own sketches and writing.

Alternate Activity

- Divide students into four groups. Each group will be in charge of sharing information about their image card with the rest of the class.
- Give each group one of the image cards from the chart. Tell students that you will give them a few minutes in their groups to talk about the image card and what they have learned about the ancient Egyptian civilization. Then, everyone will come back together, and each group will have a few minutes to share with the class.

Activity Pages 1.2S, 5.1S



Writing Interacting via Written English

Entering/Emerging

Help students gather and place the image in the correct section of the chart.

Transitioning/Expanding

Provide a word bank to help students label the image.

Bridging

Challenge students to write a sentence to describe the image with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K4L7 |
| Activity Name | Civilizations Chart |
| Proficiency Levels | |
| Entering | Student places image(s) in the correct section of a chart with support. |
| Emerging | Student places image(s) in the correct section of a chart. |
| Transitioning | Student labels image(s) on a chart with support. |
| Expanding | Student labels image(s) on a chart |
| Bridging | Student writes short sentence(s) about image(s) on a chart. |

End Lesson

EARLY WORLD CIVILIZATIONS

Approaching the Great Pyramid

PRIMARY FOCUS OF LESSON**Listening**

Students will discuss ancient Egyptian pyramids using the domain-specific words *architect* and *pyramid*.

Speaking

Students will share about a building they would like to create.

Students will condense several ideas into a sentence in a shared language activity.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Condensing Sentences [Informal Observation]**

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Look Ahead | | |
| Vocabulary Preview: <i>Architect, Pyramid</i> | 10 min. | <input type="checkbox"/> Early World Civilizations Map <input type="checkbox"/> red writing tools <input type="checkbox"/> world map <input type="checkbox"/> Image 8A-6 <input type="checkbox"/> images of pyramids |
| Vocabulary Building | | |
| Word Work: <i>Created</i> | 10 min. | |
| Looking at Language | | |
| Condensing Sentences | 10 min. | <input type="checkbox"/> Image 8A-1 <input type="checkbox"/> Flip Book <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Find additional images of pyramids to show students.

Looking at Language

- Find another image from the Flip Book.
- Prepare example sentences that can be condensed together.
- Prepare Language Proficiency Recording Sheet for Speaking.

Note to Teacher

For background information and to find images related to Egyptian pyramids, you may wish to refer to Resource Page 4.4S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to a discussion using the domain-specific words *architect* and *pyramid*.
- Describe a building that could be created by an architect.
- Condense several ideas into one sentence.

Language Forms and Functions

I would create _____.

Setna is on a boat. Ahweru is on a boat. > Setna and Ahweru are on a boat,

Vocabulary

Tier 3 Domain-Specific Words

architect
pyramid

Tier 2 General Academic Words

created

Tier 1 Everyday Speech Words

Lesson 8: Approaching the Great Pyramid

Look Ahead



Primary Focus: Students will discuss ancient Egyptian pyramids using the domain-specific words *architect* and *pyramid*.

VOCABULARY PREVIEW (10 MIN.)

Architect

In today's read-aloud you will hear about the greatest architect in ancient Egypt.

Say the word *architect* with me three times.

Definition: An architect is someone who designs buildings. An architect draws what a building should look like and draws the plan that the builders follow to create it.

Example: An architect designed our school building.

Turn and Talk: With your partner, think of other buildings an architect can design.

Support

Invite a student to point to the pyramid in the distance. Show additional images of pyramids. Have students point out the triangular sides.

Pyramid



Show Image 8A-6: Setna pointing at the Great Pyramid in the distance

In today's story, a father and his daughter travel down the Nile to see the Great Pyramid.

Say the word *pyramid* with me three times.

Definition: A pyramid is a structure or building with triangular sides.

Example: The family saw the Great Pyramid while on vacation in Egypt.

Find It: The Great Pyramid is located in a city called Giza in Egypt. Locate Egypt on your Early World Civilizations Map. Locate Giza in Egypt, and circle it in red.

What Do You Think? Tell your partner what might be inside the pyramids. Discuss why the ancient Egyptians built pyramids and how they built them.

Lesson 8: Approaching the Great Pyramid

Vocabulary Building



Primary Focus: Students will share about a building they would like to create.

WORD WORK: CREATED (10 MIN.)

Pharaoh Khufu said, "My pyramid will shine in the sunlight to honor Amon-Ra and to remind everyone that, just as he created the world, I created this pyramid and am also great."

Say the word *created* with me three times.

Definition: To create means to make something using your talents and imagination.

Example: Imhotep created the plans to build a pyramid.



Check for Understanding

What About You? Have you created something lately? What did you create?

Sharing: Pretend that, like Imhotep, you are an architect. What kind of building would you like to create? Why would you like to create that kind of building? What would your building look like? What special things would your building have? How would your building be useful?

- Have students save and use the information from this activity for Lesson 9's "Amazing Architects" activity.



Speaking
Exchanging
Information and Ideas

Entering/Emerging

Ask students *yes/no* questions about what they would create (e.g., "Would you create a building?").

Transitioning/Expanding

Have students contribute using a short sentence or completing the sentence frame: "I would create _____."

Bridging

Have students add details to their ideas. Invite them to draw a quick sketch.

Lesson 8: Approaching the Great Pyramid

Looking at Language



Primary Focus: Students will condense several ideas into a sentence in a shared language activity.

CONDENSING SENTENCES (10 MIN.)

- Tell students the following directions for this condensing sentences activity:
 - Look at the picture.
 - I will call on you one at a time to say a short sentence about the picture.
 - Then we will put your sentences together to make one, longer sentence.



Show Image 8A-1: Setna and Ahweru on boat

Setna is on a boat.

Ahweru is on a boat.

- » Setna and Ahweru are on a boat.
- Ahweru is on a boat with Setna.



Speaking Condensing Ideas

Entering/Emerging

Provide two short and simple sentences, and help students condense them into one sentence.

Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

Bridging

Challenge students to condense more than two ideas into one sentence.

They are on a boat.
They travel down the Nile.
They are going to Giza.

- » They travel down the Nile on a boat to Giza.
They are traveling down the Nile to Giza on a boat.
They are going to Giza by traveling down the Nile on a boat.

They chat.
They laugh.
They enjoy the scenery.

- » They chat, laugh, and enjoy the scenery.
They chat and laugh as they enjoy the scenery.

They go to Giza.
They want to see the Great Pyramid.

- » They go to Giza because they want to see the Great Pyramid.
They want to see the Great Pyramid in Giza.



Condensing Sentences

[Have students condense sentences using another image you have selected from the Flip Book.]

Extending the Activity

- Students can work with their partners to build longer sentences. Model how to take turns saying a short sentence about the picture and how to combine the short sentences into one longer sentence.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K4L8 |
| Activity Name | Condensing Sentences |
| Proficiency Levels | |
| Entering | Student condenses two short, provided sentences in simple ways with support. |
| Emerging | Student condenses two short, provided sentences in simple ways. |
| Transitioning | Student condenses two sentences in a growing number of ways with support. |
| Expanding | Student condenses two sentences in a growing number of ways. |
| Bridging | Student condenses two or more sentences in a variety of ways. |

~~~~~ End Lesson ~~~~~



## 9

## EARLY WORLD CIVILIZATIONS

# The Sphinx

**PRIMARY FOCUS OF LESSON****Listening**

Students will identify the base of a pyramid and describe the Sphinx to a partner.

**Speaking**

Students will identify and use past tense verbs in a shared language activity.  
Students will draw building designs and present them to small groups.

**FORMATIVE ASSESSMENT**

Speaking

Amazing Architects [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Your Turn [Informal Observation]



## LESSON AT A GLANCE

|                                         | Time    | Materials                                                                                                                                                      |
|-----------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                       |         |                                                                                                                                                                |
| Vocabulary Preview: <i>Base, Sphinx</i> | 10 min. | <input type="checkbox"/> Images 9A-2, 9A-5<br><input type="checkbox"/> additional images of the Sphinx                                                         |
| <b>Looking at Language</b>              |         |                                                                                                                                                                |
| Past Tense Verbs                        | 5 min.  | <input type="checkbox"/> Images 9A-1, 9A-2, 9A-6<br><input type="checkbox"/> Language Proficiency Recording Sheet                                              |
| <b>Hands On</b>                         |         |                                                                                                                                                                |
| Amazing Architects                      | 15 min. | <input type="checkbox"/> images of different buildings<br><input type="checkbox"/> Image Cards 11, 12<br><input type="checkbox"/> paper, writing/drawing tools |

## ADVANCE PREPARATION

### Look Ahead

- Find additional images of the Sphinx to show students.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

### Hands On

- Find images of different buildings.

### Note to Teacher

For background information and to find images and videos related to Egyptian pyramids and the Sphinx, you may wish to refer to Resource Page 4.4S.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe the Sphinx.
- Present building designs.
- Create sentences using past tense verbs.

### Language Forms and Functions

The stones floated down the Nile to Giza. The workers dragged the stones on smooth logs to the pyramid.

My building would have . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

architect

#### Tier 2 General Academic Words

base

#### Tier 1 Everyday Speech Words

Start Lesson

## Lesson 9: The Sphinx

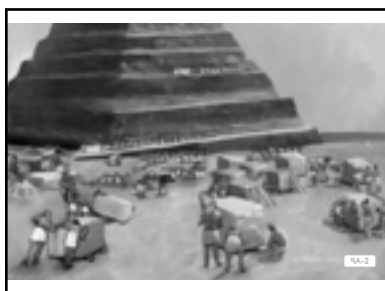
# Look Ahead



**Primary Focus:** Students will identify the base of a pyramid and describe the Sphinx to a partner.

## VOCABULARY PREVIEW (10 MIN.)

### Base



### Show Image 9A-2: Workers pulling stones

There are many workers at the base of this pyramid.

Say the word *base* with me three times.

**Definition:** A base is the lowest or bottom part of something.

**Ask:** What are the workers doing at the base of the pyramid?

» working to build the pyramid



**Find It:** [Show additional images of pyramids.] Come up to the image and point to the base.

## Sphinx



### Show Image 9A-5: Setna and Ahweru looking at the Sphinx

In today's story, Setna and Ahweru see the Sphinx.

Say the word *sphinx* with me three times.

### Examples

A sphinx is an imaginary creature with the body of a lion and the head of a human.

The Sphinx may have been built in front of the pyramids to protect them.

**What Do You See?** On Image 9A-5, point to the body of a lion and the head of a human. [Show additional images of the Sphinx.] Point out the body of the lion and the head of a human in these pictures. Describe the Sphinx to a partner.

## Lesson 9: The Sphinx

# Looking at Language



**Primary Focus:** Students will identify and use past tense verbs in a shared language activity.

### PAST TENSE VERBS (5 MIN.)

- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.

**Ask:** Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.

- Read the following passage. As you do, emphasize the bold words and the word parts. Point behind you to signal the past as you read past tense verbs.





### Show Image 9A-1: Three pyramids

Setna's boat **sailed** closer and closer to the pyramids.

The verb in this sentence is *sailed*. This action happened in the past. We add *-ed* to action words to show that the action happened in the past.

Ahweru **looked** in wonder at the pyramids. The tips of the pyramids **reached** high in the sky. She **asked** her father who built them.

### Ask

Which verbs did you hear?

» looked, reached, asked

When did these actions happen: right now or in the past?

» in the past

Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.



### Check for Understanding

**Listening with Purpose:** I am going to read some other sentences about this lesson. Listen carefully for verbs with the *-ed* ending that tells us something happened in the past. When you hear the word, point behind you because the action happened in the past.



### Show Image 9A-2: Workers pulling stones

The stones **floated** down the Nile to Giza. The workers **dragged** the stones on smooth logs to the pyramid. Then other workers **tugged** and tugged on ropes to pull the blocks up the pyramid.

» floated, dragged, tugged





**Show Image 9A-6: Setna and Ahweru walking away from the Sphinx**



### Your Turn

Look at the image. With your partner, use verbs such as *walk*, *ask*, and *explain* to make sentences about things that happened in the past. Remember to add *-ed* to each verb that shows an action that happened in the past.



### Speaking Using Verbs and Verb Tenses

#### Entering/Emerging

Repeat a previous example. Help students to hear the *-ed* ending in the action verbs, and make the connection that the *-ed* ending signals past tense in action verbs.

#### Transitioning/Expanding

Prompt students to add *-ed* to the verb. Ask students questions to elicit the past tense of the verb (e.g., "Where did they walk?" [*They walked home.*]).

#### Bridging

Have students share their past tense sentences with a partner.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                    |
| Knowledge/Lesson   | K4L9                                                                                                                        |
| Activity Name      | Your Turn                                                                                                                   |
| Proficiency Levels |                                                                                                                             |
| Entering           | Student recognizes that the <i>-ed</i> ending in action verbs signals past tense with support.                              |
| Emerging           | Student recognizes that the <i>-ed</i> ending in action verbs signals past tense.                                           |
| Transitioning      | Student changes verbs to the past tense by adding <i>-ed</i> . Student uses the past tense verbs in sentences with support. |
| Expanding          | Student changes verbs to the past tense by adding <i>-ed</i> . Student uses the past tense verbs in sentences.              |
| Bridging           | Student uses past tense verbs in sentences.                                                                                 |



## Lesson 9: The Sphinx

# Hands On



**Primary Focus:** Students will draw building designs and present them to small groups.

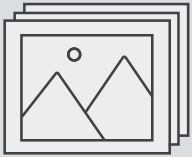
### AMAZING ARCHITECTS (15 MIN.)

- Remind students that architects design buildings—they draw what a building should look like and the plan that the builders follow to create it. Remind students that they imagined creating a building in Lesson 8. Show students images of different buildings.
- Show students Image Card 11 (Great Pyramid). Tell students that Pharaoh Khufu built the Great Pyramid.
- Show students Image Card 12 (Sphinx). Tell them that Khufu's son, Pharaoh Khafre, had the Sphinx built.

**Your Turn:** Pretend that you are an architect and you get to design a building. What kind of building would you like to design and draw? What would your building look like? What special things would your building have? How would your building be used?

- Have students draw their buildings on pieces of paper.

Image Cards 11, 12



Support

**Sentence starter:** "My building would have . . ."

### Formative Assessment



**Amazing Architects:** After you are finished drawing, present your building to a small group.

End Lesson



## EARLY WORLD CIVILIZATIONS

# The Story of Hatshepsut

**PRIMARY FOCUS OF LESSON****Listening**

Students will share about the job of a pharaoh.

**Speaking**

Students will identify and use past tense verbs in a shared language activity.

Students will condense several ideas into a sentence in a shared language activity.

**Writing**

Students will review and present information about leaders in ancient Egypt using an Early World Civilizations Chart.

**FORMATIVE ASSESSMENT****Writing**

Civilizations Chart [Activity Pages 1.2S, 5.1S]

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking**

Condensing Sentences [Informal Observation]



## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                               |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                   |         |                                                                                         |
| Vocabulary Preview: <i>Pharaohs</i> | 5 min.  | ❑ Image 10A-1                                                                           |
| <b>Looking at Language</b>          |         |                                                                                         |
| Past Tense Verbs                    | 5 min.  | ❑ Images 10A-3, 10A-4, 10A-5                                                            |
| Condensing Sentences                | 10 min. | ❑ Image 10A-3<br>❑ additional Flip Book image<br>❑ Language Proficiency Recording Sheet |
| <b>Rewind</b>                       |         |                                                                                         |
| Early World Civilizations Chart     | 10 min. | ❑ Early World Civilizations Charts<br>❑ image bank for ancient Egypt<br>❑ Image Card 13 |

## ADVANCE PREPARATION

### Looking at Language

- Find another image from the Flip Book.
- Prepare example sentences that can be condensed together.
- Prepare Language Proficiency Recording Sheet for Speaking.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Write and present information about leaders in ancient Egypt.
- Create sentences using past tense verbs.
- Condense several ideas into one sentence.

### Language Forms and Functions

Hatshepsut talked to her father. She enjoyed helping her father.

The palace is golden. The palace is large. The palace is extravagant. > The palace is extravagant, large, and golden.

### Vocabulary

#### Tier 3 Domain-Specific Words

pharaohs

#### Tier 2 General Academic Words

declare  
responsibilities  
tradition

#### Tier 1 Everyday Speech Words

daughter  
palace

Start Lesson

## Lesson 10: The Story of Hatshepsut

# Look Ahead



**Primary Focus:** Students will share about the job of a pharaoh.

## VOCABULARY PREVIEW: PHAROHS (5 MIN.)



### Show Image 10A-1: Pharaoh

In today's read-aloud you will learn that the kings of ancient Egypt were called pharaohs.

Say the word *pharaohs* with me three times.

**Definition:** Pharaohs were kings or rulers of ancient Egypt.

**Do You Remember?** You have heard about Pharaoh Khufu, who built the Great Pyramid, and about Pharaoh Khafre, who built the Sphinx. What do you recall from these two stories?



- Tell students that in this lesson, they will learn about a special pharaoh named Hatshepsut [/ha \*shep\*soot/].

**Turn and Talk:** Tell your partner what you think the job of a pharaoh was like.

## Lesson 10: The Story of Hatshepsut

# Looking at Language



### Primary Focus

Students will identify and use past tense verbs in a shared language activity.

Students will condense several ideas into a sentence in a shared language activity.

### PAST TENSE VERBS (5 MIN.)

Today we will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done. [Please emphasize the bold words and the word parts as you read. Point behind you to signal the past as you read the past tense verbs.]



### Show Image 10A-3: Young Hatshepsut talking to pharaoh

Hatshepsut **helped** her father, Thutmose the First.

The verb in this sentence is **helped**. This action happened in the past. We add **-ed** to action words to show that the action happened in the past.

Hatshepsut **talked** to her father about what was happening in the kingdom. She **enjoyed** helping her father, and he **decided** to give her more work.

### Ask

Which verbs did you hear?

- » talked, enjoyed, decided

When did these actions happen: right now or in the past?

- » in the past

Why are many of the verbs in this lesson past tense verbs?

- » This lesson is about things that happened in the past.





### Check for Understanding

**Verb Tense:** I am going to read some other sentences about this lesson. Listen carefully for verbs with the *-ed* ending that tells us something happened in the past. When you hear the word, point behind you because the action happened in the past.



### Speaking Using Verbs and Verb Phrases

#### Entering/Emerging

Repeat a previous example. Help students to hear the *-ed* ending in the action verbs, and make the connection that the *-ed* ending signals past tense in action verbs.

#### Transitioning/Expanding

Prompt students to add *-ed* to the verb. Ask students questions to elicit the past tense of the verb (e.g., “How did she dress?” [*She dressed like a pharaoh.*]).

#### Bridging

Have students share their past tense sentences with a partner.



#### Show Image 10A-4: Pharaoh and Hatshepsut sitting on thrones

Hatshepsut **worked** hard to help the pharaoh. Finally, she **announced** that she would be co-ruler with her nephew. She **declared** that they would be pharaohs together.

» worked, announced, declared



#### Show Image 10A-5: Hatshepsut dressed as a man with beard

**Now you try!** Look at the image. With your partner, use verbs such as *dress*, *direct*, and *watch* to make sentences about things that happened in the past. Remember to add *-ed* to each verb that shows an action that happened in the past.



## CONDENSING SENTENCES (10 MIN.)

- Tell students the following directions for this condensing sentences activity:
  - Look at the picture.
  - I will call on you one at a time to say a short sentence about the picture.
  - Then we will put your sentences together to make one, longer sentence.



### Show Image 10A-3: Young Hatshepsut talking to pharaoh

Hatshepsut talks in the palace.

Pharaoh talks in the palace.

- » Hatshepsut and pharaoh talk in the palace.
- Hatshepsut talks with pharaoh in the palace.

The palace is golden.

The palace is large.

The palace is extravagant.

- » The palace is extravagant, large, and golden.
- The palace is large and golden, and it is extravagant.

Hatshepsut holds the pharaoh's hand.

Hatshepsut tells her father that she will help him.

- » Hatshepsut holds the pharaoh's hand and tells him that she will help him.
- Hatshepsut tells her father that she will help him, as she holds his hand.
- As she holds the pharaoh's hand, she tells him that she will help him.

Hatshepsut does a good job.

The pharaoh thanks his daughter.

The pharaoh gives her more responsibility.

- » Hatshepsut does a good job, so the pharaoh thanks her and gives her more responsibility.
- The pharaoh thanks his daughter for doing a good job and gives her more responsibility.





## Condensing Sentences

[Have students condense sentences using another image you have selected from the Flip Book.]



## Speaking Condensing Ideas

### Entering/Emerging

Provide two short and simple sentences, and help students condense them into one sentence.

### Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

### Bridging

Challenge students to condense more than two ideas into one sentence.

## Extending the Activity

- Students can work with their partners to build longer sentences. Model how to take turns saying a short sentence about the picture and how to combine the short sentences into one longer sentence.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                              |
|--------------------|------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                     |
| Knowledge/Lesson   | K4L10                                                                        |
| Activity Name      | Condensing Sentences                                                         |
| Proficiency Levels |                                                                              |
| Entering           | Student condenses two short, provided sentences in simple ways with support. |
| Emerging           | Student condenses two short, provided sentences in simple ways.              |
| Transitioning      | Student condenses two sentences in a growing number of ways with support.    |
| Expanding          | Student condenses two sentences in a growing number of ways.                 |
| Bridging           | Student condenses two or more sentences in a variety of ways.                |



## Lesson 10: The Story of Hatshepsut

# Rewind

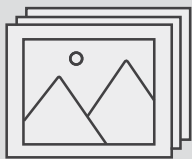


**Primary Focus:** Students will review and present information about leaders in ancient Egypt using an Early World Civilizations Chart.

### EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

|                      | Farming                               | Cities                               | Writing                    | Leaders                                                               | Religion                      |
|----------------------|---------------------------------------|--------------------------------------|----------------------------|-----------------------------------------------------------------------|-------------------------------|
| <b>Mesopotamia</b>   | Image Card 1 (Farming)                | Image Card 2 (Babylon)               | Image Card 3 (Cuneiform)   | Image Card 4 (Code of Hammurabi)<br><br>Image Card 6 (Nebuchadnezzar) | Image Card 5 (Ziggurat)       |
| <b>Ancient Egypt</b> | Image Card 7 (Farming Along the Nile) | Image Card 8 (City in Ancient Egypt) | Image Card 9 (Hieroglyphs) | Image Card 13 (Hatshepsut)                                            | Image Card 10 (Egyptian gods) |

### Image Card 13



### Support

Use Image Card 13 to help students remember that the ancient Egyptians had leaders called pharaohs.

**Review:** Name the five components of a civilization.

- » farming, leaders and laws, writing, religion, and cities

**Look and Learn:** [Show Image Card 13 (Hatshepsut).] This image card shows an illustration of Hatshepsut as a ruler. Share what you learned from the read-aloud about Hatshepsut and pharaohs in ancient Egypt.

Where should I place this image card on the chart? (*Leaders*)

**Contrast:** How was Hatshepsut different from Nebuchadnezzar?

- » She ruled in ancient Egypt and was female.





### Formative Assessment

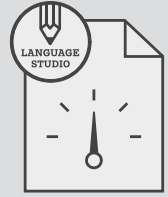
**Civilizations Chart:** Fill in your Early World Civilizations Chart (Activity Page 1.2S) using the image bank for ancient Egypt (Activity Page 5.1S) and/or your own sketches and writing.

### Alternate Activity

- Divide students into five groups. Each group will be in charge of sharing information about their image card with the rest of the class.
- Give each group one of the image cards from the chart. Tell students to talk in their groups about the image card and what they have learned about the ancient Egyptian civilization. Then, everyone will come back together, and each group will have a few minutes to share with the class.

End Lesson

### Activity Pages 1.2S, 5.1S



### Writing Interacting via Written English

#### Entering/Emerging

Help students gather and place the image in the correct section of the chart.

#### Transitioning/Expanding

Provide a word bank to help students label the image.

#### Bridging

Challenge students to write a sentence to describe the image with a partner.



## 11

## EARLY WORLD CIVILIZATIONS

# Tutankhamun, The Golden Pharaoh, Part I

**PRIMARY FOCUS OF LESSON****Listening**

Students will discuss the job of an archaeologist and word associations for the word *tomb*.

**Writing**

Students will write and share about something valuable.

**Speaking**

Students will review and present information about leaders in ancient Egypt using an Early World Civilizations Chart.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking**

Civilizations Chart [Activity Pages 1.2S, 5.1S]



## LESSON AT A GLANCE

|                                                 | Time    | Materials                                                                                                                                                                                                                     |
|-------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                               |         |                                                                                                                                                                                                                               |
| Vocabulary Preview: <i>Archaeologist, Tombs</i> | 10 min. | <input type="checkbox"/> Image 11A-6<br><input type="checkbox"/> Flip Book                                                                                                                                                    |
| <b>Write About It</b>                           |         |                                                                                                                                                                                                                               |
| What Is Valuable to You?                        | 10 min. | <input type="checkbox"/> drawing paper, drawing tools                                                                                                                                                                         |
| <b>Rewind</b>                                   |         |                                                                                                                                                                                                                               |
| Early World Civilizations Chart                 | 10 min. | <input type="checkbox"/> Early World Civilizations Charts<br><input type="checkbox"/> image bank for ancient Egypt<br><input type="checkbox"/> Image Card 14<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Prepare Language Proficiency Recording Sheet for Speaking.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the job of an archaeologist.
- Write and share about something valuable.
- Write and present information about leaders in ancient Egypt.

### Language Forms and Functions

\_\_\_\_\_ is valuable to me.

**Compare:** They were both \_\_\_\_\_ in ancient Egypt.  
(pharaohs)

**Contrast:** King Tut was \_\_\_\_\_ and \_\_\_\_\_, but Hapshepsut was \_\_\_\_\_ and \_\_\_\_\_.  
(young) (male) (older) (female)

The ancient Egyptians had \_\_\_\_\_.

Ancient Egyptian \_\_\_\_\_ was/were . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

archaeologist  
pharaohs  
tombs

#### Tier 2 General Academic Words

compare/contrast

#### Tier 1 Everyday Speech Words

king

Start Lesson

## Lesson 11: Tutankhamun, The Golden Pharaoh, Part I

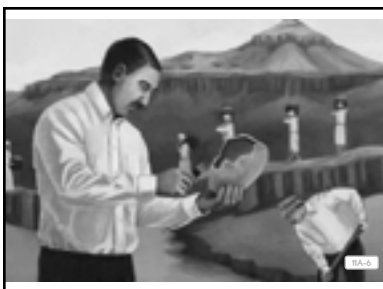
# Look Ahead



**Primary Focus:** Students will discuss the job of an archaeologist and word associations for the word *tomb*.

### VOCABULARY PREVIEW (10 MIN.)

#### Archaeologist



#### Show Image 11A-6: Archaeological dig of Carter

In today's lesson, we will meet an archaeologist named Howard Carter.

Say the word *archaeologist* with me three times.



**Definition:** An archaeologist is a scientist who studies the way people lived in the past.

**Example:** The archaeologist wanted to find out more about ancient Egypt, so she traveled to Egypt.

**What Do You Think?** Discuss with your partner what an archaeologist might do to learn about the way people lived in the past.

## Tombs

In today's lesson, we will learn that Howard Carter was interested in trying to find the lost tombs in ancient Egypt.

Say the word *tombs* with me three times.

**Definition:** Tombs are places to bury the dead.

**Example:** Egyptian pharaohs were buried in tombs.

**Word Association:** What comes to mind when you hear the word *tomb*?

## Support

Show students images from the Flip Book, and help them brainstorm a word bank of ways an archaeologist might learn about the past.



Writing  
Exchanging Information  
and Ideas

## Entering/Emerging

Ask students questions about their drawings. Have them respond using gestures, words, or simple phrases.

## Transitioning/Expanding

Have students contribute using a short sentence or completing the sentence frame: "\_\_\_\_\_ is valuable to me."

## Bridging

Challenge students to build on a previous idea, using complete sentences.

## Lesson 11: Tutankhamun, The Golden Pharaoh, Part I

# Write About It



**Primary Focus:** Students will write and share about something valuable.

### WHAT IS VALUABLE TO YOU? (10 MIN.)

In today's reading you heard that robbers often showed up at the tombs to steal any valuable objects. Pharaohs placed valuable items in their tombs.

Say the word *valuable* with me three times.

**Definition:** Something that is valuable is precious or worth a lot of money.

**Write and Share:** Draw a picture of something that is valuable to you. Then write a sentence about it.



## Support

Have students dictate what their pictures are about.



### Check for Understanding

**Share It:** Share your drawing and sentence in small groups.

## Lesson 11: Tutankhamun, The Golden Pharaoh, Part I

# Rewind

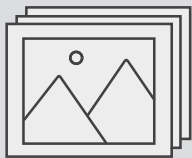


**Primary Focus:** Students will review and present information about leaders in ancient Egypt using an Early World Civilizations Chart.

### EARLY WORLD CIVILIZATIONS CHART (10 MIN.)

|                      | Farming                               | Cities                               | Writing                    | Leaders                                                           | Religion                      |
|----------------------|---------------------------------------|--------------------------------------|----------------------------|-------------------------------------------------------------------|-------------------------------|
| <b>Mesopotamia</b>   | Image Card 1 (Farming)                | Image Card 2 (Babylon)               | Image Card 3 (Cuneiform)   | Image Card 4 (Code of Hammurabi)<br>Image Card 6 (Nebuchadnezzar) | Image Card 5 (Ziggurat)       |
| <b>Ancient Egypt</b> | Image Card 7 (Farming Along the Nile) | Image Card 8 (City in Ancient Egypt) | Image Card 9 (Hieroglyphs) | Image Card 13 (Hatshepsut)<br>Image Card 14 (Tutankhamun)         | Image Card 10 (Egyptian gods) |

### Image Card 14



- Tell students that ancient Egypt is considered a civilization because the people living there farmed, built cities, developed a form of writing, had leaders, and practiced a religion.

**Look and Learn:** [Show Image Card 14 (Tutankhamun).] This image card shows an illustration of Tutankhamun, a young pharaoh. Share what you learned from the read-aloud about King Tut.

Where should I place this image card on the chart? (*Leaders*)

**Compare:** How was King Tut similar to Hatshepsut?

» They were both \_\_\_\_\_ (*pharaohs*) in ancient Egypt.

**Contrast:** How was King Tut different from Hatshepsut?



» King Tut was \_\_\_\_\_ (young) and \_\_\_\_\_ (male), but Hatshepsut was \_\_\_\_\_ (older) and \_\_\_\_\_ (female).

- Have students fill in their Early World Civilizations Chart (Activity Page 1.2S) using the image bank for ancient Egypt (Activity Page 5.1S) and/or their own sketches and writing.



### Civilizations Chart

Present one piece of information from the chart to a small group.

Remember to follow the suggested guidelines for presenting information:

- Use a loud and clear voice.
- Make eye contact—don't look at the ground.
- Use visuals—point to the part on the chart you are talking about.

## LANGUAGE PROFICIENCY ASSESSMENT

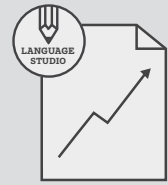
### Speaking

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

| Evaluation Tool    |                                                                       |
|--------------------|-----------------------------------------------------------------------|
| Language Domain    | Speaking                                                              |
| Knowledge/Lesson   | K4L11                                                                 |
| Activity Name      | Civilizations Chart                                                   |
| Proficiency Levels |                                                                       |
| Entering           | Student follows model to present information.                         |
| Emerging           | Student presents simple information from a chart.                     |
| Transitioning      | Student presents more detailed information from a chart with support. |
| Expanding          | Student presents more detailed information from a chart.              |
| Bridging           | Student presents a variety of information from a chart.               |

End Lesson

## Activity Pages 1.2S, 5.1S



### Speaking Presenting

#### Entering/Emerging

Model pointing to an image on the chart, and present using the sentence frame: "The ancient Egyptians had \_\_\_\_\_." (*farms, cities, leaders, writing, religion*)

#### Transitioning/Expanding

Brainstorm key details about an image. Provide a sentence frame and starter: "Ancient Egyptian \_\_\_\_\_ was/were ..."

#### Bridging

Challenge students to present information about more than two items on the chart to their small group.



## 12

## EARLY WORLD CIVILIZATIONS

Tutankhamun,  
The Golden  
Pharaoh, Part II

## PRIMARY FOCUS OF LESSON

**Listening**

Students will recognize and apply the domain-specific words *mummy* and *sarcophagus* in context.

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

**Speaking**

Students will identify and use past tense verbs in a shared language activity.

**Reading**

Students will identify an early world civilization by a key component.

## FORMATIVE ASSESSMENT

**Speaking**

Your Turn [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

**Reading**

Which Civilization? [Activity Page 12.1S]



## LESSON AT A GLANCE

|                                                       | Time    | Materials                                                                                                                                                  |
|-------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                     |         |                                                                                                                                                            |
| Vocabulary Preview: <i>Mummy</i> , <i>Sarcophagus</i> | 5 min.  | <input type="checkbox"/> Image 12A-4                                                                                                                       |
| <b>Vocabulary Building</b>                            |         |                                                                                                                                                            |
| Multiple-Meaning Word: <i>Seal</i>                    | 10 min. | <input type="checkbox"/> Poster 6M (Seal)                                                                                                                  |
| <b>Looking at Language</b>                            |         |                                                                                                                                                            |
| Past Tense Verbs                                      | 5 min.  | <input type="checkbox"/> Images 11A-6, 11A-7, 12A-2                                                                                                        |
| <b>Rewind</b>                                         |         |                                                                                                                                                            |
| Mesopotamia or Ancient Egypt?                         | 10 min. | <input type="checkbox"/> Image Cards 1–14<br><input type="checkbox"/> Activity Page 12.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Looking at Language

- Tab the Flip Book to ensure a smooth transition from one image to the next.

### Rewind

- Prepare Activity Page 12.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

### Take-Home Material

- Prepare Activity Page 12.2S for each student to complete at home.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss why the ancient Egyptians made mummies.
- Create sentences using the multiple meanings of the word *seal*.
- Create sentences using past tense verbs.

### Language Forms and Functions

I think ancient Egyptians made mummies because . . .

Carter's team focused on an area called the Valley of the Kings. They removed much of the soil beneath some huts.

My image card shows \_\_\_\_\_. It is related to Mesopotamia/ancient Egypt.

### Vocabulary

#### Tier 3 Domain-Specific Words

mummy  
sarcophagus

#### Tier 2 General Academic Words

ancient  
seal

#### Tier 1 Everyday Speech Words

## Lesson 12: Tutankhamun, The Golden Pharaoh, Part II

# Look Ahead



**Primary Focus:** Students will recognize and apply the domain-specific words *mummy* and *sarcophagus* in context.

### VOCABULARY PREVIEW: MUMMY, SARCOPHAGUS (5 MIN.)



#### Show Image 12A-4: Tut's sarcophagus

In today's lesson, you will see Pharaoh Tutankhamun's mummy inside his sarcophagus.

[Point to the mummy.] Say the word *mummy* with me three times.

[Point to the sarcophagus—the case that surrounds the mummy.] Say the word

*sarcophagus* [/sar\*kof\*ə\*gəs/] with me three times.



**Definition:** A mummy is the dead body of a person or animal that has been treated with oils and chemicals and wrapped in cloth. A sarcophagus is the case or box that mummies are put into.

**Example:** King Tutankhamun's mummy was placed in a sarcophagus.

**What Do You Think?** Discuss with your partner why ancient Egyptians would make a dead pharaoh into a mummy and put the mummy in a sarcophagus.

## Support

### Sentence starter:

"I think ancient Egyptians made mummies because . . ."

## Lesson 12: Tutankhamun, The Golden Pharaoh, Part II

# Vocabulary Building



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

### MULTIPLE-MEANING WORD: SEAL (10 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.

In the story you heard the word *seal* in this sentence, "Atop the door was a hieroglyphic seal showing that the door had been sealed shut under royal authority."

**With a Partner:** Think of as many meanings for *seal* as you can, or discuss ways you can use the word *seal*.

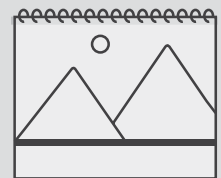
[Show Poster 6M (Seal).] *Seal* means an official mark or stamp. Point to the picture on the poster that shows how the word *seal* is used in the lesson. (*one*)

*Seal* can also mean other things. To seal something means to close it tightly. Which picture shows this meaning of *seal*? (*three*)

A seal is also an animal that lives near the sea. Which picture shows this meaning of *seal*? (*two*)

Did you or your partner think of any of these definitions?

## Poster 6M







### Check for Understanding

**Definition Detective:** Now quiz your partner on the different meanings of *seal*. For example you can say, “My mother asked me to seal the lid to the cookie jar.” And your partner should point to the picture of the person sealing a jar to show that you mean that kind of seal.

## Lesson 12: Tutankhamun, The Golden Pharaoh, Part II

# Looking at Language



**Primary Focus:** Students will identify and use past tense verbs in a shared language activity.

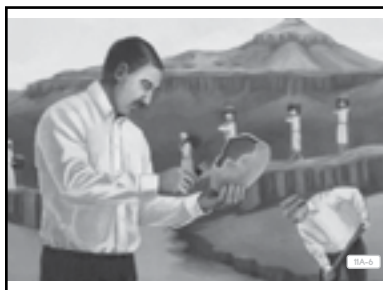
### PAST TENSE VERBS (5 MIN.)

- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.

**Ask:** Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.

- Read the following passage. As you do, emphasize the bold words and the word parts. Point behind you to signal the past as you read past tense verbs.



### Show Image 11A-6: Archaeological dig of Carter

For six years, archaeologist Howard Carter **searched** for the tomb of King Tut.

The verb in this sentence is *searched*. This action happened in the past. We add *-ed* to action words to show that the action happened in the past.

Carter’s team **focused** on an area called the Valley of the Kings. They **removed** much of the soil beneath some huts and found something very exciting. They **uncovered** a stone staircase that led to a tomb.



## Ask

Which verbs did you hear?

» focused, removed, uncovered

When did these actions happen: right now or in the past?

» in the past

Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.

- Read some other sentences about this lesson. Ask students to listen carefully for verbs with the *-ed* ending that indicates something happened in the past. Have students point behind them when they hear a past tense verb.



### Show Image 11A-7: Door sealed shut

Someone **sealed** the door shut. Carter **flashed** a light through a small hole and **looked** through.

» sealed, flashed, looked



### Show Image 12A-2: Tut's throne, and other golden objects



**Speaking**  
Using Verbs and Verb Phrases

### Entering/Emerging

Repeat a previous example. Help students to hear the *-ed* ending in the action verbs, and make the connection that the *-ed* ending signals past tense in action verbs.

### Transitioning/Expanding

Prompt students to add *-ed* to the verb. Ask students questions to elicit the past tense of the verb (e.g., "What did the gold do in the light?" [*The gold glittered.*]).

### Bridging

Have students share their past tense sentences with a partner.



### Formative Assessment

**Your Turn:** Look at the image. With your partner, use verbs such as *glitter*, *uncover*, and *enter* to make sentences about things that happened in the past. Remember to add *-ed* to each verb that shows an action that happened in the past.



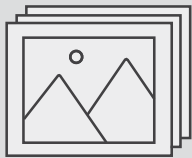
## Lesson 12: Tutankhamun, The Golden Pharaoh, Part II

# Rewind



**Primary Focus:** Students will identify an early world civilization by a key component.

### Image Cards 1-14



### Support

#### Sentence frame:

"My image card shows \_\_\_\_\_. It is related to Mesopotamia/ancient Egypt."

### Activity Page 12.1S



### MESOPOTAMIA OR ANCIENT EGYPT? (10 MIN.)

#### Image Card Review

- Designate two areas in the room—one for Mesopotamia and one for ancient Egypt.
- Distribute Image Cards 1–14 to students (or partners).
- Have students go to the area of the room that their image card represents.
- Have students (or partner pairs) briefly share a statement about the image card and how it relates to Mesopotamia or ancient Egypt.

#### Which Civilization?



[Give each student Activity Page 12.1S.] I am going to read some sentences with information about early world civilizations. If my sentence is about Mesopotamia, check the box for "Mesopotamia." If my sentence is about ancient Egypt, check the box for "Ancient Egypt." If my sentence is about both Mesopotamia and ancient Egypt, check both boxes. [Be sure that students know which image refers to Mesopotamia and which image refers to ancient Egypt. Complete the first two questions together.]

1. This civilization developed along the Nile River in Africa. (*ancient Egypt*)
2. This civilization developed between the Tigris and Euphrates rivers in Asia. (*Mesopotamia*)
3. This civilization used the rich soil from the flooding of the Nile River to grow crops. (*ancient Egypt*)
4. This civilization had a writing system. (*both*)



5. This civilization developed a system of writing known as cuneiform. (*Mesopotamia*)
6. This civilization developed a system of writing using hieroglyphs. (*ancient Egypt*)
7. This civilization was ruled by a pharaoh. (*ancient Egypt*)
8. This civilization was from long, long ago. (*both*)
9. This civilization had written laws known as the Code of Hammurabi. (*Mesopotamia*)
10. This civilization built pyramids. (*ancient Egypt*)
11. This civilization had cities. (*both*)
12. This civilization's people believed in many gods and goddesses. (*both*)

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                            |
| Knowledge/Lesson   | K4L12                                                                              |
| Activity Name      | Which Civilization?                                                                |
| Proficiency Levels |                                                                                    |
| Entering           | Student links key facts with an early world civilization with significant support. |
| Emerging           | Student links key facts with an early world civilization with substantial support. |
| Transitioning      | Student links key facts with an early world civilization with moderate support.    |
| Expanding          | Student links key facts with an early world civilization with support.             |
| Bridging           | Student links key facts with an early world civilization with light support.       |



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Show related image cards to prompt students with the answer. Provide key words and phrases.

### Transitioning/Expanding

Emphasize the key words and phrases in the statements.

### Bridging

Repeat statements, when necessary.

End Lesson



## 13

## EARLY WORLD CIVILIZATIONS

# Three World Religions

**PRIMARY FOCUS OF LESSON****Listening**

Students will locate Jerusalem on a map.

Students will preview three world religions: Judaism, Christianity, and Islam.

Students will identify and use past tense verbs in a shared language activity.

**Speaking**

Students will condense several ideas into a sentence in a shared language activity.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Condensing Sentences [Informal Observation]**



## LESSON AT A GLANCE

|                               | Time    | Materials                                                                                                                                                                                   |
|-------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>             |         |                                                                                                                                                                                             |
| Where in the World? Jerusalem | 5 min.  | <input type="checkbox"/> Early World Civilizations Map<br><input type="checkbox"/> Image 13A-4<br><input type="checkbox"/> red writing tools<br><input type="checkbox"/> world map or globe |
| Three World Religions         | 10 min. | <input type="checkbox"/> Images 14A-1, 15A-1, 16A-1                                                                                                                                         |
| <b>Looking at Language</b>    |         |                                                                                                                                                                                             |
| Past Tense Verbs              | 5 min.  | <input type="checkbox"/> Images 8A-1, 8A-3, 8A-4                                                                                                                                            |
| Condensing Sentences          | 10 min. | <input type="checkbox"/> Image 9A-5<br><input type="checkbox"/> additional Flip Book image<br><input type="checkbox"/> Language Proficiency Recording Sheet                                 |

## ADVANCE PREPARATION

### Looking at Language

- Find another image from the Flip Book.
- Prepare example sentences that can be condensed together.
- Prepare Language Proficiency Recording Sheet for Speaking.

### Note to Teacher

You may wish to replace the terms *polytheistic* and *monotheistic* with the phrases “many gods” and “one god.”

There are opportunities in the final three lessons to read trade books about the world religions presented in this unit.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Create sentences using past tense verbs.
- Condense several ideas into one sentence.

### Language Forms and Functions

They journeyeded for many days. Setna explaineded why the Great Pyramid was built.

- Setna looks at the Sphinx. Ahweru looks at the Sphinx. > Setna and Ahweru look at the Sphinx.

### Vocabulary

#### Tier 3 Domain-Specific Words

religion

#### Tier 2 General Academic Words

holy

#### Tier 1 Everyday Speech Words

city

Start Lesson

## Lesson 13: Three World Religions

# Look Ahead

15M

### Primary Focus

Students will locate Jerusalem on a map.

Students will preview three world religions: Judaism, Christianity, and Islam.

### WHERE IN THE WORLD? JERUSALEM (5 MIN.)



#### Show Image 13A-4: Map of Middle East, highlighting Jerusalem

- Tell students that today they will learn about three religions that began in the Middle East.
- Tell students that they will learn about three religions whose followers believe in one God: Judaism, Christianity, and Islam.

**Find It:** [Locate Jerusalem on a world map or globe. Tell students that Judaism, Christianity, and Islam call the city of Jerusalem a holy and sacred city.] Locate Jerusalem on your Early World Civilizations Map (Activity Page 1.1S). Circle the city in red.

Activity Page 1.1S





## THREE WORLD RELIGIONS (10 MIN.)

Judaism, Christianity, and Islam began in areas around Mesopotamia and ancient Egypt. They are three religions among many religions in this world.

People who practice Judaism, Christianity, and Islam believe in one God.

**Contrast:** How are Judaism, Christianity, and Islam different from the religions of Mesopotamia and ancient Egypt?

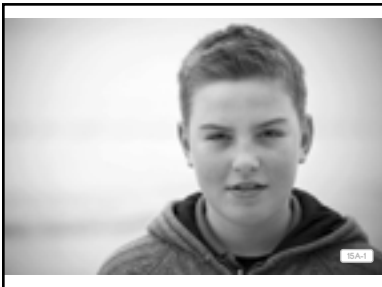
» belief in one god versus belief in many gods

### Meet the Characters



**Show Image 14A-1: Miriam**

Miriam will tell you about Judaism.



**Show Image 15A-1: Peter**

Peter will tell you about Christianity.



**Show Image 16A-1: Maira**

Maira will tell you about Islam.



## Lesson 13: Three World Religions

# Looking at Language



### Primary Focus

Students will identify and use past tense verbs in a shared language activity.

Students will condense several ideas into a sentence in a shared language activity.

### PAST TENSE VERBS (5 MIN.)

- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.

**Ask:** Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.

- Read the following passage. As you do, emphasize the bold words and the word parts. Point behind you to signal the past as you read past tense verbs.



### Show Image 8A-1: Setna and Ahweru on boat

Setna and Ahweru **sailed** to Giza.

The verb in this sentence is *sailed*. This action happened in the past. We add *-ed* to action words to show that the action happened in the past.

They **journeyed** for many days. Setna **explained** why the Great Pyramid was built. Ahweru **wished** they would be there soon so she could see it.

### Ask

Which verbs did you hear?

» journeyed, explained, wished

When did these actions happen: right now or in the past?

» in the past

Why are many of the verbs in this lesson past tense verbs?

» This lesson is about things that happened in the past.





### Check for Understanding

**Verb Tense:** I am going to read some other sentences about this lesson. Listen carefully for verbs with the *-ed* ending that tells us something happened in the past. When you hear the word, point behind you because the action happened in the past.



### Speaking Using Verbs and Verb Phrases

#### Entering/Emerging

Repeat a previous example. Help students to hear the *-ed* ending in the action verbs, and make the connection that the *-ed* ending signals past tense in action verbs.

#### Transitioning/Expanding

Prompt students to add *-ed* to the verb. Ask students questions to elicit the past tense of the verb (e.g., “What did Djoser plan?” [*Djoser planned to build a pyramid.*]).

#### Bridging

Have students share their past tense sentences with a partner.



#### Show Image 8A-3: Djoser in royal bed

Pharaoh Djoser **rested** in his palace. He **dreamed** that one of the gods told him to build a special place for his family. He **asked** his friend who was an architect to help him build it.

» rested, dreamed, asked



#### Show Image 8A-4: Djoser's pyramid

**Now you try!** Look at the image. With your partner, use verbs such as *plan*, *order*, and *command* to make sentences about things that happened in the past. Remember to add *-ed* to each verb that shows an action that happened in the past.

### CONDENSING SENTENCES (10 MIN.)

- Tell students the following directions for this condensing sentences activity:
  - Look at the picture.
  - I will call on you one at a time to say a short sentence about the picture.
  - Then we will put your sentences together to make one, longer sentence.





### Speaking Condensing Ideas

#### Entering/Emerging

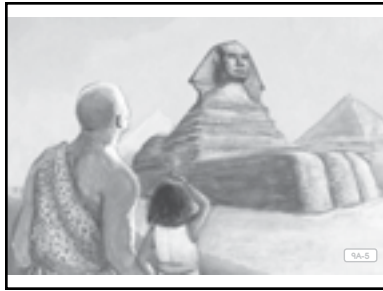
Provide two short and simple sentences, and help students condense them into one sentence.

#### Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

#### Bridging

Challenge students to condense more than two ideas into one sentence.



### Show Image 9A-5: Setna and Ahweru looking at the Sphinx

Setna looks at the Sphinx.

Ahweru looks at the Sphinx.

» Setna and Ahweru look at the Sphinx.

The Sphinx has a body of a lion.

The Sphinx has a face of a pharaoh.

» The Sphinx has a body of a lion and a face of a pharaoh.

The Sphinx has a face of a pharaoh but a body of a lion.

Khafre wanted to show he was as fierce as a lion.

Khafre wanted to show that he was as powerful as a lion.

» Khafre wanted to show he was as fierce and as powerful as a lion.

Khafre wanted to show that he was like a lion, fierce and powerful.

This is one of the biggest sphinxes in Egypt.

This is one of the most beautiful sphinxes in Egypt.

This is the Great Sphinx.

» This Great Sphinx is one of the biggest and most beautiful sphinxes in Egypt.

One of the biggest and most beautiful sphinxes in Egypt is called the Great Sphinx.



### Condensing Sentences

[Have students condense sentences using another image you have selected from the Flip Book.]

### Extending the Activity

- Students can work with their partners to build longer sentences. Model how to take turns saying a short sentence about the picture and how to combine the short sentences into one longer sentence.



## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                              |
|--------------------|------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                     |
| Knowledge/Lesson   | K4L13                                                                        |
| Activity Name      | Condensing Sentences                                                         |
| Proficiency Levels |                                                                              |
| Entering           | Student condenses two short, provided sentences in simple ways with support. |
| Emerging           | Student condenses two short, provided sentences in simple ways.              |
| Transitioning      | Student condenses two sentences in a growing number of ways with support.    |
| Expanding          | Student condenses two sentences in a growing number of ways.                 |
| Bridging           | Student condenses two or more sentences in a variety of ways.                |

~~~~~ End Lesson ~~~~~


14

EARLY WORLD CIVILIZATIONS

Judaism

PRIMARY FOCUS OF LESSON

Reading

Students will compare the text type and purpose of a trade book on Judaism, or on a topic related to early world civilizations.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Reading/Listening Guide
[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------------------|---------|---|
| Connections | | |
| Domain-Related Trade Book: Judaism | 30 min. | <input type="checkbox"/> trade book <input type="checkbox"/> Resource Page 4.2S or 4.3S <input type="checkbox"/> Reading/Listening Guide <input type="checkbox"/> student copies of Reading/Listening Guide (optional) <input type="checkbox"/> sticky notes <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Connections

- Find a trade book on Judaism (or on a topic related to early world civilizations) to read aloud to students.
- Create a large Reading/Listening Guide on chart paper using Resource Page 4.2S (Literary Text) or 4.3S (Informational Text) as a model. Optional: prepare an individual copy for each student.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features |
|---|
| <ul style="list-style-type: none">• Compare text type and purpose of different texts. |
| Language Forms and Functions |
| Compare: Both the trade book and read-aloud . . . |
| Contrast: The trade book . . ., but the read-aloud . . . |

Lesson 14: Judaism

Connections



Primary Focus: Students will compare the text type and purpose of a trade book on Judaism, or on a topic related to early world civilizations.

DOMAIN-RELATED TRADE BOOK: JUDAISM (30 MIN.)


Reading
Reading/Viewing
Closely

Entering/Emerging

Highlight a few key words and phrases from the trade book.

Transitioning/Expanding

Help students identify the main topic and point out how the trade book is organized. Highlight key details from the trade book.

Bridging

Point out how the trade book is similar to and different from the read-alouds in the lesson.

Provide sentence starters: "Both the trade book and read-aloud . . ."; "The trade book . . ., but the read-aloud . . ."


Reading/Listening Guide

[As a class, fill in a Reading/Listening Guide (Resource Page 4.2S or 4.3S). This can be done during the reading or afterward.]

- Point out the text features of the trade book.
 - Identify the title, author, and illustrator.
 - Preview a few of the illustrations or images with their captions.
 - Highlight additional text features such as charts, diagrams, and glossary or vocabulary sidebars.
- As you read, use the same strategies that you have been using when reading the read-aloud selections: pause and ask occasional questions, and rapidly clarify critical vocabulary within the context of the text.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in this book relates to the read-aloud in the lesson.
- **Text Type and Purpose:** Help students determine the text type and its purpose by prompting them with a series of questions.
 - Is this a story (literary) or an explanation (informational)?
 - Is it completely factual (informational/nonfiction), or is part of it made up (fiction)?
 - Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?



Check for Understanding

Compare and Contrast: What is the difference between a story (literary) and an explanation (nonfiction/informational)?

- » Answers may vary, but may include that a story does not have to contain facts and information; that a story includes a plot, characters, and setting; that in nonfiction, an explanation should be true; etc.

Everybody Counts: Draw and/or write on sticky notes about something you have learned or a question you have. Post your drawings, comments, and questions on the large Reading/Listening Guide.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K4L14 |
| Activity Name | Reading/Listening Guide |
| Proficiency Levels | |
| Entering | Student identifies key words and phrases to answer questions about the text with support. |
| Emerging | Student identifies key words and phrases to answer questions about the text. |
| Transitioning | Student retells some key details from the text with support. |
| Expanding | Student retells some key details from the text. |
| Bridging | Student compares and contrasts trade book with information presented in the lessons. |

~ End Lesson ~

15

EARLY WORLD CIVILIZATIONS

Christianity

PRIMARY FOCUS OF LESSON

Reading

Students will compare the text type and purpose of a trade book on Christianity, or on a topic related to early world civilizations, to the read-alouds in this unit.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Reading/Listening Guide

[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Connections | | |
| Domain-Related Trade Book: Christianity | 30 min. | <input type="checkbox"/> trade book <input type="checkbox"/> Resource Page 4.2S or 4.3S <input type="checkbox"/> Reading/Listening Guide <input type="checkbox"/> student copies of Reading/Listening Guide (optional) <input type="checkbox"/> sticky notes <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Connections

- Find a trade book on Christianity (or on a topic related to early world civilizations) to read aloud to students.
- Create a large Reading/Listening Guide on chart paper using Resource Page 4.2S (Literary Text) or 4.3S (Informational Text) as a model. Optional: prepare an individual copy for each student.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features |
|---|
| <ul style="list-style-type: none">• Compare text type and purpose of different texts. |
| Language Forms and Functions |
| Compare: Both the trade book and read-aloud . . . |
| Contrast: The trade book . . ., but the read-aloud . . . |

Lesson 15: Christianity

Connections



Primary Focus: Students will compare the text type and purpose of a trade book on Christianity, or on a topic related to early world civilizations, to the read-alouds in this unit.

DOMAIN-RELATED TRADE BOOK: CHRISTIANITY (30 MIN.)


Reading
Reading/Viewing
Closely

Entering/Emerging

Highlight a few key words and phrases from the trade book.

Transitioning/Expanding

Help students identify the main topic and point out how the trade book is organized. Highlight key details from the trade book.

Bridging

Point out how the trade book is similar to and different from the read-alouds in the lesson. Provide sentence starters: "Both the trade book and read-aloud . . ."; "The trade book . . ., but the read-aloud . . ."

**Reading/Listening Guide**

[As a class, fill in a Reading/Listening Guide (Resource Page 4.2S or 4.3S). This can be done during the reading or afterward.]

- Point out the text features of the trade book.
 - Preview a few of the illustrations or images with their captions.
 - Highlight additional text features such as charts, diagrams, and glossary or vocabulary sidebars.

**Check for Understanding**

Point to It: Have students point to and identify the title, author, and illustrator of the trade book.

- As you read, use the same strategies that you have been using when reading the read-aloud selections: pause and ask occasional questions, and rapidly clarify critical vocabulary within the context of the text.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in this book relates to the read-aloud in the lesson.

- **Text Type and Purpose:** Help students determine the text type and its purpose by prompting them with a series of questions.
 - Is this a story (literary) or an explanation (informational)?
 - Is it completely factual (informational/nonfiction), or is part of it made up (fiction)?
 - Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?

Everybody Counts: Draw and/or write on sticky notes about something you have learned or a question you have. Post your drawings, comments, and questions on the large Reading/Listening Guide.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K4L15 |
| Activity Name | Reading/Listening Guide |
| Proficiency Levels | |
| Entering | Student identifies key words and phrases to answer questions about the text with support. |
| Emerging | Student identifies key words and phrases to answer questions about the text. |
| Transitioning | Student retells some key details from the text with support. |
| Expanding | Student retells some key details from the text. |
| Bridging | Student compares and contrasts trade book with information presented in the lessons. |

~~~~~ End Lesson ~~~~~



## 16

## EARLY WORLD CIVILIZATIONS

## Islam

## PRIMARY FOCUS OF LESSON

**Reading**

Students will compare the text type and purpose of a trade book on Islam, or on a topic related to early world civilizations, to the read-alouds in this unit.

## LANGUAGE PROFICIENCY ASSESSMENT

**Reading****Reading/Listening Guide**  
**[Informal Observation]**



## LESSON AT A GLANCE

|                                  | Time    | Materials                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Connections</b>               |         |                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Domain-Related Trade Book: Islam | 30 min. | <ul style="list-style-type: none"><li><input type="checkbox"/> trade book</li><li><input type="checkbox"/> Resource Page 4.2S or 4.3S</li><li><input type="checkbox"/> Reading/Listening Guide</li><li><input type="checkbox"/> student copies of Reading/Listening Guide (optional)</li><li><input type="checkbox"/> sticky notes</li><li><input type="checkbox"/> Language Proficiency Recording Sheet</li></ul> |

## ADVANCE PREPARATION

### Connections

- Find a trade book on Islam (or on a topic related to early world civilizations) to read aloud to students.
- Create a large Reading/Listening Guide on chart paper using Resource Page 4.2S (Literary Text) or 4.3S (Informational Text) as a model. Optional: prepare an individual copy for each student.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                  |
|-----------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Compare text type and purpose of different texts.</li></ul> |
| Language Forms and Functions                                                                        |
| <b>Compare:</b> Both the trade book and read-aloud . . .                                            |
| <b>Contrast:</b> The trade book . . ., but the read-aloud . . .                                     |



## Lesson 16: Islam

## Connections



**Primary Focus:** Students will compare the text type and purpose of a trade book on Islam, or on a topic related to early world civilizations, to the read-alouds in this unit.

**DOMAIN-RELATED TRADE BOOK: ISLAM (30 MIN.)**


Reading  
Reading/Viewing  
Closely

**Entering/Emerging**

Highlight a few key words and phrases from the trade book.

**Transitioning/Expanding**

Help students identify the main topic and point out how the trade book is organized. Highlight key details from the trade book.

**Bridging**

Point out how the trade book is similar to and different from the read-alouds in the lesson. Provide sentence starters: "Both the trade book and read-aloud . . ."; "The trade book . . ., but the read-aloud . . ."



## Reading/Listening Guide

[As a class, fill in a Reading/Listening Guide (Resource Page 4.2S or 4.3S). This can be done during the reading or afterward.]

- Point out the text features of the trade book.
  - Identify the title, author, and illustrator.
  - Preview a few of the illustrations or images with their captions.
  - Highlight additional text features such as charts, diagrams, and glossary or vocabulary sidebars.
- As you read, use the same strategies that you have been using when reading the read-aloud selections: pause and ask occasional questions, and rapidly clarify critical vocabulary within the context of the text.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in this book relates to the read-aloud in the lesson.
- **Text Type and Purpose:** Help students determine the text type and its purpose by prompting them with a series of questions.
  - Is this a story (literary) or an explanation (informational)?
  - Is it completely factual (informational/nonfiction), or is part of it made up (fiction)?
  - Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?



**Everybody Counts:** Draw and/or write on sticky notes about something you have learned or a question you have.



### Check for Understanding

**Share It:** Post your drawings, comments, and questions on the large Reading/Listening Guide (Resource Page 4.2S or 4.3S). [Have several students share a comment or question they have. If another student has an answer to another student's question, allow her or him to respond.]

- Have students post their drawings, comments, and questions on the large Reading/Listening Guide.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                   |
| Knowledge/Lesson   | K4L16                                                                                     |
| Activity Name      | Reading/Listening Guide                                                                   |
| Proficiency Levels |                                                                                           |
| Entering           | Student identifies key words and phrases to answer questions about the text with support. |
| Emerging           | Student identifies key words and phrases to answer questions about the text.              |
| Transitioning      | Student retells some key details from the text with support.                              |
| Expanding          | Student retells some key details from the text.                                           |
| Bridging           | Student compares and contrasts trade book with information presented in the lessons.      |

End Lesson







Language Studio 5

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# **Early American Civilizations**

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# Contents



## EARLY AMERICAN CIVILIZATIONS

### Lesson 1 The Maya: A Harvest and a Hurricane

133

**Look Ahead** (15 min.)

- Where in the World? The Maya
- Vocabulary Preview: *Hurricane, Maize*

**Connections** (10 min.)

- Hunting-Gathering-Farming

**Looking at Language** (5 min.)

- Show and Tell Verbs

### Lesson 2 The Maya: Journey to Baakal

144

**Rewind** (20 min.)

- Story Summary Chart
- Early American Civilizations Chart

**Vocabulary Building** (10 min.)

- Word Wall: *Greatest*

### Lesson 3 The Maya: King Pakal's Tomb

153

**Connections** (10 min.)

- Sayings and Phrases: *The More the Merrier*

**Vocabulary Building** (15 min.)

- Multiple-Meaning Word: *Story*
- T-Chart: *Rarest/Common*

**Looking at Language** (5 min.)

- Expanding Sentences

### Lesson 4 The Maya: The Festival of the First Star

162

**Talk Time** (10 min.)

- Festivals

**Rewind** (15 min.)

- Early American Civilizations Chart

**Looking at Language** (5 min.)

- Condensing Sentences

### Lesson 5 The Aztec: The Legend of the Eagle and the Serpent

169

**Look Ahead** (10 min.)

- Where in the World? The Aztecs

**Focus on Text** (5 min.)

- Legend

**Rewind** (10 min.)

- Story Summary Chart

**Looking at Language** (5 min.)

- Condensing Sentences



## Lesson 6 The Aztec: The Floating Gardens of Xochimilco

178

### Vocabulary Building (10 min.)

- Word Work: *Predicted*

### Rewind (15 min.)

- Early American Civilizations Chart

### Looking at Language (5 min.)

- Show and Tell Verbs

## Lesson 7 The Aztec: In the Palace of the Emperor

187

### Vocabulary Building (10 min.)

- Word Wall: *Abundance*

### Rewind (15 min.)

- T-Chart: *Emperor/Empire*

### Looking at Language (5 min.)

- Expanding Sentences

## Lesson 8 The Aztec: Cortés's Letter

195

### Vocabulary Building (10 min.)

- Word Work: *Wondrous, Courteous*

### Rewind (15 min.)

- Early American Civilizations Chart

### Looking at Language (5 min.)

- Expanding Sentences

## Lesson 9 The Inca: Who Were the Inca?

204

### Look Ahead (10 min.)

- Where in the World? The Inca

### Rewind (10 min.)

- Story Summary Chart

### Looking at Language (10 min.)

- Show and Tell Verbs
- Condensing Sentences

## Lesson 10 The Inca: The Runner

213

### Vocabulary Building (10 min.)

- Word Wall: *Distant*

### Rewind (10 min.)

- Story Summary Chart

### On Stage (10 min.)

- The Runner

## Lesson 11 The Inca: Machu Picchu—A Lucky Discovery

220

### Rewind (15 min.)

- Early American Civilizations Chart

### Write About It (15 min.)

- Early American Civilizations



## EARLY AMERICAN CIVILIZATIONS

# The Maya: A Harvest and a Hurricane

**PRIMARY FOCUS OF LESSON****Listening**

Students will locate the area where the Maya lived on a map.

**Speaking**

Students will share opinions using the domain-specific words *hurricane* and *maize*.

**Reading**

Students will review the progression from nomadic life to farming life using a graphic.

Students will identify showing and telling verbs and determine their meanings in sentences.

**FORMATIVE ASSESSMENT**

Reading

Verb Types [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Nomad-Farmer [Informal Observation]



## LESSON AT A GLANCE

|                                             | Time    | Materials                                                                                                                                                                                                                                                                                                |
|---------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                           |         |                                                                                                                                                                                                                                                                                                          |
| Where in the World? The Maya                | 10 min. | <input type="checkbox"/> Image 1A-3<br><input type="checkbox"/> Activity Page 1.1S<br><input type="checkbox"/> Resource Page 5.1S<br><input type="checkbox"/> Early American Civilizations map<br><input type="checkbox"/> images of the rainforest<br><input type="checkbox"/> green markers or crayons |
| Vocabulary Preview: <i>Hurricane, Maize</i> | 5 min.  | <input type="checkbox"/> Image 1A-2<br><input type="checkbox"/> satellite image of a hurricane                                                                                                                                                                                                           |
| <b>Connections</b>                          |         |                                                                                                                                                                                                                                                                                                          |
| Hunting-Gathering-Farming                   | 10 min. | <input type="checkbox"/> Resource Page 5.3S<br><input type="checkbox"/> Hunting-Gathering-Farming chart<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Language Proficiency Recording Sheet                                                                                         |
| <b>Looking at Language</b>                  |         |                                                                                                                                                                                                                                                                                                          |
| Show and Tell Verbs                         | 5 min.  | <input type="checkbox"/> Show and Tell Verbs chart<br><input type="checkbox"/> chart paper                                                                                                                                                                                                               |












## ADVANCE PREPARATION

### Look Ahead

- Prepare Activity Page 1.1S. Refer to this as the Early American Civilizations map. Students will use this map throughout this unit. Prepare and display a larger version of this map using Resource Page 5.1S, and keep it displayed throughout this unit.
- Find images of the rainforest in Mexico and Central America and satellite images of a hurricane to show students.

### Connections

- Create a Hunting-Gathering-Farming chart on chart paper as follows, using the images on Resource Page 5.3S to support student understanding of the progression from nomadic life to farming life:

| Hunting                                                                                           | Gathering                                                                                          | Farming                                                                                                 |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                 |                  |                      |
| Hunter<br>     | Wild Plants<br> | Mayan Farmers<br>   |
| Big Game<br>   |                                                                                                    | Farm Vegetables<br> |
| Small Game<br> |                                                                                                    |                                                                                                         |

- Prepare Language Proficiency Recording Sheet for Reading.



## Looking at Language

- Prepare and display the following Show and Tell Verbs chart on chart paper. You may wish to add additional sentences from the read-aloud or other sources that use verbs to show and tell.

| Show and Tell Verbs                          |                                                                                                               |               |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------|
| Story                                        | What it says in the story                                                                                     | What it means |
| <b>“The Maya: A Harvest and a Hurricane”</b> | Kanal knew this and <u>understood</u> why Pik was upset.                                                      |               |
|                                              | Kanal <u>smiled</u> and said, “Hello. How are you?”                                                           |               |
|                                              | So the two boys <u>started</u> down the dirt path toward their village.                                       |               |
|                                              | An old woman <u>waved</u> them over.                                                                          |               |
|                                              | The boys <u>popped</u> some chicle into their mouths.                                                         |               |
|                                              | As the boys <u>hurried</u> forward, Tun and the other men <u>drew</u> the fish in the net onto the riverbank. |               |

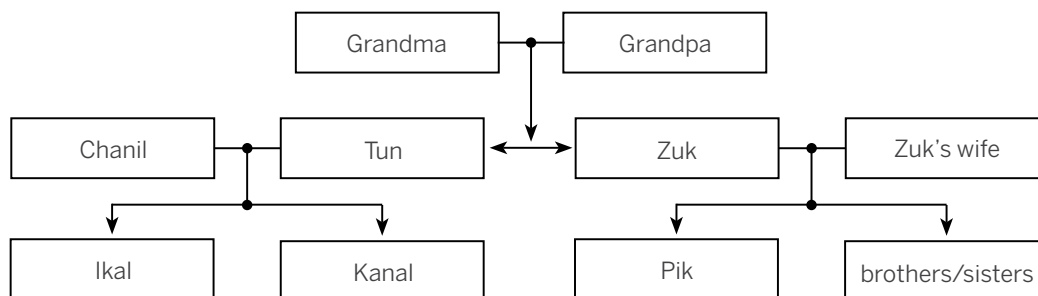
## Note to Teacher

Explain that the characters in the read-aloud are fictional, but the setting and events tell about what life was really like during the time of the Maya.

Students will be introduced to many characters. You may wish to use a Characters Map (Resource Page 5.2S) to help keep track of the characters and the relationships among the characters. The Characters Map can also be used to teach vocabulary, such as *extended family* or *cousin*.

Students will meet the following characters in today’s story: Kanal, Pik, Ikal, Tun, and Zuk.





## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share opinions using the domain-specific words *hurricane* and *maize*.
- Recount how people progressed from nomadic life to farm life using a chart.

### Language Forms and Functions

**Offer opinion:** I \_\_\_\_\_ eating maize.  
(enjoy/do not enjoy)

I like to eat \_\_\_\_\_, which is made from corn/maize.

**Recount a progression:** Long, long ago people got food by . . . / As time passed, they began to . . . / Over time, they . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

hunting/gathering/farming  
hurricane  
maize  
nomad

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

cousin  
sister



## Lesson 1: The Maya: A Harvest and a Hurricane

## Look Ahead



## Primary Focus

Students will locate the area where the Maya lived on a map.

Students will share opinions using the domain-specific words *hurricane* and *maize*.

## WHERE IN THE WORLD? THE MAYA (10 MIN.)



## Show Image 1A-3: Mayan village

- Tell students that today they will learn about a group of people call the Maya, who lived and farmed together a long time ago.
- Tell students that the Maya lived in the rainforests of Mexico and Central America. Point to Mexico and the Yucatán Peninsula on the Early American Civilizations map.

**Meet the Characters:** [Point to the boy wearing green.] This boy's name is Kanal [/ko\*nol/]. [Point to the boy wearing yellow.] This boy's name is Pik; he is Kanal's cousin. [Point to the girl.] This girl's name is Ikal [/eek\*ol/]. She is Kanal's younger sister. The old woman in the picture lives in their village.

**Definition:** A rainforest is a type of forest that is very warm and wet. Many evergreen plants live in the rainforest, which means that the rainforest is green all year long.

- Show students images of the rainforest. Have them describe what they see.
- Explain to students that the Maya lived on the Yucatán Peninsula.

## Activity Page 1.1S



## Check for Understanding

**Point to It:** [Give students Activity Page 1.1S.] On the Early American Civilizations map, point to the Yucatán Peninsula.



**Find It:** On your Early American Civilizations map, color the Yucatán Peninsula green.

## VOCABULARY PREVIEW (5 MIN.)

### Hurricane

In the read-aloud you will hear today, Pik is worried that a hurricane might damage his family's crop of corn.

Say *hurricane* with me three times.

**Definition:** A hurricane is a strong storm with dangerous wind and rain. [Show students a satellite image of a hurricane.]

**Examples:** A hurricane can cause damage to buildings and roads.

Everybody stayed indoors and away from the windows during the hurricane.

**Think About It:** What should we do if we know a hurricane is coming? [Ask questions regarding hurricane safety (e.g., Should we be outdoors? Should we be next to the windows to see the hurricane, or should we stay away from the windows?).]

### Maize



#### Show Image 1A-2: Maize

Pik is very worried about gathering all the corn or maize his family has grown before a hurricane arrives. [Point to the maize.]

Say *maize* with me three times.

**Definition:** *Maize* is another word for corn.

**Examples:** Aruelo wished his mother would cook maize for dinner every night.

Yun loved helping her parents grow maize on their small farm.

**In Your Opinion:** Do you enjoy eating maize? [Invite students to share about foods they enjoy eating that are made from corn or maize.]

### Support

#### Sentence frames:

"I \_\_\_\_\_ (*enjoy/do not enjoy*) eating maize."

"I like to eat \_\_\_\_\_, which is made from maize/corn."



---

## Lesson 1: The Maya: A Harvest and a Hurricane

# Connections



**Primary Focus:** Students will review the progression from nomadic life to farming life using a graphic.

### HUNTING-GATHERING-FARMING (10 MIN.)

Long, long ago, people did not have stores from which to buy their food. And very long ago, there were no farmers or people who planted and grew food. The main way to get food was to hunt and eat animals. To do this, they moved from place to place following the animals they hunted. We call people who live this way nomads.

Repeat the word *nomad* with me.

**Definition:** A nomad is a person who does not stay in one place for very long; a nomad moves from place to place often.

[Refer to the Hunting-Gathering-Farming chart as you explain the following.]

Nomads hunted large animals, and they ate meat from those animals for food. The animals didn't stay in one place very long, so nomads would pack their things and move frequently to follow and hunt the animals.

Sometimes there were not enough large animals to hunt and use for food. So, people began hunting smaller animals, such as deer and rabbits.

They also started looking for plants they could eat, such as nuts, berries, and seeds.

**Definition:** Searching for and picking plants that you find growing in the wild is called gathering.

As time passed, some people noticed that certain plants grew better in some places, and they began to collect, save, and plant seeds from those plants to grow gardens. Some of the first plants that people grew in the Americas were peppers and pumpkins. Over time, some people chose to grow more plants to eat. These people chose to live in one place for a much longer period of time and grow their own food on a farm.





## Nomad-Farmer

Use the Hunting-Gathering-Farming chart to recount how people progressed from nomadic life to farm life.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                              |
|--------------------|--------------------------------------------------------------|
| Language Domain    | Reading                                                      |
| Knowledge/Lesson   | K5L1                                                         |
| Activity Name      | Nomad-Farmer                                                 |
| 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.     |

## Support

### Sentence starters:

"Long, long ago, people got food by . . ."

"As time passed, they began to . . ."

"Over time, they . . ."



**Reading**  
Selecting Language Resources

### Entering/Emerging

Point to the images on the Hunting-Gathering-Farming chart, and help students identify them one by one.

### Transitioning/Expanding

Provide key words from the lesson when necessary.

### Bridging

Have students retell how people progressed from nomadic life to farm life, using details from the lesson.



## Lesson 1: The Maya: A Harvest and a Hurricane

# Looking at Language



**Primary Focus:** Students will identify showing and telling verbs and determine their meanings in sentences.



Reading  
Using Verbs and Verb  
Phrases

### Entering/Emerging

Say a verb from the story, and ask students *yes/no* questions about that verb (e.g., “Does *waved* over mean that she indicated she wanted them to come to her?”).

### Transitioning/Expanding

Read the showing and telling verbs with emphasis, and help students determine the meaning of the verbs in context. Use images when possible to illustrate.

### Bridging

Prompt students to ask and answer questions about a variety of showing and telling verbs from the story (e.g., “The story says, ‘The boys popped some chicle into their mouths.’

How can we find out the meaning of the verb *popped*?”).

### SHOW AND TELL VERBS (5 MIN.)

In the story, Pik was worried that the maize would not be harvested before the hurricane came. Kanal knew this and **understood** why Pik was upset.

The word *understood* is used here to mean that Kanal thinks what Pik thinks—that they may not have enough time to harvest the maize. [Add this to the first row of the Show and Tell Verbs chart.]

In this read-aloud as in other stories, the author uses different types of verbs to show how the characters are feeling, what they are thinking, and what they are doing.



### Formative Assessment

**Verb Types:** Let’s look at some of the other sentences from the story and fill in the Show and Tell Verbs chart.



## Support

Act out the sentences or have students act them out to provide visual support.

| Show and Tell Verbs                        |                                                                                                               |                                                                             |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Story                                      | What it says in the story                                                                                     | What it means                                                               |
| <b>The Maya: A Harvest and a Hurricane</b> | Kanal knew this and <u>understood</u> why Pik was upset.                                                      | Kanal thinks the same thing as Pik.                                         |
|                                            | Kanal <u>smiled</u> and said, "Hello. How are you?"                                                           | Kanal is happy to see Pik.                                                  |
|                                            | So the two boys <u>started</u> down the dirt path toward their village.                                       | The boys began walking.                                                     |
|                                            | An old woman <u>waved</u> them over.                                                                          | The old woman wanted the boys to come to her.                               |
|                                            | The boys <u>popped</u> some chicle into their mouths.                                                         | The boys put the chicle in their mouths.                                    |
|                                            | As the boys <u>hurried</u> forward, Tun and the other men <u>drew</u> the fish in the net onto the riverbank. | The boys ran to where Tun was.<br>The men pulled the fish out from the net. |

End Lesson



## 2

## EARLY AMERICAN CIVILIZATIONS

# The Maya: Journey to Baakal

**PRIMARY FOCUS OF LESSON****Speaking**

Students will summarize the story, “The Maya: Journey to Baakal” using a chart.

**Writing**

Students will review and present information about Mayan farming and cities using an Early American Civilizations chart.

**Listening**

Students will analyze words associated with the word *greatest* according to their shades of meaning on a word wall.

**FORMATIVE ASSESSMENT**

Writing

**Civilizations Chart** [Activity Pages 2.1S, 2.2S]

Listening

**Word Wall** [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Story Summary** [Informal Observation]



## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                                                                                                                          |
|------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                      |         |                                                                                                                                                                                                    |
| Story Summary Chart                | 10 min. | <input type="checkbox"/> Resource Page 5.4S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Images 2A-3, 2A-6<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| Early American Civilizations Chart | 10 min. | <input type="checkbox"/> Resource Page 5.5S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Activity Pages 2.1S, 2.2S<br><input type="checkbox"/> Image Cards 4, 7             |
| <b>Vocabulary Building</b>         |         |                                                                                                                                                                                                    |
| Word Wall: <i>Greatest</i>         | 10 min. | <input type="checkbox"/> Image 2A-2<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> index cards, tape, marker                                                                  |

## ADVANCE PREPARATION

### Rewind

- Create a Story Summary chart on chart paper as follows, using Resource Page 5.4S as a guide:

| Story Summary—The Maya: A Journey to Baakal |  |
|---------------------------------------------|--|
| <b>Who?</b>                                 |  |
| <b>What?</b>                                |  |
| <b>How?</b>                                 |  |
| <b>Where?</b>                               |  |
| <b>Why?</b>                                 |  |



- Prepare Language Proficiency Recording Sheet for Speaking.
- Create a large Early American Civilizations chart on a large piece of chart paper as follows, using Resource Page 5.5S as a guide. Each section should be large enough to display an image card. This chart will be used throughout this unit to identify and compare components of the early American civilizations.

|       | Farming | Cities | Leaders | Religion |
|-------|---------|--------|---------|----------|
| Maya  |         |        |         |          |
| Aztec |         |        |         |          |
| Inca  |         |        |         |          |

- Prepare Activity Pages 2.1S and 2.2S. Refer to them as the activity pages for the Early American Civilizations chart and the image bank for the Maya. Students will use the chart and image bank in later lessons.

### Vocabulary Building

- Create a horizontal word wall by drawing a horizontal line from left to right on chart paper. Write each of the following words on an individual index card: *best, worst, greatest, fine, bad, bottom, inferior, superior, top, and acceptable*. Be prepared to affix these cards to the word wall during the lesson.

### Note to Teacher

**Art and Drama Connections:** You may wish to create backdrops and have students act out parts of the story, “The Maya: Journey to Baakal,” prior to completing the Story Summary chart.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Summarize the story using a chart.
- Write about and present information about Mayan farming and cities.
- Categorize words according to their shades of meaning.

### Language Forms and Functions

**Summary:** Who? What? How? Where? Why?

### Vocabulary

#### Tier 3 Domain-Specific Words

canoe  
maize

#### Tier 2 General Academic Words

greatest  
journey

#### Tier 1 Everyday Speech Words

city  
farming

Start Lesson

## Lesson 2: The Maya: Journey to Baakal

# Rewind



### Primary Focus

Students will summarize the story, “The Maya: Journey to Baakal” using a chart.

Students will review and present information about Mayan farming and cities using an Early American Civilizations chart.

## STORY SUMMARY CHART (10 MIN.)

- Use Flip Book Images 2A-3 and 2A-6 to review what happened in the story.
- Fill in the Story Summary chart as you review this story with the class, using the following completed chart as a guide:





Speaking  
Selecting Language  
Resources

### Entering/Emerging

Display an image and ask a *wh*- question from the chart.

### Transitioning/Expanding

Ask a series of *wh*- questions related to the images, and provide modeled sentences for students to repeat with each image.

### Bridging

Invite students to ask and answer *wh*- questions about the images in order to fill in the Story Summary chart.

## Story Summary—The Maya: A Journey to Baakal

|               |                                                                                     |
|---------------|-------------------------------------------------------------------------------------|
| <b>Who?</b>   | Kanal and his family.                                                               |
| <b>What?</b>  | They are taking a trip.                                                             |
| <b>How?</b>   | They are traveling by canoe.                                                        |
| <b>Where?</b> | They are going to Baakal, an important Mayan city.                                  |
| <b>Why?</b>   | Kanal and his family want to honor the god of maize for giving them a good harvest. |

**Definition:** To summarize means to retell by saying only the main points.



### Story Summary

With a partner, summarize the important parts of the story using the Story Summary chart.



## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                        |
| Knowledge/Lesson   | K5L2                                                                                                                            |
| Activity Name      | Story Summary                                                                                                                   |
| Proficiency Levels |                                                                                                                                 |
| Entering           | Student retells an event from the story by answering a simple <i>wh</i> - question with prompting and support.                  |
| Emerging           | Student retells an event from the story by answering a simple <i>wh</i> - question.                                             |
| Transitioning      | Student retells a simple sequence of events, repeating modeled sentences when necessary.                                        |
| Expanding          | Student retells a simple sequence of events.                                                                                    |
| Bridging           | Student retells a more complex sequence of events from the story by asking and answering questions about images from the story. |

## EARLY AMERICAN CIVILIZATIONS CHART (10 MIN.)

- Invite volunteers to suggest a symbol that the class can use to represent the Maya (e.g., corn or maize, a canoe, or a stone house). You may wish to draw this symbol on the Early American Civilizations chart.

**Look and Learn:** [Show Image Card 4 (Mayan Farming).] This is an illustration of the Mayan people farming maize or corn. Share what you learned about the Maya and farming.

Where should I place this image card on the chart? (*Farming*)

**Look and Learn:** [Show Image Card 7 (Mayan City—Baakal).] This image card shows Kanak's family in the city of Baakal. Share what you learned about Mayan cities.

Where should I place this image card on the chart? (*Cities*)

### Image Cards 4, 7



### Note

Use Image Cards 4 and 7 to help students remember that many of the Maya were farmers and that the civilization also had large cities.



## Activity Pages 2.1S, 2.2S



Writing  
Interacting via Written  
English

### Entering/Emerging

Help students gather  
and place the images in  
the correct sections of  
the chart.

### Transitioning/Expanding

Provide a word bank to  
help students label the  
images.

### Bridging

Challenge students  
to write sentences to  
describe the images  
with a partner.

|       | Farming                                                                                           | Cities                                                                                                                                         | Leaders | Religion |
|-------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|
| Maya  | <b>Image Card 4</b><br>The Maya raised maize in fields.<br><br>Extended families farmed together. | <b>Image Card 7</b><br>Baakal had markets, buildings, and a great tomb.<br><br>The Maya traveled to the city for festivals and special events. |         |          |
| Aztec |                                                                                                   |                                                                                                                                                |         |          |
| Inca  |                                                                                                   |                                                                                                                                                |         |          |

## Formative Assessment



**Civilizations Chart:** Fill in your Early American Civilizations chart (Activity Page 2.1S) using the image bank for the Maya (Activity Page 2.2S) and/or your own sketches or writing.



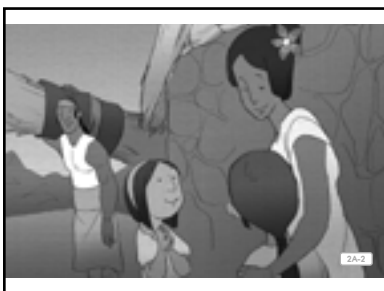
## Lesson 2: The Maya: Journey to Baakal

# Vocabulary Building



**Primary Focus:** Students will analyze words associated with the word *greatest* according to their shades of meaning on a word wall.

### WORD WALL: GREATEST (10 MIN.)



#### Show Image 2A-2: Kanal's family excited about the journey

Kanal's mother said, "There is no other place like [Baakal] . . . the greatest city in the world."

Kanal's mother uses the word *greatest* to let others know the city is the best.

**Definition:** *Greatest* means the best.

- Tell students you will work together to create a word wall for the word *greatest*.
- Hold up the card for the word *best*, and read the word aloud.
- Explain to students that *best* is a word to describe something that is excellent or great, such as getting a perfect score on your spelling test after you studied very hard.
- Tape the card for *best* on the right-hand side of the line. Underneath the card draw a picture of a smiling face.

**Ask:** What is a word that might be the opposite, or antonym, of the word *best*?

» *Worst* is an antonym of *best*.

- Hold up the card for the word *worst*, and read the word aloud.
- Tell students that *worst* is a word used to describe experiences such as receiving a zero on your spelling test.
- Tape the card for *worst* on the left-hand side of the line. Underneath the card draw a picture of a frowning face.





### Formative Assessment

**Word Wall:** [Hold up the card for the word *greatest*, and read the word aloud.] Should the word *greatest* be placed closer to *best* or *worst*?

» closer to *best*

- Tape the card for the word *greatest* next to *best* on the right-hand side of the line.

- Hold up the card for the word *fine*, and read the word aloud.

Should the word *fine* be placed closer to *best* or *worst*?

» in the middle between *best* and *worst*

- Tape the card for the word *fine* in the middle of the chart.
- Repeat this process with the remaining cards: *bad*, *bottom*, *inferior*, *superior*, *top*, and *acceptable*. After all the cards have been attached to the word wall, read over the words with students.

End Lesson



## EARLY AMERICAN CIVILIZATIONS

# The Maya: King Pakal's Tomb

**PRIMARY FOCUS OF LESSON****Listening**

Students will apply the saying “the more the merrier” to the story and to various contexts.

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

**Speaking**

Students will describe various objects using the antonyms *rarest* and *common*.

Students will add details to expand sentences in a shared language activity.

**FORMATIVE ASSESSMENT****Speaking****Expanding Sentences [Informal Observation]****LANGUAGE PROFICIENCY ASSESSMENT****Speaking****T-Chart [Informal Observation]**



## LESSON AT A GLANCE

|                                           | Time    | Materials                                                                                                            |
|-------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------|
| <b>Connections</b>                        |         |                                                                                                                      |
| Sayings and Phrases: The More the Merrier | 10 min. | ❑ Image 1A-7                                                                                                         |
| <b>Vocabulary Building</b>                |         |                                                                                                                      |
| Multiple-Meaning Word: <i>Story</i>       | 5 min.  | ❑ Poster 2M (Story)                                                                                                  |
| T-Chart: <i>Rarest/Common</i>             | 10 min. | ❑ T-chart<br>❑ purple and brown markers<br>❑ Images 1A-2, 2A-6, 3A-3, 3A-4<br>❑ Language Proficiency Recording Sheet |
| <b>Looking at Language</b>                |         |                                                                                                                      |
| Expanding Sentences                       | 5 min.  | ❑ Image 3A-1<br>❑ additional Flip Book image                                                                         |

## ADVANCE PREPARATION

### Vocabulary Building

- Create a large T-chart with the words *rarest* and *common* as follows:

| Rarest | Common |
|--------|--------|
|        |        |

- Prepare Language Proficiency Recording Sheet for Speaking.

### Looking at Language

- Find an additional Flip Book image.
- Prepare questions that will elicit details about the image.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share about an experience using the saying, “the more the merrier.”
- Describe various objects using the antonyms *rarest* and *common*.
- Expand sentences by adding details.

### Language Forms and Functions

\_\_\_\_\_ is one of the rarest things/a common thing.

I see a \_\_\_\_\_ pyramid. The pyramid is \_\_\_\_\_.  
(adj.) (adj.)

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

common/rarest

story  
the more the merrier

Start Lesson

## Lesson 3: The Maya: King Pakal's Tomb

# Connections



**Primary Focus:** Students will apply the saying “the more the merrier” to the story and to various contexts.

## SAYINGS AND PHRASES: THE MORE THE MERRIER (10 MIN.)



### Show Image 1A-7: Helping Zuk

- Remind students that at the end of “The Maya: A Harvest and a Hurricane,” Kanak, Tun and all their relatives helped Zuk and Pik harvest their maize before the hurricane arrived.
- Explain to students that the saying, “the more the merrier,” is a good way to describe the happiness Zuk and Pik felt as more and more people came to help them pick the maize.



- Tell students that the saying, “the more the merrier,” is another way of telling someone that you feel that the more people there are, the better.

**Ask:** Why might Zuk and Pik think “the more the merrier” when more people come to help them pick their maize before the hurricane?

- » They could pick the maize faster with more people helping. With more help, they might be able to pick all the maize before the hurricane arrived.

- Have students repeat the saying, “the more the merrier,” with enthusiasm.

**Making Connections:** I am going to read several sentences that are other examples of times when you might say, “The more the merrier.” After each sentence, say, “The more the merrier!”

Marco and Tran were playing on the playground when Angelina and Abigail asked to join the game. Marco and Tran said, . . .

- » The more the merrier!

Robert invited Annabelle to come over and play. Annabelle asked if her little sister could come too, and Robert said, . . .

- » The more the merrier!

Jayden and his mom were going to go to the park. Jayden’s dad asked if he could come too, and Jayden’s mom said, . . .

- » The more the merrier!

Mrs. Arroyo’s class went outside to play. Mrs. Smith’s class asked if Mrs. Arroyo’s class would share the playground. Mrs. Arroyo said, . . .

- » The more the merrier!

**Your Turn:** Tell your partner about a time you would use the saying, “the more the merrier.”

## Support

Help partners initiate their conversations, and encourage them to ask questions to get more information. Call on a few volunteers to share.



### Lesson 3: The Maya: King Pakal's Tomb

# Vocabulary Building



## Primary Focus

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

Students will describe various objects using the antonyms *rarest* and *common*.

## MULTIPLE-MEANING WORD: STORY (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 (Story).] Kanal, his sister Ikal, and his cousin Pik stood looking up at the most amazing building any of them had seen. It was nine stories high, each story smaller than the one below it. Here, *story* means one floor or level of a building. Which picture shows this? (*one*)

A story can also be a description of imaginary events like in a story book. Which picture shows this type of story? (*two*)

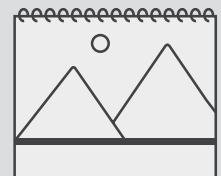
Story also describes a news article in a newspaper or information given as part of a television or radio broadcast. Which image shows this meaning of *story*? (*three*)



## Check for Understanding

**Turn and Talk:** With a partner, make a sentence for each meaning of *story*. Use complete sentences, and try to be as descriptive as possible. I will call on some of you to share your sentences with the class.

## Poster 2M



## Listening Analyzing Language Choices

## Entering/Emerging

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

## Transitioning/Expanding

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

## Bridging

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



## T-CHART: RAREST/COMMON (10 MIN.)



### Show Image 3A-4: King Pakal

Listen to this description of King Pakal: "He was dressed in robes woven of the finest cotton in many colors, and he wore a headdress of magnificent feathers from the rarest birds." [Point to King Pakal's headdress.]

Say *rarest* with me three times.

**Definition:** *Rarest* describes something that is very uncommon or not often seen, such as finding a purple bird feather in the park.

The opposite or antonym for *rarest* is *common*.

Say *common* with me three times.

**Definition:** *Common* describes something that is very easy to find or often easily found, such as finding a brown bird feather in the park.



Speaking  
Analyzing Language  
Choices

### Entering/Emerging

Show students an object or an image of an object. Prompt students to respond by gesturing or saying the words *rarest* or *common*.

### Transitioning/Expanding

Name an object, and have students respond using a sentence frame (e.g., "\_\_\_\_\_ is one of the rarest things/a common thing.").

### Bridging

Challenge students to think of other items that can be described as one of the rarest or common.



### T-Chart

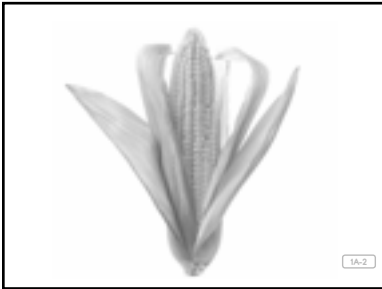
[Point to the word *rarest* on the top of the left-hand column, and draw a purple feather next to it. Point to the word *common* on the top of the right-hand column, and draw a brown feather next to it.] We will make a T-chart to compare the rarest things with common things. Look at the following images, and determine whether the pictures show one of the rarest things or something common.





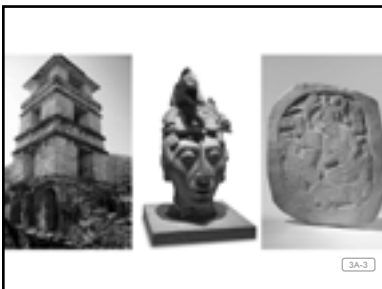
### Show Image 3A-4: King Pakal

[Point to the King's jade necklace and earrings.] Was jade one of the rarest things or a common thing? (*rarest*)



### Show Image 1A-2: Maize

Was maize one of the rarest things or a common thing? (*common*)



### Show Image 3A-3: Treasure found in King Pakal's tomb

Are these treasures found in a tomb some of the rarest things or common things? (*rarest*)



### Show Image 2A-6: Arriving in Baakal

[Point to the canoe.] Was a canoe one of the rarest things or a common thing to the Maya? (*common*)



## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                            |
|--------------------|------------------------------------------------------------|
| Language Domain    | Speaking                                                   |
| Knowledge/Lesson   | K5L3                                                       |
| Activity Name      | T-Chart                                                    |
| 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 3: The Maya: King Pakal's Tomb

# Looking at Language



**Primary Focus:** Students will add details to expand sentences in a shared language activity.

### EXPANDING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Repeat each sentence for the students. If necessary, ask students to repeat your sentences.

- Tell students the following directions to this expanding sentences activity:
  - First, I will show you a picture.
  - Then, I will ask one question at a time.
  - We will answer the question by adding a detail or some details.



- After a question is answered, we will add the details to our sentence to make our sentence expand.



### Show image 3A-1: Pakal's tomb

What do you see in this picture?

- » Answers may vary. Continue to elicit responses until a student says, "I see a pyramid."

What size is the pyramid?

- » big, large, gigantic, colossal

How can we expand the sentence, "I see a pyramid"?

- » I see a big pyramid.  
The pyramid is gigantic.

What color is the pyramid?

- » brown, tan

How can we expand the sentence?

- » I see a big, brown pyramid.  
The pyramid is brown and gigantic.

What does the pyramid have?

- » steps, tomb

How can we expand the sentence?

- » I see a big, brown pyramid with steps to a tomb.  
The pyramid is brown, gigantic, and has steps.

How many steps does the pyramid have?

- » many; a lot, lots, tons

How can we expand the sentence?

- » I see a big, brown pyramid with many steps.  
The pyramid is brown, gigantic, and has tons of steps.



**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.

### Transitioning/Expanding

Invite students to ask questions about the image in order to add details to a sentence.

### Bridging

Use a different image and challenge students to contribute a variety of adjectives in order to add details to a sentence.

### Challenge

Have students work with their partners to ask questions and expand their own sentences.



### Formative Assessment

**Expanding Sentences:** [Choose another image from this lesson and ask questions to prompt the class to add details to expand the sentence.]

End Lesson



## 4

## EARLY AMERICAN CIVILIZATIONS

# The Maya: The Festival of the First Star

**PRIMARY FOCUS OF LESSON****Speaking**

Students will share experiences using the word *festivals*.

**Writing**

Students will review and present information about Mayan leaders and religion using an Early American Civilizations chart.

**Speaking**

Students will condense several ideas into a sentence in a shared language activity.

**FORMATIVE ASSESSMENT**

Speaking

Condensing Sentences [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Civilizations Chart [Activity Pages 2.1S, 2.2S]



## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                                                                                                                                                      |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Talk Time</b>                   |         |                                                                                                                                                                                                                                |
| Festivals                          | 10 min. | <input type="checkbox"/> Image 4A-7                                                                                                                                                                                            |
| <b>Rewind</b>                      |         |                                                                                                                                                                                                                                |
| Early American Civilizations Chart | 15 min. | <input type="checkbox"/> Early American Civilizations charts<br><input type="checkbox"/> image bank for the Maya<br><input type="checkbox"/> Image Cards 5, 6<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>         |         |                                                                                                                                                                                                                                |
| Condensing Sentences               | 5 min.  | <input type="checkbox"/> Image 4A-4<br><input type="checkbox"/> additional Flip Book image                                                                                                                                     |

## ADVANCE PREPARATION

### Rewind

- Prepare Language Proficiency Recording Sheet for Writing.

### Looking at Language

- Find another Flip Book image.
- Prepare example sentences that can be condensed together.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share personal experiences using the word *festivals*.
- Write about and present information about Mayan leaders and religion.
- Condense several ideas into one sentence.

### Language Forms and Functions

I have been to a \_\_\_\_\_ festival. At the festival, I . . .

The market is large. The market is noisy. The market is crowded. > The market is large, noisy, and crowded.

### Vocabulary

#### Tier 3 Domain-Specific Words

pyramid  
religion

#### Tier 2 General Academic Words

festivals

#### Tier 1 Everyday Speech Words

planets  
stars

Start Lesson

### Lesson 4: The Maya: The Festival of the First Star

# Talk Time



**Primary Focus:** Students will share experiences using the word *festivals*.

## FESTIVALS (10 MIN.)



### Show Image 4A-7: Festival of Venus

The Maya had festivals to celebrate the stars and planets.

Say *festivals* with me three times.

**Definition:** Festivals are big celebrations.

Point out ways in which the Maya are celebrating in this image.

» dancing, singing, etc.

**Examples:** Jamie and his family love to go to music festivals.  
Diamond's school holds spring and fall festivals for families every year.



**Share:** What kinds of festivals do our school and community have? Have you been to a festival before? What did you do at the festival? What did you like about the festival?

**Support**

**Sentence frame and starter:**

"I have been to a \_\_\_\_\_ festival.

"At the festival, I . . ."

# Lesson 4: The Maya: The Festival of the First Star Rewind



**Primary Focus:** Students will review and present information about Mayan leaders and religion using an Early American Civilizations chart.

## EARLY AMERICAN CIVILIZATIONS CHART (15 MIN.)

**Look and Learn:** [Show Image Card 6 (King Pakal).] This image card shows a sculpture of King Pakal’s head. Share what you learned about Mayan kings.

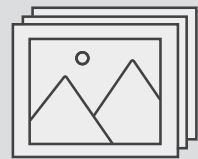
Where should I place this image card on the chart? (*Leaders*)

**Look and Learn:** [Show Image Card 5 (Pyramid).] This image card shows a Mayan pyramid. Share what you learned about Mayan religion.

Where should I place this image card on the chart? (*Religion*)

|       | Farming                                                                                           | Cities                                                                                                                                         | Leaders                                                                                                                      | Religion                                                                                                                                 |
|-------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Maya  | <b>Image Card 4</b><br>The Maya raised maize in fields.<br><br>Extended families farmed together. | <b>Image Card 7</b><br>Baakal had markets, buildings, and a great tomb.<br><br>The Maya traveled to the city for festivals and special events. | <b>Image Card 6</b><br>The Maya were ruled by a king.<br><br>The son became the next king.<br><br>The king had great wealth. | <b>Image Card 5</b><br>The Maya believed the stars and planets were gods.<br><br>They celebrated the Festival of the First Star (Venus). |
| Aztec |                                                                                                   |                                                                                                                                                |                                                                                                                              |                                                                                                                                          |
| Inca  |                                                                                                   |                                                                                                                                                |                                                                                                                              |                                                                                                                                          |

## Image Cards 5, 6

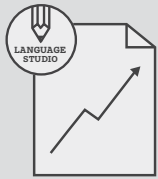


**Support**

Use Image Cards 5 and 6 to help students remember that the Maya had a leader called a king and a religion with many gods.



## Activity Pages 2.1S, 2.2S



Writing  
Interacting via Written  
English

### Entering/Emerging

Help students gather  
and place the images in  
the correct sections of  
the chart.

### Transitioning/Expanding

Provide a word bank to  
help students label the  
images.

### Bridging

Challenge students  
to write sentences to  
describe the images  
with a partner.



## Civilizations Chart

Fill in your Early American Civilizations chart  
(Activity Page 2.1S) using the image bank (Activity Page 2.2S)  
and/or your own sketches or writing.

## Alternate Activity

- Divide students into four groups. Each group will be in charge of sharing information about an image card with the rest of the class.
- Give each group one of the image cards from the chart. Tell students that you will give them a few minutes in their groups to talk about the image card and what they have learned about the Mayan civilization. Then, the class will come back together, and each group will discuss the image card with the rest of the class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                       |
|--------------------|-----------------------------------------------------------------------|
| Language Domain    | Writing                                                               |
| Knowledge/Lesson   | K5L4                                                                  |
| Activity Name      | Civilizations Chart                                                   |
| Proficiency Levels |                                                                       |
| Entering           | Student places image(s) in the correct place on a chart with support. |
| Emerging           | Student places image(s) in the correct place on a chart.              |
| Transitioning      | Student labels image(s) on a chart with support.                      |
| Expanding          | Student labels image(s) on a chart                                    |
| Bridging           | Student writes short sentence(s) about image(s) on a chart.           |



## Lesson 4: The Maya: The Festival of the First Star

# Looking at Language



**Primary Focus:** Students will condense several ideas into a sentence in a shared language activity.

### CONDENSING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Once students have mentioned two or more ideas, combine them to make one sentence.

- Tell students the following directions for this condensing sentences activity:
  - Look at the picture.
  - I will call on you one at a time to say a short sentence about the picture.
  - Then we will put your sentences together to make one, longer sentence.



#### Show Image 4A-4: The market

People are selling things in the market.  
People are buying things in the market.

- » People are selling and buying things in the market.  
There are people selling and buying things in the market.

Pik is excited to be in the city.

Kanal is happy to be in the city.

- » Pik is excited and Kanal is happy to be in the city.





### Speaking Condensing Ideas

#### Entering/Emerging

Provide two short and simple sentences and help students condense them into one sentence.

#### Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

#### Bridging

Challenge students to condense more than two ideas into one sentence.



### Check for Understanding

**Your Turn:** Create a sentence combining these statements, and share it with a partner.

- The market is large.  
The market is noisy.  
The market is crowded.
  - » The market is large, noisy, and crowded.
  - The large market is noisy and crowded.
  - Not only is the market large and noisy, it is also crowded.



### Formative Assessment

**Condensing Sentences:** [Have students condense sentences using another image.]

### Extending the Activity

- Have students work with their partners to build longer sentences. Model how to take turns saying a short sentence about the picture and how to combine the short sentences into one longer sentence.

End Lesson



## EARLY AMERICAN CIVILIZATIONS

# The Aztec: The Legend of the Eagle and the Serpent

**PRIMARY FOCUS OF LESSON****Listening**

Students will locate the area where the Aztec lived on a map.

**Reading**

Students will identify characteristics of a legend.

**Speaking**

Students will summarize the story, “The Legend of the Eagle and the Serpent,” using a chart.

Students will condense several ideas into a sentence in a shared language activity.

**FORMATIVE ASSESSMENT**

Speaking

Condensing Sentences [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Story Summary [Informal Observation]



## LESSON AT A GLANCE

|                               | Time    | Materials                                                                                                                                                                                              |
|-------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>             |         |                                                                                                                                                                                                        |
| Where in the World? The Aztec | 10 min. | <input type="checkbox"/> Image 5A-7<br><input type="checkbox"/> Early American Civilizations map<br><input type="checkbox"/> yellow markers or crayons<br><input type="checkbox"/> images of swampland |
| <b>Focus on Text</b>          |         |                                                                                                                                                                                                        |
| Legend                        | 5 min.  |                                                                                                                                                                                                        |
| <b>Rewind</b>                 |         |                                                                                                                                                                                                        |
| Story Summary Chart           | 10 min. | <input type="checkbox"/> Resource Page 5.4S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Images 5A-6–5A-8<br><input type="checkbox"/> Language Proficiency Recording Sheet      |
| <b>Looking at Language</b>    |         |                                                                                                                                                                                                        |
| Condensing Sentences          | 5 min.  | <input type="checkbox"/> Image 5A-4<br><input type="checkbox"/> additional Flip Book image                                                                                                             |

## ADVANCE PREPARATION

### Look Ahead

- Find images of swamplands in Central Mexico to show students.

### Rewind

- Create a Story Summary chart on chart paper as follows, using Resource Page 5.4S as a guide:



### Story Summary—The Aztec: The Legend of the Eagle and the Serpent

|               |  |
|---------------|--|
| <b>Who?</b>   |  |
| <b>What?</b>  |  |
| <b>How?</b>   |  |
| <b>Where?</b> |  |
| <b>Why?</b>   |  |

- Prepare Language Proficiency Recording Sheet for Speaking.

### Looking at Language

- Find another Flip Book image.
- Prepare example sentences that can be condensed together.

### Note to Teacher

Explain that characters in the read-aloud are fictional, but the setting and events tell about what life was really like during the time of the Aztec.

You may wish to reproduce this Pronunciation Key and display it for student use. You may also add drawings next to the names to help students remember the words.

### Pronunciation Key for Aztec Words and Names

| <b>Word</b>   | <b>Suggested Symbol</b> | <b>Pronunciation</b> |
|---------------|-------------------------|----------------------|
| Aztec         | (class-selected symbol) | [/az*tek/]           |
| Lake Texcoco  | Lake                    | [/tex*koe*koe/]      |
| chinampas     | floating gardens        | [/chee*nam*pəs/]     |
| Tenochtitlan  | cactus                  | [/te*nok*tit*lan/]   |
| Xochimilco    | flower field            | [/soe*chee*mil*koe/] |
| Moctezuma     | feathered headdress     | [/mo*te*zoo*mə/]     |
| Hernán Cortés | Image of Cortés         | [/er*nan/ /kor*tez/] |



**Art and Drama Connections:** You may wish to create backdrops and have students act out parts of the story, “The Aztec: The Legend of Eagle and the Serpent,” prior to completing the Story Summary chart.

**FEATURES OF ACADEMIC LANGUAGE**

| Discourse Features                                                                                                                                                                                                                                                                                                          |                                     |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>Summarize the story using a chart.</li><li>Condense several ideas into one sentence.</li></ul>                                                                                                                                                                                        |                                     |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                                |                                     |                                 |
| <p>I heard the legend, “_____.” It is a legend because . . .</p> <p>Today’s story is a legend because it has . . .</p> <p><b>Summary:</b> Who? What? How? Where? Why?</p> <p>The eagle is on the cactus. The eagle is brown. The eagle is eating the serpent. &gt; The brown eagle is eating the serpent on the cactus.</p> |                                     |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                  |                                     |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                             | Tier 2<br>General Academic Words    | Tier 1<br>Everyday Speech Words |
| cactus<br>serpent<br>swamp                                                                                                                                                                                                                                                                                                  | journey<br>search<br>sign<br>wander | eagle<br>home<br>walk           |



## Lesson 5: The Aztec: The Legend of the Eagle and the Serpent

## Look Ahead



**Primary Focus:** Students will locate the area where the Aztec lived on a map.

## WHERE IN THE WORLD? THE AZTEC (10 MIN.)



## Show Image 5A-7: Journeying Aztecs

- Tell students that during the next few lessons, they will learn about the Aztec civilization.
- Tell students that the Aztec lived in swampy areas near Central Mexico, west of where the Maya lived. Point to Mexico and Mexico City on the Early World Civilizations map.

**Definition:** A swamp is a wet area of land that is soft and spongy. A swamp is covered in soft mud.

**Describe:** [Show students images of swampland.] Describe what you see in these images.

**Find It:** Locate the area around Mexico City on your map and color it yellow.

## Activity Page 1.1S



## Lesson 5: The Aztec: The Legend of the Eagle and the Serpent

## Focus on Text



**Primary Focus:** Students will identify characteristics of a legend.

## LEGEND (5 MIN.)

You heard a legend about how the Aztec people came to live on and around Lake Texcoco, which is in Mexico.

Say *legend* with me three times.

**Definition:** A legend is a story that has been told over and over again for a very long time, but no one knows if it is true. Legends are similar to



## Support

### Sentence frame and starter:

"I heard the legend,  
\_\_\_\_\_."  
"It is a legend  
because . . ."



Reading  
Understanding Text  
Structure

### Entering/Emerging

Brainstorm the  
characteristics of a  
legend.

### Transitioning/Expanding

Have students tell you  
why today's story is a  
legend using a sentence  
starter (e.g., "Today's  
story is a legend  
because it has . . .").

### Bridging

Challenge students to  
explain how a legend  
is different from other  
types of text, such as  
fables or informational  
text.

folktales. They often tell a story about why things are the way they are.

Many different cultures have their own legends, such as the legends of Paul Bunyan and Johnny Appleseed in American culture.



### Check for Understanding

**Turn and Talk:** Have you ever heard a legend? [Welcome student sharing of all legends.] What makes the story a legend?

» A legend is a story told a long time ago; it may or may not be true.

## Lesson 5: The Aztec: The Legend of the Eagle and the Serpent

# Rewind



**Primary Focus:** Students will summarize the story, "The Legend of the Eagle and the Serpent," using a chart.

### STORY SUMMARY CHART (10 MIN.)

- Tell students that you are going to work together to summarize the story heard today.

**Definition:** To summarize means to retell by saying only the main points.

- Use Flip Book images 5A-6–5A-8 to review what happened in the story.
- Fill in the Story Summary chart as you review the story with the class.

### Story Summary—The Aztec: The Legend of the Eagle and the Serpent

|               |                                                                                                                                                            |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Who?</b>   | The Aztec people                                                                                                                                           |
| <b>What?</b>  | Their crops dried out and died. They feared the rain god was angry with them and wished for them to leave their home, so they traveled to find a new home. |
| <b>How?</b>   | They traveled by foot, day after day, month after month.                                                                                                   |
| <b>Where?</b> | They were looking for their new home by seeking out the sign that the gods had given them—an eagle sitting on a cactus eating a serpent.                   |
| <b>Why?</b>   | They built their homes on an island in Lake Texcoco because they saw the sign.                                                                             |





## Formative Assessment

**Story Summary:** With a partner, summarize the important parts of the story using the Story Summary chart.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                        |
| Knowledge/Lesson   | K5L5                                                                                                                            |
| Activity Name      | Story Summary                                                                                                                   |
| Proficiency Levels |                                                                                                                                 |
| Entering           | Student retells an event from the story by answering a simple <i>wh</i> - question with prompting and support.                  |
| Emerging           | Student retells an event from the story by answering a simple <i>wh</i> - question.                                             |
| Transitioning      | Student retells a simple sequence of events, repeating modeled sentences when necessary.                                        |
| Expanding          | Student retells a simple sequence of events.                                                                                    |
| Bridging           | Student retells a more complex sequence of events from the story by asking and answering questions about images from the story. |



### Speaking Selecting Language Resources

#### Entering/Emerging

Display an image, and ask a *wh*- question from the chart.

#### Transitioning/Expanding

Ask a series of *wh*- questions related to the images, and provide modeled sentences for students to repeat with each image.

#### Bridging

Invite students to ask and answer *wh*- questions about the images in order to fill in the Story Summary chart.



## Lesson 5: The Aztec: The Legend of the Eagle and the Serpent

# Looking at Language



**Primary Focus:** Students will condense several ideas into a sentence in a shared language activity.

### CONDENSING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Once students have mentioned two or more ideas, combine them to make one sentence.

- Tell students the following directions for this condensing sentences activity:
  - Look at the picture.
  - I will call on you one at a time to say a short sentence about the picture.
  - Then we will put your sentences together to make one, longer sentence.



#### Show image 5A-4: The sign

The eagle is on the cactus.

The serpent is on the cactus.

- » The eagle and the serpent are on the cactus.

The eagle is on the cactus.

The eagle is brown.

The eagle is eating the serpent.

- » The brown eagle is eating the serpent on the cactus.  
The brown eagle is on the cactus eating the serpent.

The eagle is eating the serpent.

The Aztec watch.

The Aztec are in awe.

- » The eagle is eating the serpent, and the Aztec watch in awe.  
The Aztec watch in awe as the eagle eats the serpent.  
The Aztec are in awe as they watch the eagle eating the serpent.





### Formative Assessment

**Condensing Sentences:** [Have students condense sentences using another image.]

### Extending the Activity

- Have students work with their partners to build longer sentences. Model how to take turns saying a short sentence about the picture and how to combine the short sentences into one longer sentence.

~ End Lesson ~



### Speaking Condensing Ideas

#### Entering/Emerging

Provide two short and simple sentences, and help students condense them into one sentence.

#### Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

#### Bridging

Challenge students to condense more than two ideas into one sentence.



## 6

## EARLY AMERICAN CIVILIZATIONS

# The Aztec: The Floating Gardens of Xochimilco

**PRIMARY FOCUS OF LESSON****Listening**

Students will discuss the use of the general academic word *predicted* in real world contexts.

**Writing**

Students will review and present information about Aztec farming and religion using an Early American Civilizations chart.

**Reading**

Students will identify showing and telling verbs and determine their meanings in sentences.

**FORMATIVE ASSESSMENT****Writing**

Civilizations Chart [Activity Pages 2.1S, 6.1S]

**LANGUAGE PROFICIENCY ASSESSMENT****Reading**

Verb Types [Informal Observation]



## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                                                                                  |
|------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>         |         |                                                                                                                                                            |
| Word Work: <i>Predicted</i>        | 10 min. |                                                                                                                                                            |
| <b>Rewind</b>                      |         |                                                                                                                                                            |
| Early American Civilizations Chart | 15 min. | <input type="checkbox"/> Early American Civilizations charts<br><input type="checkbox"/> Activity Page 6.1S<br><input type="checkbox"/> Image Cards 9, 10  |
| <b>Looking at Language</b>         |         |                                                                                                                                                            |
| Show and Tell Verbs                | 5 min.  | <input type="checkbox"/> Show and Tell Verbs chart<br><input type="checkbox"/> Image 6A-1<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Page 6.1S. Refer to it as the image bank for the Aztec. Students will use the image bank again later in this unit.

### Looking at Language

- Prepare the following Show and Tell Verbs chart on chart paper. You may wish to add additional sentences from the read-aloud or other sources that use verbs to show and tell.



| Show and Tell Verbs                                    |                                                                                                        |               |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------|
| Story                                                  | What it says in the story                                                                              | What it means |
| <b>“The Aztec: The Floating Gardens of Xochimilco”</b> | Torn Wing <u>maneuvered</u> , or <u>steered</u> , his narrow, flat-bottomed canoe among the chinampas. |               |
|                                                        | The Aztec had <u>dug</u> ditches out of the swampy land for water.                                     |               |
|                                                        | The sights <u>overwhelmed</u> Torn Wing, and he <u>lost</u> his way.                                   |               |
|                                                        | Torn Wing <u>retraced</u> his route back to the edge of the floating garden and <u>started</u> again.  |               |
|                                                        | She <u>squinted</u> closely at the young man and said, “So you are Wing Feather’s nephew.”             |               |
|                                                        | She <u>turned</u> and <u>called</u> over her shoulder, “Star Web! Loud Song! Come here!”               |               |

- Prepare Language Proficiency Recording Sheet for Reading.

### Note to Teacher

Students may enjoy sampling food made from crops grown in the region where the Aztec lived: cacao beans, squash, beans, tomatoes, and chili peppers.

**Note:** Be sure to check with your school’s policy regarding food distribution and allergies.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Create sentences using the word *predicted*.
- Write about and present information about Aztec farming and religion.

### Language Forms and Functions

I predicted that . . .

**Compare:** The people practicing both religions believed in many \_\_\_\_\_.  
(gods)

**Contrast:** The Maya farmed in \_\_\_\_\_. The Aztec farmed on \_\_\_\_\_.  
(fields) (chinampas)

### Vocabulary

#### Tier 3 Domain-Specific Words

chinampas  
crops  
religion

#### Tier 2 General Academic Words

float  
predicted

#### Tier 1 Everyday Speech Words

farm

Start Lesson

## Lesson 6: The Aztec: The Floating Gardens of Xochimilco

# Vocabulary Building



**Primary Focus:** Students will discuss the use of the general academic word *predicted* in real world contexts.

## WORD WORK: PREDICTED (10 MIN.)

The Aztec looked for the sign of their home—an eagle on a cactus eating a serpent—predicted by the gods.

Say the word *predicted* with me three times.

**Definition:** *Predicted* means someone has said what they think will happen in the future.

**Example:** Steve's dad saw the clouds and predicted rain during soccer practice.

**Making Choices:** I am going to say some sentences. If you think you would have predicted the event described, say, "I would have predicted that." If you do not think you would have predicted the event described, say, "I would not have predicted that."



## Support

### Sentence starter:

"I predicted that . . ."

- Snow falls in winter.
- Rain falls after the clouds turn dark.
- Dinosaur bones are dug up at your school.
- Your teacher reads a book aloud to the class.
- You have homework on the weekend.
- There is corn growing on a farm.
- Snow falls in summer.
- You see the moon in the sky on a night with no clouds.
- Red rain falls from the clouds.



### Check for Understanding

**Word to World:** Have you ever predicted something? Maybe you predicted you would get sick after playing with your friend who had a cough, or maybe you predicted you would receive 100 on your spelling test because you worked hard to learn the spelling words. Turn and tell your partner about something you predicted would happen.

## Image Cards 9, 10



## Support

Use Image Cards 9 and 10 to help students remember that the Aztec had a religion with many gods and that the Aztec used floating gardens to farm.

## Lesson 6: The Aztec: The Floating Gardens of Xochimilco

# Rewind



**Primary Focus:** Students will review and present information about Aztec farming and religion using an Early American Civilizations chart.

### EARLY AMERICAN CIVILIZATIONS CHART (15 MIN.)

- Invite volunteers to suggest a symbol that the class can use to represent the Aztec (e.g., chili pepper, cactus, eagle, and serpent).

**Look and Learn:** [Show Image Card 9 (Eagle and Serpent).] This image card is an illustration from the legend you heard. Share what you learned about this legend and what the Aztec believed.

Where should I place this image card on the chart? (*Religion*)



**Compare:** How were the Mayan and Aztec religions the same?

» The people practicing both religions believed in many \_\_\_\_ (gods).

**Look and Learn:** [Show Image Card 10 (Chinampas).] This image card is an illustration of chinampas. Share what you learned about Aztec farming.

Where should I place this image card on the chart? (*Farming*)

**Contrast:** How were Mayan and Aztec farming methods different?

» The Maya farmed in \_\_\_\_ (fields). The Aztec farmed on \_\_\_\_ (chinampas).

|              | Farming                                                                                                    | Cities                                                                                                                                     | Leaders                                                                                                              | Religion                                                                                                                             |
|--------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b>  | <b>Image Card 4</b><br>The Maya raised maize in fields.<br>Extended families farmed together.              | <b>Image Card 7</b><br>Baakal had markets, buildings, and a great tomb.<br>The Maya traveled to the city for festivals and special events. | <b>Image Card 6</b><br>The Maya were ruled by a king.<br>The son became the next king.<br>The king had great wealth. | <b>Image Card 5</b><br>The Maya believed the stars and planets were gods.<br>They celebrated the Festival of the First Star (Venus). |
| <b>Aztec</b> | <b>Image Card 10</b><br>The Aztec made chinampas (floating gardens) to farm.<br>They grew plenty of crops. |                                                                                                                                            |                                                                                                                      | <b>Image Card 9</b><br>The Aztec believed in many gods.<br>The gods gave signs to the people.<br>They had priests.                   |
| <b>Inca</b>  |                                                                                                            |                                                                                                                                            |                                                                                                                      |                                                                                                                                      |



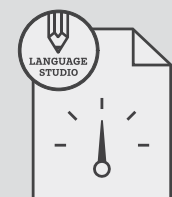
**Writing**  
Interacting via Written English

**Entering/Emerging**  
Help students gather and place the images in the correct sections of the chart.

**Transitioning/Expanding**  
Provide a word bank to help students label the images.

**Bridging**  
Challenge students to write sentences to describe the images with a partner.

**Activity Pages**  
2.1S, 6.1S



**Formative Assessment**

**Civilizations Chart:** Fill in your Early American Civilizations chart (Activity Page 1.2S) using the image bank for the Aztec (Activity Page 6.1S) or your own sketches or writing.



## Lesson 6: The Aztec: The Floating Gardens of Xochimilco

# Looking at Language



**Primary Focus:** Students will identify showing and telling verbs and determine their meanings in sentences.

### SHOW AND TELL VERBS (5 MIN.)



#### Show Image 6A-1: Torn Wing arriving in Xochimilco

In the story, Torn Wing **maneuvered**, or **steered**, his narrow, flat-bottomed canoe among the chinampas.

What was Torn Wing doing?

- » He moved and paddled his canoe to go in a certain direction.

[Add this sentence to the first row of the Show and Tell Verbs chart.]  
The author uses different types of verbs to show how the characters are feeling, what they are thinking, and what they are doing.

### Support

Act out the sentences, or have students act them out to provide visual support.



### Verb Types

Let's look at some of the other sentences from the story and fill in the chart.



### Show and Tell Verbs

| Story                                                  | What it says in the story                                                                              | What it means                                                                                                 |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>“The Aztec: The Floating Gardens of Xochimilco”</b> | Torn Wing <u>maneuvered</u> , or <u>steered</u> , his narrow, flat-bottomed canoe among the chinampas. | He moved and paddled his canoe to go in a certain direction.                                                  |
|                                                        | The Aztec had <u>dug</u> ditches out of the swampy land for water.                                     | The Aztec made large holes.                                                                                   |
|                                                        | The sights <u>overwhelmed</u> Torn Wing, and he <u>lost</u> his way.                                   | The sights were new to him. They amazed and distracted him.<br><br>He got lost. He did not know where he was. |
|                                                        | Torn Wing <u>retraced</u> his route back to the edge of the floating garden and <u>started</u> again.  | He went back to where he started.<br><br>He began again.                                                      |
|                                                        | She <u>squinted</u> closely at the young man and said, “So you are Wing Feather’s nephew.”             | She partly closed her eyelids in order to get a better look.                                                  |
|                                                        | She <u>turned</u> and <u>called</u> over her shoulder, “Star Web! Loud Song! Come here!”               | She moved to face a different direction and yelled, or spoke loudly.                                          |



### Reading Using Verbs and Verb Phrases

#### Entering/Emerging

Say a verb from the story and ask students *yes/no* questions about that verb (e.g., “Does ‘lost his way’ mean that he knew where he was going?”).

#### Transitioning/Expanding

Read the showing/ telling verbs with emphasis, and help students determine the meaning of the verbs in context. Use images when possible to illustrate.

#### Bridging

Prompt students to ask and answer questions about a variety of showing/telling verbs from the story (e.g., “The story says, ‘Torn Wing retraced his route.’ How can we find out the meaning of the verb *retraced*?”).



## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                            |
| Knowledge/Lesson   | K5L6                                                                                               |
| Activity Name      | Verb Types                                                                                         |
| Proficiency Levels |                                                                                                    |
| Entering           | Student recognizes the meaning of some verbs.                                                      |
| Emerging           | Student can answer simple questions about verbs.                                                   |
| Transitioning      | Student determines meaning of some verbs with help from context and images.                        |
| Expanding          | Student determines the meaning of a growing number of verbs with help from context and images.     |
| Bridging           | Student asks and answers questions to help determine or clarify the meaning of a variety of verbs. |

~~~~~End Lesson~~~~~


EARLY AMERICAN CIVILIZATIONS

The Aztec: In the Palace of the Emperor

PRIMARY FOCUS OF LESSON**Listening**

Students will analyze words associated with the word *abundance* according to their shades of meaning on a word wall.

Reading

Students will compare the words *emperor* and *empire* using a T-chart.

Speaking

Students will add details to produce and expand sentences in a shared language activity.

FORMATIVE ASSESSMENT

Listening

Word Wall [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|---|
| Vocabulary Building | | |
| Word Wall: <i>Abundance</i> | 10 min. | <input type="checkbox"/> Image 6A-3 <input type="checkbox"/> chart paper <input type="checkbox"/> index cards, tape, marker |
| Rewind | | |
| T-Chart: <i>Emperor/Empire</i> | 15 min. | <input type="checkbox"/> T-chart <input type="checkbox"/> chart paper <input type="checkbox"/> Images 7A-2, 7A-5, 7A-6, 7A-7 |
| Looking at Language | | |
| Expanding Sentences | 5 min. | <input type="checkbox"/> Image 7A-2 <input type="checkbox"/> additional Flip Book image <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Vocabulary Building

- Create a horizontal word wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words on an individual index card: *lack*, *plenty*, *abundance*, *much*, *many*, *few*, *little* and *need*. Be prepared to affix these index cards to the word wall during the lesson.

Rewind

- Create the following large T-chart on chart paper with the words *emperor* and *empire*:

| Aztec Emperor | Aztec Empire |
|---------------|--------------|
| | |

Looking at Language

- Find an additional Flip Book image.
- Prepare questions that will elicit details about the image.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|---|---------------------------------|
| <ul style="list-style-type: none">• Categorize words according to their shades of meaning.• Compare the terms <i>emperor</i> and <i>empire</i> using a T-chart.• Expand sentences by adding details. | | |
| Language Forms and Functions | | |
| <p>Compare: The Aztec emperor . . . / The Aztec empire . . .</p> <p>The emperor is _____. The emperor lives in a(n) _____ palace. The emperor wears a(n) _____ headdress.</p> | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| emperor empire | abundance conquered luxury wealthy | palace |

Lesson 7: The Aztec: In the Palace of the Emperor

Vocabulary Building



Primary Focus: Students will analyze words associated with the word *abundance* according to their shades of meaning on a word wall.

WORD WALL: ABUNDANCE (10 MIN.)



Show Image 6A-3: Torn Wing arriving in Xochimilco

Maize, beans, squash, tomatoes, and chili peppers grew in abundance, supplying the large city of Tenochtitlan and beyond.

Definition: *Abundance* means more than enough or a great amount.



Formative Assessment

Word Wall: Let's create a horizontal word wall that describes an amount or number.

- Hold up the card for the word *lack*, and read the word aloud.
- Explain to students that *lack* means that you do not have enough of something.
- Tape the card for *lack* on the left-hand side of the line.
- Hold up the card for the word *plenty* and read the word aloud.
- Tell students that *plenty* means you have more than enough or a lot of something.
- Tape the card for *plenty* on the right-hand side of the line.
- Hold up the card for the word *abundance* and read the word aloud.

Ask: Should the word *abundance* be placed closer to the word *lack* or to the word *plenty*?

» closer to *plenty*

- Tape the card near the word *plenty* on the right-hand side of the line.
- Repeat this process with the remaining cards: *much*, *many*, *few*, *little*, and *need*. After all the cards have been attached to the word wall, read over the words with students.

Lesson 7: The Aztec: In the Palace of the Emperor

Rewind



Primary Focus: Students will compare the words *emperor* and *empire* using a T-chart.

T-CHART: EMPEROR/EMPIRE (15 MIN.)

- Use Images 7A-2, 7A-5, 7A-6, and 7A-7 to review information from the story about Moctezuma. Prompt students with questions about the Aztec emperor and the Aztec people.
- Use the T-chart to record the differences between the two terms. A completed T-chart might include the following phrases:

| Aztec Emperor | Aztec Empire |
|---|---|
| <ul style="list-style-type: none"> • The ruler • Very wealthy—has palace rooms filled with gold, silver, and jewelry • Called “O, Speaker” because people think he can speak to gods • Feasts off beautiful plates • Receives help from the Snake Woman and his advisors | <ul style="list-style-type: none"> • The people and land that have been conquered by the Aztec emperor • Not allowed to look at the emperor’s face • Must take off their shoes in the emperor’s presence • The lords give reports about what is happening in the land |

Support

Sentence starters:

“The Aztec emperor . . .”
“The Aztec empire . . .”



Reading Selecting Language Resources

Entering/Emerging

Use the images, and have students repeat several key words.

Transitioning/Expanding

Use the images, and have students categorize key words you have provided as pertaining to *emperor* or *empire*.

Bridging

Challenge students to fill in the chart with information from the read-aloud.



Check for Understanding

Stand Up/Sit Down: Stand up if the word or phrase I say applies to *emperor*; sit down if it applies to *empire*:

- conquered
 - » sit down/empire
- ruler
 - » stand up/emperor
- very wealthy
 - » stand up/emperor
- people and land
 - » sit down/empire

Lesson 7: The Aztec: In the Palace of the Emperor

Looking at Language



Primary Focus: Students will add details to produce and expand sentences in a shared language activity.

EXPANDING SENTENCES (5 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Repeat each sentence for the students. If necessary, ask students to repeat your sentences.

- Tell students the following directions for this expanding sentences activity:
 - First, I will show you a picture.
 - Then, I will ask one question at a time.
 - We will answer the question by adding a detail or some details.
 - After a question is answered, we will add the details to our sentence to make our sentence expand.



Show Image 7A-2: Throne room

Who do you see in this picture?

» the emperor

What are some words—or adjectives—you can use to describe the emperor?

» important, wealthy, powerful, strict

How can we expand the sentence, “I see the emperor.”?

» The emperor is important.
The emperor is wealthy and important.

Where does he live?

» in a palace

How can we expand the sentence?

» The emperor is wealthy and important, and he lives in a palace.
The wealthy and important emperor lives in a palace.

What are some words—or adjectives—you can use to describe the palace?

» big, immense, lavish, extravagant, fancy

How can we expand the sentence?

» The wealthy and important emperor lives in a big and extravagant palace.

What does he wear?

» a headdress

How can we expand the sentence?

» The wealthy and important emperor wears a headdress and lives in a big and extravagant palace.

What are some words—or adjectives—you can use to describe the headdress?

» feathered, bright, rare, showy

How can we expand the sentence?

» The wealthy and important emperor wears a feathered and bright headdress and lives in a big and extravagant palace.



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.

Transitioning/Expanding

Invite students to ask questions about the image in order to add details to a sentence.

Bridging

Use a different image, and challenge students to contribute a variety of adjectives in order to add details to a sentence.

Challenge

Have students work with their partners to ask questions and expand their own sentences.



Expanding Sentences

[Choose another image from this lesson, and ask questions to prompt the class to add details to expand the sentence.]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K5L7 |
| Activity Name | Expanding Sentences |
| Proficiency Levels | |
| Entering | Student uses familiar adjectives to describe the image with prompting and support. |
| Emerging | Student uses familiar adjectives to describe the image. |
| Transitioning | Student asks and answers <i>yes/no</i> questions to expand sentences. |
| Expanding | Student asks and answers simple questions to expand sentences. |
| Bridging | Student contributes a variety of adjectives to expand sentences. |

End Lesson

EARLY AMERICAN CIVILIZATIONS

The Aztec: Cortés's Letter

PRIMARY FOCUS OF LESSON**Listening**

Students will describe places and actions using the general academic words *wondrous* and *courteous*.

Writing

Students will review and present information about Aztec cities and leaders using an Early American Civilizations chart.

Speaking

Students will add details to produce and expand sentences in a shared language activity.

FORMATIVE ASSESSMENT

Listening

Word to World [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Civilizations Chart [Activity Pages 2.1S, 6.1S]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------------------|---------|---|
| Vocabulary Building | | |
| Word Work: <i>Wondrous, Courteous</i> | 10 min. | |
| Rewind | | |
| Early American Civilizations Chart | 15 min. | <input type="checkbox"/> Early American Civilizations charts <input type="checkbox"/> image bank for the Aztec <input type="checkbox"/> Image Cards 11, 12 <input type="checkbox"/> Language Proficiency Recording Sheet |
| Looking at Language | | |
| Expanding Sentences | 5 min. | <input type="checkbox"/> Image 8A-3 <input type="checkbox"/> additional Flip Book image |

ADVANCE PREPARATION

Rewind

- Prepare Language Proficiency Recording Sheet for Writing.

Looking at Language

- Find an additional Flip Book image.
- Prepare questions that will elicit details about the image.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe a place using the general academic word *wondrous*.
- Categorize actions using the antonyms *courteous* and *rude*.
- Write about and present information about Aztec cities and leaders.
- Expand sentences by adding details.

Language Forms and Functions

_____ would be a wondrous place to visit.

_____ is an action that is courteous/rude.

Compare/Contrast: Both civilizations' leaders were _____. The Maya called their leader a _____, and the Aztec called their leader an _____.
(king) (powerful and wealthy) (emperor)

The Aztec buy and sell _____ clothes at the _____ market.
(adj.) (adj.)

Vocabulary

Tier 3 Domain-Specific Words

emperor

Tier 2 General Academic Words

courteous
enormous
wondrous

Tier 1 Everyday Speech Words

city
island
palace

Start Lesson

Lesson 8: The Aztec: Cortés's Letter

Vocabulary Building



Primary Focus: Students will describe places and actions using the general academic words *wondrous* and *courteous*.

WORD WORK: WONDROUS, COURTEOUS (10 MIN.)

Wondrous

Cortés describes Tenochtitlan in this way: "Within the city, there are quite a few palaces—so wondrous that I could not possibly describe them adequately."

Say *wondrous* with me three times.

Definition: When something is wondrous, that means it is amazing or wonderful.

Support

Sentence frame:

“_____ would be a wondrous place to visit.”

Examples

Chien always imagined that visiting the moon would be a wondrous experience.

Anya thinks seeing the Great Pyramid in Egypt would be a wondrous sight.



Formative Assessment

Word to World: Tell your partner about a wondrous place to visit. Why do you think that place would be a wondrous or amazing place to visit?

Courteous

The people of the city, Tenochtitlan, are very friendly and courteous to one another.

Say the word *courteous* with me three times.

Definition: *Courteous* describes people who act and behave in a kind and helpful manner.

Example: My mother reminds me to be courteous to my grandparents.

Antonyms: The opposite of *courteous* is *rude*. *Rude* is a word that describes people who do not act in a kind and helpful manner. I am going to describe someone's actions. If the actions I describe are courteous, put your thumbs up and say, "That is courteous." If the actions I describe are rude, put your thumbs down and say, "That is rude."

- Juan cleaned up his dishes after eating breakfast.
 - » That is courteous.
- Tran ate his sister's entire birthday cake.
 - » That is rude.
- Xiomara helped Abigail tie her shoes.
 - » That is courteous.
- Anthony held the door open for his uncle.
 - » That is courteous.

- Tabitha left her trash on the floor.
 - » That is rude.
- Jaylon would not share the crayons with anyone at his table.
 - » That is rude



Formative Assessment

Word to World: Tell your partner examples of courteous and rude actions.

- » Answers will vary but can include examples such as walking into the classroom and saying “hello” to the teacher each morning, or throwing trash on the ground while visiting a friend’s house.

Support

Sentence frame:

“_____ is an action that is courteous/rude.”

Lesson 8: The Aztec: Cortés’s Letter

Rewind



Primary Focus: Students will review and present information about Aztec cities and leaders using an Early American Civilizations chart.

EARLY AMERICAN CIVILIZATIONS CHART (15 MIN.)

Look and Learn: [Show Image Card 11 (Moctezuma).] This image card is an illustration of Moctezuma. Share what you learned about this emperor.

Where should I place this image card on the chart? (*Leaders*)

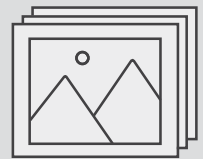
Compare and Contrast: How were Mayan leaders and Aztec leaders similar and different?

- » Both civilizations’ leaders were _____ (*powerful and wealthy*). The Maya called their leader a _____ (*king*), and the Aztec called their leader an _____ (*emperor*).

Look and Learn: [Show Image Card 12 (Tenochtitlan).] This image card is a drawing of Tenochtitlan. Share what you learned about this Aztec city from Cortés’s letter.

Where should I place this image card on the chart? (*Cities*)

Image Cards 11, 12



Support

Use Image Cards 11 and 12 to help students remember that the Aztec had a leader called an emperor and a city named Tenochtitlan.



Writing Interacting via Written English

Entering/Emerging

Help students find and place the images in the correct sections of the chart.

Transitioning/Expanding

Provide a word bank to help students label the images.

Bridging

Challenge students to write sentences to describe the images with a partner.

| | Farming | Cities | Leaders | Religion |
|--------------|--|--|--|--|
| Maya | Image Card 4 The Maya raised maize in fields. Extended families farmed together. | Image Card 7 Baakal had markets, buildings, and a great tomb. The Maya traveled to the city for festivals and special events. | Image Card 6 The Maya were ruled by a king. The son became the next king. The king had great wealth. | Image Card 5 The Maya believed the stars and planets were gods. They celebrated the Festival of the First Star (Venus). |
| Aztec | Image Card 10 The Aztec made chinampas (floating gardens) to farm. They grew plenty of crops. | Image Card 12 The city was made up of two islands in the middle of a lake. The city had markets, temples, and palaces. | Image Card 11 The Aztec were ruled by an emperor. The emperor was very powerful and wealthy. | Image Card 9 The Aztec believed in many gods. The gods gave signs to the people. They had priests. |
| Inca | | | | |

Activity Pages 2.1S, 6.1S



Civilizations Chart

Fill in your Early American Civilizations chart (Activity Page 2.1S) using the image bank for the Aztec (Activity Page 6.1S) and/or your own sketches or writing.

Alternate Activity

- Divide students into four groups. Each group will be in charge of sharing information about an image card with the rest of the class.
- Give each group one of the image cards from the chart. Tell students that you will give them a few minutes in their groups to talk about the image card and what they have learned about the Aztec civilization. Then, everyone will come back together, and each group will discuss the image card with the rest of the class.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K5L8 |
| Activity Name | Civilizations Chart |
| Proficiency Levels | |
| Entering | Student places image(s) in the correct section of a chart with support. |
| Emerging | Student places image(s) in the correct section of a chart. |
| Transitioning | Student labels image(s) on a chart with support. |
| Expanding | Student labels image(s) on a chart |
| Bridging | Student writes short sentence(s) about image(s) on a chart. |

Lesson 8: The Aztec: Cortés's Letter

Looking at Language



Primary Focus: Students will add details to produce and expand sentences in a shared language activity.

EXPANDING SENTENCES (5 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Repeat each sentence for the students. If necessary, ask students to repeat your sentences.

- Tell students the following directions to this expanding sentences activity:
 - First, I will show you a picture.
 - Then, I will ask one question at a time.

- We will answer the question by adding a detail or some details.
- After a question is answered, we will add the details to our sentence to make our sentence expand.



Show Image 8A-3: Busy Tenochtitlan market

Where are the people in this drawing?

- » at a market

What are some words—or adjectives—you can use to describe the market?

- » busy, loud, noisy, bustling, lively

How can we expand the sentence, “I see a market.”?

- » The market is busy.
The market is loud and bustling.

What are the people doing in this drawing?

- » buying and selling items

How can we expand the sentence?

- » The Aztec buy and sell items at the loud and bustling market.

Name an item that you see.

- » cloth, clothes

How can we expand the sentence?

- » The Aztec buy and sell clothes at the loud and bustling market.

What are some words—or adjectives—you can use to describe the clothes?

- » colorful, soft, handmade

How can we expand the sentence?

- » The Aztec buy and sell colorful handmade clothes at the loud and bustling market.

Name another item that you see.

- » chili peppers

How can we expand the sentence?

- » The Aztec buy and sell chili peppers at the loud and bustling market.

What are some words—or adjectives—you can use to describe the chili peppers?

- » small, little, red, spicy

How can we expand the sentence?

- » The Aztec buy and sell red and spicy chili peppers at the loud and bustling market.



Check for Understanding

Expanding Sentences: [Choose another image from this lesson, and ask questions to prompt the class to add details to expand the sentence.]

End Lesson



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.

Transitioning/Expanding

Invite students to ask questions about the image in order to add details to a sentence.

Bridging

Use a different image, and challenge students to contribute a variety of adjectives in order to add details to a sentence.

Challenge

Have students work with a partner to ask questions and expand their own sentences.

9

EARLY AMERICAN CIVILIZATIONS

The Inca: Who Were the Inca?

PRIMARY FOCUS OF LESSON**Listening**

Students will locate the area where the Inca lived on a map.

Speaking

Students will summarize the story, “The Inca: Who Were the Inca?,” using a chart.

Reading

Students will identify showing and telling verbs and determine their meanings in sentences.

Speaking

Students will condense several ideas into a sentence in a shared language activity.

FORMATIVE ASSESSMENT

Speaking

Story Summary [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Verb Types [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------|---------|---|
| Look Ahead | | |
| Where in the World? The Inca | 10 min. | <input type="checkbox"/> Image 9A-4 <input type="checkbox"/> Early American Civilizations map <input type="checkbox"/> orange marker or crayon <input type="checkbox"/> images of the Andes Mountain Range |
| Rewind | | |
| Story Summary Chart | 10 min. | <input type="checkbox"/> Resource Page 5.4S <input type="checkbox"/> chart paper <input type="checkbox"/> Images 9A-5–9A-8 |
| Looking at Language | | |
| Show and Tell Verbs | 5 min. | <input type="checkbox"/> Show and Tell Verbs chart <input type="checkbox"/> chart paper <input type="checkbox"/> Image 9A-4 <input type="checkbox"/> Language Proficiency Recording Sheet |
| Condensing Sentences | 5 min. | <input type="checkbox"/> Image 9A-7 <input type="checkbox"/> additional Flip Book image |

ADVANCE PREPARATION

Look Ahead

- Find images of the Andes Mountain Range in South America to show students.

Rewind

- Create a Story Summary chart on chart paper as follows, using Resource Page 5.4S as a guide:

| Story Summary—The Inca: Who Were the Inca? | |
|--|--|
| Who? | |
| What? | |
| How? | |
| Where? | |
| Why? | |

Looking at Language

- Prepare the following Show and Tell Verbs chart on chart paper. You may wish to add additional sentences from the read-aloud or other sources that use verbs to show and tell.

| Show and Tell Verbs | | |
|---------------------------------------|---|---------------|
| Story | What it says in the story | What it means |
| “The Inca: Who Were the Inca?” | “I do not understand,” <u>cried</u> the girl. | |
| | Blue Sky <u>explained</u> , “The emperor has ordered us to move.” | |
| | “After all,” Blue Sky <u>thought</u> , “I am not so old myself.” | |
| | The smaller girl <u>whispered</u> to herself, “But I still don’t like it.” | |
| | Blue Sky and Little Flower <u>loaded</u> all the possessions they were able to take with them onto their llama. | |

- Prepare Language Proficiency Recording Sheet for Reading.
- Find another Flip Book image.
- Prepare example sentences that can be condensed together.

Note to Teacher

Explain that characters in the read-aloud are fictional, but the setting and events tell about what life was really like during the time of the Inca.

You may wish to reproduce this Pronunciation Key and display it for student use. You may also wish to add drawings next to the names that will help students remember the words.

| Pronunciation Key for Inca Words and Names | | |
|--|-------------------------|----------------------------|
| Word | Suggested Symbol | Pronunciation |
| Inca | (class-selected symbol) | [/in*kə/] |
| llama | llama | [/law*mə/] |
| Cuzco | city | [/kooz*koe/] |
| Viracocha | volcano | [/veer*ə*koe*chə/] |
| taclla | taclla (farming tool) | [/tak*ee* ə/] |
| conquistadores | conquistador hat | [/kon*kees*tə*do*aez/] |
| Vitcos | I-shaped building | [/veet*koes/] |
| Arteaga | police badge | [/ar*tæ*g*ə/] |
| Machu Picchu | Machu Picchu | [/mo*choo/ [/pee*choo/] |

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|-------------------------------------|
| <ul style="list-style-type: none"> Summarize the story using a chart. Condense several ideas into one sentence. | | |
| Language Forms and Functions | | |
| <p>Summary: Who? What? How? Where? Why?</p> <p>The people pack their things. The people load their things. > The people pack and load their things.</p> | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| emperor llama | conquered | mountain move roads sister |

Start Lesson

Lesson 9: The Inca: Who Were the Inca?

Look Ahead



Primary Focus: Students will locate the area where the Inca lived on a map.

WHERE IN THE WORLD? THE INCA (10 MIN.)

Find It: The Maya lived in the rainforests of Mexico and Central America, in and around what we now call the Yucatán Peninsula. Find where the Maya lived on your map. (*area colored green*)

The Aztecs lived in central Mexico, north of the Maya. Find where the Aztecs lived on your map. (*area colored yellow*)

- Tell students that they are going to learn about a third civilization: the Inca.
- Have them repeat the word *Inca* after you.

Find It: The Inca ruled over the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Find that area on the map.

Describe: [Show students images of the Andes Mountain Range.] Describe what you see in these images.

Activity Page 1.1S



Find It: Locate the area along the mountain range on your map, and color the area orange.



Show Image 9A-4: Little Flower and Blue Sky

Meet the Characters: [Point to the little girl at the door.] This girl's name is Little Flower. [Point to her older sister.] Her older sister's name is Blue Sky. They are getting ready to move. You will hear more about Little Flower and Blue Sky in today's read-aloud.

Lesson 9: The Inca: Who Were the Inca?

Rewind



Primary Focus: Students will summarize the story, "The Inca: Who Were the Inca?," using a chart.



Speaking
Selecting Language
Resources

STORY SUMMARY CHART (10 MIN.)

- Use Flip Book Images 9A-5 through 9A-8 to review what happened in the story.
- Fill in the Story Summary chart as you review this story with the class.

Entering/Emerging

Display an image and ask a *wh*- question from the chart.

Transitioning/Expanding

Ask a series of *wh*- questions related to the images, and provide modeled sentences for students to repeat with each image.

Bridging

Invite students to ask and answer *wh*- questions about the images in order to fill in the Story Summary chart.

Story Summary—The Inca: Who Were the Inca?

| | |
|---------------|--|
| Who? | Little Flower, Blue Sky, and their family |
| What? | The people of the Village of Stone Walls must move. |
| How? | The people are packing their belongings and will transport them on their llamas. |
| Where? | They will move to the tall mountains, near the City of Cuzco. |
| Why? | Their village has been conquered by the Inca, and the Inca emperor says they must move closer to the Inca. |

Definition: To summarize means to retell by saying the main points.



Reading
Using Verbs and Verb
Phrases

Entering/Emerging

Say a verb from the story, and ask students *yes/no* questions about that verb (e.g., “‘Thought’—Does this mean that she said it out loud?”).

Transitioning/Expanding

Read the showing/telling verbs with emphasis, and help students determine the meanings of the verbs in context. Use images when possible to illustrate.

Bridging

Prompt students to ask and answer questions about a variety of showing/telling verbs from the story (e.g., “The story says, ‘Blue Sky and Little Flower loaded all the possessions.’ How can we find out the meaning of the verb *loaded*?”).



Formative Assessment

Story Summary: With a partner, summarize the important parts of the story using the Story Summary chart.

Lesson 9: The Inca: Who Were the Inca?

Looking at Language



Primary Focus

Students will identify showing and telling verbs and determine their meanings in sentences.

Students will condense several ideas into a sentence in a shared language activity.

SHOW AND TELL VERBS (5 MIN.)



Show Image 9A-4: Little Flower and Blue Sky

“I do not understand,” **cried** the girl. Her name was Little Flower, and she was five years old. “Why do we have to move? This is where we live.”

Ask: How was Little Flower feeling?

» She was sad and upset.

- Add this sentence to the first row on the Show and Tell Verbs chart.
- Explain to students that the author uses different types of verbs to show how the characters are feeling, what they are thinking, and what they are doing.



Verb Types

Let's look at some of the other sentences from the story and fill in the chart.

Support

Act out the sentences, or have students act them out to provide visual support.

| Show and Tell Verbs | | |
|---------------------------------------|---|--|
| Story | What it says in the story | What it means |
| “The Inca: Who Were the Inca?” | “I do not understand,” <u>cried</u> the girl. | She was sad and upset. |
| | Blue Sky <u>explained</u> , “The emperor has ordered us to move.” | Blue Sky tried to get her sister to understand something. |
| | “After all,” Blue Sky <u>thought</u> , “I am not so old myself.” | She was thinking in her mind; she did not say it out loud. |
| | The smaller girl <u>whispered</u> to herself, “But I still don’t like it.” | Little Flower spoke in a soft voice. |
| | Blue Sky and Little Flower <u>loaded</u> all the possessions they were able to take with them onto their llama. | They put their things on the llama’s back. |

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K5L9 |
| Activity Name | Verb Types |
| Proficiency Levels | |
| Entering | Student recognizes the meanings of some verbs. |
| Emerging | Student can answer simple questions about verbs. |
| Transitioning | Student determines the meanings of some verbs with help from context and images. |
| Expanding | Student determines the meanings of a growing number of verbs with help from context and images. |
| Bridging | Student asks and answers questions to help determine or clarify the meanings of a variety of verbs. |

CONDENSING SENTENCES (5 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Once students have mentioned two or more ideas, combine them to make one sentence.

- Tell students the following directions for this condensing sentences activity:
 - Look at the picture.
 - I will call on you one at a time to say a short sentence about the picture.
 - Then we will put your sentences together to make one, longer sentence.



Show Image 9A-7: Preparing to leave the Village of Stone Walls

The people pack their things.

The people load their things.

- » The people pack and load their things.
First, the people pack their things, then they load their things.

They live on dry land.

They live on flat land.

They live on desert land.

- » They live on dry, flat desert land.
They live on desert land that is dry and flat.

The people have to leave their home.

The people are sad.

- » The people are sad to leave their home.

The llamas are strong.

The llamas carry things on their backs.

- » The llamas are strong and carry things on their backs.
The strong llamas carry things on their backs.



Speaking Condensing Ideas

Entering/Emerging

Provide two short and simple sentences, and help students condense them into one sentence.

Transitioning/Expanding

Ask two different students to contribute a sentence about the image. Help students condense sentences as needed.

Bridging

Challenge students to condense more than two ideas into one sentence.



Check for Understanding

Condensing Sentences: [Have students condense sentences using another image.]

End Lesson

EARLY AMERICAN CIVILIZATIONS

The Inca: The Runner

PRIMARY FOCUS OF LESSON**Listening**

Students will analyze words associated with the word *distant* according to their shades of meaning on a word wall.

Speaking

Students will summarize the story, “The Inca: The Runner,” using a chart.
Students will act out the job of an Inca runner.

FORMATIVE ASSESSMENT

Listening

Word Wall [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Story Summary [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Vocabulary Building | | |
| Word Wall: <i>Distant</i> | 10 min. | <input type="checkbox"/> Image 10A-4 <input type="checkbox"/> chart paper <input type="checkbox"/> index cards, tape, marker |
| Rewind | | |
| Story Summary Chart | 10 min. | <input type="checkbox"/> Resource Page 5.4S <input type="checkbox"/> chart paper <input type="checkbox"/> Images 10A-2–10A-4 <input type="checkbox"/> Language Proficiency Recording Sheet |
| On Stage | | |
| The Runner | 10 min. | <input type="checkbox"/> messages in envelopes |

ADVANCE PREPARATION

Vocabulary Building

- Create a horizontal word wall by drawing a horizontal line from left to right on a large piece of chart paper. Write each of the following words and phrases on an individual index card: *near*, *far*, *distant*, *close*, *faraway*, *nearby*, *at arm's length*, and *far, far, away*. Be prepared to affix these index cards to the word wall during the lesson.

Rewind

- Create a Story Summary chart on chart paper as follows using Resource Page 5.4S as a guide:

Story Summary—The Inca: The Runner

| | |
|---------------|--|
| Who? | |
| What? | |
| How? | |
| Where? | |
| Why? | |

- Prepare Language Proficiency Recording Sheet for Speaking.

On Stage

- Prepare messages for students to pass along (e.g., “The emperor would like more corn for payment to live on his land”). Place written messages in envelopes.

Note to Teacher

Art and Drama Connections: You may wish to create backdrops and have students act out parts of the story, “The Inca: The Runner,” prior to completing the Story Summary chart.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Categorize words according to their shades of meaning on a word wall.
- Summarize the story using a chart.
- Transfer messages while acting as an Inca runner.

Language Forms and Functions

Summary: Who? What? How? Where? Why?

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|--|---|--|
| emperor | distant messages sprint | roads run |

Lesson 10: The Inca: The Runner

Vocabulary Building



Primary Focus: Students will analyze words associated with the word *distant* according to their shades of meaning on a word wall.

WORD WALL: DISTANT (10 MIN.)

**Show Image 10A-4: The runner doing his job**

The emperor has commanded his people to build many roads, so that he can send orders and messages all over his mighty empire and receive news back from even the most distant corners of his empire.

Definition: *Distant* describes places that are very far away.

Ask: What does it mean that the runner travels to the distant corners?

» He travels to places very far away.



Formative Assessment

Word Wall: Let's create a horizontal word wall that describes distances—or how close or far away something is.

- Hold up the card for the word *near*, and read the word aloud.
- Explain to students that *near* means something that is very close to you. Invite students to use body motions to show what *near* means.
- Tape the card for *near* on the left-hand side of the line.
- Hold up the card for the word *far*, and read the word aloud.
- Tell students that *far* means something that is not close by. Ask them to use body motions to show what *far* means.
- Tape the card for *far* on the right-hand side of the line.

- Hold up the card for the word *distant*, and read the word aloud.

Ask: Should the word *distant* be placed closer to the word *near* or the word *far*?

» closer to *far*

- Tape the card near the word *far* on the right-hand side of the line.
- Repeat this process with the remaining cards: *close*, *faraway*, *nearby*, *at arm's length*, and *far, far away*. When all the cards have been attached to the word wall, read over the words with students.

Lesson 10: The Inca: The Runner

Rewind



Primary Focus: Students will summarize the story, “The Inca: The Runner,” using a chart.

STORY SUMMARY CHART (10 MIN.)

- Use Flip Book images 10A-2–10A-4 to review what happened in the story.
- Fill in the Story Summary chart as you review this story with the class

| Story Summary—The Inca: The Runner | |
|------------------------------------|--|
| Who? | Inca runners |
| What? | The runners carry messages between two places. |
| How? | The runner receives a bag or message and runs for many, many miles until he reaches the next runner. |
| Where? | Inca lands |
| Why? | The emperor wants to send and receive messages all over his large empire. |

Definition: To summarize means to retell by saying the main points.



Speaking Selecting Language Resources

Entering/Emerging

Display an image, and ask a *wh*- question from the chart.

Transitioning/Expanding

Ask a series of *wh*- questions related to the images, and provide modeled sentences for students to repeat with each image.

Bridging

Invite students to ask and answer *wh*- questions about the images in order to fill in the Story Summary chart.



Story Summary

With a partner, summarize the important parts of the story using the Story Summary chart.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K5L10 |
| Activity Name | Story Summary |
| Proficiency Levels | |
| Entering | Student retells an event from the story by answering a simple <i>wh</i> - question with prompting and support. |
| Emerging | Student retells an event from the story by answering a simple <i>wh</i> - question. |
| Transitioning | Student retells a simple sequence of events, repeating modeled sentences when necessary. |
| Expanding | Student retells a simple sequence of events. |
| Bridging | Student retells a more complex sequence of events from the story by asking and answering questions about images from the story. |

Lesson 10: The Inca: The Runner

On Stage



Primary Focus: Students will act out the job of an Inca runner.

THE RUNNER (10 MIN.)

- Have students imagine that they are “runners” in an Inca village. Student “runners” will start out in different parts of the room. If possible, do this activity outdoors.
- Explain that they are going to play a game similar to what is commonly known as the telephone game. Tell them that for each round of the game, they will receive and pass an envelope with a message inside, but they should not open the envelope until you tell them to.
- Give the first student an envelope. Whisper the message into the first student’s ear.
- Tell the first student to run to the next student, passing the envelope and whispering the spoken message to them.
- Have students continue passing the envelope and whispering the message until the message reaches the last student. Have the last student say the whispered message out loud. Then have the student open the envelope and help them read the message written inside. Have the class compare whether the written message is the same as the one whispered from student to student.



Check for Understanding

Turn and Talk: Is the Inca way of relaying messages an effective—reliable and good—way of communicating? Do you think it worked well?

End of Lesson

11

EARLY AMERICAN CIVILIZATIONS

The Inca: Machu Picchu— A Lucky Discovery

PRIMARY FOCUS OF LESSON**Speaking**

Students will review and present information about Inca farming, cities, leaders, and religion using an Early American Civilizations chart.

Writing

Students will state an opinion about an early American civilization and provide reasons to support this opinion.

FORMATIVE ASSESSMENT

Writing

I Would Prefer . . . [Activity Pages 11.2S, 11.3S]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Civilizations Chart [Activity Pages 2.1S, 11.1S]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------------|---------|--|
| Rewind | | |
| Early American Civilizations Chart | 15 min. | <input type="checkbox"/> Early American Civilizations chart <input type="checkbox"/> Activity Page 11.1S <input type="checkbox"/> Image Cards 14–16, 18 <input type="checkbox"/> Language Proficiency Recording Sheet |
| Write About It | | |
| Early American Civilizations | 15 min. | <input type="checkbox"/> Early American Civilizations chart <input type="checkbox"/> Activity Pages 11.2S, 11.3S |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 11.1S. Refer to it as the image bank for the Inca.
- Prepare Language Proficiency Recording Sheet for Speaking.

Write About It

- Prepare Activity Pages 11.2S and 11.3S.

Note to Teacher

Information regarding Inca farming practices is contained in “Survival in the Andes: The Taclla,” not in the read-aloud. Prior to completing the Early American Civilizations chart, students will need to hear this passage (found in the “Application” segment of Lesson 11 in this unit’s Teacher Guide).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Present information about the Inca civilization.
- State an opinion and provide reasons to support it.

Language Forms and Functions

The Inca had _____.

The Inca _____ was/were . . .

Compare: The leaders of all three civilizations were _____ and ruled over great _____.
(strong)
(empires)

Offer opinions: I would prefer to live in the _____ civilization.

Support opinions: First, I think . . . Second, I like . . .

Vocabulary

Tier 3 Domain-Specific Words

religion
taclla
temple

Tier 2 General Academic Words

discovery

Tier 1 Everyday Speech Words

city
farming
potato
roads

Start Lesson

Lesson 11: The Inca: Machu Picchu—A Lucky Discovery

Rewind



Primary Focus: Students will review and present information about Inca farming, cities, leaders, and religion using an Early American Civilizations chart.

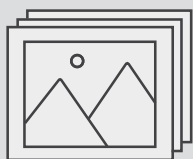
EARLY AMERICAN CIVILIZATIONS CHART (15 MIN.)

- Invite volunteers to suggest a symbol that the class can use to represent the Inca (e.g., llama, mountains, or roads).

Look and Learn: [Show Image Card 14 (Inca ruler).] This image card shows an illustration of an Inca ruler giving orders. Share what you learned about Inca rulers.

Where should I place this image card on the chart? (*Leaders*)

Image Cards
14–16, 18





Check for Understanding

Compare: How were the Mayan, Aztec, and Inca leaders similar?

- » The leaders of all three civilizations were _____ (*strong*) and ruled over great _____ (*empires*).

Look and Learn: [Show Image Card 15 (Sun Temple).] This image card is a picture of a temple. Share what you learned about Inca religion from the “Legend of Viracocha.”

Where should I place this image card on the chart? (*Religion*)

Look and Learn: [Show Image Card 16 (Taclla).] This image card is a sketch of Inca farming. Share what you learned about the Inca farming from “Survival in the Andes: The Taclla.”

Where should I place this image card on the chart? (*Farming*)

Look and Learn: [Show Image Card 18 (Machu Picchu).] This image card is a picture of Machu Picchu. Share what you learned about this Inca city,

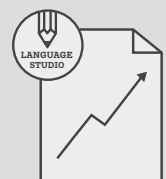
Where should I place this image card on the chart? (*Cities*)

Fill in your Early American Civilizations chart (Activity Page 2.1S) using the image bank (Activity Page 11.1S) or your own sketches or writing.

Note

Use Image Cards 14–16 and 18 to help students remember that the Inca had powerful rulers for their large empire, built temples to worship their many gods, that many were farmers, and they built large cities.

Activity Pages 2.1S, 11.1S



| | Farming | Cities | Leaders | Religion |
|-------|---|--|--|--|
| Maya | Image Card 4 The Maya raised maize in fields. Extended families farmed together. | Image Card 7 Baakal had markets, buildings, and a great tomb. The Maya traveled to the city for festivals and special events. | Image Card 6 The Maya were ruled by a king. The son became the next king. The king had great wealth. | Image Card 5 The Maya believed the stars and planets were gods. They celebrated the Festival of the First Star (Venus). |
| Aztec | Image Card 10 The Aztec made chinampas (floating gardens) to farm. They grew plenty of crops. | Image Card 12 The city is made up of two islands in the middle of a lake. The city has markets, temples, and palaces. | Image Card 11 The Aztec were ruled by an emperor. The emperor was very powerful and wealthy. | Image Card 9 The Aztec believed in many gods. The gods gave signs to the people. They had priests. |
| Inca | Image Card 16 The Inca farmed potatoes. Families farmed together. The Inca used a tool called taclla to farm. | Image Card 18 The Inca built large cities. Machu Picchu was built on top of a mountain. | Image Card 14 Inca rulers conquered other groups of people. Inca rulers forced other groups to move and become like the Inca. Inca rulers ordered roads to be built. | Image Card 15 The Inca believed in many gods. The Inca had legends. The Inca built temples. |



Civilizations Chart

Present one piece of information from your chart to a small group.

Remember to follow the suggested guidelines for presenting information:

- Use a loud and clear voice.
- Make eye contact—don't look at the ground.
- Use visuals—point to the part of the chart you are talking about.

Alternate Activity

- Divide students into six groups. Each group will be in charge of sharing information about an image card to the rest of the class.
- Give each group one of the image cards from the chart. Tell students that you will give them a few minutes in their groups to talk about the image card and what they have learned about the Inca civilization. Then, everyone will come back together, and each group will have a few minutes to share with the class.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K5L11 |
| Activity Name | Civilizations Chart |
| Proficiency Levels | |
| Entering | Student follows model to present information. |
| Emerging | Student presents simple information from a chart. |
| Transitioning | Student presents more detailed information from a chart with support. |
| Expanding | Student presents more detailed information from a chart. |
| Bridging | Student presents a variety of information from a chart. |



Speaking Presenting

Entering/Emerging

Model pointing to an image on the chart, and present using the sentence frame: "The Inca had ____." (*farms, cities, leaders, writing, religion*)

Transitioning/Expanding

Brainstorm key details about an image. Provide a sentence frame and starter: "Inca ____ was/were . . ."

Bridging

Challenge students to present information about more than two items on the chart to their small group.

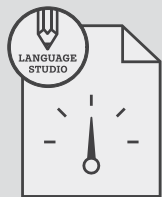
Lesson 11: The Inca: Machu Picchu—A Lucky Discovery

Write About It



Primary Focus: Students will state an opinion about an early American civilization and provide reasons to support this opinion.

Activity Pages
11.2S, 11.3S



Writing
Supporting Opinions

Entering/Emerging

Offer students a sentence frame to use when offering their opinions (e.g., “I would prefer to live in the _____ civilization.”).

Transitioning/Expanding

Offer sentence starters to use when they support their opinions (e.g., “First, I think . . . Second, I like . . .”).

Bridging

Encourage students to use more detailed evidence from the text to support their opinions.

EARLY AMERICAN CIVILIZATIONS (15 MIN.)

Think About It: Review the information on your civilizations chart. Which early American civilization would you prefer to live in—that of the Maya, Aztec, or Inca?

Find the image of the civilization you choose on Activity Page 11.2S.

Cut out your image, and place it in its space on Activity Page 11.3S.

[Write the names of the civilizations on the board.] Label the civilization with its name, as I have written it here.



Formative Assessment

I Would Prefer . . . : Complete the rest of the activity page. Be sure to give two reasons for your choice.

Share: In small groups, tell about the early American civilization you would prefer to live in, and give two reasons why you would prefer to live there.

End Lesson

Language Studio 6

Astronomy



Contents



ASTRONOMY

Lesson 1 Introduction to the Sun and Space 231

Look Ahead (10 min.)

- Introduction to Outer Space

Hands On (10 min.)

- Shadows

Looking at Language (10 min.)

- Prepositions: *In, Above, Over, Across*

Lesson 2 The Earth and the Sun 240

Look Ahead (10 min.)

- Vocabulary Preview: *Rotate, Orbit*

Write About It (15 min.)

- Astronomy Journal: Daytime

Looking at Language
(5 min.)

- Verb Tense

Lesson 3 Stars 248

Connections (10 min.)

- AM/PM

Vocabulary Building (10 min.)

- Word Work: *Dawn/Dusk*
- Multiple-Meaning Word: *Space*

Looking at Language (10 min.)

- Prepositions: *Beyond, Into, Through*

Lesson 4 Stargazing and Constellations 257

Write About It (15 min.)

- Astronomy Journal: Constellations

Focus on Text (15 min.)

- Nursery Rhymes About Stars

Lesson 5 The Moon 263

Look Ahead
(5 min.)

- Phases of the Moon

Hands On (10 min.)

- Reflect/Absorb

Connections(15 min.)

- Domain-Related Trade Book: Astronomy

Lesson 6 History of Space Exploration and Astronauts 269

Vocabulary Building (5 min.)

- Multiple-Meaning Word: *Ship*

Write About It (15 min.)

- Astronomy Journal: Space Exploration

Looking at Language
(10 min.)

- Verb Tense

Lesson 7 Exploration of the Moon276

| | | |
|--|--|---|
| Vocabulary Building (5 min.) <ul style="list-style-type: none">Word Work: <i>Technology</i> | Write About It (15 min.) <ul style="list-style-type: none">Astronomy Journal: On the Moon | Looking at Language (10 min.) <ul style="list-style-type: none">Verb Tense |
|--|--|---|

Lesson 8 The Solar System, Part I283

| | | |
|--|--|--|
| On Stage (10 min.) <ul style="list-style-type: none">Planets Song | Vocabulary Building (10 min.) <ul style="list-style-type: none">Multiple-Meaning Word: <i>Color</i> | Looking at Language (10 min.) <ul style="list-style-type: none">Expanding Sentences |
|--|--|--|

Lesson 9 The Solar System, Part II291

| | |
|--|--|
| On Stage (15 min.) <ul style="list-style-type: none">Planets Song | Write About It (15 min.) <ul style="list-style-type: none">Astronomy Journal: Planets |
|--|--|

ASTRONOMY

Introduction to the Sun and Space

PRIMARY FOCUS OF LESSON**Listening**

Students will categorize items as being in outer space or not in outer space.

Students will construct sentences using the word *shadows*.

Speaking

Students will add prepositional phrases, including *in*, *above*, *over*, and *across*, to describe location.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Your Turn [Informal Observation]**

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Look Ahead | | |
| Introduction to Outer Space | 10 min. | <input type="checkbox"/> globe <input type="checkbox"/> stacking cups or blocks <input type="checkbox"/> labels <input type="checkbox"/> Image 1A-3 <input type="checkbox"/> In Outer Space/Not in Outer Space T-chart |
| Hands On | | |
| Shadows | 10 min. | <input type="checkbox"/> Image 1A-7 <input type="checkbox"/> flashlights |
| Looking at Language | | |
| Prepositions: <i>In, Above, Over, Across</i> | 10 min. | <input type="checkbox"/> Images 1A-2, 1A-6 <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Place the following labels on stacking cups or blocks: *you, city, state, United States* (country), *North America* (continent) and arrange as shown.



- Create an In Outer Space/Not in Outer Space T-chart as follows.

| In Outer Space | Not in Outer Space |
|----------------|--------------------|
| | |

Hands On

- Bring in flashlights for students to use to make shadows.

Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|---|---------------------------------|
| <ul style="list-style-type: none"> • Discuss items that can and cannot be found in outer space. • Create sentences using the word <i>shadows</i>. • Construct sentences using prepositional phrases that describe location. | | |
| Language Forms and Functions | | |
| <p>_____ can/cannot be found in outer space.</p> <p>_____ make(s) shadows.</p> <p>An airplane is <u>in</u> the sky. / The airplane is <u>above</u> the bird. / The sun is <u>over</u> the ocean. / The sun is shedding its light <u>across</u> the ocean.</p> | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| atmosphere | object outer space shadow surround | cloud Earth moon sun |

Lesson 1: Introduction to the Sun and Space

Look Ahead



Primary Focus: Students will categorize items as being in outer space or not in outer space.

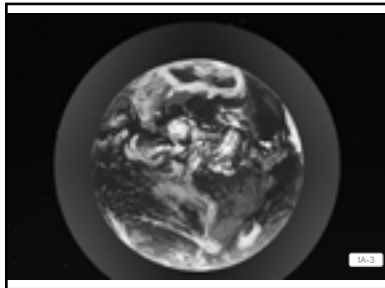
INTRODUCTION TO OUTER SPACE (10 MIN.)

Where Are We?

- Show students a globe, and tell them that the globe is a model of the earth, where we live.
- Point to the appropriate location on the globe as you say the following:
You live in [your city].
[Your city] is in the state of [your state].
[Your state] is in the country of the United States of America.
The United States of America is on the continent of North America.
North America is on Earth.
- Repeat this using stacking cups or blocks to help students visualize their location in the universe another way.
- Explain that even though it seems that the ground we stand on is flat and still, we actually live on a tiny part of a huge sphere, or ball, just like this globe. This huge sphere is called Earth, and it is always moving in outer space.

Support

Explain to students that sometimes people shorten *outer space* to just *space* (e.g., space travel).



Show Image 1A-3: Earth's atmosphere

In today's read-aloud you will hear about outer space.

Say the phrase *outer space* with me three times.

Definition: Outside of Earth's atmosphere is outer space. Outer space includes many, many stars, moons,

and planets. [Point to the area beyond the gray ring (Earth's atmosphere) around the earth.]

Example: [Point within the gray ring around the earth.] This area is Earth's atmosphere. The atmosphere contains air for us to breathe.

[Point to the area outside the gray ring.] This is outer space.

Outer Space? I will name several things. Tell me whether they can be found in outer space or not in outer space. [Invite students to come up to the image and point to either Earth’s atmosphere or outer space. Record accurate responses on the T-chart.]

- oxygen
 - » not in outer space
- stars
 - » in outer space
- airplane
 - » not in outer space
- clouds
 - » not in outer space
- sun
 - » in outer space
- moon
 - » in outer space

| In Outer Space | Not in Outer Space |
|--------------------|--------------------|
| stars | oxygen |
| sun | airplane |
| moon | clouds |
| [additional items] | [additional items] |

Support

Sentence frame:

“_____ can/cannot be found in outer space.”

Challenge

Ask students to name any additional items that can and cannot be found in space. Add these to the T-chart.

Lesson 1: Introduction to the Sun and Space

Hands On



Primary Focus: Students will construct sentences using the word *shadows*.

SHADOWS (10 MIN.)



Show Image 1A-7: Shadows

Have you ever noticed your *shadow* on the ground?

Say the word *shadow* with me three times.

Definition: A shadow is a shady or dark spot that is made when something blocks the light.

Example: If the sun is behind you, your body blocks the sun's rays and creates a shadow.

Share: Have you ever noticed your shadow on the ground? What color was it? What other things make shadows?

Demonstration

- Tell students they will have an opportunity to create their own shadows. Dim the classroom lights. If available, give each partner pair or small group a flashlight.
- Remind students that a shadow is created when something blocks the light.
- Have students work with a partner or in small groups to find a few classroom objects with which to make shadows.
- Invite one student in each pair or group to hold up the object in front of a wall. Have another student shine the light on the object. Invite all students to watch its shadow on the wall.

Support

Sentence frame:

"_____ make(s)
shadows."



Check for Understanding

Recall: How are shadows created?

» Shadows are created when an object blocks the light.

[Optional] Extension

- Have students sit facing a wall. Stand behind the students. Hold up an object and shine a light behind it so that the object casts a shadow on the wall. Have students guess what the object is by looking at its shadow.

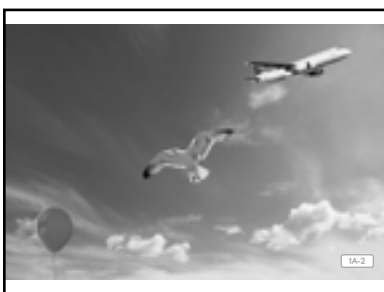
Lesson 1: Introduction to the Sun and Space

Looking at Language



Primary Focus: Students will add prepositional phrases, including *in*, *above*, *over*, and *across*, to describe location.

PREPOSITIONS: IN, ABOVE, OVER, ACROSS (10 MIN.)



Show Image 1A-2: Plane, bird, red balloon, clouds

- Tell students that they will learn about and practice using words that show location (or where something is) and direction (or where something is going).

Ask

What do you see in this picture?

- » an airplane, a bird, a balloon, clouds

Where are they?

- » They are in the sky.

- Explain that the word *in* is used to show where something can be found. For example, “the airplane is in the sky.”
- Help students come up with hand motions that mean *in*. Have students make up a sentence containing the word *in* while using Image 1A-2 or objects in the classroom. Invite them to say their sentence as they use the hand motion for *in*.

Ask: In Image 1A-2, which item is the highest in the sky: the balloon, the airplane, or the bird?

- » the airplane

- Explain that the word *above* is used to show that something is higher than, or on top of, something else. For example, “The airplane is *above* the bird.”

Support

Use various classroom labels and objects to review and reinforce the concept of these prepositions: *in*, *above*, *over*, *across*.



Speaking Modifying to Add Details

Entering/Emerging

Point to specific parts of a Flip Book image as you say a model sentence from the lesson. Emphasize the preposition in the sentence. Have students repeat the preposition used.

Transitioning/Expanding

Repeat model sentences from the lesson and have students echo. Help students make up another sentence using the same preposition.

Bridging

Invite students to create sentences and show examples of using prepositions with a partner.

Ask: What is above the balloon?

» The bird is above the balloon.

- Help students come up with hand motions that mean *above*. Have students make up a sentence containing the word *above* while using Image 1A-2 or objects in the classroom. Invite them to say their sentence as they use the hand motion for *above*.



Show Image 1A-6: Sunrise

Ask

What do you see in this picture?

» sun, ocean, mountains, clouds

Where is the sun compared to the ocean?

» The sun is over the ocean.

- Explain that the word *over* is used to show that something is on top of something else. For example, “The sun is *over* the ocean.”
- Help students come up with hand motions that mean *over*. Have students make up a sentence containing the word *over* while using Image 1A-6 or objects in the classroom. Invite them to say their sentences as they show the hand motion for *over*.
- Remind students that in the read-aloud they heard, “In the morning, the sun . . . shed[s] light *across* the land.”

Ask: In this image, what is the sun shedding its light across?

» the ocean

- Tell students that the word *across* is used to show that something goes from one side to the other side. For example, “The sun is shedding its light *across* the ocean.” Point to the sun’s rays shining across the ocean.
- Help students come up with hand motions that mean *across*. Have students make up a sentence containing the word *across* while using Image 1A-6 or objects in the classroom. Invite them to say their sentence as they use the hand motion for *across*.



Your Turn

Create a sentence using one of the prepositions you learned about today (e.g., *in*, *above*, *over*, *across*).

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K6L1 |
| Activity Name | Your Turn |
| Proficiency Levels | |
| Entering | Student recognizes frequently occurring prepositions (e.g., <i>in, over</i>) used in a sentence with visual support. |
| Emerging | Student identifies frequently occurring prepositions (e.g., <i>in, over</i>) used in a sentence about an image. |
| Transitioning | Student uses frequently occurring prepositions (e.g., <i>above, across</i>) in a model sentence. |
| Expanding | Student uses frequently occurring prepositions (e.g., <i>above, across</i>) in a sentence with support. |
| Bridging | Student creates sentences using frequently occurring prepositions. |

~~~~~ End Lesson ~~~~~



## 2

## ASTRONOMY

# The Earth and the Sun

**PRIMARY FOCUS OF LESSON****Listening**

Students will signal the meanings of the words *rotation* and *orbit*.

**Speaking**

Students will record and discuss observations and facts about daytime in a journal.

**Listening**

Students will recognize and use verb tense to convey time in a shared language activity.

**FORMATIVE ASSESSMENT****Speaking**

Astronomy Journal [Activity Page 2.1S]

**LANGUAGE PROFICIENCY ASSESSMENT****Listening**

Verb Tense [Informal Observation]



## LESSON AT A GLANCE

|                                          | Time    | Materials                                                                                                                    |
|------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                        |         |                                                                                                                              |
| Vocabulary Preview: <i>Rotate, Orbit</i> | 10 min. | <input type="checkbox"/> Images 2A-3, 2A-4<br><input type="checkbox"/> plastic hoop                                          |
| <b>Write About It</b>                    |         |                                                                                                                              |
| Astronomy Journal: Daytime               | 15 min. | <input type="checkbox"/> Activity Page 2.1S<br><input type="checkbox"/> In Outer Space/Not in Outer Space T-chart (optional) |
| <b>Looking at Language</b>               |         |                                                                                                                              |
| Verb Tense                               | 5 min.  | <input type="checkbox"/> Images 2A-1, 2A-2, 2A-6<br><input type="checkbox"/> Language Proficiency Recording Sheet            |

## ADVANCE PREPARATION

### Look Ahead

- Bring in a plastic hoop to be the sun during a demonstration.

### Write About It

- Prepare Activity Page 2.1S. This will be the first page in students' Astronomy Journals. These journals are used in similar activities throughout this guide.
- You may wish to display and add to the In Outer Space/Not in Outer Space T-chart from Lesson 1.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

### Note to Teacher

Be sure that students are clear that the terms *rotate* and *orbit* are not the same. The Earth rotates around its axis to create daytime and nighttime. An orbit is the path Earth takes around the sun and is the reason Earth has seasons. To reinforce this, have students stand in place and spin around for *rotate*. For *orbit*, have students walk around the plastic hoop "sun."



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Record observations and facts about daytime in a journal.
- Construct sentences using present and future verb tenses.

### Language Forms and Functions

During the daytime, I can see \_\_\_\_\_.

\_\_\_\_\_ is/is not in outer space.

The sun rises every morning. / The sun will rise tomorrow morning.

### Vocabulary

#### Tier 3 Domain-Specific Words

orbit

#### Tier 2 General Academic Words

facts  
observations  
rotate

#### Tier 1 Everyday Speech Words

daytime  
sky

Start Lesson

## Lesson 2: The Earth and the Sun

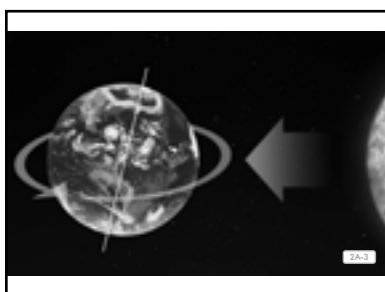
# Look Ahead



**Primary Focus:** Students will signal the meanings of the words *rotation* and *orbit*.

## VOCABULARY PREVIEW (10 MIN.)

### Rotate



### Show Image 2A-3: Earth rotation

In today's read-aloud you will hear that Earth *rotates* round and round.

[Make a circular, counterclockwise motion with your finger. Invite students to do the same as they say *rotate*.] Say *rotate* with me three times.

**Definition:** *Rotate* means to spin around in a circle. [Point to the arrow showing the direction Earth rotates.] This image shows the direction the Earth rotates.

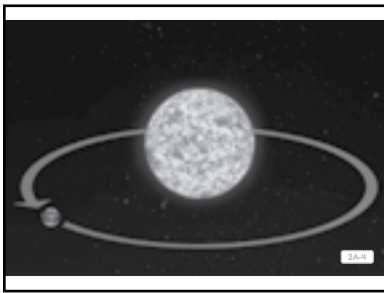


**Example:** Janet likes to rotate round and round as she pretends she is a ballet dancer. [Invite volunteers to demonstrate rotating round and round like a ballet dancer. Have the rest of the class say, “[Name of student] rotates round and round.”]

**What’s Another Word?** What is another word that is similar to *rotate*? (*spin*)

**Share:** Have you ever experienced rotating, or spinning, round and round so much that you got dizzy? Tell a partner about your experience.

## Orbit



### Show Image 2A-4: Orbit diagram

In today’s read-aloud you will hear that the path that Earth follows around the sun is called the earth’s *orbit*.

[Raise one finger and, with the finger of your other hand, make a large circular, counterclockwise movement around that finger. Invite students to do the same as they say *orbit*.] Say the word *orbit* with me three times.

**Definition:** An orbit is a path around an object in space. [Point to the arrow showing Earth’s orbit around the sun.] Earth travels in an orbit around the sun.

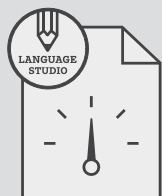


### Check for Understanding

**Demonstration:** I will put the plastic hoop sun in front of some of you and have you make an orbit around the sun. Everyone else should practice rotating, or spinning round and round. [You also may wish to have students to put these two motions together—have them rotate as they orbit the plastic hoop sun.]



## Activity Page 2.1S



### Support

Tell students sketching is drawing simply, with few details or colors.



### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Point to a student's sketch and ask a *yes/no* question (e.g., "Is this a bird?" "Is this found in outer space?").

#### Transitioning/Expanding

Ask students to respond to *wh-* questions using sentence frames (e.g., "During the daytime, I can see \_\_\_\_").

#### Bridging

Invite students to ask and answer *wh-* questions about each other's sketches.

## Lesson 2: The Earth and the Sun

# Write About It



**Primary Focus:** Students will record and discuss observations and facts about daytime in a journal.

### ASTRONOMY JOURNAL: DAYTIME (15 MIN.)

**Note:** This activity is also completed as part of the Knowledge lesson for the day. You may wish to use this as an opportunity to review and reinforce the domain-specific concepts and vocabulary students learned during Lesson 2. Additionally, students may finish writing in their journals as outlined here.

- Tell students that they are going to pretend to be astronomers as they learn about outer space. Tell them they will use their Astronomy Journals to record both observations (what they see) and facts (what they learn) about outer space.
- Give students Activity Page 2.1S. Tell them that this is the first page of the Astronomy Journal. It will be about the sky and the things they see around them during the daytime.
- Next take students outside, or if that is not possible, take them to a large window where they can see the sky. Direct students to spend at least five minutes sketching the objects they see in the sky and some things that are outside during the daytime.
- Then go back to the classroom and have students spend up to five minutes finishing up their sketches, coloring in their drawings, and labeling their pictures using the letter-sound correspondences learned thus far.
- Finally, have each student write a sentence about daytime on the lines below the sketch.
- Remind students of the two layers of the sky: the atmosphere and outer space.



### Formative Assessment

**Astronomy Journal:** In small groups, talk about your sketches and share your writing. Which items in your drawings are in outer space?



- Help students recognize which objects in their drawings are located inside Earth's atmosphere. (*birds, airplanes, clouds, etc.*) Then direct students to circle any object that is found in outer space. (*the sun, or possibly the moon if it is visible*) You may wish to reference and add this to the In Outer Space/ Not in Outer Space T-chart.

## Support

**Sentence frame:**  
 “\_\_\_\_\_ is/is not in  
 outer space.”

| In Outer Space     | Not in Outer Space |
|--------------------|--------------------|
| stars              | oxygen             |
| sun                | airplane           |
| moon               | clouds             |
| [additional items] | birds              |
|                    | [additional items] |

## Lesson 2: The Earth and the Sun

# Looking at Language



**Primary Focus:** Students will recognize and use verb tense to convey time in a shared language activity.

### VERB TENSE (5 MIN.)

**Note:** The purpose of this activity is to help students understand the direct connection between grammatical structures—such as present and future tense verbs—and the meaning of text. This activity should be used in conjunction with the complex text and images presented in the lessons.

- Tell students that verbs describe an action, or something you do, like sleep and jump.
- Tell students that they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.
- Read the following passage. As you do, emphasize the bold words. Point to your feet to signal the present and ahead of you to signal the future as you read the verbs.





### Listening Using Verbs and Verb Phrases

#### Entering/Emerging

Point to parts of the image and/or use gestures as you say the sentences. Emphasize the bolded verbs.

#### Transitioning/Expanding

Invite students to repeat the sentence after you and point to their feet if the action is happening now and point ahead of them if the action will happen in the future.

#### Bridging

Challenge students to create their own sentences using present and future tense verbs with a partner.



#### Show Image 2A-1: Sunrise

The sun **rises** every morning.

The verb in this sentence is *rises*. This action happens everyday.

The sun **will rise** tomorrow morning.

The verb in this sentence is *will rise*. This action will happen in the future—tomorrow.



#### Show Image 2A-2: Sunset

The sun **sets** in the evening. It **disappears** below the horizon.

#### Ask

Which verbs did you hear?

» sets, disappears

When do these actions happen—right now, in the past, or in the future?

» right now

The sun **will set** in the evening. It **will disappear** below the horizon.

#### Ask

Which verbs did you hear?

» will set, will disappear

When do these actions happen—right now, in the past, or in the future?

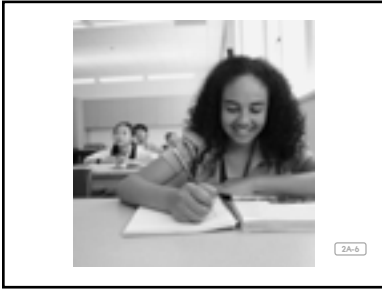
» in the future



### Verb Tense

I am going to read some other sentences about this lesson. Listen carefully for verbs that tell us something is happening right now. When you hear the word, point to your feet to show that the action is happening now.





### Show Image 2A-6: Student at desk

The earth **rotates** and **spins** all day, everyday; even as you **sit** in your classroom.

#### Ask

Which verbs did you hear?

» rotates, spins, sit

When do these actions happen—right now, in the past, or in the future?

» right now

Why are so many of the verbs in this lesson in the present tense, or happening right now?

» This lesson is about things that happen all the time.

**Now you try!** With your partner, use verbs such as *write*, *draw*, and *learn* to create sentences about things that are happening right now (in the present) and actions that will happen in the future.

## 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   | K6L2                                                                                                                |
| Activity Name      | Verb Tense                                                                                                          |
| Proficiency Levels |                                                                                                                     |
| Entering           | Student recognizes present and future tense verbs in a sentence with prompting from the teacher and visual support. |
| Emerging           | Student recognizes present and future tense verbs.                                                                  |
| Transitioning      | Student repeats sentence and signals whether it is in the present or the future.                                    |
| Expanding          | Student identifies whether sentence is in the present or the future.                                                |
| Bridging           | Student uses present and future tense verbs to create their own sentences.                                          |

End Lesson



## 3

## ASTRONOMY

## Stars

## PRIMARY FOCUS OF LESSON

**Listening**

Students will apply the terms *a.m.* and *p.m.* to various activities.

Students will characterize various events as happening at dawn or dusk.

Students will apply the multiple meanings of the word *space* accurately.

**Speaking**

Students will add prepositional phrases, including *beyond*, *into*, and *through*, to describe location and direction.

## FORMATIVE ASSESSMENT

Listening

Multiple-Meaning Word [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Your Turn [Informal Observation]



## LESSON AT A GLANCE

|                                            | Time    | Materials                                                                                                                                                  |
|--------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Connections                                |         |                                                                                                                                                            |
| A.M./P.M.                                  | 10 min. | <input type="checkbox"/> learning clock                                                                                                                    |
| Vocabulary Building                        |         |                                                                                                                                                            |
| Word Work: <i>Dawn/Dusk</i>                | 10 min. | <input type="checkbox"/> images of sunrise and sunset                                                                                                      |
| Multiple-Meaning Word: <i>Space</i>        |         | <input type="checkbox"/> Poster 1M (Space)                                                                                                                 |
| Looking at Language                        |         |                                                                                                                                                            |
| Prepositions: <i>Beyond, Into, Through</i> | 10 min. | <input type="checkbox"/> Images 3A-2, 3A-8<br><input type="checkbox"/> tube, small object<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Connections

- Bring in learning clocks (or images of specific times on a digital clock) to help students apply the terms *a.m.* and *p.m.*

### Vocabulary Building

- Find images of sunrise and sunset to help students visualize dawn and dusk.

### Looking at Language

- Bring in a large tube and an object small enough to move through it to aid in the demonstration of the word *through*.
- Prepare Language Proficiency Recording Sheet for Speaking.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share about events that happen at dawn or dusk.
- Create sentences using the multiple meanings of the word *space*.
- Construct sentences using prepositional phrases that describe location and direction.

### Language Forms and Functions

That happens at dawn/dusk.

At dawn/dusk I . . .

When I see this type of space, I think of . . .

These stars are beyond the sun.

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

dawn/dusk

a.m./p.m.  
space

Start Lesson

### Lesson 3: Stars

# Connections



**Primary Focus:** Students will apply the terms *a.m.* and *p.m.* to various activities.

### A.M./P.M. (10 MIN.)

- Remind students that each time the earth makes one complete rotation, one full day passes.
- Point to the numbers on a clock dial as you count one o'clock through twelve o'clock.
- Explain that after we count to twelve o'clock for the morning hours—*a.m.*—we start over and count to twelve again for the afternoon and evening hours—*p.m.*.
- Show the following times on the clock. Tell students that there is 9:00 *a.m.* in the morning and 9:00 *p.m.* at night. Explain that “*a.m.*” refers to morning and “*p.m.*” refers to evening/night.



- Have students repeat “a.m.” Tell students that “a.m.” stands for two Latin words (*ante meridian*) that mean “before noon.”
- Have students repeat “p.m.” Tell students that “p.m.” stands for two other Latin words (*post meridian*) that mean “after noon.”

**Examples:** [Show the following times on the clock.]

If it is one hour before twelve noon, we say it is 11:00 a.m.

If it is one hour after twelve noon, we say it is 1:00 p.m.

**Ask:** What time is it now?

**A.M. or P.M.?** I am going to name some activities you do sometime during the day. Then I will state a time. You tell me whether it should be a.m. or p.m..

- Wake up at 7:00. (*a.m.*)
- Go to school at 8:00. (*a.m.*)
- Recess at 10:00. (*a.m.*)
- Science lesson after lunch at 1:30. (*p.m.*)
- Dismiss to go home at 3:00. (*p.m.*)
- Eat dinner at 6:00. (*p.m.*)

**Your Turn:** Name an activity that you do sometime during the day. The rest of class will decide whether that activity is done during the a.m. or p.m.



### Lesson 3: Stars

# Vocabulary Building



## Primary Focus

Students will characterize various events as happening at dawn or dusk.

Students will apply the multiple meanings of the word *space* accurately.

## WORD WORK: DAWN/DUSK (5 MIN.)

At dawn, the sun rises in the east. At dusk, just after the sun has set in the west, the first stars of night appear.

Say the word *dawn* with me. Say the word *dusk* with me.

**Definitions:** *Dawn* and *dusk* are opposites. Dawn is the time of day when the sun begins to rise, when the sky is not fully light yet.

Dusk is the time of day just after sunset, when the sky is not fully dark yet.

**Examples:** [Show an image of sunrise.] The sky brightens with the colors of sunrise at dawn, when night ends and day begins.

[Show an image of sunset.] The sky glows with the colors of sunset at dusk, when day ends and night begins.



## Check for Understanding

**Making Choices:** We know that dawn is when the sun is coming up and night turns into day. We also know that dusk is the time when the sun is going down and day turns into night. Listen to the following examples. If I describe something that happens at dusk, say, "That happens at dusk." If I describe something that happens at dawn, say, "That happens at dawn."

- The sun sets.
  - » That happens at dusk.
- The sun rises.
  - » That happens at dawn.
- The stars fade.
  - » That happens at dawn.



- The stars get brighter.
  - » That happens at dusk.
- The moon becomes visible.
  - » That happens at dusk.

**Share:** What do you do at dawn? What do you do at dusk?

### MULTIPLE-MEANING WORD: SPACE (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 (Space).] Outer space includes many, many stars, moons, and planets. Which image shows this kind of *space*? (1)
- *Space* also means something else. *Space* also means a blank between things or words. Which picture shows this kind of *space*? (2)



#### Formative Assessment

**Multiple-Meaning Word:** [Point to the image of outer space.] With your partner, talk about what you think of when you see this kind of space.

- » When I see this type of space, I think of the sun, the moon, planets, etc.

[Point to the image of the blank area between words.] With your partner, talk about what you think of when you see this kind of space.

- » When I see this type of space, I think of empty lines, no letters, lining up, moving over, etc.

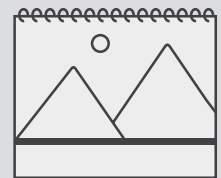
#### Support

##### Sentence starters:

"At dawn I . . ."

"At dusk I . . ."

#### Poster 1M



#### Listening Analyzing Language Choices

##### Entering/Emerging

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

##### Transitioning/Expanding

Have students refer to an image on the poster and tell about what they think of when they hear the word *space*.

##### Bridging

Have students create their own sentence that reflects the meaning of the word *space*.



### Lesson 3: Stars

# Looking at Language

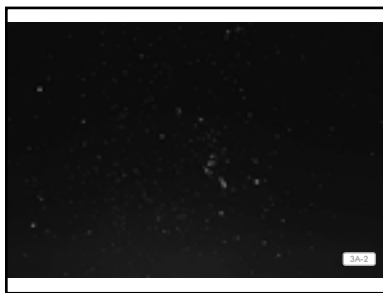


**Primary Focus:** Students will add prepositional phrases, including *beyond*, *into*, and *through*, to describe location and direction.

## Support

Use various classroom labels and objects. Review and reinforce the concept of these prepositions: *beyond*, *into*, *through*.

### PREPOSITIONS: BEYOND, INTO, THROUGH (10 MIN.)



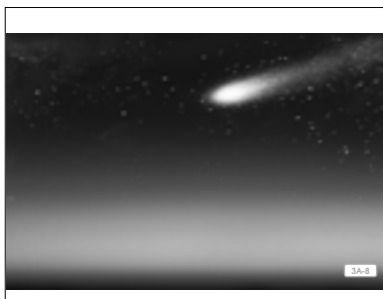
#### Show Image 3A-2: Starry night

- Tell students that they will learn about and practice using words that show location (or where something is) and direction (or where something is going).

**Ask:** What do you see in this picture?

» many, many stars

- Explain to students that these stars are *beyond* the sun. Explain that the word *beyond* is used to show that something is on the other side of and past something else. Many times we use *beyond* to show that something is farther away. For example, "The stars are *beyond* the sun."
- Help students come up with hand motions that mean *beyond*. Have students make up a sentence containing the word *beyond* while using Image 3A-2 or objects in the classroom. Invite them to say their sentence as they use the hand motion for *beyond*.



#### Show Image 3A-8: Close-up of meteor hitting Earth's atmosphere

**Ask:** What do you see in this picture?

» a meteor

- Remind students they heard in the read-aloud that space rocks can crash into Earth's atmosphere. Explain that the word *into* is used to show that something moved from the outside to the inside of something else. For example, "The meteor crashed *into* Earth's atmosphere."



- Help students come up with hand motions that mean *into*. Have students make up a sentence containing the word *into* while using Image 3A-8 or objects in the classroom. Invite them to say their sentence as they use the hand motion for *into*.
- Remind students that in the read-aloud they also heard that as the space rock keeps moving *through* the atmosphere, it gets really, really hot and burns up. This is called a meteor.
- Explain that the word *through* is used to show that something moves from one side straight to the other side. Demonstrate this by moving a small object through a large tube. For example, “The \_\_\_\_ goes *through* the tube.”
- Help students come up with hand motions that mean *through*. Have students make up a sentence containing the word *through* while using Image 3A-8 or objects in the classroom. Invite them to say their sentence as they use the hand motion for *through*.



### Your Turn

Create a sentence using one of the prepositions you learned about today (e.g., *beyond*, *into*, *through*).



### Speaking Modifying to Add Details

#### Entering/Emerging

Point to specific parts of a Flip Book image as you say a model sentence from the lesson. Emphasize the preposition in the sentence. Have students repeat the preposition used.

#### Transitioning/Expanding

Repeat model sentences from the lesson and have students echo. Help students make up another sentence using the same preposition.

#### Bridging

Invite students to create sentences and show examples of using prepositions with a partner.



## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                          |
| Knowledge/Lesson   | K6L3                                                                                                              |
| Activity Name      | Your Turn                                                                                                         |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student recognizes frequently occurring prepositions (e.g., <i>into</i> ) used in a sentence with visual support. |
| Emerging           | Student identifies frequently occurring prepositions (e.g., <i>into</i> ) used in a sentence about an image.      |
| Transitioning      | Student uses frequently occurring prepositions (e.g., <i>beyond, through</i> ) in a model sentence.               |
| Expanding          | Student uses frequently occurring prepositions (e.g., <i>beyond, through</i> ) in a sentence with support.        |
| Bridging           | Student creates sentences using frequently occurring prepositions.                                                |

~~~~~ End Lesson ~~~~~


ASTRONOMY

Stargazing and Constellations

PRIMARY FOCUS OF LESSON**Writing**

Students will record observations and facts about constellations in a journal.

Reading

Students will compare and contrast literary and informational texts about stars.

FORMATIVE ASSESSMENT

Writing

Astronomy Journal [Activity Page 4.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Text Types [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------------|---------|--|
| Write About It | | |
| Astronomy Journal: Constellations | 15 min. | <ul style="list-style-type: none"><input type="checkbox"/> Image 4A-10<input type="checkbox"/> Activity Page 4.1S<input type="checkbox"/> star stickers<input type="checkbox"/> black drawing utensils<input type="checkbox"/> images of constellations (optional) |
| Focus on Text | | |
| Nursery Rhymes About Stars | 15 min. | <ul style="list-style-type: none"><input type="checkbox"/> Image 4A-10<input type="checkbox"/> music for “Twinkle, Twinkle, Little Star”<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Write About It

- Prepare Activity Page 4.1S.
- Have star stickers available for students to create their own constellation.

Focus on Text

- Find music for “Twinkle, Twinkle, Little Star.”
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Record observations and facts about constellations in a journal.
- Compare and contrast literary and informational texts.

Language Forms and Functions

My constellation is a . . .

Compare/Contrast: Nursery rhymes are . . . / Informational text is . . .

Vocabulary

Tier 3
Domain-Specific Words

constellations

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

stars

Start Lesson

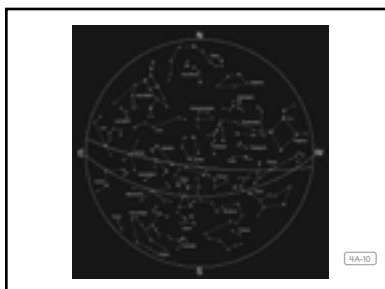
Lesson 4: Stargazing and Constellations

Write About It



Primary Focus: Students will record observations and facts about constellations in a journal.

ASTRONOMY JOURNAL: CONSTELLATIONS (15 MIN.)



Show Image 4A-10: Constellation chart

Many different groups of stars in the sky are called *constellations*.

Say *constellations* with me three times.

Definition: Constellations are groups of stars in the night sky that seem to form shapes or pictures.

Example: The constellations that ancient people saw in the night sky thousands of years ago are the same constellations we see in the night sky today.

Support

Have images of real constellations available for students to reference.

Activity Page 4.1S



Writing
Selecting Language
Resources

Entering/Emerging

Create a word bank for students to copy key words for their labels.

Transitioning/Expanding

Allow students to dictate their sentences to you, using sentence starters (e.g., “My constellation is a . . .”).

Bridging

Encourage students to include details in their sentences.



Check for Understanding

What Do You See? Do you see any constellations in this image? How do you know?

- » Answers will vary, but should include that students are able to make out shapes or pictures in the groups of stars identified in the image.

- Give students Activity Page 4.1S. Tell them that this is the second page of their Astronomy Journal. They will draw their own real constellation or made-up constellation.

Ask: What kind of constellation would you like to draw or create?

- Have students shade in the background black for the night sky and then use stickers to make the shape or outline of a picture for their constellation.
- Finally have students label and/or write a sentence about their constellation.



Formative Assessment

Astronomy Journal: In small groups, guess what “picture” your constellations are supposed to make. Talk about your constellations and share your writing.

Lesson 4: Stargazing and Constellations

Focus on Text



Primary Focus: Students will compare and contrast literary and informational texts about stars.

NURSERY RHYMES ABOUT STARS (15 MIN.)

Ask: Do you know a nursery rhyme that has stars in it?

- » “Star Light, Star Bright” and “Twinkle, Twinkle, Little Star”

Echo Technique: I am going to say the first line of “Star Light, Star Bright.” Then I will stop and give you a chance to echo. That means you will say

the exact words that I said. We will continue doing this for each line of the rhyme.

Star light, star bright

First star I see tonight

I wish I may, I wish I might

Have the wish I wish tonight.

Echo Technique: I am going to say the first line of “Twinkle, Twinkle, Little Star.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Twinkle, twinkle, little star,

How I wonder what you are!

Up above the world so high,

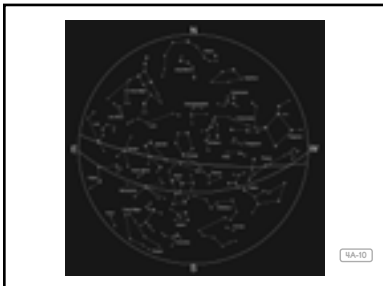
Like a diamond in the sky.

Twinkle, twinkle, little star,

How I wonder what you are!

Ask: What are some things that nursery rhymes have in common?

- » Nursery rhymes are short, they have rhyming words, lines that repeat, etc.



Show Image 4A-10

- Remind students that they heard a read-aloud on constellations.

Text Features: Point out that this is a diagram of the night sky with constellations marked out. Highlight that the purpose of this diagram is to show the different kinds of constellations. This image is part of a text that gives information about stars.



Text Types

What are the differences between these nursery rhymes and the read-aloud about stars?

- » The nursery rhyme is short and simple, has rhyming words, is fun to say and sing; the read-aloud is about real things, has photographs and diagrams, gives information.



Reading Understanding Text Structure

Entering/Emerging

Ask students *yes/no* questions about the text structure of nursery rhymes (e.g., “Is the nursery rhyme short?” “Does the nursery rhyme have rhyming words?”).

Transitioning/Expanding

Prompt students with topics (e.g., purpose of the text) to help them identify one or two differences between a nursery rhyme and read-aloud.

Bridging

Challenge students to explain how the nursery rhyme and read-aloud are similar and/or different.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Knowledge/Lesson | K6L4 |
| Activity Name | Text Types |
| Proficiency Levels | |
| Entering | Student answers basic yes/no questions about the text structure of nursery rhymes. |
| Emerging | Student recognizes the basic differences between nursery rhymes and informational text with support. |
| Transitioning | Student identifies one difference between nursery rhymes and informational text. |
| Expanding | Student identifies more than two differences between nursery rhymes and informational text. |
| Bridging | Students explains the similarities and differences between nursery rhymes and informational text. |

End Lesson

ASTRONOMY

The Moon

PRIMARY FOCUS OF LESSON

Listening

Students will preview the phases of the moon.

Speaking

Students will describe whether light reflects off or is absorbed by various objects.

Reading

Students will compare the text type and purpose of a trade book on astronomy to the read-alouds in this unit.

FORMATIVE ASSESSMENT

Reading

Reading/Listening Guide
[Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Reflect or Absorb?
[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|---|
| Look Ahead | | |
| Phases of the Moon | 5 min. | <input type="checkbox"/> Image 5A-3 <input type="checkbox"/> video clip about the phases of the moon (optional) |
| Hands On | | |
| Reflect/Absorb | 10 min. | <input type="checkbox"/> items that reflect and absorb light <input type="checkbox"/> Language Proficiency Recording Sheet |
| Connections | | |
| Domain-Related Trade Book: Astronomy | 15 min. | <input type="checkbox"/> trade book <input type="checkbox"/> Resource Pages 6.1S, 6.2S <input type="checkbox"/> Reading/Listening Guide <input type="checkbox"/> student copies of Reading/Listening Guide |

ADVANCE PREPARATION

Hands On

- Bring in items that reflect light: mirrors, plastic wrap, sequins, glitter, metal spoons, CDs, water, clothing with reflective strips. Bring in items that absorb light: unpolished wood, black cloth, opaque materials.
- Be prepared to do a quick demonstration showing how different items reflect and absorb light.
- Prepare Language Proficiency Recording Sheet for Speaking.

Connections

- Find a trade book related to astronomy.
- Prepare a large Reading/Listening Guide using Resource Pages 6.1S and 6.2S as a guide. Prepare Resource Page 6.1S or 6.2S for each student.

Note to Teacher

While demonstrating which items reflect or absorb light, be sure that

students are clear that *reflection* is when light bounces off something (the opposite of *reflection* is *absorption*, when light is “soaked up” and does not go through or bounce off something). Relate this to how the moon reflects light from the sun.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to a discussion using the general academic words *reflect* and *absorb*.
- Compare the text type and purpose of different texts.

Language Forms and Functions

_____ reflects/absorbs light.

Compare/Contrast: The trade book is . . . / The read-alouds are . . .

Vocabulary

Tier 3 Domain-Specific Words

new/crescent/half/full
moon

Tier 2 General Academic Words

absorb/reflect
phases

Tier 1 Everyday Speech Words

moon

Start Lesson

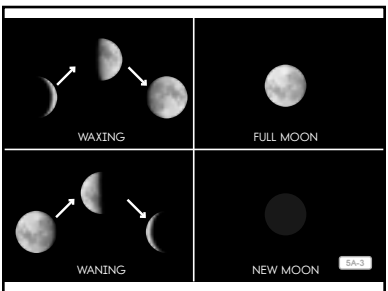
Lesson 5: The Moon

Look Ahead



Primary Focus: Students will preview the phases of the moon.

PHASES OF THE MOON (5 MIN.)



Show image 5A-3: Lunar phases

In today's lesson you will learn about the *phases* of the moon.

Say *phases* with me three times.

Definition: Phases are stages or steps in a process.

[Point to the phases of the moon.] This image shows the phases of the moon.

[Point to each phase of the moon as you name it.] You will hear about the new moon, crescent moon, half-moon, and full moon.

The moon goes through the same phases over and over again.

- How many phases does this image show?

Note: The focus of the lesson is on these four phases of the moon: the new moon, crescent moon, half-moon, and full moon. Point to these phases and repeat their names. You may wish to show a video clip about the phases of the moon.

Lesson 5: The Moon

Hands On



Primary Focus: Students will describe whether light reflects off or is absorbed by various objects.

REFLECT/ABSORB (10 MIN.)



Speaking
Analyzing Language
Choices

Entering/Emerging

Ask students, “Did this item reflect or absorb light?” Have students answer using the term *reflect* or *absorb*.

Transitioning/Expanding

Provide students with the sentence frame:
“_____ reflects/absorbs light.”

Bridging

Invite students to demonstrate, in small groups, how an object reflects or absorbs light.

The moon does not have its own light. The light you see when you look at the moon is actually light from the sun *reflecting* off the moon.

Say the word *reflect* with me three times.

Definition: *Reflect* means to bounce off something.

Examples: Light is reflecting off of _____. [Point to an item in the room that reflects light.]

At night, the light of the sun reflects off the moon.



Reflect or Absorb?

Light reflects when it bounces off something. I will show you several things. Tell me whether light is reflecting off it or not reflecting off it. The opposite of *reflect* is *absorb*. Use the terms *reflect* or *absorb* to describe what is happening. [Dim the lights in the room, and shine a flashlight on the different materials.]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K6L5 |
| Activity Name | Reflect or Absorb? |
| Proficiency Levels | |
| Entering | Student answers with target word(s) with support. |
| Emerging | Student answers with 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 uses target word(s) to explain. |

Lesson 5: The Moon

Connections



Primary Focus: Students will compare the text type and purpose of a trade book on astronomy to the read-alouds in this unit.

DOMAIN-RELATED TRADE BOOK: ASTRONOMY (15 MIN.)



Formative Assessment

Reading/Listening Guide: [As a class, fill in a Reading/Listening Guide (Resource Page 6.1S or 6.2S). This can be done during the reading or afterward.]



Reading Reading/Viewing Closely

Entering/Emerging

Highlight a few key words and phrases from the trade book.

Transitioning/Expanding

Help students identify the main topic and point out how the trade book is organized. Highlight key details from the trade book.

Bridging

Point out how the trade book is similar and different to the read-alouds in the lesson.

Support

Sentence starters:

"The trade book is. . ."

"The read-alouds are . . ."

- Point out the text features of the trade book.
 - Identify the title, author, and illustrator.
 - Preview a few of the illustrations or images with their captions.
 - Highlight additional text features such as charts, diagrams, and glossary or vocabulary sidebars.
- As you read, use the same strategies that you have been using when reading the read-aloud selections: pause and ask occasional questions, and rapidly clarify critical vocabulary within the context of the read-aloud.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in this book relates to the read-alouds in this unit.



Check for Understanding

Compare: What is the difference between a story (literary) and an explanation (nonfiction/informational)?

- » Answers may vary, but may include that a story does not have to contain facts and information; a story includes a plot, characters, and setting; an explanation should be true; etc.

- **Text Type and Purpose:** Help students determine the text type and its purpose by prompting them with a series of questions.
 - Is this a story (literary) or an explanation (informational)?
 - Is it completely factual (informational/nonfiction), or is part of it made up (fiction)?
 - Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?

Everybody Counts: Draw and/or write on sticky notes about something you have learned or a question you have. Post your drawings, comments, and questions on the large Reading/Listening Guide.

End Lesson

ASTRONOMY

History of Space Exploration and Astronauts

PRIMARY FOCUS OF LESSON**Listening**

Students will apply the multiple meanings of the word *ship* accurately.

Writing

Students will record observations and facts about space exploration in a journal.

Listening

Students will recognize and use verb tense to convey time in a shared language activity.

FORMATIVE ASSESSMENT

Listening

Verb Tense [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Astronomy Journal [Activity Page 6.1S]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|--|
| Vocabulary Building | | |
| Multiple-Meaning Word: <i>Ship</i> | 5 min. | ❑ Poster 2M (Ship) |
| Write About It | | |
| Astronomy Journal: Space Exploration | 15 min. | ❑ Image 6A-6 ❑ Activity Page 6.1S ❑ Language Proficiency Recording Sheet |
| Looking at Language | | |
| Verb Tense | 10 min. | ❑ Image 6A-4 ❑ images of Sally Ride |

ADVANCE PREPARATION

Write About It

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

Looking at Language

- Find images of Sally Ride to show students.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Create sentences using the multiple meanings of the word *ship*.
- Record observations and facts about space exploration in a journal.
- Construct sentences using appropriate verb tenses.

Language Forms and Functions

I designed a spacecraft with . . . It is used for . . .

Scientists launched the first rocket from Cape Canaveral in 1950. / Next month, scientists will launch another rocket into space.

Vocabulary

Tier 3 Domain-Specific Words

astronaut
satellite
spacecraft

Tier 2 General Academic Words

equipment
exploration
features
launch
technology

Tier 1 Everyday Speech Words

flight
ship

Start Lesson

Lesson 6: History of Space Exploration and Astronauts

Vocabulary Building



Primary Focus: Students will apply the multiple meanings of the word *ship* accurately.

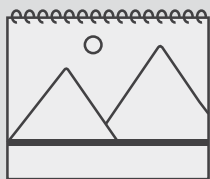
MULTIPLE-MEANING WORD: SHIP (5 MIN.)

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.

If someone put you on the fastest rocket *ship* it would still take you thousands of years to reach the nearest star beyond our sun!

With a Partner: Think of as many meanings for *ship* as you can, or discuss ways you can use the word *ship*.

Poster 2M



[Show Poster 2M (Ship).] Point to the picture on the poster that shows how the word *ship* is used in the read-aloud. (1)

Ship can also mean other things. *Ship* can mean to send a package or box through the mail. Which picture shows this? (3)

A ship is also a large boat used for traveling on the sea. Which picture shows this? (2)

Did you or your partner think of any of these definitions or uses of *ship*?



Check for Understanding

Multiple-Meaning Word: Now with your partner, make a sentence for each meaning of *ship*.

Lesson 6: History of Space Exploration and Astronauts

Write About It



Primary Focus: Students will record observations and facts about space exploration in a journal.

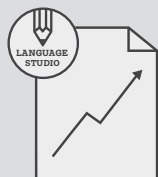
ASTRONOMY JOURNAL: SPACE EXPLORATION (15 MIN.)



Show Image 6A-6: Explorer launch

- Tell students that they will design a spacecraft for astronauts to explore space. Explain that there are many different kinds of scientists involved in learning about space. Astronauts—one kind of scientist—are trained to travel in outer space. Engineers are scientists who design and build spacecraft.
- Give students Activity Page 6.1S. Tell them that this is the third page of their Astronomy Journal. They will draw their design of a spacecraft on it.
- Next, ask students to think about what kind of features or things their spacecraft should have. Remind students that a spacecraft needs rockets to launch it into space and that it needs to be strong enough to endure incredible cold and heat.

Activity Page 6.1S



- Then, have students draw their spacecraft for at least five minutes.
- Finally, have students label and/or write a sentence about their spacecraft.



Astronomy Journal

In small groups, share your writing about your spacecraft. What special features does your spacecraft have that will allow it to go into outer space?



Writing Selecting Language Resources

Entering/Emerging

Create a word bank for students to copy key words for their labels.

Transitioning/Expanding

Allow students to dictate their sentences to you, using sentence starters: "I designed a spacecraft with . . ." "It is used for . . ."

Bridging

Encourage students to include details in their sentences and to use the spelling for sounds taught.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K6L6 |
| Activity Name | Astronomy Journal |
| Proficiency Levels | |
| Entering | Student labels key words with support. |
| Emerging | Student labels key words. |
| Transitioning | Student dictates sentences with support. |
| Expanding | Student dictates sentences. |
| Bridging | Student writes a detailed sentence using the spelling for sounds taught. |

Lesson 6: History of Space Exploration and Astronauts

Looking at Language



Primary Focus: Students will recognize and use verb tense to convey time in a shared language activity.

VERB TENSE (10 MIN.)

Note: The purpose of this activity is to help students understand the direct connection between grammatical structures—such as past, present, and future tense verbs—and the meaning of text. This activity should be used in conjunction with the complex text and images presented in the lessons.

- Tell students that verbs describe an action, or something you do, like sleep and jump.
- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.
- Read the following passage. As you do, emphasize the bold words. Point to your feet to signal the present, point behind you to signal the past tense, and point ahead of you to signal the future as you read the verbs.



Show Image 6A-4: Rocket launch

Scientists **launched** the first rocket from Cape Canaveral in 1950 (over 70 years ago).

The verb in this sentence is *launched*.
This action happened in the past.

Next month, scientists **will launch** another rocket into space.

The verb in this sentence is *will launch*. This action will happen in the future—next month.



Formative Assessment

Verb Tense: I am going to read a letter from a fifth grade student named Josefa. Her class is also studying astronomy. Listen carefully for verbs that tell us something is happening right now (present), something happened in the past, or something will happen in the future.



Listening Using Verbs and Verb Phrases

Entering/Emerging

Point to parts of the image and/or use gestures as you say the sentences. Emphasize the bolded verbs.

Transitioning/Expanding

Invite students to repeat the sentence after you and point to their feet if the action is happening now, point behind them if the action happened in the past, and point ahead of them if the action will happen in the future.

Bridging

Pair students to create their own sentences using present and future tense verbs.

Dear First Graders,

Hello, my name is Josefa. Last month, my fifth grade class **studied** astronomy. We **watched** videos about planets and stars, and we **listened** to read-alouds about constellations and space travel.

My favorite part was learning about astronauts. Do you know that astronaut means “star sailor”?

[Show image of Sally Ride.]

My favorite astronaut is Sally Ride. Sally Ride was the first woman who **traveled** in a spacecraft to outer space. She **fixed** a satellite while she was in space. Later, Sally **wrote** children’s books to encourage girls and boys to study science and space travel.

Hopefully, one day, those girls and boys **will be** astronauts, too.

What will your class **learn** next about astronomy?

Happy learning,

Josefa

Ask: Why are many of the verbs in Josefa’s letter in the past?

» Her letter is about things that already happened.

End Lesson

7

ASTRONOMY

Exploration of the Moon

PRIMARY FOCUS OF LESSON**Speaking**

Students will discuss useful inventions using the general academic word *technology*.

Writing

Students will write creatively in a journal about a trip to the moon.

Listening

Students will recognize and use verb tense to convey time in a shared language activity.

FORMATIVE ASSESSMENT

Writing

Astronomy Journal [Activity Page 7.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Verb Tense [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|---|
| Vocabulary Building | | |
| Word Work: <i>Technology</i> | 5 min. | <input type="checkbox"/> realia of different kinds of technology |
| Write About It | | |
| Astronomy Journal: On The Moon | 15 min. | <input type="checkbox"/> Image 7A-12 <input type="checkbox"/> Activity Page 7.1S |
| Looking at Language | | |
| Verb Tense | 10 min. | <input type="checkbox"/> Image 7A-10 <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Vocabulary Building

- Bring in realia of different kinds of technology: cell phone, calculators, stopwatch, etc. Identify areas in the room or school that have technological items such as projectors, computers, etc.

Write About It

- Prepare Activity Page 7.1S.

Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

Note to Teacher

You may wish to find additional information, images, and video related to the Apollo 11 mission.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to discussion using the general academic word *technology*.
- Write creatively in a journal about a trip to the moon.
- Create sentences using appropriate verb tenses.

Language Forms and Functions

Computers are an important technology, because I can use computers to . . .

On the moon, it is . . .

They wore special suits. / One day, the United States will send more astronauts to the moon.

Vocabulary

Tier 3 Domain-Specific Words

astronaut
gravity
spacesuit

Tier 2 General Academic Words

equipment
surface
technology

Tier 1 Everyday Speech Words

land
moon

Start Lesson

Lesson 7: Exploration of the Moon

Vocabulary Building



Primary Focus: Students will discuss useful inventions using the general academic word *technology*.

WORD WORK: TECHNOLOGY (5 MIN.)

About one hundred years ago, scientists started to make progress in rocket technology.

Say the word *technology* with me three times.

Definition: Technology is the use of science to invent useful things or to help solve problems.

Examples: Computers are an important kind of technology. Astronauts need to learn to use all the technology inside the spacecraft.



Check for Understanding

Think-Share: How are computers an important kind of technology? What can we do with computers?

Word to World: Technology is all around us. We have already talked about the computer as an important kind of technology. What are some other kinds of technology? How is that technology useful? [Show various types of technology: cell phones, airplanes, batteries, cars, DVD players, MP3 players, vacuum cleaners, etc.]

Support

Sentence starter:
“Computers are an important technology because I can use a computer to . . .”

Activity Page 7.1S



Writing
Selecting Language
Resources

Entering/Emerging
Create a word bank for students to copy key words for their labels.

Transitioning/Expanding
Allow students to dictate their sentences to you, using sentence starters (e.g., “On the moon, it is . . .”)

Bridging
Encourage students to include details in their sentences.

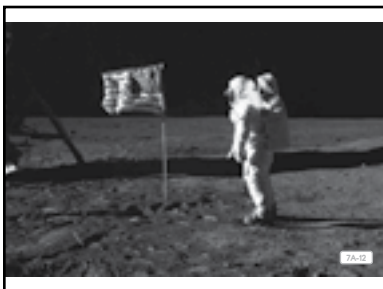
Lesson 7: Exploration of the Moon

Write About It



Primary Focus: Students will write creatively in a journal about a trip to the moon.

ASTRONOMY JOURNAL: ON THE MOON (15 MIN.)



Show Image 7A-12: The flag

- Tell students that they will draw themselves pretending to be astronauts on the moon.
- Give students Activity Page 7.1S. Tell them that this is the fourth page of their Astronomy Journal. They will pretend to be astronauts on the moon.
- Ask students to think about what it might be like on the moon and what kind of gear or clothing they would wear. Remind students that astronauts wear spacesuits designed to endure harsh hot and cold temperatures. Also remind students that there is very little gravity on the moon compared to Earth, so if they jump up they will not come straight down, but stay up longer and come down more slowly!
- Then, have students draw a sketch of themselves on the moon.
- Finally, have students label and/or write a sentence about what it is like on the moon.



Formative Assessment

Astronomy Journal: In small groups, share your writing about the moon. What is it like on the moon? What are you doing on the moon?

Lesson 7: Exploration of the Moon

Looking at Language



Primary Focus: Students will recognize and use verb tense in a shared language activity.

VERB TENSE (10 MIN.)

Note: The purpose of this activity is to help students understand the direct connection between grammatical structures—such as past and future tense verbs—and the meaning of text. This activity should be used in conjunction with the complex text and images presented in the lessons.

- Tell students that verbs describe an action, or something you do, like climb and step.
- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.
- Read the following passage. As you do, emphasize the bold words. Point behind you to signal the past tense, and point ahead of you to signal the future as you read the verbs.



Show image 7A-10: Armstrong stepping onto the moon

Neil Armstrong **announced**, “The Eagle has landed.” He **stepped** out onto the moon. Buzz Aldrin **followed** Armstrong down the ladder. They **wore** special spacesuits.

The verbs in this sentence are *announced*, *stepped*, *followed*, and *wore*. These actions happened in the past.

One day, the U.S. **will send** more astronauts to the moon. The astronauts **will wear** more advanced spacesuits.

The verbs in this sentence are *will send* and *will wear*. These actions will happen in the future—one day.



Verb Tense

I am going to read a pretend letter that we will send to Josefa, the fifth grade student. In our letter, we will tell her what we learned about astronomy. Listen carefully for verbs that tell us something is happening right now (present), something happened in the past, or something will happen in the future.

Dear Josefa,

Thank you for sharing about your favorite astronaut, Sally Ride. We hope that our teacher **will read** her book to us.

Guess what? Our class **learned** about astronauts, too! We **listened** to our teacher tell us about Neil Armstrong and Buzz Aldrin. They called their spacecraft Apollo 11. Their mission was to go to the moon. Neil Armstrong **stepped** onto the moon and **declared**, “That’s one small step for a man, one giant leap for mankind.”

Next, our class **will learn** about the solar system.

Happy learning,

[Teacher’s name]’s class

Ask: Why are many of the verbs in our letter in the past?

» Our letter is mainly about things we already learned.



Listening Using Verbs and Verb Phrases

Entering/Emerging

Point to parts of the image and/or use gestures as you say the sentences. Emphasize the bolded verbs.

Transitioning/Expanding

Invite students to repeat the sentence after you and point behind them if the action happened in the past, and point ahead of them if the action will happen in the future.

Bridging

Pair students to create their own sentences using present and future tense verbs.

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 | K6L7 |
| Activity Name | Verb Tense |
| Proficiency Levels | |
| Entering | Student recognizes present and future tense verbs in a sentence with prompting from the teacher and visual support. |
| Emerging | Student recognizes present and future tense verbs. |
| Transitioning | Student repeats sentence and signals whether it is in the present or the future. |
| Expanding | Student identifies whether sentence is in the present or the future. |
| Bridging | Student uses present and future tense verbs to create sentences with a partner. |

~~~~~  
End Lesson~~~~~



## ASTRONOMY

# The Solar System, Part I

**PRIMARY FOCUS OF LESSON****Speaking**

Students will present a song about the planets.

**Listening**

Students will apply the multiple meanings of the word *color* accurately.

**Speaking**

Students will add prepositional phrases to describe time, place, and manner.

**FORMATIVE ASSESSMENT**

Listening

Multiple-Meaning Word [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]



## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                                                                                                         |
|-------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                     |         |                                                                                                                                                                   |
| Planets Song                        | 10 min. | <input type="checkbox"/> music to “Oh My Darling, Clementine”<br><input type="checkbox"/> Image Cards 1, 7–9<br><input type="checkbox"/> Planets chart (optional) |
| <b>Vocabulary Building</b>          |         |                                                                                                                                                                   |
| Multiple-Meaning Word: <i>Color</i> | 10 min. | <input type="checkbox"/> Poster 4M (Color)                                                                                                                        |
| <b>Looking at Language</b>          |         |                                                                                                                                                                   |
| Expanding Sentences                 | 10 min. | <input type="checkbox"/> Images 8A-4, 8A-6, 8A-7<br><input type="checkbox"/> Language Proficiency Recording Sheet                                                 |

## ADVANCE PREPARATION

### On Stage

- This lesson and the next lesson include a Planets Song, sung to the tune of “Oh My Darling, Clementine.” Bring in music for this song, and play the tune for students to hear. If students are not familiar with “Oh My Darling, Clementine,” 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.
- You may wish to refer to the completed Planets chart as you discuss and review the different planets with the class. The Planets chart is completed during Lessons 8–9 of this unit’s Teacher Guide.

### Looking at Language

- Prepare questions to ask for Image 8A-7 that will elicit the use of prepositional phrases.
- Prepare Language Proficiency Recording Sheet for Speaking.



Take-Home Material

- Prepare Activity Page 8.1S for students to take home and practice the Planets Song.

Note to Teacher

[Optional] Designate part of a classroom wall to make a Planets Wall. Use Image 8A-2 as a guide. Use colored yarn, metal wire, or ribbon to make the orbits. Attach the Image Card for each planet as they are mentioned in the lessons. Write two facts about each planet onto index cards and attach the index cards under the Image Card of the planet.

You may wish to find additional information, images, and video related to the solar system.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                  |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Present a song about the planets.</li><li>• Create sentences using the multiple meanings of the word <i>color</i>.</li><li>• Construct sentences using prepositional phrases to describe time, place, and manner.</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                        |                                  |                                 |
| Venus appears <u>above</u> the moon in the sky. They appear <u>during</u> the nighttime.                                                                                                                                                                            |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                          |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                                                     | first/second/third/fourth        | color<br>Earth<br>planet        |



## Lesson 8: The Solar System, Part I

## On Stage



**Primary Focus:** Students will present a song about the planets.

### PLANETS SONG (10 MIN.)

- Play the song, “Oh My Darling, Clementine.” Ask students if they have heard this song before. Invite students to sing the song together or to hum along.
- Tell students they will sing a song to help them remember the planets they have learned about. This song can be sung to the tune of “Oh My Darling, Clementine.” Tell them that they will repeat the words after you.
- State the guidelines for presenting the song and chant. Model what each guideline looks and sounds like.
  - Use loud, presenting voices.
  - Stand up tall.
  - Stay together.
- Hold up the associated Image Card for each planet as you sing the song and have students repeat after you.

*Do you know the solar system?*

*It's our home in outer space.*

*Planets orbit 'round the sun, while*

*It shines brightly in one place.*

**Show: Image Card 7.** *First is Mercury, small and speedy,*

**Show: Image Card 8.** *Second, Venus, shining bright.*

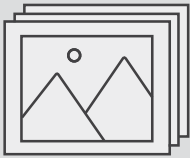
**Show: Image Card 1.** *Third is Earth, a home for people.*

**Show: Image Card 9.** *Fourth is Mars, a rusty sight.*

### Support

Review the planets students learned about in the read-aloud using the Planets chart.

### Image Cards 1, 7–9



Speaking  
Presenting

### Entering/Emerging

Have students hum the tune and do any motions they invent.

### Transitioning/Expanding

Have students sing and chant most of the words.

### Bridging

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





### Check for Understanding

**Sing Together:** Now we are going to practice singing the song together. [Invite students to come up with motions for each of the planets (e.g., Mercury—run in place), or to point to the correct image card as they sing the relevant line of the song.]

## Lesson 8: The Solar System, Part I

# Vocabulary Building



**Primary Focus:** Students will apply the multiple meanings of the word *color* accurately.

### MULTIPLE-MEANING WORD: COLOR (10 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.

Mars is called the “red planet” because of its *color*.

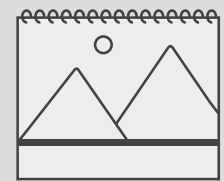
**With A Partner:** Think of as many meanings for *color* as you can, or discuss ways you can use the word *color*.

[Show Poster 4M (Color).] Point to the picture on the poster that shows how the word *color* is used to mean separate colors like red, orange, yellow and blue. (1)

*Color* can also mean to draw or fill in a picture using crayons, markers, or colored pencils. Which picture shows this? (2)

Did you or your partner think of either of these definitions or uses of *color*?

### Poster 4M



### Listening Analyzing Language Choices

### Entering/Emerging

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

### Transitioning/Expanding

Have students refer to an image on the poster and give their own definition of *color*.

### Bridging

Have students create their own sentence that reflects the meaning of the word *color*.



### Formative Assessment

**Multiple-Meaning:** Now with your partner, make a sentence for each meaning of *color*.



## Lesson 8: The Solar System, Part I

# Looking at Language



**Primary Focus:** Students will add prepositional phrases to describe time, place, and manner.

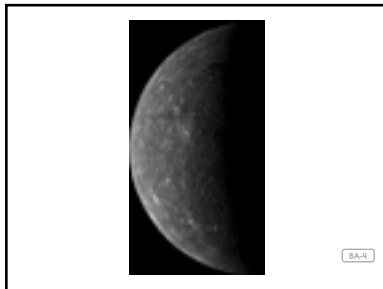
### Support

**Prepositions  
indicating location:**  
above, below, in, to

**Prepositions  
indicating time:**  
at, before, during

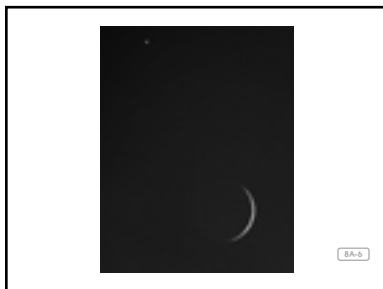
### EXPANDING SENTENCES (10 MIN.)

- Tell students the directions to this expanding sentences activity:
  - First, I will show you a picture.
  - Then I will ask one question at a time.
  - We will answer the question by adding a detail or some details.
  - After a question is answered, we will add the details to our sentence to make our sentence expand.
- Use the following examples from the read-aloud “The Solar System, Part I” to show examples of prepositions. Refer to the image as you read the description of the planets. Emphasize the prepositions.



### Show Image 8A-4: Close-up of Mercury

Mercury is the closest planet to the sun and the smallest of the eight major planets **in** the solar system. Mercury can be seen **from** Earth, but it is hard to spot. You can only see it **in** the early morning **before** the sun rises, or **in** early evening **before** the moon comes out.



### Show Image 8A-6: Venus viewed from Earth

- Tell students that they will expand a sentence about this image by adding details that tell about *where* and *when*.

### Ask

What do you see?

» the moon and Venus

Where can we see them?

» in the sky

### Challenge

Though it appears that way, the moon and Venus aren't actually in Earth's atmosphere. Where are the moon and Venus found? (*outer space*)



How can we expand the sentence, “I see the moon and Venus.”?

- » I see the moon and Venus in the sky.  
The moon and Venus can be seen in the sky.

Which is higher and which is lower in the sky?

- » Venus is higher than the moon in the sky.

How can we expand the sentence?

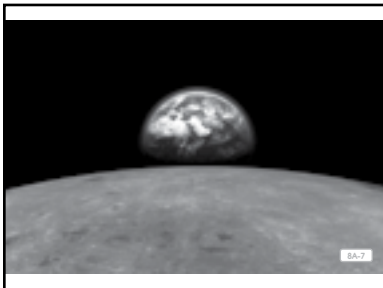
- » Venus is above the moon in the sky.  
The moon is below Venus in the sky.

When do they appear in the sky?

- » They appear at night.  
They appear during the nighttime.

How can we expand the sentence?

- » The moon and Venus appear in the sky at night.  
The moon and Venus appear in the sky during the nighttime.  
The moon and Venus appear in the night sky.



**Show Image 8A-7: Earth from moon**



### Expanding Sentences

Prompt students to expand another sentence using this image.



**Speaking**  
Modifying to Add Details

### Entering/Emerging

Repeat the questions and answers from the lesson. Emphasize the prepositional phrases in the answers. Have students repeat the prepositional phrases.

### Transitioning/Expanding

Provide the target prepositional phrase for each question and help students use it in a sentence.

### Bridging

Invite students to create sentences about the image using prepositions with a partner.



## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                           |
|--------------------|---------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                  |
| Knowledge/Lesson   | K6L8                                                                      |
| Activity Name      | Expanding Sentences                                                       |
| Proficiency Levels |                                                                           |
| Entering           | Student repeats prepositional phrases in model sentences.                 |
| Emerging           | Student recognizes prepositional phrases in model sentences.              |
| Transitioning      | Student uses frequently occurring prepositions in sentences with support. |
| Expanding          | Student uses frequently occurring prepositions in sentences.              |
| Bridging           | Student creates sentences using frequently occurring prepositions.        |

~~~~~  
End Lesson
~~~~~



## ASTRONOMY

# The Solar System, Part II

**PRIMARY FOCUS OF LESSON****Speaking**

Students will present a song about the planets.

**Writing**

Students will record facts about a planet in a journal.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Astronomy Journal [Activity Page 9.1S]



## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                                     |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>            |         |                                                                                                                                                                                               |
| Planets Song               | 15 min. | <input type="checkbox"/> music to “Oh My Darling, Clementine”<br><input type="checkbox"/> Image Cards 1, 7–13                                                                                 |
| <b>Write About It</b>      |         |                                                                                                                                                                                               |
| Astronomy Journal: Planets | 15 min. | <input type="checkbox"/> Image 9A-1<br><input type="checkbox"/> Planets chart<br><input type="checkbox"/> Activity Page 9.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### On Stage

- You may wish to refer to the completed Planets chart as you discuss and review the different planets with the class. The Planets chart is completed during Lessons 8–9 of this unit’s Teacher Guide.

### Write About It

- Prepare Activity Page 9.1S.
- Prepare Language Proficiency Recording Sheet for Writing.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Present a song about the planets.
- Record facts about a planet in a journal.

### Language Forms and Functions

This is \_\_\_\_\_. It is \_\_\_\_\_ and \_\_\_\_\_. It is my favorite planet because . . .

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | fifth/sixth/seventh/eighth       | planet                          |

Start Lesson

## Lesson 9: The Solar System, Part II

# On Stage



**Primary Focus:** Students will present a song about the planets.

### PLANETS SONG (15 MIN.)

- Play the song, “Oh My Darling, Clementine.” Invite students to sing the song together or to hum along.
- Tell students they will sing the Planets Song again to help them remember the planets they have learned about. Tell them that this time they will add the planets that they learned about in today’s lesson to the song. Tell them that they will repeat the words after you.
- State the guidelines for presenting the song and chant. Model what each guideline looks and sounds like.
  - Use loud, presenting voices.
  - Stand up tall.
  - Stay together.
- Hold up the associated image card for each planet as you sing the song and have students repeat after you.



## Image Cards 1, 7-13



### Speaking Presenting

#### Entering/Emerging

Have students hum the tune and do any motions they invent.

#### Transitioning/Expanding

Have students sing and chant most of the words.

#### Bridging

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

*Do you know the solar system?*

*It's our home in outer space.*

*Planets orbit 'round the sun, while*

*It shines brightly in one place.*

**Show: Image Card 7.** *First is Mercury, small and speedy,*

**Show: Image Card 8.** *Second, Venus, shining bright.*

**Show: Image Card 1.** *Third is Earth, a home for people.*

**Show: Image Card 9.** *Fourth is Mars, a rusty sight.*

**Show: Image Card 10.** *Fifth is Jupiter, big and stormy.*

**Show: Image Card 11.** *Sixth is Saturn, with its rings.*

**Show: Image Card 12.** *Seventh, Uranus, is tilted.*

**Show: Image Card 13.** *Eighth is Neptune, ocean king.*

*Every planet is unique but*

*They all orbit 'round the sun.*

*I know all about the planets*

*But [name of planet]'s my favorite one.*



### Check for Understanding

**Sing Together:** Now we are going to practice singing the song together. [Invite students to come up with motions for each of the planets (e.g., Uranus—lean to the side), or to point to the correct image card as they sing the relevant line of the song.]



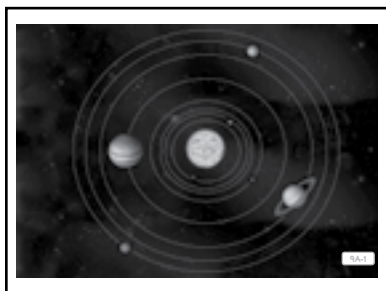
## Lesson 9: The Solar System, Part II

# Write About It



**Primary Focus:** Students will record facts about a planet in a journal.

### ASTRONOMY JOURNAL: PLANETS (15 MIN.)



#### Show Image 9A-1

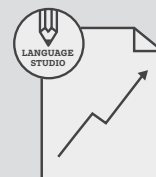
- Give students Activity Page 9.1S. Tell them that this is the fifth and final page of their Astronomy Journal. They will draw and write about their favorite planet or a planet that is most interesting to them.
- Have students consider the characteristics and details of their favorite planet. How close is it to the sun? What color is it? Is it hot or cold on the planet?
- Then, have students draw a sketch of their planets.
- Finally, have students label and/or write a sentence about their planets.



#### Astronomy Journal

In small groups, share your writing about your favorite planet.

### Activity Page 9.1S



#### Writing Selecting Language Resources

#### Entering/Emerging

Create a word bank for students to copy the names of the planets and key words for their labels.

#### Transitioning/Expanding

Allow students to dictate their sentences to you, using sentence frames and starters:

"This is \_\_\_\_."

It is \_\_\_\_ and \_\_\_\_."

"It is my favorite planet because . . ."

#### Bridging

Encourage students to include details in their sentences and to use the spellings for sounds taught.



## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                          |
|--------------------|--------------------------------------------------------------------------|
| Language Domain    | Writing                                                                  |
| Knowledge/Lesson   | K6L9                                                                     |
| Activity Name      | Astronomy Journal                                                        |
| Proficiency Levels |                                                                          |
| Entering           | Student labels key words with support.                                   |
| Emerging           | Student labels key words.                                                |
| Transitioning      | Student dictates sentences with support.                                 |
| Expanding          | Student dictates sentences.                                              |
| Bridging           | Student writes a detailed sentence using the spelling for sounds taught. |

End Lesson



Language Studio 7

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# **The History of the Earth**

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# Contents



## THE HISTORY OF THE EARTH

### Lesson 1 Our Home, Earth

301

**Look Ahead** (10 min.)

- Vocabulary Preview: *Geology*, *Geologist*

**Rewind** (15 min.)

- Heat, Pressure, and Time

**Looking at Language** (5 min.)

- Connecting Ideas

### Lesson 2 The Earth Inside-Out, Part I

309

**Look Ahead** (10 min.)

- Earth's Surface

**Rewind** (15 min.)

- Earth Diagram: Crust

**Vocabulary Building** (5 min.)

- Word Work: *Varies*

### Lesson 3 The Earth Inside-Out, Part II

315

**Look Ahead** (10 min.)

- Earth's Mantle

**Hands On** (15 min.)

- Solid, Liquid, or Gas

**Looking at Language** (5 min.)

- Connecting Ideas

### Lesson 4 The Earth Inside-Out, Part III

323

**Look Ahead** (10 min.)

- Hot Spots: *Volcano*, *Geyser*

**Rewind** (20 min.)

- Earth Diagram: Mantle and Core

### Lesson 5 Minerals

330

**Look Ahead** (10 min.)

- Minerals

**Looking at Language** (5 min.)

- Connecting Ideas

**Connections** (15 min.)

- Domain-Related Trade Book



Lesson 6 The Three Types of Rocks338

|                                                                                                                                           |                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Look Ahead</b> (10 min.) <ul style="list-style-type: none"><li>• Three Types of Rocks: Igneous, Sedimentary, and Metamorphic</li></ul> | <b>Hands On</b> (20 min.) <ul style="list-style-type: none"><li>• Rock Sort</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

Lesson 7 Fossils346

|                                                                                                                                         |                                                                                                        |                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b> (10 min.) <ul style="list-style-type: none"><li>• Vocabulary Preview: <i>Paleontologist</i>, <i>Fossils</i></li></ul> | <b>Connections</b> (10 min.) <ul style="list-style-type: none"><li>• T-Chart: Plants/Animals</li></ul> | <b>Looking at Language</b> (10 min.) <ul style="list-style-type: none"><li>• Connecting Ideas</li><li>• Verb Tense</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

Lesson 8 Dinosaurs355

|                                                                                                                  |                                                                                                                  |                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> (10 min.) <ul style="list-style-type: none"><li>• Word Work: <i>Extinct</i></li></ul> | <b>Rewind</b> (15 min.) <ul style="list-style-type: none"><li>• Venn Diagram: Geologist/Paleontologist</li></ul> | <b>Looking at Language</b> (5 min.) <ul style="list-style-type: none"><li>• Verb Tense</li></ul> |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|



## HISTORY OF THE EARTH

# Our Home, Earth

**PRIMARY FOCUS OF LESSON****Listening**

Students will preview the domain-specific words *geology* and *geologist*.

**Reading**

Students will describe the phenomena of heat, pressure, and time.

**Speaking**

Students will connect ideas using the conjunction *and* in a shared language activity.

**FORMATIVE ASSESSMENT**

Reading

Heat/Pressure/Time [Activity Page 1.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Sentence Builder [Informal Observation]



## LESSON AT A GLANCE

|                                                  | Time    | Materials                                              |
|--------------------------------------------------|---------|--------------------------------------------------------|
| <b>Look Ahead</b>                                |         |                                                        |
| Vocabulary Preview:<br><i>Geology, Geologist</i> | 10 min. | ☐ Images 1A-1, 1A-3–1A-5                               |
| <b>Rewind</b>                                    |         |                                                        |
| Heat, Pressure, and Time                         | 15 min. | ☐ Image 1A-11<br>☐ Activity Page 1.1S                  |
| <b>Looking at Language</b>                       |         |                                                        |
| Connecting Ideas                                 | 5 min.  | ☐ Image 1A-1<br>☐ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Cut apart Activity Page 1.1S to create a set of three response cards for each student. Refer to these as the Heat/Pressure/Time Response Cards. Students can hold up these cards in response to questions to check for understanding.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

### Take-Home Material

- Prepare Activity Page 1.2S for students to take home to explain to their caregiver(s) what they have learned about the earth.



**Note to Teacher**

It may be difficult for students to understand the idea that the earth is rotating, because they cannot feel the movement. Try explaining that we do not feel the earth move because the motion is very smooth, and everything else is moving at the same time. Remind students that they know that the earth is moving, because the sun and stars seem to move across the sky over time.

Students may also be unfamiliar with large numbers. Consider reading a trade book such as these to help students understand the concepts of millions and billions:

- *Millions, Billions, & Trillions* by David A. Adler
- *How Much Is a Million?* by David M. Schwartz

**FEATURES OF ACADEMIC LANGUAGE**

| Discourse Features                                                                                                                                              |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Describe the phenomena of heat, pressure, and time.</li><li>• Connect ideas using the conjunction <i>and</i>.</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                    |                                  |                                 |
| <p>_____ is made from rock.</p> <p>Gerry studies stones <u>and</u> pebbles.</p>                                                                                 |                                  |                                 |
| Vocabulary                                                                                                                                                      |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                 | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| geology<br>geologist                                                                                                                                            | pressure                         | heat<br>rock<br>time            |

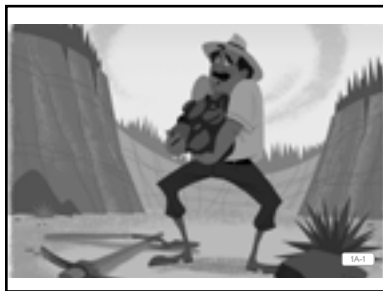


## Lesson 1: Our Home, Earth

## Look Ahead



**Primary Focus:** Students will preview the domain-specific words *geology* and *geologist*.

**VOCABULARY PREVIEW: GEOLOGY, GEOLOGIST (10 MIN.)****Show Image 1A-1: Gerry the Geologist**

You will hear about a kind of science called geology and meet someone whose job is a geologist.

Say *geology* with me three times.

Say *geologist* with me three times.

**Definitions**

*Geology* is the study of the earth.

A *geologist* is a scientist who studies rocks and what is inside the earth.

**Examples:** [Point to the man in the illustration.] This is Gerry the Geologist. He is going to tell us what he knows about geology and what is inside the earth.

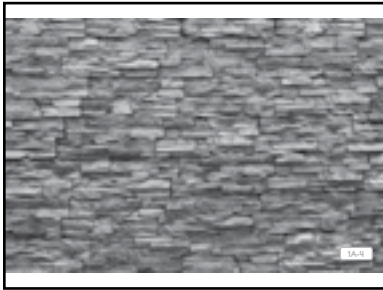
Marcos thought it would be interesting to be a geologist, so he checked out several books about geology from the library.

**Look and Learn:** Since Gerry the Geologist studies rocks, let's look at some images of different types of rocks and how people use them.

**Show Image 1A-3: Jeweled crown**

People used rocks to make the jewels on this crown. Do you see the jewels on this crown?





### Show Image 1A-4: Rock wall

People use rocks to make buildings, walls, and streets. What do you see in this picture? What do you think it is made of?

» rocks/stones



### Show Image 1A-5: Marble statue of Abraham Lincoln

A sculptor carved a big rock to make this sculpture of Abraham Lincoln. What else do you know of that is made from rock?

### Support

**Sentence frame:**  
 “\_\_\_\_\_ is made from rock.”



### Formative Assessment

**Think-Share:** Do you think you would like to study geology when you are in high school or college? Do you think you would like to be a geologist when you grow up?

## Lesson 1: Our Home, Earth Rewind



**Primary Focus:** Students will describe the phenomena of heat, pressure, and time.

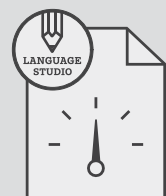
### HEAT, PRESSURE, AND TIME (15 MIN.)



### Show Image 1A-11: Heat, pressure, and time

- Give students the response cards on Activity Page 1.1S.
- Tell students they should keep three important words in mind when they think about geology: *heat*, *pressure*, and *time*.
- Have students identify the response card for heat.

### Activity Page 1.1S





### Challenge

Invite students to think of a short and catchy chant or cheer to help them remember the three geology words—*heat*, *pressure*, and *time*.



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Focus on the geology words *heat* and *time*, and help students think of examples of the words.

### Transitioning/Expanding

Help students think of examples of all three geology words.

### Bridging

Challenge students to include details from the read-aloud.

*Heat* is the first. You can feel heat from a flame or from the sun on a sunny day. Heat causes many changes to the earth.

- Have students identify the response card for pressure.

The second word is *pressure*, like the force you use when you press or push on something. Pressure, or the force of weight, also causes many changes to the earth.

- Have students identify the response card for time.

*Time* is the third important geology word to remember. To understand geology, you need to think about time in a whole new way. Forget about minutes, hours, and days. These amounts of time don't mean much in geology. Geologists think in terms of many, many years—millions and billions of years! It takes a long time for pressure and heat to do what they do.

- Invite students to make up hand motions that go with heat, pressure, and time.

Using your response cards, come up with an example of each geology word: *heat*, *pressure*, and *time*. Write your examples on the backs of your response cards, using the sound-spelling correspondences you have learned so far, so you won't forget.



### Formative Assessment

**Heat/Pressure/Time:** Say your example of one of the geology words: *heat*, *pressure*, or *time*. The rest of the class will hold up the response card that is related to your example.



## Lesson 1: Our Home, Earth

# Looking at Language

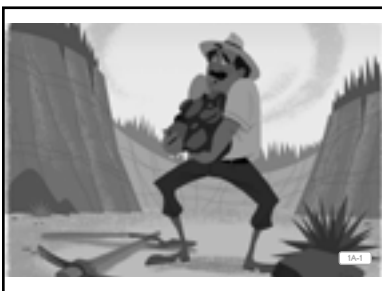


**Primary Focus:** Students will connect ideas using the conjunction *and* in a shared language activity.

### CONNECTING IDEAS (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

- Remind students that conjunctions are words used to connect words and phrases.
- Explain to students that the conjunction *and* is used to show that there is something more or to add more information.
- Tell students the following directions to this sentence building activity:
  - First, I will show you a picture.
  - Then I will ask one question at a time.
  - Each time a question is answered, we will add it to our sentence to make our sentence expand, using the word *and*.



### Show Image 1A-1: Gerry the Geologist

Who is in this picture?

» This is Gerry.

What is his job?

» Gerry is a geologist.

Now can you put these two sentences together using *and*?

» This is Gerry, and he is a geologist.

What are some things that Gerry studies?

- » Gerry studies stones.
- Gerry studies pebbles.
- Gerry studies stones.
- Gerry studies sand.
- Gerry studies mountains.





## Speaking Connecting Ideas

### Entering/Emerging

Review how the conjunction *and* is used in sentences. Invite students to echo the compound sentence and place emphasis on the conjunction *and*.

### Transitioning/Expanding

Provide students with two ideas or two simple sentences. Help them connect ideas or simple sentences by using the conjunction *and*.

### Bridging

Have students use the conjunction *and* to connect two ideas with a partner.

Now can you put some of these ideas together using *and*?

- » Gerry studies stones and pebbles.  
Gerry studies rocks, sand, and mountains.  
This is Gerry the Geologist, and he studies rocks.



## Sentence Builder

Tell your partner two things that are made from rocks. Use the word *and* to connect your two ideas.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                          |
|--------------------|------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                 |
| Knowledge/Lesson   | K7L1                                                                                     |
| 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 sentences with support.                       |
| Expanding          | Student uses target conjunction to produce sentences.                                    |
| Bridging           | Student combines sentences using target conjunction independently.                       |

End Lesson



## HISTORY OF THE EARTH

# The Earth Inside-Out, Part I

**PRIMARY FOCUS OF LESSON****Listening**

Students will describe the surface of the earth using the prepositions *in*, *on*, and *above*.

**Writing**

Students will identify objects that are located in, on, and above earth's crust using a diagram.

**Listening**

Students will apply the general academic word *varies* to various contexts.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Earth Diagram [Informal Observation]



## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                                                                                            |
|----------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>          |         |                                                                                                                                                                                                                                                      |
| Earth's Surface            | 10 min. | <input type="checkbox"/> Image 2B-1<br><input type="checkbox"/> clear box with lid, small objects (optional)                                                                                                                                         |
| <b>Rewind</b>              |         |                                                                                                                                                                                                                                                      |
| Earth Diagram: Crust       | 15 min. | <input type="checkbox"/> Resource Page 7.1S<br><input type="checkbox"/> Earth diagram<br><input type="checkbox"/> drawing tools<br><input type="checkbox"/> sticky notes (optional)<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b> |         |                                                                                                                                                                                                                                                      |
| Word Work: <i>Varies</i>   | 5 min.  |                                                                                                                                                                                                                                                      |

## ADVANCE PREPARATION

### Rewind

- Create a large Earth diagram for the class to complete, using Resource Page 7.1S as a guide. Be prepared to provide students with a bank of key words about Earth's crust (e.g., *soil*, *ocean*, *rocks*) as needed. A sample completed diagram has been included for your reference (Resource Page 7.2S).
- Prepare Language Proficiency Recording Sheet for Writing.

### Note to Teacher

Students may struggle with this content material if they do not understand prepositions such as *on*, *in*, and *above*. Be sure that students are clear about the meanings of these frequently used prepositions.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe the surface of the earth.
- Discuss objects that are located in, on, and above earth's crust
- Share about things that vary from day to day.

### Language Forms and Functions

\_\_\_\_\_ and \_\_\_\_\_ are on/in/above Earth's crust.

That varies/does not vary.

\_\_\_\_\_ varies from day to day.

### Vocabulary

#### Tier 3 Domain-Specific Words

crust

#### Tier 2 General Academic Words

layer  
surface  
varies

#### Tier 1 Everyday Speech Words

Earth

Start Lesson

## Lesson 2: The Earth Inside-Out, Part I

# Look Ahead



**Primary Focus:** Students will describe the surface of the earth using the prepositions *in*, *on*, and *above*.

## EARTH'S SURFACE (10 MIN.)

We can see many kinds of things on the surface of the earth, from mountains down to pebbles.

Say the word *surface* with me.

**Definition:** The *surface* of something is the outside or top of it.  
[Point out some surfaces in the classroom.]

**Example:** Earth's surface is covered by oceans and land.



## Support

Use a box and small objects to help students visualize *on*, *in*, and *above*.



### Show Image 2B-1: Living things and Earth's crust

Today we will focus on the thinnest and outermost layer of Earth: the crust.

Everything alive—people, animals, birds, plants, fish—lives in, on, or above Earth's crust.

#### Ask

Where are the dog and tree?

» on Earth's crust

Where are the roots of the tree?

» in Earth's crust

Where are the birds?

» above Earth's crust

**Your Turn:** With a partner, think of things that can be found in, on, and above Earth's crust.

## Lesson 2: The Earth Inside-Out, Part I

# Rewind



**Primary Focus:** Students will identify objects that are located in, on, and above earth's crust using a diagram.

### EARTH DIAGRAM: CRUST (15 MIN.)

**Note:** Tell 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.

- Show students the Earth diagram you have created. Tell them that they will fill in this diagram as a class, using information and details from the read-aloud.

#### Brainstorm

What can we find on Earth's crust?

What can we find in Earth's crust?

What can we find above Earth's crust?





## Earth Diagram

Come up to the Earth diagram to draw and write about things that are in, on, or above Earth's crust.

[Students can also draw and write on a sticky note and place it onto the correct area of the diagram.]



## Writing

Interacting via Written English

### Entering/Emerging

Display images from the read-aloud and supply a written bank of key words about Earth's crust (e.g., *soil, ocean, rocks*).

### Transitioning/Expanding

Provide a sentence frame for students to answer the question: "\_\_\_\_\_ and \_\_\_\_\_ are on/in/above Earth's crust."

### Bridging

Have students brainstorm with a partner a bank of key details from the lesson (e.g., layers, caves, Grand Canyon). Challenge students to write their answer in a complete sentence and include details from the read-aloud.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                        |
| Knowledge/Lesson   | K7L2                                                                                           |
| Activity Name      | Earth Diagram                                                                                  |
| Proficiency Levels |                                                                                                |
| Entering           | Student contributes to group writing with pictures and labels of key words with support.       |
| Emerging           | Student contributes to group writing with pictures and labels of key words.                    |
| Transitioning      | Student contributes to group writing using a sentence frame with support.                      |
| Expanding          | Student contributes to group writing using a sentence frame.                                   |
| Bridging           | Student contributes to group writing using a complete sentence with key details from the text. |



## Lesson 2: The Earth Inside-Out, Part I

# Vocabulary Building



**Primary Focus:** Students will apply the general academic word *varies* to various contexts.

### WORD WORK: VARIES (5 MIN.)

The thickness of the soil varies, or is different, depending on where you live.

Say the word *varies* with me.

**Definition:** When something varies, it changes, or becomes different.

**Example:** The school lunch menu varies, or changes, from day to day.



### Check for Understanding

**Making Choices:** I will name a few things. If what I say varies, say, “That varies.” If what I say does not vary, say, “That does not vary.”

- time that school starts in the morning
  - » That does not vary.
- time that school gets out in the afternoon
  - » That does not vary.
- the weather
  - » That varies.
- an activity on the weekend
  - » That varies.
- bedtime
  - » Answers may vary.
- favorite television shows
  - » Answers will vary.

### Support

**Sentence frame:**

“\_\_\_\_\_ varies from day to day.”

**Turn and Talk:** What other things can vary from day to day?

End Lesson



## HISTORY OF THE EARTH

# The Earth Inside-Out, Part II

**PRIMARY FOCUS OF LESSON****Listening**

Students will preview information about Earth's mantle.

**Writing**

Students will categorize items as solid, liquid, or gas.

**Speaking**

Students will connect ideas using the conjunction *or* in a shared language activity.

**FORMATIVE ASSESSMENT**

Writing

Solid/Liquid/Gas [Activity Page 3.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Sentence Builder [Informal Observation]



## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                     |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>          |         |                                                                                                                                               |
| Earth's Mantle             | 10 min. | ❑ Images 3A-1, 3A-3, 3A-4                                                                                                                     |
| <b>Hands On</b>            |         |                                                                                                                                               |
| Solid, Liquid, or Gas      | 15 min. | ❑ Activity Page 3.1S<br>❑ Solid/Liquid/Gas chart<br>❑ clear containers, water<br>❑ items (or images of items) that are solid, liquid, and gas |
| <b>Looking at Language</b> |         |                                                                                                                                               |
| Connecting Ideas           | 5 min.  | ❑ Image 3A-3<br>❑ Language Proficiency Recording Sheet                                                                                        |

## ADVANCE PREPARATION

### Hands On

- Prepare Activity Page 3.1S.
- Create a large Solid/Liquid/Gas chart, using Activity Page 3.1S as reference.
- Bring in different clear containers and water to demonstrate how a liquid takes on the shape of the container it is in.
- Bring in various items that are solid and liquids that are safe for students to handle.

**Note:** Be sure to check with your school's policy regarding food distribution and allergies.

- Find images or share safe examples of different gases (e.g., helium, oxygen, carbon dioxide).

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute examples solids, liquids, and gases.
- Construct sentences using the conjunction *or*.

### Language Forms and Functions

**Contrast:** Earth's crust is . . . / Earth's mantle is . . .

\_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.  
(adj.) (adj.)

This is a solid/liquid/gas. I know this because . . .

The volcano is full of magma or molten rock.

### Vocabulary

#### Tier 3 Domain-Specific Words

crust  
lava  
magma  
mantle  
volcano

#### Tier 2 General Academic Words

pressure  
release  
solid/liquid/gas

#### Tier 1 Everyday Speech Words

fire  
mountain

Start Lesson

## Lesson 3: The Earth Inside-Out, Part II

# Look Ahead



**Primary Focus:** Students will preview information about Earth's mantle.

## EARTH'S MANTLE (10 MIN.)



### Show Image 3A-1: Diagram of the layers of the earth

Today you will learn about the layer under the earth's crust called the mantle. [Point to the mantle in the diagram.]

Say *mantle* with me three times.

**Definition:** The *mantle* is the layer of earth between the crust and the core.



## Support

### Sentence starters:

“Earth’s crust is . . .”  
“Earth’s mantle is . . .”

Point out the relationship between *magma* and *lava*. Students may need extra support to understand that *magma* is extremely hot, molten rock that erupts out of the volcano. When this rock reaches the earth’s surface, it is called *lava*. *Lava* is flowing, liquid rock that cools and hardens into solid rock.

### Examples

Mikayla thought it was interesting that the rock inside the mantle moves around.

Artie explained to his brother that the earth’s mantle is very thick—almost 1,800 miles thick!

**Ask:** [Point to the mantle in Image 3A-1.] What color is the earth’s mantle in this diagram?

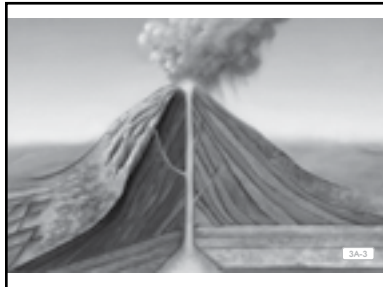
» Earth’s mantle is red in this diagram.



### Check for Understanding

**Contrast:** [Point to the crust.] What are some differences between Earth’s crust and Earth’s mantle?

» Earth’s crust is thin. Earth’s mantle is much thicker.



### Show Image 3A-3: Diagram of a volcano

Parts of the mantle that are closest to the core are soft and gooey. That hot, gooey material in the mantle does not always stay in the mantle. Sometimes it rises up to the surface. Every so often, some of that extremely hot molten rock, or magma, pushes up through the mantle and forces its way into cracks and crevices in the crust.

The pressure builds and builds until . . . one day . . . Guess what happens?



### Show Image 3A-4: Volcano

The magma erupts, or explodes, sending out lava, ash, gas, and fire. Once it is released from the earth, the magma becomes lava—flowing liquid rock—which flows across the ground until it cools and hardens into rock once again.



## Lesson 3: The Earth Inside-Out, Part II

# Hands On



**Primary Focus:** Students will categorize items as solid, liquid, or gas.

### SOLID, LIQUID, OR GAS (15 MIN.)

- Show students the Solid/Liquid/Gas chart you created in advance. Tell them that they will fill in this chart as a class.
- Explain to students that things on the earth can be described as being solid, liquid, or gas. Explain the following:

**Solid:** If something is a solid, it keeps its shape. If you pick up a book and hand it to someone else, it will still keep its same shape. A book is a solid.

**Liquid:** If something is a liquid, it can be poured. It doesn't keep its shape but takes on the shape of its container. Water is a liquid because it takes the shape of whatever container it is in. [To demonstrate this, show students two differently shaped clear containers. Have students watch as you pour water from one container to another.]

**Gas:** If something is a gas, it is often hard to see. The air around us is a kind of gas. It is not solid because it does not keep its shape, and it is not liquid because it cannot be poured.

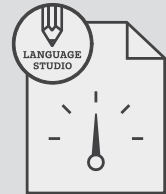


### Formative Assessment

**Solid/Liquid/Gas:** [Give students Activity Page 3.1S. Show or pass around the various examples of solid, liquid, and gas.] Is this a solid, liquid, or gas? How do you know? Write it down or draw it onto the correct column on your chart.

Then come up to the class chart to contribute your own example of a solid, liquid, or gas.

### Activity Page 3.1S



**Writing**  
Interacting via Written English

### Entering/Emerging

Focus on specific examples of forms that have distinguishing characteristics (e.g., mountains, water, air). Supply adjectives that describe the different characteristics of the forms for students to complete the sentence frame: “\_\_\_\_\_ is \_\_\_\_\_ (adj.) and \_\_\_\_\_ (adj.)”.

### Transitioning/Expanding

Provide a sentence starter: “\_\_\_\_\_ is a solid/liquid/gas. I know this because . . .”

### Bridging

Challenge students to create their own detailed sentences.



### Lesson 3: The Earth Inside-Out, Part II

# Looking at Language

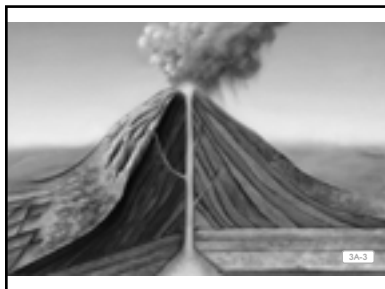


**Primary Focus:** Students will connect ideas using the conjunction *or* in a shared language activity.

## CONNECTING IDEAS (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

- Remind students that conjunctions are words used to connect words and phrases. Remind them that the conjunction *and* is used to show that there is something more or to add more information.
- Explain that the conjunction *or* is used to join words and phrases that are different possibilities or choices.
- Tell students the following directions to this sentence building activity:
  - First, I will show you a picture.
  - Then I will ask one question at a time.
  - Each time a question is answered, we will add it to our sentence to make our sentence expand using the word *or*.



### Show Image 3A-3: Diagram of a volcano

What do you see in this picture?

» a volcano

[Point to the magma chamber near the bottom of the image.] What is inside the volcano?

» There is magma inside the volcano.  
The volcano is full of magma.

What is another word for *magma*?

» molten rock



What is inside the volcano?

- » The volcano is full of molten rock.

Can you put these two sentences together using *or*?

- » The volcano is full of magma or molten rock.

[Point to the lava flowing down the volcano.] What is outside the volcano?

- » Lava is flowing out of the volcano.

What is another word for lava?

- » liquid rock

What is outside the volcano?

- » Liquid rock is flowing out of the volcano.

Can you put these two sentences together using *or*?

- » Lava or liquid rock is flowing out of the volcano.

- Tell students the word *or* is also used when making choices. For example: “Is lava a liquid or a gas? Would you rather read a book or draw a picture?”



### Sentence Builder

Ask your partner to make a choice, using the word *or* in between the two choices you give her/him.



### Speaking Connecting Ideas

#### Entering/Emerging

Review how the conjunction *or* is used in sentences. Invite students to echo the compound sentence and place emphasis on the conjunction *or*.

#### Transitioning/Expanding

Provide students with two ideas or two simple sentences. Help them connect ideas or simple sentences by using the conjunction *or*.

#### Bridging

Have students use the conjunction *or* to connect two ideas with a partner.



## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                          |
|--------------------|------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                 |
| Knowledge/Lesson   | K7L3                                                                                     |
| 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 sentences with support.                       |
| Expanding          | Student uses target conjunction to produce sentences.                                    |
| Bridging           | Student combines sentences using target conjunction independently.                       |

End Lesson



## HISTORY OF THE EARTH

# The Earth Inside-Out, Part III

**PRIMARY FOCUS OF LESSON****Listening**

Students will describe natural phenomena using the domain-specific words *volcano* and *geyser*.

**Writing**

Students will describe Earth's mantle and core using a diagram.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Earth Diagram [Informal Observation]



## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                 |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Hot Spots: <i>Volcano, Geyser</i> | 10 min. | <input type="checkbox"/> Images 4A-7, 4A-11<br><input type="checkbox"/> additional images and video clips of volcanoes and geysers                                                                                                                                                                                                                                                                                                                                  |
| <b>Rewind</b>                     |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Earth Diagram: Mantle and Core    | 20 min. | <input type="checkbox"/> Image 3A-1<br><input type="checkbox"/> Earth diagram<br><input type="checkbox"/> drawing tools<br><input type="checkbox"/> sticky notes (optional)<br><input type="checkbox"/> Language Proficiency Recording Sheet<br><input type="checkbox"/> Activity Page 4.1S<br><input type="checkbox"/> brown, red, orange, and yellow drawing tools<br><input type="checkbox"/> scissors, glue/tape<br><input type="checkbox"/> construction paper |

## ADVANCE PREPARATION

### Look Ahead

- Find additional images and short, age-appropriate video clips of volcanoes and geysers, including Old Faithful, for students to see.

### Rewind

- Prepare Activity Page 4.1S. Students will use these activity pages to create and label their own Earth diagrams.
- Display the large Earth diagram from Lesson 2.
- Prepare Language Proficiency Recording Sheet for Writing.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe natural phenomena using the domain-specific words *volcano* and *geyser*.
- Describe Earth's mantle, outer core, and inner core using a diagram.

### Language Forms and Functions

Earth's core/mantle is \_\_\_\_\_ and \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

ash  
crust/mantle/outer core/  
inner core  
geyser  
volcano

#### Tier 2 General Academic Words

erupt  
explode

#### Tier 1 Everyday Speech Words

rock  
water

Start Lesson

## Lesson 4: The Earth Inside-Out, Part III

# Look Ahead



**Primary Focus:** Students will describe natural phenomena using the domain-specific words *volcano* and *geyser*.

### HOT SPOTS (10 MIN.)

#### Volcano



#### Image 4A-7: Eruption of Mount St. Helens

Today you will hear about a volcano that erupted called Mount St. Helens. [Point to Mount St. Helens in the image.]

Say *volcano* with me three times.



**Definition:** A *volcano* is a mountain that forms over a crack in the earth's crust, from which lava, gases, ash, and fire erupt.

**Examples:** Rocks and ash exploded from Mount St. Helens when this mighty volcano erupted.

Marva built a model of a volcano for the science fair.

**Look and Learn:** [Show additional images or videos of volcanoes.]  
What do you see coming out from a volcano? What would you hear when it erupts? What would you smell?

## Geyser



**Image 4A-11: Old Faithful**

Today you will hear about a famous geyser called Old Faithful. [Point to Old Faithful in the image.]

Say *geyser* with me three times.

**Definition:** A *geyser* is a place where hot water and steam shoot up from inside the earth onto its surface. A geyser forms

when water seeps into the earth and comes in contact with the earth's hot mantle. The heat from the mantle causes the water to change to steam and erupt through cracks in the earth's crust.

**Examples:** Mira's father explained that some small geysers bubble all day long in water pools instead of shooting water into the air. Phillip would like to visit Yellowstone National Park to see geysers.



### Check for Understanding

**Look and Learn:** [Show additional images and videos of geysers.]  
What do you see coming out of these geysers? Use the word *geyser(s)* in your answer.



## Lesson 4: The Earth Inside-Out, Part III

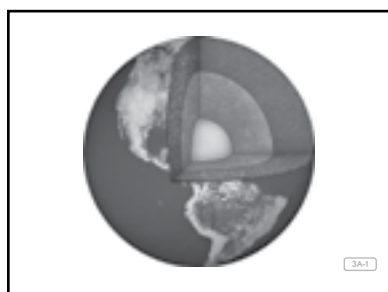
# Rewind



**Primary Focus:** Students will describe Earth's mantle and core using a diagram.

### EARTH DIAGRAM: MANTLE AND CORE (20 MIN.)

**Note:** Tell 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.



#### Show Image 3A-1: Diagram of the layers of the earth

**Review:** [Point to each layer on the diagram as you name it.] Let's say the layers of Earth together: *crust, mantle, outer core, inner core.*

- Show students the Earth diagram. Tell them that they will continue to fill in this large diagram as a class, using information and details from the lesson.

#### Brainstorm

What is the layer below Earth's crust?

- » The mantle is below Earth's crust.

Which part is solid?

- » The inner core is solid.

Which part is melted metal?

- » The outer core is melted metal.

Which layer is the coolest?

- » The crust is the coolest.

Which layer is the hottest?

- » The inner core is the hottest.



**Writing**  
Interacting via Written English

#### Entering/Emerging

Display images from the read-aloud and supply a written bank of key words about Earth's mantle and core (e.g., *solid, liquid, hotter, gooey*)

#### Transitioning/Expanding

Provide a sentence frame for students to answer the question: "Earth's core/mantle is \_\_\_\_\_ and \_\_\_\_\_."

#### Bridging

Have students brainstorm with a partner a bank of key details from the lesson (e.g., *molten rock, magma, volcano, geyser*). Challenge students to write their answer in a complete sentence and include details from the read-aloud.



## Activity Page 4.1S



### Earth Diagram

Come up to the Earth diagram to draw and write about Earth's mantle, outer core, or inner core.

[Students can also draw and write on a sticky note and place it onto the correct area of the diagram.]

### Create Your Own

- Give students Activity Page 4.1S. Tell them that they will make their own Earth diagrams by following these instructions:
  - Color the largest circle brown.
  - Color the second largest circle red.
  - Color the third largest circle orange.
  - Color the smallest circle yellow.
  - Next, cut out the circles.
  - Then, glue or tape them from largest to smallest on construction paper.
  - Finally, label the layers.

**Turn and Talk:** Explain your diagram to your partner.



## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                        |
| Knowledge/Lesson   | K7L4                                                                                           |
| Activity Name      | Earth Diagram                                                                                  |
| Proficiency Levels |                                                                                                |
| Entering           | Student contributes to group writing with pictures and labels of key words with support.       |
| Emerging           | Student contributes to group writing with pictures and labels of key words.                    |
| Transitioning      | Student contributes to group writing using a sentence frame with support.                      |
| Expanding          | Student contributes to group writing using a sentence frame.                                   |
| Bridging           | Student contributes to group writing using a complete sentence with key details from the text. |

~~~~~ End Lesson ~~~~~


5

HISTORY OF THE EARTH

Minerals

PRIMARY FOCUS OF LESSON

Listening

Students will preview information about minerals.

Speaking

Students will connect ideas using the conjunction *but* in a shared language activity.

Reading

Students will compare the text type and purpose of a trade book on geology to read-alouds about geology.

FORMATIVE ASSESSMENT

Reading

Reading/Listening Guide
[Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Look Ahead | | |
| Minerals | 10 min. | <input type="checkbox"/> Images 5A-2, 5A-7, 5A-5 <input type="checkbox"/> three colors of modeling clay (optional) |
| Looking at Language | | |
| Connecting Ideas | 5 min. | <input type="checkbox"/> Image 3A-4 <input type="checkbox"/> Language Proficiency Recording Sheet |
| Connections | | |
| Domain-Related Trade Book | 15 min. | <input type="checkbox"/> Resource Page 7.3S or 7.4S <input type="checkbox"/> Reading/Listening Guide <input type="checkbox"/> student copies of Reading/Listening Guide (optional) <input type="checkbox"/> trade book <input type="checkbox"/> sticky notes |

ADVANCE PREPARATION

Look Ahead

- You may wish to bring in three colors of modeling clay to help demonstrate how rocks are made up of minerals.

Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

Connections

- Find a trade book on minerals (or a topic related to geology) to read aloud to students.
- Create a large Reading/Listening Guide using Resource Page 7.3S or 7.4S as a guide. Optional: Prepare an individual copy for each student.

Take-Home Material

- Prepare Activity Page 5.1S for students to take home to review what they have learned about rocks.

Note to Teacher

Students may be confused about the difference between rocks and minerals. Rocks are made up of minerals, often several different ones, but minerals are pure substances that are found in rocks or by themselves in nature. Minerals are the same all the way through, so we call them a sample or a specimen, not a rock.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Compare text type and purpose of different texts.• Construct sentences using the conjunction <i>but</i>. | | |
| Language Forms and Functions | | |
| Sometimes, the magma will erupt from a volcano, <u>but</u> sometimes, the conditions aren't quite right for an eruption. | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| gemstones minerals ruby sapphire | | diamond rock |

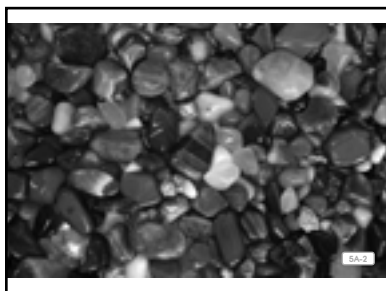
Lesson 5: Minerals

Look Ahead



Primary Focus: Students will preview information about minerals.

MINERALS (10 MIN.)

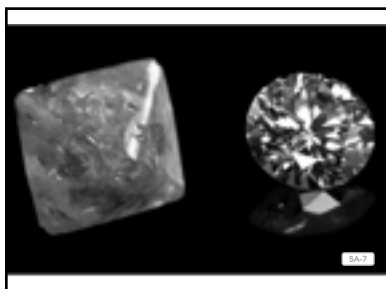


Show Image 5A-2: Polished gemstones

Most rocks contain several different minerals.

Say *minerals* with me three times.

Definition: *Minerals* are natural substances found in rocks and in the ground. Rocks are made of minerals.



Show Image 5A-7: Diamond

Diamonds are a type of mineral.



Show Image 5A-5: Ruby and sapphire

Ika liked the way minerals, such as red rubies, look very bright and colorful.

Turn and Talk: Look at this picture; the ruby and sapphire get their bright colors from minerals. [Point to the ruby, and explain that it gets its color from a red mineral. Point to the sapphire, and explain that it gets its color from a blue mineral.] Turn and tell your partner how you think minerals help to make a rock special.

Support

Give students three colors of modeling clay. Have students use the different colors of dough to represent the minerals in the rocks.

Lesson 5: Minerals

Looking at Language



Primary Focus: Students will connect ideas using the conjunction *but* in a shared language activity.

CONNECTING IDEAS (5 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

- Remind students that conjunctions are words used to connect words and phrases. Remind them that the conjunction *and* is used to show that there is something more or to add more information.
- Remind students that the conjunction *or* is used to join words and phrases that are different possibilities or choices. Remind students that they have used the conjunctions *and* and *or* to connect ideas in a sentence.
- Tell students that the conjunction *but* is used to join phrases when the second phrase describes something that is unexpected or different from the first phrase.



Show Image 3A-4: Volcano

Listen to Gerry the Geologist's sentence from the read-aloud about how igneous rocks are formed. I will emphasize the word *but* as I read the selection to you.

Sometimes, the magma will erupt from a volcano, **but** sometimes, the conditions aren't quite right for an eruption.

Notice that in this sentence, Gerry the Geologist uses the word *but* when he talks about how the magma might erupt. However, sometimes the magma does not erupt.

The word *but* is also used to explain things: There are many different types of ores in the world, but iron ore is one of the most important. The word *but* tells us that while there are many different kinds of ores, iron is a special one.

Let's listen to another example: Deidra was going to go to the pool party, **but** it was canceled due to rain.

The word *but* explains that before the rain happened, Deidra was going to go to the pool party; however, it was canceled due to the rain.



Sentence Builder

Turn and tell your partner about something you would have done, but could not, using the word *but*. For example, "I was going to play outside, but it was too dark."

Make sure you listen to what your partner says, so you can tell the class.



Speaking Connecting Ideas

Entering/Emerging

Review how the conjunction *but* is used in sentences. Invite students to echo the compound sentence and place emphasis on the conjunction *but*.

Transitioning/Expanding

Provide students with two ideas or two simple sentences. Help them connect ideas or simple sentences by using the conjunction *but*.

Bridging

Have students use the conjunction *but* to connect two ideas with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K7L5 |
| 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 sentences with support. |
| Expanding | Student uses target conjunction to produce sentences. |
| Bridging | Student combines sentences using target conjunction independently. |

Lesson 5: Minerals

Connections



Primary Focus: Students will compare the text type and purpose of a trade book on geology to read-alouds about geology.

DOMAIN-RELATED TRADE BOOK (15 MIN.)



Reading
Reading/Viewing
Closely

Entering/Emerging

Highlight a few key words and phrases from the trade book.

Transitioning/Expanding

Help students identify the main topic and point out how the trade book is organized. Highlight key details from the trade book.

Bridging

Point out how the trade book is similar and different to the read-alouds in the lesson.



Formative Assessment

Reading/Listening Guide: [As a class, fill in a Reading/Listening Guide (Resource Page 7.3S or 7.4S). This can be done during the reading or after reading.]

- Point out the text features of the trade book.
 - Identify the title, author, and illustrator.
 - Preview a few of the illustrations or images with their captions.
 - Highlight additional text features such as charts, diagrams, and glossary or vocabulary sidebars.
- As you read, use the same strategies that you have been using when reading the read-aloud selections: pause and ask occasional questions, and rapidly clarify critical vocabulary within the context of the read-aloud.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this unit.



Check for Understanding

Compare: What is the difference between a story (literary) and an explanation (nonfiction/informational)?

- » Answers may vary, but may include that a story does not have to contain facts and information; a story includes a plot, characters, and setting; an explanation should be true; etc.

- **Text Type and Purpose:** Help students determine the text type and its purpose by prompting them with a series of questions.
 - Is this a story (literary) or an explanation (informational)?
 - Is it completely factual (informational/nonfiction), or is part of it made up (fiction)?
 - Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?

Everybody Counts: Draw and/or write on sticky notes about something you have learned or a question you have. Post your drawings, comments, and questions on the large Reading/Listening Guide.

End Lesson

6

HISTORY OF THE EARTH

The Three Types of Rocks

PRIMARY FOCUS OF LESSON**Listening**

Students will preview the three types of rock: igneous, sedimentary, and metamorphic.

Writing

Students will categorize rocks according to their characteristics.

FORMATIVE ASSESSMENT

Writing

Rock Sort [Activity Page 6.1S]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Look Ahead | | |
| Three Types of Rocks: Igneous, Sedimentary, and Metamorphic | 10 min. | <input type="checkbox"/> Images 6A-2, 6A-4, 6A-10, 6A-12, 6A-15, 6A-16 |
| Hands On | | |
| Rock Sort | 20 min. | <input type="checkbox"/> Activity Page 6.1S <input type="checkbox"/> variety of rocks <input type="checkbox"/> chart paper (optional) <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Tab the Flip Book pages in advance to ensure a smooth transition from one image to the next.

Hands On

- Prepare Activity Page 6.1S.
- Bring in rocks of different colors, shapes, sizes, and textures for students to sort. Prepare to place students in small groups for this activity.
- Students will brainstorm a list of characteristics of rocks before writing. You may wish to record this list on a large piece of chart paper for students to reference as they write.
- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

Additional Hands On Activity: Formation of Rocks—Using Resource Page 7.5S as a guide, model the formation of igneous, sedimentary, and metamorphic rocks using chocolate chips or crayon shavings.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write about characteristics of rocks.

Language Forms and Functions

My rock is _____ and _____.

(adj.) (adj.)

Compare: _____'s rock is _____, and my rock is also _____.

(name)

Contrast: _____'s rock is _____, but my rock is _____.

(name)

Vocabulary

Tier 3 Domain-Specific Words

igneous
sedimentary
metamorphic

Tier 2 General Academic Words

characteristics
sort
texture

Tier 1 Everyday Speech Words

color
rock
shape
size

Start Lesson

Lesson 6: The Three Types of Rocks

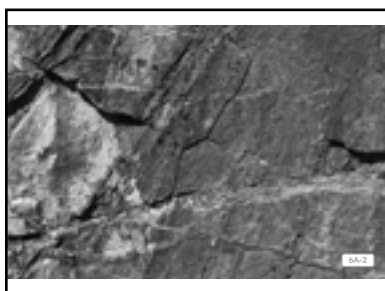
Look Ahead



Primary Focus: Students will preview the three types of rock: igneous, sedimentary, and metamorphic.

THREE TYPES OF ROCKS: IGNEOUS, SEDIMENTARY, AND METAMORPHIC (10 MIN.)

Igneous



Show Image 6A-2: Granite surface

Today you will hear about three types of rocks. One type is called igneous rock.

Say *igneous* with me three times.

Definition: *Igneous* is a type of rock that forms when magma cools, hardens, and turns solid.

Examples: Isai's house had countertops made of granite, a common igneous rock.

Maribel explained to her mother that the word *igneous* came from the Latin word for “fire.”



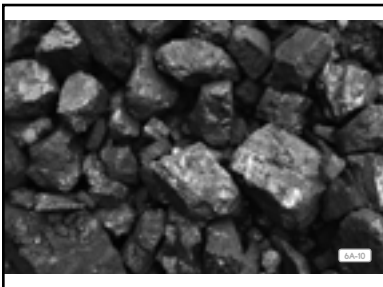
Show Image 6A-4: Half Dome, Yosemite National Park

Describe: This big igneous rock is called Half Dome, and it is located in Yosemite National Park in California. Describe this igneous rock to your partner.

- Invite students to come up with a hand motion to stand for the word *igneous*. For

example, holding up the index finger like it is a candle, and pretending to blow out the flame to demonstrate the heat of fire. As you continue with the lesson, encourage students to use this hand motion whenever they hear the word *igneous*.

Sedimentary



Show Image 6A-10: Coal

Another type of rock is sedimentary rock.

Say *sedimentary* with me three times.

Definition: *Sedimentary* rock forms when layer upon layer of small, solid materials are pressed together.

Examples: Alexander explained to his friend that some sedimentary rock is made from decayed plants that have been under pressure for many years.
[Point to the image.] Coal is a type of sedimentary rock.



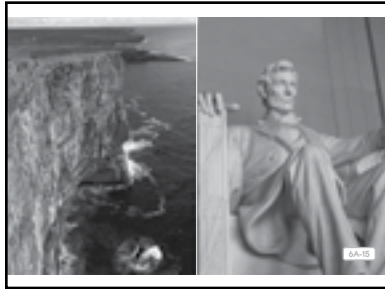
Show Image 6A-12: Bryce Canyon

What Do You See? This type of sedimentary rock is called sandstone. Do you see the layers in the sandstone?

- Invite students to come up with a hand motion to stand for the word *sedimentary*. For example, placing one flattened hand on top of the other to demonstrate the formation of

layers. As you continue with the lesson, encourage students to use this hand motion whenever they hear the word *sedimentary*.

Metamorphic



Show Image 6A-15: Limestone to marble

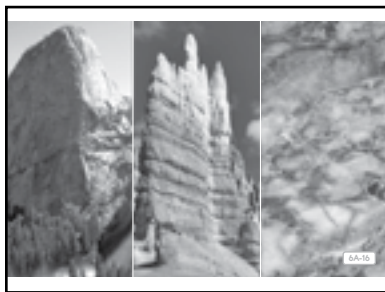
The third type of rock is metamorphic rock.

Say *metamorphic* with me three times.

Definition: *Metamorphic* rock is a type of rock that forms when igneous or sedimentary rocks undergo intense heat and pressure and change into new rocks.

Examples: Many statues are made from marble, a kind of metamorphic rock. [Point to the Lincoln Memorial.]

Jose explained to Arias that the word *metamorphic* came from the Greek word for “transformation,” or “change.”



Show Image 6A-16: Three types of rock

Name the different types of rocks with me: igneous, sedimentary, and metamorphic. Tell your partner how these three rocks look different.

- Invite students to come up with a hand motion to stand for the word *metamorphic*. For example, holding out both hands and then clasping them tightly together to demonstrate pressure. As you continue with the lesson, encourage students to use this hand motion whenever they hear the word *metamorphic*.



Check for Understanding

Turn and Sign: Turn to a partner and make one of the hand motions you made up for a rock type. Your partner should say the name of that rock type.

Lesson 6: The Three Types of Rocks

Hands On



Primary Focus: Students will categorize rocks according to their characteristics.

ROCK SORT (20 MIN.)

Minerals come in all different shapes, sizes, colors, and textures. We use these different characteristics to divide minerals into groups.

Say the word *characteristics* with me.

Definition: A *characteristic* is a way to describe and group things.

Examples

Some characteristics of diamonds are that they are colorless and that they can scratch other minerals.

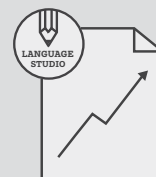
Some characteristics of Gerry the Geologist are that he has black hair and a mustache, and he loves to study rocks.

[Give students Activity Page 6.1S. Divide students into groups of four.] Let's review the different characteristics of rocks together. We can sort our rocks by shape, size, color, and texture (or how the rock feels).

[Give each group a handful of small to medium rocks of different types.] With your group, look closely for different characteristics in the rocks I have given you.

Brainstorm: Let's brainstorm descriptive vocabulary words for each characteristic. [Ideas for descriptive vocabulary words are included on the following chart.]

Activity Page 6.1S



Support

Make sure students understand the meanings of the different characteristics on their chart: shape, size, color, texture. Add a supporting illustration to help students remember these different characteristics.



Writing Interacting via Written English

Entering/Emerging

Focus on specific rocks that have distinguishing characteristics.

Supply adjectives that describe the different characteristics of the rocks for students to complete the sentence frame: "My rock is _____ (adj.) and _____ (adj.)."

Transitioning/Expanding

Provide a sentence frame to compare rocks: "_____'s rock is _____, and my rock is also _____." and to contrast rocks: "_____'s (name) rock is _____, but my rock is _____."

Bridging

Have the small group brainstorm a bank of additional adjectives for the different characteristics. Challenge students to create their own sentences to compare and contrast the rocks in their group.

Characteristics of Rocks

| Shape | Size | Color | Texture |
|-------------|----------|---------------|---------|
| curvy | large | shiny | rough |
| round | medium | dull | smooth |
| oval | small | bright | bumpy |
| sharp | tiny | dark | jagged |
| many facets | gigantic | _____-colored | cracked |
| peaked | huge | sparkly | grainy |
| square | enormous | pale | flat |



Rock Sort

How can you describe the rocks your group has been given? How are they similar? How are they different? Record your observations on your chart.

Each person in your group will focus on a different rock. Describe your rock using your chart.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K7L6 |
| Activity Name | Rock Sort |
| Proficiency Levels | |
| Entering | Student contributes to the chart with labels. |
| Emerging | Student contributes to the chart using the sentence frame. |
| Transitioning | Student compares and contrasts using sentence frames. |
| Expanding | Student compares and contrasts with increasing independence. |
| Bridging | Student compares and contrasts independently. |

~~~~~End Lesson~~~~~



## 7

## HISTORY OF THE EARTH

## Fossils

## PRIMARY FOCUS OF LESSON

**Listening**

Students will preview information about paleontologists and fossils.

**Writing**

Students will categorize living things as plants or animals on a chart.

**Speaking**

Students will connect ideas using the conjunction *because* in a shared language activity.

**Listening**

Students will determine verb tenses in a shared language activity.

## FORMATIVE ASSESSMENT

Writing

T-Chart [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Listening

Verb Tense [Informal Observation]



## LESSON AT A GLANCE

|                                                    | Time    | Materials                                                                                                                           |
|----------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                  |         |                                                                                                                                     |
| Vocabulary Preview: <i>Paleontologist, Fossils</i> | 10 min. | <input type="checkbox"/> Images 7A-1, 7A-3<br><input type="checkbox"/> Image Cards 10, 12, 13                                       |
| <b>Connections</b>                                 |         |                                                                                                                                     |
| T-Chart: Plants/Animals                            | 10 min. | <input type="checkbox"/> T-chart<br><input type="checkbox"/> Image Cards 12, 13<br><input type="checkbox"/> sticky notes (optional) |
| <b>Looking at Language</b>                         |         |                                                                                                                                     |
| Connecting Ideas                                   | 5 min.  | <input type="checkbox"/> Images 7A-3, 7A-10                                                                                         |
| Verb Tense                                         | 5 min.  | <input type="checkbox"/> Images 4A-7, 4A-8<br><input type="checkbox"/> Language Proficiency Recording Sheet                         |

## ADVANCE PREPARATION

### Connections

- Create a large T-Chart to categorize living things as plants or animals.

| Plants | Animals |
|--------|---------|
|        |         |

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

### Note to Teacher

**Additional Hands On Activity: Fossil Museum**—Create a classroom fossil museum. See Resource Page 7.6S for details about how to make fossils.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Categorize living things as plants or animals.
- Construct sentences using the conjunction *because*.
- Create sentences using appropriate verb tenses.

### Language Forms and Functions

This plant/animal is a \_\_\_\_\_. It is \_\_\_\_\_ and \_\_\_\_\_.

We know some things about what kinds of living things were on earth because of fossils.

Mount St. Helens looks like this today. / Last month, my class learned all about Earth. / Hopefully, one day, I will travel there.

### Vocabulary

#### Tier 3 Domain-Specific Words

fossils  
paleontologists

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

animals  
plants

Start Lesson

## Lesson 7: Fossils

# Look Ahead



**Primary Focus:** Students will preview information about paleontologists and fossils.

## VOCABULARY PREVIEW (10 MIN.)

### Paleontologist



#### Show Image 7A-1: Pam the Paleontologist

In today's read-aloud you will meet Pam. Pam is a paleontologist.

Say *paleontologist* with me three times.

**Definition:** A *paleontologist* is a scientist who studies life that existed on earth long ago by looking at fossils.

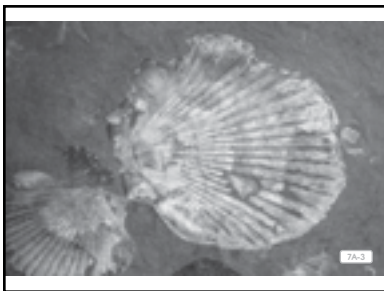


**Examples:** The paleontologist found something in a rock from thousands of years ago.

The paleontologist will use clues from the rock to find out what life was like a long, long time ago on earth.

**Turn and Talk:** Gerry is a geologist. Pam is a paleontologist. They both are scientists, but they study different things. Turn and tell your partner which type of scientist—paleontologist or geologist—you would prefer to be when you grow up.

## Fossils



### Show Image 7A-3: Fossilized shell

Paleontologists study something called fossils. [Point to the fossilized shell.]

Say *fossils* with me three times.

**Definition:** *Fossils* are the preserved bodies or imprints of plants or animals that lived a long time ago. Fossils give paleontologists clues about what life on the earth was like a long time ago.

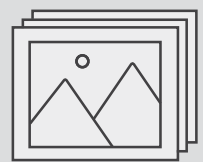
**Example:** Henry found some fossils of seashells when he was walking with his dad on a small island.

[Show Image Cards 10 (Trilobite), 12 (Fish Fossils), and 13 (Fern Fossil).] These are all fossils that have been found.

**Ask:** Can you guess how long ago these things lived?

» a long, long time ago

Image Cards  
10, 12, 13



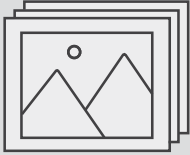


## Lesson 7: Fossils

# Connections



Image Cards 12, 13



Writing  
Interacting via Written  
English

### Entering/Emerging

Display images from the read-aloud and supply a written bank of key words about plants and animals (e.g., *green*, *swim*, *eat*).

### Transitioning/Expanding

Provide a sentence frame: "This plant/animal is a \_\_\_\_\_. It is \_\_\_\_\_ and \_\_\_\_\_."

### Bridging

Have students brainstorm with a partner a bank of key details from the lesson (e.g., fossil, fish, fern, trilobite). Challenge students to write their answer in a complete sentence and include details from the lesson.

**Primary Focus:** Students will categorize living things as plants or animals on a chart.

### T-CHART: PLANTS/ANIMALS (10 MIN.)

- Show students the T-chart you created in advance. Tell them that they will fill in this chart as a class, using information and details from the read-aloud as well as what they already know.

### Brainstorm

What are some plants and animals that live on the earth today?  
[Show Image Cards 12 and 13.] Were there plants and animals living on the earth a long, long time ago?

### Formative Assessment



**T-Chart:** Come up to the T-Chart to draw and write about a living thing. First decide whether the living thing you want to write about is a plant or an animal. This plant or animal can exist today or could have existed a long time ago. Write a short description of your living thing on the correct place on the chart (under "Plants" or under "Animals").

[Students can also draw and write on a sticky note and place it onto the correct area of the chart.]



## Lesson 7: Fossils

# Looking at Language



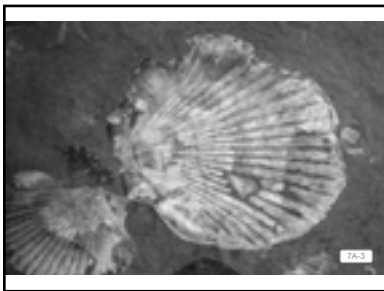
### Primary Focus

Students will connect ideas using the conjunction *because* in a shared language activity.

Students will determine verb tenses in a shared language activity.

### CONNECTING IDEAS (5 MIN.)

- Remind students that conjunctions are words used to connect words and phrases. Remind them that the conjunction *and* is used to show that there is something more or to add more information. Remind students that the conjunction *or* is used to join words and phrases that are different possibilities or choices. Remind them that the conjunction *but* is used to join phrases when the second phrase describes something that is unexpected or different from the first phrase.
- Tell students the conjunction *because* is used to join two phrases when the second phrase explains something from the first phrase.

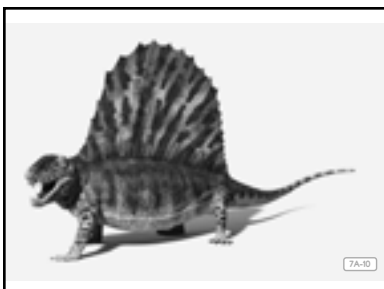


### Show Image 7A-3: Fossilized shell

Listen to Pam the Paleontologist's sentence about fossils from the read-aloud. I will emphasize the word *because* as I read the selection to you:

"We know some things about what kinds of living things were on earth **because** of fossils."

Notice that in this sentence, Pam the Paleontologist uses the word *because* when she explains why we know some things about the earth's history.



### Show Image 7A-10: First reptiles

Here's another sentence that uses the word *because*:

"Paleontologists call the body part sticking up on [the dimetrodon's] back a sail **because** it looks like the sail on a boat."





## Speaking Connecting Ideas

### Entering/Emerging

Review how the conjunction *because* is used in sentences. Invite students to echo the compound sentence and place emphasis on the conjunction *because*.

### Transitioning/Expanding

Provide students with two ideas or two simple sentences. Help them connect ideas or simple sentences by using the conjunction *because*.

### Bridging

Have students use the conjunction *because* to connect two ideas with a partner.

Notice that in this sentence, Pam the Paleontologist uses the word *because* when she explains why the part sticking out from the dinosaur is called a sail.

Let's listen to another example:

Jinyi wanted to go to bed early **because** she had to wake up early for a field trip.

The word *because* explains why Jinyi wanted to go to bed early.



## Check for Understanding

**Sentence Builder:** Turn and tell your partner why you would or would not want to go to bed early, using the word *because*.

## VERB TENSE (5 MIN.)

**Note:** The purpose of this activity is to help students understand the direct connection between grammatical structures—such as present, past, and future tense verbs—and the meaning of text. This activity should be used in conjunction with the complex text and images presented in the lessons.

- Tell students that verbs describe an action, or something you do, like explode and dig.
- Tell students that they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.
- Read the following passage. As you do, emphasize the bold words. Point to your feet to signal the present, behind you to signal the past, and ahead of you to signal the future as you read the verbs.



### Show Image 4A-7: Eruption of Mount St. Helens

Mount St. Helens **erupted** over thirty years ago. Rocks and ash **crashed** into the valley below. The eruption **destroyed** homes and forests.

The verbs in this sentence are *erupted*, *crashed*, and *destroyed*. These actions happened in the past.





### Show Image 4A-8: Mount St. Helens today

Mount St. Helens **looks** like this today. It **rises** above the clouds. It sometimes still **erupts**.

The verbs in this sentence are *looks*, *rises*, and *erupts*. These actions happen today or are related to today.



### Verb Tense

I am going to read a pretend letter from Josefa, a fifth grade student. Listen carefully for verbs that tell us something is happening right now (present), something happened in the past, or something will happen in the future. Point to your feet to signal present tense, behind you to signal past tense, and ahead of you to signal the future as you hear these verbs.



### Listening Using Verbs and Verb Phrases

#### Entering/Emerging

Repeat example sentences. Point to parts of the image and/or use gestures as you say the sentences. Emphasize the bolded verbs.

#### Transitioning/Expanding

Invite students to repeat the sentence after you and gesture to show whether the event is happening now, happened in the past, or will happen in the future.

#### Bridging

Pair students to create their own sentences using present, past, and future tense verbs.

Dear [Ms. Gilbert's] class,

It's me again, your fifth grade friend, Josefa. Last month, my class **learned** all about Earth. We **listened** to our teacher tell us about the layers of Earth. Did you **know** that the center of the earth might be as hot as the sun and is solid? I **made** a model of the earth using different colored clay. I really **enjoyed** it!

My favorite topic **is** volcanoes. Did you know that volcanoes **formed** Hawaii? Lava **continued** to erupt from hot spots until it **reached** the ocean surface and **became** new, dry land. I've never visited Hawaii before. Hopefully, one day, I **will travel** there.

Happy learning,

Josefa

**Ask:** Why are many of the verbs in Josefa's letter in the past?

» Her letter is mainly about things she already learned.

**Now You Try:** With a partner, tell about something that is happening right now, something that happened in the past, and something that will happen in the future.



## 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   | K7L7                                                                                               |
| Activity Name      | Verb Tense                                                                                         |
| Proficiency Levels |                                                                                                    |
| Entering           | Student recognizes present, past, and future tense verbs in a sentence with prompting and support. |
| Emerging           | Student recognizes present, past, and future tense verbs.                                          |
| Transitioning      | Student repeats the sentence and signals whether it is in the present, past, or future.            |
| Expanding          | Student identifies whether the sentence is in the present, past, or future.                        |
| Bridging           | Student uses present, past, and future tense verbs to create their own sentences.                  |

End Lesson



## HISTORY OF THE EARTH

# Dinosaurs

**PRIMARY FOCUS OF LESSON****Speaking**

Students will share about dinosaurs using the domain-specific word *extinct*.

**Writing**

Students will compare and contrast the jobs of geologists and paleontologists using a Venn diagram.

**Listening**

Students will determine verb tenses in a shared language activity.

**FORMATIVE ASSESSMENT**

Writing

Venn Diagram [Activity Page 8.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Verb Tense [Informal Observation]



## LESSON AT A GLANCE

|                                            | Time    | Materials                                              |
|--------------------------------------------|---------|--------------------------------------------------------|
| <b>Vocabulary Building</b>                 |         |                                                        |
| Word Work: <i>Extinct</i>                  | 10 min. | ☐ Resource Page 7.7S (optional)                        |
| <b>Rewind</b>                              |         |                                                        |
| Venn Diagram: Geologist/<br>Paleontologist | 15 min. | ☐ Venn diagram<br>☐ Activity Page 8.1S                 |
| <b>Looking at Language</b>                 |         |                                                        |
| Verb Tense                                 | 5 min.  | ☐ Image 8A-1<br>☐ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Vocabulary Building

- You may wish to cut out the dinosaur images on Resource Page 7.7S to help students review the dinosaurs they have heard about in the read-aloud.

### Rewind

- Create a large Venn diagram, using Activity Page 8.1S as a guide. Students will compare and contrast the job of a geologist with that of a paleontologist on this Venn diagram. An example of a completed Venn diagram may be found on Activity Page 8.1S (Answer Key), found in the Program Guide.
- Prepare Activity Page 8.1S.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Compare and contrast the jobs of geologists and paleontologists.
- Construct sentences using appropriate verb tenses.

### Language Forms and Functions

\_\_\_\_\_ are in danger of becoming extinct.

We can protect animals today from becoming extinct by . . .

I wish \_\_\_\_\_ were not extinct.

**Compare/Contrast:** A geologist . . . / A paleontologist . . .

This T-Rex lived on earth a long, long time ago. / Paleontologists hope that they will find more dinosaur fossils.

### Vocabulary

#### Tier 3 Domain-Specific Words

geologist  
paleontologist

#### Tier 2 General Academic Words

extinct  
in danger of  
protect

#### Tier 1 Everyday Speech Words

dinosaurs

Start Lesson

## Lesson 8: Dinosaurs

# Vocabulary Building



**Primary Focus:** Students will share about dinosaurs using the domain-specific word *extinct*.

### WORD WORK: EXTINCT (10 MIN.)

Dinosaurs have been extinct—dead and gone—for many, many years.

Say the word *extinct* with me three times.

**Definition:** If a plant or an animal is extinct, none of that species is left or living.

**Example:** Some animals are protected so they don't become extinct.

**Think About It:** Are there some animals that you think are in danger of becoming extinct? What can we do to protect animals today from becoming extinct?

### Support

Review the dinosaurs students have heard about, using Resource Page 7.7S.

### Sentence frame and starter:

"\_\_\_\_\_ are in danger of becoming extinct."

"We can protect animals today from becoming extinct by . . ."



## Support

### Sentence frame:

"I wish \_\_\_\_\_ were not extinct."

**Sharing:** Think about the dinosaurs you heard about in the lesson. All dinosaurs are extinct. Turn and tell your partner which dinosaur you wish could still be living today instead of being extinct. See if your partner is thinking about the same dinosaur. Use the word *extinct* when you are talking to your partner.

## Lesson 8: Dinosaurs

# Rewind



**Primary Focus:** Students will compare and contrast the jobs of geologists and paleontologists using a Venn diagram.

### VENN DIAGRAM: GEOLOGIST/PALEONTOLOGIST (15 MIN.)

- Remind students that Gerry the Geologist studies nonliving things that are related to the history of the earth, such as rocks, minerals, volcanoes, and geysers. Pam the Paleontologist studies living things that were living on the earth many years ago.
- Show students the Venn Diagram you have created. Tell them that they will fill in this diagram as a class, using information and details from the lessons.



### Check for Understanding

**Brainstorm:** What are some facts that Gerry the Geologist has taught us?

- » Answers will vary, but may include the following:
  - There are three types of rocks: igneous, sedimentary, and metamorphic.
  - Heat, pressure, and time are the three forces of geology.
  - Minerals are small parts of rocks. All rocks have one or more minerals. Some minerals are crystals.
  - The earth is a sphere. The globe is a model of the earth.
  - The earth's surface is covered by continents and oceans.
  - The earth has four layers: a thin crust, the mantle, the outer core, and the inner core.
  - Heat, pressure, and time create volcanoes and geysers.



- Explain that there are other scientists called paleontologists, who study things that were living on the earth many years ago. Have students say the word *paleontologist* three times. Remind students that plants and animals are living things.

**Compare:** How is the work of a geologist the same as the work of a paleontologist? [Record student responses on the diagram.]

» Both are scientists. Both are interested in the history of the earth.

**Contrast:** How is the work of a geologist different from the work of a paleontologist? [Record student responses on the diagram.]

» Geologists study nonliving things related to the earth, such as rocks and what is inside the earth. Paleontologists use fossils to study plants and animals that lived on earth.



### Formative Assessment

**Venn Diagram:** [Give students Activity Page 8.1S.] Using information from our class Venn Diagram, compare and contrast the job of a geologist and the job of a paleontologist. Then, write a sentence about your diagram.

### Activity Page 8.1S



### Writing Interacting via Written English

#### Entering/Emerging

Supply a written bank of key words about paleontologists and geologists (e.g., *geology*, *living things*, *scientists*).

#### Transitioning/Expanding

Provide sentence frames for students to compare the jobs of the two scientists: "A geologist . . ."/"A paleontologist . . ."

#### Bridging

Have students brainstorm with a partner a bank of key words about geologists and paleontologists (e.g., *earth*, *rocks*, *plants*, *animals*). Challenge students to create their own sentences to compare and contrast the scientists with a partner.



## Lesson 8: Dinosaurs

# Looking at Language



**Primary Focus:** Students will determine verb tenses in a shared language activity.

### VERB TENSE (5 MIN.)

**Note:** The purpose of this activity is to help students understand the direct connection between grammatical structures—such as present, past, and future tense verbs—and the meaning of text. This activity should be used in conjunction with the complex text and images presented in the lessons.

- Tell students that verbs describe an action, or something you do, like explode and dig.
- Tell students that they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.
- Read the following passage. As you do, emphasize the bold words. Point to your feet to signal the present, behind you to signal the past, and ahead of you to signal the future as you read the verbs.



### Show image 8A-1: Tyrannosaurus Rex

This T-Rex **lived** on earth a long, long time ago. It **weighed** about seven tons and **grew** to be over forty feet long and twenty feet tall. The T-Rex **ate** meat.

The verbs in this sentence are *lived*, *weighed*, *grew*, and *ate*. These actions happened in the past.

Paleontologists **hope** that they **will find** more dinosaur fossils. They **will search** many sites around the world for places to **excavate** dinosaur bones.

Two verbs in this sentence are *will find* and *will search*. These actions will happen in the future.





## Verb Tense

I am going to read a pretend letter that we will send to Josefa, the fifth grade student. Listen carefully for verbs that tell us something is happening right now (present), something happened in the past, or something will happen in the future. Point to your feet to signal present tense, behind you to signal past tense, and ahead of you to signal the future as you hear these verbs.



## Listening Using Verbs and Verb Phrases

### Entering/Emerging

Repeat example sentences. Point to parts of the image and/or use gestures as you say the sentences. Emphasize the bolded verbs.

### Transitioning/Expanding

Invite students to repeat the sentence after you and gesture to show whether the event is happening now, happened in the past, or will happen in the future.

### Bridging

Pair students to create their own sentences using present, past, and future tense verbs.

Dear Josefa,

We **enjoyed** learning about volcanoes, too!

We just **finished** hearing about fossils and dinosaurs. Guess what? Dinosaur **means** “terrifying lizard,” but in fact, dinosaurs **are** more related to birds!

Different dinosaurs **ate** different things. Some **ate** meat while others **ate** plants. Paleontologists **can tell** what dinosaurs ate by looking at their teeth. It is a good thing that they **found** fossils that can **tell** us about life on Earth many, many years ago.

Maybe one day they **will discover** another place that has lots and lots of dinosaur bones!

Happy learning,

[Ms. Gilbert’s] class

**Ask:** Why are many of the verbs in our letter in the past?

» Our letter is mainly about things we already learned.

**Now You Try:** With a partner, tell about something that is happening right now, something that happened in the past, and something that will happen in the future.



## 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   | K7L7                                                                                               |
| Activity Name      | Verb Tense                                                                                         |
| Proficiency Levels |                                                                                                    |
| Entering           | Student recognizes present, past, and future tense verbs in a sentence with prompting and support. |
| Emerging           | Student recognizes present, past, and future tense verbs.                                          |
| Transitioning      | Student repeats the sentence and signals whether it is in the present, past, or future.            |
| Expanding          | Student identifies whether the sentence is in the present, past, or future.                        |
| Bridging           | Student uses present, past, and future tense verbs to create their own sentences.                  |

~~~~~  
End Lesson

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