



Language Studio

Teacher Guide

Grade 1

Volume 3

Grade 1

Language Studio 8–11

Volume 3

Teacher Guide



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Language Studio 8

Animals and Habitats



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ANIMALS AND HABITATS

What Is a Habitat?

PRIMARY FOCUS OF LESSON**Listening**

Students will preview and discuss different habitats.

Speaking

Students will identify and use the multiple meanings of the word *park* in context.

Listening

Students will analyze the general academic word *survive* by identifying its synonyms and antonyms.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Synonyms/Antonyms [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Meet Rattenborough	5 min.	<input type="checkbox"/> Image 1A-1 <input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> drawing tools, scissors
Habitats	15 min.	<input type="checkbox"/> labeled world map <input type="checkbox"/> Image Cards 3, 4, 8, 12, 16, 22, 23 <input type="checkbox"/> Images 2A-2, 3A-3, 4A-2, 5A-3, 6A-2, 7A-2, 8A-7
Vocabulary Building		
Multiple-Meaning Word: <i>Park</i>	5 min.	<input type="checkbox"/> Poster 1M (Park)
Word Work: <i>Survive</i>	5 min.	<input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Look Ahead

- Prepare Activity Page 1.1S. This is students' personal Rattenborough cutout, which they will use throughout this unit.
- Help students see where the habitats presented in this unit are located by using a world map, image cards representing specific habitats, and colored yarn to connect each image card to its location on the map. Keep this map displayed throughout this unit. Place the image cards on the following locations on the map:
 - Arctic or North Pole—Image Card 3 (Arctic fox)
 - Sonoran Desert in northwestern Mexico/southwestern United States—Image Card 4 (saguaro cactus)
 - East African Savanna in East Africa—Image Card 8 (acacia tree)
 - Great Smoky Mountains between Tennessee and North Carolina—Image Card 12 (deciduous forest)
 - Brazil in South America—Image Card 16 (rainforest)

- Great Lakes in Michigan—Image Card 22 (ducks)
- Pacific Ocean—Image Card 23 (coral reef)
- Tab the Flip Book pages in advance to ensure a smooth transition from one image to the next.

Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Discuss different habitats. • Construct sentences for the multiple-meaning word <i>park</i>. 		
Language Forms and Functions		
<p>I am excited to learn more about . . .</p> <p>Humans need _____ to survive.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
desert forest habitat rainforest savanna	survive	animals park

Lesson 1: What Is a Habitat?

Look Ahead



Primary Focus: Students will preview and discuss different habitats.

MEET RATTENBOROUGH (5 MIN.)



Show Image 1A-1: Meet Rattenborough

This is Rattenborough. Can you guess what animal he is?

» He is a rat.

Rattenborough will be the narrator for our read-alouds about animals and habitats.

Definition: A narrator is someone who tells a story.

Rattenborough will tell you all about different animals and the habitats around the world in which they live.

Ask: Do you think that rats can really talk? Is a talking rat make-believe?

» Answers may vary, but make sure that students understand that although Rattenborough is not real, he will be telling them about real places and animals.

[Give students Activity Page 1.1S.] This is your own Rattenborough. You will cut out Rattenborough, decorate him, and write your name on the cutout. We will use these Rattenborough cutouts as we learn all about animals and habitats, so keep him safe.

Activity Page 1.1S



Support

Make up motions for food, water, and shelter to remind students that habitats must have these three important things for animals to survive.

HABITATS (15 MIN.)

For the next two weeks, we will learn about different habitats.

Say *habitats* with me three times.

Definition: Habitats are places that offer food, water, and shelter for the animals and plants that live there.

Look and Learn: There are many different kinds of habitats on the earth. Let's take a look at them together. [Refer to the world map you have labeled while you introduce each habitat.]



Show Image 2A-2: Rattenborough in Arctic

This is an Arctic habitat.

Say *Arctic* with me three times.

What do you see? What do you think the weather is like in the Arctic?



Show Image 3A-3: Rattenborough in desert

This is a desert habitat.

Say *desert* with me three times.

What do you see? What do you think the weather is like in the desert?



Show Image 4A-2: Rattenborough in savanna

This is an African savanna habitat.

Say *savanna* with me three times.

What do you see? Can you guess what types of animals live on the savanna?



Show Image 5A-3: Rattenborough in oak tree

This is a forest habitat.

Say *forest* with me three times.

What kinds of plants are in the forest?
Have you ever been to a forest before?



Show Image 6A-2: Rattenborough swinging through rainforest

This is a rainforest habitat.

Say *rainforest* with me three times.

Does a rainforest look like a forest? Why do you think it is called a rainforest?

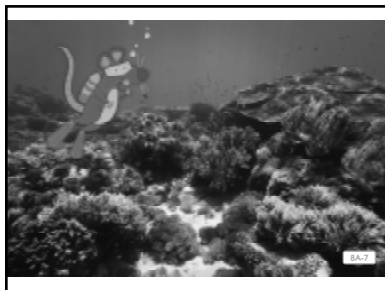


Show Image 7A-2: Rattenborough fishing off a dock

This is a freshwater habitat.

Say *freshwater* with me three times.

Have you been to a lake or river before?
Can you guess what types of animals live in a freshwater habitat?



Show Image 8A-7: Rattenborough scuba diving

This is a saltwater habitat.

Say *saltwater* with me three times.

What two words do you hear in *saltwater*?
Why do you think this habitat has that name?

Support

Sentence starter:

"I am excited to learn more about . . ."

Turn and Talk: Tell your partner which habitat you are excited to learn more about. I will name each habitat again. Hold up your Rattenborough if you are excited to learn about that habitat.

Lesson 1: What Is a Habitat?

Vocabulary Building



Primary Focus

Students will identify and use the multiple meanings of the word *park* in context.

Students will analyze the general academic word *survive* by identifying its synonyms and antonyms.

MULTIPLE-MEANING WORD: PARK (5 MIN.)

Note: For the following exercise, 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.

People like to spend time playing and relaxing in a park.

With A Partner: Think of as many different meanings of the word *park* as you can.

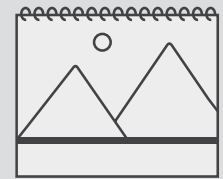
[Show Poster 1M (Park).] A park is a place in or near a city that has trees, grass, and flowers for people to enjoy. Which picture shows this meaning of *park*? (*one*)

Park also means to leave a car in a particular place, such as a parking space. Which picture shows this meaning of *park*? (*two*)

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

Sentence in Context: With your partner, make up a sentence for each meaning of *park*.

Poster 1M



Speaking Analyzing Language Choices

Entering/Emerging

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

Transitioning/Expanding

Refer to an image on the poster, and have students give their own definitions for the word *park*.

Bridging

Challenge students to create their own sentences that reflect the meanings of the word *park*.



Check for Understanding

Share It: Share your sentences with the class. [Call on a few partner pairs to share one or more sentences. Have the rest of the students hold up the correct number of fingers to indicate the meaning of *park* that is used.]

WORD WORK: SURVIVE (5 MIN.)

In the lesson you heard that all living things need food and water to *survive*.

Say the word *survive* with me three times.

Definition: To survive means to continue to live.

Example: Humans need food and water to survive.

Turn and Talk: Can you think of something else humans need to survive?

Support

Sentence frame:

"Humans need _____ to survive."



Listening Analyzing Language Choices

Entering/Emerging

Say a word, and ask students to stand up if it is a synonym of *survive* or stay seated if it is an antonym of *survive*.

Transitioning/Expanding

Say a word, and have students respond by stating whether it is a synonym or antonym of *survive*.

Bridging

Challenge students to think of their own synonyms and antonyms of *survive* in small groups.



Synonyms/Antonyms

What are some words and phrases that are similar to the word *survive*?

» live, exist, last, remain, live through, tough it out, make it, etc.

What are some words and phrases that are the opposite of *survive*?

» die, leave, stop, give up, depart, not make it, etc.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

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

Evaluation Tool	
Language Domain	Listening
Knowledge/Lesson	K8L1
Activity Name	Synonyms/Antonyms
Proficiency Levels	
Entering	Student recognizes words as a synonym or an antonym of the target word with support.
Emerging	Student recognizes words as a synonym or an antonym of the target word.
Transitioning	Student identifies synonyms and antonyms of target word with support.
Expanding	Student identifies synonyms and antonyms of target word.
Bridging	Student provides synonyms and antonym of target word.

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

## 2

## ANIMALS AND HABITATS

# Animals of the Arctic Habitat

**PRIMARY FOCUS OF LESSON****Writing**

Students will use describing words and phrases to write a sentence about the Arctic habitat.

Students will draw and describe the Arctic habitat.

**FORMATIVE ASSESSMENT**

Writing

Habitats Journal [Activity Page 2.2S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Idea Web [Activity Page 2.1S]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                                                                                                                                                                                                                                 |
|--------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>           |         |                                                                                                                                                                                                                                                                                                           |
| The Arctic Tundra                    | 10 min. | <input type="checkbox"/> Images 2A-2, 2A-9<br><input type="checkbox"/> labeled world map<br><input type="checkbox"/> Poster 1 (The Arctic Tundra)<br><input type="checkbox"/> Activity Page 2.1S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Write About It</b>                |         |                                                                                                                                                                                                                                                                                                           |
| Habitats Journal: The Arctic Habitat | 20 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Activity Page 2.2S<br><input type="checkbox"/> Image Cards 1–3 (optional)<br><input type="checkbox"/> drawing tools<br><input type="checkbox"/> video about the Arctic (optional)                                                          |

## ADVANCE PREPARATION

### Looking at Language

- Display Poster 1 (The Arctic Tundra and Arctic Ocean) in a dedicated space in your classroom. In future lessons, you will also add Posters 2–7 to this area.
- Create a large idea web on chart paper using Activity Page 2.1S as a guide.
- Prepare Activity Page 2.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

### Write About It

- Select Flip Book images related to the Arctic habitat for review.
- Prepare Activity Page 2.2S. Students will create an informational journal in this unit, using this activity as the first page. Students will draw and write about additional habitats presented in later lessons, using subsequent activity pages. A cover page for the Habitats Journal is provided and will be completed at the end of Lesson 8.



**Note to Teacher**

[Optional] Throughout this unit, you may find it helpful to find age-appropriate short videos about the various habitats to show to the class. Discuss how watching a video is the same as and different from listening to a story or read-aloud. Prepare some questions related to the content presented in the videos. Have students ask and answer questions regarding what they see in the videos, using the question words *who*, *what*, *when*, *where*, and *why*. Prepare Resource Page 8.1S (Viewing Guide) to use when you show and discuss the videos.

**FEATURES OF ACADEMIC LANGUAGE**

| Discourse Features                                                                                                                                                                                                        |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Expand sentences by adding adjectives.</li><li>• Draw and write about the Arctic habitat.</li></ul>                                                                               |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                              |                                  |                                 |
| The Arctic is cold. The Arctic is icy. > The Arctic is cold and icy.<br>The Arctic is _____ and _____.<br><div>(adj.) (adj.)</div><br>This is a picture of _____.<br><br>In my picture there are _____, _____, and _____. |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| tundra                                                                                                                                                                                                                    | harsh                            | cold<br>frozen<br>ocean         |

## Lesson 2: Animals of the Arctic Habitat

## Looking at Language



**Primary Focus:** Students will use describing words and phrases to write a sentence about the Arctic habitat.

**THE ARCTIC TUNDRA (10 MIN.)****Show Image 2A-2: Rattenborough in Arctic**

**Ask:** What is this habitat called?

- » This habitat is the Arctic/Arctic tundra.
- Point to the Arctic/North Pole on the labeled world map.

Listen carefully to Rattenborough's descriptions of the Arctic tundra. Listen

for adjectives and describing words and phrases that he uses to help us see and feel what the Arctic is like. [Emphasize the words in bold.]

"The wind here is **incredibly strong**, which makes the air feel even **colder**. The ground is **frozen** and nearly everything is **covered in ice**. In the winter, daylight lasts only a few hours, and at times the sun does not come out at all. The temperatures here are **so low** that most people and animals would freeze. All of these things make the Arctic tundra one of the **least friendly** habitats on Earth for plants and animals."



### Check for Understanding

**Stand Up/Sit Down:** Stand up if the word or phrase from Rattenborough's description is an adjective or descriptive phrase. Sit down if it is not.

- *incredibly strong*

» stand up

- *habitat*

» sit down

- *least friendly*

» stand up

- *colder*

» stand up

- *make*

» sit down



### Show Image 2A-9: Rattenborough in the seascape

This is the Arctic Ocean.

- Point out the Arctic Ocean on the labeled world map.

Listen carefully to Rattenborough's descriptions of the Arctic Ocean. Listen

for adjectives and describing words and phrases that he uses to help us see and feel what the Arctic is like. [Emphasize the words in bold.]

"The Arctic Ocean is a habitat **rich** in sea life and animals that rely on the sea for their food. The water is **so cold** in the Arctic Ocean that most living creatures would be able to stay alive only a few minutes in it. However, animals such as the walrus call the Arctic Ocean home. These huge creatures just love the **icy** water and can swim around for a long period of time!"

**Ask:** What adjectives and describing words and phrases did you hear in Rattenborough's description of the Arctic Ocean?

» rich, so cold, icy, etc.

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

The Arctic is cold.

The Arctic is icy.

» The Arctic is cold and icy.

In the Arctic, the temperature is very low.

In the Arctic, the ground is frozen.

» In the Arctic, the temperature is very low, and the ground is frozen.

The Arctic is a harsh place to live.

Most animals cannot survive in the Arctic.

Most plants cannot survive in the Arctic.

» The Arctic is a harsh place to live, so most animals and plants cannot survive in the Arctic.

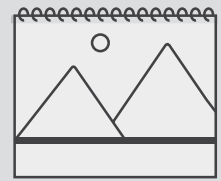
Most animals and plants cannot survive in the Arctic because it is a harsh place to live.



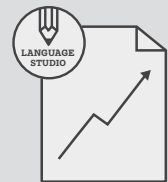
### Idea Web

[Show Poster 1 (The Arctic Tundra). Give students Activity Page 2.1S.] Let's write describing words and phrases about the Arctic on this large class idea web. Next, you can copy down what is written on the class idea web or write your own describing words and phrases. Then you can choose two or three describing words or phrases and write one sentence about the Arctic with them.

### Poster 1



### Activity Page 2.1S



### Writing Using Nouns and Noun Phrases

#### Entering/Emerging

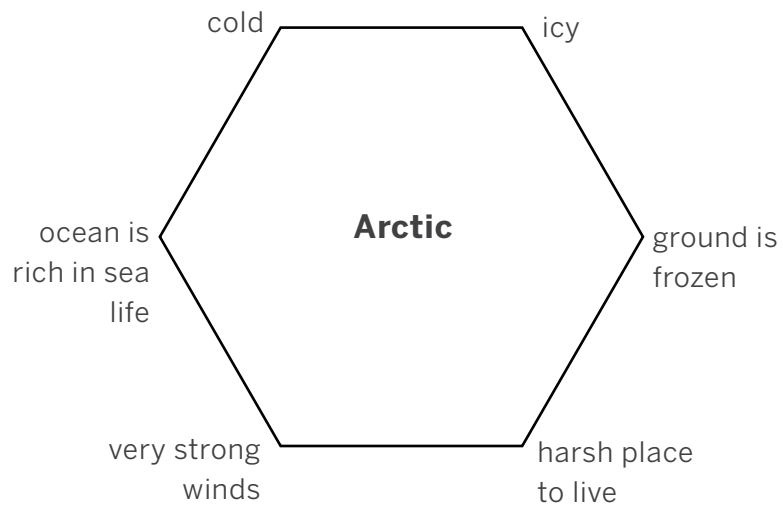
Provide a written word bank of familiar adjectives (e.g., *white*, *cold*, and *frozen*). Write the sentence frame, "The Arctic is \_\_\_\_\_ (*adj.*) and \_\_\_\_\_ (*adj.*)," on the board for students to copy.

#### Transitioning/Expanding

Brainstorm a written word bank of more complex adjectives and phrases to describe the Arctic habitat.

#### Bridging

Challenge students to think of other describing words and phrases not already written on the word web with a partner.



## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                         |
| Knowledge/Lesson   | K8L2                                                                            |
| Activity Name      | Idea Web                                                                        |
| Proficiency Levels |                                                                                 |
| Entering           | Student writes a sentence with provided adjectives with support.                |
| Emerging           | Student writes a sentence with provided adjectives.                             |
| Transitioning      | Student writes a sentence with more complex adjectives with support.            |
| Expanding          | Student writes a sentence with more complex adjectives.                         |
| Bridging           | Student writes a sentence with a variety of adjectives and descriptive phrases. |

## Lesson 2: Animals of the Arctic Habitat

# Write About It



**Primary Focus:** Students will draw and describe the arctic habitat.

### HABITATS JOURNAL: THE ARCTIC HABITAT (20 MIN.)

#### The Arctic Habitat

Over the next several days, you will create a Habitats Journal in which you will draw and write about different habitats. Today, you will draw and write about the Arctic habitat in your journal.

- Review Flip Book images related to the Arctic habitat to refresh students' memories of this habitat. Give students Activity Page 2.2S.

#### Ask

Will there be fish in your drawing?

What kinds of animals will you include in your drawing?

What colors will you use in your drawing?

- Have students draw an Arctic scene on the journal page.



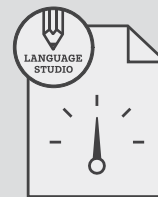
#### Formative Assessment

**Habitats Journal:** After you have finished your drawing, write one sentence to describe it.

In small groups, talk about how your drawing and writing are similar and different.

End Lesson

#### Activity Page 2.2S



#### Support

Refer to Poster 1 (The Arctic Tundra) and Image Cards 1–3, and have students name what they see in the images.



#### Writing Selecting Language Resources

#### Entering/Emerging

Display images of the Arctic. Write down key words about the Arctic for students to copy.

#### Transitioning/Expanding

Provide sentence frames: "This is a picture of \_\_\_\_." "In my picture there are \_\_\_\_, \_\_\_\_, and \_\_\_\_."

#### Bridging

Encourage students to include details they remember from the text. Invite students to share their own written sentences with partners.

## 3

## ANIMALS AND HABITATS

# Animals of the Sonoran Desert Habitat

**PRIMARY FOCUS OF LESSON****Writing**

Students will write describing words and phrases and combine them in a sentence about the desert habitat.

Students will draw and describe the desert habitat.

**FORMATIVE ASSESSMENT**

Writing

Habitats Journal [Activity Page 3.2S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Idea Web [Activity Page 3.1S]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                                                                                                                                                                                                                           |
|--------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>           |         |                                                                                                                                                                                                                                                                                                     |
| The Sonoran Desert                   | 10 min. | <input type="checkbox"/> Image 3A-3<br><input type="checkbox"/> labeled world map<br><input type="checkbox"/> Poster 2 (The Sonoran Desert)<br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Write About It</b>                |         |                                                                                                                                                                                                                                                                                                     |
| Habitats Journal: The Desert Habitat | 20 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Activity Page 3.2S<br><input type="checkbox"/> Image Cards 4–7<br><input type="checkbox"/> video about Sonoran Desert (optional)                                                                                                     |

## ADVANCE PREPARATION

### Looking at Language

- Display Poster 2 (The Sonoran Desert).
- Create a large idea web on chart paper using Activity Page 3.1S as a guide.
- Prepare Activity Page 3.1S.
- Prepare Language Proficiency Recording Sheet for Writing

### Write About It

- Select Flip Book images related to the desert habitat for review.
- Prepare Activity Page 3.2S.

### Note to Teacher

[Optional] Find an age-appropriate short video about the Sonoran Desert habitat to show to the class. Prepare Viewing Guide (Resource Page 8.1S).



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Expand sentences by adding adjectives.
- Draw and write about the desert habitat.

### Language Forms and Functions

The desert is dry. The desert is hot. > The desert is hot and dry.

The desert is \_\_\_\_\_ and \_\_\_\_\_.  
(adj.) (adj.)

This is a picture of \_\_\_\_\_.

In my picture there are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

cactus/cacti  
desert

#### Tier 2 General Academic Words

survive

#### Tier 1 Everyday Speech Words

dry  
hot

Start Lesson

### Lesson 3: Animals of the Sonoran Desert Habitat

# Looking at Language



**Primary Focus:** Students will write describing words and phrases and combine them in a sentence about the desert habitat.

## THE SONORAN DESERT (10 MIN.)



### Show Image 3A-3: Rattenborough in desert

**Ask:** What is this habitat called?

» This habitat is the desert.

- Remind students that the name of this desert is the Sonoran Desert. Point this desert out on the labeled world map.

Listen carefully to Rattenborough's descriptions of the Sonoran Desert. Listen for adjectives and describing words and phrases that he uses to help us see and feel what the desert is like. [Emphasize the words in bold.]

"I thought we should go someplace where my whiskers and tail could thaw out and **warm up**, so I've brought you to the desert. There are many deserts all over the world. You know you're in a desert when it **doesn't rain very much**. Many deserts can also be **very hot**. Because it's so **hot** and **dry**, only certain types of plants and animals can live there.

The **temperature is quite hot** during the day, and it **doesn't rain very much**. The **heat and lack of rain** make it hard for some plants and animals to live in the desert. They must all be specially adapted to live in the hot weather and survive with very little rain."

**Ask:** What adjectives and describing words and phrases did you hear in Rattenborough's description of the Sonoran Desert?

» doesn't rain very much, very hot, dry, etc.

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

The desert is dry.

The desert is hot.

» The desert is hot and dry.

You know you are in the desert when it does not rain much.

You know you are in the desert when it is very hot.

» You know you are in the desert when it does not rain much, and it is very hot.

The desert is a very hot and dry.

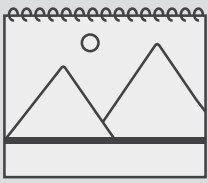
Most animals cannot survive in the desert.

Most plants cannot survive in the desert.

» The desert is very hot and dry, so most animals and plants cannot survive in the desert.

Most animals and plants cannot survive in the desert because it is very hot and dry.

## Poster 2



## Activity Page 3.1S



### Writing Using Nouns and Noun Phrases

#### Entering/Emerging

Provide a written word bank of familiar adjectives (e.g., *brown*, *hot*, and *dry*). Write the sentence frame, "The desert is \_\_\_\_ (*adj.*) and \_\_\_\_ (*adj.*)," on the board for students to copy

#### Transitioning/Expanding

Brainstorm a written word bank of more complex adjectives and phrases to describe the desert habitat.

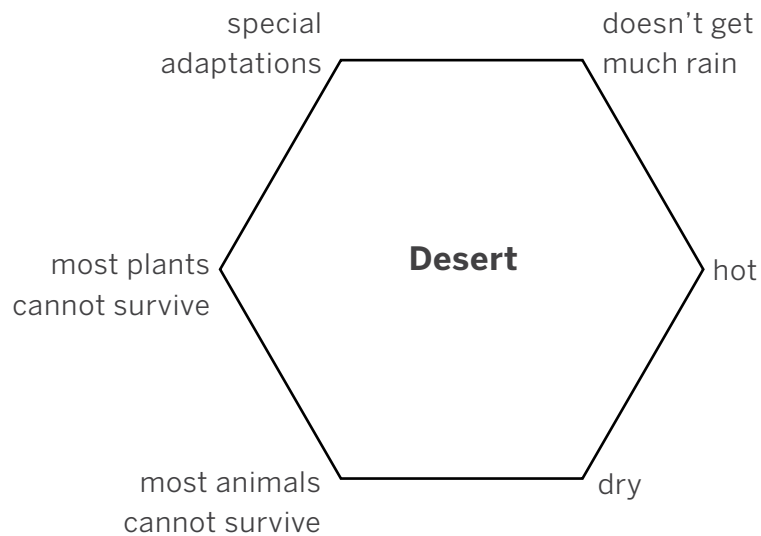
#### Bridging

Challenge students to think of other describing words and phrases not already written on the word web with a partner.

## Idea Web



[Show Poster 2 (Sonoran Desert). Give students Activity Page 3.1S.] Let's write describing words and phrases about the desert on this large class idea web. Next, you can copy down what is written on the class idea web or write your own describing words and phrases. Then you can choose two or three describing words or phrases and write one sentence about the desert with them.



## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                         |
| Knowledge/Lesson   | K8L3                                                                            |
| Activity Name      | Idea Web                                                                        |
| Proficiency Levels |                                                                                 |
| Entering           | Student writes a sentence with provided adjectives with support.                |
| Emerging           | Student writes a sentence with provided adjectives.                             |
| Transitioning      | Student writes a sentence with more complex adjectives with support.            |
| Expanding          | Student writes a sentence with more complex adjectives.                         |
| Bridging           | Student writes a sentence with a variety of adjectives and descriptive phrases. |

### Lesson 3: Animals of the Sonoran Desert Habitat

## Write About It



**Primary Focus:** Students will draw and describe the desert habitat in a journal.

### HABITATS JOURNAL: THE DESERT HABITAT (20 MIN.)

- Review Flip Book images related to the desert habitat to refresh students' memories of this habitat. Give students Activity Page 3.2S.
- Tell students they will draw and write about the desert habitat.

### Image Card 4-7



### Activity Page 3.2S



### Support

Refer to Poster 2 (The Sonoran Desert) and Image Cards 4–7, and have students name what they see in the images.



### Writing Selecting Language Resources

#### Entering/Emerging

Display images of the desert. Write down key words about the desert for students to copy.

#### Transitioning/Expanding

Provide sentence frames: "This is a picture of \_\_\_\_." "In my picture there are \_\_\_\_, \_\_\_\_, and \_\_\_\_."

#### Bridging

Encourage students to include details they remember from the text. Invite students to share their own written sentences with partners.



### Check for Understanding

**Turn and Talk:** Turn to a partner and discuss the following questions:

- What kinds of plants will be in your drawing? Will there be many plants or just a few plants?
- What kinds of animals will be in your drawing? What color fur will some of them have?
- Will there be water in your drawing?

- Have students draw a desert scene on the journal page.



### Formative Assessment

**Habitats Journal:** After you have finished your drawing, write one sentence to describe your drawing.

In small groups, talk about how your drawing and writing are similar and different.

End Lesson

## ANIMALS AND HABITATS

# Animals of the East African Savanna Habitat

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

Students will categorize animals as predators or prey.

**Writing**

Students will draw and describe the savanna habitat.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Habitats Journal [Activity Page 4.1S]

## LESSON AT A GLANCE

|                                          | Time    | Materials                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>               |         |                                                                                                                                                                                                                                                                                                                                                                                  |
| Word Work: <i>Predator/Prey</i>          | 10 min. | <input type="checkbox"/> Images 4A-9, 2A-11, 2A-12<br><input type="checkbox"/> Image Cards 1, 3, 6, 7, 9–11                                                                                                                                                                                                                                                                      |
| <b>Write About It</b>                    |         |                                                                                                                                                                                                                                                                                                                                                                                  |
| Habitats Journal:<br>The Savanna Habitat | 20 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> labeled world map<br><input type="checkbox"/> Activity Page 4.1S<br><input type="checkbox"/> Poster 3 (The East African Savanna)<br><input type="checkbox"/> Image Cards 8–11<br><input type="checkbox"/> Language Proficiency Recording Sheet<br><input type="checkbox"/> video about savanna habitat (optional) |

## ADVANCE PREPARATION

### Vocabulary Building

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

### Write About It

- Select Flip Book images related to the savanna habitat for review.
- Prepare Activity Page 4.1S.
- Display Poster 3 (The East African Savanna).
- Prepare Language Proficiency Recording Sheet for Writing.

### Note to Teacher

[Optional] Find an age-appropriate short video about the East African savanna habitat to show to the class. Prepare Viewing Guide (Resource Page 8.1S).

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the domain-specific words *predator* and *prey*.
- Draw and write about the savanna habitat.

### Language Forms and Functions

\_\_\_\_\_, and the \_\_\_\_\_ is/are the prey.

The savanna habitat has \_\_\_\_\_ and \_\_\_\_\_.

In the savanna you can see \_\_\_\_\_ and \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

grassland  
predator  
prey  
savanna

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

grass

Start Lesson

## Lesson 4: Animals of the East African Savanna Habitat

# Vocabulary Building



**Primary Focus:** Students will categorize animals as predators or prey.

## WORD WORK: PREDATOR/PREY (10 MIN.)



### Show Image 4A-9: Giraffe near a tree

Giraffes have long, powerful legs so that they can quickly run away from a predator.

Giraffes are prey for lions.

Say the word *predator* with me three times.

Say the word *prey* with me three times.

**Definition:** A predator is an animal that hunts and eats other animals.



Prey are animals that are hunted by other animals.

**Example:** Lions are predators, and giraffes are prey. Lions are predators because they hunt and eat other animals. Giraffes are prey because they are hunted and eaten by other animals.

## Support

### Sentence frame:

“ \_\_\_\_\_, and the  
\_\_\_\_\_ is/are the prey.”



## Check for Understanding

**Making Choices:** I will show you pictures of two animals. One animal is the predator, and the other animal is the prey. With your partner, decide which animal is the predator and which animal is the prey. We will talk about the first two pictures together.

[Show Image Cards 11 (zebras) and 10 (lion).] Here are two animals that live in the savanna. Which animal is the predator, and which animal is the prey?

» The lion is the predator, and the zebras are the prey.

[Show Image Cards 9 (giraffe) and 10 (lion).]

» The lion is the predator, and the giraffe is the prey.

[Show Flip Book images 2A-11 (seals) and 2A-12 (polar bear).]

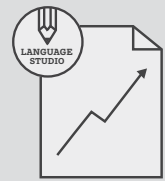
» The polar bear is the predator, and the seals are the prey.

[Show Image Cards 3 (fox) and 1 (hare).]

» The fox is the predator, and the hare is the prey.

[Show Image Cards 6 (rabbit) and 7 (coyote).]

» The coyote is the predator, and the rabbit is the prey.



Support

Refer to Poster 3 (The East African Savanna) and Image Cards 8–11, and have students name what they see in the images.



Writing  
Selecting Language  
Resources

Entering/Emerging

Display images of the desert. Write down key words about the savanna for students to copy.

Transitioning/Expanding

Provide sentence frames: “The savanna habitat has \_\_\_\_\_ and \_\_\_\_\_.” “In the savanna you can see \_\_\_\_\_ and \_\_\_\_\_.”

Bridging

Encourage students to include details they remember from the text. Invite students to share their own written sentences with partners.

Lesson 4: Animals of the East African Savanna Habitat

# Write About It



**Primary Focus:** Students will draw and describe the savanna habitat.

**HABITATS JOURNAL: THE SAVANNA HABITAT (20 MIN.)**

- Review Flip Book images related to the savanna habitat to refresh students’ memories of this habitat.
- Remind students that they learned about the East African savanna habitat in the read-aloud. Point to this location on the labeled world map.
- Give students Activity Page 4.1S. Tell students they will draw and write about the savanna habitat.

**Ask**

- What kinds of plants will be in your drawing?
- Will there be a lot of grass?
- Will there be a special kind of tree?
- What kinds of animals will be in your drawing?

- Have students draw an African savanna scene on the journal page.



**Habitats Journal**

After you have finished your drawing, write one sentence to describe your drawing.

In small groups, talk about how your drawing and writing are similar and different.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                     |
|--------------------|---------------------------------------------------------------------|
| Language Domain    | Writing                                                             |
| Knowledge/Lesson   | K8L4                                                                |
| Activity Name      | Habitats Journal                                                    |
| Proficiency Levels |                                                                     |
| Entering           | Student copies provided key words and labels drawings with support. |
| Emerging           | Student copies provided key words and labels drawings.              |
| Transitioning      | Student writes sentence based on sentence frames with support.      |
| Expanding          | Student writes sentence based on sentence frame.                    |
| Bridging           | Student writes a detailed and complete sentence.                    |

End Lesson

## ANIMALS AND HABITATS

# Animals of the Temperate Deciduous Forest Habitat

**PRIMARY FOCUS OF LESSON****Speaking**

Students will describe the climate of different habitats.

**Listening**

Students will identify and act out examples of hibernation in various images.

**Writing**

Students will draw and describe the forest habitat.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Habitats Journal [Activity Page 5.1S]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                                                                                                |
|--------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>           |         |                                                                                                                                                                          |
| Word Work: <i>Climate</i>            | 5 min.  | ❑ Posters 1–4                                                                                                                                                            |
| <b>On Stage</b>                      |         |                                                                                                                                                                          |
| Hibernating Animals                  | 5 min.  | ❑ various images of hibernating animals                                                                                                                                  |
| <b>Write About It</b>                |         |                                                                                                                                                                          |
| Habitats Journal: The Forest Habitat | 20 min. | ❑ Flip Book<br>❑ labeled world map<br>❑ Activity Page 5.1S<br>❑ Image Cards 12–15<br>❑ Language Proficiency Recording Sheet<br>❑ video about deciduous forest (optional) |

## ADVANCE PREPARATION

### Vocabulary Building

- Display Poster 4 (The Temperate Deciduous Forest).

### On Stage

- Bring in images of hibernators (e.g., brown bears, bats, squirrels, groundhogs, raccoons, skunks, frogs, turtles, lizards, snakes, snails, and fish).

### Write About It

- Select Flip Book images related to the forest habitat for review.
- Prepare Activity Page 5.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

### Note to Teacher

[Optional] Find an age-appropriate short video about the deciduous forest habitat to show to the class. Prepare Viewing Guide (Resource Page 8.1S).

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe the climate of different habitats.
- Act out examples of the domain-specific vocabulary word *hibernate*.
- Draw and write about the forest habitat.

### Language Forms and Functions

The climate in the desert is \_\_\_\_\_.  
(adj.)

\_\_\_\_\_ hibernates in the winter.

The forest habitat has \_\_\_\_\_ and \_\_\_\_\_.

In the forest you can see \_\_\_\_\_ and \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

climate  
deciduous forest  
hibernate  
temperate

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

forest

Start Lesson

## Lesson 5: Animals of the Temperate Deciduous Forest Habitat

# Vocabulary Building



**Primary Focus:** Students will describe the climate of different habitats.

### WORD WORK: CLIMATE (5 MIN.)

The temperate deciduous forest has a much friendlier climate than the other habitats we've learned about.

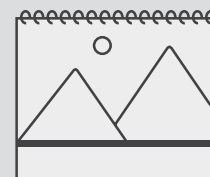
Say the word *climate* with me three times.

**Definition:** The climate is what the weather is usually like in an area.

**Example:** [Show Poster 2 (The Sonoran Desert).] The climate in the desert is very dry.

**Word to World:** I will show you pictures of different habitats. Talk to your partner about each habitat's climate and whether or not you

Posters 1–4



would like to live in that kind of climate.

- Poster 1 (The Arctic Tundra and Arctic Ocean)
  - » cold, icy, windy
- Poster 3 (The East African Savanna)
  - » hot and rainy in the summer; dry in the winter
- Poster 4 (The Temperate Deciduous Forest)
  - » not too hot or too cold; steady rain

**Your Turn:** How else can you describe the climate in the forest?

## Support

### Sentence frame:

"The climate in the desert is \_\_\_\_\_ (*adj.*)."

Help students make up a motion that shows *hibernate*.

## Lesson 5: Animals of the Temperate Deciduous Forest Habitat

# On Stage



**Primary Focus:** Students will identify and act out examples of hibernation in various images.

### HIBERNATING ANIMALS (5 MIN.)

Did you know that bears hibernate during the winter?

Say the word *hibernate* with me three times.

**Definition:** To hibernate means to sleep during the winter season.

**Animals That Hibernate:** [Show images of different kinds of animals that hibernate. As you show each image, say, "\_\_\_\_\_ hibernate during the winter."]

Repeat this sentence after me: "\_\_\_\_\_ hibernate during the winter."



### Check for Understanding

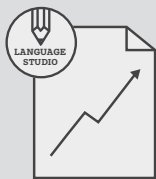
**Act It Out:** I will describe an animal's actions. If I describe an animal preparing to hibernate or an animal that is hibernating, do the motion for *hibernate*. If I describe an animal that is not preparing to hibernate or is not hibernating, stand up and run in place or wave your hands in the air.

- The field mouse runs around in the snow to find some food. (*not hibernating*)
- The frog rests in a hole at the bottom of the pond to keep warm during the winter months. (*hibernating*)
- The bat sleeps in a cave during the winter and does not come out until spring. (*hibernating*)
- The black bear eats a lot to prepare for his long sleep in the winter. (*hibernating*)
- The dog went to sleep at night and woke up in the morning. (*not hibernating*)
- The geese flew to a warmer place for the winter. (*not hibernating*)
- The squirrel prepares its nest and stores extra food in the nest to last for the winter. (*hibernating*)

**What Do You Think?** How do animals prepare to hibernate?

[If students need additional support, ask them the following questions: Where will the animals sleep? How can they stay warm? Why don't they get hungry?]





### Support

Refer to Poster 4 (The Temperate Deciduous Forest) and Image Cards 12–15, and have students name what they see in the images.



### Writing Selecting Language Resources

#### Entering/Emerging

Display images of the desert. Write down key words about the forest for students to copy.

#### Transitioning/Expanding

Provide sentence frames: “The forest habitat has \_\_\_\_\_ and \_\_\_\_\_.” “In the forest you can see \_\_\_\_\_ and \_\_\_\_\_.”

#### Bridging

Encourage students to include details they remember from the text. Invite students to share their own written sentences with partners.

## Lesson 5: Animals of the Temperate Deciduous Forest Habitat

# Write About It



**Primary Focus:** Students will draw and describe the forest habitat.

### HABITATS JOURNAL: THE FOREST HABITAT (20 MIN.)

- Review Flip Book images related to the forest habitat to refresh students' memories of this habitat.
- Tell students that the Great Smoky Mountains are an example of a temperate deciduous forest habitat in the United States. Point to this location on the labeled world map.
- Give students Activity Page 5.1S. Tell students they will draw and write about the forest habitat.

#### Ask

Will there be many different kinds of plants?

Will there be many trees?

Will there be different kinds of animals?

Which season will be in your drawing?

- Have students draw a forest scene on the journal page.



### Habitats Journal

After you have finished your drawing, write one sentence to describe your drawing.

In small groups, talk about how your drawing and writing are similar and different.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                     |
|--------------------|---------------------------------------------------------------------|
| Language Domain    | Writing                                                             |
| Knowledge/Lesson   | K8L5                                                                |
| Activity Name      | Habitats Journal                                                    |
| Proficiency Levels |                                                                     |
| Entering           | Student copies provided key words and labels drawings with support. |
| Emerging           | Student copies provided key words and labels drawings.              |
| Transitioning      | Student writes sentence based on sentence frame with support.       |
| Expanding          | Student writes sentence based on sentence frame.                    |
| Bridging           | Student writes a detailed and complete sentence.                    |

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

6

ANIMALS AND HABITATS

Animals of the Tropical Rainforest Habitat

PRIMARY FOCUS OF LESSON**Writing**

Students will write describing words and combine them into a sentence about the rainforest habitat.

Students will draw and describe the rainforest habitat.

FORMATIVE ASSESSMENT

Writing

Habitats Journal [Activity Page 6.2S]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Idea Web [Activity Page 6.1S]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Looking at Language | | |
| The Tropical Rainforest | 10 min. | <ul style="list-style-type: none"><input type="checkbox"/> Images 6A-2, 6A-4<input type="checkbox"/> labeled world map<input type="checkbox"/> Activity Page 6.1S<input type="checkbox"/> chart paper<input type="checkbox"/> Poster 5 (The Tropical Rainforest)<input type="checkbox"/> Language Proficiency Recording Sheet |
| Write About It | | |
| Habitats Journal:
The Rainforest Habitat | 20 min. | <ul style="list-style-type: none"><input type="checkbox"/> Flip Book<input type="checkbox"/> Activity Page 6.2S<input type="checkbox"/> Image Cards 16–18<input type="checkbox"/> video about tropical rainforest (optional) |

ADVANCE PREPARATION

Looking at Language

- Create a large idea web on chart paper using Activity Page 6.1S as a guide.
- Prepare Activity Page 6.1S.
- Display Poster 5 (The Tropical Rainforest).
- Prepare Language Proficiency Recording Sheet for Writing.

Write About It

- Select Flip Book images related to the rainforest habitat for review.
- Prepare Activity Page 6.2S.

Note to Teacher

[Optional] Find an age-appropriate short video about the tropical rainforest habitat to show to the class. Prepare Viewing Guide (Resource Page 8.1S).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Expand sentences by adding adjectives.
- Draw and write about the rainforest habitat.

Language Forms and Functions

The rainforest is warm. The rainforest is wet. > The rainforest is warm and wet.

The rainforest is _____ and _____.
(adj.) (adj.)

The rainforest habitat has _____ and _____.

In the rainforest you can see _____ and _____.

Vocabulary

Tier 3 Domain-Specific Words

canopy
humid
rainforest
tropical

Tier 2 General Academic Words

dense
exotic
thick

Tier 1 Everyday Speech Words

forest
green

Start Lesson

Lesson 6: Animals of the Tropical Rainforest Habitat

Looking at Language



Primary Focus: Students will write describing words and combine them into a sentence about the rainforest habitat.

THE TROPICAL RAINFOREST (10 MIN.)



Show Image 6A-2: Rattenborough swinging through rainforest

Ask: What is this habitat called?

» This habitat is the rainforest.

- Tell students one rainforest habitat can be found in Brazil. Point to this location on the labeled world map.

Listen carefully to Rattenborough's descriptions of the tropical

rainforest. Listen for adjectives and describing words and phrases that he uses to help us see and feel what the rainforest is like.
[Emphasize the words in bold.]

“Hello there. Rattenborough reporting from a **fascinating** habitat—a habitat that has the **greatest variety of plants and animals** of any habitat on earth. Welcome to the **tropical** rainforest. Tropical places are **warm** and **wet**. A rainforest is a **thick forest** of plants that stay **green year-round**. So, a tropical rainforest is a **warm, wet, thick forest of plants** that stay **green** year-round.”



Check for Understanding

Stand Up/Sit Down: Stand up if the word or phrase from Rattenborough’s description is an adjective or descriptive phrase. Sit down if it is not.

- *fascinating*
 - » stand up
- *habitat*
 - » sit down
- *green*
 - » stand up
- *reporting*
 - » sit down
- *tropical*
 - » stand up



Show Image 6A-4: Rainforest canopy

“Take a look around. The trees in the rainforest are so **tall** that they grow as **tall as thirteen-story buildings**, and some grow **much taller** than that! I’m standing in a tree right now, and as you can see, the trees grow so **thickly** and so **close together** here that, from above,

you can see only a **canopy of thick, green leaves**. You can't see the forest floor at all. Because the sun's light can't get through this **canopy of leaves**, everything under them is really **dark**. I've brought a flashlight to help me see down there."

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

The rainforest is warm.

The rainforest is wet.

» The rainforest is warm and wet.

The rainforest is a thick forest.

The rainforest stays green year-round.

» The rainforest is a thick forest that stays green year-round.

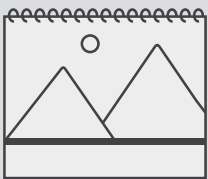
The trees are so tall.

The trees form a canopy.

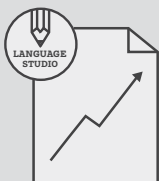
It is dark under the canopy.

» The trees are so tall that they form a canopy, and it is dark under the canopy.
The tall trees form a canopy, and it is dark underneath it.

Poster 5



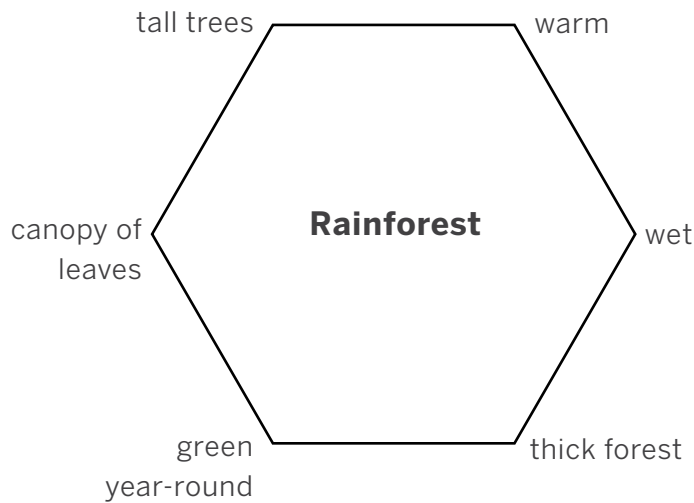
Activity Page 6.1S



Idea Web



[Show Poster 5 (The Tropical Rainforest). Give students Activity Page 6.1S.] Let's write describing words and phrases about the rainforest on this large class idea web. Next, you can copy down what is written on the class idea web or write your own describing words and phrases. Then you can choose two or three describing words or phrases and write one sentence about the rainforest with them.



Writing

Using Nouns and Noun Phrases

Entering/Emerging

Provide a written word bank of familiar adjectives (e.g., *green*, *warm*, and *tall*). Write the sentence frame, "The rainforest is _____ (*adj.*) and _____ (*adj.*)," on the board for students to copy.

Transitioning/Expanding

Brainstorm a written word bank of more complex adjectives and phrases to describe the rainforest habitat.

Bridging

Challenge students to think of other describing words and phrases not already written on the word web with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K8L6 |
| Activity Name | Idea Web |
| Proficiency Levels | |
| Entering | Student writes a sentence with provided adjectives with support. |
| Emerging | Student writes a sentence with provided adjectives. |
| Transitioning | Student writes a sentence with more complex adjectives with support. |
| Expanding | Student writes a sentence with more complex adjectives. |
| Bridging | Student writes a sentence with a variety of adjectives and descriptive phrases. |



Support

Refer to Poster 5 (The Tropical Rainforest) and Image Cards 16–18, and have students name what they see in the images.



Writing Selecting Language Resources

Entering/Emerging

Display images of the rainforest. Write down key words about the rainforest for students to copy.

Transitioning/Expanding

Provide sentence frames: “The rainforest habitat has _____ and _____.” “In the rainforest you can see _____ and _____.”

Bridging

Encourage students to include details they remember from the text. Invite students to share their own written sentences with partners.

Lesson 6: Animals of the Tropical Rainforest Habitat

Write About It



Primary Focus: Students will draw and describe the rainforest habitat in a journal.

HABITATS JOURNAL: THE RAINFOREST HABITAT (20 MIN.)

- Review Flip Book images related to the rainforest habitat to refresh students’ memories of this habitat. Give students Activity Page 6.2S.
- Tell students they will draw and write about the rainforest habitat.



Check for Understanding

Turn and Talk: Turn to a partner and discuss the following questions:

- What kinds of plants will be in your drawing? Will there be many plants or just a few plants?
- What kinds of animals will be in your drawing? What color fur will some of them have?
- Will there be water in your drawing?

- Have students draw a tropical rainforest scene on the journal page.



Formative Assessment

Habitats Journal: After you have finished your drawing, write one sentence to describe your drawing.

In small groups, talk about how your drawing and writing are similar and different.

End Lesson

ANIMALS AND HABITATS

Animals of the Freshwater Habitat

PRIMARY FOCUS OF LESSON**Speaking**

Students will describe a situation using the saying, “a fish out of water.”

Writing

Students will draw and describe the freshwater habitat.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Habitats Journal [Activity Page 7.1S]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Connections | | |
| Sayings and Phrases:
"A Fish out of Water" | 10 min. | <input type="checkbox"/> Image 7A-7 |
| Write About It | | |
| Habitats Journal:
The Freshwater Habitat | 20 min. | <input type="checkbox"/> Flip Book
<input type="checkbox"/> labeled world map
<input type="checkbox"/> Activity Page 7.1S
<input type="checkbox"/> Poster 6 (The Freshwater Habitat)
<input type="checkbox"/> Image Cards 19–22
<input type="checkbox"/> Language Proficiency Recording Sheet
<input type="checkbox"/> video about freshwater habitat (optional) |

ADVANCE PREPARATION

Write About It

- Select Flip Book images related to the freshwater habitat for review.
- Prepare Activity Page 7.1S.
- Display Poster 6 (The Freshwater Habitat).
- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

[Optional] Find an age-appropriate short video about the freshwater habitat to show to the class. Prepare Viewing Guide (Resource Page 8.1S).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Share an experience, applying the saying, “a fish out of water.”
- Draw and write about the freshwater habitat.

Language Forms and Functions

I felt like a fish out of water when . . .

The freshwater habitat has _____ and _____.

In the freshwater habitat you can see _____ and _____.

Vocabulary

Tier 3 Domain-Specific Words

freshwater
gills

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

“a fish out of water”
fish
lake
pond
river
stream

Start Lesson

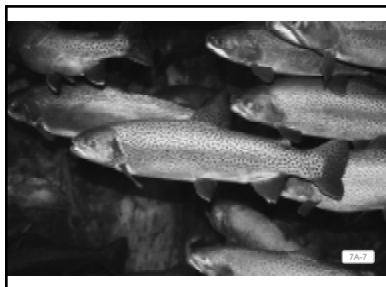
Lesson 7: Animals of the Freshwater Habitat

Connections



Primary Focus: Students will describe a situation using the saying, “a fish out of water.”

SAYINGS AND PHRASES: “A FISH OUT OF WATER” (10 MIN.)



Show Image 7A-7: Rainbow trout

Ask: What do you see in this picture?

» fish, water

Ask: Where do fish live? What would happen if you took a fish out of water?

» The fish would not be in its usual environment or place. It would be very uncomfortable, and the fish would not survive very long out of water.

Support

Sentence starter:

"I felt like a fish out of water when . . ."

Today, we will learn the saying, "a fish out of water." Say it with me: "a fish out of water."

This saying is used to talk about people, not about fish. The saying means that while people can survive if they aren't in their usual place, or doing what they usually do, they might feel a little uncomfortable or strange.

Examples: Would you feel uncomfortable if you were the only person who forgot to wear shoes to school? Would you feel nervous and uncomfortable going to a new school, where you did not know the location of your classroom or anyone in your class? In these cases, you might feel like "a fish out of water."



Check for Understanding

Your Turn: Can you think of a time you felt uncomfortable in a new or different environment? Use the phrase "fish out of water" in your response.

Lesson 7: Animals of the Freshwater Habitat

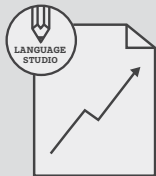
Write About It



Primary Focus: Students will draw and describe the freshwater habitat in a journal.

HABITATS JOURNAL: THE FRESHWATER HABITAT (20 MIN.)

- Review Flip Book images related to the freshwater habitat to refresh students' memories of this habitat.
- Tell students that the Great Lakes make up one freshwater habitat in the United States. Point to this location on the labeled world map.
- Give students Activity Page 7.1S. Tell students they will draw and write about the freshwater habitat.



Activity Page 7.1S

Ask

What kind of freshwater habitat will you draw (e.g., lake, river, pond, wetland, or stream)?

What kinds of plants will be in your drawing? Will any of them float on the water?

Will there be insects in your drawing?

Will there be fish in your drawing?

- Have students draw a freshwater scene on the journal page.



Habitats Journal

After you have finished your drawing, write one sentence to describe your drawing.

In small groups, talk about how your drawing and writing are similar and different.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K8L7 |
| Activity Name | Habitats Journal |
| Proficiency Levels | |
| Entering | Student copies provided key words and labels drawings with support. |
| Emerging | Student copies provided key words and labels drawings. |
| Transitioning | Student writes sentence based on sentence frames with support. |
| Expanding | Student writes sentence based on sentence frame. |
| Bridging | Student writes a detailed and complete sentence. |

Support

Refer to Poster 6 (The Freshwater Habitat) and Image Cards 19–22, and have students name what they see in the images.



Writing Selecting Language Resources

Entering/Emerging

Display images of a freshwater habitat. Write down key words about the freshwater habitat for students to copy.

Transitioning/Expanding

Provide sentence frames: "The freshwater habitat has _____ and _____." "In the freshwater habitat you can see _____ and _____."

Bridging

Encourage students to include details they remember from the text. Invite students to share their own written sentences with partners.

8

ANIMALS AND HABITATS

Animals of the Saltwater Habitat

PRIMARY FOCUS OF LESSON**Writing**

Students will draw and describe the saltwater habitat.

Reading

Students will identify a journal entry as informational text and distinguish it from fictional text.

Speaking

Students will review information about different habitats.

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Text Type and Purpose [Informal Observation]**

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Write About It | | |
| Habitats Journal:
The Saltwater Habitat | 20 min. | <input type="checkbox"/> Flip Book
<input type="checkbox"/> labeled world map
<input type="checkbox"/> Activity Pages 8.1S, 8.2S
<input type="checkbox"/> Poster 7 (The Saltwater Habitat)
<input type="checkbox"/> Image Cards 23–26
<input type="checkbox"/> examples of informational text and another text type
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| Habitats Review | 10 min. | <input type="checkbox"/> Posters 1–7
<input type="checkbox"/> Image Cards 1–26
<input type="checkbox"/> individual Rattenborough cutouts
<input type="checkbox"/> video about saltwater habitat (optional) |

ADVANCE PREPARATION

Write About It

- Select Flip Book images related to the saltwater habitat for review.
- Prepare Activity Page 8.1S.
- Prepare Activity Page 8.2S, the cover page to students' Habitats Journals.
- Display Poster 7 (The Saltwater Habitat).
- Gather examples of informational text to show common elements, such as photographs, captions, titles, and headings. Be prepared to share examples of other text types (e.g., storybooks, nursery rhymes, and comic strips) for comparison.
- Prepare Language Proficiency Recording Sheet for Reading.

Note to Teacher

[Optional] Find an age-appropriate short video about the saltwater habitat to show to the class. Prepare Viewing Guide (Resource Page 8.1S).

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Draw and write about the saltwater habitat.• Describe different types of habitats and their features. | | |
| Language Forms and Functions | | |
| <p>The saltwater habitat has _____ and _____.</p> <p>In the saltwater habitat you can see _____ and _____.</p> <p>In this journal, you will find out . . .</p> <p>This journal is about . . .</p> <p>Does _____ belong in the _____ habitat?</p> <p>_____ lives in a _____ habitat.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| coral
reef
saltwater | | fish
ocean
sea |

Lesson 8: Animals of the Saltwater Habitat

Write About It



Primary Focus

Students will draw and describe the saltwater habitat in a journal.

Students will identify a journal entry as informational text and distinguish it from fictional text.

HABITATS JOURNAL: THE SALTWATER HABITAT (20 MIN.)

- Review Flip Book images related to the saltwater habitat to refresh students' memories of this habitat.
- Tell students that the Pacific Ocean is one saltwater habitat. Point to its location on the labeled world map.
- Give students Activity Page 8.1S. Tell students they will draw and write about the saltwater habitat.

Ask

Will there be fish in your drawing?

What kinds of animals will you include in your drawing?

What colors will you use in your drawing?

- Place students in small groups.



Check for Understanding

Compare/Contrast: How are your plans for your journal entries similar to and different from those of others in your group?

- Have students draw and write one sentence about the saltwater habitat in their journals.

Activity Page 8.1S



Support

Refer to Poster 7 (The Saltwater Habitat) and Image Cards 23–26, and have students name what they see in the images.



Writing
Selecting Language Resources

Entering/Emerging

Display images of a saltwater habitat. Write down key words about the freshwater habitat for students to copy.

Transitioning/Expanding

Provide sentence frames: "The saltwater habitat has _____ and _____." "In the saltwater habitat you can see _____ and _____."

Bridging

Encourage students to include details they remember from the text. Invite students to share their own written sentences with partners.

Support

Sentence starters:

"In this journal, you will find out ..."

"This journal is about ..."

Activity Page 8.2S



Reading Understanding Text Structure

Entering/Emerging

Show examples of additional informational text. Point out common features of informational text (e.g., photographs, captions under images, titles, and headings).

Transitioning/Expanding

Have students point out common features of informational text in their journals to their partners.

Bridging

Provide a different type of text (e.g., literary text) to which students can compare their journals.

Text Type and Purpose



Discuss the purpose of your drawing and writing with group members. Do your drawing and writing tell a make-believe story? Do they provide information about something? Or do they give your opinion about something? What will people learn when they see your picture and read your sentence?

- Give students Activity Page 8.2S. Tell them this is the cover page for the Habitats Journal. Have students use the page to draw a picture and write a sentence about the journal.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Knowledge/Lesson | K8L8 |
| Activity Name | Text Type and Purpose |
| Proficiency Levels | |
| Entering | Student identifies characteristics of informational text with support. |
| Emerging | Student identifies characteristics of informational text. |
| Transitioning | Student explains how a journal is informational text with support. |
| Expanding | Student explains how a journal is informational text. |
| Bridging | Student distinguishes a journal from other types of text. |

Lesson 8: Animals of the Saltwater Habitat

Rewind



Primary Focus: Students will review information about different habitats.

HABITATS REVIEW (10 MIN.)

- Display Posters 1–7 at the front of the class.

Let's name each habitat together.

I will hold up an image card of a plant or animal. You need to help the plant or animal find its home, or habitat.

- Hold up Image Cards 1–26 one at a time. It may be helpful to review habitats on Posters 1–4 and habitats on Posters 5–7 separately. Repeat these directions for each card:
 - What do you see on this image card? Let's say its name together [Place image card next to a habitat poster.]
 - Does _____ belong in the _____ habitat? Hold up Rattenborough for yes or keep Rattenborough on your lap for *no*.
 - Once the plant or animal finds its home, say: "_____ lives in a _____ habitat."

Alternate Activity

- Place the habitat posters in different locations around the room.
- Pass out image cards to students—either one card per student or one card per pair of students, depending on the number of students in your class.
- Tell students to stand next to the habitat poster that depicts the habitat of the plant or animal card that she or he is holding.
- Finally, invite the students standing next to each habitat poster to present the plants and animals that live in that habitat.

Posters 1–7

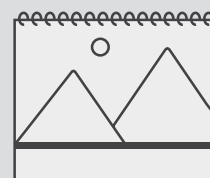


Image Cards 1–26



Support

Sentence frames:

"Does _____ belong in the _____ habitat?"

"_____ live in a _____ habitat"

End Lesson

9

ANIMALS AND HABITATS

Habitat Destruction and Endangered Species

PRIMARY FOCUS OF LESSON**Listening**

Students will identify endangered and extinct animals.

Speaking

Students will explain food chains in different habitats using linking words and phrases.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Food Chain [Activity Pages 9.1S–9.3S]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| Look Ahead | | |
| Vocabulary Preview:
<i>Endangered Species, Extinct</i> | 10 min. | <input type="checkbox"/> Image 9A-4
<input type="checkbox"/> images of endangered species and extinct animals |
| On Stage | | |
| Food Chain Game | 20 min. | <input type="checkbox"/> Image 4A-15
<input type="checkbox"/> Resource Pages 8.2S–8.4S
<input type="checkbox"/> Activity Pages 9.1S–9.3S
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Bring in pictures of endangered and extinct species.

On Stage

- Prepare Resource Pages 8.2S, 8.3S, and 8.4S. Be ready to divide students into groups of four.
- Prepare Activity Pages 9.1S, 9.2S, and 9.3S.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to discussion using the domain-specific words *endangered* and *extinct*.
- Create and discuss food chains.

Language Forms and Functions

Contrast: Extinct animals are . . . , but endangered species are . . .

Recount a Process: First, . . . / Next, . . . / Eventually, . . . / After that, . . . / As a result . . .

Vocabulary

Tier 3 Domain-Specific Words

endangered species
food chain

Tier 2 General Academic Words

extinct

Tier 1 Everyday Speech Words

Start Lesson

Lesson 9: Habitat Destruction and Endangered Species

Look Ahead



Primary Focus: Students will identify endangered and extinct animals.

VOCABULARY PREVIEW: ENDANGERED SPECIES, EXTINCT (10 MIN.)

Endangered Species



Show Image 9A-4: Bald eagle in flight

In today's lesson you will hear about an endangered species called the bald eagle.

Say the term *endangered species* with me three times.

Definition: Endangered species are animals or plants that have become so few in number that they might die out completely.

Example: Humans need to be careful not to ruin the habitats of endangered species.

Look and Learn: [Show pictures of a few endangered species. Name each endangered species.] These are endangered species. Does this mean there are many of these animals living or very few of them living? Why do you think these species became endangered?

Extinct

People try to keep the endangered species safe, so the endangered species will not become extinct.

Say *extinct* with me three times.

Definition: *Extinct* refers to a kind of animal or plant that has died out completely or can no longer be found on the earth.

Example: The bald eagle is endangered. Dinosaurs are extinct.

Look and Learn: [Show pictures of extinct animals. Name the animals.] These animals are extinct. Does this mean that there are any other animals like them in the world? Does this mean that we think these animals will ever appear on the earth again?



Check for Understanding

Contrast: What is the difference between animals that are endangered species and animals that are extinct?

- » Extinct animals can no longer be found on earth or have died out completely, but endangered species are still found on earth. Endangered species are at risk of becoming extinct because there are so few of them.

Support

Sentence starters:

"Extinct animals are . . . , but endangered species are . . ."

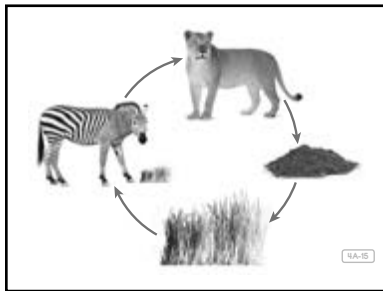
Lesson 9: Habitat Destruction and Endangered Species

On Stage



Primary Focus: Students will explain food chains in different habitats using linking words and phrases.

FOOD CHAIN GAME (20 MIN.)



Show Image 4A-15: Food chain

- Remind students that all of the animals and plants they have learned about so far are part of something called the food chain, which is illustrated in this image.

Ask: What do you see at the bottom of this image?

» savanna grass

The arrow points from the savanna grass to the zebra because the zebra eats the grass. Why does the next arrow point from the zebra to the lion?

» The lion eats the zebra.

The next picture after the lion is a picture of the soil, because eventually the lion dies, and its body becomes a part of the soil. Then, more grass grows out of that soil, and that starts the chain all over again.

- Share images from Resource Page 8.4S.

Many plants and animals are part of a food chain. Let's review a food chain in the savanna habitat. There are four items in this food chain. Name them with me: soil, savanna grass, zebra, and lion.

- Invite four volunteers to hold up the images.

First, the zebra eats the grass. Next, the lion eats the zebra. Eventually, the lion dies, and its body becomes part of the soil. After that, grass and plants grow from the soil. As a result, the food chain starts all over again.



Food Chain

[Assign students to a specific habitat—Arctic, desert, or savanna. There should be four students per group. Give food chain images to each group from Resource Page 8.2S, 8.3S, or 8.4S.] Form a food chain by standing in a chain with the other members of your group. Then, explain your group's food chain using linking words and phrases.

[Have students work in their groups to create a food chain for their habitats using the corresponding activity page, 9.1S, 9.2S, or 9.3S.]

Linking Words and Phrases to Explain a Food Chain

First, the [animal] eats the [plant].

Next, the [predator] eats the [prey].

Eventually, the [predator] dies, and its body becomes part of the soil.

After that, [plants] grow from the soil.

As a result, the food chain starts all over again.

Activity Pages 9.1S–9.3S



Speaking Understanding Cohesion

Entering/Emerging

Help students form a food chain. Have students echo statements about the food chain, placing emphasis on the linking word or phrase.

Transitioning/Expanding

Have students form a food chain using the images. Say a linking word or phrase, and have students complete the statement about the food chain.

Bridging

Brainstorm additional linking words and phrases that can be used to explain the process of a food chain.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K8L9 |
| Activity Name | Food Chain |
| Proficiency Levels | |
| Entering | Student echoes a process using a select set of linking words with prompting and support. |
| Emerging | Student echoes a process using a select set of linking words. |
| Transitioning | Student retells a process using a growing number of linking words with prompting and support. |
| Expanding | Student retells a process using a growing number of linking words. |
| Bridging | Student retells a process using a variety of linking words and phrases. |

End Lesson

Language Studio 9

Fairy Tales



Contents



FAIRY TALES

Lesson 1 Sleeping Beauty

71

Rewind (20 min.)

- Retelling: "Sleeping Beauty"

Looking at Language (10 min.)

- Sentence Builder

Lesson 2 Rumpelstiltskin

77

Rewind (15 min.)

- Comparing Fairy Tales

Focus on Text (15 min.)

- Fantasy/Reality

Lesson 3 Rapunzel

85

Rewind (25 min.)

- Comparing Fairy Tales

Vocabulary Building (5 min.)

- Word Work: *Deny*

Lesson 4 The Frog Prince, Part I

92

Vocabulary Building (10 min.)

- Word Work: *Ignored, Glee*

On Stage (20 min.)

- Act It Out: "The Frog Prince, Part I"

Lesson 5 The Frog Prince, Part II

98

Rewind (20 min.)

- Retelling: "The Frog Prince"

Vocabulary Building (10 min.)

- Word Work: *Nudging*

Lesson 6 Hansel and Gretel, Part I

103

Vocabulary Building (10 min.)

- Word Work: *Glittered, Shocked*

Looking at Language (20 min.)

- Show and Tell Verbs
- Expanding Sentences

Lesson 7 Hansel and Gretel, Part II

111

Rewind (20 min.)

- Retelling: "Hansel and Gretel"

Vocabulary Building (10 min.)

- Word Work: *Wicked*

Lesson 8 Jack and the Beanstalk, Part I117

| | |
|---|--|
| Looking at Language (10 min.) <ul style="list-style-type: none">Expanding Sentences | Write About It (20 min.) <ul style="list-style-type: none">Planning a Fairy Tale |
|---|--|

Lesson 9 Jack and the Beanstalk, Part II123

| | |
|--|--|
| Rewind (20 min.) <ul style="list-style-type: none">Retelling: "Jack and the Beanstalk" | Looking at Language (10 min.) <ul style="list-style-type: none">Sentence Builder |
|--|--|

FAIRY TALES

Sleeping Beauty

PRIMARY FOCUS OF LESSON**Reading**

Students will recount the story “Sleeping Beauty” by sequencing images from the plot.

Speaking

Students will construct sentences using the conjunction *because* in a shared language activity.

FORMATIVE ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Retelling [Activity Page 1.1S]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------|---------|--|
| Rewind | | |
| Retelling: "Sleeping Beauty" | 20 min. | <input type="checkbox"/> Activity Page 1.1S
<input type="checkbox"/> scissors, glue/tape
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Looking at Language | | |
| Sentence Builder | 10 min. | |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 1.1S. To save time, you may wish to cut out the images on students' activity pages in advance.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Retell a story using sequenced images from the plot. • Construct sentences using the conjunction <i>because</i>. | | |
| Language Forms and Functions | | |
| <p>The king and queen felt very sad <u>because</u> they did not have a child.</p> <p>My friend missed the bus <u>because</u> . . .</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| plot | | |

Lesson 1: Sleeping Beauty

Rewind



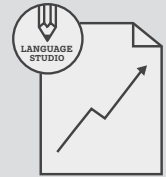
Primary Focus: Students will recount the story “Sleeping Beauty” by sequencing images from the plot.

RETELLING: “SLEEPING BEAUTY” (20 MIN.)

- Tell students the plot is the events that happen in a story.
- Give students Activity Page 1.1S. Explain that this activity page has pictures of events from the plot for “Sleeping Beauty” and a story map on which they will glue the sequenced pictures.
- Go over the images and briefly talk about what is happening in each.
- Next, have students cut out the three pictures.
- Have students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.
- When students think they have the images in the correct order, they should ask an adult or check with another student to check if their order is correct.
- Have students glue or tape the sequenced images onto their story maps once they have been sequenced properly.


Retelling

Work with your partner to recount the plot of the story using your story map.

Activity Page 1.1S


Reading
Selecting Language
Resources

Entering/Emerging

Say key words about the images on the activity page. Have students echo. Assist them in placing the images in the correct order.

Transitioning/Expanding

Prompt students to recount key details from “Sleeping Beauty.” Help students use their story maps to recount the story.

Bridging

Have students brainstorm details about the images from “Sleeping Beauty” in small groups.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Knowledge/Lesson | K9L1 |
| Activity Name | Retelling |
| Proficiency Levels | |
| Entering | Student repeats a few key words from the story and sequences images with support. |
| Emerging | Student identifies a few key words from the story and sequences images. |
| Transitioning | Student recounts some key details from the story, using a graphic organizer, with support. |
| Expanding | Student recounts some key details from the story, using a graphic organizer. |
| Bridging | Student recounts the story, including key details. |

Lesson 1: Sleeping Beauty

Looking at Language



Primary Focus: Students will construct sentences using the conjunction *because* in a shared language activity.

SENTENCE BUILDER (10 MIN.)

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

- Tell students that conjunctions are words that are used to connect words and phrases.
- Tell students that two sentences or parts of sentences can be connected

using the word *because*. The first part tells what happened (effect), and the second part tells why something happened (cause).

- Reread the following part of the read-aloud and emphasize the word *because* as you read:

“Once upon a time there lived a king and queen, who for many years were very sad **because** they had no child.”

- Point out that in this sentence, the word *because* tells why the king and queen felt very sad.

Ask: Why did the king and queen feel very sad?

» The king and queen felt very sad because they did not have a child.

- Tell students the word *because* tells why something happened, or the cause.
- Read the following sentence to students, emphasizing *because*:

Pedro’s mom had to drive him to school **because** he missed the bus.

Ask: Why did Pedro’s mother have to drive to him to school?

» Pedro’s mom had to drive him to school because he missed the bus.



Check for Understanding

Recall: Which word tells us why something happened?

» the word *because*

-
- Read one more example:

We had no school today **because** it snowed.

Ask: Why was there no school?

» There was no school because it snowed.



Speaking Connecting Ideas

Entering/Emerging

Review how *because* is used in example sentences. Invite students to echo the compound sentence and place emphasis on *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.



Formative Assessment

Sentence Builder: The following sentences talk about situations that might happen in real life. Work with your partner to imagine a reason why the following situations happened, using the word *because*.

- My friend missed the bus because . . .
- There was no school today because . . .
- I received an award because . . .

End Lesson

FAIRY TALES

Rumpelstiltskin

PRIMARY FOCUS OF LESSON**Reading**

Students will compare and contrast fairy tale elements in “Rumpelstiltskin” with those in “Sleeping Beauty.”

Writing

Students will distinguish elements in fairy tales as fantasy or reality.

FORMATIVE ASSESSMENT

Reading

Comparing Fairy Tales [Activity Page 2.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Fantasy vs. Reality Chart [Activity Pages 2.2S, 2.3S]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------|---------|---|
| Rewind | | |
| Comparing Fairy Tales | 15 min. | <input type="checkbox"/> Comparing Fairy Tales chart
<input type="checkbox"/> Activity Page 2.1S |
| Focus on Text | | |
| Fantasy/Reality | 15 min. | <input type="checkbox"/> Fantasy vs. Reality chart
<input type="checkbox"/> Activity Pages 2.2S, 2.3S
<input type="checkbox"/> scissors, glue/tape
<input type="checkbox"/> Image Cards 2–4
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare a large Comparing Fairy Tales chart using Activity Page 2.1S as a guide.
- Prepare Activity Page 2.1S.

Focus on Text

- Prepare a large Fantasy vs. Reality chart using Activity Page 2.2S as a guide. The Fantasy vs. Reality chart activity is used throughout this unit.
- Prepare Activity Pages 2.2S and 2.3S. To save time, you may wish to cut out the images on students' activity pages in advance.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Compare and contrast elements of two fairy tales.
- Provide examples of fantasy and reality in stories.

Language Forms and Functions

Compare: Both fairy tales . . .

Contrast: _____ has . . . , whereas _____ has . . .
(fairy tale) (fairy tale)
 _____ is an example of fantasy/reality.

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

fantasy/reality

Start Lesson

Lesson 2: Rumpelstiltskin

Rewind



Primary Focus: Students will compare and contrast fairy tale elements in “Rumpelstiltskin” with those in “Sleeping Beauty.”

COMPARING FAIRY TALES (15 MIN.)

Review: What are the elements of fairy tales?

» setting, characters, fantasy/magic, problem(s)/solution(s), ending

- Display the Comparing Fairy Tales chart and give students Activity Page 2.1S. Tell students that as a class, they will compare the fairy tales “Sleeping Beauty” and “Rumpelstiltskin” by looking at the elements in each fairy tale to see how they are alike and how they are different.
- Record student answers to the following questions on the appropriate row on the Comparing Fairy Tales chart. You may also wish to have students draw a picture or copy what you write on the chart on Activity Page 2.1S.

Activity Page 2.1S



Support

Sentence starters:

"Both fairy tales . . ."

"_____(fairy tale)

has . . . , whereas

_____(fairy tale)

has . . ."



Reading
Reading/Viewing
Closely

Entering/Emerging

Point to a story element on the chart and have students identify if the two stories are similar or different in this way.

Transitioning/Expanding

Help students identify one row of the chart that shows a similarity in story element, and one that shows differences.

Bridging

Encourage students to explain a story element is similar or different in the two stories.

Ask

How are the settings of "Sleeping Beauty" and "Rumpelstiltskin" alike?

- » Alike: Both fairy tales take place in castles and begin with the phrase, "Once upon a time."

How are the characters of "Sleeping Beauty" and "Rumpelstiltskin" alike, and how are they different?

- » Alike: Both fairy tales have royal characters and evil characters. Different: The evil characters are very different in each fairy tale.

How are the elements of fantasy or magic in each fairy tale alike and different?

- » Alike: Both fairy tales have magical characters with special skills. Different: "Sleeping Beauty" has fairies, whereas "Rumpelstiltskin" has Rumpelstiltskin.

How are the problems in "Sleeping Beauty" and in "Rumpelstiltskin" alike and different?

- » Alike: The problems are caused by something someone else does, not the child. Different: The evil fairy puts a curse on Sleeping Beauty's that makes her sleep, whereas the miller's daughter promises her child to Rumpelstiltskin.

What is alike and what is different about the solutions found by the characters in the fairy tales?

- » Alike: The problem is solved by someone outside the family. Different: Sleeping Beauty is saved by the prince, whereas a messenger learns Rumpelstiltskin's name.

What is alike and what is different about the endings of the fairy tales?

- » Alike: Both stories have happy endings. Different: Sleeping Beauty marries the prince, whereas Rumpelstiltskin goes away after stomping himself into the ground.



Formative Assessment

Comparing Fairy Tales: Turn to a partner and tell them one story element that is alike and one story element that is different between "Sleeping Beauty" and "Rumpelstiltskin."

Comparing Fairy Tales: “Sleeping Beauty” and “Rumpelstiltskin”

| | Alike | Different |
|----------------------|--|---|
| Setting(s) | castle
once upon a time . . . | |
| Character(s) | royal families
evil characters | fairies/Rumpelstiltskin |
| Fantasy/Magic | magical characters with
special skills | different magical
characters: fairies in
“Sleeping Beauty”
and Rumpelstiltskin in
“Rumpelstiltskin” |
| Problem(s) | caused by something the
parent did, not the child | The evil fairy's curse
makes Sleeping Beauty
sleep.
Miller's daughter promises
baby to Rumpelstiltskin. |
| Solution(s) | solved by someone outside
the royal family. | Prince saves Sleeping
Beauty.
Royal messenger learns
Rumpelstiltskin's name. |
| Ending | happy ending | “Sleeping Beauty” ends
with a marriage.
“Rumpelstiltskin” ends
with the little man
stomping himself into the
ground. |

Lesson 2: Rumpelstiltskin

Focus on Text



Primary Focus: Students will distinguish elements in fairy tales as fantasy or reality.

FANTASY/REALITY (15 MIN.)

In fairy tales, there are elements, or things that happen, that are fantasy, and other things that could happen in reality.

Say *fantasy* with me. Say *reality* with me.

Definitions

Fantasy means things that do not exist in real life.

Reality means things that do exist in real life.

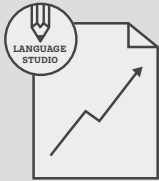
Examples

Being enchanted could not happen in real life, so it is fantasy.

In reality, some people adopt dogs as pets.

- Display the Fantasy vs. Reality chart. Give students Activity Pages 2.2S and 2.3S.
- Go over the images on Activity Page 2.3S and briefly talk about what is happening in each image.
- Have students cut out the three images.
- Have students arrange each image on the chart according to whether it is fantasy or reality.

Activity Pages
2.2S, 2.3S



Check for Understanding



Check-In: When you think you have the pictures in the correct place on the chart, ask an adult to see if your placement is correct.

- » Students should be able to recognize that a royal family can exist, but that the other two elements—the existence of fairies and the spell to make the enchanted princess sleep for one hundred years—are fantasy.

- Have students glue or tape the properly categorized images onto their charts.



Fantasy vs. Reality Chart

Draw and/or write your ideas about parts of the story that are fantasy or reality on Activity Page 2.2S. I will ask several students to share their ideas for the class chart. [Record students' labels, ideas, and sentences on the Fantasy vs. Reality chart.]



Writing
Interacting via Written English

Entering/Emerging

Write a word bank for students to use to label the images (*fairy*, *enchanted princess*, *royal family*).

Transitioning/Expanding

Brainstorm with students a written bank of ideas for elements of fantasy and reality.

Bridging

Provide a sentence frame for students to describe their examples of fantasy and reality: "_____ is an example of fantasy/reality."

Image Cards 2-4



| Fantasy | Reality |
|---|---|
| Image Card 3 (Good Fairy)
Fairies are not real. | Image Card 2 (Royal Family)
Royal families are real. |
| Image Card 4 (Enchanted Princess)
Princesses are real, but they cannot be enchanted. | |

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K9L2 |
| Activity Name | Fantasy vs. Reality Chart |
| Proficiency Levels | |
| Entering | Student copies labels for images on chart. |
| Emerging | Student labels images on chart. |
| Transitioning | Student draws and labels ideas with support. |
| Expanding | Student draws and labels ideas. |
| Bridging | Student writes a sentence about idea with support. |

End Lesson

FAIRY TALES

Rapunzel

PRIMARY FOCUS OF LESSON**Reading**

Students will compare characters and settings in “Rumpelstiltskin,” “Sleeping Beauty,” and “Rapunzel.”

Listening

Students will respond to scenarios using the verbs *deny* and *admit*.

FORMATIVE ASSESSMENT

Reading

Comparing Fairy Tales [Activity Page 3.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Deny or Admit? [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Rewind | | |
| Comparing Fairy Tales | 25 min. | <input type="checkbox"/> Comparing Settings and Characters chart
<input type="checkbox"/> Activity Page 3.1S
<input type="checkbox"/> colored pencils or pens
<input type="checkbox"/> two different color markers
<input type="checkbox"/> Flip Book |
| Vocabulary Building | | |
| Word Work: <i>Deny</i> | 5 min. | <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare a large Comparing Settings and Characters chart using Activity Page 3.1S as a guide.
- Prepare Activity Page 3.1S.

Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Compare and contrast settings and characters of three fairy tales.

Language Forms and Functions

Compare/Contrast: In “Sleeping Beauty” ... / In “Rumpelstiltskin” ... / In “Rapunzel” ...

I would deny/admit that _____.

Vocabulary

Tier 3 Domain-Specific Words

character
setting

Tier 2 General Academic Words

admit/deny

Tier 1 Everyday Speech Words

Start Lesson

Lesson 3: Rapunzel

Rewind



Primary Focus: Students will compare characters and settings in “Rumpelstiltskin,” “Sleeping Beauty,” and “Rapunzel.”

COMPARING FAIRY TALES (25 MIN.)

Definitions: The setting is where the story takes place.

Characters are the people and animals in the story.

- Display the Comparing Settings and Characters chart, and give students Activity Page 3.1S. Tell students they will compare settings and characters of the fairy tales “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel.”
- Ask students to name the settings (when and where) and characters of the three fairy tales, and record their answers on the appropriate row on the Comparing Settings and Characters chart. Have students draw a picture or copy what you write on the chart on their own Activity Page 3.1S.

Activity Page 3.1S



Support

Sentence starters:
 “In ‘Sleeping Beauty’ . . .”
 “In ‘Rumpelstiltskin’ . . .”
 “In ‘Rapunzel’ . . .”

| Comparing Settings and Characters | | | |
|-----------------------------------|---|---|---------------------------------|
| | “Sleeping Beauty” | “Rumpelstiltskin” | “Rapunzel” |
| Setting(s) | long ago | long ago | long ago |
| | castle | castle | witch’s garden and tower |
| Character(s) | baby girl | miller’s daughter | baby girl |
| | magical character(s)
(good and evil fairies) | magical character(s)
(Rumpelstiltskin) | magical character(s)
(witch) |
| | royal character(s)
(king, queen, prince) | royal character(s)
(king) | royal character(s)
(prince) |

Ask: Do you notice anything that is the same or alike? [Remind students that when fairy tales are alike, they have the same or similar characteristics.]



Check for Understanding

Circle It: Circle the entries that are alike on Activity Page 3.1S, using a colored pencil or pen. [Invite a student volunteer to circle entries that are similar in this row on the class Comparing Fairy Tales chart, using a marker. If students have additional items to circle on the chart, allow them to call out for the volunteer to circle.]

- » Alike: long ago settings of all three fairy tales; castle settings of “Sleeping Beauty” and “Rumpelstiltskin”; baby girl characters in “Sleeping Beauty” and “Rapunzel”; magical characters in all three fairy tales; royal characters in all three fairy tales.

Ask: Do you notice anything that is different?

- Invite student volunteers to draw rectangles around any entries that are different in each row of the class Comparing Fairy Tales chart, using a different color marker. Have students draw rectangles around the entries that are different on Activity Page 3.1S, using a different colored pencil or pen.
 - » Different: witch's garden and tower setting of "Rapunzel"; miller's daughter character in "Rumpelstiltskin"; types of magical characters in all three fairy tales.



Reading
Reading/Viewing
Closely

Entering/Emerging

Help students identify a few characters from the stories using Flip Book images.

Transitioning/Expanding

Help students identify the characters and their qualities in "Rapunzel." Using the chart, highlight key details about the characters in other stories.

Bridging

Have students point out how the characters in "Rapunzel" are similar to and different from the other characters in the other stories.



Formative Assessment

Comparing Fairy Tales: With a partner, compare and contrast the characters of "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" to see how they are alike and different.

Lesson 3: Rapunzel

Vocabulary Building



Primary Focus: Students will respond to scenarios using the verbs *deny* and *admit*.

WORD WORK: DENY (5 MIN.)

Rumpelstiltskin said:

*"Today I brew, tomorrow I bake,
And then the fair queen's child I'll take.
And no one can deny my claim,
For Rumpelstiltskin is my name."*

Say the word *deny* with me three times.

Definition: *Deny* means to say that something is not true.

Example: Kris tried to deny that she ate the last cookie, but her mother saw her eat it.



Listening Analyzing Language Choices

Entering/Emerging

Instruct students to shake their heads for *deny* and nod their heads for *admit*. Have students repeat the words *deny* or *admit* to respond.

Transitioning/Expanding

Model responses using the sentence frame:
“I would deny/admit that _____.”

Bridging

Challenge students to think of other words to use in place of *deny* and *admit* with a partner.



Deny or Admit?

The opposite of *deny* is *admit*. *Admit* means to tell the truth or to agree. I am going to describe a few situations. If what I say is something that you would deny, say, “I would deny that.” If what I say is something you would admit, or would not deny, say, “I would admit that.”

» Answers may vary for all.

- I like cheese pizza better than pepperoni.
- I like pepperoni pizza better than cheese.
- I like to sleep late on the weekend.
- I like getting up early for school.
- I like dogs better than cats.
- I like cats better than dogs.
- Monday is my favorite day of the week.
- Saturday is my favorite day of the week.
- I like math better than reading.
- I like reading better than math.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Listening |
| Knowledge/Lesson | K9L3 |
| Activity Name | Deny or Admit? |
| Proficiency Levels | |
| Entering | Student signals choice using gestures and repeating target word(s) with support. |
| Emerging | Student signals choice using gestures and repeating target word(s). |
| Transitioning | Student responds using target word(s) in a complete sentence with support. |
| Expanding | Student responds using target word(s) in a complete sentence. |
| Bridging | Student provides alternatives to target word(s). |

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

## 4

## FAIRY TALES

# The Frog Prince, Part I

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

Students will identify the meanings of the general academic words *ignored* and *glee* in context.

**Speaking**

Students will act out the first half of “The Frog Prince.”

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Act It Out [Informal Observation]

## LESSON AT A GLANCE

|                                         | Time    | Materials                                                        |
|-----------------------------------------|---------|------------------------------------------------------------------|
| <b>Vocabulary Building</b>              |         |                                                                  |
| Word Work: <i>Ignored</i> , <i>Glee</i> | 10 min. | ❑ Image 4A-5                                                     |
| <b>On Stage</b>                         |         |                                                                  |
| Act It Out: "The Frog Prince, Part I"   | 20 min. | ❑ Flip Book (optional)<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### On Stage

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                     |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Contribute to discussion using the general academic words <i>ignored</i> and <i>glee</i>.</li> <li>• Act out part of a fairy tale.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                           |                                  |                                 |
| <p>_____ was/was not ignored.<br/> <small>(name)</small></p> <p>I felt ignored when . . . It made me feel . . .</p> <p>I felt glee when . . .</p>                                      |                                  |                                 |
| Vocabulary                                                                                                                                                                             |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                        | ignored<br>glee                  |                                 |

## Lesson 4: The Frog Prince, Part I

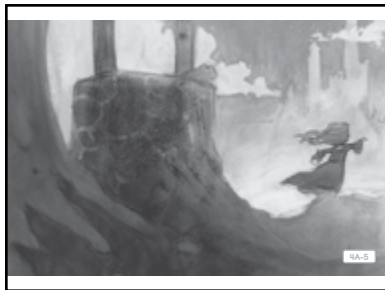
## Vocabulary Building



**Primary Focus:** Students will identify the meanings of the general academic words *ignored* and *glee* in context.

## WORD WORK (10 MIN.)

## Ignored



## Show Image 4A-5: Princess running away

The princess ignored the frog when she was running away from him and he croaked after her, "Wait! I cannot run as fast as you!"

Say *ignored* with me three times.

**Definition:** *Ignored* means paid no attention to; did not notice.

**Example:** Marley's mother ignored her little brother's whining.

## Support

## Sentence frame:

"(name) was/was not ignored."



## Check for Understanding

**Making Choices:** I am going to say several sentences. If what I say is an example of someone being ignored, say, "\_\_\_\_ (name) was ignored." If what I say is not an example of being ignored, say, "\_\_\_\_ (name) was not ignored."

- Matthew's friend did not listen to what Matthew was saying.
  - » Matthew was ignored.
- Amelia's mother stopped cooking dinner to listen to Amelia's story.
  - » Amelia was not ignored.
- Tyshuan's family loved to hear his stories and always listened until the end of each story.
  - » Tyshuan was not ignored.

- Sofia's mom told Sofia to get out of bed, but Sofia kept sleeping.
  - » Sofia's mom was ignored.
- Paco's father felt angry when Paco ate more candy, after he told Paco not to eat any more.
  - » Paco's father was ignored.
- Maria told her mother that she did not like chocolate ice cream; she felt happy when her mother gave her vanilla ice cream instead of chocolate.
  - » Maria was not ignored.

**Share:** Tell a partner about a time when you were ignored. How did it make you feel?

## Glee

When the frog saw the princess, he “bounced up and down with froggy glee.”

Say *glee* with me three times.

**Definition:** *Glee* means great joy or delight.

**Examples:** Angelina sings with glee, even when no one is around to listen.

Tran can hardly contain his glee when he hits a home run.

The frog was so happy and felt so much glee when he was invited into the castle.

**Turn and Talk:** Tell your partner about a time you felt glee. I will call on a few students to share what their partner said.

## Support

**Sentence starter:** “I felt ignored when . . . It made me feel . . .”

**Sentence starter:** “I felt glee when . . .”



## Lesson 4: The Frog Prince, Part I

# On Stage



**Primary Focus:** Students will act out the first half of “The Frog Prince.”

### Support

Use Flip Book images to identify the characters. Come up with lines that the characters might say and gestures the characters might make.



### Speaking Presenting

#### Entering/Emerging

Model gestures and short sentences for each character for students to mimic.

#### Transitioning/Expanding

Brainstorm ideas for gestures and simple sentences that each character would do and say.

#### Bridging

Challenge small groups to think of their character’s gestures and lines.

### ACT IT OUT: “THE FROG PRINCE,” PART I (20 MIN.)

- Tell students that they are going to act out the story, “The Frog Prince,” by pretending to be the characters in the story.
- Tell them that you will be the narrator, or person who tells the story, and they will be the characters.

**Ask:** What characters are in the story?

» princess, frog, and king

- Place students in groups to act out the roles of the princess, king, and frog.
- Have students practice what each character says and the gestures they might make. For example, the princess might pretend to be wailing and say, “I’ve lost my golden ball.” The king might wave his finger, or put his hands on his hips, and say, “Daughter, we must keep the promises we make.” The frog might hop across the floor and say, “If I retrieve your ball, will you agree to be my friend?”



### Act It Out

Get (or stay) in your character groups. Let’s act out the first part of the story. [Perform the story. Time permitting, have student groups change roles and tell the story again.]

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                |
|--------------------|--------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                       |
| Knowledge/Lesson   | K9L4                                                                           |
| Activity Name      | Act It Out                                                                     |
| Proficiency Levels |                                                                                |
| Entering           | Student repeats gestures and simple lines of a character.                      |
| Emerging           | Student presents gestures and simple lines of a character.                     |
| Transitioning      | Student presents gestures and more advanced lines of a character with support. |
| Expanding          | Student presents gestures and more advanced lines of a character.              |
| Bridging           | Student creates a simple script and actions in a group.                        |

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

5

FAIRY TALES

The Frog Prince, Part II

PRIMARY FOCUS OF LESSON**Reading**

Students will recount the story “The Frog Prince” by sequencing images from the plot.

Listening

Students will apply the general academic word *nudging* in context.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Retelling [Activity Page 5.1S]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------|---------|--|
| Rewind | | |
| Retelling: "The Frog Prince" | 20 min. | <input type="checkbox"/> Activity Page 5.1S
<input type="checkbox"/> scissors, glue/tape
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Vocabulary Building | | |
| Word Work: <i>Nudging</i> | 10 min. | |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 5.1S. To save time, you may wish to cut out the images on students' activity pages in advance.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Retell a story using sequenced images from the plot. • Create sentences using the general academic word <i>nudging</i>. | | |
| Language Forms and Functions | | |
| I am nudging the pencil with my _____. | | |
| I saw _____ nudging _____. | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| plot | nudging | |

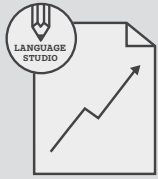
Lesson 5: The Frog Prince, Part II

Rewind



Primary Focus: Students will recount the story “The Frog Prince” by sequencing images from the plot.

Activity Page 5.1S



Reading
Selecting Language
Resources

Entering/Emerging

Focus on three images on the activity page. Say key words about the images. Assist students in placing the images in the correct order.

Transitioning/Expanding

Prompt students to recount key details from “The Frog Prince.” Help students use their story maps to recount the story.

Bridging

Have students brainstorm details about the images from “The Frog Prince” in small groups.

RETELLING: “THE FROG PRINCE” (20 MIN.)

- Remind students that the plot is the events that happen in a story.
- Give students Activity Page 5.1S. Explain that this activity page has pictures of events from the plot of “The Frog Prince” and a story map on which they will glue the sequenced pictures.
- Go over the images and briefly talk about what is happening in each one.
- Next, have students cut out the pictures.
- Have students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.

**Check for Understanding**

Check-In: When you think you have the images in the correct order, ask an adult to check if your order is correct.

- Have students glue or tape the sequenced images onto their story maps once they have been sequenced properly.
- You may give students additional time to write a caption for each image.

**Retelling**

Use your completed story map to recount the story to a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Knowledge/Lesson | K9L5 |
| Activity Name | Retelling |
| Proficiency Levels | |
| Entering | Student repeats a few key words from the story and sequences images with support. |
| Emerging | Student identifies a few key words from the story and sequences images. |
| Transitioning | Student recounts some key details from the story, using a graphic organizer, with support. |
| Expanding | Student recounts some key details from the story, using a graphic organizer. |
| Bridging | Student recounts the story, including key details. |

Lesson 5: The Frog Prince, Part II

Vocabulary Building



Primary Focus: Students will apply the general academic word *nudging* in context.

WORD WORK: NUDGING (10 MIN.)

The frog asked, "Would you like to drink now, princess?" nudging the cup back in her direction.

Say the word *nudging* with me three times.

Definition: *Nudging* means to give something a small push. Usually when someone is nudging something, she/he wants to move it a little bit by giving it a small push.

Example: My mother was nudging my little sister to move ahead when we were standing in line.

Support

Sentence frames:

"I am nudging the pencil
with my _____."

"I saw
nudging _____."

Movement: *Nudging* means to move something a little bit by giving it a slight or little push. Take out a pencil and place it on your desk or tabletop. We will be nudging our pencils across the surface using different body parts. Try nudging your pencil with only one finger. Now try nudging your pencil with your nose. [Time permitting, have students continue nudging their pencils using elbows, their chins, or the tips of pinky fingers.]

Turn and Talk: Tell your partner about a time you have seen someone nudging somebody or something else.

End Lesson

FAIRY TALES

Hansel and Gretel, Part I

PRIMARY FOCUS OF LESSON**Listening**

Students will apply the general academic words *glittered* and *shocked* in context.

Reading

Students will identify showing and telling verbs and determine their meanings in sentences.

Speaking

Students will add details to produce and expand sentences in a shared language activity.

FORMATIVE ASSESSMENT

Reading

Verb Types [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|--|
| Vocabulary Building | | |
| Word Work: <i>Glittered, Shocked</i> | 10 min. | <input type="checkbox"/> Image 6A-2
<input type="checkbox"/> items that glitter |
| Looking at Language | | |
| Show and Tell Verbs | 10 min. | <input type="checkbox"/> Show and Tell Verbs chart |
| Expanding Sentences | 10 min. | <input type="checkbox"/> Image 6A-2
<input type="checkbox"/> Flip Book
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Looking at Language

- Prepare a Show and Tell Verbs chart on the board or chart paper as follows. You will complete this chart as a class.

| Show and Tell Verbs | | |
|-----------------------------|--|---------------|
| Story | What it says in the story | What it means |
| "Hansel and Gretel," Part I | Then [the woodsman's wife] <u>nagged</u> the poor man. | |
| | ... the white pebbles that lay in front of the house <u>glittered</u> like silver coins. | |
| | Then [Hansel] <u>tiptoed</u> back to bed ... | |

- Find an additional image from the Flip Book for the Expanding Sentences activity. Prepare questions that will elicit details from students about the image.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Construct sentences using the general academic words *glittered* and *shocked*.
- Expand sentences by adding details.

Language Forms and Functions

The _____ glittered like a _____.

I see Hansel picking up _____ stones.
(adj.)

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

glittered
shocked

Start Lesson

Lesson 6: Hansel and Gretel, Part I

Vocabulary Building



Primary Focus: Students will apply the general academic words *glittered* and *shocked* in context.

WORD WORK (10 MIN.)

Glittered



Show image 6A-2: Hansel gathering pebbles

[Point to the pebbles in the image.]

Hansel went outside at night and found that the moon was shining brightly, and the white pebbles that lay in front of the house glittered like silver coins.

Say *glittered* with me three times.

Definition: *Glittered* means sparkled or shone brightly.

Examples: Shaniqua loved how the stars glittered at night.
Melvin thought the ocean glittered on sunny days.

Support

Sentence frame:

"The _____ glittered like
a _____."

Put It Together: [Show students items that glitter.] Hansel found pebbles that glittered like silver coins in the moonlight. I am going to name a pair of things, and we are going to make sentences using the word *glittered* to describe them.

- ring; new penny
 - » The ring glittered like a new penny.
- ice; mirror
 - » The ice glittered like a mirror.
- crystal; diamond
 - » The crystal glittered like a diamond.
- stars; fire
 - » The stars glittered like a fire.

Shocked

The woodsman's wife is shocked by something Hansel and Gretel do that she does not expect.

Say *shocked* with me three times.

Definition: When somebody is shocked, it means that person is surprised, and often it means that person is unhappily surprised.

Examples: Camilla was shocked when she did not earn a spot on the soccer team. Tucker was shocked when his mom caught him taking a cookie without her permission.



Check for Understanding

Making Choices: I am going to say a series of sentences. If you would feel shocked if the event described were to happen, raise your hand. If you would not feel shocked if the event described were to happen, leave your hand in your lap.

» Answers may vary for all. Encourage students to explain their choice using the word *shocked*.

- Snow fell during the summer.
- Snow fell during the winter.
- The swimming pool froze during the summer.
- A bumblebee landed on your nose.
- A rainbow appeared after the rain.
- A rainbow appeared when there was no rain.

Share: What would make you feel shocked?

Lesson 6: Hansel and Gretel, Part I

Looking at Language



Primary Focus

Students will identify showing and telling verbs and determine their meanings in sentences.

Students will add details to produce and expand sentences in a shared language activity.

SHOW AND TELL VERBS (10 MIN.)

In the story you heard the woodsman's wife snap, "'Then you are a fool!'"

Ask

What does *snap* mean?

» She said it angrily.

Is she mad or happy?

» She is mad.

The author uses different types of verbs to be descriptive and to show how the characters are feeling, what they are thinking, and what they are doing.

Support

Act out or have students act out the sentences to provide visual support.



Reading Using Verbs and Verb Phrases

Entering/Emerging

Ask students *yes/no* questions about verbs (e.g., "Does *nagged* mean that she asked him over and over?").

Transitioning/Expanding

Read students a sentence from the story and have them say what the verb means.

Bridging

Have students find other examples of show and tell verbs in the story and explain what they mean.

Formative Assessment



Verb Types: Let's look at some of the other sentences from the story and fill in the chart.

Using Verbs to Show and Tell

| Story | What it says in the story | What it means |
|-----------------------------|--|-----------------------------------|
| “Hansel and Gretel,” Part I | Then [the woodsman’s wife] <u>nagged</u> the poor man. | She asked him over and over. |
| | ... the white pebbles that lay in front of the house <u>glittered</u> like silver coins. | They shone brightly, or sparkled. |
| | Then [Hansel] <u>tiptoed</u> back to bed ... | He walked quietly. |

EXPANDING 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. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

- 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.



Show Image 6A-2: Hansel gathering pebbles

What do you see in this picture?

» Hansel picking up stones

What size are the stones?

» They are small.

How can we expand the sentence “I see Hansel picking up stones”?

» I see Hansel picking up small stones.
Hansel picks up small stones.

What color are the stones?

» They are white.

Challenge

Have students work with their partners to ask questions and expand their own sentences.



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.

How can we expand the sentence?

- » I see Hansel picking up small, white stones.
Hansel picks up small, white stones.



Expanding Sentences

[Display another image from the Flip Book.] Let's expand a sentence using this image.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K9L6 |
| Activity Name | Expanding Sentences |
| Proficiency Levels | |
| Entering | Student describes images using familiar adjectives with prompting and support. |
| Emerging | Student describes images using familiar adjectives. |
| Transitioning | Student expands sentences by using a growing number of adjectives with prompting and support. |
| Expanding | Student expands sentences by using a growing number of adjectives. |
| Bridging | Student expands a sentence using a variety of adjectives. |

End Lesson

FAIRY TALES

Hansel and Gretel, Part II

PRIMARY FOCUS OF LESSON**Speaking**

Students will retell the story “Hansel and Gretel” using linking words and phrases.

Listening

Students will identify fairy tale characters using the word *wicked*.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Activity Page 7.1S]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|--|
| Rewind | | |
| Retelling: "Hansel and Gretel" | 20 min. | <input type="checkbox"/> Activity Page 7.1S
<input type="checkbox"/> scissors, glue/tape
<input type="checkbox"/> Linking Words and Phrases chart
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Vocabulary Building | | |
| Word Work: <i>Wicked</i> | 10 min. | |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 7.1S. To save time, you may wish to cut out the images on students' activity pages in advance.
- Prepare the Linking Words and Phrases chart on the board or chart paper as follows. Display the poster to help students during the Language Proficiency Assessment.

Linking Words and Phrases that Show Sequence (for Narratives)

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

- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell a story using linking words and phrases.

Language Forms and Functions

Retell a Story: Once upon a time there was . . . / Suddenly, . . . / In the end, . . .

_____ is/is not wicked.
(character)

Vocabulary

Tier 3
Domain-Specific Words

plot

Tier 2
General Academic Words

wicked

Tier 1
Everyday Speech Words

Start Lesson

Lesson 7: Hansel and Gretel, Part II

Rewind

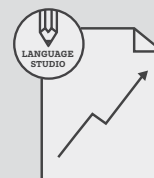


Primary Focus: Students will retell the story “Hansel and Gretel” using linking words and phrases.

RETELLING: “HANSEL AND GRETEL” (20 MIN.)

- Give students Activity Page 7.1S. Explain that this activity page has pictures of events from the plot for “Hansel and Gretel” and a story map on which they will glue the sequenced pictures.
- Remind students that the plot is the events that happen in a story.
- Go over the images and briefly talk about what is happening in each.
- Next, have students cut out the pictures.
- Have students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.
- When students think they have the images in the correct order, they should ask an adult or check with another student to check if their order is correct.
- Have students glue or tape the sequenced images onto their story maps once they have been sequenced properly.

Activity Page 7.1S



Challenge

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



Speaking Understanding Cohesion

Entering/Emerging

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

Transitioning/Expanding

Brainstorm an oral bank of other linking words (e.g., *once there was*; *suddenly*; *in the end*) and encourage students to use these in their retelling of the story.

Bridging

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

Support

Sentence starters:

“Once upon a time there was . . .”

“Suddenly, . . .”

“In the end, . . .”



Retelling

Work with your partner or home-language peers to retell the story using linking words and phrases.

[Display the Linking Words and Phrases chart and encourage students to use words from the chart as they retell the story.]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K9L7 |
| Activity Name | Retelling |
| Proficiency Levels | |
| Entering | Student refers to story map and repeats a sequence of events in a story using a select set of linking words and phrases with prompting and support. |
| Emerging | Student refers to story map and repeats a sequence of events in a story using a select set of linking words and phrases. |
| Transitioning | Student refers to story map and retells a story using a growing number of linking words and phrases with prompting and support. |
| Expanding | Student refers to story map and retells a story using a growing number of linking words and phrases. |
| Bridging | Student refers to story map and retells a story using a variety of linking and temporal words and phrases. |

Lesson 7: Hansel and Gretel, Part II

Vocabulary Building



Primary Focus: Students will identify fairy tale characters using the word *wicked*.

WORD WORK: WICKED (10 MIN.)

In the story you heard that “now, the old woman seemed kind, but in fact she was a wicked witch.”

Say the word *wicked* with me three times.

Definition: *Wicked* means evil or very bad.

Example: Sometimes fairy tale characters are heroic, brave, and kind; other times fairy tale characters are wicked and evil.



Check for Understanding

Making Choices: I am going to name some fairy tale characters from this unit. If you think the character is wicked, say, “_____(character) is wicked.” If you think the character is not wicked, say, “_____(character) is not wicked.”

- Hansel from “Hansel and Gretel”
 - » Hansel is not wicked.
- the thirteenth fairy from “Sleeping Beauty”
 - » The thirteenth fairy is wicked.
- the witch from “Rapunzel”
 - » The witch is wicked.
- the frog from “The Frog Prince”
 - » The frog is not wicked.
- the queen from “Rumpelstiltskin”
 - » The queen is not wicked.
- the witch from “Hansel and Gretel”
 - » The witch is wicked.

Review: Think back to the fairy tales you have heard in this unit. Turn and tell your partner the name of a character you think is wicked. Try to use the word *wicked* when you talk about the character.

End Lesson

FAIRY TALES

Jack and the Beanstalk, Part I

PRIMARY FOCUS OF LESSON**Speaking**

Students will add details to produce and expand sentences in a shared language activity.

Writing

Students will plan an original fairy tale.

FORMATIVE ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Planning a Fairy Tale [Activity Page 8.1S]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Looking at Language | | |
| Expanding Sentences | 10 min. | <input type="checkbox"/> Image 8A-5
<input type="checkbox"/> Flip Book |
| Write About It | | |
| Planning a Fairy Tale | 20 min. | <input type="checkbox"/> Activity Page 8.1S
<input type="checkbox"/> Fairy Tale Planner
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Looking at Language

- Find an additional image from the Flip Book for the Expanding Sentences activity. Prepare questions that will elicit details from students about the image.

Write About It

- Prepare a large Fairy Tale Planner on the board or chart paper, using Activity Page 8.1S as a guide.
- Prepare Activity Page 8.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Expand sentences by adding details.
- Plan an original fairy tale.

Language Forms and Functions

I see a(n) _____ beanstalk.
(adj.)

Vocabulary

Tier 3 Domain-Specific Words

character
setting
title

Tier 2 General Academic Words

problem/solution

Tier 1 Everyday Speech Words

Start Lesson

Lesson 8: Jack and the Beanstalk, Part I

Looking at Language



Primary Focus: Students will add details to produce and expand sentences in a shared language activity.

EXPANDING 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. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

- 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 expand our sentence.

Challenge

Have students work with their partners to ask questions and expand their own sentences.



Speaking Using Nouns and Noun Phrases

Entering/Emerging

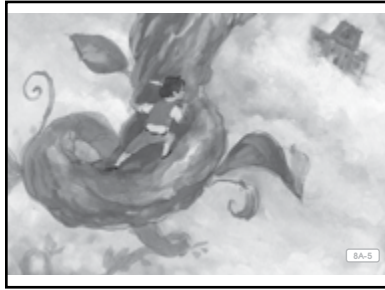
Point to specific parts of the image and ask simple questions to prompt students to add details using familiar adjectives.

Transitioning/Expanding

Invite students to ask questions about the image in order to add details to a sentence (e.g., “I see a(n) ____ beanstalk.”).

Bridging

Use a different image and challenge students to contribute a variety of adjectives in order to add details to a sentence.



Show image 8A-5: Jack climbing beanstalk

What do you see in this picture?

» I see a beanstalk.

What size is the beanstalk?

» huge, gigantic, big

How can we expand the sentence “I see a beanstalk”?

» I see a huge beanstalk.
The beanstalk is huge.

What color is the beanstalk?

» It is green.

How can we expand the sentence?

» I see a huge, green beanstalk.
The beanstalk is huge and green.



Formative Assessment

Expanding Sentences: [Display another image from the Flip Book.] Let's expand a sentence using this image.

Lesson 8: Jack and the Beanstalk, Part I Write About It



Primary Focus: Students will plan an original fairy tale.

PLANNING A FAIRY TALE (20 MIN.)



Check for Understanding

Recall: What are the elements of fairy tales?

» setting, characters, fantasy/magic, problem(s)/solution(s), ending

Ask

What words do most fairy tales begin with? What do those words tell us about when the story takes place?

- » “Once upon a time” is a common beginning that tells us the story takes place long ago.

What are some common types of characters in fairy tales?

- » Royal characters, good/evil characters, and magical characters, such as giants, fairies, and talking animals, are common character types in fairy tales.

What are some common problems in fairy tales?

- » An evil character puts a spell on a good character, such as in “Sleeping Beauty” and “The Frog Prince.” Someone has a difficult problem and must find a solution, such as in “Rumpelstiltskin,” “Rapunzel,” and “Hansel and Gretel.”

How do most fairy tales end?

- » Most fairy tales end with the characters living “happily ever after.”

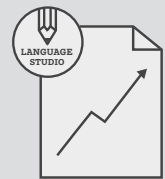


Planning a Fairy Tale

[Give students Activity Page 8.1S. Lead students in reading the categories on their activity pages and the Fairy Tale Planner.] We are going to plan our fairy tale together. As we talk about each of the categories, you can also fill in your chart with the information I write on the Fairy Tale Planner. [Ask students the following questions, and fill in the relevant rows of the chart as they answer. You may wish to have one student answer each question or for students to reach consensus on each question, depending on time.]

- What should the setting of the fairy tale be?
- Who are two characters you would like to include in our story?
- What is an element of fantasy or magic that you would like to include in our fairy tale?
- What is a problem that one or both of the characters could have?
- How will they solve their problem?
- What will be the “happily ever after” ending?
- What should the title of our fairy tale be?

Activity Page 8.1S



Writing Interacting via Written English

Entering/Emerging

Allow students to draw sketches of their ideas on a separate paper. Provide a simple word bank to help students fill out the chart categories.

Transitioning/Expanding

Allow students to brainstorm ideas for each category and write their responses on the board.

Bridging

Have students complete the fairy tale planner with their own ideas in small groups.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Knowledge/Lesson | K9L8 |
| Activity Name | Planning a Fairy Tale |
| Proficiency Levels | |
| Entering | Student contributes to group writing using sketches. |
| Emerging | Student contributes to group writing using sketches and labels copied from model. |
| Transitioning | Student contributes ideas and copies ideas onto a graphic organizer. |
| Expanding | Student contributes ideas and completes graphic organizer. |
| Bridging | Student completes graphic organizer with original ideas. |

End Lesson

FAIRY TALES

Jack and the Beanstalk, Part II

PRIMARY FOCUS OF LESSON**Speaking**

Students will retell the story “Jack and the Beanstalk” using linking words and phrases.

Students will construct sentences using the conjunction so in a shared language activity.

FORMATIVE ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Activity Page 9.1S]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------------|---------|--|
| Rewind | | |
| Retelling: "Jack and the Beanstalk" | 20 min. | <input type="checkbox"/> Activity Page 9.1S
<input type="checkbox"/> scissors, glue/tape
<input type="checkbox"/> Linking Words and Phrases chart
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Looking at Language | | |
| Sentence Builder | 10 min. | |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 9.1S. To save time, you may wish to cut out the images on students' activity pages in advance.
- Display the Linking Words and Phrases chart you prepared in Lesson 7 on the board or chart paper

Linking Words and Phrases that Show Sequence (for Narratives)

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

- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell a story using linking words and phrases.
- Construct sentences using the conjunction so.

Language Forms and Functions

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

Jack thought the beanstalk looked like a ladder, so he climbed and climbed.

We have no homework today, so we . . .

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

plot

Start Lesson

Lesson 9: Jack and the Beanstalk, Part II

Rewind



Primary Focus: Students will retell the story “Jack and the Beanstalk” using linking words and phrases.

RETELLING: “JACK AND THE BEANSTALK” (20 MIN.)

- Give students Activity Page 9.1S. Explain that this activity page has pictures of events from the plot for “Jack and the Beanstalk” and a story map on which they will glue the sequenced pictures.
- Remind students that the plot is the events that happen in a story.
- Go over the images and briefly talk about what is happening in each.
- Next, have students cut out the pictures.
- Have students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.
- When students think they have the images in the correct order, they should ask an adult or check with another student to check if their order is correct.
- Have students glue or tape the sequenced images onto their story maps once they have been sequenced properly.

Activity Page 9.1S



Challenge

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



Speaking Understanding Cohesion

Entering/Emerging

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

Transitioning/Expanding

Brainstorm an oral bank of other linking words (e.g., *once there was*; *suddenly*; *in the end*) and encourage students to use these in their retelling of the story.

Bridging

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

Support

Sentence starters:

"Once there was . . ."

"Suddenly, . . ."

"In the end, . . ."



Retelling

Work with your partner or home-language peers to retell the story using linking words and phrases.

[Display the Linking Words and Phrases chart and encourage students to use words from the chart as they retell the story.]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Knowledge/Lesson | K9L9 |
| Activity Name | Retelling |
| Proficiency Levels | |
| Entering | Student refers to story map and repeats a sequence of events in a story using a select set of linking words and phrases with prompting and support. |
| Emerging | Student refers to story map and repeats a sequence of events in a story using a select set of linking words and phrases. |
| Transitioning | Student refers to story map and retells a story using a growing number of linking words and phrases with prompting and support. |
| Expanding | Student refers to story map and retells a story using a growing number of linking words and phrases. |
| Bridging | Student refers to story map and retells a story using a variety of linking and temporal words and phrases. |

Lesson 9: Jack and the Beanstalk, Part II

Looking at Language



Primary Focus: Students will construct sentences using the conjunction so in a shared language activity.

SENTENCE BUILDER (10 MIN.)

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

- Tell students that the word so can join two parts of a sentence. The first part tells why something happened (cause), and the second part tells the result (effect).

- Reread the following part of the read-aloud and emphasize the word so as you read:

“Jack thought the beanstalk looked like a ladder, **so** he climbed and climbed.”

- Point out that in this sentence, the word so tells us why Jack climbed and climbed.

Ask: Why did he climb?

» The beanstalk looked like a ladder.

- Offer students another example sentence:

It started raining, **so** we took out our umbrella.

- Point out that in this sentence, the word so tells us what happened after it started raining.

Ask: Why did we take out our umbrella?

» It started raining.

Support

Remind students that conjunctions are words that are used to connect words and phrases.



Speaking
Connecting Ideas

Entering/Emerging

Review how **so** is used in example sentences. Invite students to echo the compound sentence and place emphasis on **so**.

Transitioning/Expanding

Provide students with two ideas or two simple sentences. Help them connect ideas or simple sentences by using the conjunction **so**.

Bridging

Have students use the conjunction **so** to connect two ideas with a partner.



Check for Understanding

Recall: Which word signals the result or effect of something that happened?

» the word **so**

- Give students one more example:

We were hungry, **so** we ate a snack.

Ask: Why did we eat a snack?

» We were hungry.



Formative Assessment

Sentence Builder: The following sentences talk about situations that might happen in real life. Work with your partner to imagine what the result (the effect) would be if these situations happened, using the word **so**.

- We have no homework today, **so** we . . .
- There is no school during the summer, **so** I . . .
- The sun was shining outside, **so** we . . .

End Lesson

Language Studio 10

A New Nation: American Independence



Contents



A NEW NATION: AMERICAN INDEPENDENCE

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- Word Work: *Freedom*

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146

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- Word Work: *Signal, Militia*

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- Somebody Wanted But So Then

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|---|--|
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|---|---|
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|---|---|
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|---|---|

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|--|---|
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|--|---|

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|--|---|
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|--|---|

A NEW NATION: AMERICAN INDEPENDENCE

The New World

PRIMARY FOCUS OF LESSON**Speaking**

Students will apply the general academic word *freedom* in context.

Reading

Students will compare the text type and purpose of a trade book on colonial America to the text type and purpose of the read-aloud.

FORMATIVE ASSESSMENT

Speaking

Word to World [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Reading/Listening Guide
[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Vocabulary Building | | |
| Word Work: <i>Freedom</i> | 5 min. | |
| Connections | | |
| Domain-Related Trade Book | 25 min. | <input type="checkbox"/> trade book
<input type="checkbox"/> Resource Page 10.1S or 10.2S
<input type="checkbox"/> chart paper
<input type="checkbox"/> sticky notes
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Connections

- Find a trade book on colonial America (or a related topic) to read aloud to students.
- Create a large Reading/Listening Guide on chart paper using Resource Page 10.1S or 10.2S as a model.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to discussion using the general academic word *freedom*.
- Compare and contrast text types.
- Write about an interesting fact from a trade book.

Language Forms and Functions

I have/do not have that freedom.

_____ is a freedom I have.

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

freedom

Start Lesson

Lesson 1: The New World

Vocabulary Building



Primary Focus: Students will apply the general academic word *freedom* in context.

WORD WORK: FREEDOM (5 MIN.)

Over the next several days, you will learn how the colonists fought for their freedom.

Say the word *freedom* with me.

Definition: Freedom is the right to decide what you want to do or how you want to live. Another word for *freedom* is *liberty*.

Example: I have more freedoms now than when I was younger. For example, one of my freedoms now is to choose what clothes I want to wear to school.



Speaking
Evaluating Language
Choices

Entering/Emerging

Have students respond *yes/no* to different situations.

Transitioning/Expanding

Provide students with sentence frame:
“_____ is a freedom I have.”

Bridging

Invite partner pairs to share personal examples, using the word *freedom*.



Formative Assessment

Word to World: I am going to name a possible freedom. If it is one of the freedoms that you have in your family, say, "I have that freedom." If it is not one of the freedoms you have in your family, say, "I do not have that freedom."

- choosing what clothes to wear to school
- deciding when it's time to go to bed
- crossing the street by yourself
- deciding what to watch on TV
- choosing what to eat for lunch

Support

Sentence frame:

"_____ is a freedom I have."



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

Have students point out how the trade book is similar to and different from the read-aloud.

Think About It: What freedoms do you enjoy? Think about things that perhaps you can do now as a first grader that you were not permitted to do when you were in preschool or in kindergarten.

Lesson 1: The New World

Connections



Primary Focus: Students will compare the text type and purpose of a trade book on colonial America to the text type and purpose of the read-aloud.

DOMAIN-RELATED TRADE BOOK (25 MIN.)



Reading/Listening Guide

[As a class, fill in the Reading/Listening Guide (Resource Page 10.1S or 10.2S). This can be done during or after the 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 trade book.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in the trade book relates to the story or information in the read-aloud.
- **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 (information/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.



Check for Understanding

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

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K10L1 |
| 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 lesson . |

End Lesson

A NEW NATION: AMERICAN INDEPENDENCE

A Taxing Time: The Boston Tea Party

PRIMARY FOCUS OF LESSON**Writing**

Students will summarize the Boston Tea Party in a shared writing activity.

Listening

Students will identify and use regular past tense verbs.

FORMATIVE ASSESSMENT**Writing**

Somebody Wanted But So Then Chart
[Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT**Listening**

Verb Tense [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------|---------|---|
| Rewind | | |
| Somebody Wanted But So Then | 20 min. | <input type="checkbox"/> Resource Page 10.3S
<input type="checkbox"/> chart paper
<input type="checkbox"/> Flip Book (optional) |
| Looking at Language | | |
| Past Tense Verbs | 10 min. | <input type="checkbox"/> Image 2A-5
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare a large Somebody Wanted But So Then chart on chart paper, using Resource Page 10.3S as a guide.
- [Optional] Select Flip Book images from “A Taxing Time: The Boston Tea Party.”

Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell a story using a graphic organizer.
- Construct sentences using past tense, *-ed*, verbs.

Language Forms and Functions

Summarize: _____ wanted ... /But ... /So ... /Then ...
(name)

Furious, King George of Great Britain closed the port of Boston.

Vocabulary

Tier 3 Domain-Specific Words

colonists
taxes

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

Start Lesson

Lesson 2: A Taxing Time: The Boston Tea Party

Rewind



Primary Focus: Students will summarize the Boston Tea Party in a shared writing activity.



Writing
Interacting via Written
English

SOMEBODY WANTED BUT SO THEN (20 MIN.)

- Display the Somebody Wanted But So Then chart. Tell students that they will work as a class to fill in this chart, summarizing the read-aloud, “A Taxing Time: The Boston Tea Party.”
- Remind students that a summary is a short retelling of just the main events in a story.



Formative Assessment

Somebody Wanted But So Then Chart: Let’s fill in this chart to summarize the read-aloud, “A Taxing Time: The Boston Tea Party.”

Entering/Emerging

Use Flip Book images from “A Taxing Time: The Boston Tea Party” to assist students in using key words from the text to complete the chart.

Transitioning/Expanding

Encourage students to use details from the text to complete the chart. Write model sentences on the board.

Bridging

Invite students to share their sentences from the chart with a small group.

- As students answer the following questions, record their answers on the relevant row of the Somebody Wanted But So Then chart.

Ask

What was the title of the read-aloud?

- » “A Taxing Time: The Boston Tea Party”

What were the people who lived in the colonies called?

- » They were called colonists.



Check for Understanding

Recall: What did the colonists want?

- » They wanted to have a say in decisions about how much they paid in taxes and about how the money was spent.

Ask

Did King George of Great Britain agree with the colonists?

- » King George of Great Britain did not agree with the colonists.

What happened next?

- » The colonists dumped tea into Boston Harbor during the Boston Tea Party.
The king closed the port of Boston, making it hard for people to get food and goods.

What was the outcome?

- » The colonists had many different ideas about how to solve their problem.

| A Taxing Time: The Boston Tea Party | |
|-------------------------------------|---|
| Somebody | The colonists |
| Wanted | to have a say in decisions about how much they paid in taxes and about how the money was spent. |
| But | King George of Great Britain did not agree with the colonists. |
| So | the colonists dumped tea into Boston Harbor during the Boston Tea Party, and the king closed the port of Boston, making it hard for people to get food and goods. |
| Then | the colonists had many different ideas about how to solve their problem. |

- In small groups, have students retell what happened, using information from the Somebody Wanted But So Then chart.

Lesson 2: A Taxing Time: The Boston Tea Party

Looking at Language



Primary Focus: Students will identify and use regular past tense verbs.

PAST TENSE VERBS (10 MIN.)

Note: This activity will 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 lessons.

- Remind students that verbs describe an action, or something you do, like sleep and jump.
- Read the following sentence. As you do, emphasize the bold word, and point behind you to signal the past as you read the past tense verb.



Show Image 2A-5: Boston Tea Party

In the read-aloud you heard: “Furious, King George of Great Britain **closed** the port of Boston, one of the American colonies’ most important ports.”



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.

Ask

Which verb did you hear?

» closed

When does this action happen: right now or in the past?

» in the past

Why do you think this verb is in the past tense?

» because King George lived a long time ago (in the past)

- Tell students the *-ed* is added to action words to show that the action happened in the past.



Verb Tense

I am going to read some other sentences from today's read-aloud. 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. [Emphasize the words in bold as you read.]

- King George told the colonists that they would not receive any more goods from Britain until they paid for the tea that they had **destroyed**.
- Food was scarce. Colonists from up and down the East Coast **helped** out, sending money and supplies to Massachusetts.
- The people of Boston began to talk of war against Great Britain and its king, but other colonists **warned** them not to act so quickly.
- "Wait a bit," the colonists **suggested**.

Now You Try! With your partner, use the words *drop*, *sail*, and *pass* to make sentences about things that happened in the past. Remember to add *-ed* to each word to describe an action that happened in the past.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Listening |
| Knowledge/Lesson | K10L2 |
| 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. |

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

## 3

## A NEW NATION: AMERICAN INDEPENDENCE

# The Shot Heard Round the World

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

Students will identify and use the general academic word *signal* and the domain-specific word *militia* in context.

**Writing**

Students will write about Paul Revere using key details.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Picture Gallery [Activity Page 3.1S]

## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                         |
|-----------------------------------|---------|---------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>        |         |                                                                                                   |
| Word Work: <i>Signal, Militia</i> | 10 min. | ❑ Images 3A-4, 3A-6                                                                               |
| <b>Write About It</b>             |         |                                                                                                   |
| Picture Gallery                   | 20 min. | ❑ Image 3A-2<br>❑ Activity Page 3.1S<br>❑ drawing tools<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 3.1S.

**Note:** The Picture Gallery activity is referenced and added to throughout this unit's Teacher Guide.

- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                     |                                  |                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss the word <i>signal</i> and create a signal with a partner.</li> <li>• Express the main topic of a read-aloud with a picture and a caption.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                           |                                  |                                 |
| This is a picture of _____.<br>Paul Revere lived ... / Paul Revere was ... / Paul Revere helped ...                                                                                                    |                                  |                                 |
| Vocabulary                                                                                                                                                                                             |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| militia                                                                                                                                                                                                | signal                           |                                 |

## Lesson 3: The Shot Heard Round the World

## Vocabulary Building



**Primary Focus:** Students will identify and use the general academic word *signal* and the domain-specific word *militia* in context.

## WORD WORK (10 MIN.)

## Signal



## Show Image 3A-4: Paul Revere looking at the signal

In the read-aloud we learned that Paul Revere's friend would use a signal to alert him that the British were coming toward Boston, marching on land or sailing on the water.

Say the word *signal* with me three times.

**Definition:** A signal is an object or act used to send a message without words.

**Examples:** [Make a frown.] When the class is talking too loudly, I might frown as a signal that I am unhappy with the noisiness.

Annalise waved at Katrina to signal that it was Katrina's turn to use the swing.

**Turn and Talk:** Work with your partner to create a signal for recess. [You may wish to have students come up with signals for other things, actions, or emotions.]

## Militia

The colonists in Massachusetts formed a militia to fight the British soldiers.

Say the word *militia* with me three times.

**Definition:** A militia is an army of ordinary people, not trained soldiers.

**Examples:** Marcos enjoyed imagining what it would have been like to be a member of the militia in Concord, Massachusetts when the British soldiers attacked the city.

Melissa felt that she would prefer to be a member of a trained army instead of a member of a militia.



### Show Image 3A-6: Battle of Lexington

The militia members in the Massachusetts colony were known as Minutemen because they were expected to be ready to fight very quickly. They were farmers and shopkeepers and looked messy next to the well-dressed British soldiers or Redcoats.

**Point to It:** Help me find the Minutemen and Redcoats in this image. Who are militiamen in the picture?

## Lesson 3: The Shot Heard Round the World

# Write About It



**Primary Focus:** Students will write about Paul Revere using key details.

### PICTURE GALLERY (20 MIN.)



### Show Image 3A-2: Paul Revere

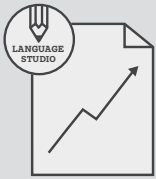
**Ask:** Who is the man in the illustration?

» Paul Revere

Support

**Sentence frame:** "This is a picture of \_\_\_\_\_."

## Activity Page 3.1S



### Writing Writing

#### Entering/Emerging

Provide a word bank of key words and phrases from the read-aloud to help students write captions for their pictures.

#### Transitioning/Expanding

Provide sentence starters: “Paul Revere lived . . .”, “Paul Revere was . . .”, and “Paul Revere helped . . .” Help students write simple sentences for their captions.

#### Bridging

Have students use details from the text to write longer captions when describing their pictures.



### Check for Understanding

**Turn and Talk:** [Have students recall important details about Paul Revere from the read-aloud, using the following statements to prompt discussion.]

- Paul Revere was a silversmith in Boston, Massachusetts and a member of the Sons of Liberty.
- Revere galloped to Lexington to warn the colonists that the Redcoats were coming by sea.
- As a result of Paul Revere’s ride, the Minutemen were ready for the British when the Redcoats arrived in Lexington the next morning.

- Give students Activity Page 3.1S. Tell them they will use it to draw a picture of something they learned about Paul Revere and to write a caption. Tell students that captions are the words, phrases, or sentences that describe pictures.
- Have students draw a picture related to Paul Revere in the frame.
- Write *Paul Revere* on the board, and have students write this name in the space beneath the frame.

#### Ask

What is happening in your drawing?

What would be a good caption for your drawing?



### Picture Gallery

Write a caption to go along with your drawing, describing the image and the people or things that are happening within it.

- Finally, encourage students to share their drawings and captions with partners or with home-language peers.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                  |
|--------------------|----------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                          |
| Knowledge/Lesson   | K10L3                                                                            |
| Activity Name      | Picture Gallery                                                                  |
| Proficiency Levels |                                                                                  |
| Entering           | Student draws and labels picture with key words copied from models with support. |
| Emerging           | Student draws and labels picture with key words copied from models..             |
| Transitioning      | Student writes caption for picture using sentence starters with support.         |
| Expanding          | Student writes caption for picture using sentence starters.                      |
| Bridging           | Student writes short sentences to describe picture with support.                 |

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



## 4

## A NEW NATION: AMERICAN INDEPENDENCE

# Declaring Independence

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

Students will apply the domain-specific terms *commander in chief* and *Continental Army*, and the general academic word *nation*, in context.

**Reading**

Students will compare the text type and purpose of a trade book on the Declaration of Independence to the text type and purpose of the read-alouds.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Reading/Listening Guide  
[Informal Observation]

## LESSON AT A GLANCE

|                                                                                | Time    | Materials                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                                              |         |                                                                                                                                                                                                                                                |
| Vocabulary Preview:<br><i>Commander in Chief/<br/>Continental Army, Nation</i> | 10 min. | <input type="checkbox"/> Image 4A-3                                                                                                                                                                                                            |
| <b>Connections</b>                                                             |         |                                                                                                                                                                                                                                                |
| Domain-Related Trade Book                                                      | 20 min. | <input type="checkbox"/> trade book<br><input type="checkbox"/> Resource Page 10.1S or 10.2S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> sticky notes<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Connections

- Find a trade book on the Declaration of Independence (or a related topic) to read aloud to students.
- Create a large Reading/Listening Guide on chart paper using Resource Page 10.1S or 10.2S as a model.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the domain-specific terms *commander in chief* and *Continental Army*, and the general academic word *nation*.
- Compare and contrast text types.

### Language Forms and Functions

I think being the commander in chief of the Continental Army was . . .

If I were in charge of naming and leading a new nation, I would choose the name \_\_\_\_\_ because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

commander in chief

#### Tier 2 General Academic Words

nation

#### Tier 1 Everyday Speech Words

Start Lesson

## Lesson 4: Declaring Independence

# Look Ahead



**Primary Focus:** Students will apply the domain-specific terms *commander in chief* and *Continental Army*, and the general academic word *nation*, in context.

## VOCABULARY PREVIEW (10 MIN.)

### Commander in Chief/Continental Army



#### Show Image 4A-3: George Washington

[Point to George Washington.] George Washington was respected by everyone and was elected to be the commander in chief of the Continental Army.

Say the phrase *commander in chief of the Continental Army* with me three times.

**Definitions:** The commander in chief is the head of an entire army. The Continental Army was the army created by the Continental Congress during the time when the thirteen colonies existed.

**Example:** George Washington was the first commander in chief of the Continental Army. Today, the Continental Army no longer exists. Today, the president is the commander in chief of the United States military.

**What Do You Think?** Do you think being the commander in chief of the Continental Army was an easy job or a hard job? What would have been some of your responsibilities? Using the phrases *commander in chief* and *Continental Army*, discuss these questions with your partner.

## Nation

The thirteen colonies declared themselves to be a free and independent nation.

Say *nation* with me three times.

**Definition:** A nation is a country and its people.

**Examples:** In the past, the thirteen colonies wanted to become one nation.

Today, our nation has fifty states.

**Imagine:** If you were in charge of naming and leading a new nation, what would you call your nation? Turn and tell your partner the name you would use for your new nation, and tell him or her why you selected that name.

## Support

### Sentence starter:

"I think being the commander in chief of the Continental Army was . . ."

### Sentence starter:

"If I were in charge of naming and leading a new nation, I would choose the name \_\_\_\_\_ because . . ."

## Lesson 4: Declaring Independence

# Connections



**Primary Focus:** Students will compare the text type and purpose of a trade book on the Declaration of Independence to the text type and purpose of the read-alouds.

### DOMAIN-RELATED TRADE BOOK (20 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.



#### Reading/Listening Guide

[As a class, fill in the Reading/Listening Guide (Resource Page 10.1S or 10.2S). 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:** 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 trade book.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in the trade book relates to the stories or information in the read-alouds in this unit.

- **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 (information/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 student's language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                   |
| Knowledge/Lesson   | K10L4                                                                                     |
| 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 ~~~~~

5

A NEW NATION: AMERICAN INDEPENDENCE

The Legend of Betsy Ross

PRIMARY FOCUS OF LESSON**Writing**

Students will summarize the legend of Betsy Ross through a shared writing activity.

Speaking

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

FORMATIVE ASSESSMENT

Speaking

Your Turn [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Somebody Wanted But So Then Chart
[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------|---------|--|
| Rewind | | |
| Somebody Wanted But So Then | 20 min. | <input type="checkbox"/> Resource Page 10.3S
<input type="checkbox"/> chart paper
<input type="checkbox"/> Flip Book (optional)
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Looking at Language | | |
| Sentence Builder | 10 min. | <input type="checkbox"/> Images 5A-4, 5A-7, 5A-8 |

ADVANCE PREPARATION

Rewind

- Prepare a large Somebody Wanted But So Then chart on chart paper, using Resource Page 10.3S as a guide.
- [Optional] Select Flip Book images from “The Legend of Betsy Ross.”
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Retell a story using a graphic organizer. • Construct sentences using conjunctions. | | |
| Language Forms and Functions | | |
| Summarize: _____ wanted ... /But ... /So ... /Then ...
<small>(name)</small>
Betsy is sewing _____ she is a seamstress.
<small>(conjunction)</small> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| seamstress | | flag |

Lesson 5: The Legend of Betsy Ross

Rewind



Primary Focus: Students will summarize the legend of Betsy Ross through a shared writing activity.

SOMEBODY WANTED BUT SO THEN (20 MIN.)

- Display the Somebody Wanted But So Then chart. Tell students that they will work as a class to fill in this chart, summarizing the read-aloud, “The Legend of Betsy Ross.”
- Remind students that a summary is a short retelling of just the main events in a story.



Writing
Interacting via Written
English

Entering/Emerging

Use Flip Book images from “The Legend of Betsy Ross” to assist students in using key words from the text to complete the chart.

Transitioning/Expanding

Encourage students to use details from the text to complete the chart. Write model sentences on the board.

Bridging

Invite students to share their sentences from the chart with a small group.


Somebody Wanted But So Then Chart

Let's fill in this chart to summarize the read-aloud, “The Legend of Betsy Ross”.

- As students answer the following questions, record their answers on the relevant row of the Somebody Wanted But So Then chart.

Ask

What was the title of the read-aloud?

» “The Legend of Betsy Ross”

Who was the commander in chief?

» George Washington

What item did George Washington want, to help show that the colonists were declaring independence from the king?

» a new flag

Why was there a hurry?

» The Second Continental Congress was meeting, and the colonists would declare independence very soon.

What happened next?

- » George Washington asked Betsy Ross, a seamstress, to use his design and to make a flag quickly.

What happened after Betsy Ross sewed the first flag?

- » The “Stars and Stripes” became the national flag of the United States of America.

| The Legend of Betsy Ross | |
|--------------------------|---|
| Somebody | George Washington |
| Wanted | a flag to represent the nation. |
| But | the new nation did not have a flag, and the Second Continental Congress was about to declare independence from Great Britain. |
| So | George Washington asked Betsy Ross, a seamstress, to use his design and to make a flag quickly. |
| Then | the “Stars and Stripes” became the national flag of the United States of America. |

- In small groups, have students retell what happened, using information from the Somebody Wanted But So Then chart.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K10L5 |
| Activity Name | Somebody Wanted But So Then Chart |
| Proficiency Levels | |
| Entering | Student copies key words from chart. |
| Emerging | Student contributes and copies key words from chart. |
| Transitioning | Student contributes short phrases and writes sentence(s) from chart. |
| Expanding | Student contributes short phrases and writes sentence(s). |
| Bridging | Student writes complete and detailed sentence(s). |

Lesson 5: The Legend of Betsy Ross

Looking at Language



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

SENTENCE BUILDER (10 MIN.)

- Remind students that conjunctions are words that are used to connect words and phrases.

Ask: What conjunctions have you learned about this year?

» *and, but, so, and because*

- Tell students that they will combine sentences with conjunctions to describe images from the read-aloud.



Show Image 5A-4: Betsy Ross running her shop

Think of a simple and short sentence for this image.

- » Betsy Ross is sewing.

Ask: Why is Betsy sewing?

- » She is a seamstress.



Check for Understanding

Your Turn: Build a new sentence using two short sentences and a conjunction.

- » Betsy Ross is a seamstress, and she is sewing .
- » Betsy is sewing because she is a seamstress.
- » Betsy Ross is a seamstress, so she is sewing.



Speaking Connecting Ideas

Entering/Emerging

Say a sentence about an image, emphasizing the conjunction. Explain how the conjunction is used to combine two sentences.

Transitioning/Expanding

Prompt students to combine sentences by asking questions about the image. Model how to combine sentences using the conjunctions *and*, *so*, and *because*.

Bridging

Pair students, and have them practice using a variety of conjunctions to combine sentences about an image.

- Follow the same procedure for the following images.



Show Image 5A-7: Betsy Ross sewing the flag

Ask

What did Betsy make the flag out of?

- » Betsy made the flag out of cloth.

What shapes did Betsy put on the flag?

- » She put stars and stripes on the flag.

How many shapes did she include?

- » The flag had thirteen stars and thirteen stripes.

What did the shapes symbolize?

- » The stars and stripes symbolized the thirteen colonies that made up the new United States of America.



Formative Assessment

Your Turn: Build a sentence using a conjunction to combine some of these ideas.

- » Betsy made the flag out of cloth and put stars and stripes on it.
- » The flag had thirteen stars and stripes because there were thirteen colonies that became the United States of America.
- » There were thirteen colonies that made up the new United States, so the flag had thirteen stars and stripes.



Show Image 5A-8: Betsy Ross displaying the completed flag.

Ask

What was the name of Betsy Ross's flag?

- » Betsy's flag was called the "Stars and Stripes."

To whom did she show it, according to the legend?

- » She showed it to George Washington and his fellow representatives.

What did they do with it?

- » They took it to the Continental Congress, which voted to adopt it as the national flag.



Formative Assessment

Your Turn: Build a sentence using a conjunction to combine some of these ideas.

- » Betsy Ross showed the "Stars and Stripes" to George Washington, and the Continental Congress voted to adopt it as the national flag.
- » The Continental Congress liked the "Stars and Stripes," so the group adopted it as the national flag.
- » The "Stars and Stripes" was adopted as the national flag because it represented the United States of America.

End Lesson

A NEW NATION: AMERICAN INDEPENDENCE

George Washington, Commander in Chief

PRIMARY FOCUS OF LESSON**Listening**

Students will apply the general academic words *defeat* and *daring* in context.

Writing

Students will write a summary about George Washington.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Somebody Wanted But So Then Chart
[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------------|---------|--|
| Vocabulary Building | | |
| Word Work: <i>Defeat, Daring</i> | 10 min. | |
| Rewind | | |
| Somebody Wanted But So Then | 20 min. | <input type="checkbox"/> Resource Page 10.3S
<input type="checkbox"/> chart paper
<input type="checkbox"/> Flip Book (optional)
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare a large Somebody Wanted But So Then chart on chart paper, using Resource Page 10.3S as a guide.
- [Optional] Select Flip Book images from “George Washington, Commander in Chief.”
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> Contribute to discussion using the general academic words <i>defeat</i> and <i>daring</i>. Retell a story using a graphic organizer. | | |
| Language Forms and Functions | | |
| I am/am not a daring person because ... | | |
| Summarize: _____ wanted ... /But ... /So ... /Then ...
(name) | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| commander in chief | daring
defeat | |

Lesson 6: George Washington, Commander in Chief

Vocabulary Building



Primary Focus: Students will apply the general academic words *defeat* and *daring* in context.

WORD WORK (10 MIN.)

Defeat

The French helped George Washington's militiamen defeat the British Redcoats in New York.

Say the word *defeat* with me three times.

Definition: To defeat someone means to win or beat that person in a game or battle.

Example: Matthew loved to defeat his dad in checkers because winning felt good.

Predict: Do you think George Washington's militiamen will defeat the British Redcoats?

Daring

George Washington came up with a daring plan to surprise the Redcoats.

Say the word *daring* with me three times.

Definition: *Daring* means bold or courageous.

Examples: Mai felt daring when she read a story in front of her class, even though she was very nervous.

Sometimes being too daring can cause trouble or hurt you; for example, sticking your arms out of a quickly moving car is very dangerous.



Check for Understanding

Share: Are you a daring person? Turn and tell your partner if you are a daring person.

Support

Sentence starter:

"I am/am not a daring person because . . ."

Lesson 6: George Washington, Commander in Chief

Rewind



Primary Focus: Students will write a summary about George Washington.

SOMEBODY WANTED BUT SO THEN (20 MIN.)

- Display the Somebody Wanted But So Then chart. Tell students that they will work as a class to fill in this chart, summarizing the read-aloud, “George Washington, Commander in Chief.” Remind students that a summary is a short retelling of just the main events in a story.



Writing
Interacting via Written
English

Entering/Emerging

Use Flip Book images from “George Washington, Commander in Chief” to assist students in using key words from the text to complete the chart.

Transitioning/Expanding

Encourage students to use details from the text to complete the chart. Write model sentences on the board.

Bridging

Invite students to share their sentences from the chart with a small group.



Somebody Wanted But So Then Chart

Let's fill in this chart to summarize the read-aloud, “George Washington, Commander in Chief”.

- As students answer the following questions, record their answers on the relevant row of the Somebody Wanted But So Then chart.

Ask

What was the title of the read-aloud?

- » “George Washington, Commander in Chief”

What army was George Washington the leader of?

- » the Continental Army

What did the Continental Army want?

- » to defeat the British Army

Were the militiamen trained? Were the Redcoats trained?

- » The militiamen were untrained, and the Redcoats were well-trained.

What did George Washington do?

- » George Washington, commander in chief of the Continental Army, had to come up with a daring plan to defeat the British.

What was Washington's plan? What was the outcome?

- » Washington and his men crossed the Delaware River, attacked the British troops, and won!

| George Washington, Commander in Chief | |
|---------------------------------------|---|
| Somebody | The Continental Army |
| Wanted | to defeat the British Army. |
| But | the militiamen were untrained, and the Redcoats were well-trained. |
| So | George Washington, commander in chief of the Continental Army, had to come up with a daring plan to defeat the British. |
| Then | Washington and his men crossed the Delaware River, attacked the British troops, and won! |

- In small groups, have students retell what happened, using information from the Somebody Wanted But So Then chart.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|-------------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K10L6 |
| Activity Name | Somebody Wanted But So Then Chart |
| Proficiency Levels | |
| Entering | Student copies key words from chart. |
| Emerging | Student contributes and copies key words from chart. |
| Transitioning | Student contributes short phrases and writes sentence(s) from chart. |
| Expanding | Student contributes short phrases and writes sentence(s). |
| Bridging | Student writes complete and detailed sentence(s). |

~ End Lesson ~

7

A NEW NATION: AMERICAN INDEPENDENCE

Will This War Ever End?

PRIMARY FOCUS OF LESSON**Writing**

Students will write a summary about the end of the war.

Speaking

Students will identify and use regular past tense verbs.

FORMATIVE ASSESSMENT

Writing

Somebody Wanted But So Then Chart
[Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Your Turn [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------|---------|---|
| Rewind | | |
| Somebody Wanted But So Then | 20 min. | <input type="checkbox"/> Resource Page 10.3S
<input type="checkbox"/> chart paper
<input type="checkbox"/> Flip Book (optional) |
| Looking at Language | | |
| Past Tense Verbs | 10 min. | <input type="checkbox"/> Image 6A-3
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare a large Somebody Wanted But So Then chart on chart paper, using Resource Page 10.3S as a guide.
- [Optional] Select Flip Book images from “Will This War Ever End?”

Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Retell a story using a graphic organizer. • Construct sentences using past tense, <i>-ed</i>, verbs. | | |
| Language Forms and Functions | | |
| Summarize: _____ wanted . . . /But . . . /So . . . /Then . . .
<small>(name)</small>
Soldiers and supplies arrived <u>ed</u> from France. | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | surrender | |

Lesson 7: Will This War Ever End?

Rewind



Primary Focus: Students will write a summary about the end of the war.

SOMEBODY WANTED BUT SO THEN (20 MIN.)

- Display the Somebody Wanted But So Then chart. Tell students that they will work as a class to fill in this chart, summarizing the read-aloud, “Will This War Ever End?”
- Remind students that a summary is a short retelling of just the main events in a story.



Writing
Interacting via Written
English

Entering/Emerging

Use Flip Book images from “Will This War Ever End?” to assist students in using key words from the text to complete the chart.

Transitioning/Expanding

Encourage students to use details from the text to complete the chart. Write model sentences on the board.

Bridging

Invite students to share their sentences from the chart with a small group.


Formative Assessment

Somebody Wanted But So Then Chart: Let’s fill in this chart to summarize the read-aloud, “Will This War Ever End?”

- As students answer the following questions, record their answers on the relevant rows of the Somebody Wanted But So Then chart.

Ask

What was the title of the read-aloud?

» “Will This War Ever End?”

George Washington was commander in chief of what army?

» the Continental Army

What did the Continental Army want?

» to defeat the British Army

Who was stronger and better prepared?

» The British Army was stronger and better prepared.

What happened next?

» The Continental Army trapped the British Redcoats on land and used French ships to trap them by sea in the battle of Yorktown.

What was the outcome?

- » The British surrendered, and the colonies won the war!

| Will This War Ever End? | |
|-------------------------|--|
| Somebody | The Continental Army |
| Wanted | to defeat the British Army. |
| But | the British Army was stronger and better prepared. |
| So | the Continental Army trapped the British Redcoats on land and used French ships to trap them by sea in the battle of Yorktown. |
| Then | the British surrendered, and the colonies won the war! |

- In small groups, have students retell what happened, using information from the Somebody Wanted But So Then chart.

Lesson 7: Will This War Ever End?

Looking at Language



Primary Focus: Students will identify and use regular past tense verbs.

PAST TENSE VERBS (10 MIN.)

Note: This activity will 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.

- Remind students that verbs describe an action, or something you do, like sleep and jump.
- Read the following sentence. As you do, emphasize the bold word, and point behind you to signal the past as you read the past tense verb.

In the read-aloud you heard that “soldiers and supplies **arrived** from France.”



Speaking Using Verbs and Verb Phrases

Entering/Emerging

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

Transitioning/Expanding

Prompt students to add *-ed* to the verbs. Ask questions to elicit the past tense of the verb (e.g., “Where did they sail?” [*They sailed across the river.*].)

Bridging

Have students share their past tense sentences with partners.

Ask

Which verb did you hear?

» arrived

When does this action happen: right now or in the past?

» in the past

Why do you think this verb is in the past tense?

» because the Revolutionary War happened a long time ago

- Tell students the *-ed* is added to action words to show that the action happened in the past.



Check for Understanding

Verb Tense: I am going to read some other sentences from today’s read-aloud. Listen carefully for verbs with the *-ed* ending that tells us something happened in the past. When you hear the past tense verb, point behind you, because the action happened in the past. [Emphasize the words in bold as you read.]

- The British army was better **prepared**.
- People **wondered**, “Will this war ever end?”
- The first shot of the war was **fired** in Lexington, Massachusetts.
- George Washington’s troops **marched** all day and often through the night to Yorktown, Virginia.



Show Image 6A-3: Washington crossing the Delaware



Your Turn

Look at the image. With your partner, use the words *sail*, *cross*, and *surrender* to make sentences about things that happened in the past. Remember to add *-ed* to each word to describe an action that happened in the past.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K10L7 |
| 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 past tense verbs in sentences with support. |
| Expanding | Student changes verbs to the past tense by adding <i>-ed</i> .
Student uses past tense verbs in sentences. |
| Bridging | Student uses past tense verbs in sentences. |

End Lesson

8

A NEW NATION: AMERICAN INDEPENDENCE

A Young Nation Is Born

PRIMARY FOCUS OF LESSON**Writing**

Students will write a summary about George Washington after the war.

Listening

Students will determine whether the general academic word *arguing* has been applied correctly in context.

FORMATIVE ASSESSMENT**Writing**

Somebody Wanted But So Then Chart
[Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT**Listening**

Making Choices [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------|---------|---|
| Rewind | | |
| Somebody Wanted But So Then | 20 min. | <input type="checkbox"/> Resource Page 10.3S
<input type="checkbox"/> chart paper
<input type="checkbox"/> Flip Book (optional) |
| Vocabulary Building | | |
| Word Work: <i>Arguing</i> | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare a large Somebody Wanted But So Then chart on chart paper, using Resource Page 10.3S as a guide.
- [Optional] Select Flip Book images from “A Young Nation Is Born.”

Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Retell a story using a graphic organizer. • Describe situations using the general academic word <i>arguing</i>. | | |
| Language Forms and Functions | | |
| <p>Summarize: _____ wanted . . . / But . . . / So . . . / Then . . .
 <small>(name)</small></p> <p>That is/is not arguing.</p> <p>When _____, that is _____.
 <small>(example) (arguing/not arguing)</small></p> <p>I heard people arguing about . . .</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | arguing | president |

Lesson 8: A Young Nation Is Born

Rewind



Primary Focus: Students will write a summary about George Washington after the war.

SOMEBODY WANTED BUT SO THEN (20 MIN.)

- Display the Somebody Wanted But So Then chart. Tell students that they will work as a class to fill in this chart, summarizing the read-aloud, “A Young Nation Is Born.”
- Remind students that a summary is a short retelling of just the main events in a story.



Writing
Interacting via Written
English

Entering/Emerging

Use Flip Book images from “A Young Nation Is Born” to assist students in using key words from the text to complete the chart.

Transitioning/Expanding

Encourage students to use details from the text to complete the chart. Write model sentences on the board.

Bridging

Invite students to share their sentences from the chart with a small group.


Formative Assessment

Somebody Wanted But So Then Chart: Let’s fill in this chart to summarize the read-aloud, “A Young Nation Is Born.”

- As students answer the following questions, record their answers on the relevant rows of the Somebody Wanted But So Then chart.

Ask

What was the title of the read-aloud?

» “A Young Nation is Born”

Who was commander in chief of the Continental Army?

» George Washington

What did George Washington want to do after the Revolutionary War ended?

» He wanted to return to his home, Mount Vernon, after the Revolutionary War ended.

What did the people want George Washington to do?

- » Many people wanted George Washington to lead the new nation.

What happened next?

- » He was called to Philadelphia, Pennsylvania, to attend the Constitutional Convention.

What did George Washington agree to do? What did he become?

- » He agreed to do more work to help the young nation, and he became the country's first president.

| A Young Nation Is Born | |
|------------------------|--|
| Somebody | George Washington |
| Wanted | to return to his home, Mount Vernon, after the Revolutionary War ended. |
| But | many people wanted George Washington to lead the new nation. |
| So | he was called to Philadelphia, Pennsylvania, to attend the Constitutional Convention. |
| Then | he agreed to do more work to help the young nation, and he became the country's first president. |



Check for Understanding

Round Robin: In small groups, have students retell what happened, using information from the Somebody Wanted But So Then chart.

Lesson 8: A Young Nation Is Born

Vocabulary Building



Primary Focus: Students will determine whether the general academic word *arguing* has been applied correctly in context.

WORD WORK: ARGUING (10 MIN.)

George Washington said, “Stop arguing . . . We have an important job to do.”

Say the word *arguing* with me three times.

Definition: Arguing means disagreeing or being against something.

Example: Francis’s mother and father were arguing about whether the family should go to the movies or go out to dinner.



Listening
Evaluating Language
Choices

Entering/Emerging

Instruct students to signal thumbs down for “that is arguing” and thumbs up for “that is not arguing.” Have students repeat the phrase “that is arguing” or “that is not arguing” to respond.

Transitioning/Expanding

Model responses using sentence frame: “When _____ (example), that is _____ (arguing/not arguing).”

Bridging

Challenge students to think of examples of situations that would involve someone arguing or not arguing.



Making Choices

I am going to say some sentences. If the sentence is an example of arguing, say, “That is arguing.” If the sentence is not an example of arguing, say, “That is not arguing.”

- Sarah and Marcos play quietly.
 - » That is not arguing.
- Marsha keeps telling her mother reasons why she should stay up later, and her mother keeps saying “no.”
 - » That is arguing.
- Alexander and his friends always discuss which bicycle is best, but they never agree and get upset with each other.
 - » That is arguing.
- Lily and Ramon are talking about summer vacation.
 - » That is not arguing.
- Mary tells Isabel that swimming is better than soccer, but Isabel does not agree. Then they get mad at each other.
 - » That is arguing.

- Manny and Karen both enjoy playing football.
 - » That is not arguing.

Share: Have you heard people arguing before? Were they using loud voices or soft voices? Were they being nice or mean? What were they arguing about?

LANGUAGE PROFICIENCY ASSESSMENT

Listening

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Listening |
| Knowledge/Lesson | K10L8 |
| Activity Name | Making Choices |
| Proficiency Levels | |
| Entering | Student signals choice using gestures and repeating target word with support. |
| Emerging | Student signals choice using gestures and repeating target word. |
| Transitioning | Student responds using target word in a complete sentence with support. |
| Expanding | Student responds using target word in a complete sentence. |
| Bridging | Student provides additional information about target word. |

End Lesson

Support

Sentence starter:
 "I heard people arguing about . . ."

9

A NEW NATION: AMERICAN INDEPENDENCE

Never Leave Until Tomorrow What You Can Do Today

PRIMARY FOCUS OF LESSON**Writing**

Students will summarize a read-aloud in a shared writing activity.

Speaking

Students will identify and use regular past, present, and future tense verbs.

FORMATIVE ASSESSMENT**Writing**

Somebody Wanted But So Then Chart
[Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT**Speaking**

Your Turn [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|---|
| Rewind | | |
| Somebody Wanted But So Then | 20 min. | <input type="checkbox"/> Resource Page 10.3S
<input type="checkbox"/> chart paper
<input type="checkbox"/> Flip Book (optional) |
| Looking at Language | | |
| Yesterday, Today, and Tomorrow | 10 min. | <input type="checkbox"/> large calendar
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare a large Somebody Wanted But So Then chart on chart paper, using Resource Page 10.3S as a guide.
- [Optional] Select Flip Book images from “Never Leave Until Tomorrow What You Can Do Today.”

Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Retell a story using a graphic organizer. • Construct sentences using past, present, or future tense. | | |
| Language Forms and Functions | | |
| Summarize: _____ wanted ... / But ... / So ... / Then ...
<small>(name)</small>
Yesterday, we ... / Today, we ... / Tomorrow we will ... | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | invention | |

Lesson 9: Never Leave Until Tomorrow What You Can Do Today

Rewind



Primary Focus: Students will summarize a read-aloud in a shared writing activity.

SOMEBODY WANTED BUT SO THEN (20 MIN.)

- Display the Somebody Wanted But So Then chart. Tell students that they will work as a class to fill in this chart, summarizing the read-aloud, “Never Leave Until Tomorrow What You Can Do Today.”
- Remind students that a summary is a short retelling of just the main events in a story.



Writing
Interacting via Written
English

Entering/Emerging

Use Flip Book images from “Never Leave Until Tomorrow What You Can Do Today” to assist students in using key words from the text to complete the chart.

Transitioning/Expanding

Encourage students to use details from the text to complete the chart. Write model sentences on the board.

Bridging

Invite students to share their sentences from the chart with a small group.


Formative Assessment

Somebody Wanted But So Then Chart: Let’s fill in this chart to summarize the read-aloud, “Never Leave Until Tomorrow What You Can Do Today.”

- As students answer the following questions, record their answers on the relevant rows of the Somebody Wanted But So Then chart.

Ask

What was the title of the read-aloud?

» “Never Leave Until Tomorrow What You Can Do Today”

Who was Benjamin Franklin?

» patriot, Founding Father, inventor, and writer

What did Benjamin Franklin want?

» He wanted to solve problems.

Had anyone come up with ideas that worked?

» No one had come up with ideas that worked.

What did Franklin do when he saw a problem?

- » Any time Franklin saw a problem, he tried to invent a way to fix it.

What did he invent? Are his inventions still used today?

- » He invented many things, such as bifocal glasses, the Franklin stove, the lightning rod, and the rocking chair. Many of Benjamin Franklin's inventions are still used today.

| Never Leave Until Tomorrow What You Can Do Today | |
|--|--|
| Somebody | Benjamin Franklin |
| Wanted | to solve problems. |
| But | no one had come up with ideas that worked. |
| So | any time Franklin saw a problem, he tried to invent a way to fix it. |
| Then | he invented many things, such as bifocal glasses, the Franklin stove, the lightning rod, and the rocking chair. Many of Benjamin Franklin's inventions are still used today! |

- In small groups, have students retell what happened, using information from the Somebody Wanted But So Then Chart.

Lesson 9: Never Leave Until Tomorrow What You Can Do Today

Looking at Language



Primary Focus: Students will identify and use regular past, present, and future tense verbs.

YESTERDAY, TODAY, AND TOMORROW (10 MIN.)

Note: This activity will 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 lesson.

- Remind students that verbs describe an action, or something you do, like sleep and jump.

- Read the following sentence. As you do, emphasize the bold word, and point behind you to signal the past as you read the past tense verb.

As Benjamin Franklin grew older, he **continued** to invent new things.

Ask

Which verb did you hear?

» continued

When does this action happen: right now or in the past?

» in the past



Check for Understanding

Think-Share: Why do you think this verb is in the past tense?

» Benjamin Franklin lived a long time ago (in the past).

- Tell students the *-ed* is added to action words to show that the action happened in the past.
- Tell students that when things are going to happen in the future, the word *will* is added in front of the action word.
- Display a large calendar. Tell students that the words *today*, *tomorrow*, and *yesterday* are also used to show when an action takes place.
- In the blank below, insert an action word inflected with *-ed* that describes an actual activity that your class did yesterday.
 “Yesterday, we ____.” [Point to “yesterday” on the calendar, and have students repeat your sentence while pointing backward to indicate the event happened in the past.]
- In the blank below, insert an action word that describes an actual activity that your class is doing today.
 “Today, we ____.” [Point to “today” on the calendar, and have students repeat your sentence while pointing to their feet to indicate that the event happens in the present.]
- In the blank below, insert an action word that describes an actual activity that your class will be doing tomorrow.
 “Tomorrow, we will ____.” [Point to “tomorrow” on the calendar, and have students repeat your sentence while pointing forward to indicate that the event will happen in the future.]

- Read the following sentences. As you do, emphasize the bold words, and ask students to listen to how the action word changes. Have students point backward (past), at their feet (present/right now), or forward (future) to show when the event happens.

Yesterday, Hannah **played** in the gym.

Today, Hannah **plays** soccer.

Tomorrow, Hannah **will play** in the park.



Your Turn

With your partner, use the action word *watch* to talk about something you **watched** yesterday, something you **watch** today, and something you **will watch** tomorrow.



Speaking Using Verbs and Verb Tenses

Entering/Emerging

Say one present tense statement, one past tense statement, and one future tense statement. Have students identify the tenses.

Transitioning/Expanding

Encourage students to use verbs in present, past, and future tenses.

Bridging

Challenge students to create their own sentences with verbs in the present, past, and future tenses.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K10L9 |
| Activity Name | Your Turn |
| 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 creates sentences using present, past, and future tense verbs. |

End Lesson

10

A NEW NATION: AMERICAN INDEPENDENCE

Building a Nation with Words and Ideas

PRIMARY FOCUS OF LESSON**Listening**

Students will identify examples of architecture and universities.

Writing

Students will write a summary about Thomas Jefferson in a shared writing activity.

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

Somebody Wanted But So Then Chart
[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Look Ahead | | |
| Vocabulary Preview: <i>Architecture, University</i> | 10 min. | <input type="checkbox"/> Image 10A-2
<input type="checkbox"/> images of Jeffersonian architecture
<input type="checkbox"/> images of local and state universities |
| Rewind | | |
| Somebody Wanted But So Then | 20 min. | <input type="checkbox"/> Resource Page 10.3S
<input type="checkbox"/> chart paper
<input type="checkbox"/> Flip Book (optional)
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Find images of Jeffersonian-style architecture (e.g., Monticello, Rotunda/ University of Virginia, Poplar Forest, Thomas Jefferson Memorial in Washington, D.C.,) and images of local and state universities.

Rewind

- Prepare a large Somebody Wanted But So Then chart on chart paper, using Resource Page 10.3S as a guide.
- [Optional] Select Flip Book images from “Building a Nation with Words and Ideas.”
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Share opinions using the domain specific word *university*.
- Retell a story using a graphic organizer.

Language Forms and Functions

That is/is not architecture.

This is an image of _____. I would/would not like to attend college there because ...
(name of school)

Summarize: _____ wanted ... /But ... /So ... /Then ...
(name)

Vocabulary

Tier 3
Domain-Specific Words

architecture

Tier 2
General Academic Words

university

Tier 1
Everyday Speech Words

Start Lesson

Lesson 10: Building a Nation with Words and Ideas

Look Ahead



Primary Focus: Students will identify examples of architecture and universities.

VOCABULARY PREVIEW: ARCHITECTURE, UNIVERSITY (10 MIN.)

Architecture



Show Image 10A-2: Monticello

[Point to the image.] This is Thomas Jefferson's home, Monticello. Jefferson designed his home with ideas he gathered in France and Italy. Because he designed Monticello and other important buildings, he became famous for his architecture.

Say the word *architecture* with me three times.

Definition: Architecture is the design and construction of buildings.

Examples: If you look around the city, you will see that many buildings have different styles of architecture.

Jim wants to study architecture when he is in college.

Thomas Jefferson loved architecture so much that he also influenced the design of several buildings in Washington, D.C., our nation's capital. [You may wish to show additional images of buildings that have Jeffersonian architecture.]



Check for Understanding

Making Choices: Remember that architecture is the design and construction of buildings. I am going to say a list of things. If you think what I say is an example of architecture, say, "That is architecture." If you do not think what I say is an example of architecture, say, "That is not architecture."

- a sketch of Mount Vernon before it is built
 - » That is architecture.
- a puddle of water on the road
 - » That is not architecture.
- Monticello, the home of Thomas Jefferson
 - » That is architecture.
- designs for buildings in Washington, D.C.
 - » That is architecture.
- coloring page of an animal
 - » That is not architecture.
- a drawing of what the new library will look like
 - » That is architecture.

Support

Sentence starter:

"This is an image of _____ (name of school).
I would/would not like
to attend college there
because . . ."



Writing
Interacting via Written
English

Entering/Emerging

Use Flip Book images
from "Building a Nation
with Words and Ideas"
to assist students in
using key words from
the text to complete the
chart.

Transitioning/Expanding

Encourage students to
use details from the text
to complete the chart.
Write model sentences
on the board.

Bridging

Invite students to share
their sentences from
the chart with a small
group.

University

Thomas Jefferson founded a university called the University of Virginia.

Say the word *university* with me three times.

Definition: A university is a place to continue studying after high school.

Example: Keiko's family is saving money to send her to a university after she finishes high school.

Share: [Show images of local and state universities.] What do these pictures show? Would you like to attend a university after you finish high school?

Lesson 10: Building a Nation with Words and Ideas

Rewind



Primary Focus: Students will write a summary about Thomas Jefferson in a shared writing activity.

SOMEBODY WANTED BUT SO THEN (20 MIN.)

- Display the Somebody Wanted But So Then chart. Tell students that they will work as a class to fill in this chart, summarizing the read-aloud, "Building a Nation with Words and Ideas."
- Remind students that a summary is a short retelling of just the main events in a story.



Somebody Wanted But So Then Chart

Let's fill in this chart to summarize the read-aloud, "Building a Nation with Words and Ideas".

- As students answer the following questions, record their answers on the relevant rows of the Somebody Wanted But So Then chart.

Ask

What was the title of the read-aloud?

- » “Building a Nation with Words and Ideas”

Who was Thomas Jefferson?

- » patriot, inventor, writer, author of the Declaration of Independence, third president of the United States

What did Thomas Jefferson want?

- » to offer a place for students to continue studying after high school

Did his state, Virginia, have public universities or colleges?

- » His state, Virginia, did not have public universities or colleges.

What did Jefferson plan?

- » Jefferson planned to set up a public college in his state of Virginia.

What did Jefferson do to start his university? Is it still around today?

- » He raised the money, designed the buildings, and selected the subjects to be taught at the University of Virginia, which is still around today.

| Building a Nation with Words and Ideas | |
|---|---|
| Somebody | Thomas Jefferson |
| Wanted | to offer a place for students to continue studying after high school. |
| But | his state, Virginia, did not have public universities or colleges. |
| So | Jefferson planned to set up a public college in his state of Virginia. |
| Then | he raised the money, designed the buildings, and selected the subjects to be taught at the University of Virginia, which is still around today. |

- In small groups, have students retell what happened, using information from the Somebody Wanted But So Then chart.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K10L10 |
| Activity Name | Somebody Wanted But So Then Chart |
| Proficiency Levels | |
| Entering | Student copies key words from chart. |
| Emerging | Student contributes and copies key words. |
| Transitioning | Student contributes short phrases and writes sentence(s) from chart. |
| Expanding | Student contributes short phrases and writes sentence(s). |
| Bridging | Student writes complete and detailed sentence(s). |

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

## A NEW NATION: AMERICAN INDEPENDENCE

# Liberty and Justice for ALL?

**PRIMARY FOCUS OF LESSON****Writing**

Students will describe images in a shared writing activity.

**Speaking**

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

**FORMATIVE ASSESSMENT**

Writing

Image Review [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Your Turn [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Write About It</b>		
Image Review	20 min.	<input type="checkbox"/> Images 11A-1, 11A-4, 11A-5, 11A-6 <input type="checkbox"/> chart paper
<b>Looking at Language</b>		
Sentence Builder	10 min.	<input type="checkbox"/> Images 11A-3, 11A-6, 11A-7 <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Express main topic of a read-aloud with a picture and a caption.</li> <li>• Construct sentences using conjunctions.</li> </ul>		
Language Forms and Functions		
This is a picture of _____.  I learned that ...  The Constitutional Congress is meeting _____ the group can write the U.S. Constitution. <span style="margin-left: 400px;">(conjunction)</span>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	justice liberty	

## Lesson 11: Liberty and Justice for ALL?

## Write About It



**Primary Focus:** Students will describe images in a shared writing activity.

### IMAGE REVIEW (20 MIN.)

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

Let's look at these images and retell what we heard in the read-aloud. Later, we will write a caption for each of these images.

### Support

**Sentence frame:** "This is a picture of \_\_\_\_\_."

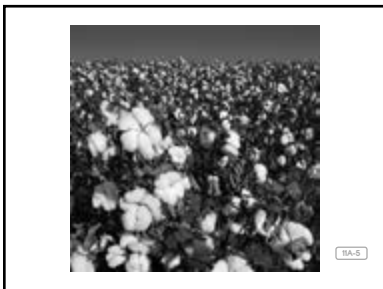
**Sentence starter:** "I learned that . . ."



**Show Image 11A-1: Declaration of Independence**



**Show Image 11A-4: Deborah Samson**



**Show Image 11A-5: Cotton field**



Writing  
Interacting via Written  
English

### Entering/Emerging

Provide students with a bank of key words and phrases.

### Transitioning/Expanding

Encourage students to use details from the text to write captions. Write model captions on the board.

### Bridging

Invite students to share their captions with a small group.



**Show Image 11A-6: Native Americans in colonial times**



### Formative Assessment

**Image Review:** Let's brainstorm ideas for a caption for each of these images. Then we will write captions that show how the images relate to today's read-aloud. [Write the captions on a piece of chart paper, and then read them to the class.]

## Lesson 11: Liberty and Justice for ALL?

# Looking at Language



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

### SENTENCE BUILDER (10 MIN.)

- Remind students that conjunctions are words that are used to connect words and phrases.

**Ask:** What conjunctions have you learned about this year?

» *and, but, so, and because*

- Tell students that they will combine sentences with conjunctions to describe images from the read-aloud.



### Show Image 11A-3: Constitutional Congress

Think of a simple and short sentence for this image.

» The Constitutional Congress is meeting.

**Ask:** Why is the Congress meeting?

» The group is writing the U.S. Constitution.



### Check for Understanding

**Your Turn:** Build a sentence using both sentences.

- » The Constitutional Congress is meeting, and the group is writing the U.S. Constitution.
- » The Constitutional Congress is meeting because the group is writing the U. S. Constitution.
- » The Constitutional Congress is meeting so the group can write the U.S. Constitution.

- Follow the same procedure for one or both of the following images.



### Show Image 11A-6: Native Americans in colonial times.

#### Ask

Who lived in North America first?

- » Native Americans lived in North America first.

What do you know about Native Americans before the Europeans arrived?

- » They used the land freely.

What happened after Europeans arrived in North America?

- » Answers will vary, but should include that Native Americans' lives changed.



### Your Turn

Build a sentence using a conjunction to combine some of these ideas.

- » Native Americans lived in North America first, and they used the land freely.
- » Native Americans' lives changed because Europeans arrived in North America.



### Speaking Connecting Ideas

#### Entering/Emerging

Say a sentence about an image, emphasizing the conjunction. Explain how the conjunction is used to combine two sentences.

#### Transitioning/Expanding

Prompt students to combine sentences by asking questions about the image. Model combining sentences using conjunctions (e.g., *and*, *but*, *so*, and *because*).

#### Bridging

Pair students. Have them practice using a variety of conjunctions to combine sentences about an image.





### **Show Image 11A-7: Saying the Pledge of Allegiance**

#### **Ask**

Did the Founding Fathers create a Constitution and new government that were fair to everyone? Did they give liberty and justice to everyone?

- » The Constitution and new government did not give liberty and justice to everyone.

Who is responsible for continuing to make the government better, or fairer?

- » We, the people, can make our government better.



#### **Your Turn**

Build a sentence using a conjunction to combine some of these ideas.

- » The Constitution and new government didn't give liberty and justice to everyone, but we, the people, can make our government better.
- » The Constitution and new government weren't fair to everyone, so we, the people, work to make our government fairer.
- » We, the people, work to make government fairer, because the Founding Fathers did not create a government that gave liberty and justice to everyone.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K10L11
Activity Name	Your Turn
Proficiency Levels	
Entering	Student identifies conjunctions in sentences and recognizes how they are used with support.
Emerging	Student identifies conjunctions in sentences and recognizes how they are used.
Transitioning	Student uses frequently occurring conjunctions to combine sentences with support.
Expanding	Student uses frequently occurring conjunctions to combine sentences.
Bridging	Student uses a variety of conjunctions to combine sentences.

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

12

A NEW NATION: AMERICAN INDEPENDENCE

What Do a Flag, a Bell, and an Eagle Have in Common?

PRIMARY FOCUS OF LESSON**Listening**

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

Writing

Students will draw and write about an American symbol.

FORMATIVE ASSESSMENT

Listening

Multiple Meaning [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Picture Gallery [Activity Page 12.1S]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------------|---------|---|
| Vocabulary Building | | |
| Multiple-Meaning Word: <i>Stars</i> | 10 min. | ❑ Poster 6M (Stars) |
| Write About It | | |
| Picture Gallery | 20 min. | ❑ Image 12A-1
❑ Activity Page 12.1S
❑ drawing tools
❑ Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Write About It

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

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Create sentences using the multiple meanings of the word <i>stars</i>. • Express main topic of a read-aloud with a picture and a caption. | | |
| Language Forms and Functions | | |
| This is the American symbol of _____. It means . . . | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| bald eagle | symbols | flag
stars |

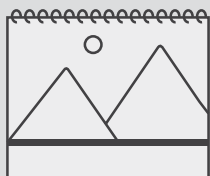
Lesson 12: What Do a Flag, a Bell, and an Eagle Have in Common?

Vocabulary Building



Primary Focus: Students will use sentence-level context clues to determine the multiple meanings of the word *stars*.

Poster 6M



Listening Analyzing Language Choices

Entering/Emerging

Point to an image on the poster and say a sentence about it, using the word *stars* in context. Have students hold up the correct number of fingers to indicate which image shows the way *stars* is used in the sentence.

Transitioning/Expanding

Point to an image on the poster. Encourage students to give their own definitions for the word *stars* corresponding to the image.

Bridging

Challenge students to make up their own sentences that reflect the meanings of *stars*.

MULTIPLE-MEANING WORD: STARS (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.

[Show Poster 6M (Stars).] In the read-aloud you heard that “the flag with its circle of thirteen stars was not the first flag to be flown in America.” In this sentence, stars are shapes with five or more points. Which image shows this meaning of *stars*? (*one*)

The word *stars* also means performers in a movie or play. Which image shows this meaning of *stars*? (*three*)

The word *stars* can also mean objects in space that are made of burning gas and that look like points of light in the night sky. Which image shows this meaning of *stars*? (*two*)



Formative Assessment

Multiple Meaning: Now that we have gone over the different meanings for *stars*, quiz your partner on these different meanings. For example, you could say, “When I look up at the sky at night, I love to see the stars.” And your partner should respond, “That’s two.”

Lesson 12: What Do a Flag, a Bell, and an Eagle Have in Common?

Write About It



Primary Focus: Students will draw and write about an American symbol.

PICTURE GALLERY (20 MIN.)



Show Image 12A-1: American symbols

Ask: What are the symbols in this image?

» U.S. flag, Liberty Bell, and bald eagle



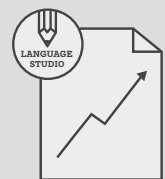
Check for Understanding

Turn and Talk: [Have students recall important details about American symbols from the read-aloud, using the following questions to prompt discussion.]

- What are the U.S. flag, the Liberty Bell, and the bald eagle symbols of?
- Why were the U.S. flag, the Liberty Bell, and the bald eagle chosen to be symbols of America?
- Where can you find these symbols today?

- Give students Activity Page 12.1S. Tell them they will use the page to draw a picture of an American symbol and to write a caption about it. Remind students that captions are the words, phrases, or sentences that describe something being pictured.
- Have students draw an American symbol in the frame.
- Write the names of American symbols (e.g., *U.S. flag*, *Liberty Bell*, and *bald eagle*) on the board, and have students write the name of the symbol they have drawn in the space beneath the frame.

Activity Page 12.1S





Writing Writing

Entering/Emerging

Provide a word bank of key words from the read-aloud to help students write captions for their pictures.

Transitioning/Expanding

Encourage students to use details from the text when describing their American symbols and writing their captions, using the sentence starter: "This is the American symbol of _____. It means . . ."

Bridging

Encourage students to use details from the text when describing their American symbols.

Ask

What have you drawn?

What would be a good caption for your drawing?



Picture Gallery

Write a caption to go along with your drawing, describing the symbol as well as any other things pictured.

- Finally, encourage students to share their drawings and captions with partners or home-language peers.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K10L12 |
| Activity Name | Picture Gallery |
| Proficiency Levels | |
| Entering | Student draws and labels picture with key words copied from models with support. |
| Emerging | Student draws and labels picture with key words copied from models. |
| Transitioning | Student writes caption for picture using sentence starters with support.. |
| Expanding | Student caption for picture using sentence starters. |
| Bridging | Student writes short sentences to describe picture with support. |

End Lesson

Language Studio 11

Frontier Explorers



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Write About It (15 min.)

- Explorer's Journal: The Frontier

Looking at Language (5 min.)

- Show and Tell Verbs

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Hands On (15 min.)

- Identifying Animal Tracks

Rewind (10 min.)

- Where Are We?

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- Condensing Sentences

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- Where Are We?

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- Explorer's Journal: New Orleans

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- Vocabulary Preview: *Purchase, Territory*

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Looking at Language (5 min.)

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- Explorer's Journal: A Task for Lewis and Clark

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245

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- Join the Corps of Discovery!

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- Where Are We?
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- Where Are We?

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- Sayings and Phrases: "If at First You Don't Succeed, Try, Try Again"

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Rewind (15 min.)

- Where Are We?
- Three Tasks

On Stage (15 min.)

- "America, the Beautiful"

FRONTIER EXPLORERS

Daniel Boone and the Opening of the West

PRIMARY FOCUS OF LESSON**Listening**

Students will preview the domain-specific words *frontier* and *settlers*.

Writing

Students will describe the frontier in a journal.

Reading

Students will identify showing and telling verbs and determine their meanings in sentences.

FORMATIVE ASSESSMENT

Writing

Explorer's Journal [Activity Page 1.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Verb Types [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| Look Ahead | | |
| Vocabulary Preview: <i>Frontier, Settlers</i> | 10 min. | <input type="checkbox"/> Images 1A-8, 1A-5
<input type="checkbox"/> Image 2A-2 (optional)
<input type="checkbox"/> images of American frontier landscapes |
| Write About It | | |
| Explorer's Journal: The Frontier | 15 min. | <input type="checkbox"/> Activity Page 1.1S
<input type="checkbox"/> drawing tools |
| 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"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Find images of American frontier landscapes to show students.

Write About It

- Prepare Activity Page 1.1S.

Looking at Language

- Prepare a large Show and Tell Verbs chart as follows:

| Show and Tell Verbs | | |
|--|---|-----------------------|
| Lesson | What Read-Aloud Says | What Read-Aloud Means |
| “Daniel Boone and the Opening of the West” | Daniel Boone spent as much time as possible <u>creating</u> paths through the forest. | |
| | He <u>practiced</u> and <u>practiced</u> until he was the best shot for miles around. | |
| | It did not take long for the other settlers to <u>discover</u> that Daniel was one of the best woodsmen for miles around. | |
| | Daniel began to <u>explore</u> his new surroundings. | |

- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|--|
| <ul style="list-style-type: none"> • Contribute to discussion using the domain-specific words <i>frontier</i> and <i>settlers</i>. • Discuss and write about the frontier in a journal entry. | | |
| Language Forms and Functions | | |
| <p>The frontier had . . .</p> <p>I think the journey to the frontier was _____.
(easy/difficult)</p> <p>Offer and Support Opinion: I think the journey to the frontier was _____ because . . .</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| frontier
settlers | barrier
easy/difficult | buffalo
forest
mountain
west
woods |

Lesson 1: Daniel Boone and the Opening of the West

Look Ahead



Primary Focus: Students will preview the domain-specific words *frontier* and *settlers*.

VOCABULARY PREVIEW (10 MIN.)

Frontier



Show Image 1A-8: U.S. map with Appalachian mountains highlighted

Over the next several days, we are going to learn about frontier explorers, or Europeans who explored the American frontier.

Say the word *frontier* with me three times.

Definition: A frontier is a place that is beyond where there are settlements in which people live. A frontier is a place that is largely unknown and unexplored.

Examples: [Point to the area of the thirteen colonies.] This area had settlements with many people living in them and was not a frontier.

[Point to the area west of the thirteen colonies.] At that time, this was the frontier. The frontier was the land beyond the thirteen original colonies. European settlers became curious about what the frontier was like.

The frontier was a place that the European settlers had not explored.

Look and Learn: [Show images of American frontier landscapes, similar to Image 2A-2.] How would you describe the frontier in these images?

» The frontier had large fields; mountains; streams; buffalo; homes spread apart.

Support

Sentence starter: “The frontier had . . .”

Settlers



Show Image 1A-5: Native Americans helping settlers survive

In today's read-aloud you will hear that the Native Americans helped the settlers from Europe survive their first winter in North America, but later, the settlers claimed the land where the Native Americans had lived for themselves.

Say the word *settlers* with me three times.

Definition: Settlers are people who move to a new area.

Examples: The settlers had to leave many things behind as they moved to a new land.

After living along the eastern coast for a while, some settlers became interested in moving west.

Turn and Talk: Who are the settlers in this image? Describe what is happening in this image.

Lesson 1: Daniel Boone and the Opening of the West

Write About It



Primary Focus: Students will describe the frontier in a journal.

EXPLORER'S JOURNAL: THE FRONTIER (15 MIN.)

- Tell students that they will be keeping an Explorer's Journal throughout this unit.
- Tell students to pretend that they are settlers thinking about moving to the frontier in the west.
- Give students Activity Page 1.1S.

Turn and Talk: What do you think the frontier looked like?

- » The frontier had _____. (*large fields; mountains; streams; buffalo; homes spread apart*)

Activity Page 1.1S



Support

Tell students that a journal is similar to a diary; it is a place where they can record experiences, thoughts, and daily events.



Writing Offering and Supporting Opinions

Entering/Emerging

Have students copy the sentence frame:
“I think the journey to the frontier was _____ (*easy/difficult*).”

Transitioning/Expanding

Help students think of reasons for their opinions, using the sentence starter:
“I think the journey to the frontier was _____ because . . .”

Bridging

Have students share their own opinions and reasons in small groups.

Support

Act out the sentences or have students act them out to provide visual support.

Turn and Talk: Do you think the journey to the frontier was easy or difficult?

- » I think the journey to the frontier was _____ (*easy/difficult/hard/long*) because . . . (*the Appalachian mountains were in the way, people did not know what to expect*)



Formative Assessment

Explorer’s Journal: Draw a picture showing what you think the frontier was like. Then write about what it might be like to journey to the frontier. Would the journey to the frontier be easy or difficult? Why?

Lesson 1: Daniel Boone and the Opening of the West

Looking at Language



Primary Focus: Students will identify showing and telling verbs and determine their meanings in sentences.

SHOW AND TELL VERBS (5 MIN.)

In the story, you heard that Daniel Boone was curious about life in the woods around his family’s farm and spent as much time as possible *creating* paths through the forest.

Ask: What does *create* mean?

- » to make something new

The author uses different types of verbs to show what the character is doing and what he is interested in or what he is thinking.



Verb Types

Let’s look at some of the other sentences from the story and fill in the Show and Tell Verbs chart.



Reading Using Verbs and Verb Phrases

Entering/Emerging

Ask students *yes/no* questions about a verb from the read-aloud (e.g., “Did Daniel Boone create paths through the forest?”)

Transitioning/Expanding

Read sentences with show and tell verbs from the read-aloud, and help students interpret the meaning of the verbs in context.

Bridging

Challenge students to find other examples of show and tell verbs in the text and to explain what they mean.

Show and Tell Verbs

| Lesson | What Read-Aloud Says | What Read-Aloud Means |
|--|---|--|
| “Daniel Boone and the Opening of the West” | Daniel Boone spent as much time as possible <u>creating</u> paths through the forest. | Boone made new paths through the forest. |
| | He <u>practiced</u> and <u>practiced</u> until he was the best shot for miles around. | He did something over and over in order to get better at it. |
| | It did not take long for the other settlers in his new home to <u>discover</u> that Daniel was one of the best woodsmen for miles around. | The settlers found out that Daniel was a great woodsman. |
| | Daniel began to <u>explore</u> his new surroundings. | Daniel looked at and studied his surroundings carefully and with interest. |

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Knowledge/Lesson | K11L1 |
| Activity Name | Verb Types |
| Proficiency Levels | |
| Entering | Student responds to <i>yes/no</i> questions about different verbs from the story with prompting and support. |
| Emerging | Student responds to <i>yes/no</i> questions about different verbs from the story. |
| Transitioning | Student determines meaning of some verbs in context. |
| Expanding | Student determines meaning of a growing number of verbs in context. |
| Bridging | Student finds or listens to a variety of verbs in the text and determines their meaning in context. |

End Lesson

2

FRONTIER EXPLORERS

Crossing the Appalachian Mountains

PRIMARY FOCUS OF LESSON**Listening**

Students will apply the word *identify* in context.

Students will identify locations pertinent to westward expansion on a map.

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 |
|----------------------------|---------|---|
| Hands On | | |
| Identifying Animal Tracks | 15 min. | <input type="checkbox"/> Image 2A-3
<input type="checkbox"/> Activity Page 2.1S |
| Rewind | | |
| Where Are We? | 10 min. | <input type="checkbox"/> Activity Page 2.2S
<input type="checkbox"/> Resource Page 11.1S
<input type="checkbox"/> chart paper
<input type="checkbox"/> orange and brown drawing tools
<input type="checkbox"/> large U.S. map |
| Looking at Language | | |
| Condensing Sentences | 5 min. | <input type="checkbox"/> Image 2A-7
<input type="checkbox"/> Flip Book
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Hands On

- Prepare Activity Page 2.1S.

Rewind

- Prepare Activity Page 2.2S. Refer to it as the Frontier Explorers Map. Students will use this map throughout this unit.
- Create a larger version of this map on chart paper using Resource Page 11.1S as a guide.
- On the large Frontier Explorers Map:
 - Color or highlight the area along the eastern (Atlantic) coast in orange. States that should be colored include: New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.
 - Shade the Appalachian Mountains brown.

Looking at Language

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

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Discuss locations pertinent to westward expansion.• Condense two or more ideas into one sentence. | | |
| Language Forms and Functions | | |
| <p>Daniel Boone could identify animal tracks because . . .</p> <p>I can identify the _____'s tracks.
<small>(animal)</small></p> <p>The Appalachian mountains were a barrier because . . .</p> <p>Daniel gathered a group of men. They helped Daniel widen the trails. > Daniel gathered a group of men to help him widen the trails.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| animal tracks | barrier
identify | |

Lesson 2: Crossing the Appalachian Mountains

Hands On



Primary Focus: Students will apply the word *identify* in context.

IDENTIFYING ANIMAL TRACKS (15 MIN.)

**Show Image 2A-3: Daniel Boone on the trail**

Daniel Boone's skills as a woodsman helped him identify animal tracks and follow the Native American footpath.

Say the word *identify* with me three times.

Definition: *Identify* means to figure out or show who someone is or what something is.

Examples: Daniel could identify the tracks of all sort of wild animals.

Devon's mother used her driver's license to identify herself.

Think About It: Why do you think Daniel Boone could identify animal tracks?

Animal Tracks: [Give students Activity Page 2.1S.] Let's see which animal tracks you can identify. Try to match the name of the animal on the right to its tracks on the left. Then, compare your answers with a partner's.

Ask: Which animal tracks can you identify?

» I can identify the _____ (*animal*)'s tracks.

Support

Sentence starter:

"Daniel Boone could identify animal tracks because . . ."

Sentence frame:

"I can identify the _____ (*animal*)'s tracks."

Activity Page 2.1S



Lesson 2: Crossing the Appalachian Mountains

Rewind



Primary Focus: Students will identify locations pertinent to westward expansion on a map.

Activity Page 2.2S



WHERE ARE WE? (10 MIN.)

- Give students Activity Page 2.2S, and display the large map you have prepared.
- Help students identify the area where the first settlers from Europe lived, along the eastern (Atlantic) coast.
- Have students color the part of the map where the first European settlers lived in orange. Be sure that the colored area does not go past the Appalachian Mountains. States that should be colored in are New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Help students identify the Appalachian Mountains. Remind students that the Appalachian Mountains were hard to cross, so for several years, the settlers did not move into the land past the Appalachian Mountains.
- Have students shade the Appalachian Mountains brown.

Support

Sentence starter:

"The Appalachian Mountains were a barrier because. . ."



Check for Understanding

Turn and Talk: [Point to the Appalachian Mountains.] Why were these mountains a barrier to people who wanted to move west?

- » The Appalachian Mountains were a barrier because there were a lot of trees, there were wild animals, the hills were steep, etc.

Lesson 2: Crossing the Appalachian Mountains

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 come up with two or more sentences, combine them to make one sentence.



Show Image 2A-7: Blazing the Wilderness Road

Look at this 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 are below.]

Daniel gathered a group of men.
They helped Daniel widen the trails.

- » Daniel gathered a group of men to help him widen the trails.
The group of men helped Daniel widen the trails.

They chopped down trees.
They removed bushes.
They built bridges.

- » They chopped down trees, removed bushes, and built bridges.



Speaking
Condensing Ideas

Entering/Emerging

Provide two short and simple sentences based on a read-aloud image, and help students condense them into one sentence.

Transitioning/Expanding

Ask two different students to contribute a sentence about a read-aloud image. Help students condense the sentences.

Bridging

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



Condensing Sentences

[Have students condense sentences using another image.]

Extending the Activity

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

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K11L2 |
| 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

FRONTIER EXPLORERS

Jefferson and Monroe

PRIMARY FOCUS OF LESSON**Listening**

Students will identify locations pertinent to westward expansion on a map.

Writing

Students will explain why New Orleans was important to Thomas Jefferson.

Speaking

Students will describe the Mississippi River.

FORMATIVE ASSESSMENT

Writing

Explorer's Journal [Activity Page 3.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

The Mississippi River [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------------|---------|---|
| Rewind | | |
| Where Are We? | 5 min. | <input type="checkbox"/> Image 3A-4
<input type="checkbox"/> Frontier Explorers Maps
<input type="checkbox"/> blue, red, orange, brown drawing tools |
| Write About It | | |
| Explorer's Journal: New Orleans | 15 min. | <input type="checkbox"/> Flip Book
<input type="checkbox"/> Activity Page 3.1S
<input type="checkbox"/> Frontier Explorers Maps |
| Looking at Language | | |
| The Mississippi River | 10 min. | <input type="checkbox"/> Resource Page 11.2S
<input type="checkbox"/> chart paper
<input type="checkbox"/> images of Mississippi River
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- On the large Frontier Explorers Map: Trace the Mississippi River in blue. Color the area up to the Mississippi River in orange. Circle New Orleans in red. And shade the Rocky Mountains brown.

Write About It

- Identify Flip Book images from Lesson 3 for review.
- Prepare Activity Page 3.1S.

Looking at Language

- Create a large idea web on chart paper, using Resource Page 11.2S as a guide and writing Mississippi River in the center.
- Find images of the Mississippi River.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss locations pertinent to westward expansion.
- Discuss and write about New Orleans.
- Describe the Mississippi River using adjectives.

Language Forms and Functions

The Mississippi River was important because . . .

New Orleans was important to Thomas Jefferson because . . .

The Mississippi River is _____.
(adj.)

Vocabulary

Tier 3 Domain-Specific Words

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

important
owned
supply

buy/sell
ocean
river

Start Lesson

Lesson 3: Jefferson and Monroe

Rewind



Primary Focus: Students will identify locations pertinent to westward expansion on a map.

WHERE ARE WE? (5 MIN.)



Show Image 3A-4: Map of the early United States

Note: Orange areas of the map were part of the United States. The green areas were owned by France.

- Give students their Frontier Explorers Maps.
- Review the areas students have colored in—the original thirteen colonies and the Appalachian Mountains.

Activity Page 2.2S



- Help students locate the Mississippi River on their maps.
- Have students trace the Mississippi River in blue.
- Help students locate New Orleans and circle it red.
- Remind students that pioneers had already crossed the Appalachian Mountains and settled on the other side. Have students color the area between the Appalachian Mountains and the Mississippi River in orange.
- Last, help students locate the Rocky Mountains. Remind students that at the time described in today's read-aloud, France owned the land between the Mississippi River and the Rocky Mountains. Have students shade the Rocky Mountains brown.

Support

Sentence starter:

"The Mississippi River was important because . . ."



Check for Understanding

Turn and Talk: Why was the Mississippi River important?

- » The Mississippi River was important because ships and boats traveled up and down this river; it carried people and supplies.

Lesson 3: Jefferson and Monroe

Write About It



Primary Focus: Students will explain why New Orleans was important to Thomas Jefferson in a journal.

EXPLORER'S JOURNAL: NEW ORLEANS (15 MIN.)

- Give students Activity Page 3.1S, and tell them that they will continue writing in their Explorer's Journals.
- Have students pretend that they are Thomas Jefferson. Have them write a few sentences explaining why buying New Orleans from France is important.
- Have students locate the Mississippi River and New Orleans on their Frontier Explorers Maps. Remind them that the Mississippi River was important because boats, carrying people and supplies, traveled up and down this river.

Turn and Talk: Why was New Orleans important to Thomas Jefferson?

- » New Orleans was important to Thomas Jefferson because people had to go through it to get to the Mississippi River and to the ocean.

Activity Page 3.1S



Support

Sentence starter:

"New Orleans was important to Thomas Jefferson because . . ."



Formative Assessment

Explorer's Journal: Why was purchasing—or buying—New Orleans from France important? Write your answer in your journal.

Support

Go back through the Flip Book images from the read-aloud, and have students briefly retell the story. Make sure students understand the importance of the Mississippi River and why Thomas Jefferson wanted to buy New Orleans.

Lesson 3: Jefferson and Monroe

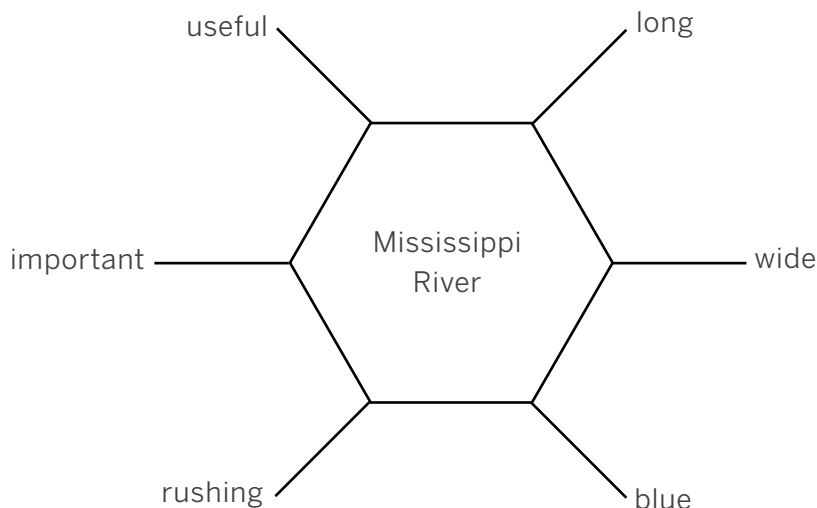
Looking at Language



Primary Focus: Students will describe the Mississippi River.

THE MISSISSIPPI RIVER (10 MIN.)

- Display the idea web for the Mississippi River. Tell students that they will work together as a class to fill in this idea web with details about the Mississippi River.
- Show pictures of the Mississippi River.
- Ask students questions, such as the following (record student responses on the idea web):
 - What do you see in this image?
 - What do you see near the river?
 - What do you see on the river?
 - What colors do you see?
 - What size is the river?





Speaking Using Nouns and Noun Phrases

Entering/Emerging

Point to specific parts of an image of the Mississippi River. Ask questions to prompt students to add details about the river's color and size. Provide the sentence frame: "The Mississippi River is ____ (adj.)."

Transitioning/Expanding

Invite students to ask questions about the image of the Mississippi River in order to add details to a sentence.

Bridging

Using a different image, challenge students in small groups to contribute a variety of adjectives in order to add details to a sentence.



The Mississippi River

Turn to your partner and describe the Mississippi River using the details we have on the idea web.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K11L3 |
| Activity Name | The Mississippi River |
| Proficiency Levels | |
| Entering | Student uses familiar adjectives to describe image, with prompting and support. |
| Emerging | Student uses familiar adjectives to describe image. |
| Transitioning | Student asks and answers simple questions in order to expand sentences with support. |
| Expanding | Student asks and answers simple questions in order to expand sentences. |
| Bridging | Student contributes a variety of adjectives to expand sentences. |

End Lesson

FRONTIER EXPLORERS

The Louisiana Purchase

PRIMARY FOCUS OF LESSON**Listening**

Students will preview the general academic words *purchase* and *territory*.

Speaking

Students will apply the word *double* in context.

Students will apply the multiple meanings of the word *letter* in context.

Students will condense several ideas into one 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>Purchase, Territory</i> | 10 min. | ❑ Image 4A-2 |
| Hands On | | |
| Show Me Double | 10 min. | ❑ Image 4A-2
❑ Activity Page 4.1S
❑ markers, crayons, other manipulatives |
| Vocabulary Building | | |
| Multiple-Meaning Word: <i>Letter</i> | 5 min. | ❑ Poster 3M (Letter) |
| Looking at Language | | |
| Condensing Sentences | 5 min. | ❑ Image 4A-3
❑ Flip Book
❑ Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Hands On

- Prepare Activity Page 4.1S.
- Gather manipulatives such as markers, crayons, and blocks.

Looking at Language

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

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate the meaning of the word *double*.
- Create sentences using the multiple meanings of the word *letter*.
- Condense two or more ideas into one sentence.

Language Forms and Functions

I purchased _____.

Napoleon is the emperor. Napoleon sits on the throne. > Napoleon is the emperor who sits on the throne.

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

double
purchase
territory

letter

Start Lesson

Lesson 4: The Louisiana Purchase

Look Ahead



Primary Focus: Students will preview the general academic words *purchase* and *territory*.

VOCABULARY PREVIEW (10 MIN.)

Purchase



Show Image 4A-2: Map of the early United States

In today's read-aloud, you will hear Thomas Jefferson ask James Monroe to go to France to purchase New Orleans.

Say the word *purchase* with me three times.

Definition: When you purchase something, you buy it.

Support

Sentence Frame:

"I purchased _____."

Examples: Maria had saved enough money to purchase the book she wanted from the book fair.

Jeremy's family went to the grocery store to purchase food for the week.

Share: Have you ever purchased or helped someone purchase something? What did you purchase?

Territory

The land between the Mississippi River and the Rocky Mountains was called the Louisiana Territory.

Say the word *territory* with me three times.

Definition: A territory is a large area of land ruled by the government of another country.

Example: [Point to the Louisiana Territory on Image 4A-2.]

This is the Louisiana Territory. This territory belonged to France. New Orleans was part of the Louisiana Territory.

Ask

Which country owned the Louisiana Territory?

- » France owned the Louisiana Territory.

Was this territory large or small?

- » The territory was large.

What was to the east of this territory?

- » The United States and the Mississippi River were to the east of this territory.

What was to the west of this territory?

- » The Rocky Mountains were to the west of this territory.

Besides the French settlers, who else was living in the Louisiana Territory and had been living there for a long time?

- » Besides the French settlers, Native Americans were living in the Louisiana Territory.

Lesson 4: The Louisiana Purchase

Hands On



Primary Focus: Students will apply the word *double* in context

SHOW ME DOUBLE (10 MIN.)



Show Image 4A-2 Map of the early United States

In the read-aloud you heard that with the purchase of the Louisiana Territory, the United States would double in size.

Say the word *double* with me three times.

Definition: *Double* means two times as much.

Example: [Point to the orange part of the map, the area of the United States before the Louisiana Purchase. Then point to the green portion of the map, the Louisiana Territory, an area that belonged to France.] Buying the Louisiana Territory doubled the size of the United States.

Double also means twice the amount or number. [Hold up three markers, then add three more markers.] I just made the number of markers double.

[Draw a rectangle on the board.] Tell me when I have made this rectangle double. [Continue to make the rectangle larger and larger until it has doubled in size.]

[Hold up three of the same object.] Tell me when I have made the number of items you see double. [Add three objects, one at a time.]

The Louisiana Purchase Puzzle: [Give students Activity Page 4.1S. Have students cut out the two puzzle pieces.] Remember, when Jefferson purchased the Louisiana Territory, the United States became much bigger—it doubled!

[Hold up the puzzle piece of the United States before the purchase of the Louisiana Territory.] This piece represents the size of the United States before the purchase of the Louisiana Territory. Put this piece inside the outline of the United States. How big does the

Activity Page 4.1S



United States look?

[Hold up the puzzle piece of the Louisiana Territory.] This piece represents the Louisiana Territory. Put this piece inside the outline of the United States, to the west of the other puzzle piece. How big does the United States look now? Does it double in size?

Lesson 4: The Louisiana Purchase

Vocabulary Building



Primary Focus: Students will apply the multiple meanings of the word *letter* in context.

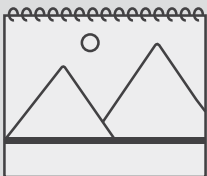
MULTIPLE-MEANING WORD: LETTER (5 MIN.)

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 3M (Letter).] In Monroe's time, there were no phones or email, so Monroe had to write a letter to Jefferson. Which picture shows this type of letter? (*one*)

A letter is also one of the symbols in our alphabet. Which picture shows this type of letter? (*two*)

Poster 3M



Check for Understanding

Multiple Choice: I am going to say some sentences with the word *letter*. Tell me if they relate to picture one (a note that is written) or picture two (a symbol from the alphabet).

- I wrote my grandmother a letter. (*one*)
- My name begins with the letter 'M.' (*two*)
- A letter arrived in the mail for my uncle. (*one*)
- How many letters are in your last name? (*two*)

Your Turn: With your partner, make a sentence for each meaning of *letter*.

Lesson 4: The Louisiana Purchase

Looking at Language



Primary Focus: Students will condense several ideas into one 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 come up with two or more sentences, combine them to make one sentence.



Show Image 4A-3: James Monroe and Napoleon Bonaparte

Look at this image.

I will call on you one at a time to say a short sentence about the image.

Then we will put your sentences together to make one longer sentence.

[Suggested examples are below.]

Napoleon is the emperor.

Napoleon sits on the throne.

- » Napoleon is the emperor who sits on the throne.
- Napoleon, the emperor, sits on the throne.

The palace is grand.

Monroe visits the palace.

- » Monroe visits the grand palace.

The emperor wears a crown.

The emperor wears a red robe.

The emperor wears fancy clothes.

- » The emperor wears fancy clothes, such as a red robe and crown.
- The emperor wears a crown and a red robe; he has fancy clothes.



Speaking Condensing Ideas

Entering/Emerging

Provide two short and simple sentences based on a read-aloud image and help students condense them into one sentence.

Transitioning/Expanding

Ask two different students to contribute a sentence about a read-aloud image. Help students condense the sentences.

Bridging

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



Condensing Sentences

[Have students condense sentences using another image.]

Extending the Activity

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

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K11L4 |
| 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

FRONTIER EXPLORERS

Lewis and Clark

PRIMARY FOCUS OF LESSON**Listening**

Students will preview the general academic words *tasks* and *route*.

Reading

Students will restate the three tasks Jefferson had for Lewis and Clark using linking words.

Writing

Students will describe the important tasks Thomas Jefferson asked Lewis and Clark to complete.

FORMATIVE ASSESSMENT

Reading

Three Tasks [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Explorer's Journal [Activity Page 5.2S]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Look Ahead | | |
| Vocabulary Preview: <i>Tasks, Route</i> | 10 min. | ☐ Activity Page 5.1S |
| Rewind | | |
| Three Tasks | 5 min. | ☐ Image 5A-2
☐ Image Cards 11–13 |
| Write About It | | |
| Explorer's Journal: A Task for Lewis and Clark | 15 min. | ☐ Image Cards 11–13
☐ Activity Page 5.2S
☐ drawing tools
☐ Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Prepare Activity Page 5.1S. Refer to it as the Tasks Checklist.

Write About It

- Prepare Activity Page 5.2S.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to discussion using the general academic word *route*.
- Share about Lewis and Clark's three tasks using linking words.

Language Forms and Functions

I predict that one of the tasks will be to . . .

The route I take to school is . . .

On my route I see . . .

Sequence: First, . . ./Next, . . ./Last, . . .

Offer and Support Opinions: I think _____ seems like the easiest task because . . .

I think _____ seems like the hardest task because . . .

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

route
task

easiest/hardest

Start Lesson

Lesson 5: Lewis and Clark

Look Ahead



Primary Focus: Students will preview the general academic words *task* and *route*.

VOCABULARY PREVIEW (10 MIN.)

Tasks

In today's read-aloud, you will hear about three *tasks* that President Jefferson wanted Lewis and Clark to do.

Say the word *tasks* with me three times.

Definition: Tasks are jobs that need to be done.

Example: The teacher gave students different tasks for their class project.

Activity Page 5.1S



Support

Sentence starters:

"I predict that one of the tasks will be to ..."

"The route I take to school is ..."

"On my route I see ..."

Predict: [Give students Activity Page 5.1S.] This is your Tasks Checklist. Can you predict what one of the tasks might be for Lewis and Clark?

Route

In today's read-aloud, you will hear that President Jefferson was looking for a special route through the new land he had purchased.

Say the word *route* with me three times.

Definition: A route is a way to get from one place to another place.

Example: Tamara remembers the route from her home to school because she goes that way every day.

Share: Which route do you take to get to school?
What do you see on that route?

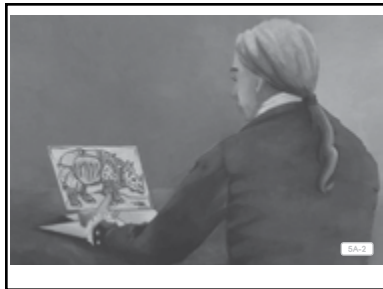
Lesson 5: Lewis and Clark

Rewind



Primary Focus: Students will restate the three tasks Jefferson had for Lewis and Clark using linking words.

THREE TASKS (5 MIN.)



Show Image 5A-2: Jefferson musing on the possibilities

Jefferson had three tasks for Lewis and Clark as they explored the Louisiana Territory.

I am going to pretend to be Jefferson giving Lewis and Clark their tasks. We will talk about these three tasks by putting

them in a sequence, or in order.

- Show students that you are posing as Jefferson.

[Show Image Card 12.] **First**, I want you to find out if there is an all-water route to the Pacific Ocean.

Ask: What did Jefferson want Lewis and Clark to do first?

- » First, he wanted Lewis and Clark to find an all-water route to the Pacific Ocean.

Image Cards 11–13



[Show Image Card 13.] **Next**, you will collect samples of plants and animals so that we will know what grows well in the lands we have just added to our nation.

Ask: What did Jefferson want Lewis and Clark to do next?

- » Next, Jefferson wanted them to collect samples of plants and animals.

[Show Image Card 11.] **Last**, you must also become friends with the Native Americans you meet. You will want to bring along presents for them so they will know you come to offer peace.

Ask: What did Jefferson want them to do last?

- » Last, he wanted them to become friends with Native Americans.



Formative Assessment

Three Tasks: Let's restate the three tasks using the words *first*, *next*, and *last*.



Reading Understanding Cohesion

Entering/Emerging

Hold up image cards and have students respond using linking words *first*, *next*, and *last*.

Transitioning/Expanding

Use image cards to talk about the text and ask guiding questions (e.g., "What did Jefferson want Lewis and Clark to do first, next, and last?").

Bridging

Challenge students to use a variety of linking words as they retell the requests that Jefferson made.

Lesson 5: Lewis and Clark

Write About It



Primary Focus: Students will describe the important tasks Thomas Jefferson asked Lewis and Clark to complete.

EXPLORER'S JOURNAL: A TASK FOR LEWIS AND CLARK (15 MIN.)

- Use Image Cards 11–13 to review the three tasks that Lewis and Clark needed to accomplish on their trip.
- Have students pretend that they are Lewis and Clark and are about to go on their journey.
- Have students refer to their Tasks Checklist.

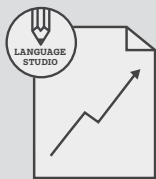
Turn and Talk: Which task seems like the easiest? Which task seems like the hardest?

Support

Sentence starters:

"I think _____ seems like the easiest task because . . ."

"I think _____ seems like the hardest task because . . ."



Writing
Offering and
Supporting Opinions

Entering/Emerging

Display
Image Cards 11–13.
Write down key words
about the three tasks
for students to copy.
Have students respond
with the words *easy*
or *hard* to offer their
opinions.

Transitioning/Expanding

Provide a sentence
starter for students to
use to offer and support
their opinions: “ I think
_____ seems like the
hardest/easiest task
because . . . ”

Bridging

Encourage students to
include details from the
read-aloud to support
their opinions.



Explorer’s Journal

[Give students Activity Page 5.2S.] Pretend you are Lewis and Clark. Choose one of the tasks to draw. Then write about whether the task you have chosen is the easiest or hardest task among the three tasks.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K11L5 |
| Activity Name | Explorer’s Journal |
| Proficiency Levels | |
| Entering | Student copies provided key words and offers opinion with support. |
| Emerging | Student labels picture with provided key words and offers opinion. |
| Transitioning | Student offers and supports opinion using sentence starter with support. |
| Expanding | Student offers and supports opinion using sentence starter. |
| Bridging | Student offers and supports opinion citing details from the text. |

FRONTIER EXPLORERS

Lewis and Clark: The Journey Begins

PRIMARY FOCUS OF LESSON**Speaking**

Students will ask and answer questions about supplies that explorers used.

Students will create and present a flier to recruit members for the Corps of Discovery.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Join Us! [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------------|---------|---|
| Talk Time | | |
| What Would You Take on a Journey? | 10 min. | <input type="checkbox"/> chart paper
<input type="checkbox"/> Activity Page 6.1S
<input type="checkbox"/> drawing tools |
| On Stage | | |
| Join the Corps of Discovery! | 20 min. | <input type="checkbox"/> Resource Page 11.3S
<input type="checkbox"/> chart/poster paper, drawing tools
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Talk Time

- Prepare a piece of chart paper to record students' ideas.
- Prepare Activity Page 6.1S.

On Stage

- Prepare to divide students into small groups.
- Create large posters on chart paper for each small group, using Resource Page 11.3S as a guide.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Ask and answer questions about supplies explorers would use.
- Create and present a flier to recruit members for the Corps of Discovery.

Language Forms and Functions

I need to take _____.
(food, water, clothes)

Are you _____?
(adj.)

Do you like _____?
(hobby)

Can you _____?
(skill)

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

recruit
skills
supplies

Start Lesson

Lesson 6: Lewis and Clark: The Journey Begins

Talk Time



Primary Focus: Students will ask and answer questions about supplies that explorers used.

WHAT WOULD YOU TAKE ON A JOURNEY? (10 MIN.)

We know that Lewis and Clark embarked on an adventurous journey. They took supplies with them.

Imagine: You are going on a long journey and you won't be home for months. What kinds of supplies do you think you will need to take with you? [Record student ideas on chart paper or the board.]

[Give students Activity Page 6.1S.] Draw some of the supplies you will take, in the crate pictured on your activity page.

Then, write a short sentence about your supplies.

Activity Page 6.1S



Support

Sentence frame:

"I need to take ____."
(food, water, clothes)

Support

Sentence frames:

"Are you ____ (adj.)?"

"Do you like
____ (hobby)?"

"Can you ____ (skill)?"



Check for Understanding

Turn and Talk: Tell your partner what kinds of supplies you will take on a long journey.

» Answers may vary, but may include food, water, and clothes.

Lesson 6: Lewis and Clark: The Journey Begins

On Stage



Primary Focus: Students will create and present a flier to recruit members for the Corps of Discovery.

JOIN THE CORPS OF DISCOVERY! (20 MIN.)

Imagine: You are helping Lewis and Clark look for people to take along with them on their expedition.

- Brainstorm answers to the following questions with the class. Record student ideas on the board or chart paper.

Ask

What are describing words for the people you are looking for?

» Suggested responses include: brave, adventurous, helpful, strong, and smart.

What kinds of activities would get people interested in joining the Corps of Discovery?

» Suggested responses include: hunting, swimming, learning about new plants and animals, and meeting new people.

What are some of the skills that you would look for in a member of the Corps of Discovery?

» Suggested responses include: knowing how to hunt, fish, and build shelters; and the ability to speak many languages.

- Place students in small groups. Give each small group a large poster (modeled on Resource Page 11.3S) for creating a flier.
- Tell students that they will think of questions they would ask in order to find people to join their expedition.
- Then, they will create a flier using those questions.



Join Us!

With your small group, think of questions you would ask in order to find the right people to join Lewis and Clark in their expedition. Write these questions down on your flier. Remember, you want to encourage people with the right skills to join your team.

Then, you will present your flier to the rest of the class.

Remember to follow these guidelines for presenting:

- Use loud, presenting voices.
- Look at your audience.
- Speak with enthusiasm.
- Take turns presenting one point.



Speaking Presenting

Entering/Emerging

Provide key words that students may use on their fliers. Model presenting one point from the flier, and have students repeat after you.

Transitioning/Expanding

Brainstorm additional ideas to complete the sentence frames. Help students choose a point to memorize and present.

Bridging

Encourage students to use the presenting guidelines while sharing their memorized parts.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K11L6 |
| Activity Name | Join Us! |
| Proficiency Levels | |
| Entering | Student repeats one point in a presentation with support. |
| Emerging | Student repeats one point in a presentation. |
| Transitioning | Student memorizes a point and presents using a complete sentence with support. |
| Expanding | Student memorizes a point and presents using a complete sentence. |
| Bridging | Student memorizes points and presents using complete sentences. |

End Lesson

7

FRONTIER EXPLORERS

Discovery and Danger on the Prairie

PRIMARY FOCUS OF LESSON**Listening**

Students will identify locations pertinent to westward expansion on a map.

Writing

Students will describe the experiences and discoveries of the Corps of Discovery.

Speaking

Students will describe the Great Plains.

FORMATIVE ASSESSMENT

Writing

Explorer's Journal [Activity Page 7.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

The Great Plains [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------------|---------|--|
| Rewind | | |
| Where Are We? | 5 min. | <input type="checkbox"/> Frontier Explorers Map
<input type="checkbox"/> blue and red drawing tools |
| Write About It | | |
| Explorer's Journal: The Expedition | 15 min. | <input type="checkbox"/> Image Cards 15–18
<input type="checkbox"/> Activity Page 7.1S
<input type="checkbox"/> drawing tools |
| Looking at Language | | |
| The Great Plains | 10 min. | <input type="checkbox"/> Resource Page 11.2S
<input type="checkbox"/> chart paper
<input type="checkbox"/> images of the Great Plains
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- On the Frontier Explorers Map:
 - Shade the Atlantic Ocean and Pacific Ocean blue.
 - Circle St. Louis in red.
 - Trace the Missouri River in blue.

Write About It

- Prepare Activity Page 7.1S.

Looking at Language

- Create a large idea web on chart paper, using Resource Page 11.2S as a guide, and writing The Great Plains in the center.
- Find images of the Great Plains.
- Prepare Language Proficiency Recording Sheet for Speaking

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss locations pertinent to westward expansion.
- Write about the Lewis and Clark expedition.
- Describe the Great Plains region using adjectives.

Language Forms and Functions

So far I have seen _____ and _____.
(pronghorn antelope) (prairie dog)

Offer and Support Opinion: The animal I find the most interesting is _____ because . . .

So far I have met the _____ and _____.
(Yankton Sioux) (Teton Sioux)

The most interesting thing I have experienced is . . .

The Great Plains region is _____.
(adj.)

Vocabulary

Tier 3 Domain-Specific Words

expedition
prairie/Great Plains

Tier 2 General Academic Words

discovery
experience

Tier 1 Everyday Speech Words

animals
danger
friends

Start Lesson

Lesson 7: Discovery and Danger on the Prairie

Rewind

5M

Primary Focus: Students will identify locations pertinent to westward expansion on a map.

WHERE ARE WE? (5 MIN.)

- Review the areas students have identified and colored in on the Frontier Explorers Map: Rocky Mountains, Appalachian Mountains, Mississippi River, New Orleans, states along the eastern (Atlantic) coast, and the area between the Appalachians and the Mississippi.
- Help students locate the Atlantic Ocean in the east and the Pacific Ocean in the west. Have students shade the Atlantic Ocean and Pacific Ocean blue.

Activity Page 2.2S





Show Image 5A-4: Lewis and Clark's projected path

- Point to the city of St. Louis on the map. Tell students that this is where Lewis and Clark began their journey. Have students circle St. Louis in red.
- Trace the Missouri River. Have students trace the Missouri River in blue.

Turn and Talk: Where did Lewis and Clark begin their journey?

- » Lewis and Clark began their journey at St. Louis on the Missouri River.

Lesson 7: Discovery and Danger on the Prairie Write About It



Primary Focus: Students will describe the experiences and discoveries of the Corps of Discovery.

EXPLORER'S JOURNAL: THE EXPEDITION (15 MIN.)

- Using Image Cards 15–18 for reference, have students share what happened when Lewis and Clark and the Corps of Discovery encountered animals or people.
- Have students pretend they are members of the Corps of Discovery and are journeying through the prairie.

Turn and Talk: [Show Image Cards 15–16.] What kinds of animals have you encountered—or seen—so far on this expedition?

- » So far I have seen _____ and _____. (*pronghorn antelope, prairie dog*)

Ask: Which animal do you find most interesting and why?

- » The animal I find most interesting is _____ because . . .

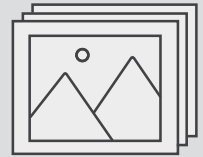
[Show Image Cards 17–18.] Which groups of Native Americans have you encountered—or met—so far on this expedition?

- » So far I have met the _____ and _____. (*Yankton Sioux, Teton Sioux*)

What is the most interesting thing you have experienced on the journey so far?

- » The most interesting thing I have experienced is . . .

Image Cards 15–18



Support

Sentence frame and starter:

"So far I have seen _____ and _____.
The animal I find most interesting
is _____ because . . ."



Writing Offering and Supporting Opinions

Entering/Emerging

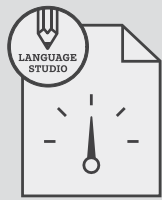
Display Image Cards 15–18. Write down key words about the images for students to copy.

Transitioning/Expanding

Provide sentence starter for students to offer and support their opinions.

Bridging

Encourage students to include details from the read-aloud to support their opinions.



Formative Assessment

Explorer's Journal: [Give students Activity Page 7.1S.] Draw a picture of the most interesting thing you have seen or experienced so far during this expedition. Then write about it on the lines below.

Lesson 7: Discovery and Danger on the Prairie

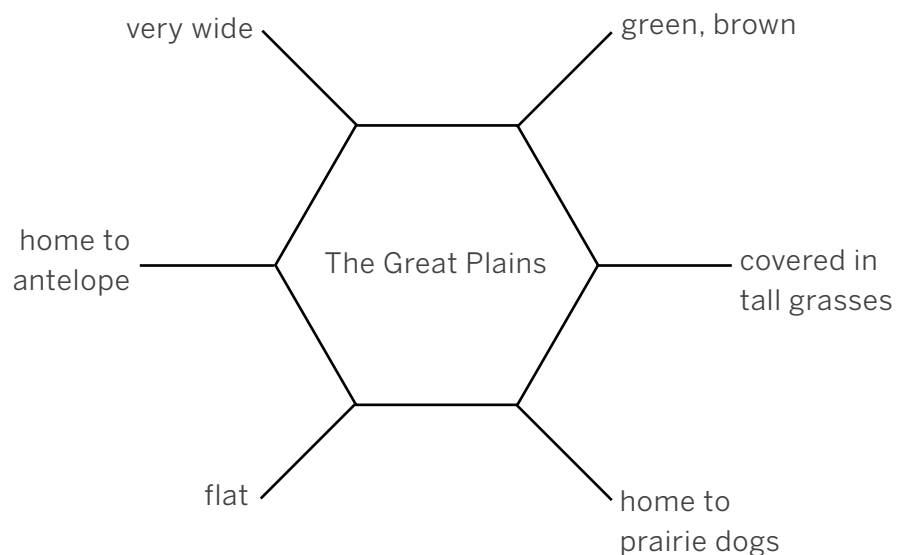
Looking at Language



Primary Focus: Students will describe the Great Plains.

THE GREAT PLAINS (10 MIN.)

- Display the idea web for the Great Plains. Tell students that they will work together as a class to fill in this idea web with details about the Great Plains.
- Show pictures of the Great Plains.
- Ask students questions, such as the following (record student responses on the idea web):
 - What do you see in this image?
 - What do you see on the Great Plains?
 - What colors do you see?
 - What size is the prairie?





The Great Plains

Turn to your partner and describe the Great Plains region using the details we have on the idea web.



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Point to specific parts of a Great Plains image. Ask simple questions to prompt students to add details about the size of and colors found in the Great Plains. Provide the sentence frame: "The Great Plains region is ____ (adj.)."

Transitioning/Expanding

Invite students to ask questions about the image of the Great Plains in order to add details to a sentence.

Bridging

Using a different image, challenge students in small groups to contribute a variety of adjectives in order to add details to a sentence.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K11L7 |
| Activity Name | The Great Plains |
| Proficiency Levels | |
| Entering | Student uses familiar adjectives to describe image, with prompting and support. |
| Emerging | Student uses familiar adjectives to describe image. |
| Transitioning | Student asks and answers simple questions in order to expand sentences with support. |
| Expanding | Student asks and answers simple questions in order to expand sentences. |
| Bridging | Student contributes a variety of adjectives to expand sentences. |

End Lesson

8

FRONTIER EXPLORERS

Sacagawea

PRIMARY FOCUS OF LESSON

Listening

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

Students will identify locations pertinent to westward expansion on a map.

Reading

Students will track the progress of the Corps of Discovery using a checklist.

Students will identify showing and telling verbs and determine their meanings in sentences.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Verb Types [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------------|---------|---|
| Vocabulary Building | | |
| Multiple-Meaning Word: <i>Trunk</i> | 5 min. | <input type="checkbox"/> Poster 4M (Trunk) |
| Rewind | | |
| Where Are We? | 10 min. | <input type="checkbox"/> Frontier Explorers Map
<input type="checkbox"/> red coloring tools |
| Three Tasks | 10 min. | <input type="checkbox"/> Tasks Checklist |
| 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"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- On the Frontier Explorers Map, mark red Xs up to the second circle, going west along the route.

Looking at Language

- Prepare a large Show and Tell Verbs chart on chart paper as follows:

| Show and Tell Verbs | | |
|---------------------|--|-----------------------|
| Lesson | What Read-Aloud Says | What Read-Aloud Means |
| "Sacagawea" | During the winter, the temperatures <u>plunged</u> to thirty degrees below zero. | |
| | It was already cold, and the river was <u>freezing</u> into ice. | |
| | The Mandans <u>welcomed</u> the travelers from the east. | |
| | They <u>dragged</u> the pirogues onto the riverbank. | |
| | I can <u>translate</u> what is said in other languages into English. | |

- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Create sentences using the multiple meanings of the word <i>trunk</i>. • Discuss locations pertinent to westward expansion. • Discuss the progress of the Corps of Discovery. | | |
| Language Forms and Functions | | |
| <p>This expedition is headed _____ and _____.</p> <p style="text-align: center;">(west) (north)</p> <p>They accomplished _____ and _____.</p> <p>They have not yet _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | | north/south/east/west
trunk |

Lesson 8: Sacagawea

Vocabulary Building



Primary Focus: Students will use sentence-level context clues to determine the multiple meanings of the word *trunk*.

MULTIPLE-MEANING WORD: TRUNK (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.

The group carried four boxes and a trunk filled with plant and rock samples.

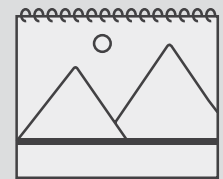
[Show Poster 4M (Trunk).] In the read-aloud, a trunk is a large, strong box.

[Point to picture one.] This picture shows the type of trunk we heard about in the read-aloud.

A trunk can also be the back part of a car, used for carrying and storing things. Which picture shows this? (*three*)

A trunk is also the nose of an elephant. Which picture shows this? (*two*)

Poster 4M


Check for Understanding

Multiple Choice: I am going to say some sentences with the word *trunk*. Tell me if they relate to picture one (box for storing things), picture two (part of a car), or picture three (an elephant's nose).

- Please put all of the sand buckets and shovels in the trunk. We are going to the beach today. (*three*)
- I have a trunk at the foot of my bed full of towels and blankets. (*one*)
- The elephant used its trunk to splash water. (*two*)

Your Turn: Now, with your partner, make up a sentence for each meaning of *trunk*. [Have students point to the part of the poster that relates to their use of *trunk*.]

Lesson 8: Sacagawea

Rewind



Primary Focus

Students will identify locations pertinent to westward expansion on a map.

Students will track the progress of the Corps of Discovery using a checklist.

WHERE ARE WE? (10 MIN)

Activity Page 2.2S



- Review the areas students have identified and colored in on the Frontier Explorers Map: area of the United States at the time of the read-aloud, Appalachian Mountains, Rocky Mountains, Mississippi River, New Orleans, area between Appalachians and Mississippi River, Missouri River, Atlantic Ocean, and Pacific Ocean.
- Remind students that Lewis and Clark started their journey in the town of St. Louis. Have students put their finger on the red dot that represents St. Louis on their maps.
- Then, have students follow the dashed lines along the Missouri River and stop at the first circle. Remind students that in the previous read-aloud, Lewis and Clark met the Yankton Sioux [/soo/] and the Teton Sioux [/tee*ton/soo/].

Ask: Where did these two tribes of Sioux live?

» on the prairie, the Great Plains

- Have students draw red Xs up to the first circle.
- Tell students that Lewis and Clark and the Corps of Discovery continued along the Missouri River toward the Rocky Mountains.
- Have students draw red Xs along the Missouri River up to the middle of North Dakota and stop at the second circle.
- Remind students that this was where the Hidatsa [/hi*dot*sə/] and Mandan lived at the time of today's read-aloud.

Cardinal Directions: Describe the route this expedition has taken so far, using cardinal directions: north, south, east, and west.

- » headed west and north

Turn and Talk: Have Lewis and Clark traveled a long distance? How close are they to the Pacific Ocean? What might be a barrier to them reaching the Pacific Ocean?

THREE TASKS (10 MIN)

Review

President Jefferson gave Lewis and Clark three tasks. What were the three tasks? [Have students refer to their Tasks Checklist, (Activity Page 5.1S), as they review and discuss the three tasks.]

- » The three tasks were to make friends with Native Americans, collect samples of plants and animals, and find an all-water route to the Pacific Ocean.

Use your Tasks Checklist to talk about the tasks that Lewis and Clark have accomplished already. Which tasks did Lewis and Clark accomplish in the read-aloud?

- » They accomplished _____ and _____. (*They accomplished making friends with Native Americans and collecting samples of different plants and animals.*)

Ask: Which task has not been completed yet?

- » They have not yet _____. (*They have not yet found a water route all the way to the Pacific Ocean.*)

Support

Sentence frame: “The expedition is headed _____ and _____ (west, north).”

Activity Page 5.1S



Challenge

Have students write a short description of how Lewis and Clark accomplished a task.

Lesson 8: Sacagawea

Looking at Language



Primary Focus: Students will identify showing and telling verbs and determine their meanings in sentences.

SHOW AND TELL VERBS (5 MIN.)

In the story, you heard that during the winter, the temperatures plunged to thirty degrees below zero.

Ask

What does *plunged* mean?

» fell quickly

What does this tell us about the weather during the winter?

» it was really, really cold

The author uses different types of verbs to show what was happening or what the character was doing and thinking.

Support

Act out the sentences or have students act them out to provide visual support.



Reading
Using Verbs and Verb
Phrases

Entering/Emerging

Ask students yes/no questions about a verb from the read-aloud (e.g., “Was the temperature very cold in the winter?”)

Transitioning/Expanding

Read sentences with show and tell verbs from the read-aloud, and help students interpret the meaning of the verbs in context.

Bridging

Challenge students to find other examples of show and tell verbs in the text and explain what they mean.

Verb Types



Let’s look at some of the other sentences from the story and fill in the Show and Tell Verbs chart.

| Show and Tell Verbs | | |
|---------------------|--|--|
| Lesson | What Read-Aloud Says | What Read-Aloud Means |
| “Sacagawea” | During the winter, the temperatures <u>plunged</u> to thirty degrees below zero. | The temperature fell quickly. |
| | It was already cold, and the river was <u>freezing</u> into ice. | The river was becoming so cold, it was turning into ice. |
| | The Mandans <u>welcomed</u> the travelers from the east. | The Mandans were friendly and invited the men to stay with them. |
| | They <u>dragged</u> the pirogues onto the riverbank. | They pulled the pirogues with force and difficulty. |
| | I can <u>translate</u> what is said in other languages into English. | I can change words from one language into another language. |

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Knowledge/Lesson | K11L8 |
| Activity Name | Verb Types |
| Proficiency Levels | |
| Entering | Student responds to <i>yes/no</i> questions about different verbs from the story with prompting and support. |
| Emerging | Student responds to <i>yes/no</i> questions about different verbs from the story. |
| Transitioning | Student determines meaning of some verbs in context. |
| Expanding | Student determines meaning of a growing number of verbs in context. |
| Bridging | Student finds or listens to a variety of verbs in the text and determines their meaning in context. |

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


9

FRONTIER EXPLORERS

Red Cedars and Grizzly Bears

PRIMARY FOCUS OF LESSON**Writing**

Students will describe images of a cedar tree and a grizzly bear.

Listening

Students will identify locations pertinent to westward expansion on a map.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Discoveries [Activity Pages 9.1S, 9.2S]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Looking at Language | | |
| Discoveries | 20 min. | <input type="checkbox"/> Images 9A-3, 9A-4
<input type="checkbox"/> Activity Pages 9.1S, 9.2S
<input type="checkbox"/> additional images of cedar trees and grizzly bears (optional)
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| Where Are We? | 10 min. | <input type="checkbox"/> Frontier Explorers Map
<input type="checkbox"/> red coloring tools |

ADVANCE PREPARATION

Looking at Language

- Prepare Activity Pages 9.1S and 9.2S.
- (Optional) Find additional images of cedar trees and grizzly bears.
- Prepare Language Proficiency Recording Sheet for Writing.

Rewind

- On the Frontier Explorers Map, mark up to the third circle with red Xs.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss locations pertinent to westward expansion.
- Describe a cedar tree and a grizzly bear.

Language Forms and Functions

A cedar tree is _____. A cedar tree has _____.

(adj.)

(adj.)

(noun)

A grizzly bear is _____. A grizzly bear has _____.

(adj.)

(adj.)

(noun)

My map shows that they are getting closer to the _____.

(Rocky Mountains, Pacific Ocean)

Vocabulary

Tier 3 Domain-Specific Words

cedar tree
grizzly bear

Tier 2 General Academic Words

discovery

Tier 1 Everyday Speech Words

Lesson 9: Red Cedars and Grizzly Bears

Looking at Language



Primary Focus: Students will describe images of a cedar tree and a grizzly bear.

NEW DISCOVERIES (20 MIN.)

In today's read-aloud, Lewis and Clark make two discoveries.

Say the word *discoveries* with me three times.

Definition: Discoveries are things that are found and seen for the first time.

Example: Lewis and Clark wrote about their discoveries in their journals so that they could take the information back to President Jefferson.

Describe the Cedar Tree



Show Image 9A-3: Men gathered around a red cedar to show size

[Give students Activity Page 9.1S.] Let's talk about one of Lewis and Clark's discoveries: the cedar tree.

We read that "Lewis and Clark knew it would be impossible to take an entire tree back with them because of its gigantic size."

Ask

What does this sentence tell us about the cedar tree?

- » The cedar tree was very big.

How else can we describe the cedar tree by looking at this picture?
[Write student responses on the board.]

- » huge branches, green needles, brown cones, tall trunk, rough bark

Describe the Grizzly Bear



Show Image 9A-4: Grizzly bear and eastern black bear

[Give students Activity Page 9.2S.] Next, let's talk about another one of Lewis and Clark's discoveries: the grizzly bear.
[Point to the grizzly bear.]

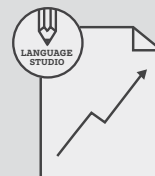
In the read-aloud, Captain Clark said,
"From what I hear, the difference

between a black bear and a grizzly bear is like the difference between a house cat and a lion."

This means that black bears are small and easy to deal with compared to grizzly bears.

Ask: How can we describe the grizzly bear? [Write student responses on the board.]

- » giant, heavy, very tall, fast runner, brown fur, fierce roar



Support

Sentence frames:

"A cedar tree is
_____ (adj.)."

"A cedar tree has
_____ (adj.)
_____ (noun)."

"A grizzly bear is
_____ (adj.)."

"A grizzly bear has
_____ (adj.)
_____ (noun)."



Writing Using Nouns and Noun Phrases

Entering/Emerging

Point to specific parts of the images and ask simple questions to prompt students to add details using familiar adjectives.

Transitioning/Expanding

Invite students to ask questions about the images in order to add details.

Bridging

Using different images, challenge students, in small groups, to contribute a variety of adjectives in order to add details.



Discoveries

Write descriptions of the cedar tree and grizzly bear on your activity pages.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K11L9 |
| Activity Name | Discoveries |
| Proficiency Levels | |
| Entering | Student uses familiar adjectives to describe image, with prompting and support. |
| Emerging | Student uses familiar adjectives to describe image. |
| Transitioning | Student asks and answers simple questions in order to expand sentences with support. |
| Expanding | Student asks and answers simple questions in order to expand sentences. |
| Bridging | Student contributes a variety of adjectives to expand sentences. |

Lesson 9: Red Cedars and Grizzly Bears

Rewind



Primary Focus: Students will identify locations pertinent to westward expansion on a map.

WHERE ARE WE? (10 MIN.)

- Review the areas students have identified and colored in on their Frontier Explorers Maps: area of the United States at the time of the read-aloud, the Appalachian Mountains, the Rocky Mountains, the Mississippi River, New Orleans, the area between the Appalachians and the Mississippi, the Missouri River, the Atlantic Ocean, and the Pacific Ocean.
- Remind students that Lewis and Clark started their journey in the town of St. Louis. Have students put their finger on the red dot that represents St. Louis on their maps.
- Then, have students follow the red Xs along the Missouri River and stop at the first circle.

Ask: What area of the United States is this area called?

» the prairie/the Great Plains

- Then, have students continue to follow the red Xs along the Missouri River and stop at the second circle. Remind students that in the previous read-aloud, Lewis and Clark met two other Native American groups (the Hidatsa and the Mandan) as well as Sacagawea.
- Next, have students draw red Xs to the third circle, where today's read-aloud takes place.

Ask: [Point to this last set of red Xs.] What discoveries did Lewis and Clark make here?

» Lewis and Clark discovered the red cedar and grizzly bear here.

Turn and Talk: Are Lewis and Clark getting closer to the Rocky Mountains or to the Appalachian Mountains? Are Lewis and Clark getting closer to the Pacific Ocean or to the Atlantic Ocean? Refer to your map to show your partner your answer.

» My map shows that they are getting closer to the _____ (*Rocky Mountains, Pacific Ocean*).

Activity Page 2.2S



Support

Sentence frame:

"My map shows that they are getting closer to the _____ (*Rocky Mountains, Pacific Ocean*)."

10

FRONTIER EXPLORERS

Rivers and Mountains

PRIMARY FOCUS OF LESSON**Writing**

Students will write about a favorite part of the expedition.

Listening

Students will identify locations pertinent to westward expansion on a map.

Speaking

Students will apply the saying, "If at first you don't succeed, try, try again."

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

Explorer's Journal [Activity Page 10.1S]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Write About It | | |
| Explorer's Journal: My Favorite Part | 15 min. | <input type="checkbox"/> Activity Page 10.1S
<input type="checkbox"/> Flip Book
<input type="checkbox"/> drawing tools
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| Where Are We? | 10 min. | <input type="checkbox"/> Frontier Explorers Map
<input type="checkbox"/> red coloring tools |
| Connections | | |
| Sayings and Phrases: "If at First You Don't Succeed, Try, Try Again" | 5 min. | |

ADVANCE PREPARATION

Write About It

- Prepare Activity Page 10.1S.
- Select Flip Book images from Lessons 7–11, and tab the Flip Book to ensure smooth transition from one image to the next. Suggested images may include:
 1. Image 7A-1—Clark and the Great Plains
 2. Image 7A-2—Pronghorn antelope
 3. Image 7A-3—Prairie dog
 4. Image 7A-4—With the Yankton Sioux
 5. Image 7A-5—Teton Sioux
 6. Image 8A-5—Mandan interactions
 7. Image 8A-6—Charbonneau and Sacagawea
 8. Image 9A-3—Men gathered around a red cedar to show size

9. Image 9A-5—Meeting grizzlies
 10. Image 10A-6—Sacagawea guiding the party
 11. Image 11A-4—Seeing the Pacific Ocean
- Prepare Language Proficiency Recording Sheet for Writing.

Rewind

- On the Frontier Explorers Map, mark up to the fourth circle with red Xs.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|---|---------------------------------|
| <ul style="list-style-type: none"> • Write about a favorite part of the expedition. • Share about an experience, using the expression, “If at first you don’t succeed, try, try again.” | | |
| Language Forms and Functions | | |
| <p>Offer and Support Opinion: My favorite part of the expedition was _____ because . . .</p> <p>When I first tried _____, I couldn’t do it. But I kept trying. Finally, I succeeded at _____. If at first you don’t succeed, try, try again.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| expedition | “If at first you don’t succeed, try, try again” | |

Start Lesson

Lesson 10: Rivers and Mountains

Write About It



Primary Focus: Students will write about a favorite part of the expedition in a journal.

EXPLORER’S JOURNAL: MY FAVORITE PART (15 MIN.)

- Remind students that Lewis and Clark recorded all of their discoveries and events in a journal. Tell students they will make their last journal entries.
- Have students pretend they are members of the Corps of Discovery traveling

with Lewis and Clark. Tell students that they will record their favorite parts of the expedition.

Image Review: [Show images from Lessons 7–11.] Look at all the people you’ve met, animals you’ve discovered, and sights you have seen!

Turn and Talk: Ask your partner, “What was your favorite part of the expedition? Why was that your favorite part?”

» My favorite part of the expedition was _____ because . . .



Explorer’s Journal

[Give students Activity Page 10.1S.] Draw a picture of your favorite part of the expedition. Then write about your favorite part of the expedition and why it was your favorite part.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

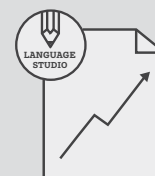
| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K11L10 |
| Activity Name | Explorer’s Journal |
| Proficiency Levels | |
| Entering | Student copies provided key words and offers opinion with support. |
| Emerging | Student labels picture with provided key words and offers opinion. |
| Transitioning | Student offers and supports opinion using sentence starter with support. |
| Expanding | Student offers and supports opinion using sentence starter. |
| Bridging | Student offers and supports opinion citing details from the text. |

Support

Sentence starter:

“My favorite part of the expedition was _____ because . . .”

Activity Page 10.1S



Writing
Offering and
Supporting Opinions

Entering/Emerging

Select Flip Book images from Lessons 7–11 to display. Write down key words about the images for students to copy.

Transitioning/Expanding

Provide a sentence starter for students to use to offer and support their opinions.

Bridging

Encourage students to include details from the read-aloud to support their opinions.

Lesson 10: Rivers and Mountains

Rewind



Primary Focus: Students will identify locations pertinent to westward expansion on a map.

WHERE ARE WE? (10 MIN.)

Activity Page 2.2S



- Have students point to the place on the Frontiers Explorer Map where Lewis and Clark and the Corps of Discovery started their journey. (*St. Louis*)
- Then have students follow the red Xs along the Missouri River with their fingers until they reach the first circle.

Ask: Where was the Corps of Discovery at this point in the journey?

» The explorers were in the Great Plains/prairie.

- Have students continue to follow the Missouri River with their fingers to the second circle.

Ask: Whom did Lewis and Clark meet there? Who joined their team?

» Lewis and Clark met Charbonneau and Sacagawea. They joined the team.

- Have students follow the Missouri River with their fingers until they come to the third circle on their maps. Remind students that this was where Lewis and Clark discovered the red cedar and encountered the grizzly bears in the previous read-aloud.
- Finally, have students follow the Missouri River even closer to the Rocky Mountains and into the Rocky Mountains. Have students draw red Xs along the Missouri River up to the fourth circle, where today's read-aloud takes place. Remind students that Lewis and Clark met the Shoshone and received much help from this tribe.

Turn and Talk: Where are Lewis and Clark now? How close are Lewis and Clark to the Pacific Ocean? Use your map to answer the questions.

» They are in the Rocky Mountains. They are getting closer to the Pacific Ocean.

Lesson 10: Rivers and Mountains

Connections



Primary Focus: Students will apply the saying, “If at first you don’t succeed, try, try again.”

SAYINGS AND PHRASES: “IF AT FIRST YOU DON’T SUCCEED, TRY, TRY AGAIN” (5 MIN.)

In today’s read-aloud, we heard about the problems Lewis and Clark encountered when the river divided into two parts, and they had to figure out which part to follow. They knew that the correct river would have a waterfall, so they decided to try and find the waterfall.

First, they tried splitting up and going down each of the two rivers to find the waterfall, but they did not succeed in finding it.

However, they did not give up. They tried walking over land to find the waterfall, and this time they did find the waterfall! If Lewis and Clark had given up after their first try, they would never have found the waterfall.

So, just because their first try was unsuccessful, Lewis and Clark did not give up; they tried a second time—and were successful!

There is a saying that we can use to describe Lewis and Clark’s attitude when they were not successful the first time: “if at first you don’t succeed, try, try again.”

This saying encourages us to keep trying, even if we fail at something the first time.

Share: Have you ever failed at something at first but then kept trying until you were successful? Use the saying, “if at first you don’t succeed, try, try again,” when you share about your experience.

Support

Sentence frame:

“When I first tried _____, I couldn’t do it. But, I kept trying. Finally, I succeeded at _____ (*riding a bike, tying my shoes, making a sandwich*). If at first you don’t succeed, try, try again.”

End Lesson

11

FRONTIER EXPLORERS

To the Pacific and Back

PRIMARY FOCUS OF LESSON**Listening**

Students will identify locations pertinent to westward expansion on a map.

Reading

Students will track the progress of the Corps of Discovery using a checklist.

Speaking

Students will chorally present the song, “America, the Beautiful.”

FORMATIVE ASSESSMENT

Speaking

Sing It! [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Three Tasks [Activity Page 5.1S]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------|---------|--|
| Rewind | | |
| Where Are We? | 5 min. | <input type="checkbox"/> Frontiers Explorers Map
<input type="checkbox"/> red coloring tools |
| Three Tasks | 10 min. | <input type="checkbox"/> Tasks Checklist
<input type="checkbox"/> Language Proficiency Recording Sheet |
| On Stage | | |
| "America, the Beautiful" | 15 min. | <input type="checkbox"/> Resource Page 11.4S
<input type="checkbox"/> recording of "America, the Beautiful" |

ADVANCE PREPARATION

Rewind

- On the Frontier Explorers Map, mark up to the fifth circle with red Xs.
- Prepare the Language Proficiency Recording Sheet for Reading.

On Stage

- Use Resource Page 11.4S for reference.
- Find a recording of "America, the Beautiful" for students to listen to and sing along with.

Take-Home Material

- Prepare Activity Page 11.1S for students to take home.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss locations pertinent to westward expansion.
- Discuss the progress of the Corps of Discovery.
- Present a song.

Language Forms and Functions

They crossed the Rocky Mountains by _____.
(walking)

The expedition ended at the _____.
(Pacific Ocean)

The three tasks were to _____, _____, and, _____.

They were able to _____ and _____.

They were not able to _____.

Vocabulary

Tier 3 Domain-Specific Words

expedition

Tier 2 General Academic Words

accomplish
task

Tier 1 Everyday Speech Words

Start Lesson

Lesson 11: To the Pacific and Back

Rewind



Primary Focus

Students will identify locations pertinent to westward expansion on map.

Students will track the progress of the Corps of Discovery using a checklist.

WHERE ARE WE? (5 MIN.)

- Have students point to the place where Lewis and Clark and the Corps of Discovery started their journey. (*St. Louis*)
- Then have students follow the red Xs along the Missouri river until they reach the Rocky Mountains.

Ask

Were Lewis and Clark able to cross the Rocky Mountains by river?
(no)

Activity Page 2.2S



How did they cross the Rocky Mountains?

» They crossed the Rocky Mountains by _____. (*walking*)

- Have students follow Lewis and Clark's route up to the fifth and final circle. Have students draw red Xs up to the fifth circle.

Turn and Talk: Where did the expedition end?

» The expedition ended at the _____. (*Pacific Ocean*)

- Remind students that they found out how to get to the Pacific Ocean—take the Missouri River to the Rocky Mountains, cross the Rockies on foot, and then take other rivers to the Pacific Ocean.
- Tell students that after reaching the Pacific Ocean, most of them headed back to St. Louis. Have students retrace the route back to St. Louis.

THREE TASKS (10 MIN.)

Review: Use your Tasks Checklist to discuss the tasks that Jefferson asked Lewis and Clark to complete.

Ask

What were the three tasks?

» The three tasks were to _____, _____, and _____. (*make friends with Native Americans, collect samples of new plants and animals, and find an all-water route to the Pacific Ocean*)

Were Lewis and Clark able to accomplish all three tasks?

» No, they were not able to accomplish all three tasks.

Which of the tasks were they able to accomplish?

» They were able to _____ and _____. (*make friends with the Native Americans and collect samples of new plants and animals*)

Which of the tasks were they not able to accomplish?

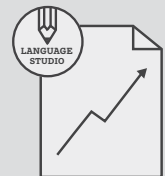
» They were not able to _____. (*find an all-water route to the Pacific Ocean*)



Three Tasks

Using your Tasks Checklist, recount the three tasks that Jefferson gave to Lewis and Clark, and explain whether or not the explorers were able to complete all three tasks.

Activity Page 5.1S



Reading
Reading/Viewing
Closely

Entering/Emerging

Say one of the tasks and help students match the task to an image on the checklist.

Transitioning/Expanding

Have students examine two tasks with partners. Provide sentence frames from the lesson.

Bridging

Invite students to explain all three tasks to their partners.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K11L11 |
| Activity Name | Three Tasks |
| Proficiency Levels | |
| Entering | Student matches key words and phrases to images with support. |
| Emerging | Student matches key words and phrases to images. |
| Transitioning | Student relates two ideas about a main topic with support. |
| Expanding | Student relates two ideas about a main topic. |
| Bridging | Student connects ideas about a main topic independently. |

Lesson 11: To the Pacific and Back

On Stage



Primary Focus: Students will chorally present the song, "America, the Beautiful."

"AMERICA, THE BEAUTIFUL" (15 MIN.)

- Tell students that many years after Lewis and Clark's expedition, someone wrote a poem about America—the name also used for the United States—and it was made into a song.
- Play a recording of the song for students to hear.
- [Refer to Resource Page 11.4S.] Say the words of the song, and have students repeat them.
- Introduce gestures to go with the lines of the song.
- Repeat until students are familiar with the words of the song.

O beautiful for spacious skies,

[Open arms wide above your head.]

For amber waves of grain,

[Move hands in a waving gesture to mimic grass swaying.]

For purple mountain majesties

[Create a mountain with arms over head.]

Above the fruited plain!

[Sweep hand with palm facing down across the space in front of you.]

America! America!

[Stretch arms out, one at a time.]

God shed His grace on thee,

[Sweep hand with palm facing down across the space in front of you.]

And crown thy good with brotherhood

[Create a crown on head with hands.]

From sea to shining sea!

[Stretch arms out, one at a time.]



Speaking
Presenting

Entering/Emerging

Have students hum the tune and do the motions.

Transitioning/Expanding

Have students sing and chant most of the words.

Bridging

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



Formative Assessment

Sing It! : [Invite small groups of students to present this song to the class.]

~ End Lesson ~

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Language Studio 8

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Language Studio 11

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