



Language Studio

Teacher Guide

Grade 2

Volume 1

Grade 2

Language Studio 1-4

Volume 1

Teacher Guide



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Contents

VOLUME 1

Language Studio 1 Fairy Tales and Tall Tales	1
<hr/>	
Language Studio 2 Early Asian Civilizations	55
<hr/>	
Language Studio 3 Ancient Greek Civilizations	163
<hr/>	
Language Studio 4 Greek Myths	243
<hr/>	

Language Studio 1

Fairy Tales and Tall Tales



Contents



FAIRY TALES AND TALL TALES

Lesson 1 The Fisherman and His Wife

5

Rewind (10 min.)

- Sequencing the Story: "The Fisherman and His Wife"

Focus on Text (10 min.)

- Story Elements: "The Fisherman and His Wife"

Vocabulary Building (10 min.)

- Word Work: *Enchanted, Hesitated*

Lesson 2 The Emperor's New Clothes

12

Rewind (15 min.)

- Sequencing the Story: "The Emperor's New Clothes"

Vocabulary Building (15 min.)

- Word Wall: *Intelligent/Ignorant*

Lesson 3 Beauty and the Beast, Part I

17

Focus on Text (10 min.)

- Fairy Tale Review

Looking at Language (10 min.)

- Show and Tell Verbs

Vocabulary Building (10 min.)

- Word Work: *Merchant, Fearsome*

Lesson 4 Beauty and the Beast, Part II

24

Vocabulary Building (15 min.)

- Word Work: *Appearance, Courtesy*

Rewind (15 min.)

- What Happened First?

Lesson 5 Paul Bunyan

29

Look Ahead (20 min.)

- Vocabulary Preview: *Frontier, Exaggeration*
- Picture Walk: "Paul Bunyan"

Focus on Text (10 min.)

- Fact or Tall Tale?

Lesson 6 Pecos Bill

36

Look Ahead (10 min.)

- Picture Walk: "Pecos Bill"

Vocabulary Building (10 min.)

- Word Work: *Persuaded*

Looking at Language (10 min.)

- Show and Tell Verbs

Lesson 7 Create Your Own Exaggeration

44

Vocabulary Building (5 min.) <ul style="list-style-type: none">Multiple-Meaning Word: <i>Legend</i>	Write About It (15 min.) <ul style="list-style-type: none">Draw and Describe an Exaggeration	Looking at Language (10 min.) <ul style="list-style-type: none">Show and Tell Verbs
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Lesson 8 Create Your Own Tall Tale

50

Vocabulary Building (10 min.) <ul style="list-style-type: none">Word Wall: <i>Pride</i>	Write About It (20 min.) <ul style="list-style-type: none">Create Your Own Tall Tale
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FAIRY TALES AND TALL TALES

The Fisherman and His Wife

PRIMARY FOCUS OF LESSON**Reading**

Students will retell “The Fisherman and His Wife” by sequencing the events in the story.

Students will identify the story elements in “The Fisherman and His Wife.”

Speaking

Students will respond to questions using the general academic words *enchanted* and *hesitated* in context.

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Sequencing the Story [Activity Page 1.1S]**

LESSON AT A GLANCE

	Time	Materials
Rewind		
Sequencing the Story: "The Fisherman and His Wife"	10 min.	<input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> scissors <input type="checkbox"/> glue or tape, paper <input type="checkbox"/> Language Proficiency Recording Sheet
Focus on Text		
Story Elements: "The Fisherman and His Wife"	10 min.	<input type="checkbox"/> Activity Page 1.2S
Vocabulary Building		
Word Work: <i>Enchanted, Hesitated</i>	10 min.	

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 1.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

Focus on Text

- Prepare Activity Page 1.2S .

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell the beginning, middle, and end of the story.
- Respond to questions using the general academic words *enchanted* and *hesitated*.

Language Forms and Functions

In the story, the characters are . . .

I think _____ is enchanted.

I would/would not hesitate.

Vocabulary

Tier 3 Domain-Specific Words

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

enchanted
hesitate
might

castle
cottage
fish/fisherman
hut
magic

Start Lesson

Lesson 1: The Fisherman and His Wife

Rewind

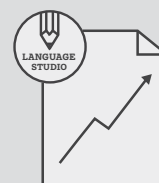


Primary Focus: Students will retell “The Fisherman and His Wife” by sequencing the events in the story.

SEQUENCING THE STORY: “THE FISHERMAN AND HIS WIFE” (10 MIN.)

- Give each student Activity Page 1.1S. Explain to students that this activity page has pictures of events from the plot of “The Fisherman and His Wife.”
- First, have students talk about what is happening in each picture.
- Next, have students cut out the six pictures.
- Then, students should arrange the pictures in the correct order to show the proper sequence of events.
- Have students glue or tape the pictures on paper once they have been sequenced.

Activity Page 1.1S



Check-In: When students think they have the pictures in the correct order, they should ask an adult or check with their partners to see if the order is correct.



Sequencing the Story

Use your sequence of events to recount the beginning, middle, and end of the story.



Reading Selecting Language Resources

Entering/Emerging

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

Transitioning/Expanding

Provide students with key words in a word bank to help sequence the events.

Bridging

Have students brainstorm details from the text about the images 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	K1 L1
Activity Name	Sequencing the Story
Proficiency Levels	
Entering	Student orders images to sequence the events in the story.
Emerging	Student uses images and key words to sequence the events in the story.
Transitioning	Student uses images and a combination of key words and sentences to sequence the events in the story.
Expanding	Student uses images and complete sentences to sequence the events in the story.
Bridging	Student uses detailed and complete sentences to sequence the events in the story.

Lesson 1: The Fisherman and His Wife

Focus on Text



Primary Focus: Students will identify the story elements in “The Fisherman and His Wife.”

STORY ELEMENTS: “THE FISHERMAN AND HIS WIFE” (10 MIN.)

- Give each student Activity Page 1.2S.
- Tell students that you will go over the story elements for “The Fisherman and His Wife” together.

Note: Tell students that you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all of the rules for decoding. Emphasize that you are writing what they say so you don’t forget, and tell them that you will read the words to them.

Activity Page 1.2S



Elements of Stories	
Title	“The Fisherman and His Wife”
Author	the Brothers Grimm
Setting	by the sea; little, old, run-down hut; charming cottage; big stone castle
Characters	fisherman, wife, fish, servants, barons, dukes, duchesses, ladies-in-waiting
Themes	You should be happy with what you have. Don’t be greedy. Be careful not to wish for too much.
Opening	“Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea.”
Ending	“And there (in the little, old, run-down hut) they live to this very day.”



Reading Understanding Text Structure

Entering/Emerging

Have students contribute using gestures, words, or simple phrases.

Transitioning/Expanding

Have students contribute using a short sentence or by completing this sentence frame: "In the story, the characters are . . ."

Bridging

Have students contribute using a complete sentence. Challenge students to build on a previous idea.

Ask

What is the title of the story?

- » "The Fisherman and His Wife"

Who are the authors of the story?

- » the Brothers Grimm

Definition: *Setting* is where the story takes place.

Ask

What are the settings of the story?

- » by the sea; little, old run-down hut; charming cottage; big stone castle

Who are the characters in the story?

- » fisherman, wife, fish, servants, barons, dukes, duchesses, ladies-in-waiting

Definition: *Theme* is the meaning or what you can learn from the story.

Ask

What are the themes of the story?

- » You should be happy with what you have. Don't be greedy. Be careful not to wish for too much.

What is the ending line of the story?

- » "And there [in the little, old, run-down hut] they live to this very day."

Lesson 1: The Fisherman and His Wife

Vocabulary Building



Primary Focus: Students will respond to questions using the words *enchanted* and *hesitated* in context.

WORD WORK (10 MIN.)

Enchanted

One of the characters in today's fairy tale is enchanted.

Say the word *enchanted* with me three times.

Definition: When something is enchanted, it is like it is under a magic spell. To be enchanted is to be different, strange, and magical.

Examples: An enchanted forest might have jewels growing on the trees

An enchanted school might have special rooms that take you to different places around the world.

Ask: Which character do you think is enchanted in this fairy tale?

Use this sentence frame: "I think _____ is enchanted."

Hesitated

In today's fairy tale, the fisherman hesitated before calling out to the fish.

Say the word *hesitated* with me three times.

Definition: Hesitated means to stop or pause briefly before doing something. Usually people hesitate because they are unsure or worried about something.

Examples: The dog hesitated before running out into the rain.
Jayden hesitated before painting the first stroke on his paper.
Robin hesitated before throwing Francis the ball.

Support

Sentence frame:
"I think _____ is enchanted."



Check for Understanding

Turn and Talk: Tell your partner whether or not you would *hesitate* in these situations:

- jumping off the diving board
- writing your name on a piece of paper
- riding on an airplane
- skipping a bar on the monkey bars
- singing your favorite song in front of the class

End Lesson

2

FAIRY TALES AND TALL TALES

The Emperor's New Clothes

PRIMARY FOCUS OF LESSON**Speaking**

Students will retell “The Emperor’s New Clothes” by sequencing the events in the story.

Listening

Students will create sentences using the word wall for the antonyms *intelligent* and *ignorant*.

LANGUAGE PROFICIENCY ASSESSMENT**Listening****Word Wall [Informal Observation]**

LESSON AT A GLANCE

	Time	Materials
Rewind		
Sequencing the Story: "The Emperor's New Clothes"	15 min.	<input type="checkbox"/> Activity Page 2.1S <input type="checkbox"/> scissors <input type="checkbox"/> glue or tape, paper
Vocabulary Building		
Word Wall: <i>Intelligent/Ignorant</i>	15 min.	<input type="checkbox"/> chart paper for word wall <input type="checkbox"/> index cards <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 2.1S.

Vocabulary Building

- Prepare a horizontal word wall with the core vocabulary words *ignorant* and *intelligent* on two separate ends. On index cards, write the following words in red: *ignorant*, *foolish*, *unlearned*, and *uneducated*. Write the following words in yellow: *average*, *ordinary*, and *fair*. Write the following words in green: *intelligent*, *smart*, *educated*, *bright*, and *clever*.
- Prepare Language Proficiency Recording Sheet for Listening.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> Retell the beginning, middle, and end of the story. Create sentences using the general academic words <i>intelligent</i> and <i>ignorant</i>. 		
Language Forms and Functions		
I think this card should go under <i>ignorant/intelligent</i> because . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
emperor	ignorant intelligent	cloth see

Start Lesson

Lesson 2: The Emperor's New Clothes

Rewind



Primary Focus: Students will retell “The Emperor’s New Clothes” by sequencing the events in the story.

SEQUENCING THE STORY: “THE EMPEROR’S NEW CLOTHES” (15 MIN.)

- Give each student Activity Page 2.1S. Explain that this worksheet has pictures of events from the plot of “The Emperor’s New Clothes.”
- First, have students talk about what is happening in each picture.
- Next, have students cut out the six pictures.
- Then, students should arrange the pictures in the correct order to show the proper sequence of events.

Check-In: When students think they have the pictures in the correct order, they should ask an adult or check with their partners to see if the order is correct.

- Have students glue or tape the pictures on paper once they have been sequenced.

Activity Page 2.1S





Check for Understanding

Turn and Talk: With your partner, tell about the beginning, middle, and end of the story.

Lesson 2: The Emperor's New Clothes

Vocabulary Building



Primary Focus: Students will create sentences using the word wall for the antonyms *intelligent* and *ignorant*.

WORD WALL: INTELLIGENT/IGNORANT (15 MIN.)

In the fairy tale you heard, "[The cloth] was specially woven so that only the most intelligent people could see it. Those who were ignorant could stare at the cloth all day long and not see a thing."

Say the word *intelligent* with me three times.

Definition: *Intelligent* means smart or knowledgeable.

Say the word *ignorant* with me three times.

Definition: *Ignorant* means not understanding or not having knowledge.



Word Wall

First, we will make a horizontal word wall for *intelligent* and *ignorant*. Then, you will make up sentences using the words on the word wall.

- Place the card that reads *ignorant* on the far left of the chart, and place the card that reads *intelligent* on the far right. Now hold up *foolish* and ask whether it should be placed with *ignorant* or *intelligent*. Hold up the rest of the cards and ask where they should be placed on the horizontal word wall.



Listening Evaluating Language Choices

Entering/Emerging

Provide students with a brief definition of each word to help them decide where the card should be placed on the word wall.

Transitioning/Expanding

Provide students with sample sentences using the word correctly.

Bridging

Prompt students with the question, "Why is this card placed near *intelligent/ignorant*?"

Support

Sentence starter:

"I think this card should go under *ignorant/intelligent* because . . ."

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.

Challenge

Have students choose two different-colored words from the word wall and make up a sentence using those words. Call on several students to share their sentences. Some students may be able to write down their sentences.

Evaluation Tool	
Language Domain	Listening
Knowledge/Lesson	K1 L2
Activity Name	Word Wall
Proficiency Levels	
Entering	Student decides where each of the cards should be placed.
Emerging	Student decides where given card should be placed and explains the definition in short phrases.
Transitioning	Student places card in appropriate place and creates a simple sentence using the word with prompting.
Expanding	Student places card in appropriate place and creates a simple sentence using the word independently.
Bridging	Student creates a sentence using the word and explains why a given card should be placed where it was on the word wall.

End Lesson

FAIRY TALES AND TALL TALES

Beauty and the Beast, Part I

PRIMARY FOCUS OF LESSON**Speaking**

Students will compare common characteristics in different fairy tales.

Reading

Students will identify show and tell verbs and determine their meanings in the sentence.

Speaking

Students will create sentences using the general academic words *merchant* and *fearsome*.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Show and Tell Verbs [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Focus on Text		
Fairy Tale Review	10 min.	☐ Activity Page 3.1S
Looking at Language		
Show and Tell Verbs	10 min.	☐ show and tell verb chart ☐ Language Proficiency Recording Sheet
Vocabulary Building		
Word Work: <i>Merchant, Fearsome</i>	10 min.	

ADVANCE PREPARATION

Focus on Text

- For the Fairy Tale Review activity, fill in the column for “The Emperor’s New Clothes” on Activity Page 3.1S as the class reviews the fairy tale.

Looking at Language

Copy the following show and tell verb chart onto the board:

Story	What it says in the story	What it means
“Beauty and the Beast, Part I”	The merchant <u>inspected</u> the food.	
	The garden in full bloom <u>astonished</u> the merchant.	
	On the way home, snow began to <u>fall</u> . It <u>covered</u> the road.	
	He found that the door was unlocked, so he <u>opened</u> it and <u>peered</u> in.	

- Prepare additional examples of show/tell verbs from the text or from excerpts in other stories.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Compare common characteristics in different fairy tales.
- Create sentences using general academic words *merchant* and *fearsome*.

Language Forms and Functions

I think the merchant sells _____.

I think _____ and _____ are fearsome.

Vocabulary

Tier 3 Domain-Specific Words

beast
cargo
merchant

Tier 2 General Academic Words

fearsome
persuaded

Tier 1 Everyday Speech Words

Start Lesson

Lesson 3: Beauty and the Beast, Part I

Focus on Text



Primary Focus: Students will compare common characteristics in different fairy tales.

FAIRY TALE REVIEW (10 MIN.)

- Present Activity Page 3.1S. Ask students to tell you about the characteristics of fairy tales. Make sure that the following characteristics are covered:
 - royal family
 - magical characters
 - magical events
 - “once upon a time” beginnings
 - “happily ever after” endings

Activity Page 3.1S





Check for Understanding

Ask: Are the events that happen in fairy tales real or fantasy? (*fantasy*)

- Confirm that fairy tales are made-up stories from someone's imagination. Fairy tales are stories with magical or strange characters, settings, and events.
- Fill in the column for "The Emperor's New Clothes" on the fairy tales characteristics chart (Activity Page 3.1S). Point to each characteristic, and ask whether it is present in this fairy tale. Follow up by having students tell their partners how they know the fairy tale has that characteristic, and call on two volunteers to share.

Note: There are no magical characters or events because the swindlers were not really making magic cloth; they were just pretending to make it.

- Prompt students to make comparisons between the fairy tales "The Fisherman and His Wife" and "The Emperor's New Clothes" based on the fairy tales characteristics chart. You may wish to ask:
 - Do these two fairy tales have "once upon a time" beginnings? Are they stories from long ago?
 - Are there royal characters in the stories?
 - Do both stories have magical characters and events?
 - » yes, for "The Fisherman and His Wife"; no, for "The Emperor's New Clothes"

Lesson 3: Beauty and the Beast, Part I

Looking At Language



Primary Focus: Students will identify showing and telling verbs and determine their meanings in the sentence.

SHOW AND TELL VERBS (10 MIN.)

In “Beauty and The Beast” it says, “The two older daughters complained bitterly.” What does complained bitterly mean? Are they happy or unhappy? (*unhappy*)

The author uses different types of verbs to show how the characters are feeling or what they are thinking.



Show and Tell Verbs

Let’s look at some of the other sentences from the story and fill in the chart.



Story	What it says in the story	What it means
“Beauty and the Beast, Part I”	The merchant <u>inspected</u> the food.	He looked at it closely.
	The garden in full bloom <u>astonished</u> the merchant.	He was amazed and surprised.
	On the way home, snow began to <u>fall</u> . It <u>covered</u> the road.	There was a lot of snow on the road.
	He found that the door was unlocked, so he opened it and <u>peered</u> in.	He looked inside.



Reading
Using Verbs and Verb Phrases

Entering/Emerging
Ask students *yes/no* questions about a verb from the story (e.g., “Does that mean he looked closely?”).

Transitioning/Expanding
Read the sentences with show/tell verbs from the story and help students interpret the meaning of the verbs in context.

Bridging
Read additional sentences with show/tell verbs or have students identify more show/tell verbs from other related texts.

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	K1 L3
Activity Name	Show and Tell Verbs
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 text and determines their meaning in context.

Lesson 3: Beauty and the Beast, Part I

Vocabulary Building



Primary Focus: Students will create sentences using the general academic words *merchant* and *fearsome*.

WORD WORK (10 MIN.)

Merchant

In the beginning of this fairy tale, you met a merchant and his three daughters.

Say the word *merchant* with me three times.

Definition: A merchant is someone whose job is to buy and sell things.

Examples: The merchant went to a faraway land to find new and interesting things to sell.

The merchant sold his goods at the market.

What do you think the merchant in this story sells?

Note: Although the story does not tell what he sells, it does say that he had ships filled with valuable cargo. You may wish to have students imagine what kinds of valuable things he sells.

Fearsome

In today's fairy tale you heard that the "merchant turned around and saw a fearsome creature who was half man and half beast."

Say the word *fearsome* with me three times.

Definition: Something that is fearsome makes people very frightened and scared.

Example: The tiger is one of the most fearsome animals in the jungle.

Tell your partner two things you think are fearsome.

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

Support

Sentence frame:
"I think the merchant
sells _____."

Sentence frame:
"I think _____ and
_____ are fearsome."

4

FAIRY TALES AND TALL TALES

Beauty and the Beast, Part II

PRIMARY FOCUS OF LESSON

Speaking

Students will identify the meanings of the general academic words *appearance* and *courtesy*.

Writing

Students will sequence story events from “Beauty and the Beast” using the temporal words *First/Then*.

FORMATIVE ASSESSMENT

Speaking

Word to World [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

What Happened First? [Activity Pages 4.1S]

LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Word Work: <i>Appearance, Courtesy</i>	15 min.	❑ Image 4A-4
Rewind		
What Happened First?	15 min.	❑ Activity Page 4.1S ❑ Language Proficiency Recording Sheet

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 4.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Describe an image from the story using the general academic word <i>appearance</i>. • Express an example of courtesy. • Write about story events using the temporal words <i>First/Then</i>. 		
Language Forms and Functions		
It is a courtesy to . . .		
Sequence: First . . . / Then . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
beast cargo merchant	appearance courtesy lavish punishment simple snowstorm	cottage garden kindness rose

Lesson 4: Beauty and the Beast, Part II

Vocabulary Building



Primary Focus: Students will identify the meanings of the general academic words *appearance* and *courtesy*.

WORD WORK (15 MIN.)

Appearance

In today's fairy tale you heard, "Despite his appearance, Beauty found the beast polite."

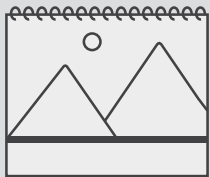
Say the word *appearance* with me three times.

Definition: *Appearance* is how something or someone looks on the outside.

Examples: The beast's appearance was scary, but he was kind. The beast told Beauty not to be tricked by appearances: what something looks like on the outside may not be the way it is on the inside.

- Have students look at Image 4A-4 from the Flip Book.

Flip Book 4A-4



Check for Understanding



Turn and Talk: Turn to your partner and describe the appearance of Beauty and the appearance of the beast.

Courtesy

In today's fairy tale you heard that the beast treated Beauty with kindness and courtesy.

Say the word *courtesy* with me three times.

Definition: *Courtesy* is good manners.

Examples: Saying "please" and "thank you" are common courtesies. Holding the door open for others is another example of courtesy.



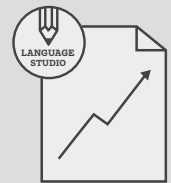
Formative Assessment

Word to World: With your partner think of another example of courtesy.

Support

Sentence frame:
“It is a courtesy to...”

Activity Page 4.1S



Writing
Selecting Language
Resources

Entering/Emerging
Read the statements and go over the images. Have students respond with *First* or *Then*. Write correct answers on the board for students to copy.

Transitioning/Expanding
Provide students with sentence starters:
“First . . . ”
“Then . . . ”
Write student-dictated sentences on the board for students to copy.

Bridging
After discussing the images, prompt students to come up with their own *First/Then* statements.

Lesson 4: Beauty and the Beast, Part II

Rewind



Primary Focus: Students will sequence story events using the temporal words *First/Then*.

WHAT HAPPENED FIRST? (15 MIN.)

- Tell students you are going to play a game called What Happened First? You will read a pair of sentences from Activity Page 4.1S. Each sentence begins with a blank. Do each pair of sentences separate from each other and one at a time.
- Write the words *First* and *Then* on the board for students to see. Be sure students understand that *first* means it happens before something else, and *then* means it happens later or after what happens first.
- Look at the pair of images and create a sentence for each image. Write them in order with *First . . . Then . . .*



What Happened First?

Which sentence happened first? Write the word *First* on the blank. Then write the word *Then* on the blank of the sentence that happens second in the story.

Create your own *First/Then* statements for the next two sets of images from the story.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

Evaluation Tool	
Language Domain	Writing
Knowledge/Lesson	K1 L4
Activity Name	What Happened First?
Proficiency Levels	
Entering	Student responds <i>First</i> or <i>Then</i> when given the statement then copies the correct temporal word onto the blank.
Emerging	Student uses the sentence frame to write a complete sentence using the temporal words <i>First</i> and <i>Then</i> with support.
Transitioning	After given a <i>First</i> statement, student comes up with a <i>Then</i> statement.
Expanding	Student contributes <i>First/Then</i> statements about the image and writes <i>First/Then</i> statements from models.
Bridging	Student writes <i>First/Then</i> statements independently.

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

## FAIRY TALES AND TALL TALES

# Paul Bunyan

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

Students will use the domain-specific word *frontier* and the general academic word *exaggeration*.

**Reading**

Students will discuss and ask questions about the tall tale “Paul Bunyan.”

Students will distinguish between what could be real and what is purely fiction in the tall tale “Paul Bunyan”

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Fact or Tall Tale? [Activity Page 5.1S]**

## LESSON AT A GLANCE

|                                                   | Time    | Materials                                                                                                    |
|---------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                 |         |                                                                                                              |
| Vocabulary Preview: <i>Frontier, Exaggeration</i> | 10 min. | <input type="checkbox"/> U.S. map                                                                            |
| Picture Walk: “Paul Bunyan”                       | 10 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> Images 5A-1, 5A-3, 5A-5, 5A-6                  |
| <b>Focus on Text</b>                              |         |                                                                                                              |
| Fact or Tall Tale?                                | 10 min. | <input type="checkbox"/> Activity Page 5.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- For the Picture Walk activity, have a U.S. map and the images listed above from the Flip Book.

### Focus on Text

- Prepare Activity Page 5.1S
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the domain-specific word *frontier*.
- Describe images from the tall tale “Paul Bunyan.”

### Language Forms and Functions

I would/would not like to be a frontier explorer because . . .

In the picture I see . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

frontier  
lumberjack  
sawmill

#### Tier 2 General Academic Words

exaggeration

#### Tier 1 Everyday Speech Words

ox  
pancakes  
sneeze  
snore  
west

Start Lesson

## Lesson 5: Paul Bunyan

# Look Ahead



### Primary Focus

Students will use the domain-specific word *frontier* and the general academic word *exaggeration*.

Students will discuss and ask questions about the tall tale “Paul Bunyan.”

## VOCABULARY PREVIEW (10 MIN.)

### Frontier

Today’s tall tale is set in the American frontier.

Say the word *frontier* with me three times.

**Definition:** The *frontier* is land that has not been explored or settled. In American history, the *frontier* refers to the American West. [Share with students that the first European settlers lived on the East Coast of the United States. Help students locate the East Coast of the United States on



## Support

### Sentence starter:

"I would/would not like to be a frontier explorer because . . ."



Speaking  
Evaluating Language  
Choices

### Entering/Emerging

Help students identify which statements are exaggerations.

### Transitioning/Expanding

Say simple sentences that include the meaning of *exaggeration* in context.

### Bridging

Invite students to give their own definitions for the word *exaggeration*.

a U.S. map. Explain that these settlers moved from the East Coast to the American West—the frontier—and helped to make the land on the frontier livable for others. Help students locate the West Coast of the United States.]

**Examples:** The settlers were curious and excited to explore the frontier. Many people wanted to be the first to discover something new about the frontier land.

**Turn and Talk:** Take turns telling your partner if you would like to explore the frontier and be a frontier explorer. Explain why or why not.

## Exaggeration

One major characteristic of tall tales is exaggeration.

Say the word *exaggeration* with me three times.

**Definition:** An exaggeration makes something seem a lot bigger, better, or greater than it really is.

**Example:** Exaggeration in a tall tale makes the main character seem larger than life. For example, when Paul Bunyan sneezed, he blew the birds from Maine to California—this is an exaggeration.



### Check for Understanding

**Making Choices:** You will hear many exaggerations in the tall tales. When you hear an exaggeration, do or say this \_\_\_\_\_. [Prompt students to do a movement or make a noise.]

- Claire eats cereal for breakfast.
- Claire eats twenty bowls of cereal for breakfast.
- When Paul snored, his neighbor thought it was an earthquake.

## PICTURE WALK: “PAUL BUNYAN” (10 MIN.)



### Show image 5A-3: The world’s biggest lumberjack

- Tell students that the main character in today’s tall tale is named Paul Bunyan.
- Say to students: “Tell your partner what is interesting about this picture of Paul Bunyan.” Call on two students to share.

- Tell students that Paul Bunyan grew up in Maine. [Point to Maine on the U.S. map. Ask whether Maine is on the East Coast or West Coast.]
- Tell students that Paul’s family decided to move to Minnesota. [Point to Minnesota on the U.S. map. Ask whether his family moved east or west.]
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.



### Show image 5A-1: Baby Paul in a wagon cradle

**Ask:** Who do you think the baby in the cradle is?

» Paul Bunyan

**Turn and Talk:** Have students tell their partners something unusual about the baby.



### Show image 5A-3: The world’s biggest lumberjack

**Ask:** What do you think Paul Bunyan’s job is?

- Explain that Paul Bunyan was a lumberjack or logger. He cut down trees so that they could be made into lumber or logs used for building. Cutting down trees also cleared the land to build new houses and to create spaces to farm. Mention that being a lumberjack was a popular job during the frontier times.



Reading  
Exchanging  
Information and Ideas

### Entering/Emerging

Have students contribute using gestures, words, or simple phrases.

### Transitioning/Expanding

Have students contribute using a short sentence or by completing this sentence frame: “In the picture I see. . .”

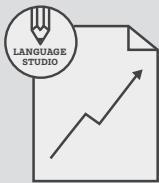
### Bridging

Have students contribute using a complete sentence. Challenge students to build on a previous idea.

## Support

**Sentence Frame:** “In the picture I see . . .”

Activity Page 5.1S



Reading  
Understanding Text  
Structure

### Entering/Emerging

Read the statements.  
Have students respond  
with *fact* or *tall tale*.  
Write correct answers  
on the board for  
students to copy.

### Transitioning/Expanding

Have students repeat  
the statements and  
then tell if they are facts  
or tall tales.

### Bridging

Help students explain  
why the statements are  
tall tales or facts.



### Show image 5A-6: Paul and Babe straightening the river

- Ask students to point to another character.
- Tell students that this character is Babe the Blue Ox.
- Tell students that they will hear how Paul and Babe meet and become good friends.



### Show image 5A-5: The world's largest frying pan

- Have students describe what they see in the picture.

## Lesson 5: Paul Bunyan

# Focus on Text



**Primary Focus:** Students will distinguish between what could be real and what is purely fiction in the tall tale “Paul Bunyan.”

### FACT OR TALL TALE? (10 MIN.)

- Using Activity Page 5.1S, have students distinguish between what could be real and what is purely fiction in the tall tale “Paul Bunyan.”
- Write the words *fact* and *tall tale* on the board for students.



### Fact or Tall Tale

I am going to read eight statements. If the statement is something that could really happen or is a fact, write *fact*. If the statement is something that could not really happen or is an exaggeration, write *tall tale*. Listen as I read each sentence before you write your answer. Let's do the first one together.

1. Lumberjacks cut down trees. Is this a fact or is this a tall tale? This is a fact. Lumberjacks do cut down trees. (*fact*)
2. Paul Bunyan can cut down a tree with one swing. (*tall tale*)
3. Paul Bunyan's snores are like an earthquake. (*tall tale*)
4. Minnesota had logging camps and sawmills. (*fact*)
5. People cut down trees to make homes. (*fact*)
6. Sourdough Sam cooked pancakes in a pan on top of a forest fire. (*tall tale*)
7. Paul Bunyan and Babe made the Mississippi River. (*tall tale*)
8. The Mississippi River runs from Minnesota to New Orleans. (*fact*)

## 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   | K1 L5                                                                                                           |
| Activity Name      | Fact or Tall Tale?                                                                                              |
| Proficiency Levels |                                                                                                                 |
| Entering           | Student responds <i>fact</i> or <i>tall tale</i> with support.                                                  |
| Emerging           | Student responds <i>fact</i> or <i>tall tale</i> independently.                                                 |
| Transitioning      | Student responds using complete sentences (e.g., "Lumberjacks cut down trees. That is a fact.") with prompting. |
| Expanding          | Student responds using complete sentences (e.g., "Lumberjacks cut down trees. That is a fact.").                |
| Bridging           | Student explains why a statement is a fact or a tall tale.                                                      |

End Lesson

## 6

## FAIRY TALES AND TALL TALES

## Pecos Bill

## PRIMARY FOCUS OF LESSON

**Reading**

Students will discuss and ask questions about the tall tale “Pecos Bill.”

**Speaking**

Students will persuade one another using appropriate language choice.

**Reading**

Students will identify show and tell verbs and determine their meanings in the sentence.

## LANGUAGE PROFICIENCY ASSESSMENT

Reading

Show and Tell Verbs [Informal Observation]

## LESSON AT A GLANCE

|                             | Time    | Materials                                                            |
|-----------------------------|---------|----------------------------------------------------------------------|
| <b>Look Ahead</b>           |         |                                                                      |
| Picture Walk: "Pecos Bill"  | 10 min. | ❑ Images 6A-1, 6A-3, 6A-4, 6A-7                                      |
| <b>Vocabulary Building</b>  |         |                                                                      |
| Word Work: <i>Persuaded</i> | 10 min. |                                                                      |
| <b>Looking at Language</b>  |         |                                                                      |
| Show and Tell Verbs         | 10 min. | ❑ show and tell verb chart<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- For the Picture Walk activity have the images listed above from the Flip Book.

### Looking at Language

- Copy the following show and tell verb chart onto the board:

| Story        | What it says in the story                                                                   | What it means |
|--------------|---------------------------------------------------------------------------------------------|---------------|
| "Pecos Bill" | Then he slowly <u>crept</u> forward and <u>took a sniff</u> of the man's boot.              |               |
|              | He couldn't stand the way his clothes <u>scratched</u> and <u>pulled</u> at his skin.       | .             |
|              | He <u>bucked</u> . He <u>sarled</u> . He <u>tried</u> to twist around and <u>bite</u> Bill. | .             |

- Prepare additional examples of show/tell verbs from the text or from excerpts in other stories.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe images from the tall tale “Pecos Bill.”
- Persuade using appropriate language choice.

### Language Forms and Functions

I persuaded my parents to . . .

I persuaded \_\_\_\_\_ to . . .

**Persuade:** I think I should be able to \_\_\_\_\_ because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

coyote  
mountain lion

#### Tier 2 General Academic Words

persuaded

#### Tier 1 Everyday Speech Words

cowboy  
ride

Start Lesson

## Lesson 6: Pecos Bill

# Look Ahead



**Primary Focus:** Students will discuss and ask questions about the tall tale “Pecos Bill.”

### PICTURE WALK: “PECOS BILL” (10 MIN.)



#### Show image 6A-7: Pecos Bill rides a mountain lion

- Tell students that the main character in today’s tall tale is named Pecos Bill.

**Turn and Talk:** Talk to your partner about what is interesting about this picture of Pecos Bill.

- Mention that Pecos Bill is riding on a mountain lion. Mountain lions are very fierce predators that hunt other animals for their food.

**Ask:** “Do you think a person can really ride on a mountain lion, or does this picture show an exaggeration?”



**Show image 6A-1: Bill's family packs up to head west**

**Ask:** Who do you think the people in this picture are?

» Pecos Bill's family

- Tell students that Pecos Bill is a little baby during this part of the story. There were eighteen children in his family. Have students try to find Pecos Bill. Have students find the father (or Pa) and mother (or Ma). Count the eighteen children (one child's legs are sticking out of the wagon).
- Ask students what it looks like the family is doing. Tell students that they are packing up and moving west because another family moved in fifty miles away from them. Tell students that fifty miles is like from the school to \_\_\_\_\_. Ask whether that seems close by or far away to them.



**Show image 6A-3: Young Bill howls at the moon with coyote pups**

**Turn and Talk:** Have students tell their partners what seems interesting about this picture.

- Ask students what kind of animal is in the picture. Tell students they are coyote pups or baby coyotes. The coyote pups are howling at the moon. Invite students to howl like coyote pups.

**Ask:** Can you guess why Pecos Bill is with the coyote pups?





### Show image 6A-4: Bill meets a man on a horse

**Ask:** Who do you think the man on the horse is?

» a cowboy

- Explain that cowboys are men who work on a ranch—a place where cattle are raised. Women who work on a ranch are called cowgirls. Being

a cowboy or cowgirl was a common job on the frontier because many people raised cattle for food, sold cow's milk, or sold the cattle to make money.

- Tell students that after Pecos Bill meets this cowboy, his life changes. Tell students to listen carefully to the tall tale to see how Pecos Bill's life changes.



### Show image 6A-7: Pecos Bill rides a mountain lion

- Ask students if they remember the name of the animal in this picture. Remind students that characters in tall tales have amazing adventures. The image they see shows one such adventure.

## Lesson 6: Pecos Bill

# Vocabulary Building



**Primary Focus:** Students will persuade one another using appropriate language choice.

### WORD WORK: PERSUADED (10 MIN.)

In the read-aloud you heard, “The man said, ‘You’re a man, like me.’ . . . But Bill was not persuaded.”

Say the word *persuaded* with me three times.

**Definition:** To be persuaded means to be convinced or to be talked into agreeing with something.

**Examples:** If your little brother wears a coyote mask and howls like a coyote, would you be persuaded that he is really a coyote?

After much back and forth, the kids persuaded their parents to get pizza for dinner.

**Turn and Talk:** Take turns telling your partner if you have ever persuaded your parents to do something or to get something. Try to use the word *persuaded* when you tell about it.

What's the word we've been talking about? (*persuaded*)



### Check for Understanding

**Role Play:** [Write the options on the board. Partner pairs may also wish to make up their own.] With your partner, choose one of the options. One partner will do the persuading until the other partner is persuaded. Then choose something else and switch roles.

- staying up an hour later
- buying a candy bar at the checkout line
- watching more TV
- signing up for lessons [e.g., art, piano, karate, or swimming]
- going on a vacation



### Speaking Adapting Language Choices

#### Entering/Emerging

Provide students with the sentence frame: "I think I should be able to \_\_\_\_."

#### Transitioning/Expanding

Provide students with the sentence frame: "I think I should be able to \_\_\_\_ because . . ."

Help students come up with a reason.

#### Bridging

Invite students to act out different scenarios using appropriate language choices.

## Lesson 6: Pecos Bill

# Looking at Language



**Primary Focus:** Students will identify showing and telling verbs and determine their meanings in the sentence.

### SHOW AND TELL VERBS (10 MIN.)

The story "Pecos Bill" says, "They fussed and hollered and fought as the wagon bounced along." What do *fussed* and *hollered* mean? Are they happy or unhappy? (*unhappy*)

The author uses different types of verbs to show how the characters are feeling or what they are 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 story (e.g., “Does that mean he looked sad?”).

#### Transitioning/Expanding

Read the sentences with show/tell verbs from the story and help students interpret the meaning of the verbs in context.

#### Bridging

Read additional sentences with show/tell verbs or have students identify more show/tell verbs from other texts.

## Show and Tell Verbs



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

| Story        | What it says in the story                                                             | What it means                 |
|--------------|---------------------------------------------------------------------------------------|-------------------------------|
| "Pecos Bill" | Then he slowly <u>crept</u> forward and <u>took a sniff</u> of the man's boot.        | He was curious about the man. |
|              | He couldn't stand the way his clothes <u>scratched</u> and <u>pulled</u> at his skin. | He was not comfortable.       |
|              | He <u>bucked</u> . He <u>sarled</u> . He <u>tried to twist around and bite</u> Bill.  | He was not happy.             |

## 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   | K1 L6                                                                                                        |
| Activity Name      | Show and Tell Verbs                                                                                          |
| 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 text and determines their meaning in context.              |

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

## 7

## FAIRY TALES AND TALL TALES

# Create Your Own Exaggeration

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

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

**Writing**

Students will draw and write an exaggeration.

**Reading**

Students will identify show and tell verbs and determine their meanings in the sentence.

**FORMATIVE ASSESSMENT**

Reading

Show and Tell Verbs [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Create Your Own Exaggeration  
[Informal Observation]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                               |
|--------------------------------------|---------|-------------------------------------------------------------------------|
| <b>Vocabulary Building</b>           |         |                                                                         |
| Multiple-Meaning Word: <i>Legend</i> | 5 min.  | ❑ Poster 3M (Legend)                                                    |
| <b>Write About It</b>                |         |                                                                         |
| Draw and Describe an Exaggeration    | 15 min. | ❑ paper<br>❑ drawing utensils<br>❑ Language Proficiency Recording Sheet |
| <b>Looking At Language</b>           |         |                                                                         |
| Show and Tell Verbs                  | 10 min. | ❑ show and tell verb chart                                              |

## ADVANCE PREPARATION

### Write About it

- Prepare Language Proficiency Recording Sheet for Writing.

### Looking At Language

- Copy the following show and tell verb chart onto the board:

| Story        | What it says in the story                                                                                                                                      | What it means |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| "John Henry" | The two men would work together, <u>banging</u> and <u>twisting</u> , <u>banging</u> and <u>twisting</u> , until they had driven the spike deep into the rock. |               |
|              | It <u>rattled</u> away beside John Henry, <u>belching</u> steam and <u>banging</u> away at the mountain.                                                       |               |
|              | The other railway workers <u>roared</u> —and <u>cheered</u> .                                                                                                  |               |

- Prepare additional examples of show/tell verbs from the text or from excerpts in other stories.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                       |                                  |                                 |
|------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>Draw and write an exaggeration.</li> </ul>        |                                  |                                 |
| Language Forms and Functions                                                             |                                  |                                 |
| This is _____. He/She _____.<br><small>(character)</small> <small>(exaggeration)</small> |                                  |                                 |
| Vocabulary                                                                               |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                          | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| legend                                                                                   | exaggeration                     |                                 |

Start Lesson

### Lesson 7: Create Your Own Exaggeration

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *legend*.

### MULTIPLE-MEANING WORD: LEGEND (5 MIN.)

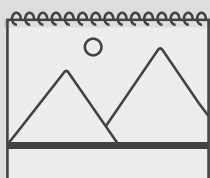
**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or to have a student walk up to the poster and point to the image being described.

[Show Poster 3M (Legend).] In the tall tale, “John Henry,” you heard that John was a legend among railroad workers. Here *legend* means a famous and important person whom others remember, even after that person dies. Which picture shows this? (*one*)

A legend is also a list of symbols on a map. Which picture shows this? (*three*)

A legend is also a story from the past that some people believe is true. Which picture shows someone telling others a legend? (*two*)

Flip Book Poster 3M





### Check for Understanding

**Multiple Choice:** I'm going to say some sentences with the word *legend*. Hold up one finger if my sentence tells about *legend* in picture one; hold up two fingers if my sentence tells about *legend* in picture two; and hold up three fingers if my sentences tells about *legend* in picture three.

- We see north, south, east, and west on the legend. (*three*)
- Native Americans have many legends about how things came to be. (*two*)
- The capital of a state is marked with a star in the legend. (*three*)
- Paul Bunyan is a legend among lumberjacks. (*one*)
- Children like to listen to the legends their grandparents tell them. (*two*)

## Lesson 7: Create Your Own Exaggeration

# Write About It



**Primary Focus:** Students will draw and write an exaggeration.

### DRAW AND DESCRIBE AN EXAGGERATION (15 MIN.)

- Remind students of a few exaggerations from the three tall tales you have read so far, referring to images as necessary. Remind students that some exaggerations can make the characters seem larger than life.
- Tell students that now they have a chance to think of their own tall tale characters and exaggerations that makes the characters seem larger than life.
- Remind students that they heard about a lumberjack, a cowboy, and a railway worker; these were all important jobs in the American frontier. Ask students to think about who their tall tale characters will be, and have students give their characters names.





## Writing Writing

### Entering/Emerging

Create a bank of exaggerations with students. Write ideas on the board for students to copy.

### Transitioning/Expanding

Provide a sentence frame for students to complete: "This is (*character*). He/She (*exaggeration*)."

### Bridging

Encourage students to add details about their exaggerations and to share their drawings and writing with a partner.



## Create Your Own Exaggeration

Think of an exaggeration related to your character that would make your character seem larger than life. Draw your exaggeration. Then write about your exaggeration underneath your drawing.

## 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   | K1 L7                                                                    |
| Activity Name      | Create Your Own Exaggeration                                             |
| Proficiency Levels |                                                                          |
| Entering           | Student draws an exaggeration.                                           |
| Emerging           | Student draws and labels picture of exaggeration.                        |
| Transitioning      | Student writes about exaggeration using a sentence frame.                |
| Expanding          | Student writes about exaggeration using complete sentences.              |
| Bridging           | Student writes using increasingly detailed sentences about exaggeration. |

## Lesson 7: Create Your Own Exaggeration

# Looking at Language



**Primary Focus:** Students will identify showing and telling verbs and determine their meanings in the sentence.

## SHOW AND TELL VERBS (10 MIN.)

- The story “John Henry” says, “Immigrants—from other countries—were *pouring* in, and railroad companies were laying train tracks that would carry settlers west.”
- The author uses different types of verbs to show how the characters were feeling or what they were thinking.
- Why do you think the author used the word *pouring*? What does the author mean?
  - » Many immigrants were moving to America quickly.



### Formative Assessment

**Show and Tell Verbs:** Let’s look at some of the other sentences from the story and fill in the chart.



Reading  
Using Verbs and Verb  
Phrases

### Entering/Emerging

Ask students *yes/no* questions about a verb from the story (e.g., “Does that mean it was noisy?”).

### Transitioning/Expanding

Read the sentences with show/tell verbs from the story and help the students interpret the meaning of the verbs in context.

### Bridging

Read additional sentences with show/tell verbs or have students identify more show/tell verbs from other texts.

### Using Verbs to Show and Tell

| Story        | What it says in the story                                                                                                 | What it means                               |
|--------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| “John Henry” | The two men would work together, <u>banging</u> and <u>twisting</u> , until they had driven the spike deep into the rock. | They did the same work over and over again. |
|              | It <u>rattled</u> away beside John Henry, <u>belching</u> steam and <u>banging</u> away at the mountain.                  | It was noisy.                               |
|              | The other railway workers <u>roared</u> —and <u>cheered</u> .                                                             | They were excited.                          |

End Lesson

## 8

## FAIRY TALES AND TALL TALES

# Create Your Own Tall Tale

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

Students will create a word wall for the general academic word *pride*.

**Writing**

Students will create a tall tale in a group.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Create Your Own Tall Tale [Activity Page 8.1S]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                    |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> |         |                                                                                                              |
| Word Wall: <i>Pride</i>    | 10 min. | <input type="checkbox"/> chart paper for word wall<br><input type="checkbox"/> words written on index cards  |
| <b>Write About It</b>      |         |                                                                                                              |
| Create Your Own Tall Tale  | 20 min. | <input type="checkbox"/> Activity Page 8.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Vocabulary Building

- Prepare a horizontal word wall with the core vocabulary word *pride* on the far right and the word *shame* on the far left. On index cards, write the following words and phrases in red: *shame*, *embarrassment*, *low self-confidence*, and *shyness*. Write these words in yellow: *contentment*, *satisfaction*, and *happiness*. Write the following words in green: *pride*, *self-esteem*, and *dignity*.

### Write About It

- Prepare Activity Page 8.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                    |                                                       |                                 |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Recount an experience of being proud.</li><li>• Create a tall tale.</li></ul> |                                                       |                                 |
| Language Forms and Functions                                                                                          |                                                       |                                 |
| I was very proud of myself when I . . .                                                                               |                                                       |                                 |
| Vocabulary                                                                                                            |                                                       |                                 |
| Tier 3<br>Domain-Specific Words                                                                                       | Tier 2<br>General Academic Words                      | Tier 1<br>Everyday Speech Words |
|                                                                                                                       | dignity<br>embarrassment<br>pride<br>shame<br>shyness |                                 |

Start Lesson

### Lesson 8: Create Your Own Tall Tale

# Vocabulary Building



**Primary Focus:** Students will create a word wall for the general academic word *pride*.

## WORD WALL: PRIDE (10 MIN.)

In the tall tale “Casey Jones,” you heard, “Now the reason Casey drove so fast was simple: He took great pride in always being on time.”

Say the word *pride* with me three times.

**Definition:** People take pride in things they do well and in things they are proud of.

**Examples:** The musicians took great pride in their perfect performance.

The children took pride in their [insert name of class project].

First, we will make a horizontal word wall for *pride*. Then you will make up sentences using the words on the word wall.

- Place *pride* on the far left of the chart and *shame* on the far right. Pick a red word and ask where it should go (*on the far right*). Hold up the rest of the cards, and ask on which side each should be placed on the horizontal word wall.
- Have students choose two different-colored words and make up a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.



### Check for Understanding

**Turn and Talk:** Take turns telling your partner about a time you took great pride in something you did.

## Lesson 8: Create Your Own Tall Tale

# Write About It



**Primary Focus:** Students will create a tall tale in a group.

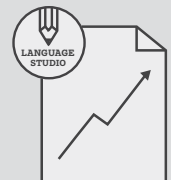
### CREATE YOUR OWN TALL TALE (20 MIN.)

- Using Activity Page 8.1S, have students conceptualize their own tall tales based on their drawings from Lesson 7.
- Review the characteristics of tall tales:
  - frontier setting
  - amazing childhood
  - amazing adventures
  - creations/inventions
  - humor
  - exaggerations/larger than life

## Support

**Sentence frame:** “I was very proud of myself when I ...”

## Activity Page 8.1S





Writing  
Interacting via Written  
English

### Entering/Emerging

Provide students with a word bank for each of the characteristics of tall tales. Write words/phrases about each characteristic on the board for students to copy.

### Transitioning/Expanding

As a class, create a word bank for each of the characteristics of tall tales. Write words/phrases on the board for students to copy.

### Bridging

Have students brainstorm details for each characteristic in small groups.



## Create Your Own Tall Tale

Fill out your chart using sketches, phrases, and short sentences.

## 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   | K1 L8                                                      |
| Activity Name      | Create Your Own Tall Tale                                  |
| Proficiency Levels |                                                            |
| Entering           | Student contributes using sketches.                        |
| Emerging           | Student contributes using words/short phrases.             |
| Transitioning      | Student contributes using phrases.                         |
| Expanding          | Student contributes using simple sentences.                |
| Bridging           | Student contributes using increasingly detailed sentences. |

End Lesson

Language Studio 2

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# **Early Asian Civilizations**

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# Contents



## EARLY ASIAN CIVILIZATIONS

### Lesson 1 The Indus River Valley, Part I

61

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "The Indus River Valley, Part I"

**Talk Time** (10 min.)

- Q & A: The Indus River Valley Civilization, Part I

**Vocabulary Building** (5 min.)

- Multiple-Meaning Word: *Bed*

### Lesson 2 The Indus River Valley, Part II

69

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "The Indus River Valley, Part II"

**Vocabulary Building** (5 min.)

- Word Work: *Exchanges, Bustling*

**Talk Time** (10 min.)

- Persuading

### Lesson 3 Hinduism

76

**Look Ahead** (20 min.)

- Vocabulary Preview: *Hinduism/Hindus, Sacred*
- Interactive Read-Aloud: "Hinduism"

**Looking at Language** (10 min.)

- Verb Tense: Regular Past Tense Verbs

### Lesson 4 The Tiger, the Brahman, and the Jackal

84

**Look Ahead** (30 min.)

- Introducing Characters: "The Tiger, the Brahman, and the Jackal"
- Vocabulary Preview: *Devour, Opinion*

### Lesson 5 The Blind Men and the Elephant

90

**Look Ahead** (10 min.)

- Introducing the Lesson: Predicting

**Vocabulary Building** (10 min.)

- Word Work: *Grope, Disputed*

**Looking at Language** (10 min.)

- Verb Tense: Irregular Past Tense Verbs

### Lesson 6 Diwali

97

**Look Ahead** (10 min.)

- Interactive Read-Aloud: "Diwali"

**Write About It** (20 min.)

- Bhai Dooj: Celebrating Sibling Love

## Lesson 7 Buddhism

104

### Look Ahead (20 min.)

- Vocabulary Preview: *Buddhism/Buddhists, Suffering*
- Interactive Read-Aloud: "Buddhism"

### On Stage (10 min.)

- Role Play: Asking for Help

## Lesson 8 The Yellow and the Yangtze Rivers

112

### Rewind (10 min.)

- Act It Out: The Indus River Flooding

### Vocabulary Building (10 min.)

- Word Work: *Plateaus, Silt*

### Looking at Language (10 min.)

- Sentence Builder

## Lesson 9 Paper, Writing, and Calligraphy

119

### Look Ahead (25 min.)

- Vocabulary Preview: *Calligraphy, Invention*
- Interactive Read-Aloud: "Chinese Writing and the Invention of Paper"

### Vocabulary Building (5 min.)

- Multiple-Meaning Word: *Character*

## Lesson 10 The Magic Paintbrush

127

### Look Ahead (20 min.)

- Picture Walk: "The Magic Paintbrush"
- Word Work: *Stroke, Scowl*

### Looking at Language (10 min.)

- Sentence Builder

## Lesson 11 The Importance of Silk

135

### Looking at Language (5 min.)

- Verb Tense: Irregular Past Tense Verbs

### Write About It (20 min.)

- How to Make Silk

### Vocabulary Building (5 min.)

- Multiple-Meaning Word: *Spin*

## Lesson 12 China's Great Wall

142

### Look Ahead (10 min.)

- Vocabulary Preview: *Nomads, Span*

### Vocabulary Building (10 min.)

- Multiple-Meaning Word: *Snakes*

### Looking at Language (10 min.)

- Sentence Builder

## Lesson 13 Confucius

149

### Vocabulary Building (20 min.)

- Multiple-Meaning Word: *Subjects*
- Horizontal Word Wall: *Peaceful/Violent*

### Rewind (10 min.)

- Q & A: Confucius

## Lesson 14 Chinese New Year

155

### Rewind (10 min.)

- Review: Diwali

### Look Ahead (20 min.)

- Interactive Read-Aloud: "Chinese New Year"
- Vocabulary Preview: *Chinese New Year/Celebration, Fortune*



## EARLY ASIAN CIVILIZATIONS

# The Indus River Valley, Part I

**PRIMARY FOCUS OF LESSON****Reading**

Students will listen to an interactive read-aloud.

**Speaking**

Students will ask and answer questions about the Indus River Valley civilization.

**Listening**

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

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Q & A [Informal Observation]

## LESSON AT A GLANCE

|                                                             | Time    | Materials                                                                |
|-------------------------------------------------------------|---------|--------------------------------------------------------------------------|
| <b>Look Ahead</b>                                           |         |                                                                          |
| Interactive Read-Aloud:<br>“The Indus River Valley, Part I” | 15 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> world map |
| <b>Talk Time</b>                                            |         |                                                                          |
| Q & A: The Indus River Valley Civilization                  | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet            |
| <b>Vocabulary Building</b>                                  |         |                                                                          |
| Multiple-Meaning Word: <i>Bed</i>                           | 5 min.  | <input type="checkbox"/> Poster 1M (Bed)                                 |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:

1. 1A-6 Snow-covered Himalayan Mountains
2. 1A-7: River flooding its banks
3. 1A-9: Indus River Valley

### Talk Time

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Ask and answer questions about the Indus River Valley civilization.

### Language Forms and Functions

The Indus River Valley civilization began when . . .

**Asking Questions:** I have a question about . . .

Why did . . . ?

I don't understand . . .

The Indus River Valley civilization would ...

If there was no snow on the Himalayas, then ...

### Vocabulary

#### Tier 3 Domain-Specific Words

civilization

#### Tier 2 General Academic Words

ancient  
cultivate  
fertile  
jobs

#### Tier 1 Everyday Speech Words

flood  
melt  
river  
snow  
soil  
valley



## Lesson 1: The Indus River Valley, Part I

## Look Ahead



**Primary Focus:** Students will listen to an interactive read-aloud.

**INTERACTIVE READ ALOUD:  
“THE INDUS RIVER VALLEY, PART I” (15 MIN.)**

Today we will learn about an ancient civilization that developed in a river valley—the Indus River Valley civilization.

How did the Indus River Valley civilization begin? Listen carefully to find out.



**Show image 1A-6: Snow-covered Himalayan Mountains**

To find the answer, we have to start at the Himalayas, a mountain range that stretches for miles across Asia. The Himalayas have the highest mountain peaks—or tops—in the world. Their peaks are covered with snow.

*[Point to the Himalayan mountain range on a world map.]*

Can you guess what happens to the snow on these peaks as it melts?

*[Pause for student responses.]*



**Show image 1A-7: River flooding its banks**

*[Trace the melted snow flowing down the mountain into the river.]*

The snow turns into water and travels down the mountainsides to form rivers in the valleys below.

*[Point out the mountains and the valley in this picture. Invite a student to trace the path of melted snow flowing down the mountain into the river in the valley.]*

In the spring, water from the melting snows of the Himalayan Mountains combines with rain to cause the river to overflow its banks in the valley.

**Definition:** Banks are the land next to and on each side of the river. Point to the riverbanks in the picture.

### Challenge

Ask students what two words they hear in the word *overflow*. Ask if they can guess the meaning of *overflow* with their knowledge of what the separate words mean.

As the water floods the valleys, it leaves behind fertile soil perfect for growing crops.

**Act it out:** We are going to pretend to be the snow-covered peaks of the Himalayas. Let's all stand tall with our hands above our heads, fingertips touching, like the peaks of the Himalayas.

Now, let's pretend we are the melting snow running into the river. Let's all move our hands toward the floor like melting snow trickling down from the mountaintops.

Now, we'll make a whooshing sound to represent the water flowing over the riverbanks in the valley below.

Finally, let's show the plants that sprout because of the fertile soil left behind from the flood.



### Show image 1A-9: Indus River Valley

Beneath the Himalayan Mountains in Asia, along the banks of the mighty Indus River, the Indus River Valley civilization was born.

*[On a world map, show the location of the Indus River in relation to the Himalayas.]*

Every year snow from the Himalayas melts.

The water from the melting snow and heavy spring rains floods—or overflows—the Indus River, leaving rich, fertile soil on the land around the river.

The people of the Indus Valley built their homes near the Indus River and used the fertile soil to cultivate—or grow—wheat, barley, peas, dates, melons, and bananas.

### Support

You may wish to have students act out the process of melting snow, overflowing river, and fertile valley again.

### Sentence starter:

"The Indus River Valley civilization began when . . ."



### Check for Understanding

**Discuss:** How did the Indus River Valley civilization begin?

- » The Indus River Valley grew around the Indus River. People began to work together to plan and build cities by the river. These cities would be around for a very long, time.

## Lesson 1: The Indus River Valley, Part I

# Talk Time



**Primary Focus:** Students will ask and answer questions about the Indus River Valley civilization.

### Q&A: THE INDUS RIVER VALLEY CIVILIZATION (10 MIN.)

**Note:** Encourage students to answer in complete sentences, by having them restate the question in their responses. Model answers using complete sentences as necessary.

#### Ask

What is the main topic of this read-aloud?

- » The main topic of this read-aloud is the Indus River Valley civilization.

Where in Asia did the Indus River Valley civilization develop?

- » The Indus River Valley civilization developed around the Indus River.

- [Invite a student to locate the area around the Indus River on the map.]

What caused the Indus River to overflow in the spring?

- » The snow melting from the peaks of the Himalayan Mountains and heavy rains caused the Indus River to overflow in the spring.

What was left on the land where the Indus River flooded?

- » Fertile soil was left on the land where the Indus River flooded.

- Encourage students to ask and answer additional questions about the read-aloud.

#### Support

##### Sentence starters:

"I have a question about . . ."

"Why did . . . ?"

"I don't understand . . ."

"Would the Indus River overflow or flood?"  
(yes/no)

"Would there be enough fertile soil to grow crops?" (yes/no)

##### Sentence starters:

"The Indus River Valley civilization would . . ."

"If there was no snow on the Himalayas, then . . ."



#### Q & A

Talk to your partner about what you think would happen to the Indus River Valley civilization if there was no snow on the Himalayas during the winter.

## 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   | K2 L1                                                                                                   |
| Activity Name      | Q & A                                                                                                   |
| Proficiency Levels |                                                                                                         |
| Entering           | Student answers <i>yes/no</i> questions about the topic.                                                |
| Emerging           | Student uses short phrases to answer questions about the topic.                                         |
| Transitioning      | Student uses sentence starters to answer questions about the topic.                                     |
| Expanding          | Student answers questions about the topic in complete sentences.                                        |
| Bridging           | Student asks questions about what his/her partner says and adds additional information about the topic. |



Speaking  
Selecting Language  
Resources

#### Entering/Emerging

Ask students *yes/no* or short-answer questions.

#### Transitioning/Expanding

Provide students with sentence frames as needed.

#### Bridging

Prompt students to provide additional information or build on what others have said.

### Lesson 1: The Indus River Valley, Part I

# Vocabulary Building



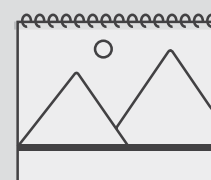
**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *bed*.

### MULTIPLE-MEANING WORD: BED (5 MIN.)

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

[Show Poster 1M (Bed).] In the read-aloud you heard that “fertile soil from the rivers’ beds spreads out over nearby fields.” Here *beds* means the ground at the bottom of a river. Which picture shows this? (*one*)

### Flip Book Poster 1M



*Bed* also means furniture that people sleep on. Which picture shows this? (*two*)

**Turn and Talk:** Now with your partner, make a sentence for each meaning of *bed*. Try to use complete sentences.

---

End Lesson

## EARLY ASIAN CIVILIZATIONS

# The Indus River Valley, Part II

**PRIMARY FOCUS OF LESSON****Reading**

Students will listen to an interactive read-aloud.

**Speaking**

Students will use the general academic words *exchanges* and *bustling* in context.

Students will use appropriate language to persuade.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Turn and Talk [Informal Observation]

## LESSON AT A GLANCE

|                                                           | Time    | Materials                                              |
|-----------------------------------------------------------|---------|--------------------------------------------------------|
| <b>Look Ahead</b>                                         |         |                                                        |
| Interactive Read-Aloud: "The Indus River Valley, Part II" | 15 min. | ❑ Flip Book                                            |
| <b>Vocabulary Building</b>                                |         |                                                        |
| Word Work: <i>Exchanges, Bustling</i>                     | 5 min.  | ❑ Image 2A-6<br>❑ Language Proficiency Recording Sheet |
| <b>Talk Time</b>                                          |         |                                                        |
| Persuading                                                | 10 min. |                                                        |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the Interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 2A-1: Nine-year-old in courtyard
  2. 2A-3: Sanjay seated in back of cart
  3. 2A-6: Scene of port
  4. 2A-7: Holy man draped in white cotton cloth

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions about “The Indus River Valley, Part II.”
- Describe an image using the general academic words *exchanges* and *bustling*.
- Persuade using appropriate language choice.

### Language Forms and Functions

The holy man is thanking the Indus River because . . .

There were many people who wanted to \_\_\_\_\_ goods.  
(exchange)

The \_\_\_\_\_ city was busy and loud.  
(bustling)

**Persuade:** I think I should be able to go because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

copper  
holy man  
port  
priest

#### Tier 2 General Academic Words

bustling  
exchanges

#### Tier 1 Everyday Speech Words

cart  
cotton  
flooded  
grain  
river

Start Lesson

## Lesson 2: The Indus River Valley, Part II

# Look Ahead



**Primary Focus:** Students will listen to an interactive read-aloud.

### INTERACTIVE READ-ALOUD: “THE INDUS RIVER VALLEY, PART II” (15 MIN.)



#### Show image 2A-1: Nine-year-old in courtyard

Today we are going to pretend to travel back in time to meet a child living in Mohenjo-daro [/moe\*hen\*joe-dar\*oe/] twenty-five hundred years ago. Meet Sanjay. He is waiting for his father in the yard by their home. Today is a special day for Sanjay.



**Predict:** Tell your partner why you think today is a special day for Sanjay.

*[Allow time for students to talk. Call on two partner pairs to share.]*

After they finish working, Sanjay will be allowed to join the priests in a special ceremony, giving thanks to the Indus River.

*[Ask whether any of the students' guesses was correct.]*



**Show image 2A-3: Sanjay seated in back of the cart**

While Sanjay is on the way to the city, he remembers when the rain and melting snow flooded the river. Sanjay knows that the river has the power to destroy things. He also knows that the river is the start of life in the valley. Without the river, there would be no crops for food, no cotton for clothing, and no way to move goods easily over long distances.



**Show image 2A-6: Scene of port**

Sanjay's father is taking him to a port to exchange his grain for copper.

Next to which river do you think the port is located? (*Indus River*)

Sanjay and his father head toward the bustling sounds of the crowded port.

**Definition:** A port is a place where ships stop to load and unload cargo.



**Show image 2A-7: Holy man draped in white cotton cloth**

Sanjay walks with his father. Sanjay sees the holy man sitting on the ground.

*[Have a student point to the holy man. Tell students that a holy man is someone who spends his whole life praying and serving his religion.]*

Sanjay listens to the words of the holy man. The holy man thanks the river for all that it gives them.



### Check for Understanding

**Discuss:** Why is the holy man thanking the river?

- » The holy man is thanking the river because the Indus River provides the land with water and soil for crops. Crops provide food and cotton for clothing, and the river is used to transport goods over long distances.

### Support

**Sentence starter:**

"The holy man is thanking the Indus River because . . ."

## Lesson 2: The Indus River Valley, Part II

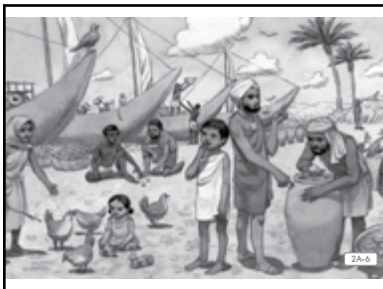
# Vocabulary Building



**Primary Focus:** Students will use the general academic words *exchanges* and *bustling* in context.

### WORD WORK (5 MIN.)

#### Exchanges



#### Show image 2A-6: Scene of port

Today you heard that Sanjay's father exchanges grain for copper.

Say the word *exchanges* with me three times.

**Definition:** When someone exchanges one thing for something else, that person is giving or trading one thing in order to get another thing.

**Examples:** Mario asked Anita to exchange her marker for his crayon.

Delores goes to the mall and exchanges the purple shirt for a green shirt.

#### Bustling

In today's story, you heard that the carts are heading toward the bustling sounds of the port.

Say the word *bustling* with me three times.



### Speaking Evaluating Language Choices

#### Entering/Emerging

Provide sentence frames: "There were many people who wanted to \_\_\_\_\_ (exchange) goods. The \_\_\_\_\_ (bustling) city was busy and loud."

#### Transitioning/Expanding

Encourage students to use the words *exchanges* and *bustling* in a sentence with a partner.

#### Bridging

Challenge students to explain why the words *exchanges* and *bustling* are good words to use when talking about the scene at the port.

**Definition:** *Bustling* means full of activity and energy.

**Examples:** The bustling school bus is full of excited children on their way to school.

The supermarket was bustling with people trying to buy food before the big storm.



### Turn and Talk

Describe this scene at the port. What items does Sanjay's father exchange his grain for? Does this scene at the port look bustling to you? What would you see and hear at this bustling port?

## 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   | K2 L2                                                                                 |
| Activity Name      | Turn and Talk                                                                         |
| Proficiency Levels |                                                                                       |
| Entering           | Student describes image by repeating sentences that use target words.                 |
| Emerging           | Student describes image by completing a sentence frame using the target words.        |
| Transitioning      | Student creates simple sentences using the target words with support.                 |
| Expanding          | Student creates simple sentences using the target words.                              |
| Bridging           | Student explains why the target words are good words to use when describing an image. |

---

Lesson 2: The Indus River Valley, Part II

# Talk Time



**Primary Focus:** Students will use appropriate language to persuade.

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## PERSUADING (10 MIN.)

### Ask

What words do you say when you are asking someone for something?

» Please can I . . . , May I have . . . , etc.

How would you ask your parents to let you go to play with a friend?

What if they said, “No. You need to do your homework.”

How could you persuade them to let you go? Can you think of a reason you should be able to go?

» I could do my homework, then go to my friend’s. I could go tomorrow; etc.

**Role Play:** Pretend you are Sanjay, and you want to go to a special ceremony. Ask your dad if you can go to the ceremony.

At first, your dad says no because he has too much work. Now try to persuade your dad to let you go.

---

End Lesson

### Support

**Sentence starter:**

“I think I should be able to go because . . .”

## 3

## EARLY ASIAN CIVILIZATIONS

## Hinduism

## PRIMARY FOCUS OF LESSON

**Listening**

Students will identify the meanings of the domain-specific words *Hinduism*/*Hindus* and general academic word *sacred*.

**Reading**

Students will listen to an interactive read-aloud about Hinduism.

**Listening**

Students will identify the use of regular past tense verbs by adding *-ed*.

## LANGUAGE PROFICIENCY ASSESSMENT

Listening

Verb Tense [Informal Observation]

## LESSON AT A GLANCE

|                                                    | Time    | Materials                                                                |
|----------------------------------------------------|---------|--------------------------------------------------------------------------|
| <b>Look Ahead</b>                                  |         |                                                                          |
| Vocabulary Preview: <i>Hinduism/Hindus, Sacred</i> | 5 min.  | <input type="checkbox"/> Activity Page 3.1S                              |
| Interactive Read-Aloud: “Hinduism”                 | 15 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> world map |
| <b>Looking at Language</b>                         |         |                                                                          |
| Verb Tense: Regular Past Tense Verbs               | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet            |

## ADVANCE PREPARATION

### Look Ahead

- Prepare Activity Page 3.1S.
- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 3A-1: Ganges River
  2. 3A-2: Hindus gathering at holy river
  3. 3A-3: Array of Hindu gods
  4. 3A-7: The *Rigveda*
  5. 3A-8: Reincarnation cycle

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions about Hinduism.
- Create sentences using regular past tense verbs.

### Language Forms and Functions

There are \_\_\_\_\_ gods/goddesses in Hinduism.

The most important gods/goddesses are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Yesterday, we called grandma.

### Vocabulary

#### Tier 3 Domain-Specific Words

reincarnation  
religion  
worship

#### Tier 2 General Academic Words

holy  
sacred

#### Tier 1 Everyday Speech Words

believe  
god/goddesses  
wash

Start Lesson

### Lesson 3: Hinduism

# Look Ahead



#### Primary Focus

Students will identify the meanings of the domain-specific words *Hinduism*/*Hindus* and general academic word *sacred*.

Students will listen to an interactive read-aloud about Hinduism.

### VOCABULARY PREVIEW (5 MIN.)

#### Hinduism/Hindus

Today you will learn about a popular religion from ancient India called Hinduism. The people who practice Hinduism are called Hindus.

Say the word *Hinduism* with me three times.

Say the word *Hindus* with me three times.

**Definition:** Hinduism is the most widely practiced religion in India and the third largest religion in the world. The people who practice Hinduism are called Hindus.

**Examples:** There are many, many gods and goddesses in Hinduism. Anika's family has been Hindu for many, many generations.

- Give students Activity Page 3.1S.

**Turn and Talk:** Describe what you see to your partner.

## Sacred

In today's read-aloud you will hear that the Ganges [/gan\*jeez/] River is a sacred river.

Say the word *sacred* with me three times.

**Definition:** *Sacred* means treated with respect; sacred items are related to religion and gods.

**Examples:** The things that the gods are holding are sacred items. The priests read sacred books.

**Turn and Talk:** Tell your partner what you think of when you hear the word *sacred*.

## Activity Page 3.1S



## Support

Point to the items in the hands of the gods on Activity Page 3.1S.

## INTERACTIVE READ ALOUD: "HINDUISM" (15 MIN.)



### Show image 3A-1: Ganges River

The Ganges River is the sacred river of the Hindus. The Ganges is a holy river used to worship Hindu gods. In fact, the Ganges is one of the most sacred—and holy—places in all of India.

*[Mention that sometimes the Ganges River is referred to as the Ganges.]*





### Show image 3A-2: Hindus gathering at holy river

Hindus believe that the holy waters of the Ganges can wash away their sins—or the bad things they have done. Hindus practice a religion called Hinduism. Hinduism is the world's oldest religion and the third largest religion in the world. Hinduism is the most popular religion in India.

*[Point to India on a world map.]*

There are also many Hindus living all over the world.



### Show image 3A-3: Array of Hindu gods

How many gods do you see here?

*[Point to and name the gods in this image.]*

Hinduism is a religion that worships many gods and goddesses. In fact there are more than three hundred million gods and goddesses in Hinduism.

The three most important gods are known as Brahma, Vishnu, and Shiva.



### Show image 3A-7: The Rigveda

Important books in Hinduism are the *Vedas* [/vae\*dəz/], which are sacred writings. *Veda* means knowledge. The most popular writing in the *Vedas* is the *Rigveda*. The *Rigveda* is a very ancient book, more than three thousand years old!

Hindus try to live their lives by working hard, telling the truth, and doing their duty for friends and family.



### Show image 3A-8: Dharma or reincarnation cycle

Hindus believe that all creatures have souls that continue to live after they die. Hindus believe that souls can be reincarnated into—or put into—the body of another person or animal. Hindus believe that if they fulfill their dharma—or their duty—and do what is right,

they will be reincarnated into something better until they will be at peace forever.

*[Point out the reincarnation cycle on the image.]*



#### Check for Understanding

**Review:** How many gods/goddesses are there in Hinduism? Which gods/goddesses are the most important?

- » There are more than three hundred million gods and goddesses in Hinduism. The three most important gods are Brahma, Vishnu, and Shiva.

#### Support

##### Sentence frames:

“There are \_\_\_\_\_ gods/goddesses in Hinduism.”

“The most important gods/goddesses are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.”

### Lesson 3: Hinduism

# Looking at Language



**Primary Focus:** Students will identify the use of regular past tense verbs by adding *-ed*.

#### VERB TENSE: REGULAR PAST TENSE VERBS (10 MIN.)

**Note:** When you are talking about actions that happened in the past, the end of the action word sounds like /t/, /d/, or /ed/, depending on the ending sound of the action word.

Many verbs are action words. We can change the way we say action words to show whether something is happening now or whether something happened in the past.

I will read two sentences about Hinduism. One sentence will talk about something that is happening now, and the other sentence will talk about something that happened in the past.

- The Hindus wash themselves in the Ganges River.
- The Hindus washed themselves in the Ganges River.

### Ask

What is the action word in my sentences? (*wash*)

How does the action word change to let you know the action happened in the past? (hear the sound /d/)

When you are writing about actions that happened in the past, what can you add to the end of the verb or action word? (*-ed*)

What sound did we add to wash to show that it happened in the past? (/d/)

### Support

Act out the verbs in the sentences and have students copy you.



Listening  
Using Verbs and Verb  
Phrases

### Entering/Emerging

Use gestures as you say the sentences. Emphasize the past tense verbs.

### Transitioning/Expanding

Say sentences using the present tense, emphasizing the word *today*. Provide sentence frames for students to respond using regular past tense verbs.

### Bridging

Provide a few regular verbs (e.g., *walk*, *play*, *work*) with which students can create their own sentences.



### Verb Tense

Let's play a quick review game. I will say a sentence. You will tell me if it is happening now or in the past.

I walkeded to the store. (*past*)

We smile at our friends. (*now*)

We pull the cart. (*now*)

She skippeded to school. (*past*)

I'll say something that is happening now, and you will tell me how to say it happened yesterday or in the past:

- Today, we call grandma.
  - » Yesterday, we calleded grandma.
- Today, we hop on one foot.
  - » Yesterday, we hoppeded on one foot.
- Today, we reach to the sky.
  - » Yesterday, we reacheded to the sky.
- Today, we jump rope.
  - » Yesterday, we jumpeded rope.

## 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   | K2 L3                                                                                                                                           |
| Activity Name      | Verb Tense                                                                                                                                      |
| Proficiency Levels |                                                                                                                                                 |
| Entering           | Student identifies regular past tense (-ed) verbs with support.                                                                                 |
| Emerging           | Student identifies regular past tense (-ed) verbs.                                                                                              |
| Transitioning      | Student responds using regular past tense verbs with support (e.g., Yesterday we talked to the teacher.).                                       |
| Expanding          | Student responds using regular past tense verbs.                                                                                                |
| Bridging           | Student uses regular action verb in both the present and past tenses (e.g., Today we talk to the teacher. Yesterday we talked to the teacher.). |

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

## 4

## EARLY ASIAN CIVILIZATIONS

# The Tiger, the Brahman and the Jackal

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

Students will describe the characters in the “The Tiger, the Brahman, and the Jackal.”

**Speaking**

Students will use the general academic words *devour* and *opinion* in context.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Introducing Characters [Activity Page 4.1S]

## LESSON AT A GLANCE

|                                                                  | Time    | Materials                                                                                                                                                 |
|------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                                |         |                                                                                                                                                           |
| Introducing Characters: “The Tiger, the Brahman, and the Jackal” | 20 min. | <input type="checkbox"/> Images 4A-2–4A-5<br><input type="checkbox"/> Activity Page 4.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| Vocabulary Preview: <i>Devour, Opinion</i>                       | 10 min. |                                                                                                                                                           |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 4A-2 Tiger ready to eat Brahman
  2. 4A-3: Brahman asking buffalo
  3. 4A-4: Brahman asking banyan tree
  4. 4A-5: Brahman explaining to the jackal
- Prepare Activity Page 4.1S
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe characters in a story.
- Answer questions using general academic words *devour* and *opinion*.

### Language Forms and Functions

The tiger is \_\_\_\_\_. The Brahman is \_\_\_\_\_. The jackal looks like a \_\_\_\_\_.

If I was very hungry, I would devour a/an \_\_\_\_\_.

\_\_\_\_\_ asked me for my opinion about . . .

I asked \_\_\_\_\_ for an opinion about . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

banyan tree  
jackal

#### Tier 2 General Academic Words

devour  
opinion

#### Tier 1 Everyday Speech Words

buffalo  
tiger

Start Lesson

## Lesson 4: The Tiger, the Brahman, and the Jackal

# Look Ahead



### Primary Focus:

Students will describe the characters in “The Tiger, the Brahman, and the Jackal.”

Students will use the general academic words *devour* and *opinion* in context.

### INTRODUCING CHARACTERS:

#### “THE TIGER, THE BRAHMAN, AND THE JACKAL” (20 MIN.)

- Tell students that soon they will read an Indian folktale titled “The Tiger, the Brahman, and the Jackal” and that today they are going to meet the characters.



**Show image 4A-2: Tiger ready to eat Brahman**

- Point out the characters in this picture: the tiger and the Brahman.
- Ask students if they remember hearing the word *Brahman* in an earlier lesson, and ask them what *Brahman* means.

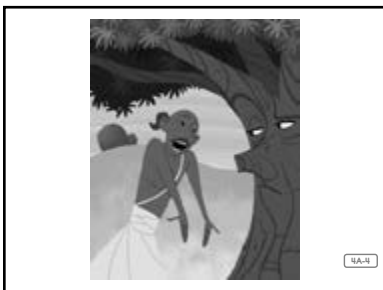
» *Brahman* is the spiritual force that Hindus believe is the source of all existence. All Hindu gods and goddesses represent Brahman.

- Tell students that there are some priests—or spiritual leaders—in Hinduism who are also called Brahmins. The man in this picture is a Brahmin. The word *Brahmin* for priests, such as the priest in this story, is different from *Brahman*, the spiritual force.
- Tell students that tigers are found in many parts of Asia, particularly in India.
- Have students tell their partners what is happening in this picture. Have partner pairs think of why the tiger is pouncing—or jumping—on the Brahmin.
- Tell students there are three other characters in this story. Name each one as you show the image.



**Show image 4A-3: Brahmin asking buffalo**

- Tell students that this is a buffalo.



**Show image 4A-4: Brahmin asking banyan tree**

- Tell students that this is a banyan tree. The banyan tree is considered a sacred tree in Hinduism.



## Activity Page 4.1S



**Writing**  
Exchanging  
Information and Ideas

### Entering/Emerging

Point to and name the characters. Write down the names for students to copy.

### Transitioning/Expanding

Brainstorm different words and phrases as a group to describe the characters.

### Bridging

Provide sentence frames for students to use as they write detailed sentences about the characters: "The tiger is \_\_\_\_\_. The Brahman is \_\_\_\_\_. The jackal looks like a \_\_\_\_\_."



### Show image 4A-5: Brahman explaining to the jackal

- Ask students what kind of animal the jackal looks like.
- Explain that a jackal is a wild, dog-like animal. Golden jackals are found in India.



### Introducing Characters

[Give students Activity Page 4.1S.] Which characters do you see? Label and describe the characters on the activity page.

## 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   | K2 L4                                                                               |
| Activity Name      | Introducing Characters                                                              |
| Proficiency Levels |                                                                                     |
| Entering           | Student labels names of characters in the image(s) by copying names from the board. |
| Emerging           | Student labels names of characters in the image(s).                                 |
| Transitioning      | Student records words and short phrases to describe the characters from models.     |
| Expanding          | Student records words and short phrases to describe the characters.                 |
| Bridging           | Student writes detailed sentences about the characters using sentence frames.       |

## VOCABULARY PREVIEW (10 MIN.)

### Devour

In the folktale, the tiger wants to devour the Brahman.

Say the word *devour* with me three times.

**Definition:** *Devour* means to eat very quickly; to gobble up. [Act out *devour* and have students do the same.]

**Example:** When kids are very hungry, they will devour whatever is on their plates.

**Ask:** Do you think the tiger will devour the Brahman? What would you devour if you were very hungry?

### Opinion

In the folktale, the Brahman asks the tiger to let him ask three other animals and plants for their opinions to see whether they think it is fair for the tiger to eat the Brahman.

Say the word *opinion* with me three times.

**Definition:** An opinion is what someone thinks about something. When people ask for your opinion, they want to know what you think or how you feel about something.

**Example:** Rosa's mother asks Rosa for her opinion about how her new dress looks.

### Support

#### Sentence starter:

"If I was very hungry,  
I would devour a/  
an \_\_\_\_\_."

#### Sentence starters:

"\_\_\_\_\_ asked me for  
my opinion about . . ."

"I asked \_\_\_\_\_ for an  
opinion about . . ."



### Check for Understanding

**Discuss:** Has anyone asked you for your opinion about something before? Have you ever asked someone else for her or his opinion?

End Lesson

## 5

## EARLY ASIAN CIVILIZATIONS

# The Blind Men and the Elephant

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

Students will make predictions about the poem “The Blind Men and the Elephant.”

**Listening**

Students will identify the meanings of the general academic words *grope* and *disputed*.

**Speaking**

Students will use the irregular past tense verbs *go* and *went*.

**FORMATIVE ASSESSMENT**

Speaking

Predicting [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Verb Tense [Informal Observation]

## LESSON AT A GLANCE

|                                        | Time    | Materials                                                                                                              |
|----------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                      |         |                                                                                                                        |
| Introducing the Lesson: Predicting     | 10 min. | <input type="checkbox"/> world map<br><input type="checkbox"/> Image 5A-1<br><input type="checkbox"/> prediction chart |
| <b>Vocabulary Building</b>             |         |                                                                                                                        |
| Word Work: <i>Grope, Disputed</i>      | 10 min. |                                                                                                                        |
| <b>Looking at Language</b>             |         |                                                                                                                        |
| Verb Tense: Irregular Past Tense Verbs | 10 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Language Proficiency Recording Sheet                    |

## ADVANCE PREPARATION

### Look Ahead

- Create a prediction chart as follows on chart paper:

| Class                     | Poem                                          |
|---------------------------|-----------------------------------------------|
| [insert class prediction] | wall<br>spear<br>snake<br>tree<br>fan<br>rope |

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Predict how the blind men will describe the elephant.
- Share about a dispute.
- Connect sentences using irregular past tense verbs *go* and *went*.

### Language Forms and Functions

**Comparison:** An elephant's \_\_\_\_\_ is like a \_\_\_\_\_.

Today we go to the \_\_\_\_\_. Yesterday we went to the \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

disputed  
grope

blind  
ear/knee/side/tail/trunk  
elephant

Start Lesson

## Lesson 5: The Blind Men and the Elephant

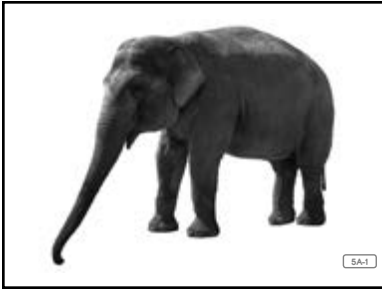
# Look Ahead



**Primary Focus:** Students will make predictions about the poem “The Blind Men and the Elephant.”

### INTRODUCING THE LESSON: PREDICTING (10 MIN.)

- Tell students that they will hear a poem. The characters in this poem are six blind men and an elephant from Hindustan. Tell students that the word *Hindustan* means “the land of the Hindus”; it is an old name for the northern part of India.
- Invite a student to point to the northern part of India on a world map.



### Show image 5A-1: Elephant

**Ask:** What do you see in this picture? [Have students describe this elephant to their partners.]

- Remind students that they used their sense of sight to describe the elephant. Tell students that in this poem, the six blind men cannot see. They are trying to discover what the elephant is like without being able to see the elephant.

- Point to the following parts of the elephant: side, tusk, trunk, knee, ear, and tail. Point again to these different parts, and have students name the parts out loud.



### Formative Assessment

**Predicting:** Talk to your partner about how you think the blind men will describe what an elephant is like.

- Keep a record of class predictions on a prediction chart. Refer to the chart, and fill in the column after students have read the poem. A finished prediction chart may look like the following:

| Class                     | Poem                                          |
|---------------------------|-----------------------------------------------|
| [insert class prediction] | wall<br>spear<br>snake<br>tree<br>fan<br>rope |

### Support

“Does the elephant’s trunk look like a snake?”  
(yes/no)

“Does the elephant’s tail look like a wall?”  
(yes/no)

### Sentence frames:

“An elephant’s \_\_\_\_\_ is like a \_\_\_\_\_.”

---

Lesson 5: The Blind Men and the Elephant

# Vocabulary Building



**Primary Focus:** Students will identify the meanings of the general academic words *grope* and *disputed*.

---

## WORD WORK (10 MIN.)

### Grope

In today's poem, the blind men grope the elephant.

Say the word *grope* with me three times.

**Definition:** *Grope* means to search for something, using your fingers, or sense of touch, to help you. [Act out *grope* by closing your eyes and feeling for something, and have students do the same.]

**Examples:** Ms. Martinez had to grope around for the light switch in the dark room.

Jimmy likes to close his eyes and grope to find his way around the room.

### Disputed

The six blind men disputed what the elephant is really like; they each thought the elephant was something different.

Say the word *disputed* with me three times.

**Definition:** *Disputed* means argued.

**Examples:** Ling and Lina disputed who could have the larger piece of pie.

Max's parents disputed where to go for vacation; his mom wanted to go to the Grand Canyon, but his dad wanted to go to Canada.



### Check for Understanding

**Turn and Talk:** Have you ever disputed something with someone else? Tell your partner about it.

---

## Lesson 5: The Blind Men and the Elephant

# Looking at Language



**Primary Focus:** Students will use the irregular past tense verbs *go* and *went*.

### VERB TENSE: IRREGULAR PAST TENSE VERBS (10 MIN.)

Many verbs are action words. We can change the way we say action words to show whether something is happening now or whether something happened in the past.

I will read two sentences related to something you heard in the read-aloud about the blind men and the elephant. One sentence will talk about something that is happening now, and the other sentence will talk about something that happened in the past.

- The blind men approach the elephant.
- The blind men approached the elephant.

#### Ask

What is the action word in my sentences? (*approach*)

How does the action word change to let you know the action happened in the past? (hear the sound /t/)

- Remind students that when they are writing about actions that have already happened, they add *-ed* to the end of the verb or action word. When they are *talking* about actions that have already happened, they add sounds like /t/, /d/, or /ed/.

Some verbs or action words are called irregular verbs. This means they are different from regular verbs. These verbs are irregular and different because you do not add *-ed* to the end of the word when you are writing about an action that has happened already. And you do not add the sounds /t/, /d/, or /ed/ to the end of the word when you are talking about an action that has happened already.

Now I will say two sentences related to something you heard in the poem. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.

- The blind men go to see the elephant.
- The blind men went to see the elephant.

What did the verb *go* change into to show it already happened? (*went*)

#### Support

Remind students that when *writing* about actions that have already happened, they add *-ed* to the end of the verb or action word. When they are *talking* about actions that have already happened, they add sounds like /t/, /d/, or /ed/.





## Speaking Using Verbs and Verb Phrases

### Entering/Emerging

Use Flip Book images and/or gestures as you say the sentences. Emphasize the verbs *go* and *went*.

### Transitioning/Expanding

Provide oral sentences frames: "Today we go to the \_\_\_\_\_. Yesterday we went to the \_\_\_\_\_."

### Bridging

Invite students to share their own *go/went* sentences.



## Verb Tense

Let's practice using the irregular verb *go*. I'll say a sentence using *go*. You will tell me how to say that it already happened yesterday using *went*.

- Today, we go to the library. > Yesterday, we went to the library.
- Today, we go to the park. > Yesterday, we went to the park.
- Today, we go to the supermarket. > Yesterday, we went to the supermarket.

**Turn and Talk:** Invite partner pairs to come up with real-life sentences using *today/go* and *yesterday/went*.

## 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   | K2 L5                                                                                   |
| Activity Name      | Verb Tense                                                                              |
| Proficiency Levels |                                                                                         |
| Entering           | Student recognizes irregular present and past tense verbs <i>go/went</i> with support.  |
| Emerging           | Student recognizes irregular present and past tense verbs <i>go/went</i> .              |
| Transitioning      | Student uses irregular present and past tense verbs <i>go/went</i> in a sentence frame. |
| Expanding          | Student creates sentences using <i>Today/go</i> and <i>Yesterday/went</i> .             |
| Bridging           | Student creates real-world sentences using the irregular verbs <i>go/went</i> .         |

End Lesson

## EARLY ASIAN CIVILIZATIONS

# Diwali

**PRIMARY FOCUS OF LESSON****Reading**

Students will listen to an interactive read-aloud about Diwali.

**Writing**

Students will draw and present an illustration about a sibling or friend.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q & A [Informal Observation]

## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                                           |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                   |         |                                                                                                     |
| Interactive Read-Aloud: "Diwali"    | 10 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Write About It</b>               |         |                                                                                                     |
| Bhai Dooj: Celebrating Sibling Love | 20 min. |                                                                                                     |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 6A-1: Hindu woman
  2. 6A-2: Vishnu
  3. 6A-3: Prince Rama victorious, people celebrating
  4. 6A-6: Diwali celebration
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Ask and answer questions about Diwali.
- Draw and present an illustration about a sibling or a friend.

### Language Forms and Functions

Diwali is a \_\_\_\_\_ celebrated by \_\_\_\_\_ all over the world.

It celebrates the \_\_\_\_\_ in people.

### Vocabulary

#### Tier 3 Domain-Specific Words

archer  
legend  
warrior

#### Tier 2 General Academic Words

custom  
festival  
symbolizes

#### Tier 1 Everyday Speech Words

battle  
candle  
goodness  
lamps

Start Lesson

## Lesson 6: Diwali

# Look Ahead



**Primary Focus:** Students will listen to an interactive read-aloud about Diwali.

## INTERACTIVE READ-ALoud: “DIWALI” (10 MIN.)



### Show image 6A-1: Hindu woman

What is this woman holding in her hands?

*[Pause for student responses. Explain that this is a special kind of candle called a diya.*

*(/dee\*yae/)]*

This woman is holding diya candles for Diwali  
[/dee\*wol\*ee/]. Diwali is one of the many

festivals—or special events and celebrations—shared by Hindus and Indians across the world.

Diwali means “Festival of Lights.” During Diwali, many, many lights shine

through windows, doorways, and streets. Each light symbolizes something special.

The ancient legend about Diwali begins with a Hindu god who came to earth to protect the people from and to fight against an evil demon.

Which Hindu god do you think this might be?



**Show image 6A-2: Vishnu**

This is Vishnu.

Do you remember what the Hindu god Vishnu does?

*[Pause for student responses.]*

Vishnu is the protector of the whole world. An evil demon named Ravana was bothering the world.

Who came to save everyone from Ravana's meanness and destruction?

*[Pause for student responses.]*

Vishnu came to Earth as a human to save the people from Ravana.



**Show image 6A-3: Prince Rama victorious, people celebrating**

When Vishnu came to earth, he was called Prince Rama. Prince Rama was intelligent and kind. He was also an especially good archer—he was extremely good at using a bow and arrow. Prince Rama grew up to be a noble warrior—an honorable fighter.

Prince Rama left his home to fight Ravana. He fought Ravana for fourteen years! Finally, Prince Rama defeated Ravana and returned home to become the city's new king.

To celebrate his return, the people of the holy city did something special. They lit rows of lamps called diyas throughout the city. The light was a symbol of good returning after years of evil.



### Check for Understanding

**Discuss:** What is each light a symbol of?

- » Each light is a symbol of good.



### Show image 6A-6: Diwali celebration

Every year Hindus in the holy city repeated the custom of lighting lamps and honoring the strength and goodness of Rama. This custom spread to other parts of India, and now lighting lamps for Diwali is a custom to many Indians all over the world.

**Definition:** A custom is something that is done as a tradition, year after year, over and over again.

Diwali—The Festival of Lights—lasts for five days. Diwali is a celebration of the goodness in yourself and in others.



### Q & A

What is Diwali?

- » Diwali is a five-day festival celebrated by Hindus and Indians all over the world. It celebrates the goodness in people.

### Support

#### Sentence frames:

“Diwali is a \_\_\_\_\_ celebrated by \_\_\_\_\_ all over the world. It celebrates the \_\_\_\_\_ in people.”



### Reading Reading/Viewing Closely

#### Entering/Emerging

Display an image from the read-aloud. Help students think of key words and phrases from the text about the image.

#### Transitioning/Expanding

Prompt students to ask questions about what is happening in the image, and help students answer with key details from the text.

#### Bridging

Invite students to use an image and explain how it supports the main idea of the text.

## 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   | K2 L6                                                                            |
| Activity Name      | Q & A                                                                            |
| Proficiency Levels |                                                                                  |
| Entering           | Student matches key words and phrases to the image with support.                 |
| Emerging           | Student identifies a few key words and phrases that relate to the image.         |
| Transitioning      | Student asks and answers questions using key details from the text with support. |
| Expanding          | Student asks and answers questions using key details from the text.              |
| Bridging           | Student tells how key details support the main idea of the text.                 |

### Lesson 6: Diwali

## Write About It



**Primary Focus:** Students will draw and present an illustration about a sibling or friend.

### BHAI DOOJ: CELEBRATING SIBLING LOVE (20 MIN.)

**Note:** Diwali is also called Bhau-Beej, Bhai Tika, or Bhai Phota, depending on where in India it is being celebrated.

**Ask:** What is the Hindu holiday you learned about today? (*Diwali*)

**Turn and Talk:** Tell your partner what you learned about Diwali from the read-aloud.

- Allow time for students to talk. Call on several partner pairs to share. Be sure that these two points are mentioned: Diwali is a five-day festival, and Diwali celebrates the good in people.
- Tell students that on the last day, the fifth day, there is a special celebration called Bhai Dooj [/bie/ /dooj/].
- Explain that during Bhai Dooj, sisters pray for their brothers to have long and prosperous lives, and brothers give their sisters gifts. Bhai Dooj celebrates the special bond of love between brother and sister.
- Invite students to think about their brothers or sisters. For students who do not have siblings, have them think of a very close cousin or friend who is like a brother or sister to them. Have students think about what they like about their siblings and the special things they do together or share together.

---

End Lesson



## 7

## EARLY ASIAN CIVILIZATIONS

# Buddhism

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

Students will identify the meanings of the domain-specific words *Buddhism*/*Buddhist* and general academic word *suffering*.

**Reading**

Students will listen to an interactive read-aloud about Buddhism.

**Speaking**

Students will ask for and offer help using appropriate language choice.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Role Play [Informal Observation]

## LESSON AT A GLANCE

|                                                           | Time    | Materials                              |
|-----------------------------------------------------------|---------|----------------------------------------|
| <b>Look Ahead</b>                                         |         |                                        |
| Vocabulary Preview: <i>Buddhism/ Buddhists, Suffering</i> | 10 min. | ☐ Activity Page 7.1S                   |
| Interactive Read-Aloud: "Buddhism"                        | 10 min. | ☐ Flip Book                            |
| <b>On Stage</b>                                           |         |                                        |
| Role-Play: Asking for Help                                | 10 min. | ☐ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Prepare Activity Page 7.1S.
- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 7A-1: The Great Stupa of Sanchi
  2. 7A-2: Young Siddhartha happy inside the palace
  3. 7A-3: Siddhartha shocked by poverty and suffering
  4. 7A-4: Siddhartha meditating under a fig tree
  5. 7A-5: Enlightened Buddha

### On Stage

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions about Buddhism.
- Explain the meaning of the general academic word *suffering*.
- Ask for and offer help using appropriate language choices.

### Language Forms and Functions

When I hear the word *suffering* I think of . . .

Suffering reminds me of . . .

**Ask for help:** Excuse me. I need help . . .

Could you help me ...?

Thank you for helping me . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

enlightened  
suffering  
teachings  
train

hidden  
palace  
questions/answers  
teachers  
unhappiness

Start Lesson

## Lesson 7: Buddhism

# Look Ahead



### Primary Focus

Students will identify the meanings of the domain-specific words *Buddhism*/*Buddhist* and general academic word *suffering*.

Students will listen to an interactive read-aloud about Buddhism.

## VOCABULARY PREVIEW (10 MIN.)

### Buddhism/Buddhists

Today you will learn about another popular religion from ancient India called Buddhism. The people who practice Buddhism are called Buddhists.

Say the word *Buddhism* with me three times.

Say the word *Buddhists* with me three times.

**Definition:** Buddhism began in ancient India and is the world's fourth-largest religion. Buddhism honors Buddha and his teachings. The people who practice Buddhism are called Buddhists. There are no gods in Buddhism.

**Example:** A Buddhist follows the teachings of Buddha.

Look at these pictures on Activity Page 7.1S. These are pictures from the life of Siddhartha [/sid\*dar\*tə/]. Eventually, Siddhartha becomes Buddha.

**Ask:** Which picture do you think shows Siddhartha as Buddha?

## Suffering

In today's read-aloud you will hear that Siddhartha was very bothered by the suffering he saw in the world.

Say the word *suffering* with me three times.

**Definition:** *Suffering* is misery, sadness, or pain.

**Examples:** The basketball player's suffering was caused by his broken arm.

Natural disasters like an earthquake or tornado cause much suffering for the people who experience them.

**Turn and Talk:** Tell your partner what you think of when you hear the word *suffering*.

## Activity Page 7.1S



## Support

### Sentence starters:

"When I hear the word *suffering* I think of . . ."

"Suffering reminds me of . . ."

## INTERACTIVE READ-ALOUD: "BUDDHISM" (10 MIN.)



### Show image 7A-1: The Great Stupa of Sanchi

Today you will learn about Buddhism, the world's fourth-largest religion. Buddhism began in ancient India and spread all over Asia. Today, Buddhism is practiced by people all over the world.



**Show image 7A-2: Young Siddhartha happy inside the palace**

Buddhism began about two thousand and five hundred years ago—that's a long, long time ago—when a prince named Siddhartha Gautama [/got\*om\*a/] was born. He was born in the foothills of the Himalayan Mountains. Siddhartha was a prince, born to very rich parents.

*[Invite a student to point to Siddhartha Gautama. Have students repeat Siddhartha Gautama with you.]*

Siddhartha's parents loved him very much. They did not want Siddhartha to see the sadness and pain that happen in the world. They thought that if they could protect him from all suffering, he would always be happy. So, Siddhartha always stayed in the palace and was given anything he wanted—beautiful clothes, wonderful toys, and plenty of servants.



**Show image 7A-3: Siddhartha shocked by poverty and suffering**

Then, as Siddhartha grew into a young man, he began to go out beyond the walls of the palace. He was surprised and upset to see what his parents had kept hidden from him.

*[Point to the people in the image as you talk about them.]*

On one trip he saw a poor old woman, bent over and barely able to stand.

On another, he saw a sick and hungry man lying by the side of the road, crying out for food.

On a third trip, Siddhartha saw two people crying over something horrible that had happened to them.

Does this seem like suffering to you?

All around him people were suffering.

Siddhartha wanted to help them. He could not be happy with his life at the palace. He decided to leave the palace and his riches. He sneaked out of the palace to find a way to stop suffering and be happy.



**Show image 7A-4: Siddhartha meditating under a fig tree**

For many years Siddhartha asked spiritual teachers how to stop suffering and be happy.

But none of their answers satisfied him.

One night he stopped to rest under a fig tree. Siddhartha told himself that he would not move until he had the answers to his questions.

Siddhartha sat under the fig tree for seven weeks, meditating on—and thinking carefully about—his questions. Then, he finally found the answer he was searching for!

Siddhartha received what Buddhists call “enlightenment.” In Buddhism, when someone receives enlightenment that means he or she has a new and deep understanding of life. An enlightened person no longer cares for worldly things, such as a lot of money, a nice house, or the best clothes. An enlightened person is freed from suffering.

Siddhartha found his answers to why people suffer and how to end suffering on earth. Siddhartha became known as Buddha, meaning “one who is awake” or “Enlightened One.”



**Show image 7A-5: Enlightened Buddha**

The answers to Siddhartha’s questions became known as the Four Noble Truths. One of the truths is that suffering and unhappiness can end if people follow a few basic rules. Buddha’s rules may sound familiar to you. They include rules like the following:

*[After each rule, ask students if they have heard of that rule before.]*

Be kind to others.

Do not tell lies or cheat or steal.

Do not be selfish.

Do not harm people or animals.

Train—or teach—your mind to think clearly.

**Challenge**

Encourage partners to restate each rule in their own words.



### Check for Understanding

**Discuss:** What did Siddhartha want to find out?

- » Siddhartha wanted to find out how to stop suffering and become happy.

## Lesson 7: Buddhism

# On Stage



**Primary Focus:** Students will ask for and offer help using appropriate language choice.

### ROLE-PLAY: ASKING FOR HELP (10 MIN.)

- In the story Siddhartha asked spiritual leaders for help.

**Ask:** What can we say when we are asking for help?

- » can, could, would
- » thank you, please, excuse me, sorry
- » I'm sorry, I'm afraid, I can't

- Help your students role-play asking for help:

- **Student:** Excuse me, Ms. Smith, I don't understand the directions. Could you please help me?
- **Teacher:** Sure.
- **Student:** Thank you.



### Role Play

With a partner, you will act out asking for help and offering help in the following situations:

- asking a friend to help put something away
- asking a teacher for help when you don't understand the directions
- asking your parents how to do something



### Speaking Adapting Language Choices

#### Entering/Emerging

Provide models for each role-play scenario. Help students determine if a model would be used in an informal ("playground speech") or formal (classroom) situation. Have students practice using the models.

#### Transitioning/Expanding

Provide sentence starters for informal and formal situations.

Formal: "Excuse me, I need help . . ."

Informal: "Could you help me?"

"Thank you for helping me ..."

#### Bridging

Place students with partners to role play.

## 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   | K2 L7                                                                                       |
| Activity Name      | Role Play                                                                                   |
| Proficiency Levels |                                                                                             |
| Entering           | Student repeats teacher models for informal and formal situations.                          |
| Emerging           | Students recognizes the differences between informal and formal speech with support.        |
| Transitioning      | Student uses correct sentence starters for informal and formal situations.                  |
| Expanding          | Student adapts language choices appropriate to informal and formal situations with support. |
| Bridging           | Student adapts language choices appropriate to informal and formal situations.              |

End Lesson



## 8

## EARLY ASIAN CIVILIZATIONS

# The Yellow and the Yangtze Rivers

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

Students will illustrate the process of the Indus River flooding by acting it out.  
Students will identify the meanings of the domain-specific words *plateaus* and *silt*.

**Speaking**

Students will combine two short sentences into one longer sentence in a shared language activity.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Act It Out [Informal Observation]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                                                                  |
|--------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                        |         |                                                                                                                                            |
| Act It Out: The Indus River Flooding | 10 min. | <input type="checkbox"/> Image 8A-1<br><input type="checkbox"/> world map<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b>           |         |                                                                                                                                            |
| Word Work: <i>Plateaus, Silt</i>     | 10 min. | <input type="checkbox"/> images of plateaus<br><input type="checkbox"/> images of silt                                                     |
| <b>Looking at Language</b>           |         |                                                                                                                                            |
| Sentence Builder                     | 10 min. |                                                                                                                                            |

## ADVANCE PREPARATION

### Rewind

- Prepare Language Proficiency Recording Sheet for Listening.

### Vocabulary Building

- Bring in several images of plateaus to explain that plateaus are large areas of flat land that are higher than the land around them. Also bring in images of silt to show students that silt consists of a mixture of soil, sand, and clay.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Act out the process of the Indus River flooding.
- Combine two short sentences into a longer sentence.

### Language Forms and Functions

A plateau looks like . . .

Silt looks like . . .

The Yellow and Yangtze Rivers are important to China.

### Vocabulary

#### Tier 3 Domain-Specific Words

civilizations  
plateaus  
silt

#### Tier 2 General Academic Words

fertile

#### Tier 1 Everyday Speech Words

crops  
farmer  
flood  
mountain/valley  
soil

Start Lesson

## Lesson 8: The Yellow and the Yangtze Rivers

# Rewind



**Primary Focus:** Students will illustrate the process of the Indus River flooding by acting it out.

## ACT IT OUT: THE INDUS RIVER FLOODING (10 MIN.)



### Show image 8A-1: Five rivers

- [Name each river.] **Ask:** Do you remember which civilization each river is related to? [You may wish to point to the areas around these rivers on a world map.]
  - » Tigris River (*Mesopotamia*)
  - » Euphrates River (*Mesopotamia*)
  - » Nile River (*ancient Egypt*)

- » Indus River (*ancient India*)
- » Ganges River (*ancient India, special significance in Hinduism*)

**Ask:** What happened to the Indus River when snow from the Himalayas melted?

» The Indus River flooded.

- Act out the process by reviewing the movements from Lesson 1.

Let's act out this process. We are going to pretend to be the snow-covered peaks of the Himalayas.

Let's all stand tall with our hands above our heads, fingertips touching, like the peaks of the Himalayas.

Now, let's be the melting snow running into the river. Let's all move our hands toward the floor like melting snow trickling down from the mountaintops.

Now we'll make a whooshing sound to represent the water flowing over the riverbanks in the valley below.

Finally, let's show the plants that sprout because of the fertile soil left on the land around the river.



### Act It Out

Turn to your partner and act out the Indus River flooding again.



### Listening Presenting

#### Entering/Emerging

Say the statements and do the motions for students to mimic.

#### Transitioning/Expanding

Provide prompting to assist students in repeating the statements and making the motions.

#### Bridging

Assist students in creating their own statements while acting them out.

## 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   | K2 L8                                                                               |
| Activity Name      | Act It Out                                                                          |
| Proficiency Levels |                                                                                     |
| Entering           | Student mimics the motions while teacher reads statements.                          |
| Emerging           | Student mimics the motions and repeats teacher's statements.                        |
| Transitioning      | Student acts out the motions and repeats the statements with support.               |
| Expanding          | Student acts out the motions and repeats the statements.                            |
| Bridging           | Student acts out the motions and creates statements that go along with the motions. |

### Lesson 8: The Yellow and the Yangtze Rivers

# Vocabulary Building



**Primary Focus:** Students will identify the meanings of the domain-specific words *plateaus* and *silt*.

### WORD WORK (10 MIN.)

#### Plateaus

The Yellow River travels through the high plateaus of the Bayankala Mountains.

Say the word *plateaus* with me three times.

**Definition:** A plateau is a large area of flat land that is higher than the land around it.

**Examples:** The farmers grew their crops on the plateau.

On the flat plateau you can look down at the valley below and up at the mountain above.

- Show different pictures of plateaus.

**Ask:** Can you find the plateau? What does the plateau look like?

## Silt

Silt turns the clear waters of the Yellow River into a greenish-yellow color.

Say the word *silt* with me three times.

**Definition:** *Silt* is a mixture of soil, sand, and clay.

**Example:** Farmers like to have silt in their soil because crops grow well when there is some silt in the soil.

- Show different pictures of silt.

**Ask:** What does the silt look like? Why do farmers like to have it in their soil?

## Support

### Sentence starter:

"A plateau looks like . . ."

### Sentence starter:

"Silt looks like . . ."

## Lesson 8: The Yellow and the Yangtze Rivers

# Looking at Language



**Primary Focus:** Students will combine two short sentences into one longer sentence in a shared language activity.



Speaking  
Connecting Ideas

### SENTENCE BUILDER (10 MIN.)

- Tell students that we can make sentences more interesting by combining them.



### Check for Understanding

**Discuss:** How can we combine these two sentences using the word *and*?

The Yellow River is important to China.

The Yangtze River is important to China.

» The Yellow and Yangtze Rivers are important to China.

### Entering/Emerging

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

### Transitioning/Expanding

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

### Bridging

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

With a partner, combine the following sentences using the word *and*:

- Sam went to the store. Lily went to the store.
  - » Sam and Lily went to the store.
- Sarah is studying history. Sarah is studying English.
  - » Sarah is studying history and English.
- Mary likes dogs. Mary likes cats.
  - » Mary likes dogs and cats.

---

End Lesson

## EARLY ASIAN CIVILIZATIONS

# Paper, Writing, and Calligraphy

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

Students will identify the meanings of the domain-specific word *calligraphy* and the general academic word *invention*.

**Reading**

Students will listen to an interactive read-aloud about Chinese writing and the invention of paper.

**Listening**

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

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Multiple Choice [Informal Observation]**



## LESSON AT A GLANCE

|                                                                      | Time    | Materials                                                         |
|----------------------------------------------------------------------|---------|-------------------------------------------------------------------|
| <b>Look Ahead</b>                                                    |         |                                                                   |
| Vocabulary Preview: <i>Calligraphy, Invention</i>                    | 10 min. | ☐ examples of calligraphy                                         |
| Interactive Read-Aloud: “Chinese Writing and the Invention of Paper” | 15 min. | ☐ Flip Book                                                       |
| <b>Vocabulary Building</b>                                           |         |                                                                   |
| Multiple-Meaning Word: <i>Character</i>                              | 5 min.  | ☐ Poster 4M (Character)<br>☐ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Gather examples of calligraphy to share.
- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 9A-1: Chinese character for *person*
  2. 9A-2: Chinese characters for *one, two, and three*
  3. 9A-6: Writing on bone
  4. 9A-7: Hemp paper and bamboo writing tool
  5. 9A-8: Cai Lun making paper
  6. 9A-9: Chinese printing workshop

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions using the domain-specific word *calligraphy*.
- Discuss an invention that changed the world.

### Language Forms and Functions

Calligraphy is . . .

The Chinese invented \_\_\_\_\_ and \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

bamboo  
calligraphy  
character  
woodblock printing

#### Tier 2 General Academic Words

invention  
materials  
remarkable  
symbol

#### Tier 1 Everyday Speech Words

block  
bone  
paper  
writing

Start Lesson

## Lesson 9: Paper, Writing, and Calligraphy

# Look Ahead



### Primary Focus

Students will identify the meanings of the domain-specific word *calligraphy* and the general academic word *invention*.

Students will listen to an interactive read-aloud about Chinese writing and the invention of paper.

## VOCABULARY PREVIEW (10 MIN.)

### Calligraphy

In today's read-aloud you will hear about a special kind of art called calligraphy.

Say the word *calligraphy* with me three times.

**Definition:** *Calligraphy* is the art of drawing beautiful characters or letters. To draw calligraphy you use a special pen or brush, and you form the letters in an elegant, beautiful, and graceful way. People who make calligraphy are called calligraphers.

## Support

Show students the different examples of calligraphy you have prepared.

**Sentence starter:**  
“Calligraphy is . . .”

**Example:** Mr. Chin writes nice messages in calligraphy and gives them to his friends.

**Ask:** Why is calligraphy an art? How is calligraphy different from normal writing?

### Invention

Today you will learn about a Chinese invention that changed the world.

Say the word *invention* with me three times.

**Definition:** An invention is something new and useful.

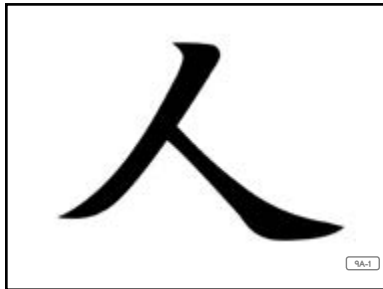
**Example:** The water pump is a Chinese invention that is still used today.

**Turn and Talk:** Can you and your partner think of one invention that changed the world?

» suggested answers: light bulb, car, airplane, printer, telephone, and computer

[Call on several partner pairs to share.]

### INTERACTIVE READ-ALoud: “CHINESE WRITING AND THE INVENTION OF PAPER” (15 MIN.)

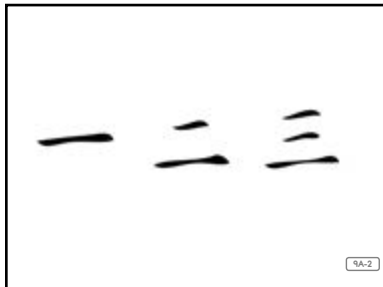


#### Show image 9A-1: Chinese character for person

Look at this image. What do you think it is? What do you think it says?

[Pause for student responses.]

This is the Chinese character for *person*. In Chinese it is pronounced /ren/. A character is a symbol or picture used in Chinese writing to represent spoken words. Each character represents a different spoken word or group of words.



#### Show image 9A-2: Chinese characters for one, two, and three

Now, look closely at these three characters. If I tell you that the character on the very left is the Chinese character for the number one, can you guess what the other characters are?

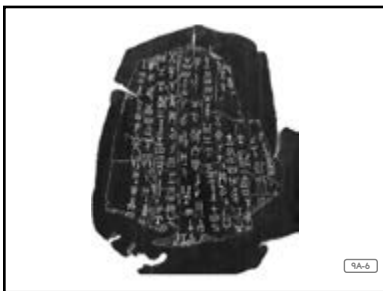
[Pause for student responses.]

The other two characters are the numbers two and three. In Chinese they say *yī* /ee/, *èr* /ar/, and *sān* /san/ for one, two, and three.

There are more than fifty-six thousand Chinese symbols, or characters, compared to the twenty-six symbols, or letters, of the English alphabet. Most Chinese use eight thousand in their everyday lives.

*[Write the numbers on the board for comparison.]*

It takes a lot of time, patience, and practice to learn to write Chinese characters.



#### **Show image 9A-6: Writing on bone**

Ancient Chinese writing has been found on bones. Bones were not the only things that the Chinese used to write on. For thousands of years, before the invention of paper, the Chinese wrote on pottery—bowls, cups, and plates made out of clay—silk cloth, and bamboo strips. Bamboo is a tall, skinny plant

with hollow stems that grows in many places in China; perhaps you have seen pictures of pandas eating bamboo.



#### **Show image 9A-7: Hemp paper and bamboo writing tool**

The Chinese looked for ways to make writing easier. Can you guess what they invented?

They invented paper!

The first paper was made from a rope-like plant called hemp. Hemp paper was very thick

and rough. It was first used for clothing.

Hemp paper was too rough and thick to write on, so the Chinese tried other materials like tree bark and cloth rags.



### Show image 9A-8: Cai Lun making paper

Finally a Chinese man named Cai Lun found the right combination of materials. The paper Cai Lun created was much thinner and smoother than the paper made from rough hemp fibers.

Cai Lun's remarkable invention changed the world and is still used today.

**Note:** You may wish to tell students that paper gets its name from the papyrus plant that ancient Egyptians used to make paper-like sheets. But the Chinese invented it the way we make paper today.



### Show image 9A-9: Chinese printing workshop

The Chinese came up with another invention called the woodblock. The woodblock helped make books. In woodblock printing, the writing was put on a thin piece of paper and glued facedown onto a wooden block. Then, the block was carved out to make a woodblock

printing plate—like a large rubber stamp with many characters on it. A separate woodblock was created for each page of the book.

The Chinese inventions of paper and woodblock printing soon spread throughout the world.

### Support

#### Sentence frame:

"The Chinese invented \_\_\_\_\_ and \_\_\_\_\_."



### Check for Understanding

**Discuss:** What are the two important items that the Chinese invented?

» The Chinese invented paper and woodblock printing.

## Lesson 9: Paper, Writing, and Calligraphy

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *character*.

### MULTIPLE-MEANING WORD: CHARACTER (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 4M (Character).] In the read-aloud you saw the Chinese character for the word *school*. Which picture shows this? (one)

*Character* also means a person who is part of a story. For example, Sanjay is a character in the story about Mohenjo-daro. (two)

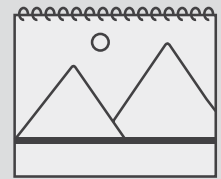


### Multiple Choice

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

- » There are three main characters in "The Tiger, the Brahman, and the Jackal." (two)
- » We saw the Chinese character for *person* today. (one)
- » Archaeologists found a new character they have never seen before written on stone. (one)
- » Ling will learn to write ten new Chinese characters today. (one)

### Flip Book Poster 4M



### Listening Analyzing Language Choices

#### Entering/Emerging

Point to an image on the poster, and say a sentence about it using the word *character* in context.

#### Transitioning/Expanding

Say simple sentences using different meanings for the word *character*. Prompt students to point to or identify the corresponding image.

#### Bridging

Challenge students to make up their own sentences using the multiple-meaning word, and have a partner identify which meaning is used.

## 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   | K2 L9                                                                                                      |
| Activity Name      | Multiple Choice                                                                                            |
| Proficiency Levels |                                                                                                            |
| Entering           | Student matches sentence using the multiple-meaning word to an image with support.                         |
| Emerging           | Student matches sentence using the multiple-meaning word to an image.                                      |
| Transitioning      | Student identifies which image shows the way the multiple-meaning word is used in a sentence with support. |
| Expanding          | Student identifies which image shows the way the multiple-meaning word is used in a sentence.              |
| Bridging           | Student creates sentences using the multiple-meaning word.                                                 |

End Lesson

## EARLY ASIAN CIVILIZATIONS

# The Magic Paintbrush

**PRIMARY FOCUS OF LESSON****Reading**

Students will preview the story “The Magic Paintbrush” through a picture walk.

**Speaking**

Students will use the general academic words *stroke* and *scowl* in context.

Students will combine two short sentences into one longer sentence in a shared language activity.

**FORMATIVE ASSESSMENT****Speaking****Sentence Builder [Informal Observation]****LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Turn and Talk [Informal Observation]**



## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                                                                 |
|--------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                    |         |                                                                                                                                           |
| Picture Walk: "The Magic Paintbrush" | 10 min. | <input type="checkbox"/> Images 10A-2, 10A-4, 10A-6<br><input type="checkbox"/> Activity Page 10.1S<br><input type="checkbox"/> world map |
| Word Work: <i>Stroke, Scowl</i>      | 10 min. | <input type="checkbox"/> paintbrushes<br><input type="checkbox"/> Language Proficiency Recording Sheet                                    |
| <b>Looking at Language</b>           |         |                                                                                                                                           |
| Sentence Builder                     | 10 min. | <input type="checkbox"/> Images 9A-7, 9A-8, 9A-9                                                                                          |

## ADVANCE PREPARATION

### Look Ahead

- Prepare Activity Page 10.1S.
- Prepare a set of paintbrushes for students to use, to practice making strokes in the air. If paintbrushes are not available, students may use their pencils.
- Prepare the Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe images from the story “The Magic Paintbrush.”
- Express emotions using the antonyms *scowl*/*smile*.
- Combine two short sentences into one longer sentence.

### Language Forms and Functions

When people are angry they \_\_\_\_\_./When people are happy they \_\_\_\_\_.  
(scowl) (smile)

I would smile if . . . /I would scowl if . . .

The Chinese invented paper because it made writing easier.

### Vocabulary

#### Tier 3 Domain-Specific Words

emperor

#### Tier 2 General Academic Words

scowl  
stroke

#### Tier 1 Everyday Speech Words

ocean  
paintbrush

Start Lesson

## Lesson 10: The Magic Paintbrush

# Look Ahead



### Primary Focus

Students will preview the story “The Magic Paintbrush” through a picture walk.

Students will use the general academic words *stroke* and *scowl* in context.

### PICTURE WALK: “THE MAGIC PAINTBRUSH” (10 MIN.)

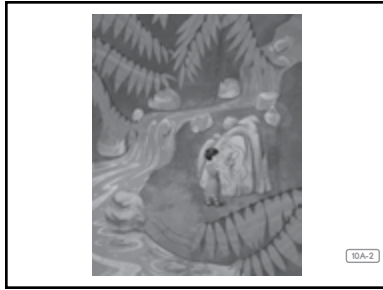
- Remind students of the folktale they heard earlier in this unit, “The Tiger, the Brahman, and the Jackal.”

#### Ask

Which country does this folktale come from? (*India*) [Invite a student to point to India on a map.]

What is a folktale?

- » A folktale is a story someone made up a long, long time ago. A folktale is told orally—by word of mouth—over and over again.



**Show image 10A-2: Ma Liang drawing fish on rock**

- Tell students that today they will hear a Chinese folktale about a boy named Ma Liang [/mo/ /ling/]. Ma Liang is the main character in this story. Invite a student to point out Ma Liang. Invite a student to point to China on a map.

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



**Show image 10A-4: Ma Liang at the emperor's palace**

**Ask:** What other characters do you see in this picture?

» emperor, royal guards, and toad

- Have students point out and name these characters.

**Turn and Talk:** Have students tell their partners what they think is happening in this picture. How are Ma Liang and the emperor feeling?



**Show image 10A-6: Ma Liang painting a boat on the ocean**

- Have students find Ma Liang and the emperor.

**Ask:** What is Ma Liang doing?

» He is painting something for the emperor.

- Be sure to point out the tree on a little island on the ocean. Tell students that the emperor wants that tree.

- Give students Activity Page 10.1S.

**Turn and Talk:** Have students talk to their partners about what they see on Activity Page 10.1S. Have students identify the characters and setting, then label the activity page.

Activity Page 10.1S



## WORD WORK (10 MIN.)

### Stroke

In today's story Ma Liang paints a big, curving stroke.

- Make a big, curving motion with a paintbrush or pencil in your hand. Have students do the same.

Say the word *stroke* with me three times.

**Definition:** A stroke is the movement of a pen or brush when it is used to write or paint.

**Examples:** A calligrapher paints each stroke of the Chinese character slowly and carefully so that it is just right.

Kailan creates her painting stroke by stroke.



### Check for Understanding

**Show Me:** Pretend to “paint” something in the air, stroke by stroke using your paintbrush or pencil. “Paint” something easy to recognize like a letter of the alphabet, a heart, a smiley face, or a shape.

### Scowl

The emperor in the story always wears a scowl on his face.

- Show students a scowl and have students try to imitate the scowl on your face.

Say the word *scowl* with me three times.

**Definition:** A scowl is a mean and angry face.

**Example:** When you see a scowl on somebody's face, that means she is very angry.

**Ask:** If a scowl is a mean and angry face, then what is the opposite of a scowl? (*a smile*)



## Speaking Analyzing Language Choices

### Entering/Emerging

Have students complete the sentence frame(s):  
“When people are angry they \_\_\_\_.” (*scowl*)

“When people are happy, they \_\_\_\_.”  
(*smile*)

### Transitioning/Expanding

Provide sentence starters:  
“I would scowl if . . .”  
“I would smile if . . .”

### Bridging

Invite students to share their own sentences that describe when they would scowl or smile.



## Turn and Talk

Tell your partner what would cause you to scowl and what would cause you to smile.

## 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   | K2 L10                                                                      |
| Activity Name      | Turn and Talk                                                               |
| Proficiency Levels |                                                                             |
| Entering           | Student uses target word(s) to complete sentence frames with support.       |
| Emerging           | Student uses target word(s) to complete sentence frames.                    |
| Transitioning      | Student completes sentence starters related to target word(s) with support. |
| Expanding          | Student completes sentence starters related to target word(s).              |
| Bridging           | Student creates sentences using target word(s).                             |

## Lesson 10: The Magic Paintbrush

# Looking at Language



**Primary Focus:** Students will combine two short sentences into one longer sentence in a shared language activity.

### SENTENCE BUILDER (10 MIN.)

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. You may wish to generate your own questions and sentence builder examples.



#### Show image 9A-7: Hemp paper and bamboo writing tool

Think of a simple and short sentence for this image.

» The Chinese invented paper.

I will ask a question about the image:  
Why did the Chinese invent paper?

Think of an answer to my question.

» Paper made writing easier.

Support:

**Coordinating Conjunctions:**  
and, but, so

**Subordinating Conjunctions:**  
because



#### Formative Assessment

**Sentence Builder:** Build a sentence using both sentences.

» The Chinese invented paper because it made writing easier.

- Follow the same procedure for one of the following images.



**Show image 9A-8: Cai Lun making paper**



**Show image 9A-9: Chinese printing workshop**

~~~~~  
End Lesson

EARLY ASIAN CIVILIZATIONS

The Importance of Silk

PRIMARY FOCUS OF LESSON**Speaking**

Students will use a variety of irregular past tense verbs.

Writing

Students will write instructions about the steps in making silk.

Listening

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

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

How To Make Silk [Activity Pages 11.1S, 11.2S]

LESSON AT A GLANCE

	Time	Materials
Looking at Language		
Irregular Past Tense Verbs	5 min.	
Write About It		
How to Make Silk	20 min.	<input type="checkbox"/> Activity Pages 11.1S and 11.2S <input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Multiple-Meaning Word: <i>Spin</i>	5 min.	<input type="checkbox"/> Poster 5M (Spin)

ADVANCE PREPARATION

Write About It

- Prepare Activity Pages 11.1S and 11.2S.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Create sentences using irregular past tense verbs.
- Write instructions about the steps in making silk.
- Create sentences using the multiple meanings of the word *spin*.

Language Forms and Functions

The explorers found silk in China.

The silkworms spun their cocoons already.

Instructions: First, . . . /Next, . . . /Then, . . . /Finally, . . .

Vocabulary

Tier 3 Domain-Specific Words

cocoons
mulberry
silk
silkworms

Tier 2 General Academic Words

plunge
steps

Tier 1 Everyday Speech Words

caterpillars
spin
thread

Start Lesson

Lesson 11: The Importance of Silk

Looking at Language



Primary Focus: Students will use a variety of irregular past tense verbs.

IRREGULAR PAST TENSE VERBS (5 MIN.)

We have been talking about some verbs or action words that are irregular—which means not regular and different. Each of these verbs is irregular because you do not add *-ed* to the end of the word when you are writing about an action that has happened already, and because you do not add the sound /t/, /d/, or /ed/ to the end of the word when you are talking about an action that has happened already.

Now I will say two sentences related to what you heard in the read-aloud about silk. One sentence talks about something that is happening now, and the other sentence talks about something that has already happened.

Support

If students have difficulty producing the past tense of an irregular verb, give them the incorrect form for contrast. For example, you might ask students, “Should we say, ‘The silkworm spun their cocoons already,’ or ‘The silkworms spun their cocoons already?’” Guide students in recognizing that the past tense of *spin* is *spun*, not *spinned*.

- The explorers find silk in China.
- The explorers found silk in China.

Ask: What did the verb *find* change into to show it already happened? (*found*) Notice I did not say *finded*; I said *found*.

Let’s play a game with irregular verbs you heard in the read-aloud. I will say my sentence as if the action is happening today or now. You will say the sentence to show that it already happened or that it happened long ago.

- Today, the silkworms spin their cocoons.
 - » The silkworms spun their cocoons already.
- Today, the silkworms eat the mulberry leaves.
 - » The silkworms ate the mulberry leaves already.
- Today, Chinese inventions spread to all parts of the world.
 - » A long time ago, Chinese inventions spread to all parts of the world.

Note: In the last sentence, there was no change in the verb.

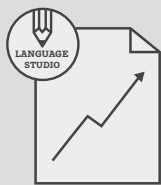
Lesson 11: The Importance of Silk

Write About It



Primary Focus: Students will write instructions about the steps in making silk.

Activity Pages
11.1S, 11.2S



HOW TO MAKE SILK (20 MIN.)

Steps for Making Silk

- Remind students that today they heard about how silk is made. Remind students that when traders traveled along The Silk Roads for silk, the silk-making process was a secret, but today anyone can learn about the process.
- Tell students that as a class they are going to pretend to be workers who produce silk thread. They are going to teach each other how to make silk thread.
- Tell students that they will sequence the steps to making silk and write instructions (either phrases or sentences) next to the pictures.
- Using Activity Page 11.1S, have students talk about each image and which step of the silk-making process the image represents.

- **Check in:** Once students think they have the images in order, they should ask an adult or check with their partners to see if their order is correct.
- Have them cut and glue or tape the images on Activity Page 11.2S according to the steps they would follow to make silk thread.



Writing Understanding Cohesion



How to Make Silk

Write instructions (either phrases or sentences) next to the pictures about how to make silk. [Demonstrate the use of correct capitalization, punctuation, and complete sentences. Encourage the use of temporal words: *first*, *next*, *then*, and *finally*.]

- » Step 1: First, collect the eggs. Put them in a special tray.
- » Step 2: Next, feed the caterpillars chopped mulberry leaves. Wait for them to spin their cocoons.
- » Step 3: Then, let them rest for nine to ten days. Bake the cocoons.
- » Step 4: Finally, plunge the cocoons in hot water to loosen the silk thread.

Entering/Emerging

Provide visual aids and prompting: "The first step is to collect the eggs. Next . . ." Write student-suggested labels on the board for students to copy.

Transitioning/Expanding

Ask students what is happening in the image, to elicit descriptions of the step. Copy student-suggested phrases/sentences on the board.

Bridging

Provide sentence starters with temporal words. "*First . . . Next . . . Then . . . Finally . . .*"

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	K2 L11
Activity Name	How to Make Silk
Proficiency Levels	
Entering	Student puts images of the steps in order.
Emerging	Student labels images of the steps using words or short phrases with support.
Transitioning	Student labels images of the steps using phrases and simple sentences with support.
Expanding	Student labels images of the steps using phrases and simple sentences.
Bridging	Student uses temporal words <i>first</i> , <i>next</i> , <i>then</i> and <i>finally</i> to write the instructions.

Lesson 11: The Importance of Silk

Vocabulary Building



Primary Focus: Students will use sentence-level context clues to determine the multiple meanings of the word *spin*.

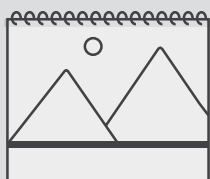
MULTIPLE-MEANING WORD: SPIN (5 MIN.)

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

[Show Poster 5M (Spin).] In the read-aloud, you heard that the silkworms “spin a single long thread around themselves.” Which picture shows this? (*one*)

Spin also means to add something made-up to a story, especially to

Flip Book Poster 5M



a story that you create from your imagination. Which picture shows this? (*three*)

Spin also means to turn around and around. Which picture shows this? (*two*)



Check for Understanding

Turn and Talk: Now that we have gone over the different meanings for *spin*, quiz your partner on these different meanings. For example, you could say, “Chi-En likes to spin stories in her mind and then tell them to her friends.” And your partner should respond, “That’s number three.”

End Lesson

12

EARLY ASIAN CIVILIZATIONS

China's Great Wall

PRIMARY FOCUS OF LESSON

Speaking

Students will use the domain-specific word *nomads* and general academic word *span* in context.

Listening

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

Speaking

Students will connect two short sentences into one longer sentence in a shared language activity.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: <i>Nomads, Span</i>	10 min.	<input type="checkbox"/> Image 12A-4
Vocabulary Building		
Multiple-Meaning Word: <i>Snakes</i>	10 min.	<input type="checkbox"/> Poster 6M (Snakes)
Looking at Language		
Sentence Builder	10 min.	<input type="checkbox"/> Images 12A-7, 12A-8, 12A-9 <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

- Describe nomads in an image
- Answer questions by applying the general academic word *span*.
- Create sentences using the multiple meanings of the word *snake*.
- Combine two short sentences into one longer sentence.

Language Forms and Functions

This classroom spans _____ desks.

The distance from _____ to _____ spans _____ feet.

The soldier stands at the wall because he is watching it for invaders.

Vocabulary

Tier 3 Domain-Specific Words

nomad

Tier 2 General Academic Words

snakes
span

Tier 1 Everyday Speech Words

Lesson 12: China's Great Wall

Look Ahead



Primary Focus: Students will use the domain-specific word *nomads* and general academic word *span* in context.

VOCABULARY PREVIEW (10 MIN.)

Nomads



Show image 12A-4: Armed northern nomads on horses

In today's read-aloud, you will hear that nomads lived to the north of China.

Say the word *nomads* with me three times.

Definition: Nomads are people who move from place to place. Nomads do not settle in

one area and do not have a permanent home.

Example: The nomads decided it was time to move to another place.

Ask: Can you describe the nomads in this image? What are they wearing? What are they doing?

Span

Today you will hear that China's borders span a great amount of land.

Say the word *span* with me three times.

Definition: *Span* means to go across an amount of space or time.

Example: The farmer built a bridge to span all the way across the pond.

Ask

How many desks does this classroom span?

» This classroom spans _____ desks.

How many feet does the distance from _____ to _____ span?

[Challenge students to figure this out.]

» The distance from _____ to _____ spans _____ feet.

Lesson 12: China's Great Wall

Vocabulary Building



Primary Focus: Students will use sentence-level context clues to determine the multiple meanings of the word *snakes*

MULTIPLE-MEANING WORD: SNAKES (10 MIN.)

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

[Show Poster 6M (Snakes).] In the read-aloud you heard that the Great Wall “snakes along over four thousand miles of land in northern China.” Here *snakes* means the wall follows a twisting path with many turns. Which picture shows this meaning of *snakes*? (*one*)

Snakes are also reptiles with long, thin bodies and no arms or legs. Which picture shows this? (*two*)

Flip Book Poster 6M





Check for Understanding

Turn and Talk: Now with your partner, make a sentence for each meaning of *snakes*. Remember to be as descriptive as possible and to use complete sentences. I will call on some of you to share your sentences.

Lesson 12: China's Great Wall

Looking at Language



Primary Focus: Students will connect two short sentences into one longer sentence in a shared language activity.

Support

Coordinating Conjunctions:

and, but, so

Subordinating Conjunctions:

because

SENTENCE BUILDER (10 MIN.)

Note: There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. You may wish to generate your own questions and sentence builder examples.



Show image 12A-7: Watchtowers and soldiers

Think of a simple and short sentence for this image.

» The soldier stands at the wall.

I will ask a question about the image:
Why does the soldier stand at the wall?

Think of an answer to my question.

» He is watching for invaders.



Sentence Builder

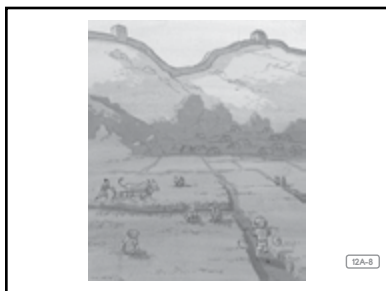
Build a sentence using both sentences:

- » The soldier stands at the wall because he is watching for invaders.



Speaking Connecting Ideas

- Follow the same procedure for one of the following images:



Show image 12A-8: People laboring near the Great Wall



Show image 12A-9: Tourists on the Great Wall today

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 with a partner. Have them practice using a variety of conjunctions to combine sentences about an 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	K2 L12
Activity Name	Sentence Builder
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 ~~~~~

## EARLY ASIAN CIVILIZATIONS

# Confucius

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

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

Students will create a word wall for the antonyms *peaceful* and *violent*.

**Reading**

Students will ask and answer questions about Confucius and his teachings.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q &amp; A [Informal Observation]

## LESSON AT A GLANCE

|                                               | Time    | Materials                                                              |
|-----------------------------------------------|---------|------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                    |         |                                                                        |
| Multiple-Meaning Word: <i>Subjects</i>        | 5 min.  | ❑ Poster 7M (Subjects)                                                 |
| Horizontal Word Wall: <i>Peaceful/Violent</i> | 15 min. | ❑ chart paper for word wall<br>❑ index cards<br>❑ red and blue markers |
| <b>Rewind</b>                                 |         |                                                                        |
| Q & A: Confucius                              | 10 min. | ❑ Image 13A-3<br>❑ world map<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Vocabulary Building

- Prepare a horizontal word wall on chart paper, with the word *peaceful* on the far left and the word *violent* on the far right. Write the following words in blue on index cards: *peaceful*, *nonviolent*, *quiet*, *calm*, *tranquil*, and *serene*. Write the following words in red on index cards: *violent*, *harsh*, *forceful*, *harmful*, *fierce*, and *raging*.

### Rewind

- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Ask and answer questions about Confucius and his teachings.
- Create sentences using antonyms *peaceful* and *violent*.

### Language Forms and Functions

**Asking Questions:** I have a question about . . .

Why did . . . ?

I don't understand . . .

The main topic of this read-aloud is \_\_\_\_\_.

Confucius was a \_\_\_\_\_. He taught others to . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

armies  
calm  
greedy  
peaceful/violent  
serene  
tranquil

fighting  
quiet  
scared  
teacher

Start Lesson

## Lesson 13: Confucius

# Vocabulary Building



### Primary Focus

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

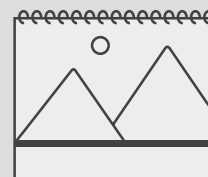
Students will create a word wall for the antonyms *peaceful* and *violent*.

### MULTIPLE-MEANING WORD: SUBJECTS (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 7M (Subjects).] In the read-aloud you heard,

### Flip Book Poster 7M





“Confucius taught himself many subjects.” Here *subjects* means classes that you study in school, like language arts, social studies, or science. Which picture shows this? (*one*)

*Subjects* also means the people who live in a country ruled by a king or queen. Which picture shows this? (*two*)

**Multiple Choice:** I’m going to say some sentences with the word *subjects*. Hold up one finger if my sentence tells about *subjects* in picture one; hold up two fingers if my sentence tells about *subjects* in picture two.

- Confucius learned different subjects in school, but he also learned some subjects on his own. (*one*)
- Ling Ling’s favorite subjects in school are English and science. (*one*)
- The subjects stood up as the queen entered the room. (*two*)
- The kingdom’s subjects were unhappy with their king’s decision to go to war. (*two*)
- What are your favorite subjects in school? (*one*)

### HORIZONTAL WORD WALL: PEACEFUL/VIOLENT (15 MIN.)

In the read-aloud you heard that Confucius taught his students how to live in a peaceful way. He told them that they did not have to be scared of violent attacks.

Say the word *peaceful* with me three times.

Say the word *violent* with me three times.

**Definitions:** *Peaceful* means calm and with no fighting.

*Violent* means forceful and harsh, harmful to people.

First we will make a horizontal word wall for *peaceful* and *violent*.

Then you will make up sentences using the words on the word wall.

- Place *peaceful* on the far left of the chart. Then show *violent*, and ask where it should go (on the far right). Hold up the rest of the cards one at a time, and ask where each card goes on the horizontal word wall.



#### Check for Understanding

**Share:** Choose two different-colored words and make up a sentence using the words. Share your sentence with a partner.

## Lesson 13: Confucius

# Rewind



**Primary Focus:** Students will ask and answer questions about Confucius and his teachings.

### Q & A: CONFUCIUS (10 MIN.)



#### Show Image 13A-3

**Note:** Encourage students to answer in complete sentences by having them restate the questions in their responses. Model answers using complete sentences as necessary.

#### Ask

Whom did you hear about in today's read-aloud?

- » I heard about Confucius.

What country was Confucius from?

- » Confucius was from the country of China. [Have a student locate China on a world map.]

What kind of place was China when Confucius was a child?

- » China was a violent and dangerous place with a lot of fighting among the armies of different lands. The leaders were greedy and did not care for the common people. The people did not feel safe.

Did Confucius go to school when he was young?

- » Yes, Confucius did go to school when he was young.

What was his favorite subject? Why did he like that subject?

- » His favorite subject was history because he liked to learn about the way the Chinese used to live.

What did Confucius become when he grew older?

- » Confucius became a teacher when he grew older.

What did he teach?

- » He taught his students to practice kindness in their families, never to do to others what they would not like others to do to them, and always to keep learning.

## Support

### Sentence starters:

"I have a question about . . ."

"Why did . . . ?"

"I don't understand . . ."



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Ask students *yes/no* questions about Confucius (e.g., "Was Confucius greedy like the leaders in China?"; "Did Confucius think education was important?").

### Transitioning/Expanding

Provide the following sentence frames and starter: "The main topic of this read-aloud is \_\_\_\_." "Confucius was a \_\_\_\_." "He taught others to . . ."

### Bridging

Encourage students to ask questions about Confucius or to add additional information.

- Give students time to ask questions about the lesson.



### Q & A

You heard that Confucius taught his students to respect and obey—or listen to—their parents. He taught his students to practice kindness in their families. Why do you think Confucius asked his students to start with their families?

## 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   | K2 L13                                                                                                     |
| Activity Name      | Q & A                                                                                                      |
| Proficiency Levels |                                                                                                            |
| Entering           | Student answers <i>yes/no</i> questions about the topic.                                                   |
| Emerging           | Student uses short phrases to answer questions about the topic.                                            |
| Transitioning      | Student uses sentence frames to answer questions about the topic.                                          |
| Expanding          | Student answers questions about the topic in complete sentences.                                           |
| Bridging           | Student asks questions about what his or her partner says and adds additional information about the text.. |

End Lesson

## EARLY ASIAN CIVILIZATIONS

# Chinese New Year

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

Students will review what they have learned about celebrations (Diwali).

**Reading**

Students will preview an interactive read-aloud about Chinese New Year.

**Speaking**

Students will use the domain-specific words *Chinese New Year/celebration* and *fortune* in context.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Turn and Talk [Informal Observation]

## LESSON AT A GLANCE

|                                                                  | Time    | Materials                                                                                                                                  |
|------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                                                    |         |                                                                                                                                            |
| Review: Diwali                                                   | 10 min. | <input type="checkbox"/> Image 6A-6<br><input type="checkbox"/> world map<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Look Ahead</b>                                                |         |                                                                                                                                            |
| Interactive Read Aloud: "Chinese New Year"                       | 10 min. | <input type="checkbox"/> Flip Book                                                                                                         |
| Vocabulary Preview: <i>Chinese New Year/Celebration, Fortune</i> | 10 min. | <input type="checkbox"/> Image 14A-3                                                                                                       |

## ADVANCE PREPARATION

### Rewind

- Prepare Language Proficiency Recording Sheet for Speaking.

### Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 14A-1: Fireworks
  2. 14A-3: Fireworks, food, red decorations, and red envelopes
  3. 14A-4: Chinese lions dancing in the street
  4. 14A-7: Street celebration with lion

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe Diwali using information from the read-aloud.
- Describe how Chinese New Year is celebrated.

### Language Forms and Functions

Diwali is the celebration of . . .

During Diwali, people . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

dragon  
lanterns  
lion dance

#### Tier 2 General Academic Words

celebrate/celebration  
forgive  
fortune  
grudges  
prosperous

#### Tier 1 Everyday Speech Words

fireworks  
luck  
moon  
red

Start Lesson

## Lesson 14: Chinese New Year

# Rewind



**Primary Focus:** Students will review what they have learned about celebrations (Diwali).

## REVIEW: DIWALI (10 MIN.)



### Show image 6A-6: Diwali celebration

#### Ask

What are these images related to?

» The images are related to Diwali.

What is Diwali also known as, or what is another name for Diwali?

» Festival of Lights

Where was Diwali first celebrated?

» Diwali was first celebrated in ancient India. [Invite a student to point to ancient

India (present day Pakistan and India) on a world map.]

Where is Diwali celebrated now?

» Diwali is celebrated by Indians all over the world.

## Support

### Sentence starters:

“Diwali is the celebration of . . .”

“During Diwali, people . . .”



Speaking  
Selecting Language  
Resources

### Entering/Emerging

Display an image and provide key words about the image. Prompt students to use key words by asking questions about the image.

### Transitioning/Expanding

Provide the following sentence starters:

“Diwali is the celebration of . . .”

“During Diwali, people . . .” Brainstorm key words and phrases from the read-aloud.

### Bridging

Invite students to share what their partners said, emphasizing details from the read-aloud.



### Turn and Talk

Tell your partner one thing you remember about Diwali.

[Encourage students to use the words and phrases *Diwali*, *Festival of Lights*, and *celebrate*.]

## 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   | K2 L14                                                                       |
| Activity Name      | Turn and Talk                                                                |
| Proficiency Levels |                                                                              |
| Entering           | Student responds using key words related to an image with support.           |
| Emerging           | Student responds using key words related to an image.                        |
| Transitioning      | Student completes sentence starter using key words and phrases with support. |
| Expanding          | Student completes sentence starter using key words and phrases.              |
| Bridging           | Student responds in complete sentences, using details from the read-aloud.   |

## Lesson 14: Chinese New Year

# Look Ahead



### Primary Focus

Students will preview an interactive read-aloud about Chinese New Year.

Students will use the domain-specific words *Chinese New Year/celebrations* and *fortune* in context.

### INTERACTIVE READ-ALOUD: “CHINESE NEW YEAR” (10 MIN.)

- **Connection:** Tell students that today they will hear about a popular Chinese holiday called Chinese New Year.
- Have students think about what special things they do for New Year's Day. Call on several students to share.
- Prompt students by asking them about special New Year's traditions they may have, whether they see relatives during that time, eat special foods, or go someplace special.



#### Show image 14A-1: Fireworks

Weeeeeeeeeeeeeeeeeeeeeeeeeeeee! Pop!

Weeeeeeeeeeeeeeeeeeeeeeeeeeeee!

Pop!

Fireworks are another invention from ancient China.

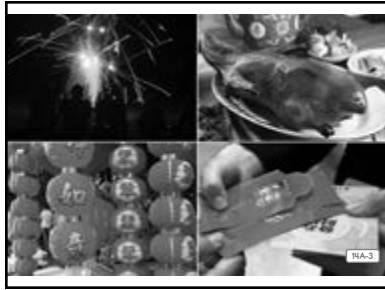
The Chinese set off fireworks to mark the beginning of their New Year.

When is New Year's Day celebrated in the United States? (*January 1*)

How many days is New Year's celebrated in America? (*one day*)

Chinese New Year is the longest and most important of all Chinese festivals. The Chinese New Year lasts two weeks!





**Show image 14A-3: Fireworks, food, red decorations, and red envelopes**

Chinese people prepare for their New Year by cleaning their homes. They believe that when they clean, they chase evil spirits away.

They also set off fireworks to scare the evil spirits away.

They buy new clothes and even get a haircut to prepare themselves for a fresh, new beginning.

They forgive one another for past grudges—or bad feelings they have had toward each other—and try to turn their grudges into friendships.

Children receive red envelopes with money tucked inside. The red envelopes symbolize the giver's hopes that the child will receive good fortune—or luck—in the New Year.

Special foods are prepared for the Chinese New Year feast. The feast includes foods like fish, dumplings, sticky rice cakes, noodles, tangerines, and sweets. Family and friends gather together to eat these special foods and enjoy relaxing together.



**Show image 14A-4: Chinese lions dancing in the street**

Luck and good fortune are the main focus for the Chinese New Year. The Chinese prepare for a prosperous—and successful—year ahead.

Can you guess what color is a sign of good fortune to the Chinese?

*[Pause for student responses.]*

The color red is the color of good fortune. The Chinese wear red clothes and decorate their homes with red paper cut into designs of Chinese characters for good fortune, happiness, and long life.

Dragons are symbols of good luck in Chinese culture, and lions symbolize chasing evil away and bringing good luck. During New Year's celebrations, people dress up in red dragon costumes and lion costumes and parade in the streets.



### Show image 14A-7: Street celebration with lion

On the last day of the Chinese New Year, when the moon is full, lucky dragons and lions lead parades all across China, wishing everyone a prosperous New Year. It is also the day of the Lantern Festival. Thousands of colorful lanterns can be seen everywhere. On the last

day, there is joy and hope for good fortune and a prosperous year ahead.)



### Check for Understanding

**Discuss:** How long is the Chinese New Year?

» The Chinese New Year is two weeks long.

What is the color of good fortune in China?

» Red is the color of good fortune.

## VOCABULARY PREVIEW (10 MIN.)

### Chinese New Year/Celebration



### Show image 14A-3: Fireworks, food, red decorations, and red envelopes

In today's read-aloud, you will hear about a special Chinese celebration called Chinese New Year.

Say the words *Chinese New Year* with me three times.

Say the word *celebration* with me three times.

**Definitions:** A celebration is a party or special event for a special occasion.

*Chinese New Year* is a celebration that began in ancient China and today is celebrated by Chinese all over the world.

**Example:** Li Hua's mother has been preparing the food for their family's Chinese New Year celebration for two weeks.

**Ask:** What do the Chinese do to celebrate Chinese New Year?

### **Fortune**

During Chinese New Year, the Chinese wish each other good fortune for the coming year.

Say the word *fortune* with me three times.

**Definition:** *Fortune* means luck.

**Example:** Xue lost his favorite book at his friend's home; that is bad fortune.

**Turn and Talk:** Tell your partner about a time you had good fortune (or bad fortune).

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End Lesson

Language Studio 3

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# **The Ancient Greek Civilization**

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## THE ANCIENT GREEK CIVILIZATION

### Lesson 1 The Ancient Greeks

167

**Rewind** (15 min.)

- Drawing the Read-Aloud: "The Ancient Greeks"

**Vocabulary Building** (5 min.)

- Word Work: *Unique*

**Looking at Language** (10 min.)

- Sentence Builder

### Lesson 2 Mount Olympus, Part I

173

**Vocabulary Building** (10 min.)

- Word to World: *Area, Contribution*

**On Stage** (20 min.)

- Song and Chant: "Greek Gods and Goddesses"

### Lesson 3 Mount Olympus, Part II

179

**Vocabulary Building** (10 min.)

- Multiple-Meaning Word: *Rugged*

**On Stage** (20 min.)

- Song and Chant: "Greek Gods and Goddesses"

### Lesson 4 The Olympic Games

184

**Vocabulary Building** (5 min.)

- Multiple-Meaning Word: *Race*

**Talk Time** (10 min.)

- Round Robin: Which Olympic Sport Would You Participate In?

**On Stage** (15 min.)

- Role Play: Pindar and Myron

### Lesson 5 All for Sparta

190

**Look Ahead** (30 min.)

- Interactive Read-Aloud: "Sparta"
- Vocabulary Preview: *Military, In Order To*

### Lesson 6 Athens and the Olive Tree

198

**Talk Time** (10 min.)  
Olive Trees

**Rewind** (20 min.)

- Drawing the Read-Aloud: "Athens and the Olive Tree"

## Lesson 7 Athens: The Birthplace of Democracy

203

### Vocabulary Building (10 min.)

- Word Work: *Government, Citizen*

### Talk Time (20 min.)

- Round Robin: Would You Rather?

## Lesson 8 Marathon

211

### Vocabulary Building (10 min.)

- Word Work: *Marathon*

### Write About It (20 min.)

- Planning: Fictional Narrative

## Lesson 9 Thermopylae: The Persians Strike Again

217

### Look Ahead (10 min.)

- Picture Walk: "Thermopylae: The Persians Strike Again"

### Vocabulary Building (10 min.)

- Word Work: *Defeat, Victory*

### Looking at Language (10 min.)

- What Changed?

## Lesson 10 The Great Thinkers of Greece

225

### Vocabulary Building (10 min.)

- Multiple-Meaning Word: *Proof*

### Write About It (20 min.)

- Drafting: Fictional Narrative

## Lesson 11 Alexander the Great, Part I

231

### Vocabulary Building (20 min.)

- Word Work: *Devoted*
- Multiple-Meaning Word: *Tame*

### Looking at Language (10 min.)

- Sentence Builder

## Lesson 12 Alexander the Great, Part II

238

### Vocabulary Building (10 min.)

- Word Work: *Conquer, Conflict*

### Write About It (20 min.)

- Editing: Fictional Narrative

## THE ANCIENT GREEK CIVILIZATION

# The Ancient Greeks

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

Students will depict an aspect of the ancient Greek civilization through an illustration and caption.

**Speaking**

Students will use the general academic word *unique* in context.

Students will add descriptive details to sentences.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Sentence Builder [Informal Observation]**



## LESSON AT A GLANCE

|                                              | Time    | Materials                                                                                                      |
|----------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                                |         |                                                                                                                |
| Drawing the Read-Aloud: "The Ancient Greeks" | 15 min. | ☐ drawing paper, drawing tools                                                                                 |
| <b>Vocabulary Building</b>                   |         |                                                                                                                |
| Word Work: <i>Unique</i>                     | 5 min.  | ☐ pictures of unicycle, unicorn, children in uniforms, and choir singing in unison                             |
| <b>Looking at Language</b>                   |         |                                                                                                                |
| Sentence Builder                             | 10 min. | ☐ chart paper<br>☐ markers<br>☐ sentences written out on chart paper<br>☐ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Put students into groups of two or three. Make sure students within a group do not draw pictures of the same idea from the lesson. You may wish to assign students to draw images of various ideas from the lesson.

### Vocabulary Building

- Bring in pictures of words that begin with the prefix *uni-*.

### Looking at Language

- Write out the following sentence frames on chart paper:
  - The \_\_\_\_\_ houses are in the \_\_\_\_\_ mountains.
  - The \_\_\_\_\_ clouds are over the \_\_\_\_\_ mountains.
  - This \_\_\_\_\_ city-state is surrounded by \_\_\_\_\_ mountains.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe an aspect of the ancient Greek civilization.
- Share about something that is unique.
- Construct descriptive sentences by adding details.

### Language Forms and Functions

\_\_\_\_\_ is my interesting fact.

It is interesting because . . .

I am unique because . . .

I am \_\_\_\_\_ and that makes me unique.

\_\_\_\_\_ is unique because . . .

The \_\_\_\_\_ houses are in the \_\_\_\_\_ mountains.  
(adj.) (adj.)

The \_\_\_\_\_ clouds are over the \_\_\_\_\_ mountains.  
(adj.) (adj.)

The \_\_\_\_\_ city-state is surrounded by \_\_\_\_\_ mountains.  
(adj.) (adj.)

### Vocabulary

#### Tier 3 Domain-Specific Words

civilization

#### Tier 2 General Academic Words

ancient  
unique

#### Tier 1 Everyday Speech Words

## Lesson 1: The Ancient Greeks

# Rewind



**Primary Focus:** Students will depict an aspect of the ancient Greek civilization through an illustration and caption.

### DRAWING THE READ-ALOUD: “THE ANCIENT GREEKS” (15 MIN.)

- Have students draw a picture of something they learned from the read-aloud. Then have them write a caption or short sentence for the picture. Students may wish to draw fishermen or seafarers working at the harbors or on ships; farmers working their crops on rugged ground; olive trees growing on rugged land; the city-states, which were located between the mountains; ancient Greeks working together in emergencies; or shepherds taking care of sheep.

#### Support

#### Sentence frame:

“\_\_\_\_\_ is my interesting fact.”

#### Sentence starter:

“It is interesting because. . .”

- Have students share their drawings in small groups or with home-language peers. Encourage students to ask their partners questions about the drawings to gather more information about the drawings and what their partners learned from the read-aloud.

## Lesson 1: The Ancient Greeks

# Vocabulary Building



**Primary Focus:** Students will use the general academic word *unique* in context.

### WORD WORK (5 MIN.)

#### Unique

In the read-aloud, you heard, “[A]ncient Greeks were unique and different from other ancient civilizations.”

Say the word *unique* with me three times.

**Definition:** When something is unique, it is special: the only one of its kind.

**Example:** You are unique; there is only one you!

#### Support

Share pictures of a unicycle, unicorn, children in uniforms, and a choir singing in unison.

#### Sentence starter:

“I am unique because . . .”

#### Sentence frame:

“I am \_\_\_\_\_ and that makes me unique.”



#### Check for Understanding

**Turn and Talk:** Tell your partner something that makes you unique. Use the word *unique* when you tell about it.

**Ask:** What’s the word we’ve been talking about?

**Directions:** Sometimes a part of a word can give you a clue about what that word means. For example, the word *unique* means one of a kind and starts with the prefix *uni-*, which gives us a clue about what *unique* means.

Think about these words: [Say each of the following words, putting emphasis on the prefix *uni-*, and show the picture for the word.]

- *unicycle*: This cycle has one wheel.
- *unicorn*: This mythical animal has one horn on its head.

- *uniform*: This is clothing that all children attending a certain school wear to show that they are part of one school.
- *unison*: This group is singing one song all together.

### Ask

What is the same about all these words?

» *They all have the prefix uni–.*

What do you think *uni–* means?

» *Uni– means one.*

**Turn and Talk:** Tell your partner about something that is unique. Use the word *unique* when you tell about it. Be as descriptive as possible, and use complete sentences.

### Support

#### Sentence starter:

“\_\_\_\_\_ is unique because . . .”

## Lesson 1: The Ancient Greeks

# Looking at Language



**Primary Focus:** Students will add descriptive details to sentences.

### SENTENCE BUILDER (10 MIN.)

**Note:** Explain that you are going to write what students say, but they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they say, and that you will read the words to them.



### Show image 1A-4: Mountains and valley

I will show you a picture, and we will describe different parts of this picture together. Then we will complete a few sentences together using your descriptions. [Write the specific part of the image being described on chart paper and circle it. Draw lines out from it,

and add the describing words that students provide.]

Name some adjectives that describe the houses.

» white with orange roofs, large, multilevel, three-story

Name some adjectives that describe the mountains.

» rugged, tall, green, stony, tree-filled, lush

Name some adjectives that describe the clouds.

» white, puffy, cumulus, fluffy

Name some adjectives that describe a city-state.

» independent, small



### Sentence Builder

Add adjectives to these sentences:

The \_\_\_\_\_ houses are in the \_\_\_\_\_ mountains.

The \_\_\_\_\_ clouds are over the \_\_\_\_\_ mountains.

This \_\_\_\_\_ city-state is surrounded by \_\_\_\_\_ mountains.



Speaking  
Using Nouns and Noun  
Phrases

### Entering/Emerging

Prompt students by asking questions about the colors and sizes of items in the image.

### Transitioning/Expanding

Prompt students to use adjectives that describe appearance and shape.

### Bridging

Prompt students to use adjectives that describe texture.

## 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   | K3 L1                                                                                                 |
| Activity Name      | Sentence Builder                                                                                      |
| Proficiency Levels |                                                                                                       |
| Entering           | Student uses familiar adjectives to describe the images in simple ways with support.                  |
| Emerging           | Student uses familiar adjectives to describe the images in simple ways.                               |
| Transitioning      | Student uses more complex adjectives to describe the images in a growing number of ways with support. |
| Expanding          | Student uses more complex adjectives to describe the images in a growing number of ways.              |
| Bridging           | Student uses a variety of adjectives to describe the images in a wide variety of ways.                |

End Lesson

## THE ANCIENT GREEK CIVILIZATION

# Mount Olympus, Part I

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

Students will use the general academic words *area* and *contribution* in context.

Students will present a song and chant about the Greek gods and goddesses.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Word to World [Informal Observation]

## LESSON AT A GLANCE

|                                               | Time    | Materials                                                                                                                                                      |
|-----------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                    |         |                                                                                                                                                                |
| Word Work: <i>Area, Contribution</i>          | 10 min. | <input type="checkbox"/> world map or globe<br><input type="checkbox"/> Language Proficiency Recording Sheet                                                   |
| <b>On Stage</b>                               |         |                                                                                                                                                                |
| Song and Chant:<br>"Greek Gods and Goddesses" | 20 min. | <input type="checkbox"/> audio recording of<br>"The Farmer in the Dell"<br><input type="checkbox"/> Activity Page 2.1S<br><input type="checkbox"/> chart paper |

## ADVANCE PREPARATION

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Speaking.

### On Stage

- Bring in an audio recording of "The Farmer in the Dell."
- Prepare Activity Page 2.1S.

**Note:** Students will use this activity in Lessons 2 and 3. Choose two or three stanzas from the song and chant, and write them on chart paper.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the general academic words *area* and *contribution*.
- Present a song and chant about the Greek gods and goddesses.

### Language Forms and Functions

An area of the school I like most is \_\_\_\_\_.

This area is . . .

I like this area because . . .

The \_\_\_\_\_ civilization gave us the contribution of \_\_\_\_\_.

This contribution is helpful because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

area  
contribution

god/goddess

Start Lesson

## Lesson 2: Mount Olympus, Part I

# Vocabulary Building



**Primary Focus:** Students will use the general academic words *area* and *contribution* in context.

## WORD WORK (10 MIN.)

### Area

We have been talking about an area of the world called Greece.  
[Point to Greece on the map or globe.]

Say the word *area* with me three times.

**Definition:** *Area* means a certain spot or part of a place.

**Examples:** Mountains split Greece into lots of little areas of land.

Ava likes to play in the hopscotch area during recess.



## Support

**Sentence frame:** “An area of the school I like most is \_\_\_\_\_.”

**Sentence starters:**

“This area is . . . “  
“I like this area because . . .”

**Sentence frame:**  
“The \_\_\_\_\_ civilization gave us the contribution of \_\_\_\_\_.”

**Sentence starter:**

“This contribution is helpful because . . .”



## Check for Understanding

**Turn and Talk:** Tell your partner about an area of the school that you like the most. Use the word *area* when you tell about it. Remember to be as descriptive as possible and to use complete sentences.

## Contribution

In this unit, we will learn about a civilization whose contributions are part of our lives today.

Say the word *contribution* with me three times.

**Definition:** *Contribution* means a thing or idea that is shared and passed down through time because it is considered helpful and good. A contribution is something that is helpful and good to people.

**Examples:** Ancient civilizations made many contributions to our lives today—such as the wheel and paper.

Without the contributions of America’s Founding Fathers, we might not have the Declaration of Independence.



## Word to World

Tell your partner about a contribution of an ancient civilization. Use the word *contribution* when you tell about it. Remember to use a complete 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   | K3 L2                                                                       |
| Activity Name      | Word to World                                                               |
| Proficiency Levels |                                                                             |
| Entering           | Student uses target word(s) to complete sentence frames with support.       |
| Emerging           | Student uses target word(s) to complete sentence frames.                    |
| Transitioning      | Student completes sentence starters related to target word(s) with support. |
| Expanding          | Student completes sentence starters related to target word(s).              |
| Bridging           | Student creates sentences using target word(s).                             |



**Speaking**  
Selecting Language Resources

#### Entering/Emerging

Help students complete the sentence frames.

#### Transitioning/Expanding

Provide sentence starters for students to complete.

#### Bridging

Invite students to share their own sentences with a partner.

### Lesson 2: Mount Olympus, Part I

## On Stage



**Primary Focus:** Students will present a song and chant about the Greek gods and goddesses.

### SONG AND CHANT: "GREEK GODS AND GODDESSES" (20 MIN.)

- Play the song "The Farmer In the Dell." Ask students if they have heard this song before. Invite students to sing the song together or to hum along.
- Give students Activity Page 2.1S. Tell students that they will learn a poem to introduce them to the Greek gods and goddesses. The poem can be sung to the tune of "The Farmer In the Dell." Tell students that today they will learn the first part.
- Point to the stanzas on the chart.

#### Activity Page 2.1S



## Support

For each stanza, invite students to come up with motions to represent each god or goddess.

- Tell students that they will repeat the words after you. Eventually they will sing the words:
- State the guidelines for presenting the song and chant. Model what each guideline looks and sounds like.
  - Use loud, presenting voices.
  - Stand up tall.
  - Do the motions with enthusiasm.
  - Stay together.
- Have students practice this song and chant in small groups.

---

End Lesson

## THE ANCIENT GREEK CIVILIZATION

# Mount Olympus, Part II

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

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

**Speaking**

Students will present a song and chant about the Greek gods and goddesses.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Song and Chant:**

“Greek Gods and Goddesses”

[Informal Observation]

## LESSON AT A GLANCE

|                                               | Time    | Materials                                                                                                                              |
|-----------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                    |         |                                                                                                                                        |
| Multiple-Meaning Word: <i>Rugged</i>          | 10 min. | ❑ Poster 1M (Rugged)                                                                                                                   |
| <b>On Stage</b>                               |         |                                                                                                                                        |
| Song and Chant:<br>"Greek Gods and Goddesses" | 20 min. | ❑ audio recording of<br>"The Farmer in the Dell"<br>❑ Activity Page 2.1S<br>❑ chart paper<br>❑ Language Proficiency Recording<br>Sheet |

## ADVANCE PREPARATION

### On Stage

- Bring in an audio recording of "The Farmer in the Dell."
- Choose new stanzas from Activity Page 2.1S, and write them on chart paper.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                  |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Create sentences using the multiple meanings of the word <i>rugged</i>.</li> <li>• Present a song and chant about the Greek gods and goddesses.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                        |                                  |                                 |
| _____ is rugged because . . .                                                                                                                                                                       |                                  |                                 |
| Vocabulary                                                                                                                                                                                          |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                     | rugged                           |                                 |

## Lesson 3: Mount Olympus, Part II

## Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *rugged*.

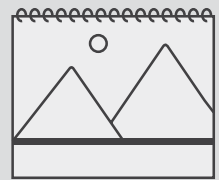
**MULTIPLE-MEANING WORD: RUGGED (10 MIN.)**

**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 1M (Rugged).] In the read-aloud you heard, “High, rugged mountains split Greece into lots of little areas of land called valleys.” Which picture of *rugged* matches the way *rugged* is used in the lesson? (*one*)

*Rugged* can also mean other things, like the rugged conditions of frontier life: there were no paved roads, no electricity, and no running water. The rugged frontier life was difficult to live in. Which picture matches this description of *rugged*? (*two*)

In addition, *rugged* can mean sturdy and strong. For example, no matter how much the children jumped and played on the sofa, the sofa never broke. Which picture matches this description of *rugged*? (*three*)

**Flip Book Poster 1M**

**Check for Understanding**

**Turn and Talk:** Now that we have gone over the different meanings for *rugged*, quiz your partner on the different meanings. Remember to be as descriptive as possible and to use complete sentences. For example, you could say, “I have a huge, rugged stuffed animal at home that my sister always crawls on, but it never breaks.” And your partner should respond, “That’s number three.”

**Support**
**Sentence starter:**

“\_\_\_\_\_ is rugged because . . .”

### Lesson 3: Mount Olympus, Part II

# On Stage



**Primary Focus:** Students will present a chant about the Greek gods and goddesses.

## Activity Page 2.1S



Speaking  
Presenting

### Entering/Emerging

Play the tune of the song, "The Farmer in the Dell." Have students hum along.

### Transitioning/Expanding

Say/sing lines from a stanza, one at a time. Have students repeat.

### Bridging

Invite students to present in small groups.

### Support

For each stanza, invite students to come up with motions to represent each god or goddess.

## SONG AND CHANT: "GREEK GODS AND GODDESSES" (20 MIN.)

- Remind students about the song and chant in the previous lesson. Play the song "The Farmer In the Dell."
- **Ask:** Have you heard this song before? [Invite students to sing the song together or to hum along.]
- Have students refer back to Activity Page 2.1S.
- Tell students that they will continue to learn a poem to introduce them to the Greek gods and goddesses. The poem can be sung to the tune of "The Farmer In the Dell."
- Point to stanzas on the chart.
- Tell students that they will repeat the words after you. Eventually they will sing the words.



### Song and Chant: "Greek Gods and Goddesses"

Today we are going to learn more of the song and chant about the Greek gods and goddesses. First you will repeat the words after me. Then we will sing the words together.

- State the guidelines for presenting the song and chant. Model what each guideline looks and sounds like:
  - Use loud, presenting voices.
  - Stand up tall.
  - Do the motions with enthusiasm.
  - Stay together.
- Have students practice this song and chant in small groups.

## 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   | K3 L3                                                      |
| Activity Name      | Song and Chant: "Greek Gods and Goddesses:                 |
| Proficiency Levels |                                                            |
| Entering           | Student hums the tune.                                     |
| Emerging           | Student sings and chants some of the words.                |
| Transitioning      | Student sings and chants most of the words.                |
| Expanding          | Student sings and chants all of the words.                 |
| Bridging           | Student sings and chants all of the words with enthusiasm. |

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



## 4

## THE ANCIENT GREEK CIVILIZATION

# The Olympic Games

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

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

**Speaking**

Students will express an opinion about an Olympic event.

Students will adapt language choices in a role-play with a partner.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Turn and Talk [Informal Observation]

## LESSON AT A GLANCE

|                                                            | Time    | Materials                                                                                                  |
|------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                                 |         |                                                                                                            |
| Multiple-Meaning Word: <i>Race</i>                         | 5 min.  | <input type="checkbox"/> Poster 2M (Race)<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Talk Time</b>                                           |         |                                                                                                            |
| Round Robin: Which Olympic Sport Would You Participate In? | 10 min. | <input type="checkbox"/> Images 4A-2 and 4A-6                                                              |
| <b>On Stage</b>                                            |         |                                                                                                            |
| Role-Play: Pindar and Myron                                | 15 min. | <input type="checkbox"/> Image 4A-3                                                                        |

## ADVANCE PREPARATION

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Create sentences using the multiple meanings of the word *race*.
- Express an opinion about an Olympic event.

### Language Forms and Functions

The Olympic events I would like to compete in are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Offer opinions:** I agree/disagree with \_\_\_\_\_.

I would rather compete in . . .

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

athletes  
events

game  
race

Start Lesson

## Lesson 4: The Olympic Games

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *race*.

### MULTIPLE MEANING WORD: RACE (5 MIN.)

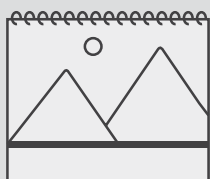
**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

[Show Poster 2M (Race).] In the read-aloud you heard, “[In] the first Olympic Games, there were only running races.” Here *race* means a competition or a contest of speed. Which picture shows this? (*one*)

*Race* also means to run or move very fast because you are in a rush to do something or to go somewhere. Which picture shows this? (*three*)

*Race* also means something different from a competition or moving fast. *Race* can mean a group of people who share the same history,

Poster 2M



language, and culture. *Race* can also mean all humans like the “human race.” Which picture shows this? (*two*)



### Turn and Talk

Now that we have gone over the different meanings for *race*, quiz your partner on the different meanings. Remember to be as descriptive as possible and to use complete sentences.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                  |
| Knowledge/Lesson   | K3 L4                                                                                                      |
| Activity Name      | Turn and Talk                                                                                              |
| Proficiency Levels |                                                                                                            |
| Entering           | Student matches sentence using the multiple-meaning word to an image with support.                         |
| Emerging           | Student matches sentence using the multiple-meaning word to an image.                                      |
| Transitioning      | Student identifies which image shows the way the multiple-meaning word is used in a sentence with support. |
| Expanding          | Student identifies which image shows the way the multiple-meaning word is used in a sentence.              |
| Bridging           | Student creates sentences using the multiple meaning-word.                                                 |



### Listening Analyzing Language Choices

**Entering/Emerging**  
Point to an image on the poster, and say a sentence about it using the word *race* in context.

**Transitioning/Expanding**  
Say simple sentences using different meanings for the word *race*. Prompt students to point to or identify the corresponding images.

**Bridging**  
Challenge students to make up their own sentences using the multiple-meaning word, and have partners identify which meanings are used.

## Lesson 4: The Olympic Games

# Talk Time



### Support

#### Sentence frame:

"The Olympic events I would like to compete in are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_."



### Speaking Offering Opinions

#### Entering/Emerging

**Ask:** What Olympic events would you like to compete in? Students use the sentence frame to answer.

#### Transitioning/Expanding

Have students agree or disagree with what the previous student said ("I agree with X/I disagree with X.") and follow up with their own opinions by completing the sentence: "I would rather compete in . . ."

#### Bridging

Have students agree or disagree with what the previous student said ("I agree with X/I disagree with X.") and follow up with their own opinions by building on what a previous student said: "The Olympic sport . . ."

### ROUND ROBIN (10 MIN.)

#### Which Olympic Sport Would You Participate In?



#### Show image 4A-2: Olympic events

**Ask:** What is shown in the image?  
(*Olympic Games*)



#### Show image 4A-6: Photo of modern athletes

In the read-aloud, you heard that in the first Olympic Games, there were only footraces, or running races. Later came events like wrestling, boxing, racing horses and chariots, throwing the heavy stone discus, and throwing the javelin, a type of long spear.

**Round Robin:** Tell your partner three Olympic events you would like to compete in. Then tell your partner which event you would like to compete in the most. [Have students follow turn-taking rules in small groups.]

## Lesson 4: The Olympic Games

# On Stage



**Primary Focus:** Students will adapt language choices in a role-play with a partner.

### ROLE-PLAY: PINDAR AND MYRON (15 MIN.)



#### Show image 4A-3: Myron speaking to Pindar

**Note:** These next few questions will establish the characters, roles, settings, and conversations that could take place.

#### Ask

Who is Pindar?

» the Theban poet sitting on the left

Who is Myron?

» the Athenian sculptor sitting on the right

Where are they going?

» They are going to the Olympic Games.

What are some things they could be talking about on the way?

» the games, the athletes, their work



#### Check for Understanding

**Turn and Talk:** With your partner, choose who will be Pindar and who will be Myron. Imagine you are riding in the carriage on the way to the Olympic Games. What will you say to each other? Each person gets at least three turns. Make sure you link what you say to what your partner says to you.

**Student A:** We have been traveling for three days already.

**Student B:** I know we have been on the road for several days, but we should be thankful that we have a carriage to take us.

End Lesson

#### Support

Help partners start off their conversations as needed. Remind them that they each need to take at least three turns.

## 5

## THE ANCIENT GREEK CIVILIZATION

# All for Sparta

**PRIMARY FOCUS OF LESSON****Reading**

Students will preview an interactive read-aloud about Sparta.

**Speaking**

Students will use the domain-specific word *military* and the general academic phrase *in order to* in context.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q & A [Informal Observation]

## LESSON AT A GLANCE

|                                         | Time    | Materials                                                                                           |
|-----------------------------------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                       |         |                                                                                                     |
| Interactive Read-Aloud: "Sparta"        | 20 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| Word Work: <i>Military, In Order To</i> | 10 min. | <input type="checkbox"/> Image 5A-3                                                                 |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 5A-3: Spartan army
  2. 5A-4: Spartan council of two kings and twenty-eight elders
  3. 5A-2: Father showing Lysander training camp
  4. 5A-1: Lysander at home with mother and sister
  5. 5A-5: Lysander leaving with Platon
  6. 5A-6: Platon explaining training life to Lysander
  7. 5A-7: Boys competing for cheese while being watched by commander
- Prepare Language Proficiency Recording Sheet for Reading.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Ask and answer questions about Sparta.
- Contribute to discussions using the domain-specific word *military* and the general academic phrase *in order to*.

### Language Forms and Functions

I have a question about . . .

Why did . . . ?

I don't understand . . .

The main topic of this read-aloud is \_\_\_\_\_.

Sparta wanted to build a \_\_\_\_\_.

The word *military* makes me think of . . .

In order to stay healthy, I . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

city-state  
council  
military

#### Tier 2 General Academic Words

attack  
difficulties  
discomfort  
in order to  
permanently

#### Tier 1 Everyday Speech Words

army  
camp  
law  
solider  
war

## Lesson 5: All for Sparta

## Look Ahead

**Primary Focus:**

Students will preview an interactive read-aloud about Sparta.

Students will use the domain-specific word *military* and the general academic phrase *in order to* in context.

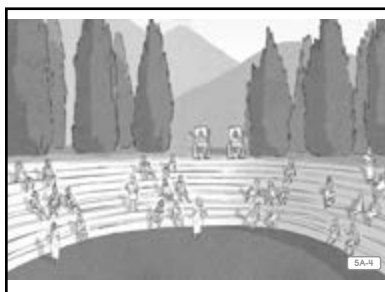
**INTERACTIVE READ-ALOUD: "SPARTA" (20 MIN.)****Show image 5A-3: Spartan army**

Long before the time of Lysander [lie\*san\*der/], Sparta was like the other Greek city-states. The people of Sparta had jobs similar to the jobs of people in other parts of Greece.

But when there were too many people living in Sparta, the city-state decided to attack another city in order to have more land and

food. The Spartans fought a long war of conquest against this city. The Spartans tried very hard to win and take its land.

This war was so difficult to win that the people of Sparta decided, "We will rebuild our city and make Sparta the strongest military force in the world. No one will be able to attack us or fight back against us. We will make all of Sparta into one great fighting city! In order to do this, every Spartan must contribute to this fighting city. All of our men will be soldiers. They will be the strongest and greatest soldiers in all of Greece. Our women will be strong, too—but their jobs will be different. The women must be able to give birth to many children and do the most difficult jobs at home while the men are off fighting." *What does Sparta want to become?* (Sparta wants to become the greatest military force in the world.)



**Show image 5A-4: Spartan council of two kings and twenty-eight elders**

The government of Sparta totally changed the way its people lived in order to make Sparta the strongest military force in all of ancient Greece. Not many people got to vote on how the government would work or what it would do. Women were not allowed to vote at all. Only a few men were allowed to make decisions.

There were two kings instead of one, so that one person could not hold all of the power for himself. And if one king died in war, the other would still be alive in order to lead the Spartans.

*[Point to the men in the picture. Tell students that these were the men that made the decisions for Sparta. Have a student point out the two kings in the picture.]*

There were also twenty-eight elders who had to be at least sixty years old. The elders had to be old, so they would have enough life experience and wisdom to help the kings.

*[Have a student point out the elders surrounding the king.]*

The two kings and the twenty-eight elders formed a council. This council made the decisions and passed laws for the city-state.



**Show image 5A-2: Father showing Lysander training camp**

One law that the council passed was that at the age of seven, all Spartan men had to serve forever in the Spartan army. They had to live permanently in army camps. The men were only allowed to see their families once in a while.



**Show image 5A-1: Lysander at home with mother and sister**

Lysander was ready. This was his seventh birthday, and also the birthday of his twin sister, Disa [/dee\*zə/], whose name means “double.” This would be their last birthday celebration together, for when a boy in the city-state of Sparta turned seven, his life changed forever.



**Show image 5A-5: Lysander leaving with Platon**

As he celebrated his seventh birthday, Lysander thought, “Today I will leave my home to begin practicing to be a soldier.” Later in the day, a large Spartan soldier came to the house to lead Lysander away. He was Platon [/plat\*ən/] which means “big and wide shoulders” in Greek.

Lysander wanted to look brave in front of Platon, so he did not cry when he said goodbye to his mother and sister. Still, when his sister, Disa, whispered, “I will miss you,” he whispered back, “I’ll miss you, too.”



**Show image 5A-6: Platon explaining training life to Lysander**

As Lysander marched off with Platon, the soldier told him, “Your father and I served together in a war. In fact, your father saved my life. So when I heard his son was going to join us, I wanted the chance to bring you to your new home. I wanted to take you to the army camp.”

Platon continued, “Life at the army camp will be very different from your life at home. It will be difficult, and there will be many discomforts. They will take away your shoes so you that will learn how to march and run barefoot in an emergency. You will get rough, old clothing to wear. It’s not comfortable. You need to get used to the discomfort.”



**Show image 5A-7: Boys competing for cheese while being watched by commander**

“As for the food,” Platon grinned, “there’s not enough to fill you up. But sometimes the soldiers will offer you and the other boys some nice, fresh cheese—if you can get to it. Only the bravest and strongest boys will be able to get the cheese.”

“Or the hungriest,” Lysander said.

Platon smiled at Lysander and said, "I think you are going to do just fine." And they marched onward together.

## Support

### Sentence starters:

"I have a question about . . ."  
 "Why did . . . ?"  
 "I don't understand . . ."



Reading  
 Reading/Viewing  
 Closely

### Entering/Emerging

Ask students *yes/no* or short-answer questions about Sparta.

### Transitioning/Expanding

Provide students with sentence frames as needed. "The main topic of this read-aloud is \_\_\_\_."; "Sparta wanted to build a \_\_\_\_."

### Bridging

Prompt students to provide additional information..

## Q & A



Asking and answering questions is one way to find out what we've learned about a topic. In small groups, ask and answer questions about the topic of today's read-aloud.

## LANGUAGE PROFICIENCY ASSESSMENT

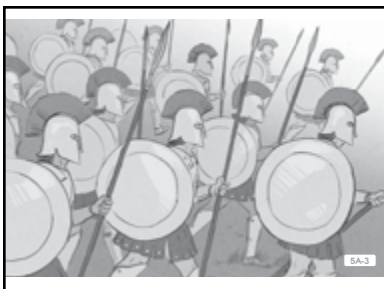
### Reading

- 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   | K3 L5                                                                                                   |
| Activity Name      | Q&A                                                                                                     |
| Proficiency Levels |                                                                                                         |
| Entering           | Student answers simple <i>yes/no</i> questions about the topic.                                         |
| Emerging           | Student uses short phrases to answer questions about the topic.                                         |
| Transitioning      | Student uses sentence frames to answer questions about the topic                                        |
| Expanding          | Student answers questions about the topic in complete sentences.                                        |
| Bridging           | Student asks questions about what his/her partner says and adds additional information about the topic. |

## WORD WORK (10 MIN.)

### Military



#### Show image 5A-3: Spartan army

The people of Sparta wanted to make their city-state the strongest military force in the world, so no one would be able to attack them or fight back against them.

Say the word *military* with me three times.

**Definition:** *Military* is a word meaning the armed forces—a country's army, navy, air force, or marines. When you hear the word *military*, you know it has to do with soldiers, war, or protecting a country.

**Examples:** Sparta had the strongest military in ancient Greece.

When soldiers are hurt in battle, they get sent to the military hospital.

**Turn and Talk:** Tell your partner what you think of when you hear the word *military*. Use the word *military* when you tell about it. Remember to be as descriptive as possible and to use a complete sentence.

### In Order To

The people of Sparta tried to make or grow everything they needed in order to survive.

Say the phrase *in order to* with me three times.

**Definition:** You use *in order to* to show that something must be done for something else to happen.

**Examples:** In order to conquer more land, Sparta needed a big and strong army.

Children need to eat well and sleep well in order to stay healthy.

### Support

#### Sentence starter:

"The word *military* makes me think of . . ."

#### Sentence starter:

"In order to stay healthy, I . . ."



#### Check for Understanding

**Turn and Talk:** Tell your partner something you do in order to stay healthy. Use *in order to* when you tell about it. Remember to be as descriptive as possible and to use a complete sentence.

End Lesson

## 6

## THE ANCIENT GREEK CIVILIZATION

# Athens and the Olive Tree

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

Students will discuss the importance of the olive tree to the people of ancient Greece.

**Writing**

Students will retell events from the read-aloud “Athens and the Olive Tree” through illustrations and captions.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Review: The Olive Tree [Informal Observation]

## LESSON AT A GLANCE

|                                                     | Time    | Materials                                                                                                                                               |
|-----------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Talk Time</b>                                    |         |                                                                                                                                                         |
| Olive Trees                                         | 10 min. | <input type="checkbox"/> Image Card 1<br><input type="checkbox"/> olives and olive oil<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Rewind</b>                                       |         |                                                                                                                                                         |
| Drawing the Read-Aloud: "Athens and the Olive Tree" | 20 min. | <input type="checkbox"/> drawing paper, drawing tools                                                                                                   |

## ADVANCE PREPARATION

### Talk Time

- You may want to bring in a variety of olives or olive oil and bread (for dipping) for students to sample.

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

- Prepare Language Proficiency Recording Sheet for Speaking.

### Rewind

- Put students into groups of two or three. Make sure students within a group do not draw pictures of the same idea from the lesson. You may wish to assign students to draw images of various ideas from the lesson.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the importance of the olive tree to the people of ancient Greece.
- Retell events from a read-aloud.

### Language Forms and Functions

The main topic of this read-aloud is \_\_\_\_\_.

The olive tree was important to the people of Greece because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

olive tree

#### Tier 2 General Academic Words

environments  
hardy

#### Tier 1 Everyday Speech Words

## Lesson 6: Athens and the Olive Tree

# Talk Time



**Primary Focus:** Students will discuss the importance of the olive tree to the people of ancient Greece.

Image Card 1



### OLIVE TREES (10 MIN.)

- Show students Image Card 1.



#### Check for Understanding

**Describe It:** Tell your partner what you see in the picture.

- Ask students if they have ever eaten an olive or had food cooked in or prepared with olive oil. Allow them to share what they have learned about the olive tree and its fruit.

- Remind students that the rugged terrain of Greece did not make farming easy for the ancient Greeks, but that they were able to grow olive trees in groves because these trees were hardy and able to grow in difficult environments. Tell students that many groves of olive trees still grow in Greece today.



### Review: The Olive Tree

In small groups, discuss why the olive tree was important to the people of ancient Greece.



### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Ask *yes/no* or short answer questions about the olive tree (e.g., “Was the olive tree important because it could grow in difficult environments?”).

#### Transitioning/Expanding

Provide sentence frame/starter (e.g., “The main topic of this read-aloud is \_\_\_\_\_.”; “The olive tree was important to the people of Greece because . . .”).

#### Bridging

Prompt students to provide additional information.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                         |
|--------------------|---------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                |
| Knowledge/Lesson   | K3 L6                                                                                                   |
| Activity Name      | Review: The Olive Tree                                                                                  |
| Proficiency Levels |                                                                                                         |
| Entering           | Student answers simple <i>yes/no</i> questions about the topic.                                         |
| Emerging           | Student uses short phrases to answer questions about the topic.                                         |
| Transitioning      | Student uses sentence frames to answer questions about the topic.                                       |
| Expanding          | Student answers questions about the topic in complete sentences.                                        |
| Bridging           | Student asks questions about what his/her partner says and adds additional information about the topic. |

---

## Lesson 6: Athens and the Olive Tree

# Rewind



**Primary Focus:** Students will retell events from the read-aloud “Athens and the Olive Tree” through illustrations and captions.

### DRAWING THE READ-ALOUD: “ATHENS AND THE OLIVE TREE” (20 MIN.)

- Remind students about the read-aloud, “Athens and the Olive Tree.” Review a few *first*, *then*, sentences. Tell students that later in this activity, they will similarly sequence their pictures.
- Ask students to think about the read-aloud. Give each student a piece of paper, and ask each to draw a picture of one part of the read-aloud that she or he remembers. The drawing can be of a favorite part, or a part in which something important happens.
- After all students in a group have finished their drawings, have them sequence their pictures.
- Then, as a group, have them write a caption or short sentence under each picture that retells an event from the read-aloud that is depicted in the picture.
- Finally, have each group share the illustrations and sentences about the read-aloud.

---

End Lesson

## THE ANCIENT GREEK CIVILIZATION

# Athens: The Birthplace of Democracy

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

Students will use the domain-specific words *government* and *citizen* in context.

Students will express a preference between Athens and Sparta.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Round Robin [Informal Observation]**

## LESSON AT A GLANCE

|                                       | Time    | Materials                                             |
|---------------------------------------|---------|-------------------------------------------------------|
| <b>Vocabulary Building</b>            |         |                                                       |
| Word Work: <i>Government, Citizen</i> | 10 min. | ❑ Image 7A-5                                          |
| <b>Talk Time</b>                      |         |                                                       |
| Round Robin: Would You Rather . . . ? | 20 min. | ❑ Flip Book<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Talk Time

- Preview the order in which Flip Book images will be shown. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which images will be shown:
  1. 5A-3: Spartan Army
  2. 5A-1: Lysander at home with his mother and sister
  3. 5A-4: Spartan council of two kings and twenty-eight elders
  4. 5A-2: Father showing Lysander training camp
  5. 7A-3: Busy Athenian city
  6. 7A-5: Athenian government
  7. 7A-6: Athenian women working and managing the house
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the domain-specific words *government* and *citizen*.
- Express an opinion and support it with reasons.

### Language Forms and Functions

When I hear the word *government*, I think of . . .

I am a citizen of \_\_\_\_\_. / \_\_\_\_\_ is a citizen of \_\_\_\_\_.

**Offer/Support Opinion:** I would rather be a child of \_\_\_\_\_ because . . .  
(Athens/Sparta)

Also/In addition/Moreover, \_\_\_\_\_ was . . .  
(Athens/Sparta)

### Vocabulary

#### Tier 3 Domain-Specific Words

citizen  
government

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

## Lesson 7: Athens: The Birthplace of Democracy

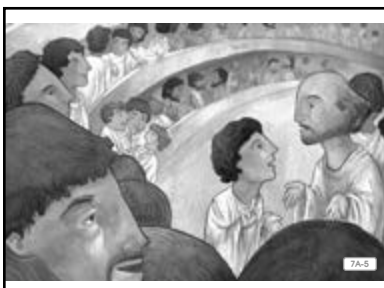
# Vocabulary Building



**Primary Focus:** Students will use the domain-specific words *government* and *citizen* in context.

## WORD WORK (10 MIN.)

### Government



#### Show image 7A-5: Athenian government

Year after year the Athenians chose who would lead their government.

Say the word *government* with me three times.

## Support

### Sentence frame:

"When I hear the word *government*, I think of ..."

### Sentence frame:

"I am a citizen of \_\_\_\_." / "\_\_\_\_ is a citizen of \_\_\_\_."

**Definition:** A government is the group of people who make the laws and control the country, state, or city.

**Examples:** Sparta and Athens had very different types of government.

The president of the United States of America is the chosen leader of the U.S. government.

**Turn and Talk:** Tell your partner what you think of when you hear the word *government*. Use the word *government* when you tell about it. Remember to be as descriptive as possible and to use a complete sentence.

## Citizen

Hiero and Dion were citizens of Athens; Athens was their home.

Say the word *citizen* with me three times.

**Definition:** To be a citizen of a place means that you live there and belong to that place. Citizens are given certain rights by that place or country and have to follow the laws and rules of that place or country.

**Examples:** The citizens of Athens respect and honor Athena.

Eileen's uncle had to live in the same country for five years before he could become a citizen of that country.



### Check for Understanding

**Turn and Talk:** Tell your partner which country you are a citizen of and whether you know anyone who is a citizen of another country. Use the word *citizen* when you tell about it.

## Lesson 7: Athens: The Birthplace of Democracy

# Talk Time



**Primary Focus:** Students will express a preference between Athens and Sparta.

### ROUND ROBIN: WOULD YOU RATHER . . . ? (20 MIN.)



#### Show image 5A-3: Spartan Army

##### Ask

What is shown in the image?

- » the Spartan Army

What did Sparta want to become?

- » Sparta wanted to become the greatest military force in the world.



#### Show image 5A-1: Lysander at home with his mother and sister

##### Ask

What is shown in the image?

- » Lysander at home with his mother and sister

What kind of society was Sparta?

- » Sparta was a closed society.

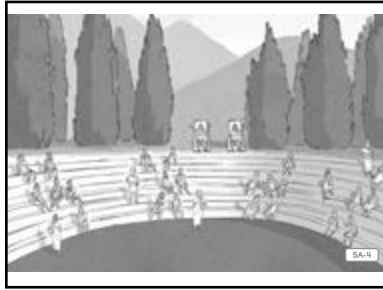
What does that mean?

- » Spartans did not do business or trade with other parts of Greece. Instead, they tried to make or grow all they needed in order to survive on their own.

What did Spartans need in order to survive?

- » They needed food, shelter, and supplies.





**Show image 5A-4: Spartan council of two kings and twenty-eight elders**

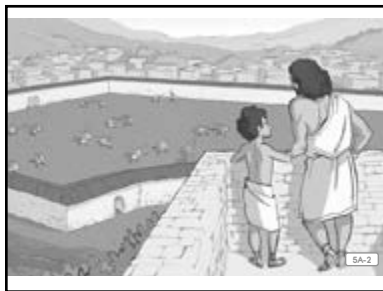
**Ask**

What is shown in the image?

- » The Spartan council of two kings and twenty-eight elders.

What did the council do?

- » It made the decisions and passed laws for the city-state.



**Show image 5A-2: Father showing Lysander training camp**

**Ask**

What is shown in the image?

- » The Spartan army training camp.

What happened when a boy turned seven?

- » When a Spartan boy turned seven, he had to join the Spartan army permanently and live in the training camp.

What did the Spartans want?

- » They wanted a strong military.



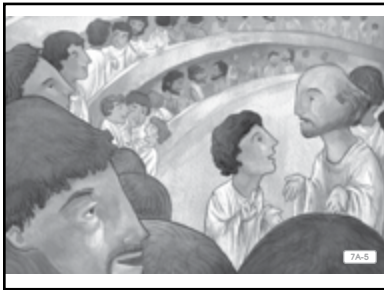
**Show image 7A-3: Busy Athenian city-state**

**Ask**

What is shown in the image? (*Athens*)

What did Athenians enjoy?

- » They enjoyed art, science, and architecture.



### Show image 7A-5: Athenian government

#### Ask

What is shown in the image?

- » the government in Athens

Who made the laws in Athens?

- » The assembly made the laws in Athens.



### Show image 7A-6: Athenian women working and managing the house

#### Ask

What is shown in the image?

- » women in Athens working and taking care of the house

What did the boys in Athens get to do that the girls did not? Do you think this is fair?

- » The boys in Athens were allowed to attend school.



**Speaking**  
Offering and Supporting  
Opinions

#### Entering/Emerging

“Would you rather be a child of Athens or of Sparta?” Provide the sentence frame: “I would rather be a child of \_\_\_\_\_.”

#### Transitioning/Expanding

Brainstorm reasons from the read-aloud about why students would prefer one over another. Provide sentence frames and starters for students to support their opinions: “I would rather be a child of \_\_\_\_\_ (Athens/Sparta) because . . .”; “Also/In addition/Moreover \_\_\_\_\_ (Athens/Sparta) was . . .”

#### Bridging

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



#### Round Robin

Take turns telling each other if you would rather be a child of Athens or of Sparta. Explain your choice with a reason. [Have students follow turn-taking rules in small groups.]

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                               |
| Knowledge/Lesson   | K3 L7                                                                                                                  |
| Activity Name      | Round Robin                                                                                                            |
| Proficiency Levels |                                                                                                                        |
| Entering           | Student signals an opinion about a topic.                                                                              |
| Emerging           | Student expresses an opinion about a topic.                                                                            |
| Transitioning      | Student expresses an opinion about a topic and gives one reason using a sentence starter.                              |
| Expanding          | Student expresses an opinion about a topic and gives text-based reason(s).                                             |
| Bridging           | Student expresses an opinion about a topic, gives text-based reason(s) to support it, and provides a sense of closure. |

End Lesson

## THE ANCIENT GREEK CIVILIZATION

# Marathon

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

Students will use the domain-specific word *marathon* in context.

**Writing**

Students will plan a fictional narrative with characters, setting, and plot, in a group.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Planning: Fictional Narrative [Activity Page 8.1S]

## LESSON AT A GLANCE

|                               | Time    | Materials                                                                                                                                                                                      |
|-------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>    |         |                                                                                                                                                                                                |
| Word Work: <i>Marathon</i>    | 10 min. | <input type="checkbox"/> short videos of people running in marathons<br><input type="checkbox"/> Image 8A-11                                                                                   |
| <b>Write About It</b>         |         |                                                                                                                                                                                                |
| Planning: Fictional Narrative | 20 min. | <input type="checkbox"/> Activity Page 8.1S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> drawing tools<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Vocabulary Building

- Find short and engaging videos showing people running in marathons.

### Write About It

- Prepare Activity Page 8.1S (Brainstorming Map). Copy the Brainstorming Map onto a large piece of chart paper. Have extra copies for students to create their own maps.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the domain-specific word *marathon*.
- Plan a fictional narrative in a group.

### Language Forms and Functions

I would/would not like to run a marathon one day.

In order to prepare for a marathon, I would need to . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

characters/setting/plot  
marathon

#### Tier 2 General Academic Words

avoid

#### Tier 1 Everyday Speech Words

miles  
race

Start Lesson

## Lesson 8: Marathon

# Vocabulary Building



**Primary Focus:** Students will use the domain-specific word *marathon* in context.

## WORD WORK (10 MIN.)

### Marathon



#### Show image 8A-11: Photo of a marathon race today

In today's read-aloud you learned that a twenty-six-mile race is called a marathon.

Say the word *marathon* with me three times.

**Definition:** A marathon is a foot race of a little over twenty-six miles. [You may wish to tell students of a landmark that is about

twenty-six miles away to give them an idea of the distance of the race. If your school has a track or field that is a quarter mile around, you can also tell them that a marathon would be one hundred and four laps around the field!]

### Support

Show short videos of people running marathons.

## Support

### Sentence frame:

"I would/would not like to run a marathon one day."

### Sentence starter:

"In order to prepare for a marathon, I would need to . . ."

**Examples:** The runners have been training and practicing to run the marathon for several months

It takes determination to run a marathon.



### Check for Understanding

**Turn and Talk:** Tell your partner if you would like to run a marathon one day. Discuss what you would need to do in order to prepare for a marathon.

## Lesson 8: Marathon

# Write About It



**Primary Focus:** Students will plan a fictional narrative with characters, setting, and plot, in a group.

### PLANNING: FICTIONAL NARRATIVE (20 MIN.)

- Tell students that together you are going to write a narrative paragraph.
- Explain that a narrative is a story. Examples of narratives in this unit include the stories they heard about Myron and Pindar going to the Olympic Games and about Lysander going away to a Spartan army camp at age seven.
- Remind students that a narrative—or story—has the following elements: characters, setting, and plot.

**Definitions:** *Characters* are the people in the story.

*Setting* is the time and place of the story.

*Plot* is what happens in a story and the order in which it happens.



### Planning: Fictional Narrative

Let's plan a story about ancient Greece together. We will use a Brainstorming Map. Our story will be much shorter than the ones we've read but will have a character, setting, and plot.

- First, choose a character. Tell students that the narrative, or story, is going to be about someone living in the time of ancient Greece. On a piece of chart paper, brainstorm together about different possibilities for characters. As a class, choose a character for your fictional narrative. (The character could be a child or adult; male or female; warrior in the Spartan army; Olympian athlete or observer; merchant; seafarer from Crete; citizen or leader in the Athenian assembly; sculptor; poet; etc.)
- Then, give each student Activity Page 8.1S. Tell students that they can use this Brainstorming Map to follow along and copy what you write on your Brainstorming Map on the board. Write the character's name in the center oval. Have students brainstorm individually, and then with their partners, about what the character does every day (e.g., goes to school; has a job; stays at home; trains in a military camp; travels; fishes; or creates art).
- Have students come up with words and phrases about the character—what he or she does every day, the view from where he or she lives, the sounds he or she hears, etc. List what students say next to your chart.
- Once you have written down everything students can think of about the chosen character, decide as a class which parts to include in your narrative. Be sure that details about the character, a setting (time and place), and events for the plot are chosen. By the end of this exercise, eight items should be circled.
- Transfer these eight items onto the surrounding spokes of the Brainstorming Map. Allow time for students to copy down these eight items. Tell them that they will begin the next step of this fictional narrative during another lesson.



### Writing Interacting via Written English

#### Entering/Emerging

Allow students to draw sketches of their ideas on the back of their Brainstorming Maps. Provide a simple word bank to help students label their drawings.

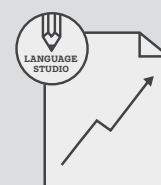
#### Transitioning/Expanding

Brainstorm ideas for character, setting, and plot. Write student responses on the board.

#### Bridging

Give students another Brainstorming Map to write their own ideas in small groups.

### Activity Page 8.1S



### Support

Remind students that when they brainstorm, they do not need to write in complete sentences. Instead, they should write down whatever comes to mind about the topic.



## 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   | K3 L8                                                                |
| Activity Name      | Planning: Fictional Narrative                                        |
| Proficiency Levels |                                                                      |
| Entering           | Student contributes using sketches.                                  |
| Emerging           | Student contributes 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

## THE ANCIENT GREEK CIVILIZATION

# Thermopylae: The Persians Strike Again

**PRIMARY FOCUS OF LESSON****Reading**

Students will describe an image and make a prediction about “Thermopylae: The Persians Strike Again.”

**Speaking**

Students will use the general academic words *defeat* and *victory* in context.

Students will identify and use irregular past tense verbs.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Picture Walk [Informal Observation]**

## LESSON AT A GLANCE

|                                             | Time    | Materials                                                                                                                                                        |
|---------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                           |         |                                                                                                                                                                  |
| "Thermopylae:<br>The Persians Strike Again" | 10 min. | <input type="checkbox"/> Image 9A-3<br><input type="checkbox"/> Poster 1: Map of Ancient Greece<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b>                  |         |                                                                                                                                                                  |
| Word Work: <i>Defeat, Victory</i>           | 10 min. | <input type="checkbox"/> Image 9A-9                                                                                                                              |
| <b>Looking at Language</b>                  |         |                                                                                                                                                                  |
| What Changed?                               | 10 min. | <input type="checkbox"/> Image 8A-9                                                                                                                              |

## ADVANCE PREPARATION

### Look Ahead

- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe an image from and make a prediction about a read-aloud.
- Contribute to discussion using general academic words *defeat* and *victory*.
- Create sentences using irregular past tense verbs.

### Language Forms and Functions

It is to the \_\_\_\_\_ of the Persian Empire.  
(location)

It is to the \_\_\_\_\_ of Marathon.  
(location)

It is \_\_\_\_\_ of the Aegean Sea.  
(location)

\_\_\_\_\_ defeated the \_\_\_\_\_.

When \_\_\_\_\_ defeated \_\_\_\_\_, it was a victory.

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

bravery  
defeat/victory

soldiers

Start Lesson

## Lesson 9: Thermopylae: The Persians Strike Again

# Look Ahead



**Primary Focus:** Students will describe an image and make a prediction about “Thermopylae: The Persians Strike Again.”

### “THERMOPYLAE: THE PERSIANS STRIKE AGAIN” (10 MIN.)



**Show image 9A-3: Leonidas at the head of the Greek armies at Thermopylae**

**Ask:** What is happening in this picture?  
Can you guess who these soldiers are?

» They are Spartan soldiers.

## Poster 1



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Ask students *yes/no* or short-answer questions about the location of Thermopylae (e.g., “Is it to the east of the Persian Empire?” (*no*) “Is it west of the Aegean Sea?” (*yes*))

### Transitioning/Expanding

Provide students with sentence frames as needed (e.g., “It is to the \_\_\_\_\_ (*location*) of the Persian Empire”; “It is to the \_\_\_\_\_ (*location*) of Marathon”; and “It is \_\_\_\_\_ (*location*) of the Aegean Sea.”).

### Bridging

Prompt students to provide additional information.

- Tell students that the second battle they will hear about is called the Battle of Thermopylae  
[/ther\*mop\*ə\*lee/].
- Have students say *Battle of Thermopylae* with you.
- Explain that this battle was mainly between the Spartans and the Persians. Tell students that this is a picture of Spartan soldiers ready to battle against the Persians. The soldier at the front is one of the Spartan kings named Leonidas [/lee\*on\*ə\*dəs/]. Tell students that Leonidas decided that he and three hundred Spartan soldiers would fight against thousands of Persians so that the other Greek soldiers would be safe. The Spartans bravely fought, and even today, Spartans are known for their bravery and strength.

**Predict:** Will the Spartans defeat the Persians at Thermopylae?

[Take a quick class tally.]



## Show Poster 1: Map of Ancient Greece

- Tell students that the Persian Wars happened in ancient Greece. The soldiers from Persia invaded—or came into—ancient Greece and tried to conquer the Greeks' land. [Point to the Persian Empire and then to ancient Greece on Poster 1.]
- Have students find the Persian Empire on Poster 1.
- Tell students that they will hear about another battle that happened in ancient Greece—the Battle of Thermopylae. [Point to Thermopylae on Poster 1.]



## Picture Walk

Look at the map of ancient Greece. Describe Thermopylae's location.

## 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   | K3 L9                                                                                                      |
| Activity Name      | Picture Walk                                                                                               |
| Proficiency Levels |                                                                                                            |
| Entering           | Student answers simple <i>yes/no</i> questions about the topic.                                            |
| Emerging           | Student uses short phrases to answer questions about the topic.                                            |
| Transitioning      | Student uses sentence frames to answer questions about the topic.                                          |
| Expanding          | Student answers questions about the topic in complete sentences.                                           |
| Bridging           | Student asks questions about what his or her partner says and adds additional information about the topic. |

## Lesson 9: Thermopylae: The Persians Strike Again

# Vocabulary Building



**Primary Focus:** Students will use the general academic words *defeat* and *victory* in context.

### WORD WORK (10 MIN.)

#### Defeat



#### Show image 9A-9: Victorious Greeks, Persians retreating

The Greek soldiers were able to defeat the Persians, and the Persians sailed away.

Say the word *defeat* with me three times.

**Definition:** *Defeat* means to win against someone, or a group of people, in a battle, game, or contest.

**Example:** The Greeks worked together to defeat the Persians.

If your team defeats another team, that means your team wins. If your team is defeated by another team, that means your team loses.

#### Support

#### Sentence frame:

“\_\_\_\_\_ defeated the \_\_\_\_\_.”



#### Check for Understanding

**Turn and Talk:** Taking turns with your partner, tell each other about a time when your favorite sports team, or a team you have been on, defeated another team or was defeated by another team. Use the word *defeated* or the phrase *was defeated by* when you tell about it. Try to be as descriptive as possible, and use complete sentences.

## Victory

The Greeks won the victory over the Persians.

Say the word *victory* with me three times.

**Definition:** Victory is a win or success in a battle, game, or contest.

**Examples:** The ancient Greeks were proud of their victory over the Persians.

It is an honor to win a victory in the Olympic Games.

**Turn and Talk:** Taking turns with your partner, tell one another about a time when you or someone you know had a victory over something. Use the word *victory* when you tell about it. Try to be as descriptive as possible, and use complete sentences.

## Support

### Sentence frame:

"When \_\_\_\_\_ defeated \_\_\_\_\_, it was a victory."

## Lesson 9: Thermopylae: The Persians Strike Again

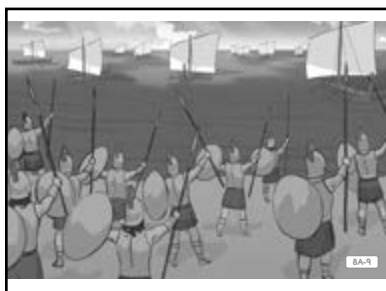
# Looking at Language



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

### WHAT CHANGED? (10 MIN.)

I will say one sentence. Listen to that sentence carefully because the next time I say it, something about it will be different. Pay close attention to the verbs—or action words—in my sentences.



### Show image 8A-9: Greeks victorious; Persians sailing away

The Greeks win the battle against the Persians.

The Greeks won the battle against the Persians.

- » The word *win* has changed to *won* to show past tense.

The Spartans fight bravely at Thermopylae.

The Spartans fought bravely at Thermopylae.

- » The word *fight* has changed to *fought* to show past tense.

The Persian ships sink.

The Persian ships sank.

- » The word *sink* has changed to *sank* to show past tense.



The Persians leave Greece.

The Persians left Greece.

» The word *leave* has changed to *left* to show past tense.

### Your Turn

- Create sentences that focus on the past tense of frequently occurring irregular verbs (e.g., *fall/fell*, *tell/told*, *leave/left*, *lead/led*, *rise/rose*, *come/came*, *meet/met*).
- Have students do this activity with partners. One partner says a sentence and changes the verb from present tense to past tense, and the other partner figures out how the sentence has changed. Then they switch roles.

---

End Lesson

## THE ANCIENT GREEK CIVILIZATION

# The Great Thinkers of Greece

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

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

**Writing**

Students will draft a fictional narrative with characters, setting, and plot in a group.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing**

**Drafting: Fictional Narrative** [Activity Pages 8.1S and 10.1S ]

## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                               |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>          |         |                                                                                         |
| Multiple-Meaning Word: <i>Proof</i> | 10 min. | ❑ Poster 5M (Proof)                                                                     |
| <b>Write About It</b>               |         |                                                                                         |
| Drafting: Fictional Narrative       | 20 min. | ❑ Activity Pages 8.1S, 10.1S<br>❑ chart paper<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- You will need Activity Page 8.1S (Brainstorming Map) from Lesson 8. Prepare Activity Page 10.1S, and copy it onto chart paper. Have extra copies for students to create their own Paragraph Charts.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                            |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Create sentences for the multiple meanings of the word <i>proof</i>.</li> <li>• Draft a fictional narrative with characters, setting, and plot.</li> </ul>                                                                                           |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                  |                                  |                                 |
| <p>Long ago, there was . . .</p> <p><b>Write a Narrative:</b> _____ liked to . . ./Every day, _____ would . . ./</p> <p style="text-align: center;">(character) (character)</p> <p>_____ had . . ./In the end,/As a result,/Finally, . . .</p> <p style="text-align: center;">(character)</p> |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                    |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| fictional narrative                                                                                                                                                                                                                                                                           | method<br>proof                  |                                 |

## Lesson 10: The Great Thinkers of Greece

## Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *proof*.

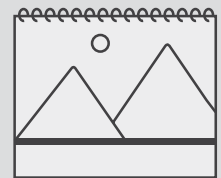
**MULTIPLE-MEANING WORD (10 MIN.)**
**Proof**

**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 5M (Proof)] In the read-aloud you heard, “Plato’s method was to find proof to support ideas he already had.” Which picture shows this meaning of proof? (*one*)

*Proof* also relates to writing, such as when you check for mistakes in your writing. Which picture shows this? (*two*)

Poster 5M


**Check for Understanding**

**Turn and Talk:** Now with your partner create a sentence for each meaning of *proof*. Try to use complete sentences.

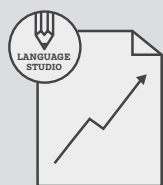
## Lesson 10: The Great Thinkers of Greece

# Write About It



**Primary Focus:** Students will draft a fictional narrative with characters, setting, and plot in a group.

Activity Pages  
8.1S, 10.1S



Writing  
Interacting via Written  
English

### Entering/Emerging

Allow students to draw sketches of their ideas for the narrative on the back of their Paragraph Charts. Provide a simple word bank to help students label their drawings.

### Transitioning/Expanding

Brainstorm ideas for each part of the narrative. Write student responses on the board.

### Bridging

Give students another Paragraph Chart to write their own narrative paragraphs.

### DRAFTING: FICTIONAL NARRATIVE (20 MIN.)

- Tell students that you are going to write a narrative paragraph together.
- Explain that a narrative is a story. For example, the stories they heard about Myron and Pindar going to the Olympic Games and about Lysander going away to a Spartan army camp at age seven are narratives.
- Remind students that a narrative, or story, has the following elements: characters, setting, and plot.

**Definitions:** *Characters* are the people in the story.

*Setting* is the time and place of the story.

*Plot* is what happens in a story.

- Explain that the narrative you are going to write together will be much shorter than the ones they have heard because they are still learning the writing process. But their narrative will have character, setting, and plot.
- Review the Brainstorming Map (Activity Page 8.1S) for the character's name, the setting, and the plot. Ask students if they would like to add anything more to the Brainstorming Map based on today's lesson.
- Give students Activity Page 10.1S (Paragraph Chart). Refer to the same chart you have copied onto a piece of chart paper.



### Drafting: Fictional Narrative

We will draft a short story about ancient Greece using our Paragraph Chart.

- Tell students that five sentences commonly make up a paragraph. Point to each rectangle of the Paragraph Chart as you explain the following guidelines:

- **One sentence to introduce:** This introduction is called the topic sentence. Explain that the first sentence should introduce the topic, in this case, the character and setting of the narrative (e.g., “Long ago, there was a king named Linus who ruled Sparta.”). Write the introductory sentence in the first rectangle of the chart. Give students time to copy this sentence onto their charts. Ask students whether this topic sentence lets them know the who, when, and where of the narrative.
- **Three sentences to describe the story:** These sentences are called supporting details. Explain that these next three sentences should describe the character and how he or she spends his or her time in ancient Greece (e.g., time spent with a job, family, school, or adventures). Have students check to make sure that each supporting detail relates to the character. Write each supporting detail one at a time onto the chart. Give students time to copy each sentence onto their charts.
- **One sentence to conclude:** This is called the concluding sentence. Tell students that the final sentence is a concluding sentence that wraps up the story (e.g., “King Linus was proud to lead the warriors of Sparta.”). Write the concluding sentence in the last rectangle of the chart. Give students time to copy this sentence onto their charts. Ask students whether this concluding sentence makes them feel that the story has ended.
- Tell students that they will review and edit the narrative paragraph during another lesson.

## Support

### Sentence frames and starters:

“Long ago, there was . . .”

“\_\_\_\_\_ (*character*) liked to . . .”

“Every day, \_\_\_\_\_ (*character*) would . . .”

“\_\_\_\_\_ (*character*) had . . .”

“In the end,/ As a result,/Finally, . . .”

## 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   | K3 L10                                                                                                                 |
| Activity Name      | Drafting: Fictional Narrative                                                                                          |
| Proficiency Levels |                                                                                                                        |
| Entering           | Student contributes using sketches.                                                                                    |
| Emerging           | Student contributes 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 expresses an opinion about a topic, gives text-based reason(s) to support it, and provides a sense of closure. |

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

THE ANCIENT GREEK CIVILIZATION

Alexander the Great, Part I

PRIMARY FOCUS OF LESSON**Speaking**

Students will use the general academic word *devoted* in context.

Listening

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

Speaking

Students will add descriptive details to sentences.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------------|---------|---|
| Vocabulary Building | | |
| Word Work: <i>Devoted</i> | 10 min. | |
| Multiple-Meaning Word: <i>Tame</i> | 10 min. | ❑ Poster 6M (Tame) |
| Looking at Language | | |
| Sentence Builder | 10 min. | ❑ Image 11A-7
❑ chart paper, markers
❑ Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Looking at Language

- Write out the following sentence frames on chart paper:
 - _____ Alexander _____ stands in front of his soldiers to announce that he is their new king.
 - The _____ soldiers _____ cheer at the news.
 - _____ Alexander and his _____ soldiers get ready for more battles.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe a devoted person.
- Create sentences for the multiple meanings of the word *tame*.
- Construct descriptive sentences by adding details.

Language Forms and Functions

_____ is devoted because . . .

_____ Alexander _____ stands in front of his soldiers to announce that he is their
(adj.) (adv.)
new king.

The _____ soldiers _____ cheer at the news.
(adj.) (adv.)

_____ Alexander and his _____ soldiers get ready for more battles.
(adj.) (adj.)

Vocabulary

Tier 3 Domain-Specific Words

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

ambitious
devoted
tame

battle

Start Lesson

Lesson 11: Alexander the Great, Part I

Vocabulary Building



Primary Focus

Students will use the general academic word *devoted* in context.

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

WORD WORK (10 MIN.)

Devoted

In the read-aloud, you will hear that Alexander’s “devoted soldiers loved and cared so much for [him] that they would follow him to every battle and win the battle.”

Say the word *devoted* with me three times.

Definition: When you feel strong loyalty or commitment toward something or someone, you are devoted to that thing or person.

Example: My devoted grandparents celebrated their fiftieth wedding anniversary with family and friends.



Check for Understanding

Making Choices: You have heard that the word *devoted* means feeling strong loyalty or commitment. I will describe a situation. If what I say shows that someone is devoted, say, “_____ is devoted to _____.” If what I say does not show that someone is devoted, say, “_____ is not devoted to _____.”

Jasmine spends all her free time practicing soccer.

» Jasmine is devoted to soccer.

Sharif practices his religion and prays three times a day, every day.

» Sharif is devoted to his religion.

Ms. Harper stays after school to help her students with their schoolwork.

» Ms. Harper is devoted to her students.

Franklin never practices the violin.

» Franklin is not devoted to the violin.

Carmen always misses her tap dance class.

» Carmen is not devoted to dance.

Turn and Talk: Tell your partner about someone whom you think is devoted, and tell why you think he or she is devoted. Use the word *devoted* when you tell about him or her.

Support

Sentence frame and starter:

“_____ is devoted
because . . .”

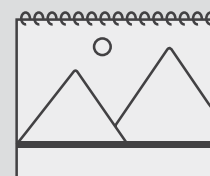
MULTIPLE-MEANING WORD: TAME (10 MIN.)

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

[Show Poster 6M (Tame).] In the read-aloud, you heard, “[A]lexander knew he would have to use his mind as well as his muscles to tame the horse.” Which picture shows this? (*one*)

Tame can also be used to describe something that is mild and gentle. Which picture matches this description of tame? (*two*)

Poster 6M



Check for Understanding

Making Choices: I am going to say a few sentences using the word *tame*. Hold up one finger if the sentence uses the meaning in picture one; hold up two fingers if the sentence uses the meaning in picture two:

- Jaclyn helped to tame the horses on the ranch. (*one*)
- The children watched the tame panda bear eat bamboo at the zoo. (*two*)
- There is a tame rabbit living in the backyard. (*two*)
- The wizard used a spell to tame the dragon. (*one*)

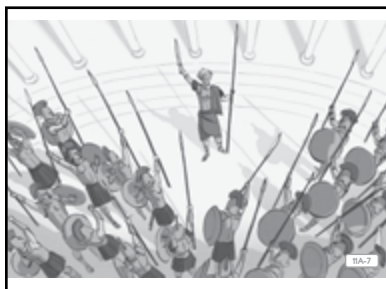
Lesson 11: Alexander the Great, Part I

Looking at Language



Primary Focus: Students will add descriptive details to sentences.

SENTENCE BUILDER (10 MIN.)



Show image 11A-7: Alexander as king at the head of his army

I will show you a picture, and we will describe different parts of this picture together. Then we will complete a few sentences together using your descriptions.



Speaking Modifying to Add Details

Entering/Emerging

Provide an oral word bank of familiar adjectives (e.g., *brave*, *strong*) and familiar adverbs (e.g., *bravely*, *loudly*).

Transitioning/Expanding

Brainstorm a list of adjectives to describe nouns and adverbs to describe verbs.

Bridging

Challenge students to think of additional adjectives and adverbs to add details to their sentences.

[Write the specific part of the image being described on chart paper and circle it, draw lines out from it, and add the describing words].

Name some adjectives that describe Alexander.

» brave, strong, fearless, intelligent, ambitious

Name some adjectives that describe the soldiers.

» devoted, strong, loyal, faithful

Name some adverbs that describe how Alexander stands before his soldiers.

» boldly, proudly, valiantly, bravely

Name some adverbs that describe how the soldiers cheer.

» loudly, enthusiastically, happily, joyfully, gleefully



Sentence Builder

Add adjectives and adverbs to these sentences:

_____ Alexander _____ stands in front of his soldiers to announce that he is their new king.

The _____ soldiers _____ cheer at the news.

_____ Alexander and his _____ soldiers get ready for more battles.

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 | K3 L11 |
| Activity Name | Sentence Builder |
| Proficiency Levels | |
| Entering | Student uses familiar adjectives/adverbs to describe images in simple ways with support. |
| Emerging | Student uses familiar adjectives/adverbs to describe images in simple ways. |
| Transitioning | Student uses more complex adjectives/adverbs to describe images in a growing number of ways with support. |
| Expanding | Student uses more complex adjectives/adverbs to describe images in a growing number of ways. |
| Bridging | Student uses a variety of adjectives/adverbs to describe images in a wide variety of ways. |

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

## 12

## THE ANCIENT GREEK CIVILIZATION

## Alexander the Great, Part II

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will use the general academic words *conquer* and *conflict* in context.

**Writing**

Students will proofread and edit a fictional narrative.

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

Editing: Fictional Narrative

[Activity Pages 8.1S, 10.1S, and 12.1S]

## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                                                                                                                                                       |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>          |         |                                                                                                                                                                                                                 |
| Word Work: <i>Conquer, Conflict</i> | 10 min. |                                                                                                                                                                                                                 |
| <b>Write About It</b>               |         |                                                                                                                                                                                                                 |
| Editing: Fictional Narrative        | 20 min. | <input type="checkbox"/> Activity Pages 8.1S, 10.1S, and 12.1S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> lined paper<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Copy Activity Page 12.1S (Editing Checklist) onto chart paper. Be sure to include basics, such as using capital letters at the beginning of sentences and punctuation at the end. You may also wish to include a specific grammar concept students are currently learning.
- Prepare Activity Page 12.1S for each student.
- Prepare Language Proficiency Recording Sheet for Writing.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the general academic words *conquer* and *conflict*.
- Proofread and edit a fictional narrative.

### Language Forms and Functions

When I hear the word *conquer*, I think of . . .

When I hear the word *conflict*, I think of . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

conflict  
conquer

Start Lesson

## Lesson 12: Alexander the Great, Part II

# Vocabulary Building



**Primary Focus:** Students will use the general academic words *conquer* and *conflict* in context.

## WORD WORK (10 MIN.)

### Conquer

King Philip of Macedonia wanted to conquer Greece.

Say the word *conquer* with me three times.

**Definition:** *Conquer* means to overcome something, for example, gaining control over someone else's land. Usually when you conquer something, you use much effort and force.

**Examples:** The Persians tried to conquer Athens but did not succeed because Athens got help from other city-states.

Jarvis tried to conquer his fear of speaking up in class.

**Turn and Talk:** Tell your partner what you think of when you hear the word *conquer*. Remember to be as descriptive as possible and to use complete sentences.

### Support

#### Sentence frame:

"When I hear the word  
*conquer*, I think  
about . . ."

## Conflict

Greek city-states continually had conflicts with each other; they had a hard time getting along.

Say the word *conflicts* with me three times.

**Definition:** A conflict is a serious argument or disagreement.

**Examples:** Myron and Pindar put their city-states' conflicts aside to travel to the Olympic Games together.

When two friends get into a fight, that is a conflict.



### Check for Understanding

**Turn and Talk:** Tell your partner what you think of when you hear the word *conflict*. Remember to be as descriptive as possible and to use complete sentences.

## Support

### Sentence frame:

"When I hear the word *conflict*, I think about . . ."

## Lesson 12: Alexander the Great, Part II

# Write About It



**Primary Focus:** Students will proofread and edit a fictional narrative.

### EDITING: FICTIONAL NARRATIVE (20 MIN.)

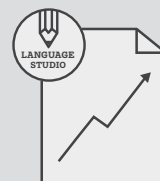
- Have students take out their Brainstorming Maps (Activity Page 8.1S) and Paragraph Charts (Activity Page 10.1S).



### Editing: Fictional Narrative

We are going to edit—or proofread—the narrative paragraph that we have written as a class. This means that we are going to read the paragraph to check for any mistakes and to make sure we have said everything we want or need to say. [Encourage students to make edits to their Paragraph Charts using the Editing Checklist (Activity Page 12.1S).]

## Activity Pages 8.1S, 10.1S, 12.1S





## Writing Writing

### Entering/Emerging

Ask *yes/no* questions about items on the Editing Checklist (e.g., “Did you capitalize the first word in your sentences?”).

### Transitioning/Expanding

Have students work with a partner and use the Editing Checklist to identify mistakes in their drafts.

### Bridging

Challenge students to add additional items to their checklist and/or suggest additional ways to edit their mistakes.

- Allow students to share any mistakes they see.
- Ask students to discuss what they like about the paragraph.
- Have students suggest changes to the paragraph, such as adding something else from the plan.
- Have students create and agree on a title for the paragraph.
- After editing, rewrite the paragraph on a piece of chart paper. Give students lined paper to copy the final narrative paragraph. Read the final narrative paragraph aloud to the class.

## 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   | K3 L12                                                                                                 |
| Activity Name      | Editing: Fictional Narrative                                                                           |
| Proficiency Levels |                                                                                                        |
| Entering           | Student identifies places in draft that has mistakes and corrects them with help from teacher.         |
| Emerging           | Student identifies places in draft that has mistakes and corrects them with minimal help from teacher. |
| Transitioning      | Student identifies places in draft that has mistakes and corrects them with help from a peer.          |
| Expanding          | Student identifies places in draft that has mistakes and corrects them with minimal help from a peer.  |
| Bridging           | Student identifies additional items to check in draft and suggests a way to edit mistakes.             |

End Lesson

Language Studio 4

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# Greek Myths

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## GREEK MYTHS

## Lesson 1 The Twelve Gods of Mount Olympus

247

## Look Ahead (30 min.)

- Vocabulary Preview: *Myths, Mortal*
- Interactive Read Aloud: The Twelve Gods of Mount Olympus

## Lesson 2 Prometheus and Pandora

256

## On Stage (5 min.)

- Greek Gods and Goddesses Song and Chant

## Vocabulary Building (10 min.)

- Word Work: *Mortal, Terrifying*

## Focus on Text (15 min.)

- Character Chart

## Lesson 3 Demeter and Persephone

264

## Looking at Language (10 min.)

- Adding Details

## Focus on Text (10 min.)

- Character Chart

## Rewind (10 min.)

- Sequencing: Demeter and Persephone

## Lesson 4 Arachne the Weaver

272

## Focus On Text (10 min.)

- Character Chart

## Vocabulary Building (5 min.)

- Multiple-Meaning Word: *Lean*

## Looking at Language (15 min.)

- Adding Details

## Lesson 5 Theseus and the Minotaur

279

## Vocabulary Building (5 min.)

- Word Work: *Labyrinth*

## Focus on Text (10 min.)

- Character Chart

## Rewind (15 min.)

- Sequencing: Theseus and the Minotaur

## Lesson 6 Daedalus and Icarus

285

## Vocabulary Building (10 min.)

- Word Work: *Genius, Currents*

## Focus on Text (10 min.)

- Character Chart

## Rewind (10 min.)

- Which Happened First?

## Lesson 7 Hercules

292

### Vocabulary Building (10 min.)

- Word Work: *Guilt, Temper*

### Write About It (20 min.)

- Planning: Greek Myth

## Lesson 8 Other Adventures of Hercules

297

### Looking at Language (10 min.)

- Adding Details

### Write About It (20 min.)

- Drafting: Greek Myth

## Lesson 9 Oedipus and the Riddle of the Sphinx

302

### Vocabulary Building (10 min.)

- Multiple-Meaning Word: *Bow*

### Write About It (20 min.)

- Editing: Greek Myth

## Lesson 10 Atalanta and the Golden Apples

308

### Focus on Text (10 min.)

- Character Chart

### Looking at Language (20 min.)

- Draw and Describe

## GREEK MYTHS

# The Twelve Gods of Mount Olympus

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

Students will use the domain-specific words *myth* and *immortal* in context.

**Reading**

Students will listen to a read-aloud about the twelve gods of Mount Olympus.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q&A [Informal Observation]



## LESSON AT A GLANCE

|                                                            | Time    | Materials                                                                                           |
|------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                          |         |                                                                                                     |
| Vocabulary Preview: <i>Myths, Immortal</i>                 | 10 min. | <input type="checkbox"/> Image 1A-4                                                                 |
| Interactive Read-Aloud: "The Twelve Gods of Mount Olympus" | 20 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the Interactive read-aloud. Tab the Flip Book in this order to ensure smooth transition from one image to the next.
  1. 1A-1: Leonidas waking up
  2. 1A-3: Leonidas's father pointing to Mount Olympus
  3. 1A-5: Zeus and Poseidon
  4. 1A-6: Hades in the underworld on his throne
  5. 1A-7: Demeter and Hera
  6. 1A-8: Hephaestus, Aphrodite, Athena, and Ares
  7. 1A-9: Apollo, Artemis, Hermes, and Dionysus
  8. 1A-4: Greek gods and goddesses seated at Mount Olympus
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the domain-specific words *myth* and *immortal* in context.
- Ask and answer questions about the gods and goddesses of Mount Olympus.

### Language Forms and Functions

In the myths, I hope to hear about . . .

\_\_\_ is immortal.

I have a question about . . .

Why did . . . ?

I don't understand . . .

I remember the god/goddess \_\_\_.

\_\_\_ has the power to \_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

immortal  
myth

#### Tier 2 General Academic Words

control  
honor  
power  
rule

#### Tier 1 Everyday Speech Words

god/goddess

## Lesson 1: The Twelve Gods of Mount Olympus

## Look Ahead



## Primary Focus

Students will use the domain-specific words *myth* and *immortal* in context.

Students will listen to a read-aloud about the twelve gods of Mount Olympus.

## VOCABULARY PREVIEW (10 MIN.)

## Myths

In this unit you will hear several Greek myths.

Say the word *myths* with me three times.

**Definition:** Myths are fictional—or made-up—stories from ancient times that try to explain events or things in nature. Myths usually have supernatural characters and supernatural events.

**Example:** Even though myths are not true, children enjoy listening to Greek myths over and over again.

Myths try to explain events, such as how humans came to exist, or things in nature, such as where lightning comes from.

**Turn and Talk:** Tell your partner one thing you hope to hear about in the myths.

## Immortal

In today's read-aloud you will hear, "Unlike you and me, the gods are immortal—that means they never die."

Say the word *immortal* with me three times.

**Definition:** When someone is immortal that means he or she never dies.

**Example:** The ancient Greeks believed the gods of Mount Olympus were immortal.

## Support

## Sentence starter:

"In the myths, I hope to hear about . . ."

**Sentence frame:**  
 “\_\_\_\_\_ is immortal.”



**Show Image 1A-4: Olympians on their thrones**

**Show Me:** Invite different students to point to the different gods of Mount Olympus in 1A-4: (Greek gods and goddesses seated at Mount Olympus).

Have the student say the god's name, and then have the class respond.

**INTERACTIVE READ-ALOUD:  
 “THE TWELVE GODS OF MOUNT OLYMPUS” (20 MIN.)**



**Show image 1A-1: Leonidas waking up**

Leonidas [/lee \*on\*ə\*dəs/] knew that if he asked, his father would tell him again how the gods and goddesses came to be, and why he and the other Greeks honored them with races, festivals, and feasts. It was his favorite story, and he loved to hear his father tell it.



**Show image 1A-3: Leonidas's father pointing to Mount Olympus**

Leonidas asked, “Father, will you tell me again the story of the gods and goddesses?”

“Of course, son. As you know, we’re going to Olympia for the footraces held in honor of Zeus. Olympia is the home of an important sanctuary devoted to Zeus. Olympia is where

we honor Zeus and the other Olympian gods and goddesses. The twelve gods of Mount Olympus are the most powerful of all of the many gods, and Zeus is their leader. Of course, Mount Olympus is actually far away, but this is a beautiful valley, beloved to them and perfect for the games.

*Who is the leader of the gods? (Zeus)*

“These gods and goddesses can sometimes be just like people: they can feel happy or sad, jealous and angry, or generous and loving. Unlike people, they have special powers to control things like the seasons and the weather, when and where there is war, and sometimes, with whom we fall in love! And unlike you and me, the gods are immortal—that means they never die.”

### *How are the gods different from people?*

- » They have special powers to control things like the seasons and weather, when and where there is war, and sometimes, with whom we fall in love. Also, they are immortal.

### *What does immortal mean?*

- » Immortal means that they never die.



#### **Show image 1A-5: Zeus and Poseidon**

Cyrus continued on, saying, “Well, Zeus is the leader of all the gods and protects all of us here on Earth. He has a voice like rolling thunder and controls the wind, rain, and lightning, which he also uses as his weapons. He has two brothers, Hades [/hae\*deez/] and Poseidon [/pə\*sie\*dən/], and together

they rule over the whole world. While Zeus controls the heavens, Poseidon controls the sea and rules over it with a trident. When he strikes the ground with his trident, the earth shakes, and when he strikes the seas with it, the waves rise up as tall as mountains. Zeus and Poseidon are two of the twelve gods who live on Mount Olympus and have thrones there.”

### *Who are Zeus’ brothers?*

- » Hades and Poseidon



#### **Show image 1A-6: Hades in the underworld on his throne**

“Hades is Zeus’s older brother. While Zeus rules the heavens and Poseidon rules the sea, Hades rules the underworld, or the land of the dead. Hades has a helmet that makes him invisible, so that no one, friend or foe, can see him coming. Hades’s throne is in the underworld, where he lives,” Cyrus said.

*What does Hades rule?(the underworld)*

*What does Poseidon rule? (the sea)*



### Show image 1A-7: Demeter and Hera

“Zeus also has a sister who has a throne on Mount Olympus. Demeter [/də\*meē\*ter/] is the goddess of the harvest and grain; she looks after all of the fields and crops on Earth. Zeus’s wife, Hera, also lives on Mount Olympus; she is the queen of the gods and goddesses and is the goddess of women’s lives.”

*Who is Zeus’ sister? What is she the goddess of?*

- » Zeus’s sister is Demeter. She is the goddess of the harvest and grain.

*Who is Zeus’ wife? What is she the goddess of?*

- » Zeus’s wife is Hera. She is the queen of the gods and goddesses and is the goddess of women’s lives.



### Show image 1A-8: Hephaestus, Aphrodite, Athena, and Ares

“There’s also Hephaestus, [/hif\*es\*təs/] god of fire and the blacksmith of the gods; Aphrodite [/af\*rə\*die\*tee/], goddess of love; Athena [ /ə\*thee\*nə/], goddess of wisdom; and Ares [/aer\*eez/], god of war.”

*Who is the goddess of wisdom? (Athena)*



### Show image 1A-9: Apollo, Artemis, Hermes, and Dionysus

“Then there are the twins: Apollo [/ə\*pol\*oe/], the god of light and music, and his sister Artemis [/ar\*tə\*məs/], the goddess of the hunt. There’s Hermes [/her\*meez/], the messenger of the gods, and finally, Dionysus [/die\*ə\*nie\*səs/], the god of grapes and the

youngest of all the gods. Even though these are the most powerful of all the gods and goddesses, Zeus is the strongest of all. And it is he whom we honor today.”

## Support

### Sentence starters:

"I have a question about . . ."  
"Why did . . . ?"  
"I don't understand . . ."



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Ask students *yes/no* or short-answer questions about the gods and goddesses of Mt. Olympus.

### Transitioning/Expanding

Provide students with sentence frames.  
"I remember the god/goddess \_\_\_\_."

" \_\_\_\_ has the power to \_\_\_\_."

### Bridging

Prompt students to provide additional information.



## Check for Understanding

**Review:** Who is the strongest of all the gods? (*Zeus*)

- Give students time to ask questions about the lesson.



**Show image 1A-4: Greek gods and goddesses seated at Mount Olympus**



## Q & A

Asking and answering questions is one way to find out what we've learned and remember about the read-aloud. In small groups, ask and answer questions you have about today's read-aloud. For example: Which gods/goddesses do you remember? What are some of their special powers?

## 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   | K4 L1                                                                                                   |
| Activity Name      | Q&A                                                                                                     |
| Proficiency Levels |                                                                                                         |
| Entering           | Student answers simple <i>yes/no</i> questions about the topic.                                         |
| Emerging           | Student uses short phrases to answer questions about the topic.                                         |
| Transitioning      | Student uses sentence frames to answer questions about the topic.                                       |
| Expanding          | Student answers questions about the topic in complete sentences.                                        |
| Bridging           | Student asks questions about what his/her partner says and adds additional information about the topic. |

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



## 2

## GREEK MYTHS

# Prometheus and Pandora

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

Students will present a song and chant about the Greek gods/goddesses to review.

**Listening**

Students will identify the meaning of the domain-specific word *mortal* and use the general academic word *terrifying* in context.

**Reading**

Students will sort the characters in "Prometheus and Pandora" onto a Gods, Mortals, and Creatures Chart.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Character Chart [Informal Observation]

## LESSON AT A GLANCE

|                                         | Time    | Materials                                                                                                                        |
|-----------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                         |         |                                                                                                                                  |
| Greek Gods and Goddesses Song and Chant | 5 min.  | <input type="checkbox"/> Audio recording of “The Farmer in the Dell”<br><input type="checkbox"/> chart paper, Resource Page 4.1S |
| <b>Vocabulary Building</b>              |         |                                                                                                                                  |
| Word Work: <i>Mortal, Terrifying</i>    | 10 min. |                                                                                                                                  |
| <b>Focus on Text</b>                    |         |                                                                                                                                  |
| Character Chart                         | 15 min. | <input type="checkbox"/> chart paper, Resource Page 4.2S<br><input type="checkbox"/> Language Proficiency Recording Sheet        |

## ADVANCE PREPARATION

### On Stage

- Bring in an audio recording of “The Farmer in the Dell.” Copy Resource Page 4.1S (“Song and Chant for the Twelve Gods of Mount Olympus”) on chart paper.

### Focus on Text

- Create a class Gods, Mortals, and Creatures Chart on a large sheet of chart paper. Use the character cut-outs on Resource Page 4.2S. You will add to this chart as students meet the different types of characters in the Greek myths.

|                              |                   |
|------------------------------|-------------------|
| <b>Gods of Mount Olympus</b> | <b>Other Gods</b> |
| <b>Mortals</b>               |                   |
| <b>Creatures</b>             |                   |

- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Present a song and chant about the Greek gods and goddesses.</li> <li>• Contribute to discussion using domain-specific word <i>mortal</i> and general academic word <i>terrifying</i>.</li> <li>• Discuss the different characters in a myth.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                      |                                  |                                 |
| <p>_____ is terrifying because . . .</p> <p>_____ is a character in the myth.</p> <p>_____ is a god of Mount Olympus/other god/mortal/creature.</p> <p>He/She/It should be placed in this section of the chart because . . .</p>                                                                  |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                        |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| mortal                                                                                                                                                                                                                                                                                            | terrifying                       |                                 |

## Lesson 2: Prometheus and Pandora

## On Stage



**Primary Focus:** Students will present a song and chant about the Greek gods/goddesses to review.

## GREEK GODS AND GODDESSES SONG AND CHANT (5 MIN.)

- Play the song “The Farmer in the Dell.” Ask students if they have heard this song before. Invite students to sing the song together or to hum along.
- Remind students of the chant about the Greek gods and goddesses. The poems can be sung to the tune of “The Farmer in the Dell.” Have students recite the chant by repeating after you.
- State the guidelines for presenting the song and chant. Model what each guideline looks and sounds like.
  - Use loud, presenting voices.
  - Stand up tall.
  - Do the motions with enthusiasm.
  - stay together.
- Have students practice this song and chant in small groups.

**Introduction**

*The Olympian gods of Greece.*

*The Olympian gods of Greece.*

*Ruled from Mount Olympus,*

*The Olympian gods of Greece.*

**Zeus**

*Zeus, the king of gods.*

*Zeus, the king of gods.*

*Lightning bolt is in his hand,*

*Zeus, the king of gods.*

**Support**

For each stanza, invite students to come up with motions to represent each god or goddess.

### Demeter

*Demeter, goddess of grain.*

*Demeter, goddess of grain.*

*Blessing harvests of the earth,*

*Demeter, goddess of grain.*

### Athena

*Athena, she's so wise.*

*Athena, she's so wise.*

*Protector of Athens,*

*Athena, she's so wise.*

### Aphrodite

*Aphrodite, goddess of love.*

*Aphrodite, goddess of love.*

*And the goddess of beauty,*

*Aphrodite, goddess of love.*

---

## Lesson 2: Prometheus and Pandora

# Vocabulary Building



**Primary Focus:** Students will identify the meaning of the domain-specific word *mortal* and use the general academic word *terrifying* in context.

---

### WORD WORK (10 MIN.)

#### Mortal

In today's read-aloud you heard that the gods created the first mortal woman.

Say the word *mortal* with me three times.

**Definition:** *Mortal* means a living character that will eventually die, such as a human.

**Example:** The ancient Greeks believed that the gods created and took care of the mortals living on Earth.

**Turn and Talk:** Tell your partner what you think of when you hear the word *mortal*. Use the word *mortal* when you tell about it. Remember to be as descriptive as possible and use a complete sentence.

## Terrifying

In today's myth you heard about a box that contains all the terrifying things of the world.

Say the word *terrifying* with me three times.

**Definition:** *Terrifying* means frightening. When something is terrifying, it can make you very, very scared. [**Tip:** Make a terrified face and have students do the same.]

**Example:** Alessandro thinks spiders and snakes are terrifying.



### Check for Understanding

**Turn and Talk:** Tell your partner about something you think is terrifying.

## Support

**Sentence frame and starter:** "\_\_\_\_\_ is terrifying because . . ."

## Lesson 2: Prometheus and Pandora

# Focus on Text



**Primary Focus:** Students will sort the characters in "Prometheus and Pandora" onto a Gods, Mortals, and Creatures chart.

### CHARACTER CHART (15 MIN.)

**Note:** Use Resource Page 4.2S as a visual guide for each of the characters. Place the image in the correct place in the chart. See completed chart below for the myth "Prometheus and Pandora."

## Support

### Sentence frame:

“\_\_\_\_\_ is a character in the myth.”



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Ask *yes/no* questions about the characters.  
[e.g., Is Prometheus a god of Mount Olympus?  
(No), Is Pandora a mortal? (Yes)]

### Transitioning/Expanding

Provide sentence frames.  
“\_\_\_\_\_ is a character in the myth.”  
“\_\_\_\_\_ is a god of Mount Olympus/other god/mortal/creature.”

### Bridging

Have students provide a reason for their choice.  
“He/She/It should be placed in this section of the chart because . . .”

|                                      |                                               |
|--------------------------------------|-----------------------------------------------|
| <b>Gods of Mount Olympus</b><br>Zeus | <b>Other Gods</b><br>Prometheus<br>Epimetheus |
| <b>Mortals</b><br>Pandora            |                                               |
| <b>Creatures</b>                     |                                               |

Today's myth was about Prometheus [/prə\*mee\*thee\*əs/] and Pandora. In the myth, “Prometheus and Pandora,” there are several characters.

**Ask:** Who are the characters in the myth?

» Zeus, Prometheus, Epimetheus [/ep\*ə\*mee\*thee\*əs/], Pandora

In Greek myths, characters can be gods/goddesses, mortals, and creatures.

**Definitions:** Gods are characters that have special powers and are immortal - they will never die.

Mortals are living characters that will eventually die, such as humans

Creatures are characters that can have special powers, but unlike Gods, they can eventually die.



### Character Chart

There are four parts on this chart. Gods of Mount Olympus, other Gods, Mortals, and Creatures. Where should each character be placed on the chart? Why should that character be placed there?

## 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   | K4 L2                                                                   |
| Activity Name      | Character Chart                                                         |
| Proficiency Levels |                                                                         |
| Entering           | Student answers simple <i>yes/no</i> questions about the topic.         |
| Emerging           | Student uses short phrases to answer questions about the topic.         |
| Transitioning      | Student uses sentence frames to answer questions about the topic.       |
| Expanding          | Student answers questions about the topic.                              |
| Bridging           | Student asks questions and adds additional information about the topic. |

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


3

GREEK MYTHS

Demeter and Persephone

PRIMARY FOCUS OF LESSON**Speaking**

Students will add descriptive details to sentences.

Reading

Students will sort the characters in “Demeter and Persephone” onto a Gods, Mortals, and Creatures chart.

Students will recount the myth “Demeter and Persephone” by sequencing events.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Sequencing [Activity Page 3.1S]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|--|
| Looking at Language | | |
| Adding Details | 10 min. | <input type="checkbox"/> Adjective Reference Chart for Teachers (Adjectives That Show Feelings and Emotions)
<input type="checkbox"/> index cards (one per student)
<input type="checkbox"/> drawing tools |
| Focus on Text | | |
| Character Chart | 10 min. | <input type="checkbox"/> Gods, Mortals, and Creatures Chart
<input type="checkbox"/> Resource Page 4.3S |
| Rewind | | |
| Sequencing: "Demeter and Persephone" | 10 min. | <input type="checkbox"/> Activity Page 3.1S
<input type="checkbox"/> paper, scissors, glue or tape
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Looking at Language

- Write sets of opposite adjectives on index cards. [Refer to the Adjective Reference Chart for Teachers in the lesson.]

Focus on Text

- Continue adding to the class Gods, Mortals, and Creatures Chart. Use the character cut-outs on Resource Page 4.3S.

Rewind

- Prepare Activity Page 3.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe images using adjectives.
- Discuss the different characters in the myth.
- Retell a myth by sequencing events.

Language Forms and Functions

Demeter is _____ when she is with Persephone.
(adj.)

Demeter is _____ when she is not with Persephone.
(adj.)

_____ is a character in the myth.

_____ is a god of Mount Olympus/other god/mortal/creature.

He/she should be placed in this section of the chart because . . .

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

time of year

Lesson 3: Demeter and Persephone

Looking at Language



Primary Focus: Students will add descriptive details to sentences.

ADDING DETAILS (10 MIN.)**Adjective Reference Chart for Teachers**

| Positive Feelings and Emotions | Negative Feelings and Emotions |
|--------------------------------|--------------------------------|
| brave | fearful |
| calm | angry |
| delightful | unpleasant |
| eager | lazy |
| gentle | fierce |
| happy | sad |
| hopeful | helpless |
| jolly | grumpy |
| kind | mean |
| nice | unfriendly |
| proud | ashamed |
| silly | serious |
| victorious | defeated |

We will learn about a special kind of word called an adjective. We use adjectives when we speak and write to give more information about a noun.

Today we will talk about adjectives that show feelings and emotions to describe people.

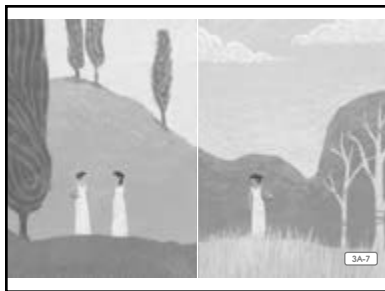
Support

Sentence Frame:

“Demeter is _____ when she is with Persephone.”

Sentence Frame:

“Demeter is _____ when she is not with Persephone.”



Show image 3A-7: Blooming world and barren world

In the read-aloud you heard that for six months of the year, Demeter [/də*mee*ter/] and Persephone [/per*sef*ə*nee/] were together. Which side of the image shows this time of year? Tell your partner which adjectives you could use to describe how Demeter might be feeling when she is with Persephone.

In the read-aloud you also heard that for six months of the year, Persephone lived in the underworld and Demeter would ignore all the crops on Earth. Which side of the image shows this time of year? Tell your partner which adjectives you could use to describe how Demeter might be feeling when she is not with Persephone.

[Give each student an index card.] I will give each partner pair a set of opposite adjectives.

Turn and Talk: Talk to your partner about how your adjectives are opposite. Then decide who will write or draw which adjective on their index cards.

Lesson 3: Demeter and Persephone

Focus on Text



Primary Focus: Students will sort the characters in “Demeter and Persephone” onto a Gods, Mortals, and Creatures Chart.

CHARACTER CHART (10 MIN.)

Note: Use Resource Page 4.3S as a visual guide for each of the characters. Place the image in the correct place in the chart that the class started in Lesson 2. See completed chart below. Characters introduced in “Demeter and Persephone” are in *italics*.

| | |
|--|---|
| Gods of Mount Olympus
Zeus
Demeter
Hades (Note: Hades is an Olympian god but does not live on Mount Olympus) | Other Gods
Prometheus
Epimetheus
Persephone
Helios |
| Mortals
Pandora | |
| Creatures
Cerberus | |

The read-aloud was a Greek myth about Demeter and Persephone. In the myth, “Demeter and Persephone,” there are several characters.

Ask: Who are the characters in the myth?

- » Demeter, Persephone, Zeus, Hades [/hae*deez/], Cerberus [/ser*ber*əs/], Helios [/hee*lee*ōs/]

Review: In Greek myths, characters can be gods/goddesses, mortals, and creatures.

Definitions: Gods are characters that have special powers and are immortal—they will never die.

Mortals are living characters that will eventually die, such as humans.

Creatures are characters that can have special powers, but unlike Gods, they can eventually die.

There are four parts on this chart: Gods of Mount Olympus, Other Gods, Mortals, and Creatures.

Support

Sentence frame:

“_____ is a character in the myth.”

Sentence frame:

“_____ is a god of Mount Olympus/other god/mortal/creature.”

Sentence starter:

“He/She/It should be placed in this section of the chart because . . .”



Check for Understanding

Ask: Where should each character be placed on the chart? Why should that character be placed there?

Lesson 3: Demeter and Persephone

Rewind



Primary Focus: Students will recount the myth “Demeter and Persephone” by sequencing events.

Activity Page 3.1S



Reading
Selecting Language
Resources

Entering/Emerging

Provide oral bank of key words and phrases from the myth. Help students match the key words and phrases with images from the myth.

Transitioning/Expanding

Have students work with a partner to sort images into beginning, middle, and end of the myth.

Prompt students to retell some key details shown on the images.

Bridging

Have students use their sequence of images to recount the beginning, middle, and end, using details from the myth.

SEQUENCING: “DEMETER AND PERSEPHONE” (10 MIN.)

- Give students a copy of Activity Page 3.1S. Explain to students that this activity page has pictures of events from the myth of “Demeter and Persephone.”
- Look at the pictures. Talk about what is happening in each picture.
- Next, have students cut out the five pictures.
- Then, students should arrange the pictures in correct order to show the proper sequence of events.
- **Check In:** When they think they have the pictures in the correct order, they should ask an adult or check with their partner to see if their order is correct.
- Have students glue or tape the pictures on paper once they have been sequenced.



Sequencing

Using the images you have sequenced, recount the myth.

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 | K4 L3 |
| Activity Name | Sequencing |
| Proficiency Levels | |
| Entering | Student matches key words and phrases with images from the text with support. |
| Emerging | Student matches key words and phrases with images from the text. |
| Transitioning | Student sorts images into beginning, middle and end, and retells key details from the text with support. |
| Expanding | Student sorts images into beginning, middle and end, and retells key details from the text. |
| Bridging | Student recounts the beginning, middle, and end using details from the text. |

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



## 4

## GREEK MYTHS

## Arachne the Weaver

## PRIMARY FOCUS OF LESSON

**Reading**

Students will sort the characters in “Arachne the Weaver” onto a Gods, Mortals, and Creatures chart.

**Listening**

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

**Speaking**

Students will add descriptive details to sentences.

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Adding Details [Informal Observation]

## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                                                                                                                                                                                                                   |
|------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus on Text</b>               |         |                                                                                                                                                                                                                                                                                             |
| Character Chart                    | 10 min. | <input type="checkbox"/> Gods, Mortals, Creatures Chart<br><input type="checkbox"/> Resource Page 4.4S                                                                                                                                                                                      |
| <b>Vocabulary Building</b>         |         |                                                                                                                                                                                                                                                                                             |
| Multiple-Meaning Word: <i>Lean</i> | 5 min.  | <input type="checkbox"/> Poster 2M (Lean)                                                                                                                                                                                                                                                   |
| <b>Looking at Language</b>         |         |                                                                                                                                                                                                                                                                                             |
| Adding Details                     | 15 min. | <input type="checkbox"/> Adjective Reference Chart for Teachers (Adjectives that Describe Appearance),<br><input type="checkbox"/> Greek Myths Poster 7 (Athena),<br><input type="checkbox"/> drawing paper, drawing tools<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Focus on Text

- Continue adding to the class Gods, Mortals, and Creatures Chart. Use the character cut-outs on Resource Page 4.4S.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the characters in a myth.
- Create sentences using the multiple meanings of the word *lean*.
- Describe a character using adjectives.

### Language Forms and Functions

\_\_\_\_\_ is a character in the myth.

\_\_\_\_\_ is a god of Mount Olympus/other god/mortal/creature.

He/She/It should be placed in this section of the chart because . . .

Athena is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

lean

Start Lesson

## Lesson 4: Arachne the Weaver

# Focus on Text



**Primary Focus:** Students will sort the characters in “Arachne the Weaver” onto a Gods, Mortals, Creatures chart.

## CHARACTER CHART (10 MIN.)

**Note:** Use Resource Page 4.4S as a visual guide for each of the characters. Place the image in the correct place in the chart. See the completed chart below. Characters introduced in “Arachne the Weaver” are in italics.

|                                                                                                                                               |                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Gods of Mount Olympus</b><br>Zeus<br>Demeter<br>Hades (Note: Hades is an Olympian god but does not live on Mount Olympus)<br><b>Athena</b> | <b>Other Gods</b><br>Prometheus<br>Epimetheus<br>Persephone<br>Helios |
| <b>Mortals</b><br>Pandora<br><b>Arachne</b>                                                                                                   |                                                                       |
| <b>Creatures</b><br>Cerberus                                                                                                                  |                                                                       |

The Read Aloud was a Greek myth about Arachne [/ ə\*rak\*nee/] the Weaver. In the myth, “Arachne the Weaver,” there are several characters.

Who are the characters in the myth? (*Arachne, Athena* [/ə\*thee\*nə/])

**Review:** In Greek myths, characters can be gods/goddesses, mortals, and creatures.

**Definitions:** Gods are characters that have special powers and are immortal—they will never die.

Mortals are living characters that will eventually die, such as humans.

Creatures are characters that can have special powers, but unlike Gods, they can eventually die.

There are four parts on this chart: Gods of Mount Olympus, Other Gods, Mortals, and Creatures.

## Support

### Sentence frame:

“\_\_\_\_\_ is a character in the myth.”

### Sentence frame:

“\_\_\_\_\_ is a god of Mount Olympus/other god/mortal/creature.”

### Sentence starter:

“He/She/It should be placed in this section of the chart because . . .”



## Check for Understanding

**Ask:** Where should each character be placed on the chart? Why should that character be placed there?

Lesson 4: Arachne the Weaver

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *lean*.

## MULTIPLE-MEANING WORD: LEAN (5 MIN.)

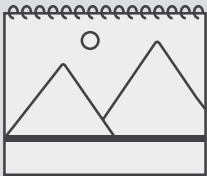
**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

[Show Poster 2M (Lean).] In the read-aloud you heard that when Athena changed herself into an old woman, “Gone was the young woman, replaced by a woman so old and bent with age that she had to lean on a walking stick to get around.” Here *lean* means to rest on or against something for support. Which picture shows this? (*one*)

*Lean* also means thin, strong, and healthy. Which picture shows this? (*two*)

**Turn and Talk:** Now with your partner, make a sentence for each meaning of *lean*. Remember to use complete sentences.

Poster 2M



Lesson 4: Arachne the Weaver

# Looking at Language



**Primary Focus:** Students will add descriptive details to sentences.

**ADDING DETAILS (15 MIN.)**

| Adjective Reference Chart for Teachers |          |
|----------------------------------------|----------|
| Adjectives that Describe Appearance    |          |
| beautiful                              | ugly     |
| big                                    | small    |
| clean                                  | dirty    |
| fat                                    | skinny   |
| gigantic                               | tiny     |
| long                                   | short    |
| round                                  | flat     |
| shiny                                  | dull     |
| smooth                                 | wrinkled |
| straight                               | crooked  |
| tall                                   | short    |
| wet                                    | dry      |
| young                                  | old      |

**Directions:** We will learn about a special kind of word called an adjective. We use adjectives when we speak and write to give more information about a noun.

Today we will talk about adjectives that describe the appearance of people and things.

## Support

### Sentence frame:

"Athena is \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_."



## Show Greek Myths Poster 7 (Athena)

In the myth you met Athena, the goddess of wisdom and handicrafts. With your partner think of three adjectives you could use to describe how Athena looks in this poster.



## Adding Details

Draw a picture of someone you know or a character from a book. Use two adjectives to describe your character.



## Speaking Using Nouns and Noun Phrases

### Entering/Emerging

Prompt students by asking questions about the colors and sizes of items in the image. Provide sentence frame:

"\_\_\_\_\_ is  
\_\_\_\_\_ and \_\_\_\_\_."

### Transitioning/Expanding

Prompt students to use adjectives that describe appearance and shape.

### Bridging

Prompt students to use adjectives that describe emotion and/or texture.

## 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   | K4 L4                                                                                                   |
| Activity Name      | Adding Details                                                                                          |
| Proficiency Levels |                                                                                                         |
| Entering           | Student uses familiar adjectives to describe the pictures in simple ways with support.                  |
| Emerging           | Student uses familiar adjectives to describe the pictures in simple ways.                               |
| Transitioning      | Student uses more complex adjectives to describe the pictures in a growing number of ways with support. |
| Expanding          | Student uses more complex adjectives to describe the pictures in a growing number of ways.              |
| Bridging           | Student uses a variety of adjectives to describe the pictures in a wide variety of ways.                |

End Lesson

## GREEK MYTHS

# Theseus and the Minotaur

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

Students will identify the meaning of the domain-specific word *labyrinth*.

**Reading**

Students will sort the characters in “Theseus and the Minotaur” onto a Gods, Mortals, Creatures chart.

Students will recount the myth “Theseus and the Minotaur” by sequencing the events in the read-aloud.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Sequencing [Activity Page 5.1S]**



## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                         |
|--------------------------------------|---------|---------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>           |         |                                                                                                   |
| Word Work: <i>Labyrinth</i>          | 5 min.  | ❑ Image Card 1 (labyrinth)                                                                        |
| <b>Focus on Text</b>                 |         |                                                                                                   |
| Character Chart                      | 10 min. | ❑ Gods, Mortals, and Creatures Chart<br>❑ Resource Page 4.5S                                      |
| <b>Rewind</b>                        |         |                                                                                                   |
| Sequencing: Theseus and the Minotaur | 15 min. | ❑ Activity Page 5.1S<br>❑ paper, scissors, glue or tape<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Focus on Text

- Continue adding to the class Gods, Mortals, and Creatures Chart. Use the character cut-outs on Resource Page 4.5S.

### Rewind

- Prepare Activity Page 5.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss a labyrinth.
- Discuss characters in a myth.
- Retell the a myth by sequencing the events.

### Language Forms and Functions

\_\_\_\_\_ is a character in the myth.

\_\_\_\_\_ is a god of Mount Olympus/other god/mortal/creature.

He/She/It should be placed in this section because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

labyrinth

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

maze

Start Lesson

## Lesson 5: Theseus and the Minotaur

# Vocabulary Building



**Primary Focus:** Students will identify the meaning of the domain-specific word *labyrinth*.

## WORD WORK: LABYRINTH (5 MIN.)

In today's myth, Theseus [/thee\*see\*əs/] fights the Minotaur [/min\*ə\*tor/] in the Labyrinth.

Say the word *labyrinth* with me three times.

**Definition:** A labyrinth is a maze.

**Example:** After five minutes of wandering around the labyrinth, Theseus was completely lost.

- Show Image Card 1 (Labyrinth) and additional images of labyrinths.

**Turn and Talk:** Describe this labyrinth to your partner.

Image Card 1



## Lesson 5: Theseus and the Minotaur

# Focus on Text



**Primary Focus:** Students will sort the characters in “Theseus and the Minotaur” onto a Gods, Mortals, Creatures chart.

### CHARACTER CHART (10 MIN.)

**Note:** Use Resource Page 4.5S as a visual guide for each of the characters. Place the image in the correct place in the chart. See completed chart below. Characters introduced in “Theseus and the Minotaur” are in italics.

|                                                                                                                                                        |                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Gods of Mount Olympus</b><br>Zeus<br>Demeter<br>Hades (Note: Hades is an Olympian god but does not live on Mount Olympus)<br>Athena                 | <b>Other Gods</b><br>Prometheus<br>Epimetheus<br>Persephone<br>Helios |
| <b>Mortals</b><br>Pandora<br>Arachne<br><i>Prince Theseus</i><br><i>King Aegeus</i><br><i>King Minos</i><br><i>Princess Ariadne</i><br><i>Daedalus</i> |                                                                       |
| <b>Creatures</b><br>Cerberus<br><i>Minotaur</i>                                                                                                        |                                                                       |

The read-aloud was a Greek myth about Theseus and the Minotaur. In the myth, “Theseus and the Minotaur,” there are several characters.

**Ask:** Who are the characters in the myth?

- » Prince Theseus, King Aegeus [/ae\*jæ\*əs/], Princess Adriadne, [/aer\*ee\*ad\*nee/], King Minos [/mie\*nəs/], Daedalus [/ded\*ə\*ləs/], Minotaur

**Review:** In Greek myths, characters can be gods/goddesses, mortals, and creatures.

**Definitions:** Gods are characters that have special powers and are immortal—they will never die.

Mortals are living characters that will eventually die, such as humans.

Creatures are characters that can have special powers, but unlike Gods, they can eventually die.

There are four parts on this chart: Gods of Mount Olympus, Other Gods, Mortals, and Creatures.



### Check for Understanding

**Ask:** Where should each character be placed on the chart? Why should that character be placed there?

## Support

### Sentence frame:

"\_\_\_\_\_ is a god of Mount Olympus/other god/mortal/creature."

### Sentence starter:

"He/She/It should be in this section of the chart because . . ."

## Lesson 5: Theseus and the Minotaur

# Rewind



**Primary Focus:** Students will recount the myth "Theseus and the Minotaur" by sequencing the events in the read-aloud.

### SEQUENCING: "THESEUS AND THE MINOTAUR" (15 MIN.)

- Give students a copy of Activity Page 5.1S. Explain to students that this activity page has pictures of events from "Theseus and the Minotaur."
- Look at the pictures. Talk about what is happening in each picture.
- Next, have students cut out the six pictures.
- Then, students should arrange the pictures in correct order to show the proper sequence of events.
- **Check In:** When they think they have the pictures in the correct order, they should ask an adult or check with their partner to see if their order is correct.
- Have students glue or tape the pictures on paper once they have been sequenced.

## Activity Page 5.1S





## Reading Selecting Language Resources

### Entering/Emerging

Provide oral bank of key words and phrases from the myth. Help students match the key words and phrases with images from the myth.

### Transitioning/Expanding

Have students work with a partner to sort images into beginning, middle, and end of the myth.

Prompt students to retell some key details shown on the images.

### Bridging

Have students use their sequence of images to recount the beginning, middle, and end, using details from the myth.



## Sequencing

Using the images you have sequenced, recount the beginning, middle and end of the myth.

## 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   | K4 L5                                                                                                    |
| Activity Name      | Sequencing                                                                                               |
| Proficiency Levels |                                                                                                          |
| Entering           | Student matches key words and phrases with images from the text with support.                            |
| Emerging           | Student matches key words and phrases with images from the text.                                         |
| Transitioning      | Student sorts images into beginning, middle and end, and retells key details from the text with support. |
| Expanding          | Student sorts images into beginning, middle and end, and retells key details from the text.              |
| Bridging           | Student recounts the beginning, middle, and end using details from the text.                             |

End Lesson

## GREEK MYTHS

# Daedalus and Icarus

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

Students will identify the meanings of the general academic words *genius* and *currents*.

**Reading**

Students will sort characters in “Daedalus and Icarus” onto a Gods, Mortals, and Creatures chart.

**Writing**

Students will use linking and temporal words and phrases to connect events from the myth “Daedalus and Icarus.”

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****First/Then [Activity Page 6.1S]**

## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                                                                                                       |
|------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>         |         |                                                                                                                                                                                 |
| Word Work: <i>Genius, Currents</i> | 10 min. |                                                                                                                                                                                 |
| <b>Focus on Text</b>               |         |                                                                                                                                                                                 |
| Character Chart                    | 10 min. | <input type="checkbox"/> Gods, Mortals, and Creatures Chart<br><input type="checkbox"/> Resource Page 4.6S                                                                      |
| <b>Rewind</b>                      |         |                                                                                                                                                                                 |
| Which Happened First?              | 10 min. | <input type="checkbox"/> Activity Page 6.1S<br><input type="checkbox"/> chart paper, chalk board or whiteboard<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Focus on Text

- Continue adding to the class Gods, Mortals, and Creatures Chart. Use the character cut-outs on Resource Page 4.6S.

### Rewind

- Prepare Activity Page 6.1S. Write the sentences on strips of chart paper to create sentence strips that can be read at a distance.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using general academic words *genius* and *currents*.
- Discuss characters in a myth.
- Use linking and temporal words and phrases to connect events from the myth.

### Language Forms and Functions

\_\_\_\_\_ is a character in the myth.

\_\_\_\_\_ is a god of Mount Olympus/other god/mortal/creature.

He/She/It should be placed in this section of the chart because . . .

**Sequencing:** First, . . . /Then, . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

currents  
genius

candle  
high/higher  
sea  
wing

Start Lesson

## Lesson 6: Daedalus and Icarus

# Vocabulary Building



**Primary Focus:** Students will identify the meanings of the general academic words *genius* and *currents*.

## WORD WORK (10 MIN.)

### Genius

Today's myth is about a very brilliant man, a genius, whose name was Daedalus.

Say the word *genius* with me three times.

**Definition:** A genius is a very smart, talented, or creative person.

**Example:** Daedalus was the genius who created the Labyrinth.

**Turn and Talk:** Tell your partner what you think of when you hear the word *genius*. Use the word *genius* when you tell about it.



## Support

Using hand motions, show what currents might look like.

Remember to be as descriptive as possible and use a complete sentence.

### Currents

In today's myth, Daedalus studies the birds and how they use the currents of air to fly.

Say the word *currents* with me three times.

**Definition:** Currents are strong flows of air or water moving in a certain direction.

**Example:** The ocean's currents carried Max's sailboat closer to shore.

When you are outdoors, you can tell which direction the air currents are moving by holding a strip of paper and seeing which direction the paper is blowing in the wind.



### Check for Understanding

**Turn and Talk:** Tell your partner what you think of when you hear the word *currents*. Use the word *currents* when you tell about it. Remember to be as descriptive as possible and use a complete sentence.

## Lesson 6: Daedalus and Icarus

# Focus on Text



**Primary Focus:** Students will sort characters in “Daedalus and Icarus” onto a Gods, Mortals, and Creatures chart.

### CHARACTER CHART (10 MIN.)

**Note:** Use Resource Page 4.6S as a visual guide for each of the characters. Place the image in the correct place in the chart. See completed chart below. Characters in “Daedalus and Icarus” are in italics.

|                                                                                                                                                    |                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Gods of Mount Olympus</b><br>Zeus<br>Demeter<br>Hades (Note: Hades is an Olympian god but does not live on Mount Olympus)<br>Athena             | <b>Other Gods</b><br>Prometheus<br>Epimetheus<br>Persephone<br>Helios |
| <b>Mortals</b><br>Pandora<br>Arachne<br>Prince Theseus<br>King Aegeus<br><b>King Minos</b><br>Princess Ariadne<br><b>Daedalus</b><br><b>Icarus</b> |                                                                       |
| <b>Creatures</b><br>Cerberus<br>Minotaur                                                                                                           |                                                                       |

### Support

#### Sentence frame:

“\_\_\_\_\_ is a character in the myth.”

The read-aloud today was a Greek myth about Daedalus and Icarus [/ik\*ə\*rəs/]. In the myth, Daedalus and Icarus, there are several characters.

**Ask:** Who are the characters in the myth?

» King Minos [/mie\*nəs/], Daedalus, Icarus

**Review:** In Greek myths, characters can be gods/goddesses, mortals, and creatures.

**Definitions:** Gods are characters that have special powers and are immortal—they will never die.

## Support

### Sentence frame:

"\_\_\_\_\_ is a god of Mount Olympus/other god/mortal/creature."

### Sentence starter:

"He/She/It should be placed in this section of the chart because . . ."

Mortals are living characters that will eventually die, such as humans.

Creatures are characters that can have special powers, but unlike Gods, they can eventually die.

There are four parts on this chart: Gods of Mount Olympus, Other Gods, Mortals, and Creatures.

**Ask:** Where should each character be placed on the chart? Why should that character be placed there?

## Lesson 6: Daedalus and Icarus

# Rewind



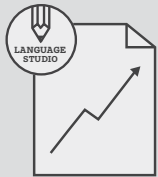
**Primary Focus:** Students will use linking and temporal words and phrases to connect events from the myth "Daedalus and Icarus."

### WHICH HAPPENED FIRST? (10 MIN.)

**Note:** You may wish to have students fill out Activity Page 6.1S as the class does this activity.

- Tell students that you are going to play a game called "Which Happened First?" You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then another volunteer will write the word *Then* on the blank before the sentence that happens second in the story.
- Write the words *First* and *Then* on the board for students to see. Be sure that students understand that *First* means that it happens before something else, and *Then* means it happens later or after what happens first.

## Activity Page 6.1S



## Support

### Sentence starters:

"First, . . ."

"Then, . . ."



### First/Then

One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then another volunteer will write the word *Then* on the blank before the sentence that happens second in the story.

1. \_\_\_\_\_, King Minos is upset at Daedalus for helping Theseus. (*First*)  
\_\_\_\_\_, King Minos locks up Daedalus and his son in a tall tower. (*Then*)
2. \_\_\_\_\_, Daedalus makes wings. (*Then*)  
\_\_\_\_\_, Daedalus asks for books to read and candles. (*First*)
3. \_\_\_\_\_, Daedalus and Icarus strap on their wings. (*Then*)  
\_\_\_\_\_, Daedalus teaches Icarus how to ride the winds down to the harbor. (*First*)
4. \_\_\_\_\_, Icarus flies higher and higher. (*First*)  
\_\_\_\_\_, Daedalus watches as Icarus falls down into the sea. (*Then*)

## 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   | K4 L6                                                                                                                     |
| Activity Name      | First/Then                                                                                                                |
| Proficiency Levels |                                                                                                                           |
| Entering           | Student uses frequently occurring linking words (e.g., <i>First</i> , <i>Then</i> ) to connect story events with support. |
| Emerging           | Student uses frequently occurring linking words (e.g., <i>First</i> , <i>Then</i> ) to connect story events.              |
| Transitioning      | Student uses a growing number of linking/temporal words and phrases to connect story events with support.                 |
| Expanding          | Student uses a growing number of linking/temporal words and phrases to connect story events..                             |
| Bridging           | Student uses a variety of linking/temporal words and phrases to connect story events.                                     |

End Lesson



### Writing Understanding Cohesion

#### Entering/Emerging

Provide a bank of frequently occurring linking words (e.g., *First*, *Then*).

#### Transitioning/Expanding

Brainstorm additional linking/temporal words and phrases that students can write in.

#### Bridging

Challenge students to use their own temporal statements (e.g., In the beginning, before long, right after that).

## 7

## GREEK MYTHS

## Hercules

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will use the general academic words *guilt* and *temper* in context.

**Writing**

Students will provide ideas for a Greek myth.

## FORMATIVE ASSESSMENT

Speaking

Word to World [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

Planning: Greek Myth [Activity Page 7.1S]

## LESSON AT A GLANCE

|                                 | Time    | Materials                                                                                                                                                                       |
|---------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>      |         |                                                                                                                                                                                 |
| Word Work: <i>Guilt, Temper</i> | 10 min. |                                                                                                                                                                                 |
| <b>Write About It</b>           |         |                                                                                                                                                                                 |
| Planning: Greek Myth            | 20 min. | <input type="checkbox"/> Activity Page 7.1S<br><input type="checkbox"/> chart paper, chalkboard, or whiteboard<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 7.1S, and copy it onto chart paper.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                 |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Provide real world examples of guilt and temper.</li> <li>• Contribute ideas for a Greek myth.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                       |                                  |                                 |
| I would feel guilt if . . .<br><br>When someone _____, this shows a bad temper.                                                                    |                                  |                                 |
| Vocabulary                                                                                                                                         |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                    | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| myth                                                                                                                                               | guilt<br>temper                  |                                 |

## Lesson 7: Hercules

## Vocabulary Building



**Primary Focus:** Students will use the general academic words *guilt* and *temper* in context.

## Support

**Sentence starter:**

"I would feel guilt if . . ."

**WORD WORK (10 MIN.)****Guilt**

In today's myth, one of Hercules's [/her\*kyə\*leez/] friends suggests that Hercules find a way to work away his guilt.

Say the word *guilt* with me three times.

**Definition:** Guilt is the feeling you have when you do something wrong.

**Example:** Hercules felt guilt after he knocked down his neighbor's home in anger.

**Formative Assessment**

**Word to World:** What are some actions that might make you feel guilt?

**Temper**

In today's myth you will meet a character who has a bad temper.

Say the word *temper* with me three times.

**Definition:** You have a temper when you get angry very easily.

**Example:** Hercules had a temper, if anyone made him mad, he would attack and hit that person.



### Check for Understanding

**Word to World:** Tell your partner about actions that show a bad temper.

### Support

#### Sentence frame:

"When someone \_\_\_\_\_, this shows a bad temper."

#### Sentence starter:

"A myth is . . ."

## Lesson 7: Hercules

# Write About It



**Primary Focus:** Students will provide ideas for a Greek myth.

### PLANNING: GREEK MYTH (20 MIN.)

- Remind students that they have been listening to Greek myths, which are specific kinds of fictional stories.

#### Review: What is a myth?

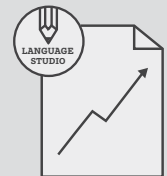
- » A myth is a fictional story from the ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods, goddesses, mortals, and creatures.



### Planning: Greek Myth

[Give students Activity Page 7.1S.] We are going to write our own myths. Remember there are three steps in the writing process: plan, draft, and edit. Today we will plan our myths.

### Activity Page 7.1S



What are some events in nature that you would like to explain in your myth?

- » Suggestions: Why there is lightning; why do volcanoes erupt; why do olives grow on trees; why does the sun rise every morning and set every evening, etc.

**Note:** Brainstorming can be done individually first, and then with partner pairs or in small groups. Explain that because this is brainstorming, they should feel free to share any ideas that come to mind. Continue collecting ideas that come to mind until you have several ideas recorded on a piece of chart paper, a chalkboard, or a whiteboard.





### Writing Understanding Text Structures

#### Entering/Emerging

Allow students to draw sketches of their ideas. Provide a simple word bank to help students fill out the Character and Setting sections of the myth planner.

#### Transitioning/Expanding

Brainstorm ideas for each category and write responses on the board.

#### Bridging

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

- Have students select one of these ideas as the topic for their own myth. Then have them write this event in nature in the End box on Activity Page 7.1S.

What kinds of characters would you like to have in your myth?

- Tell students to write or draw their chosen characters in the corresponding Characters boxes.

What are some possible settings for your myth?

- Have students write or draw their chosen setting in the Setting box.

What will happen first in your myth?

- Have students write down what happens first in the Beginning box.

What do you think should happen next? Remind students that many events can happen in the middle of a story.

- Have students write this in the Middle box.
- Finally, have students repeat the event in nature in the End box.

## 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   | K4 L7                                                                |
| Activity Name      | Planning: Greek Myth                                                 |
| Proficiency Levels |                                                                      |
| Entering           | Student draws and labels ideas for a story with support.             |
| Emerging           | Student draws and labels ideas for a story.                          |
| 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

## GREEK MYTHS

# Other Adventures of Hercules

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

Students will add descriptive details to sentences.

**Writing**

Students will draft a Greek myth.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Adding Details [Informal Observation]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                    |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                                              |
| Adding Details             | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet<br><input type="checkbox"/> Images 7A-3, 8A-13 |
| <b>Write About It</b>      |         |                                                                                                              |
| Drafting: Greek Myth       | 20 min. | <input type="checkbox"/> Activity Page 7.1S<br><input type="checkbox"/> Activity Page 8.1S                   |

## ADVANCE PREPARATION

## Looking at Language

- Refer to the Adding Details activity in Lessons 3 and 4 for a list of adjectives that show feeling and describe appearance.
- Prepare Language Proficiency Recording Sheet for Speaking.

## Write About It

- Prepare Activity Page 8.1S, which will also be used in Lesson 9.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                               |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>Describe images using adjectives.</li> <li>Draft a Greek myth.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                     |                                  |                                 |
| <p>Hercules looks _____.<br/>(adj.)</p> <p>He feels _____.<br/>(adj.)</p>                                        |                                  |                                 |
| Vocabulary                                                                                                       |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| myth                                                                                                             |                                  |                                 |

## Lesson 8: Other Adventures of Hercules

## Looking at Language



**Primary Focus:** Students will add descriptive details to sentences.

### ADDING DETAILS (10 MIN.)

**Review:** We have learned that we use adjectives when we speak and write to give more information about a noun. Adjectives help what we say and write come to life. We have learned about adjectives that show feeling and describe the way someone or something looks.



#### Show image 7A-3: Hercules in exile

Today we will use the adjectives that you have learned to describe Hercules. With your partner describe Hercules in this part of the myth.



#### Show image 8A-13: Hercules happy again



#### Adding Details

With your partner describe Hercules in this part of the myth.

- Show additional images from the myths about Hercules and have students describe what they see using adjectives that show feeling and describe appearance.

#### Support

Refer to the Adding Details activity in Lessons 3 and 4 for lists of adjectives that show feeling and describe appearance. You may wish to review opposites at this time.

#### Sentence frames:

"Hercules looks \_\_\_\_."

"He feels \_\_\_\_."



#### Speaking Using Nouns and Noun Phrases

#### Entering/Emerging

Prompt students by asking questions about the colors and sizes of items in the image.

#### Transitioning/Expanding

Prompt students to use adjectives that describe appearance and shape.

#### Bridging

Prompt students to use adjectives that describe emotion and/or texture.

## 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   | K4 L8                                                                                                   |
| Activity Name      | Adding Details                                                                                          |
| Proficiency Levels |                                                                                                         |
| Entering           | Student uses familiar adjectives to describe the pictures in simple ways with support.                  |
| Emerging           | Student uses familiar adjectives to describe the pictures in simple ways.                               |
| Transitioning      | Student uses more complex adjectives to describe the pictures in a growing number of ways with support. |
| Expanding          | Student uses more complex adjectives to describe the pictures in a growing number of ways.              |
| Bridging           | Student uses a variety of adjectives to describe the pictures in a wide variety of ways.                |

### Lesson 8: Other Adventures of Hercules

## Write About It



**Primary Focus:** Students will draft a Greek myth.

### DRAFTING: GREEK MYTH (20 MIN.)

- Remind students that they have been listening to Greek myths. A myth is a specific kind of fictional story.



## Check for Understanding

### **Review:** What is a myth?

- » A myth is a fictional story from ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods, goddesses, mortals, and creatures.

We are in the process of writing our own myths. Remember, there are three steps in the writing process: plan, draft, and edit. Today we will draft or write down our myths.

- Give each student his or her plan (Activity Page 7.1S from the previous lesson) and Activity Page 8.1S.

Today you are going to use your words and sentences from the planning step to write the sentences for your myths. Your draft will contain the same information as your planning worksheet, but you will write it in paragraph form.

The beginning of your myth should introduce the characters and the setting, specifying where and when the myth takes place.

- Have students fill in the first part of their myths.
- Have students write the middle of their myths using the ideas from their planning activity pages.

The ending sentence of your myth should wrap up the myth and let the reader know that the myth is finished by explaining the event in nature.

- Have students write the ending of their myths.

Finally, you need to create a title for your myths. [Explain that the title is the very first thing someone will read and that it should give the reader an idea of what the myth is about.]

- Collect the students' work, and tell them that they will complete the editing step in the next lesson.

End Lesson

## Activity Pages 7.1S, 8.1S



## 9

## GREEK MYTHS

# Oedipus and the Riddle of the Sphinx

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

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

**Writing**

Students will proofread and edit a Greek myth.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Editing: Greek Myth [Activity Page 9.1S]

## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                                                                                                                                                                                                    |
|-----------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>        |         |                                                                                                                                                                                                                                                                              |
| Multiple-Meaning Word: <i>Bow</i> | 10 min. | <input type="checkbox"/> Poster 3M (Bow)                                                                                                                                                                                                                                     |
| <b>Write About It</b>             |         |                                                                                                                                                                                                                                                                              |
| Editing: Greek Myth               | 20 min. | <input type="checkbox"/> Activity Page 7.1S<br><input type="checkbox"/> Activity Page 8.1S<br><input type="checkbox"/> Activity Page 9.1S<br><input type="checkbox"/> chart paper, chalkboard or whiteboard<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Write items on the Editing Checklist (Activity Page 9.1S) on the board. Be sure to include basics, such as using capital letters at the beginning of sentences and punctuation at the end. You may also wish to include a specific grammar concept students are currently learning.
- Have the completed Activity Pages 7.1S and 8.1S from the previous lesson. Prepare Activity Page 9.1S. This is the editing checklist students will refer to while editing their narrative paragraphs. There are spaces on the checklist to add other proofreading items.
- Prepare Language Proficiency Recording Sheet for Writing.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss and share changes and edits to a myth.

### Language Forms and Functions

I liked the part in your myth when . . .

What do you think about adding . . . ?

I'm not sure what is happening here when . . .

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

bow

Start Lesson

## Lesson 9: Oedipus and the Riddle of the Sphinx

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *bow*.

### MULTIPLE MEANING-WORD: BOW (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.

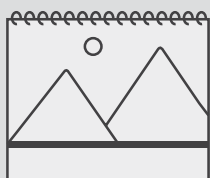
- Show Poster 3M (Bow).

In the read-aloud you heard Hercules think while he was defeating the Nemean lion, "I will bring my own bow and arrows [to shoot the lion]." Which picture shows this kind of bow? [*One*, point to the bow and then to the arrow.]

Bow is also something that is used for playing a violin and other instruments. Which picture shows this? [*Three*, point to the bow of the violin.]

Bow is also a knot that is made by tying a ribbon or string. Which picture shows this kind of bow? (*two*)

Poster 3M





### Check for Understanding

**Multiple Choice:** I am going to say some sentences with the word *bow*. Hold up one finger if my sentence tells about *bow* in picture one; hold up two fingers if my sentence tells about *bow* in picture two; hold up three fingers if my sentence is about *bow* in picture three.

- Her mother ties a bow in her hair. (*two*)
- You need a bow in order to play the violin. (*three*)
- The Native Americans hunted using a bow and arrow. (*one*)
- The soldier put the arrow into the bow and was ready to shoot. (*one*)
- The bow on the gift box is shiny. (*two*)

## Lesson 9: Oedipus and the Riddle of the Sphinx

# Write About It

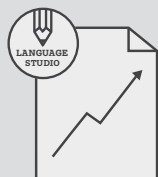


**Primary Focus:** Students will proofread and edit a Greek myth.

### EDITING: GREEK MYTH (20 MIN.)

- Tell students that together they are going to edit—or proofread—the Greek myths they have written in class. Explain that this means they are going to read their paragraphs to check for any mistakes and to make sure they have said everything they wanted or needed to say.
- Give each student his or her plan (Activity Page 7.1S) and draft of the myth (Activity Page 8.1S).

## Activity Pages 7.1S, 8.2S, 9.1S



### Writing Writing

#### Entering/Emerging

Ask yes/no questions about items on the Editing Checklist (e.g., “Did you capitalize the first word in your sentences?”)

#### Transitioning/Expanding

Have students work with a partner and use the Editing Checklist to identify mistakes in their drafts.

#### Bridging

Challenge students to add additional items to their checklist and/or suggest additional ways to edit their mistakes.



### Editing: Greek Myth

You are going to edit—or proofread—the narrative paragraphs you wrote in class. This means you are going to read your paragraphs to check for any mistakes and to make sure you have said everything you wanted or needed to say. [Encourage students to make edits to their Paragraph Chart using the Editing Checklist. (Activity Page 9.1S)]

- With a partner, have students:
  - share any mistakes they see
  - discuss what they like about each other’s myths
  - suggest changes to the myths, for example, adding something else from the plan
- After they have finished editing, students should copy their final narrative paragraphs on a piece of lined paper.

## 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   | K4 L9                                                                                                       |
| Activity Name      | Editing: Greek Myth                                                                                         |
| Proficiency Levels |                                                                                                             |
| Entering           | Student answers <i>yes/no</i> questions about items on the Editing Checklist.                               |
| Emerging           | Student identifies places in their writing that have mistakes and corrects them with help from the teacher. |
| Transitioning      | Student identifies places in their writing that have mistakes with help from a peer.                        |
| Expanding          | Student identifies places in their writing that have mistakes and corrects them with help from a peer.      |
| Bridging           | Student identifies additional items to check in their draft and suggests a way to edit mistakes.            |

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

10

GREEK MYTHS

Atalanta and the Golden Apples

PRIMARY FOCUS OF LESSON**Speaking**

Students will sort the characters in “Atalanta and the Golden Apples” onto a Gods, Mortals, and Creatures chart.

Writing

Students will write descriptive sentences using adjectives.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Draw and Describe [Activity Page 10.1S]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Focus on Text | | |
| Character Chart | 10 min. | <input type="checkbox"/> Gods, Mortals, and Creatures Chart
<input type="checkbox"/> Resource Page 4.7S |
| Looking at Language | | |
| Draw and Describe | 20 min. | <input type="checkbox"/> Activity Page 10.1S
<input type="checkbox"/> drawing paper, drawing tools
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Focus on Text

- Continue adding to the class Gods, Mortals, and Creatures Chart. Use the character cut-outs on Resource Page 4.7S.

Looking at Language

- Prepare Activity Page 10.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss characters in a myth.
- Write descriptive sentences using adjectives.

Language Forms and Functions

_____ is a character in the myth.

_____ is a god of Mount Olympus/other god/mortal/creature.

He/She/It should be placed in this section because . . .

My character is _____.

He/She/It is feeling _____.
(adj.)

Start Lesson

Lesson 10: Atalanta and the Golden Apples

Focus on Text



Primary Focus: Students will sort the characters in “Atalanta and the Golden Apples” onto a Gods, Mortals, and Creatures chart.

CHARACTER CHART (10 MIN.)

Note: Use Resource Page 4.7S as a visual guide for each of the characters. Place the image in the correct place in the chart. See completed chart below. Characters in “Atalanta and the Golden Apples” are in italics.

| | |
|--|--|
| Gods of Mount Olympus
Zeus
Demeter
Hades (Note: Hades is an Olympian god but does not live on Mount Olympus)
Athena
Aphrodite | Other Gods
Prometheus
Epimetheus
Persephone
Helios
Eros |
| Mortals
Pandora
Arachne
Prince Theseus
King Aegeus
King Minos
Princess Ariadne
Daedalus
Icarus
Atalanta
Hippomenes | |
| Creatures
Cerberus
Minotaur | |

The read-aloud today was a Greek myth about Atalanta [/at*ə*lan*tə/] and the golden apples. In the myth, “Atalanta and the Golden Apples,” there are several characters.

Ask:

Who are the characters in the myth?

» Atalanta, Aphrodite [af*rə*die*tee/], Eros, Hippomenes [/hip*om*ə*neeZ/]

Review: In Greek myths, characters can be gods/goddesses, mortals, and creatures.

Definitions: Gods are characters that have special powers and are immortal—they will never die.

Mortals are living characters that will eventually die, such as humans.

Creatures are characters that can have special powers, but unlike Gods, they can eventually die.

There are four parts on this chart: Gods of Mount Olympus, Other Gods, Mortals, and Creatures.

Support

Sentence frame:

“_____ is a character in the myth.”

Support

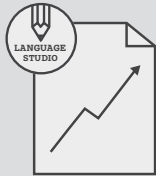
Sentence frame:

"_____ is a
god of Mount Olympus/
other god/mortal/
creature."

Sentence starter:

"He/She/It should be
placed in this section of
the chart because . . ."

Activity Page 10.1S



Support

You may wish to write
the following sentence
frame on the board for
students to use: "My
character is _____."

"He/She/It is
feeling _____."
(adj.)



Check for Understanding

Ask: Where should each character be placed on the chart? Why should that character be placed there?

Lesson 10: Atalanta and the Golden Apples

Looking at Language



Primary Focus: Students will write descriptive sentences using adjectives.

DRAW AND DESCRIBE (20 MIN.)

We have learned that we use adjectives when we speak and write to give more information about a noun. Adjectives help what we say and write come to life. We have learned about adjectives that show feeling and describe the way someone or something looks.

- Give each student Activity Page 10.1S.



Draw and Describe

First draw a picture of one of the characters from a myth you have heard. Then write a descriptive sentence using adjectives about your character.

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 | K4 L10 |
| Activity Name | Draw and Describe |
| Proficiency Levels | |
| Entering | Student describes picture using words and short phrases. |
| Emerging | Student describes picture using a the provided sentence frame. |
| Transitioning | Student writes a sentence about the character using adjectives generated from the small group with support. |
| Expanding | Student writes a sentence about the character using adjectives generated from the small group. |
| Bridging | Student writes descriptive sentence(s) independently. |

~ End Lesson ~



Writing Using Nouns and Noun Phrases

Entering/Emerging

Provide sentence frame for students to copy down and fill in with adjectives.

Transitioning/Expanding

Have students brainstorm adjectives for a specific character from a myth in small groups.

Bridging

Challenge students to write one or two descriptive sentences on their own, then share their sentence(s) with a partner.

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