

# Language Studio

Teacher Guide

Grade 2

### Volume 2

#### **Teacher Guide**



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#### Language Studio 5

## The War of 1812



#### **Grade 2 | Language Studio 5**

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# 1

#### **THE WAR OF 1812**

# America in 1812, Part I

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will identify the meanings of the general academic word *seize* and the domain-specific word *impressment* in context.

#### Writing

Students will connect ideas to show cause and effect.

#### Listening

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

#### FORMATIVE ASSESSMENT

Listening

Multiple Choice [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

Writing

Cause and Effect [Activity Page 1.1S]

#### LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: Seize, Impressment	10 min.	□ Image 1A-8
Looking at Language		
Cause and Effect	15 min.	☐ Activity Page 1.1S
		☐ chart paper or sentence strips
		☐ Language Proficiency Recording Sheet
Vocabulary Building		
Multiple-Meaning Word: Act	5 min.	□ Poster 1M (Act)

#### ADVANCE PREPARATION

#### **Looking at Language**

- Prepare Activity Page 1.1S. Prepare sentence strips using each of the sentences on the activity page.
- Prepare Language Proficiency Recording Sheet for Writing

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

• Construct sentences that convey cause and effect.

#### **Language Forms and Functions**

\_\_\_\_ are practicing impressment.

**Cause/Effect:** The size of the United States doubled <u>because</u> Thomas Jefferson purchased the Louisiana Territory from France.

The British didn't have enough sailors, <u>so</u> the British began to capture men from other countries' ships and force them to join the British navy.

#### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
blockaded	act	king
impressment	capture	sailor
navy	seize	ship

Start Lesson

# Lesson 1: America in 1812, Part I Look Ahead



**Primary Focus:** Students will identify the meanings of the general academic word *seize* and the domain-specific word *impressment* in context.

#### **VOCABULARY PREVIEW (10 MIN.)**

#### Seize

In today's read-aloud you will hear that the British and the French began to seize American ships.

Say seize with me three times.

**Definition:** To seize something means to use official power to take something.

**Examples:** Americans were angry when the British began to seize their ships.

Lonnie seized the ball from the other team.

#### Ask

Can you think of other words or phrases that are synonyms of—or similar to—seize?

» grab, snatch, catch, carry off, get hold of, take, take over

Now can you think of words that are antonyms of—or the opposite of—seize?

» free, let go, lose, release, set free

#### **Impressment**



# Show image 1A-8: Impressment of sailors by the British navy

In today's read-aloud you will hear that the impressment of U.S. citizens upset the American people and the U.S. government.

Say the word *impressment* with me three times.

**Definition:** *Impressment* is forcing others to work for you. The British forced U.S. sailors to work for the British navy, even when the U.S. sailors did not want to. This practice of forcing men into the British navy was called impressment.

#### Support

# Sentence frame: \_\_\_\_ are practicing impressment."

#### Check for Understanding

**Who Am I?:** Can you tell who the British sailors are in this image?

» the two men on the right

Who is the U.S. sailor?

» the man captured on the left

Who is practicing impressment in this image?

» the British sailors

#### Lesson 1: America in 1812, Part I

# Looking at Language



Primary Focus: Students will connect ideas to show cause and effect.

#### CAUSE AND EFFECT (15 MIN.)

- Give students Activity Page 1.1S.
- Tell students you are going to play a game called "Cause and Effect." First, read a pair of sentences that you have written on chart paper or sentence strips. Then, have students identify which one is the cause and which one is the effect. Have students write cause and effect in the blanks.
- Lead the class in connecting the two statements together. Use the linking words so and because and phrases to show cause and effect. Have students copy the cause/effect statement onto the activity page.
  - \_\_\_\_\_ The British blockaded several U.S. Ports. (effect)
     \_\_\_\_ The British did not want the United States to trade with the French. (cause)
    - » The British did not want the United States to trade with the French, so the British blockaded several U.S. Ports.
  - 2. \_\_\_\_ The Americans created a new form of government with representatives. (effect)
    - \_\_\_\_\_ The Americans didn't want to be ruled by kings. (cause)
      - » The Americans created a new form of government with representatives because the Americans didn't want to be ruled by kings.



#### Cause and Effect

With a partner, identify which statement is the cause and which one is the effect. Write *cause* and *effect* in the blanks. Then, connect the two statements together using the linking words so or *because* to show cause and effect. Write the cause/effect statement on the lines of your activity page.

#### Activity Page 1.1S





Writing Connecting Ideas

#### **Entering/Emerging**

Stress the linking word (e.g., so, because) in the cause/effect statement, and have students repeat the statement after you. Write the statement on the board for students to copy.

#### **Transitioning/Expanding**

Provide model sentence frames that show cause/effect.

#### **Bridging**

Invite students to combine two ideas into a cause/effect statement using a bank of linking words.

#### Support

#### **Sentence frames:**

"The size of the United States doubled <u>because</u> Thomas Jefferson purchased the Louisiana Territory from France."

"The British didn't have enough sailors, so the British began to capture men from other countries' ships and force them to join the British navy."

3.	Thomas Jefferson purchased the Louisiana Territory from France.
	(cause)
	The size of the United States doubled. (effect)
4.	The British didn't have enough sailors. (cause)
	The British began to capture men from other countries' ships and
	force them to join the British navy. (effect)

#### 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	K5 L1	
Activity Name	Cause and Effect	
Proficiency Levels		
Entering	Student copies model of cause/effect statement.	
Emerging	Student writes cause/effect statement, using a model for support.	
Transitioning	Student writes cause/effect statement using linking words from sentence frames with developing control.	
Expanding	Student writes cause/effect statements using linking words with increasing independence.	
Bridging	Students writes cause/effect statements using linking words independently.	

# Vocabulary Building



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

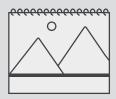
#### MULTIPLE-MEANING WORD: ACT (5 MIN.)

**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 (Act).] Thomas Jefferson passed the Embargo Act of 1807. This meant that there would be no more trade with Britain. Here *act* means a law made or written by the government. Which picture shows this? *(one)* 

Act also means to perform in a play or movie. Which picture shows this? (two)

#### Poster 1M



#### Formative Assessment

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

- The student is going to act in the play about the war. (two)
- The Embargo Act caused more problems for American Farmers. (one)
- The senators passed an act to help schools. (one)
- The magician worked hard to improve his act. (two)

End Lesson

**LESSON** 

# 2

#### **THE WAR OF 1812**

# America in 1812, Part II

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will determine how the prefix *inter* – changes the meaning of a word.

#### Writing

Students will connect ideas to show cause and effect.

#### **FORMATIVE ASSESSMENT**

**Speaking** 

Turn and Talk [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

Writing

Cause and Effect [Activity Page 2.1S]

#### LESSON AT A GLANCE

	Time	Materials
Looking at Language		
Turn and Talk: Prefix inter-	15 min.	
Cause and Effect	15 min.	<ul> <li>Activity Page 2.1S</li> <li>chart paper or sentence strips</li> <li>Language Proficiency Recording Sheet</li> </ul>

#### **ADVANCE PREPARATION**

#### **Looking at Language**

- Prepare Activity Page 2.1S. Prepare sentence strips using each of the sentences on the activity page.
- Prepare Language Proficiency Recording Sheet for Writing.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

• Construct sentences that convey cause and effect.

#### **Language Forms and Functions**

**Cause/Effect:** President Jefferson was angry with the British for attacking the USS Chesapeake, so President Jefferson passed the Embargo Act of 1807.

The War Hawks in Congress put together a committee <u>because</u> the War Hawks were furious and wanted to go to war.

Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	committee furious interfere	angry ignore

# Lesson 2: America in 1812, Part II Looking at Language



#### **Primary Focus**

Students will determine how the prefix *inter*– changes the meaning of a word. Students will connect ideas to show cause and effect.

#### TURN AND TALK: PREFIX INTER- (15 MIN.)

Teacher Reference Chart		
inter- = between		
Word	Definition	Example
interfere	to come between two people or things in order to stop something from happening	Have Student 1 walk toward Student 2, while Student 3 tries to hinder Student 1 from getting to Student 2.
interact	to act together	Have Students 1, 2, and 3 talk to each other.
interject	to say something that interrupts a conversation	Have Students 1 and 2 have a conversation, which Student 3 interrupts.
intervene	to help solve a problem between two people	Have Students 1 and 2 argue, and have Student 3 try to help them resolve their problem.
interstate	between two or more states	Point out interstate highways on a U.S. map (preferably ones your students might be familiar with); emphasize that these highways cross through more than one state.
international	between two or more nations or countries	Point out several countries on a world map, and tell students that anything that has to do with more than one country is considered international (e.g., markets, television stations, schools, airports).

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Teacher Reference Chart  inter- = between		
intermediate	between beginning and advanced	Present this word in terms of levels (e.g., swimming, language, art, sports).
interschool/ interscholastic	between two or more schools	Ask students to name other schools in the area. Tell students that anything that has to do with more than one school is considered interschool or interscholastic (e.g., sporting events, spelling bees, and carnivals).

A prefix is a word part with its own meaning that is added to the beginning of a word that has a different meaning. In this lesson, we will focus on the prefix *inter*—.

In today's read-aloud you heard that "the British promised not to . . . interfere with the United States' business or activities."

**Definition:** *Interfere* means to come between two people or things in order to stop something from happening.

**Ask:** How did Britain interfere with the United States' activities?

» Britain blockaded U.S. ports to interfere with U.S. trade with France, and Britain gave Native Americans weapons to interfere with Americans who were settling in the northern territories.

When you hear the prefix *inter*—, it tells you that the word has something to do with being between two or more people or things.

• Choose two to three words on the Teacher Reference Chart. Say each word, putting emphasis on *inter*—, and have students guess what the meaning of the word might be. Tell students the definition. Then demonstrate or further explain the word using an example from the chart.



#### Formative Assessment

**Turn and Talk:** With your partner, make a sentence using a word that has the prefix *inter*–.

#### Activity Page 2.1S



#### Support

#### **Sentence frames:**

"President Jefferson was angry with the British for attacking the USS Chesapeake, so President Jefferson passed the Embargo Act of 1807."

"The War Hawks in Congress put together a committee <u>because</u> the War Hawks were furious and wanted to go to war."

#### CAUSE AND EFFECT (15 MIN.)

- Give students Activity Page 2.1S.
- Tell students you are going to play a game called "Cause and Effect." First, read a pair of sentences that you have written on chart paper or sentence strips. Then, have students identify which one is the cause and which one is the effect. Have students write cause and effect in the blanks.
- Lead the class in connecting the two statements together. Use the linking words so and because and phrases to show cause and effect. Have students copy the cause/effect statement onto the activity page.
  - The British commander ordered his men to open fire. (effect)
     The American captain refused to let the British search the USS Chesapeake. (cause)
    - » The American captain refused to let the British search the *USS Chesapeake*, so the British commander ordered his men to open fire.
  - 2. \_\_\_\_ On June 18, 1812, the United States declared war on Great Britain. (effect)
    - \_\_\_\_ The British continued to ignore the president's requests to stop interfering. (cause)
      - » On June 18, 1812, the United States declared war on Great Britain because the British continued to ignore the president's requests to stop interfering.



#### Cause and Effect

With a partner, identify which statement is the cause and which one is the effect. Write cause and effect in the blanks. Then, connect the two statements together using the linking words so or because to show cause and effect. Write the cause/effect statement on the lines of your activity page.

3.	President Jefferson was angry with the British for attacking the
	USS Chesapeake. (cause)
	President Jefferson passed the Embargo Act of 1807. (effect)
4.	The War Hawks were furious and wanted to go to war. (cause)
	The War Hawks in Congress put together a committee. (effect)

#### 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	K5 L2		
Activity Name	Cause and Effect		
	Proficiency Levels		
Entering	Student copies model of cause/effect statement.		
Emerging	Student writes cause/effect statement, using a model for support.		
Transitioning	Student writes cause/effect statement using linking words from sentence frames with developing control.		
Expanding	Student writes cause/effect statement using linking words with increasing independence.		
Bridging	Students writes cause/effect statement using linking words independently.		





Writing Connecting Ideas

#### **Entering/Emerging**

Stress the linking word (e.g., so, because) in the cause/effect statement, and have students repeat the statement after you. Write the statement on the board for students to copy.

#### **Transitioning/Expanding**

Provide sentence frames that show cause/effect.

#### **Bridging**

Invite students to combine two ideas into a cause/effect statement using a bank of linking words.

**LESSON** 

# 3

#### **THE WAR OF 1812**

# Mr. and Mrs. Madison

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will identify the meanings of the domain-specific words and phrases govern and First Lady in context.

#### Reading

Students will listen to an interactive read-aloud about the Madisons.

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

Q & A [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: Govern, First Lady	10 min.	☐ Image 3A-5 ☐ pictures of current First Lady
Interactive Read-Aloud: "Mr. and Mrs. Madison"	20 min.	<ul><li>□ Images 3A-1−3A-9</li><li>□ Language Proficiency Recording Sheet</li></ul>

#### ADVANCE PREPARATION

#### **Look Ahead**

• Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

# • Ask and answer questions about a read-aloud. Language Forms and Functions The capital of the United States is \_\_\_\_\_. I have a question about ... I don't understand ... Why did ...? Vocabulary Tier 3 Domain-Specific Words Tier 2 General Academic Words Factorian Tier 1 Everyday Speech Words

Start Lesson

country grandfather

president

war

cheerful/outgoing

convince interfering

looming

# Look Ahead



#### **Primary Focus**

govern

Students will identify the meanings of the domain-specific words and phrases govern and First Lady in context.

Students will listen to an interactive read-aloud about the Madisons.

#### **VOCABULARY PREVIEW (10 MIN.)**

#### Govern

In today's read-aloud you will hear that James Madison thought that the Americans should be able to govern themselves.

Say govern with me three times.

**Definition:** To govern means to rule and control.

**Example:** The Americans did not think Britain governed them fairly.

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#### Ask

Who do you think should govern our class?

Who governs our school?

» name principal and vice principals

Who governs our state?

» name current state governor

Who governs our city?

» name current city mayor

#### **First Lady**



#### **Show image 3A-5: Portrait of Dolley Madison**

In today's read-aloud you will meet the first First Lady.

Say the term *First Lady* with me three times.

**Definition:** *First Lady* refers to the wife of the U.S. president.

**Example:** Dolley Madison was the first First Lady and lived in the White House during the War of 1812.

**Ask:** What other First Ladies do you know?



#### Check for Understanding

**Turn and Talk:** With your partner, discuss what you think the First Lady does.

#### INTERACTIVE READ-ALOUD: "MR. AND MRS. MADISON" (20 MIN.)



## Show image 3A-1: Children running to the house

It was a beautiful spring day in central Virginia. Ten-year old J.P. and his younger sister Adele [/ə\*del/] raced from their home through the pasture, or field, that led to their grandfather's farmhouse. Their Grandfather Lafitte [/lə\*feet/] loved to tell the children stories. Today he had promised to tell them all about the War of 1812.



# Show image 3A-2: Grandfather and children on the porch

Grandfather Lafitte was waiting for the children on the front porch.

"I think I will start at the beginning and tell you about the man who was president when the war began."

Who was our fourth President? (James Madison)

"James Madison!" said Adele proudly. She had learned a lot about James Madison in school.



# Show image 3A-3: James Madison as a young boy

"As a young man, James Madison did not like the way the colonies were run by Britain. He thought the colonists should be able to govern themselves.

"After the Revolutionary War, Americans won their freedom and they became citizens of a new nation—the United States of America."

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## Show image 3A-4: The Constitutional Convention

Grandfather continued, "After the war, James Madison continued to be involved in governing Virginia. In fact, much of the Constitution was written by James Madison. But he did get some help from George Washington and many other Founding Fathers. James Madison also helped to write another part of the Constitution called the Bill of Rights."



#### Show image 3A-5: Portrait of Dolley Madison

"In 1793, when he was forty-two, James Madison met a young woman named Dolley Payne Todd. Dolley Todd was twenty-five when she met James Madison. Dolley was known to be very cheerful and outgoing. Her friends introduced her to James Madison. Dolley and James liked each other and began to spend more and more time together. They got married in September 1794."

"Where did they live after they got married?" asked Adele.



# Show image 3A-6: James Madison's home, Montpelier

"Well, at first they lived in James Madison's family home, Montpelier, not too far from here. However, in 1801, when his close friend Thomas Jefferson became president, the Madisons moved to the new capital."

What is the capital of the United States?

(Washington, D.C.)

"Washington, D.C.!" exclaimed Adele.

"Exactly!" replied Grandfather Lafitte. "James Madison became Thomas Jefferson's secretary of state. That meant that he was responsible for dealing with other countries on behalf of the United States. Almost immediately, he had problems with Great Britain and with France."

#### Support

#### **Sentence frame:**

"The capital of the United States is

"What kind of problems, Grandfather?" asked Adele.

"Both countries were interfering with U.S. merchant ships," said Grandfather.



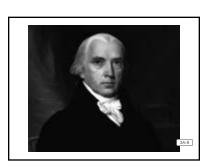
#### **Show image 3A-7: Impressment**

"The French military leader, Napoleon, wanted France to become the most powerful nation in the world. But Great Britain and other European nations wanted to stop him. Britain had one problem though. Although it had a powerful navy, it did not have enough sailors. To get more sailors, the British captured men

and forced them to join the British navy."

What vocabulary word from an earlier lesson does this remind you of?

» impressment, which means to force someone to work for you



#### **Show image 3A-8: Portrait of James Madison**

"That must not have made James Madison very happy," said Adele.

"It didn't. But no matter how hard he tried, he couldn't convince the British to stop. After being president for two terms, Thomas Jefferson suggested that his friend James Madison run for president. In March 1809,

James Madison became the fourth president of the United States."



#### Show image 3A-9: The president's house

"And Dolley Madison became the First Lady?" quizzed Adele.

"She did, indeed," replied Grandfather Lafitte.
"Dolley Madison was actually the first
First Lady. She was an excellent hostess and
helped design the inside of the White House."

#### Support

# **Sentence frame:**"The First Lady is \_\_\_\_\_."

#### Who is a First Lady?

» A First Lady is the wife of a U.S. president.

"By the time James Madison came into office, war was looming. James Madison felt that he had no other option but to lead his nation into war. On

June 18, 1812, the United States declared war on Great Britain."

• Give students time to ask and answer questions about the lesson.



#### Q & A

[Display images from the read-aloud for students to reference.] Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about one of the images. Ask your neighbor your question, and listen to the response. Take turns asking questions.

#### 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	K5 L3	
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 answers questions using key details from the text with support.	
Expanding	Student answers questions using key details from the text.	
Bridging	Student tells how key details support the main idea of the text.	

End Lesson

#### Support

#### **Sentence frames:**

"I have a question about . . . " "I don't understand . . . " "Why did . . . ?"



Reading Reading/Viewing Closely

#### **Entering/Emerging**

Help students think of key words and phrases from the text about the image.

#### **Transitioning/Expanding**

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 to explain how it supports the main idea of the text. LESSON

4

#### **THE WAR OF 1812**

# Another War Already?

#### PRIMARY FOCUS OF THE LESSON

#### Listening

Students will identify the meanings of the domain-specific words *army/soldiers* and *navy/sailors*.

#### **Speaking**

Students will gather information and report about a First Lady.

#### LANGUAGE PROFICIENCY ASSESSMENT

Listening

Vocabulary Preview [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials		
Look Ahead				
Vocabulary Preview: Army/Soldiers, Navy/Sailors	10 min.	<ul> <li>Image 4A-2</li> <li>additional images of U.S. Army and soldiers and of U.S. Navy and sailors (optional)</li> <li>Language Proficiency Recording Sheet</li> </ul>		
Talk Time				
Research: The First Lady	20 min.	websites and texts about First Ladies		

#### ADVANCE PREPARATION

#### **Look Ahead**

- [Optional] Gather additional images of the U.S. Army and soldiers and of the U.S. Navy and sailors.
- Prepare Language Proficiency Recording Sheet for Listening.

#### **Talk Time**

• Find websites about First Ladies.

#### FEATURES OF ACADEMIC LANGUAGE

Discourse Features				
Report about a First Lady.				
Language Forms and Functions				
She is from				
Her occupation is				
She has children/She does not have any children.				
The issues she is concerned about are				
Vocabulary				
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
army navy		sailor soldier		

Start Lesson

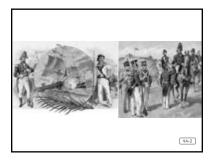
# Look Ahead



**Primary Focus:** Students will identify the meanings of the domain-specific words army/soldiers and navy/sailors.

#### **VOCABULARY PREVIEW (10 MIN.)**

#### **Army/Soldiers**



#### **Show image 4A-2: Army and navy uniforms**

In today's read-aloud you will hear about the U.S. Army and soldiers.

Say army and soldiers with me three times.

**Definitions:** An army is part of the military that protects and fights on land. Trained members of the army are called soldiers.

**Example:** At the beginning of the war, the U.S. Army was small, with very few soldiers.

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#### Vocabulary Preview

Which parts of this image represent the army and soldiers? [You may wish to show additional images of the U.S. Army and its soldiers. You may wish to have students make observations about how the Army in this image is different from the Army in the images you have brought in.]

#### Navy/Sailors

In today's read-aloud you will hear about the U.S. Navy and sailors.

Say navy and sailors with me three times.

**Definitions:** A navy is part of the military that protects and fights on sea. Trained members of the navy are called *sailors*.

**Examples:** At the beginning of the war, the U.S. Navy was stronger than the army. U.S. sailors knew the U.S. coastline much better than the British did.



#### Vocabulary Preview

Which parts of this image represent the navy and sailors? [You may wish to show additional images of the U.S. Navy and its sailors. You may wish to have students make observations about how the Navy in this image is different from the Navy in the images you have brought in.]



Listening Selecting Language Resources

#### **Entering/Emerging**

Display images, and help students determine whether they relate to army or navy.

#### **Transitioning/Expanding**

Display images of target words, and have students respond with the target words *army* or *navy*.

#### Bridging

Display images, and have students construct the meaning of the words in small groups.

#### 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	K5 L4	
Activity Name	Vocabulary Preview	
Proficiency Levels		
Entering	Student recognizes the meaning of the target word.	
Emerging	Student answers simple questions about the target word.	
Transitioning	Student determines the meaning of the target word with prompting and support.	
Expanding	Student determines the meaning of the target word using examples.	
Bridging	Student defines the target word in small groups.	

# Lesson 4: Another War Already? Talk Time



Support

#### **Sentence frames:**

"She is from \_\_\_\_\_."

"Her occupation

is \_\_\_\_\_."

#### **Sentence starter:**

"The issues she is concerned about are . . . "

**Primary Focus:** Students will gather information and report about a First Lady.

#### RESEARCH: MY FIRST LADY (20 MIN.)

#### **Ask**

Who is the First Lady for your research project? What do you know about her?

» Answers may vary.

What would you like to know about her?

- » Suggested questions: Where is the First Lady from? What is her occupation? What issues is she concerned about?
- Using a list of websites preapproved by you, have small groups of students search these sites to find out the answers to their questions.



#### Check for Understanding

**The First Lady:** After you have found the answers to your questions, share what you have learned with a group. Then with the group, report your research to the rest of the class.

– End Lesson

**LESSON** 

## 5

**THE WAR OF 1812** 

## The Attack on Washington, D.C.

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will connect ideas to show cause and effect.

#### Listening

Students will determine how the prefix re—changes the meaning of a word.

#### LANGUAGE PROFICIENCY ASSESSMENT

Writing

Cause and Effect [Activity Page 5.1S]

#### LESSON AT A GLANCE

	Time	Materials
Looking at Language		
Cause and Effect	15 min.	<ul> <li>Activity Page 5.1S</li> <li>chart paper or sentence strips</li> <li>Language Proficiency Recording Sheet</li> </ul>
Turn and Talk: Prefix re-	15 min.	

#### **ADVANCE PREPARATION**

#### **Looking at Language**

- Prepare Activity Page 5.1S. Prepare sentence strips using each of the sentences on the activity page.
- Prepare Language Proficiency Recording Sheet for Writing.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- · Construct sentences that convey cause and effect.
- Make a sentence using the prefix re-.

#### **Language Forms and Functions**

**Cause/Effect:** Mrs. Madison realized that the British soldiers were on their way, <u>so</u> Mrs. Madison got ready to leave.

The Madisons found their home was very badly damaged <u>because</u> the British set fire to the White House.

Vocabulary			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
army capital	capturing damaged surrendering	city fire return	

Start Lesson

Lesson 5: The Attack on Washington, D.C.

## Looking at Language



#### **Primary Focus**

Students will connect ideas to show cause and effect.

Students will determine how the prefix re- changes the meaning of a word.

#### CAUSE AND EFFECT (15 MIN.)

- Give each student Activity Page 5.1S.
- Tell students you are going to play a game called "Cause and Effect." First, read a pair of sentences that you have written on chart paper or sentence strips. Then, have students identify which one is the cause and which one is the effect. Have students write cause and effect in the blanks.
- Lead the class in connecting the two statements together. Use the linking words so and because and phrases to show cause and effect. Have students copy the cause/effect statement onto the activity page.

Activity Page 5.1S



The War of 1812 Language Studio 5

1.		The British sent an army to Washington, D.C. <i>(effect)</i> The British wanted to capture the capital city. <i>(cause)</i>
	»	The British sent an army to Washington, D.C., because the British wanted to capture the capital city.
2.		Mrs. Madison wanted to save some items in the White House. use)
	war	Mrs. Madison saved the items that she knew her husband would nt. (effect)
	*	Mrs. Madison wanted to save some items in the White House, so Mrs. Madison saved the items that she knew her husband would want.
		Cause and Effect
_	<b>/</b> )	With a partner, identify which statement is the cause and which one is the effect. Write cause/effect in the blanks. Then, connect the two statements together using the linking words so or because to show cause and effect. Write the cause/effect statement on the lines of your activity page.

\_ Mrs. Madison realized that the British soldiers were on their way.

4. \_\_\_\_\_ The Madisons found their home was very badly damaged. (effect)

The British set fire to the White House. (cause)

3. \_\_\_\_ Mrs. Madison got ready to leave. (effect)

#### Support

#### **Sentence frames:**

"Mrs. Madison realized that the British soldiers were on their way, <u>so</u> Mrs. Madison got ready to leave."

"The Madisons found their home was very badly damaged because the British set fire to the White House."



Writing
Connecting Ideas

#### **Entering/Emerging**

Stress the linking word (e.g., so, because) in the cause/effect statement, and have students repeat the statement after you. Write the statement on the board for students to copy.

#### **Transitioning/Expanding**

Provide sentence frames that show cause/effect.

#### Bridging

Invite students to combine two ideas into a cause/effect statement using a bank of linking words.

(cause)

#### 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	K5 L5	
Activity Name	Cause and Effect	
	Proficiency Levels	
Entering	Student copies model of cause/effect statement.	
Emerging	Student writes cause/effect statement, using a model for support.	
Transitioning	Student writes cause/effect statement using linking words from sentence frames with developing control.	
Expanding	Student writes cause/effect statement using linking words with increasing independence.	
Bridging	Students writes cause/effect statement using linking words independently.	

The War of 1812 Language Studio 5

#### TURN AND TALK: PREFIX RE- (15 MIN)

Teacher Reference Chart			
re- = again			
Word	Definition	Example	
return	to go back; to give back	Have a student go from Point A to Point B and then back to Point A.	
retell	to tell again	Tell the class's favorite stories over again.	
redo	to do again	Do a worksheet over again.	
rewrite	to write again	Write a word or sentence over again.	
recharge	to charge again	Charge batteries for a cell phone or flashlight.	
recycle	to use again	List materials that can be used again: paper, glass, cans, etc.	
reuse	to use again	List items that can be reused around the classroom or school: cardboard boxes, yogurt containers, clothing, etc.	
retry	to try again	Ask a student to do a difficult task. Then give the student a tool that can help complete the task, and ask the student to try again.	

In today's read-aloud you heard that "when the Madisons **returned** [to the president's house], they found their home still standing."

#### Ask

Why did the Madisons need to leave their house?

» The British were attacking Washington, D.C.

Why do you think the Madisons **returned** to their home?

» Answers will vary.

Remember that a prefix is made up of letters at the beginning of a word. When you hear the prefix re-, it tells you that the word has

- something to do with going back or doing something again. For example, in the sentence you just heard, the word *returned* means to go back.
- Choose two or three words on the Teacher Reference Chart. Say each word, putting emphasis on re-, and have students guess the meaning of the word. Tell students the definition. Then demonstrate or further explain the word, using an example from the chart.



#### Check for Understanding

**Turn and Talk:** With your partner, make a sentence using a word that has the prefix re-. [If time allows, you may wish to have students illustrate the word.]

End Lesso

## 6

#### **THE WAR OF 1812**

## Broad Stripes and Bright Stars

#### PRIMARY FOCUS OF LESSON

#### Listening

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

#### **Speaking**

Students will add adverbs to sentences to describe how an action is done. Students will retell events from "Broad Stripes and Bright Stars" using the linking words *first*, *then*, *next*, and *last*.

#### FORMATIVE ASSESSMENT

**Speaking** 

Retelling [Activity Page 6.1S]

#### LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Adding Details [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials	
Vocabulary Building			
Multiple-Meaning Word: <i>Branch</i> es	5 min.	☐ Poster 2M (Branches)	
Looking at Language			
Adding Details	15 min.	☐ Language Proficiency Recording Sheet	
Rewind			
Retelling: What Happened First?	10 min.	☐ Activity Page 6.1S	

#### **ADVANCE PREPARATION**

#### **Looking at Language**

• Prepare Language Proficiency Recording Sheet for Speaking.

#### Rewind

• Prepare Activity Page 6.1S.3

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Create descriptive sentences using adverbs.
- Retell events from a read-aloud using linking words first, then, next, and last.

#### **Language Forms and Functions**

Grandfather LaFitte smiled proud<u>ly</u> at his grandchildren.

**Retell:** First ... / Next ... / Then ... / Last ...

Vocabulary			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
army/navy branches cannons fort	easily proudly	city ship	

The War of 1812 Language Studio 5

## Vocabulary Building



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

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

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

[Show Poster 2M (Branches).] In the read-aloud you heard that James Madison "was responsible for organizing the government into three branches with different powers." Here, *branches* means the three parts of government. Which picture shows this? (one)

Branches can also refer to things that go outward from a main source, such as rivers. Which picture shows this? (four)

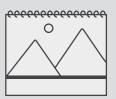
Branches also means offices of a business, such as branches of a bank or branches of a supermarket. Which picture shows this? (three)

Branches are also parts of a tree that grow out from the trunk. Which picture shows this? (two)

#### Check for Understanding

**Multiple-Meaning Word:** Now that we have gone over the different meanings for *branches*, quiz your partner on these different meanings. Use complete sentences. For example, you could say, "On the weekend, my mother takes me to get groceries at one of the branches of [supermarket in the area]." And your partner should respond, "That's number three."

Poster 2M



## Lesson 6: Broad Stripes and Bright Stars Looking at Language



**Primary Focus:** Students will add adverbs to sentences to describe how an action is done.

#### ADDING DETAILS (15 MIN.)

Teacher Reference Chart		
−ly = characteristic of; done in a certain manner		
Word Definition Example		
easily	done without much difficulty or effort	Have students do an easy task.
surely	sure to happen or sure to be true	Discuss a cause and effect relationship (e.g., the law of gravity).
quickly	very fast	Make fast movements.
slowly	at a slow pace	Make slow movements.
quietly	in a quiet way	Make quiet sounds and movements.
loudly	in a loud way	Make loud sounds and movements.
confidently	in a confident way	Talk about situations in which students are sure of themselves.
proudly	in a proud way	Stand with your head held high.

In today's read-aloud you heard that "the British general in charge of the attack on Washington, D.C., thought that [British soldiers] could capture Baltimore as **easily** as they did the capital."

**Ask:** What do you think easily means?

» not hard; easy

A suffix is made up of letters at the end of a word. When you hear the suffix -ly, it tells you that the action is done in a certain way or

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manner. Usually these words that end in -ly are called adverbs.

Let's practice, using another word with the suffix -ly. In today's read-aloud you heard, "Grandfather Lafitte smiled **proudly** at [his grandchildren]."

#### Ask

Does this mean Grandfather Lafitte was angry and disappointed, or happy and pleased with his grandchildren?

» happy and pleased

Can you show me what smiling proudly looks like? What kind of word is *proudly*?

» Proudly is an adverb.

How do you know?

» I hear the suffix -ly in the word.

Choose two or three words on the Teacher Reference Chart. Say each word, putting emphasis on -ly, and have students guess the meaning of the word. Tell students the definition. Then demonstrate or further explain the word, using an example from the chart.



#### **Adding Details**

With your partner, make a sentence using words that have the suffix -ly.

#### Challenge

If time allows, you may wish to have students illustrate or act out an -ly word.



Speaking Modifying to Add Details

#### **Entering/Emerging**

Say a sentence with a word ending in -ly (e.g., "The boy ran quickly to catch up with his sister.") Ask students what the adverb means.

#### **Transitioning/Expanding**

Give students simple –*ly* adverbs to use in a complete sentence.

#### Bridging

Invite students to share their sentences with their partners.

#### 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	K5 L6	
Activity Name	Adding Details	
Proficiency Levels		
Entering	Student recognizes what the adverb means with support.	
Emerging	Student recognizes what the adverb means.	
Transitioning	Student uses a simple <i>-ly</i> adverb to create a complete sentence with support.	
Expanding	Student uses a simple –ly adverb to create a complete sentence.	
Bridging	Student creates his or her own sentence using an adverb.	

#### Lesson 6: Broad Stripes and Bright Stars

## Rewind



**Primary Focus:** Students will retell events from "Broad Stripes and Bright Stars" using the linking words *first, then, next,* and *last.* 

#### Activity Page 6.1S



#### Support

Write the words first, next, then, and last on the board.

#### RETELLING: WHAT HAPPENED FIRST? (10 MIN.)



#### Formative Assessment

**Retelling:** [Give students Activity Page 6.1S.] We are going to retell two different parts of today's read-aloud.

I will read a group of sentences about part of today's read-aloud. Each sentence begins with a blank.

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Choose which sentence happens first in the read-aloud, and write the word *First* on the blank before that sentence.

Then write the word *Next* on the blank before the sentence that happens second in the read-aloud.

Write *Then* on the blank before the sentence that happens after that.

And finally, write *Last* on the blank before the sentence that happens last.

Remember the order is First, Next, Then, and Last.

<b>D</b> -		-4
$\mathbf{P}$	PT.	-

- 1. \_\_\_\_\_ the British Army retreated. (Last)
- 2. \_\_\_\_\_ the British Army faced a larger U.S. Army and lots of cannons. (Then)
- 3. \_\_\_\_\_ the people of Baltimore knew the British Army was coming. (First)
- 4. \_\_\_\_\_ the U.S. Army built defensive walls along the side of the city. (Next)
- Allow time for students to decide the order. Read through the sentences again, asking which word goes in each blank.

#### Part 2

- 1. \_\_\_\_\_ the British navy began firing rockets at Fort McHenry. (First)
- 2. \_\_\_\_ the British ships sailed closer and closer to the fort. (Next)
- 3. \_\_\_\_\_ the British navy sailed away. (Last)
- 4. both sides fired rockets at each other throughout the night. (*Then*)
- Allow time for students to decide the order. Read through the sentences again, asking which word goes in each blank.

End Lesson

LESSON

7

#### **THE WAR OF 1812**

## The Battle After the War

#### PRIMARY FOCUS OF LESSON

#### Writing

Students will organize and label events from "The Battle After the War" using linking words first, then, next, and last.

#### Listening

Students will identify the meaning of the domain-specific word truce.

#### **Speaking**

Students will present the first verse of "My Country, 'Tis of Thee."

#### LANGUAGE PROFICIENCY ASSESSMENT

Writing

Retelling [Activity Page 7.1S]

#### LESSON AT A GLANCE

	Time	Materials
Rewind		
Retelling: What Happened First?	10 min.	<ul> <li>Activity Page 7.1S</li> <li>sentence strips</li> <li>Language Proficiency Recording Sheet</li> </ul>
Vocabulary Building		
Word Work: Truce	10 min.	
On Stage		
"My Country, 'Tis of Thee"	10 min.	□ recording or music for "My Country, 'Tis of Thee"

#### ADVANCE PREPARATION

#### Rewind

- Prepare Activity Page 7.1S.
- Write sentence strips using the sentences from Activity Page 7.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

#### On Stage

• Bring in a recording or music for "My Country, 'Tis of Thee."

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Retell events from a read aloud using linking words first, then, next, and last.
- Present the first verse of "My Country 'Tis of Thee."

#### **Language Forms and Functions**

Retell: First .../Next .../Then .../Last ...

Vocabulary			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
peace treaty truce	attack peace	news sign soldier	

Start Lesson

## $\begin{array}{c} \text{Lesson 7: The Battle After the War} \\ \text{Rewind} \end{array}$



**Primary Focus:** Students will organize and label events from "The Battle After the War" using linking words *first*, *then*, *next*, and *last*.

#### RETELLING: WHAT HAPPENED FIRST? (10 MIN.)

- Give students Activity Page 7.1S.
- Tell students to listen carefully to your instructions:

I will read a group of sentences about part of today's read-aloud. Each sentence begins with a blank.

Find the sentence that happens first. Write the word *First* on the blank before that sentence.

Then write the word *Next* on the blank before the sentence that happens second in the read-aloud.

Write *Then* on the blank before the sentence that happens after that.

And finally, write *Last* on the blank before the sentence that happens last.

#### Activity Page 7.1S



Remember the order is *First, Next, Then,* and *Last*.

1. \_\_\_\_General Jackson formed a large army of different kinds of people. (*Then*)

2. \_\_\_\_Jackson's army defeated the British Army. (*Last*)

3. \_\_\_\_\_the British continued with a plan to attack New Orleans. (Next)

4. \_\_\_\_\_a peace treaty was signed, but news of it had not yet reached the soldiers. (First)



#### Retelling

On the back of Activity Page 7.1S, write the events in order using your own linking words and phrases. Underline the linking words and phrases in your 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	K5 L7	
Activity Name	Retelling	
Proficiency Levels		
Entering	Student copies the linking and temporal words from models.	
Emerging	Student labels the sequence of events with linking and temporal words that have been provided.	
Transitioning	Student labels the sequence of events with linking and temporal words with prompting and support.	
Expanding	Student labels the sequence of events using linking and temporal words.	
Bridging	Student retells a sequence of events using his or her own linking and temporal words and phrases.	



Writing Understanding Cohesion

#### **Entering/Emerging**

Pass out the sentence strips. Help students stand in the order of events. Provide the linking and temporal words that students can use to fill in the blanks.

#### **Transitioning/Expanding**

Give students the sentence strips and instruct them to stand in the order of events. Brainstorm linking and temporal words and phrases they can use to retell the events from the story.

#### **Bridging**

Challenge students to write the sequence of events using their own linking and temporal words and phrases.

## Vocabulary Building



**Primary Focus:** Students will identify the meaning of the domain-specific word *truce.* 

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

Near the end of the Battle of New Orleans, a British soldier gave his sword to a U.S. officer as a sign of truce.

Say truce with me three times.

**Definition:** A truce is an agreement to stop fighting.

**Example:** Both sides called a for truce and stopped fighting each other.



#### Check for Understanding

**Stand Up/Sit Down:** Stand up if you think fighting would continue after a truce.

Stand up if you think that after a truce, the war would be over.

#### Lesson 7: The Battle After the War

## On Stage



**Primary Focus:** Students will present the first verse of "My Country, 'Tis of Thee."

#### "MY COUNTRY, 'TIS OF THEE" (10 MIN.)

- Help students learn a patriotic song written at about the same time as "The Star-Spangled Banner."
- Play the first stanza of "My Country, 'Tis of Thee":

My country, 'tis of thee,

Sweet land of liberty,

Of thee I sing;

Land where my fathers died,

Land of the pilgrims' pride,

From ev'ry mountainside

Let freedom ring!

Ask: How does the writer of this song feel about America?

- » Answers may vary.
- **Explain:** Help students make the connection between this song and the War of 1812. The Americans were still fighting for their freedom and protecting American land during this war.
- Play the first stanza of "My Country, 'Tis of Thee" again, asking students to sing or hum along.

End Lessor

**LESSON** 



#### **THE WAR OF 1812**

## Peace and Pirates

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will answer questions using the domain-specific words *privateers* and *bayous*.

#### Reading

Students will preview an interactive read-aloud about pirates.

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

**Q&A** [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials		
Look Ahead				
Vocabulary Preview: Privateers, Bayous	10 min.	<ul><li>☐ Image 8A-4</li><li>☐ Image 8A-5</li><li>☐ additional images of New Orleans bayous</li></ul>		
Interactive Read-Aloud: "Peace and Pirates"	20 min.	<ul><li>☐ Images 8A-1-8A-5</li><li>☐ Language Proficiency Recording Sheet</li></ul>		

#### ADVANCE PREPARATION

#### **Look Ahead**

- Bring in images of the New Orleans bayous.
- Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

Discourse Features					
Ask and answer questions about a read-aloud.					
Language Forms and Functions					
In a bayou, the water is					
I have a question about					
Why did?					
I don't understand					
Vocabulary					
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words			
bayou navigator pirate privateers smuggler	infamous seize	battles ship stolen winner			

## Look Ahead



#### **Primary Focus**

Students will answer questions using the domain-specific words *privateers* and *bayous*.

Students will preview an interactive read-aloud about pirates.

#### **VOCABULARY PREVIEW (10 MIN.)**

#### **Privateers**



#### **Show image 8A-4: Portrait of Jean Lafitte**

In today's read-aloud you will hear that privateers and pirates played an important role in the War of 1812.

Say *privateers* with me three times.

**Definition:** A privateer was a sailor on a private ship. The job of a privateer was to attack and steal from enemy ships.

**Example:** Jean Lafitte and his pirate friends were famous privateers who helped General Jackson during the Battle of New Orleans.

**Ask:** What word in *privateer* do you hear that gives you a clue to what *privateer* means? (*private*)

#### **Bayous**



### Show image 8A-5: Photo of Louisiana swampland

In today's read-aloud you will hear that the pirates knew the swamps and bayous of New Orleans very well.

Say bayous with me three times.

**Definition:** Bayous are marshy, muddy areas near a lake or river.

**Example:** The water in the bayous is muddy and moves very slowly.

The War of 1812 Language Studio 5

• Show additional images of the New Orleans bayous.



#### Check for Understanding

**Describe:** What do you see? Is the water clear or muddy?

#### Support

#### **Sentence frame:**

"In a bayou, the water is \_\_\_\_ (muddy)."

#### INTERACTIVE READ-ALOUD: "PEACE AND PIRATES" (20 MIN.)



#### **Show image 8A-1: War of 1812 ships**

"The War of 1812 actually lasted almost three years," stated Grandfather Lafitte. "Both sides won battles here and there. The Americans were sad when the British burned Washington, D.C. But they were glad when they successfully defended Baltimore and New Orleans."



### Show image 8A-2: Grandfather and children on the porch

"That's good, but I still haven't heard anything about pirates," urged J.P.

"Well now you are going to," Grandfather Lafitte replied. "You see, privateers and pirates played an important role in the War of 1812."



#### Show image 8A-3: War of 1812 privateer ship

#### What are privateers?

» Privateers were sailors who weren't part of the navy. They worked on private ships. Privateers were allowed to attack and steal from enemy ships.

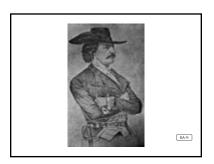
"Privateers were allowed—and sometimes even encouraged—to stop British merchant ships and take the cargo. Sometimes they were asked to seize the ships, too. This was often the only way the United States could get the supplies we needed."

"Do you mean to say that President Madison told privateers to steal stuff?" asked J.P., amazed at the thought.

"Well," said Grandfather Lafitte, "back then, there were more ships owned by privateers than there were U.S. naval ships. The British had blockaded many of our ports. We had no way to get supplies. We could not trade with other nations. We needed all the help we could get. So these privateers helped us by taking merchant ships and cargo that we desperately needed."

If they desperately needed supplies, do you think that means they needed them badly or not at all?

"Were the privateers pirates before the war?" asked J.P.



#### **Show image 8A-4: Portrait of Jean Lafitte**

"Some privateers were pirates," Grandfather Lafitte replied. "But others were young men who saw it as a way of making money. The most famous, or shall we say, infamous, pirates turned-privateers from that time were two brothers named Jean [/zshon/] and Pierre [/pyaer/] Lafitte." Grandfather paused.

Definition: Infamous means to be famous, or well-known for being bad.

"Jean Lafitte was an excellent sailor and navigator. He helped spy on the British navy when British sailors began their attack on New Orleans. Pierre was an expert smuggler of stolen goods. Because the Lafittes had been pirates, they knew the swamps and bayous of New Orleans very well.



### Show image 8A-5: Photo of Louisiana swampland

"They knew the area so well that General Andrew Jackson asked them to help him defend New Orleans. He offered them a full pardon if they agreed.

Definition: A pardon means to forgive a person legally so that he or she is not punished for

#### committing a crime.

"Jean and Pierre agreed. Many people believe that Andrew Jackson would not have won the Battle of New Orleans without the help of Jean Lafitte."

"Wait. Did you say Jean . . . Lafitte?" asked Adele, staring right at her brother,

whose full name was Jean-Pierre.

"Are we related to Jean Lafitte!?" gasped J.P.

"We are, it seems, descendants of his brother Pierre," explained Grandfather Lafitte.

• Give students time to ask questions about the lesson.



#### Q&A

[Display images from the read-aloud for students to reference.] Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about one of the images. Ask your neighbor the question, and listen to the response. Take turns asking questions.

#### Support

#### **Sentence starters:**

"I have a question about . . . "

"Why did . . . ?"

"I don't understand . . . "

#### Challenge

Do you think that Andrew Jackson would have won the Battle of New Orleans without the assistance of Jean and Pierre Lafitte? Why or why not?



Reading Reading/Viewing Closely

#### **Entering/Emerging**

Help students think of key words and phrases from the text about the image.

#### **Transitioning/Expanding**

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 to 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	K5 L8	
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 answers questions using key details from the text with support	
Expanding	Student answers questions using key details from the text.	
Bridging	Student tells how key details support the main idea of the text.	

End Lesso

#### Language Studio 6

## **Cycles in Nature**



#### Grade 2 | Language Studio 6

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## 1

#### **CYCLES IN NATURE**

# The Cycle of Daytime and Nighttime

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will respond to questions using the general academic words *axis* and *rotate*.

#### **Speaking**

Students will create compound words using two familiar words. Students will draw and describe the cycles of daytime/nighttime.

#### LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Daytime/Nighttime [Activity Page 1.1S]

#### LESSON AT A GLANCE

	Time	Materials		
Vocabulary Building				
Word Work: Axis, Rotate	10 min.	☐ Images 1A-3 and 1A-4		
Looking At Language				
Compound Words	10 min.	☐ index cards; one per student		
Rewind				
Illustrating: "The Cycle of Daytime and Nighttime"	10 min.	☐ Activity Page 1.1S		
		☐ drawing tools		
		☐ Language Proficiency Recording Sheet		

#### ADVANCE PREPARATION

#### **Looking at Language**

• Write the word *time* on an index card with an empty space in front of it: \_\_\_\_\_ time.

#### Rewind

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

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Respond to questions using the general academic words axis and rotate.
- Create compound words using two familiar words.
- Describe the cycles of daytime/nighttime.

#### **Language Forms and Functions**

In the image, the earth's axis is \_\_\_\_\_.

The earth \_\_\_\_\_ around its axis.

\_\_\_\_ also rotates.

\_\_\_\_ asked about . . . My answer is . . .

#### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
axis	cycle rotate	daytime/nighttime

Start Lesso

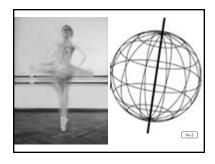
## Vocabulary Building



**Primary Focus:** Students will respond to questions using the general academic words *axis* and *rotate*.

#### WORD WORK (10 MIN.)

#### **Axis**



#### **Show image 1A-3: Spinning**

Earth spins around an imaginary line called an axis.

Say axis with me three times.

#### Support

#### **Sentence frames:**

"In the image, the Earth's axis is \_\_\_\_." "The earth \_\_\_\_ around its axis."



Listening Selecting Language Resources

#### **Entering/Emerging**

Have students complete the sentence frames above for the words axis and rotate.

#### **Transitioning/Expanding**

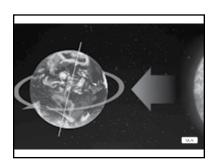
Encourage students to come up with their own definitions of the words axis and rotate.

#### Bridging

Have students create their own sentences that reflect the meaning of the words axis and rotate.

**Definition:** An axis is an imaginary central line around which an object spins. [Point to the axis of the sphere to the right.]

**Example:** Earth's axis goes from the North Pole to the South Pole. Earth spins around its axis.



#### **Show image 1A-4: Earth rotating on its axis**

**Ask:** Where is Earth's axis in this image? What does Earth do around its axis?

#### **Rotate**

It takes twenty-four hours for Earth to rotate one time on its axis.

Say the word *rotate* with me three times.

**Definition:** To rotate means to turn around a central point.

**Example:** When you pedal your bike, the wheels of your bike rotate



#### Check for Understanding

**Recall:** What else can you think of that rotates? (Suggestions: Ferris wheel, merry-go-round, toy top, car tire, ballet dancer, basketball spinning on your finger, spinning coin, etc.)

## Lesson 1: The Cycle of Daytime and Nighttime Looking at Language



**Primary Focus:** Students will create compound words using two familiar words.

#### COMPOUND WORDS: TIME (10 MIN.)

**Directions:** Today we are going to practice making and using compound words. When two words are added together to form a new word, it is called a compound word.

Cycles in Nature Language Studio 6

**Definition:** Compound words are two words added together to make a new word.

If you know the meaning of the two words, you will most likely be able to tell the meaning of the new compound word.

In the read-aloud we heard several compound words. Listen to my sentences and raise your hand if you hear a compound word.

**Compound Words:** Tell me which two words make a compound word. Then, try to guess the meaning of the compound word based on what you know about the two words that make up the compound word.

As Earth rotates, light from the sun falls on one half of Earth. We call this daytime.

» day + time = the time during the day when your part of the earth is facing the sun

The other half of Earth is in darkness, and we call this nighttime.

» night + time = the time during the night when your part of the earth is facing away from the sun

[Give each student an index card.] Think of a compound word that uses the word *time* in it. Write the word that goes before *time* on your index card. You may also wish to draw a picture of your compound word on the back of your index card. (Suggestions: bedtime, naptime, snacktime, dinnertime, lunchtime, breaktime, lifetime, wintertime)

Make up a sentence using your compound word.

## Lesson 1: The Cycle of Daytime and Nighttime Rewind



**Primary Focus:** Students will draw and describe the cycles of daytime/nighttime.

### ILLUSTRATING "THE CYCLE OF DAYTIME AND NIGHTTIME" (10 MIN.)

Have students think about what they learned from today's read-aloud.
 If necessary, review specific Flip Book images that show daytime and nighttime.



Speaking Using Nouns and Noun Phrases

#### **Entering/Emerging**

Say compound words that use *time*. Ask students what the words mean.

#### **Transitioning/Expanding**

Have students come up with a compound word that uses the word *time*.

#### **Bridging**

Have students come up with a compound word that uses the word time and use it correctly in a sentence.

#### **Activity Page 1.1S**





Speaking Exchanging Information and Ideas

#### **Entering/Emerging**

Help students determine whose turn it is. Prompt students to answer questions.

#### **Transitioning/Expanding**

Offer an oral bank of questions and comments (e.g., "What did you draw here?"; "I drew something similar."). Encourage students to point to their drawings and the drawings of others for reference.

#### **Bridging**

Encourage students
to address or make
reference to other
students' questions or
comments (e.g., "\_\_\_\_\_
(student) said that . . .;
I also think/I don't
think . . . "
'\_\_\_\_\_ (student) asked
about . . .;
My answer is . . ."

- Give students Activity Page 1.1S.
- Have students draw a picture on the right of something that happens during the nighttime.
- Have students draw a picture on the left of something that happens during the daytime.



#### Daytime/Nighttime

In small groups (or with home language peers) take turns sharing your drawing. After you have finished sharing, others can ask questions or make comments about your drawing.

#### 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	K6 L1	
Activity Name	Daytime/Nighttime	
Proficiency Levels		
Entering	Student takes turns and gives a brief description of his/her drawing.	
Emerging	Student takes turns and responds to simple questions about his/her drawing.	
Transitioning	Student asks questions and responds to the questions and comments of others about his/her drawing.	
Expanding	Student asks questions and makes comments about others' drawing.	
Bridging	Student asks and answers questions and builds on the ideas of others.	

and Lesson

# 2

#### **CYCLES IN NATURE**

# The Reasons for Seasons

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will respond to questions using the domain-specific words *equator* and *hemisphere*.

#### Reading

Students will preview and discuss the reasons for seasons through an interactive read-aloud.

#### FORMATIVE ASSESSMENT

Listening

Recall [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

Q & A [Informal Observation]

#### **LESSON AT A GLANCE**

	Time	Materials
Look Ahead		
Vocabulary Preview: Equator, Hemisphere	10 min.	☐ Image 2A-3☐ globe
Interactive Read-Aloud: "The Reasons for Seasons"	20 min.	<ul><li>☐ Flip Book</li><li>☐ Language Proficiency Recording Sheet</li></ul>

#### **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: Earth rotating on its axis
  - 2. 2A-2: Diagram of Earth revolving around the sun
  - 3. 2A-3: Orange cut into halves and earth cut into hemispheres
  - 4. 2A-4: Northern summer
  - 5. 2A-5: Northern winter
  - 6. 2A-6: Northern spring and fall
- Prepare Language Proficiency Assessment Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Respond to questions using the domain-specific words equator and hemisphere.
- Discuss and answer questions about the Earth's four seasons.

#### **Language Forms and Functions**

is part of the Northern/Southern Hemisphere.

**Ask Questions:** I have a question about . . ./Why does . . .?/I don't understand . . .

In the spring/summer/autumn/winter, the weather is . . .

Vocab	ulary

	v o o a b a i a i y	
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
equator North/South Pole Northern/Southern Hemisphere orbit	angle cycle divided into halves rotation tilt	longest/shortest season sunlight winter/spring/summer/fall

## $\begin{array}{c} \text{Lesson 2: The Reasons for Seasons} \\ Look \ Ahead \end{array}$



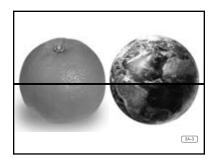
#### **Primary Focus**

Students will respond to questions using the domain-specific words *equator* and *hemisphere*.

Students will preview and discuss the reasons for seasons through an interactive read-aloud.

#### **VOCABULARY PREVIEW (10 MIN.)**

#### **Equator**



### Show image 2A-3: Orange cut into halves and Earth cut into hemispheres

In today's read-aloud you will hear that our planet is divided in half by an imaginary line called the equator.

Say equator with me three times.

**Definition:** The equator is an imaginary line that divides Earth into two halves

between the North and South Poles. [Point to the equator in the image.]

**Example:** The United States is north of the equator. [Point to the equator and then to the United States on a globe.]

**Ask:** Who can point out the North Pole and South Pole? Who can find the imaginary line that is the equator on your globe? [Invite several students to point out the North and South Poles and the line for the equator on the globe.] What does the equator do?

» splits the earth in half between the North and South Poles

#### Hemisphere

In today's read-aloud you will hear that Earth is divided into hemispheres.

Say the word hemisphere with me three times.

**Definition:** Hemisphere is one half of Earth.

Cycles in Nature Language Studio 6

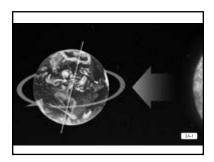
**Example:** We live in the Northern Hemisphere because we are north of the equator. [Invite a student to point to the United States on a globe.]



#### Formative Assessment

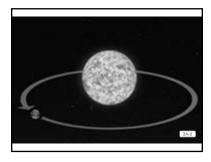
**Recall:** What are the names of some other countries that are part of the Northern Hemisphere? What are the names of some countries that are part of the Southern Hemisphere? [Help students locate a few countries in each hemisphere. Tell students to listen carefully to learn how the seasons are different in the different hemispheres.]

## INTERACTIVE READ-ALOUD: "THE REASONS FOR SEASONS" (20 MIN.)



#### **Show image 2A-1: Earth rotating on its axis**

We have already heard about one way the earth moves. It is called rotation. Rotation is the movement of Earth around its axis. This controls the cycle of daytime and nighttime. The Earth takes twenty-four hours to turn, or rotate, once on its axis.



### Show image 2A-2: Diagram of Earth revolving around the sun

The second way the earth moves is called revolution. Earth revolves, or orbits, around the sun in an almost circular path. It takes Earth about 365 days—or one year—to complete one revolution, or orbit.

Farth is tilted as it orbits the sun.

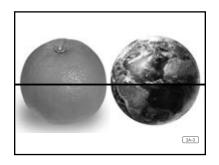
#### Support

#### Sentence frame:

"\_\_\_\_\_ is part of the Northern/Southern Hemisphere."

#### Support

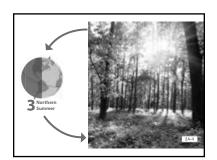
Tilt, or slant, your head to one side. The earth remains at this same angle and points in the same direction throughout its entire orbit. Now let's find out more about how Earth's tilt causes the seasonal cycle.



### Show image 2A-3: Orange cut into halves and Earth cut into hemispheres

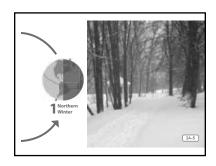
Earth is divided into hemispheres, or halves. Just like an orange can be cut in half through the center from side to side. Earth can also be divided into two parts. Our planet is divided in half into the Northern and Southern Hemispheres by an imaginary line on its

surface called the equator. The equator is the same distance from the North Pole as it is from the South Pole. The United States, where we live, is located in the Northern Hemisphere.



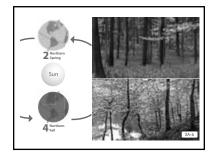
#### **Show image 2A-4: Northern summer**

When the Northern Hemisphere is tilted toward the sun during Earth's revolution around the sun, it receives more intense light from the sun. During this time it is summer in the Northern Hemisphere. People in the Southern Hemisphere are experiencing winter while people in the Northern Hemisphere are experiencing summer



#### **Show image 2A-5: Northern winter**

As Earth revolves around the sun, the seasons begin to change. When the Northern Hemisphere is tilted away from the sun, it receives less intense sunlight. During this time it is winter in the Northern Hemisphere.



#### **Show image 2A-6: Northern spring and fall**

The cycle of one complete orbit or revolution of Earth around the sun marks or measures one year. Living things respond to the changes in sunlight and warmth throughout the four seasons of the year. In the Spring and Summer, animals are born and plants grow. With decreased sunlight during autumn and

winter, some plants are ready to be harvested, whereas others die. Some become dormant—or become inactive, and stop growing and making new leaves for the winter—and wait for the sunlight to return. Some animals,

to avoid the winter chill, hibernate or migrate. When animals migrate, they move to warmer environments.

• Give students time to ask questions about the lesson.



#### Q & A

[Show various images of the seasons from the read-aloud.] Why are there different seasons? What happens to Earth during the different seasons?

#### 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	K6L2	
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 answers questions using key details from the text with support.	
Expanding	Student answers questions using key details from the text.	
Bridging	Student tells how key details support the main idea of the text.	

End Lesson

#### Support

#### **Sentence starters:**

"I have a question about . . . "
"Why does . . . ?"
"I don't understand . . . "
"In spring/summer/ autumn/winter, the weather is . . ."



Reading Reading/Viewing Closely

#### **Entering/Emerging**

Show images of the different seasons. Help students think of key words and phrases from the text about the image.

#### **Transitioning/Expanding**

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. **LESSON** 

# 3

#### **CYCLES IN NATURE**

## Four Seasons in One Year

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will identify the meanings of the domain-specific words *tropical*, *polar*, and *temperate regions*.

#### Reading

Students will preview and discuss the seasons through an interactive readaloud.

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

Q & A [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: Tropical/Polar/ Temperate Regions	10 min.	☐ globe ☐ images or short video clips of tropical/polar/temperate regions
Interactive Read Aloud: "Four Seasons in One Year"	20 min.	☐ Flip Book ☐ Language Proficiency Recording Sheet

#### ADVANCE PREPARATION

#### **Look Ahead**

- For the Vocabulary Preview activity, find images or short video clips of tropical, polar, and temperate regions.
- Preview the order in which Flip Book images will be shown during the Interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  - 1. 3A-2: Four seasons in Northern Hemisphere
  - 2. 3A-3: Spring
  - 3. 3A-4: Summer
  - 4. 3A-5: Autumn
  - 5. 3A-6: Northern winter
  - 6. 3A-8: Spring again
- Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

	Discourse Features	
Discuss and answer question	ons about the four seasons.	
La	nguage Forms and Function	ons
The image shows there	egion.	
Ask Questions: I have a question about/Why does ?/I don't understand		
It is in the winter/spring/summer/autumn.		
I see/hear/feel in the winter/spring/summer/autumn.		
	Vocabulary	
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
hibernate migrate Northern/Southern Hemisphere tropical/polar/temperate region	cycle increase temperature tilted	change daylight season spring/summer/autumn/ winter

Start Lesso

## Lesson 3: Four Seasons in One Year Look Ahead



#### **Primary Focus**

Students will identify the meanings of the domain-specific words *tropical*, *polar*, and *temperate regions*.

Students will preview and discuss the seasons through an interactive read-aloud.

### **VOCABULARY PREVIEW: TROPICAL/POLAR/TEMPERATE REGIONS** (10 MIN.)

In today's read-aloud you will hear about three regions on Earth: the tropical, polar, and temperate regions.

• Show an image of each region as students repeat the name of the region with you.

Say tropical region with me three times.

Say polar region with me three times.

Say temperate region with me three times.

**Definition:** A region is an area of land that is different from other areas of land.

**Examples:** [Show each region on a globe as you talk about it.] The United States is located in a temperate region on Earth. The North Pole is located in a polar region on Earth.

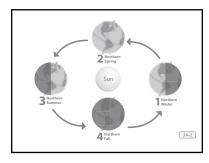
Central America is located in a tropical region on Earth.



#### Check for Understanding

**Look and Learn:** [Show different images of each region.] Which type of region does the image represent?

### INTERACTIVE READ-ALOUD: "FOUR SEASONS IN ONE YEAR" (20 MIN.)



### **Show image 3A-2: Four seasons in Northern Hemisphere**

Remember, during the time of year when the Northern Hemisphere is tilted toward the sun, this part of our world receives more daylight and more intense sunlight. This means it is summertime in the Northern Hemisphere. At the same time, the Southern Hemisphere is

tilted away from the sun, so it is winter there. That's why, as Earth revolves around the sun, and is tilted on an axis, the seasons change. Now let's discover more information about each specific season.

Throughout the year changes occur in the weather. These weather cycles have been divided up into what we call the seasons. Each season brings with it incredible changes in the world around us.

#### Support

#### Sentence frame:

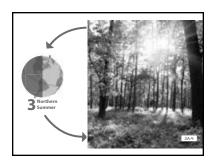
"The image shows the \_\_\_\_\_ region."



#### **Show image 3A-3: Spring**

In spring, daylight hours increase and the sunlight becomes much stronger. With warmer weather, more rain begins to fall. With increased light, warmth, and rain, plants begin to grow again. Seeds resting in the soil begin to take root. The warmth from the sun and the rainfall enables plant seeds to germinate, or begin to grow into plants.

Springtime also sees the return of animals that had migrated, or moved to warmer places during the wintertime. It is also the time when some animals wake up from their winter hibernation. Spring is when many animals give birth to their young.



#### **Show image 3A-4: Summer**

Because the Northern Hemisphere receives more intense sunlight from the sun at a more direct angle in the summer, temperatures are usually at their highest during these months. With the increase of light and heat in the summer, plants grow big and strong. Young animals are born and grow strong during this fruitful time, as well.



#### **Show image 3A-5: Autumn**

As the earth revolves, and summer turns to autumn, both the temperature and the environment begin to change again. In autumn, while it is still warm, light from the sun is not as intense, and the growth and development of plants and animals begins to slow down. In many places in the Northern Hemisphere,

autumn is a time to harvest the crops that have grown and ripened beneath the summer sun.



#### Show image 3A-6: Northern winter

When winter arrives, it means that this part of Earth is now tilted away from the sun and temperatures and sunlight are at a minimum. It also means that summer has arrived in the Southern Hemisphere. Because conditions are less favorable for living things in winter, growth and development slows down, and even stops.



#### **Show image 3A-8: Spring again**

We are all part of this never-ending cycle. When spring returns, the cycle of growth will begin all over again and new life will appear on the earth.

• Give students time to ask questions about the lesson.



#### Q & A

[Show various images of the seasons from the read-aloud.] What happens during the different seasons? What would you see, hear, and feel during each season?

#### Support

#### **Sentence starters:**

"I have a question about . . . " "Why does . . . ?" "I don't understand . . . "

#### **Sentence frames:**

"It is \_\_\_\_\_ in the winter/spring/summer/ autumn."

"I see/hear/feel \_\_\_\_\_ in the winter/spring/ summer/autumn."



Reading
Reading/Viewing
Closely

#### **Entering/Emerging**

Show images of the different seasons. Help students think of key words and phrases from the text about the image.

#### **Transitioning/Expanding**

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	K6 L3	
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 answers questions using key details from the text with support.	
Expanding	Student answers questions using key details from the text.	
Bridging	Student tells how key details support the main idea of the text.	

and Lesson

# 4

#### **CYCLES IN NATURE**

# The Life Cycle of a Plant

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will create sentences that use the different meanings of the word *bat* in context.

Students will use the domain-specific words *pollinator/pollination* and *reproduce* in sentences.

Students will create compound words by combining two familiar words.

#### **FORMATIVE ASSESSMENT**

**Speaking** 

**Terms** [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

**Speaking** 

Turn and Talk [Informal Observation]

#### **LESSON AT A GLANCE**

	Time	Materials
Vocabulary Building		
Multiple-Meaning Word: Bat	10 min.	<ul><li>□ Poster 3M (Bat)</li><li>□ Language Proficiency Recording</li></ul>
		Sheet
Word Work: Pollinator/Pollination and Reproduce	10 min.	☐ Images 4A-5 and 4A-6
Looking at Language		
Compound Words	10 min.	☐ words written on index cards
		☐ images/samples of flowers and fruits

#### **ADVANCE PREPARATION**

#### **Vocabulary Building**

• Prepare Language Proficiency Recording Sheet for Speaking.

#### **Looking at Language**

Write the two parts of the compound words on separate index cards. Give
each student one part of a compound word, and tape the other part of the
compound word on the board or a piece of chart paper. (See reference
chart in the Looking at Language activity for plant-related compound word
suggestions. Be sure that there is a match on the board for each part of a
compound word given to students.) You may also wish to find images and/or
bring in samples of the flowers and fruits.

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

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Construct sentences using the different meanings of the word bat.
- Describe an image using the domain-specific word pollinator.
- Answer questions using the domain-specific word reproduce.
- Create compound words by combining two familiar words.

#### **Language Forms and Functions**

The pollinators in these pictures are \_\_\_\_\_, \_\_\_\_, and \_\_\_\_\_.

The job of a pollinator is to . . .

Sunflower seeds/humans/oak trees/chickens reproduce \_\_\_\_\_

#### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
pollinator/pollination reproduce		bat

Start Lesson

# Vocabulary Building



**Primary Focus:** Students will create sentences that use the different meanings of the word *bat* in context.

Students will use the domain-specific words *pollinator/pollination* and *reproduce* in sentences.

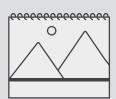
#### **MULTIPLE-MEANING WORD: BAT (10 MIN.)**

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

[Show Poster 3M (Bats).] Some scented flowers attract nighttime pollinators such as bats. A bat is a small, flying animal that is awake at night. Which picture shows an animal that is a bat? (1)

A bat is also a long, rounded stick used to hit the ball in baseball. (2)

Poster 3M





Speaking Selecting Language Resources

#### **Entering/Emerging**

Show images on poster and say simple sentences that include the word bat in context.

#### **Transitioning/Expanding**

Show images on poster for students to refer to. Prompt students by asking, "What does bat mean in this image?"

#### Bridging

Encourage students to use and share their sentences with a partner. Bat can also mean something else. Bat also means to hit a ball using a bat. Which picture shows somebody about to bat? (3)

Bat also means to close and open your eyes very quickly. Which picture shows a boy batting his eyes? (4)



#### Turn and Talk

Now with your partner, make a sentence for each meaning of *bat*. Remember to be as descriptive as possible and use complete sentences.

#### 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	K6 L4	
Activity Name	Turn and Talk	
	Proficiency Levels	
Entering	Student holds up the number of fingers to indicate which image shows the way target word is used in the sentence.	
Emerging	Student responds by repeating a simple sentence that includes the target word.	
Transitioning	Student explains the different meanings of the target word using short phrases.	
Expanding	Student explains the different meanings of the target word using simple sentences.	
Bridging	Student creates sentences using the different meanings of the target word.	

#### WORD WORK (10 MIN.)

#### Pollinator/Pollination



#### **Show image 4A-5: Insect pollinators**



### Show image 4A-6: Mammal and bird pollinators

In the read-aloud you heard that flowering plants need pollinators to help them with pollination.

Say pollinator with me three times. Say pollination with me three times.

**Definitions:** A pollinator is something that carries pollen—or powder made by flowers—from plant to plant. Pollination happens when a pollinator carries the pollen—or powder—from one plant to another plant so that the other plant can make seeds.

**Examples:** Insects are the number-one pollinators. Insects help with the pollination of flowering plants.

#### Ask

Can you name some pollinators in these pictures?

» The pollinators in these pictures include a honeybee, a butterfly, and a hummingbird.

What is the job of a pollinator?

» The job of a pollinator is to help with pollination.

#### Reproduce

Today you learned how plants grow and reproduce.

Say reproduce with me three times.

**Definition:** To reproduce means to make babies or new plants.

**Example**: Plants reproduce by making seeds that can grow into new plants.

#### Support

#### Sentence frame:

"The pollinators		
in these pictures		
are,		
and ."		

#### Sentence starter:

"The job of a pollinator is to . . ."

#### Support

#### **Sentence frame:**

"Sunflowers/humans/ oak trees/chickens reproduce \_\_\_\_\_."



#### Formative Assessment

**Terms:** What do sunflowers reproduce?

» Sunflowers reproduce sunflowers.

What do humans reproduce?

» Humans reproduce humans.

What do oak trees reproduce?

» Oak trees reproduce oak trees.

What do chickens reproduce?

» Chickens reproduce chickens.

# Looking at Language



**Primary Focus:** Students will create compound words by combining two familiar words.

#### **COMPOUND WORDS (10 MIN.)**

Teacher Reference Chart			
Plant-Related Compound Words			
Flowers Fruit/Food			
bell	flower	black	berry
butter	cup	blue	berry
blue	bell	straw	berry
rose	bud	grape	fruit
sun	flower	pepper	mint
water	lily	pine	apple
fox	glove	sea	weed
holly	hock	soy	bean
sweet	pea	water	melon

Pollinators			
honey	bee	horse	fly
butter	fly	lady	bug
humming	bird	sun	bird

**Directions:** Today we are going to practice making and using compound words. When two words are added together to form a new word, it is called a compound word.

**Definition:** Compound words are two words added together to make a new word.

If you know the meaning of the two words, you will most likely be able to tell the meaning of the new compound word.

In today's read-aloud we heard several compound words. Listen to my sentences, and raise your hand if you hear a compound word.

**Compound Word:** Tell me which two words make a compound word. Then, try to guess the meaning of the compound word based on what you know about the two words that make up the compound word.

Honeybees are the most common pollinators.

» honey + bee = a bee that makes honey

Butterflies like fragrant yellow, pink, red, and orange flowers.

- » butter + flies = insects with colorful wings that can fly
- Give each student an index card with part of a compound word written on it.

I have given you one half of a compound word. Try to find the match for your word on the board. Make up a sentence using your compound word.

• Invite students to come up to the board and put their index card next to a word on the board to create a compound word.

What compound word did you make? What does your compound word mean? Can you use it in a sentence?

• If you have examples or samples of any of the compound words, show them to the class as the word is being presented.



Speaking
Using Nouns and Noun
Phrases

#### **Entering/Emerging**

Say compound words. Ask students what the word means.

#### **Transitioning/Expanding**

Have students come up with compound words.

#### Bridging

Have students come up with compound words and use it correctly in a sentence.

End Lessor

**LESSON** 

# 5

#### **CYCLES IN NATURE**

# The Life Cycle of Trees

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will use the general academic word *dependent* to create sentences about themselves and the world.

#### Reading

Students will sequence images and retell the stages of the life cycle of an apple tree.

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

Sequencing [Activity Pages 5.1S and 5.2S]

#### LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Word Work: Dependent	10 min.	
Rewind		
Sequencing: Life Cycle of a Tree	20 min.	<ul> <li>Cycles Poster 3 (Life Cycle of a Tree)</li> <li>Activity Pages 5.1S and 5.2S</li> <li>scissors, glue</li> <li>Language Proficiency Recording Sheet</li> </ul>

#### ADVANCE PREPARATION

#### Rewind

- Prepare Activity Pages 5.1S and 5.2S.
- Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

Discourse Features			
<ul> <li>Create sentences using the general academic word dependent.</li> <li>Retell the stages of the life cycle of an apple tree.</li> </ul>			
Language Forms and Functions			
I am dependent on			
is/is not dependent on			
Vocabulary			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
life cycle seed/germination/ seedling/sapling/tree	dependent stages	seed tree	

# Vocabulary Building



**Primary Focus:** Students will use the general academic word *dependent* to create sentences about themselves and the world.

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

In the read-aloud you heard, "The air that [we] breathe is totally dependent on the existence of trees."

Say the word dependent with me.

**Definition:** To be dependent means to need the help and support of something or someone else.

**Examples:** Having enough oxygen to breathe is dependent on having enough plants to create the oxygen. Young children are dependent on their parents.



Speaking Evaluating Language Choices

#### **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.

#### Support

Sentence frames: "	am
dependent on	"
"is/is	not
dependent on	"



#### Check for Understanding

**Making Choices:** I am going to read several pairs. If what I say first is dependent on what I say second, say, "[First item] is dependent on [second item]." If what I say first is not dependent on what I say second, say, "[First item] is not dependent on [second item]."

- baby/mother
  - » A baby is dependent on his mother.
- number of days in a year/number of sunny days
  - » The number of days in a year is not dependent on the number of sunny days.
- change in seasons/Earth's orbit and tilt
  - » Change in seasons is dependent on Earth's orbit and tilt.
- having enough oxygen/trees
  - » Having enough oxygen is dependent on trees.
- growth of a plant/sunshine and water
  - » The growth of a plant is dependent on sunshine and water.

**Word to World:** Are you dependent on something or someone? Tell your partner about who or what you are dependent on.

## Rewind



**Primary Focus:** Students will sequence images and retell the stages of the life cycle of an apple tree.

#### SEQUENCING: THE LIFE CYCLE OF A TREE (20 MIN.)

#### **Show students Cycles Poster 3 (Life Cycle of a Tree)**

- Tell students that an example of a flowering tree is the apple tree. Have them identify each stage of the apple tree's life cycle. (apple seed, germination and seedling, sapling, mature tree with apples)
- Give students Activity Pages 5.1S and 5.2S. Explain that they will show the life cycle of a tree.
- First, have students cut out the images of the stages of the life cycle of an apple tree on Activity Page 5.1S.
- Next, have them put the images in the correct order of the life cycle of the apple tree.

**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.

• Then, students should glue or tape the images in the correct blanks on Activity Page 5.2S.

Poster 3



Activity Pages 5.1S, 5.2S





Reading Selecting Language Resources

#### **Entering/Emerging**

Provide an oral bank of key words (e.g., apple seed, germination, seedling, sapling, tree) for students to use as they sequence the images.

#### **Transitioning/Expanding**

Ask questions about the images and help students answer using key details from the text.

#### **Bridging**

Invite students to retell the life cycle of an apple tree using their sequenced images.



#### Sequencing

Retell the stages of the life cycle of an apple tree using your sequence of images.

#### 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	K6 L5	
Activity Name	Sequencing	
Proficiency Levels		
Entering	Student sequences a series of images to show a process.	
Emerging	Student sequences a series of images and uses key words to recount the process.	
Transitioning	Student answers questions using key details from the text with support.	
Expanding	Student answers questions using key details from the text.	
Bridging	Student recounts a process using key details from the text independently	

End Lessor

Cycles in Nature Language Studio 6

# 6

#### **CYCLES IN NATURE**

## Which Came First, the Chicken or the Egg?

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will answer questions using the domain-specific words *embryo* and *fertilize*.

#### Reading

Students will sequence images and retell the stages of the life cycle of a chicken.

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

Sequencing [Activity Pages 6.1S and 6.2S]

#### LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Word Work: <i>Embryo, Fertilize</i>	10 min.	☐ Image 6A-4 ☐ additional images of animal embryos
Rewind		
Sequencing: "Life Cycle of a Chicken"	20 min.	<ul> <li>□ Image cards 10–12</li> <li>□ Cycles Poster 4 (Life Cycle of a Chicken)</li> <li>□ Activity Pages 6.1S and 6.2S</li> <li>□ scissors and glue</li> <li>□ Language Proficiency Recording Sheet</li> </ul>

#### ADVANCE PREPARATION

#### **Vocabulary Building**

• Bring in images of different animal embryos (be sure that images are accurate and age-appropriate).

#### Rewind

- Prepare Activity Pages 6.1S and 6.2S.
- Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Answer questions using the domain-specific words embryo and fertilize.
- Retell the stages of the life cycle of a chicken.

#### **Language Forms and Functions**

An embryo is at the \_\_\_\_\_ of an animal's life cycle.

#### Vocabulary

,			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
embryo fertilize life cycle	stages	egg/chick/chicken	

Start Lesson

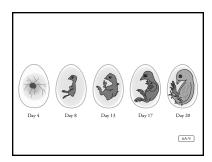
## Vocabulary Building



**Primary Focus:** Students will answer questions using the domain-specific words *embryo* and *fertilize*.

#### WORD WORK (10 MIN.)

#### **Embryo**



### Show image 6A-4: Diagram of developing chicken embryo

In today's read-aloud you saw a tiny chicken embryo growing inside of an egg.

Say embryo with me three times.

**Definition:** An embryo is an unborn animal or person.

**Examples:** This is an embryo of a chicken. The embryo is inside the chicken egg; the chick has not hatched yet. [Show additional images of animal embryos, and see if students can tell which animal the embryo will become.]

#### Support

#### **Sentence frame:**

"An embryo is at the \_\_\_\_\_ of an animal's life cycle." **Ask:** Is an embryo at the beginning, middle, or end of an animal's life cycle?

» An embryo is at the beginning of an animal's life cycle.

#### **Fertilize**

Today we learned that a rooster, or a male chicken, must fertilize a hen's, or female chicken's, eggs before the hen lays the eggs.

Say fertilize with me three times.

**Definition:** To fertilize an egg means to make an egg able to grow into a baby animal. Eggs that are not fertilized do not become baby animals.

**Example:** The roosters on a farm help fertilize the hen's eggs.



#### Check for Understanding

**Discuss:** If an egg is not fertilized, can it become a baby chick?

» If an egg is not fertilized it cannot become a baby chick.

## Lesson 6: Which Came First, the Chicken or the Egg? Rewind

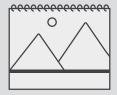


**Primary Focus:** Students will sequence images and retell the stages of the life cycle of a chicken.

#### Image Cards 10-12



#### Poster 4



#### **SEQUENCING (20 MIN.)**

- Show students Image Cards 10–12, and have them explain and sequence the chicken's life cycle.
- You may wish to show students Cycles Poster 4 (Life Cycle of a Chicken) and have them once again identify the three stages of the chicken's life cycle.
  - » egg, baby chick, adult chicken

- Give students Activity Pages 6.1S and 6.2S. Explain that they will show the life cycle of a chicken.
- First, have students cut out the images of the stages of the life cycle of a chicken on Activity Page 6.1S.
- Next, have them put the images in the correct order of the life cycle of a chicken.

**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.

• Then, students should glue or tape the images in the correct blanks on Activity Page 6.2S.



#### Sequencing

Retell the stages of the life cycle of a chicken using your sequence of images.

Activity Pages 6.1S, 6.2S





Reading
Selecting Language
Resources

#### **Entering/Emerging**

Provide an oral bank of key words (e.g., egg, hatch, chick, chicken) for students to use as they sequence the images.

#### **Transitioning/Expanding**

Ask questions about the images and help students answer using key details from the text.

#### Bridging

Invite students to retell the life cycle of a chicken using their sequenced images.

#### 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	K6 L6	
Activity Name	Sequencing	
Proficiency Levels		
Entering	Student sequences a series of images to show a process.	
Emerging	Student sequences a series of images and uses key words to recount a process.	
Transitioning	Student answers questions using key details from the text with support.	
Expanding	Student answers questions using key details from the text.	
Bridging	Student recounts a process using key details from the text independently.	

End Lesso

**LESSON** 

#### **CYCLES IN NATURE**

# The Life Cycle of a Frog

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will describe images of an amphibian.

#### Writing

Students will write an informational paragraph about the life cycle of a frog.

#### LANGUAGE PROFICIENCY ASSESSMENT

Writing

Informational Paragraph [Activity Page 7.1S]

#### **LESSON AT A GLANCE**

	Time	Materials
Vocabulary Building		
Word Work: Amphibian	10 min.	<ul><li>☐ Image 7A-1</li><li>☐ additional images of amphibians</li></ul>
Write About It		
Informational Paragraph: "Life Cycle of a Frog"	20 min.	<ul> <li>Cycles Poster 5 (Life Cycle of a Frog)</li> <li>Activity Page 7.1S</li> <li>chart paper, chalkboard or whiteboard</li> <li>Language Proficiency Recording Sheet</li> </ul>

#### ADVANCE PREPARATION

#### **Vocabulary Building**

• Bring in images of amphibians (e.g., caecilians, salamanders, newts, mudpuppies, frogs, and toads), frog burrows, and age-appropriate videos and images of amphibian metamorphosis.

#### **Write About it**

- Prepare a paragraph planning chart on a large piece of chart paper, chalkboard, or whiteboard, using Activity Page 7.1S as a guide.
- Prepare Language Proficiency Recording Sheet for Writing.

#### FEATURES OF ACADEMIC LANGUAGE

#### Discourse Features

- Describe images of an amphibian.
- Write an informational paragraph about the life cycle of a frog.

#### **Language Forms and Functions**

**Retell a Process**: First, . . ./Next, . . ./Then, . . ./Last, . . .

This \_\_\_\_\_ is \_\_\_\_ and \_\_\_\_

Vocabulary
------------

, and a second grant of the second grant of th		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
amphibian life cycle		egg/tadpole/frog pond spring

Start Lesso

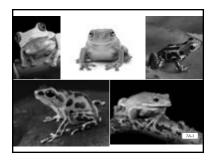
### Lesson 7: The Life Cycle of a Frog

## Vocabulary Building



**Primary Focus:** Students will describe images of an amphibian.

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



#### **Show image 7A-1: Frogs**

In today's read-aloud you will learn that frogs are amphibians [/am\*fib\*ee\*ən/].

Say amphibian with me three times.

**Definition:** An amphibian is an animal that can live on both land and in water. When amphibians are in water, they breathe through gills.

When amphibians are on land, they breathe with lungs.

**Example:** Marleen has both water and land in the tank for her pet frog, which is an amphibian.

• Show images and name the different types of amphibians.

#### Support

#### Sentence frame:

"This _		
(amphil	bian) is	
and	,,	



Speaking Using Nouns and Noun Phrases

#### **Entering/Emerging**

Prompt students to use familiar adjectives (size and color) to describe the pictures in simple ways.

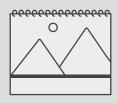
#### **Transitioning/Expanding**

Encourage students to use more complex adjectives (appearance and shape) to describe the pictures in a growing number of ways.

#### **Bridging**

Challenge students to use a variety of adjectives (texture) to describe the pictures in a wide variety of ways.

Poster 5





#### Check for Understanding

**Turn and Talk:** Describe this amphibian to your partner.

### Write About It



**Primary Focus:** Students will write an informational paragraph about the life cycle of a frog.

#### INFORMATIONAL PARAGRAPH: "LIFE CYCLE OF A FROG" (20 MIN.)

- Show students Cycles Poster 5 (Life Cycle of a Frog), and have them identify each stage of the life cycle of the frog.
- Explain that they are going to write a paragraph to explain the stages of the life cycle of a frog. Emphasize that the life cycle of a frog goes from "egg to egg."

**Definition:** An informational paragraph explains something.



#### Informational Paragraph

Let's write a paragraph about the life cycle of a frog together.

[Refer to the paragraph planning chart you have created. Point out each part of the planning chart. Model this planning step of the writing process on the planning chart. Write sentence starters or write down student suggestions on the chart for students.]

Introduction—This sentence tells the reader what the paragraph is about.

Suggestions: There are four stages in the life cycle of a frog.
 The life cycle of a frog is from egg to egg.
 Today, I learned about the life cycle of a frog.

Cycles in Nature Language Studio 6

First—Tell about the first stage in the life cycle.

» Suggestions: First, eggs are laid in spring. First, adult frogs lay eggs in the pond.

Next—Tell about the second stage in the life cycle.

» Suggestions: Next, tadpoles hatch.
Next, tadpoles with long tails hatch in the spring.

Then—Tell about the third stage in the life cycle.

Suggestions: Then tadpoles grow legs and lungs.
 Then tadpoles go through a big change and become a young frog.

Last—Tell about the fourth stage in the life cycle.

» **Suggestion:** Finally young frogs become adult frogs.

Conclusion—This sentence finishes and wraps up the paragraph.

- » Suggestions: The adult frogs lay eggs and the cycle starts over again.
  These are the four stages of the life cycle of a frog.
- After modeling the planning step, have students write their sentences on Activity Page 7.1S. Remind students to use capital letters at the beginning of their sentences and the correct punctuation at the end.



Writing Understanding Cohesion

#### **Entering/Emerging**

Display the poster for the life cycle of a frog and help students recount each stage of the cycle.

#### **Transitioning/Expanding**

Guide students through each section of an informational paragraph. Brainstorm information for each section and write model sentences on the board.

#### **Bridging**

Challenge students to use additional linking and temporal words as they independently write their own paragraphs on separate pieces of paper.

#### Activity Page 7.1S



#### 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	K6 L7	
Activity Name	Informational Paragraph	
Proficiency Levels		
Entering	Student explains simple information about a process with prompting and support.	
Emerging	Student explains simple information about a process.	
Transitioning	Student writes a sequence of events with support.	
Expanding	Student writes a sequence of events.	
Bridging	Student uses linking and temporal words to recount a coherent sequence of events.	

and Lesson

# 8

#### **CYCLES IN NATURE**

# The Life Cycle of a Butterfly

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will describe images of metamorphosis.

#### Writing

Students will write an informational paragraph about the life cycle of a butterfly.

#### **FORMATIVE ASSESSMENT**

**Speaking** 

Turn and Talk [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

Writing

Informational Paragraph [Activity Page 8.1S]

#### LESSON AT A GLANCE

	Time	Materials	
Vocabulary Building			
Word Work: Metamorphosis	10 min.	<ul><li>Image 8A-4</li><li>additional images of butterfly metamorphosis</li></ul>	
Write About It			
Informational Paragraph: "Life Cycle of a Butterfly"	20 min.	<ul> <li>Cycles Poster 6 (Life Cycle of a Butterfly)</li> <li>Activity Page 8.1S</li> <li>chart paper, chalkboard or whiteboard</li> <li>Language Proficiency Recording Sheet</li> </ul>	

#### ADVANCE PREPARATION

#### **Vocabulary Building**

• Bring in images of butterfly metamorphosis.

#### **Write About It**

- Prepare a paragraph planning chart on a large piece of chart paper, chalkboard, or whiteboard, using Activity Page 8.1S as a guide.
- Prepare Language Proficiency Recording Sheet for Writing.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Describe images of metamorphosis.
- Write an informational paragraph about the life cycle of a butterfly.

#### **Language Forms and Functions**

This is the egg/caterpillar/pupa/butterfly stage. During this stage the \_\_\_\_\_\_becomes \_\_\_\_\_.

**Retell a Process:** First, .../Next, .../Then, .../Last, ...

#### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
egg/caterpillar/pupa/ butterfly life cycle metamorphosis		

Start Lessor

# Vocabulary Building



**Primary Focus:** Students will describe images of metamorphosis.

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



#### **Show image 8A-4: Butterfly larva**

We will learn about a life cycle of another animal that also goes through a stage called metamorphosis [/met\*ə\*mor\*fə\*səs/].

• Say metamorphosis with me three times.

**Definition:** Metamorphosis is the process by which some young animals

completely change the way they look as they become adults.

Look at the image, can you guess which animal also goes through metamorphosis?

**Example:** After the caterpillar goes through metamorphosis to become a butterfly, it looks completely different.

• Show images of butterfly metamorphosis.

#### Support

#### **Sentence frame:**

"This is the (egg/caterpillar/pupa/butterfly) stage. During this stage the \_\_\_\_\_ becomes a \_\_\_\_."

#### Formative Assessment

**Turn and Talk:** [Point to a specific stage in the butterfly metamorphosis.] What is happening in this stage of metamorphosis?

### Write About It



**Primary Focus:** Students will write an informational paragraph about the life cycle of a butterfly.

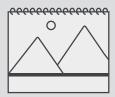
### INFORMATIONAL PARAGRAPH: LIFE CYCLE OF A BUTTERFLY (20 MIN.)

#### **Show Cycles Poster 6 (Life Cycle of a Butterfly)**

- Have students identify each stage of the life cycle of the butterfly.
- Explain that they are going to write a paragraph to explain the stages of the life cycle of a butterfly. Emphasize that the life cycle of a butterfly goes from "egg to egg."

**Definition:** An informational paragraph explains something.

#### Poster 6



#### Informational Paragraph

Let's write a paragraph about the life cycle of a butterfly together.

[Refer to the paragraph planning chart you have created. Point out each part of the planning chart. Model this planning step of the writing process on the planning chart. Write sentence starters or write down student suggestions on the chart for students.

Introduction—This sentence tells the reader what the paragraph is about.

» Suggestions: There are four stages in the life cycle of a butterfly. The life cycle of a butterfly is from egg to egg. Today I learned about the life cycle of a butterfly.

First—Tell about the first stage in the life cycle.

» Suggestions: First, the butterfly is an egg.First female butterflies lay their eggs on leaves.

Next—Tell about the second stage in the life cycle.

» Suggestions: Next, a caterpillar hatches.Next, a caterpillar hatches and grows and molts.

Then—Tell about the third stage in the life cycle.

» **Suggestion:** Then, the caterpillar forms a pupa.

Last—Tell about the fourth stage in the life cycle.

» Suggestion: Finally, a butterfly comes out.

Conclusion—This sentence finishes and wraps up the paragraph.

- » Suggestions: The adult butterfly lays eggs and the cycle starts over again. These are the four stages of the life cycle of a butterfly.
- After modeling the planning step, have students write their sentences on Activity Page 8.1S. Remind students to use capital letters at the beginning of their sentences and the correct punctuation at the end.



Writing Understanding Cohesion

#### **Entering/Emerging**

Display the poster for the life cycle of a butterfly and help students recount each stage of the cycle.

#### **Transitioning/Expanding**

Guide students through each section of an informational paragraph. Brainstorm information for each section and write model sentences on the board.

#### **Bridging**

Challenge students to use additional linking and temporal words as they independently write their own paragraphs on separate pieces of paper.

#### Activity Page 8.1S



#### 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	K6 L8	
Activity Name	Informational Paragraph	
Proficiency Levels		
Entering	Student explains simple information about a process with prompting and support.	
Emerging	Student explains simple information about a process.	
Transitioning	Student writes a sequence of events with support.	
Expanding	Student writes a sequence of events.	
Bridging	Student uses linking and temporal words to recount a coherent sequence of events	

End Lesson -

# 9

#### **CYCLES IN NATURE**

## The Water Cycle

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will describe images of evaporation and condensation.

#### Reading

Students will sequence images and retell the stages of the water cycle.

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

Sequencing [Activity Pages 9.1S and 9.2S]

#### LESSON AT A GLANCE

	Time	Materials	
Vocabulary Building			
Word Work: Evaporation, Condensation	10 min.	☐ Image 9A-3	
Rewind			
Sequencing: "The Water Cycle"	20 min.	☐ Cycles Poster 7 (Water Cycle)	
		☐ Activity Pages 9.1S and 9.2S	
		☐ Language Proficiency Recording Sheet	

#### **ADVANCE PREPARATION**

#### Rewind

- Prepare Activity Pages 9.1S and 9.2S.
- Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

Discourse Features			
<ul> <li>Describe images of evaporation and condensation.</li> <li>Retell the stages of the water cycle.</li> </ul>			
Language Forms and Functions			
Evaporation changes a	into a		
Condensation makes ir	n the sky.		
Condensation changes a	into a		
	Vocabulary		
Tier 3 Tier 2 Tier 1 Everyday Speech Words			
evaporation/condensation/ precipitation water cycle			

∼ Start Lesso

# Vocabulary Building



**Primary Focus:** Students will describe images of evaporation and condensation.

#### WORD WORK (10 MIN.)

#### **Evaporation**



### Show image 9A-3: Evaporation, condensation, precipitation

In today's read-aloud we learned about three stages in the water cycle. One of the stages is called evaporation.

Say evaporation with me three times.

**Definition:** Evaporation happens when liquid, such as water, changes into a gas,

such as water vapor, when the temperature becomes warmer.

**Example:** A puddle on the ground disappears and becomes water vapor because of evaporation.



#### Check for Understanding

**Word to World:** Which one of these three pictures shows us evaporation?

Can you see evaporation happening in this picture?

What does evaporation do?

» Evaporation changes a liquid into a gas.

Support

**Sentence frame:** 

"Evaporation changes a \_\_\_\_\_\_into a \_\_\_\_\_."

#### Condensation



### Show image 9A-3: Evaporation, condensation, precipitation

In today's read-aloud we learned about another stage in the water cycle called condensation.

Say condensation with me three times.

**Definition:** Condensation happens when a gas, such as water vapor, changes

into a liquid, such as water droplets or clouds in the sky, when the temperature becomes cooler.

**Examples:** It is difficult to see out the car window when there is condensation.

Condensation causes clouds to form in the sky.



#### Check for Understanding

**Word to World:** Which one of these pictures shows us condensation?

Have you ever seen condensation on a window before?

What does condensation make in the sky?

» Condensation makes clouds in the sky.

What does condensation do?

» Condensation changes a gas into a liquid.

#### Support

#### Sentence frames:

"Condensation makes \_\_\_\_\_ in the sky."

"Condensation changes a \_\_\_\_\_ into a \_\_\_\_\_."

## Rewind



**Primary Focus:** Students will sequence images and retell the stages of the water cycle.

#### **SEQUENCING: THE WATER CYCLE (20 MIN.)**

#### **Show Cycles Poster 7 (Water Cycle)**

- Have students identify the three stages of the water life cycle (evaporation, condensation, precipitation).
- Give students Activity Pages 9.1S and 9.2S. Explain that they will show the stages of the Water Cycle.
- First, have students cut out the images of the stages of the water cycle on Activity Page 9.1S.
- Next, have them put the images in the correct order of the water cycle.

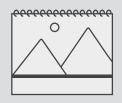
**Check In:** When students think they have the pictures in the correct order, they should ask an adult or check with their partners to see if the order is correct.

• Then, students should glue or tape the images in the correct blanks on Activity Page 9.2S.

#### Sequencing

Retell the stages of the water cycle using your sequence of images.

#### Poster 7



Activity Pages 9.1S, 9.2S





Reading Selecting Language Resources

#### **Entering/Emerging**

Provide an oral bank of key words (e.g., evaporation, cloud, condensation, rain, precipitation) for students to use as they sequence the images.

#### **Transitioning/Expanding**

Ask questions about the images and help students answer using key details from the text.

#### **Bridging**

Invite students to retell the water cycle using their sequenced images.

#### 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	K6 L9	
Activity Name	Sequencing	
Proficiency Levels		
Entering	Student sequences a series of images to show a process.	
Emerging	Student sequences a series of images and uses key words to recount a process.	
Transitioning	Student answers questions using key details from the text with support.	
Expanding	Student answers questions using key details from the text.	
Bridging	Student recounts a process using key details from the text independently.	

and Lesson

### Language Studio 7

### **Westward Expansion**



#### Grade 2 | Language Studio 7

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LESSON

# 1

#### **WESTWARD EXPANSION**

## Going West

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will answer questions using the domain-specific word *settled* and the general academic word *journey*.

Students will talk about possessions to take on a journey.

Students will condense sentences in a shared language activity.

#### LANGUAGE PROFICIENCY ASSESSMENT

**Speaking** 

**Condensing Sentences [Informal Observation]** 

#### **LESSON AT A GLANCE**

	Time	Materials		
Vocabulary Building				
Word Work: Settled/Settlers, Journey	10 min.	□ Image 1A-3		
Talk Time				
Covered Wagon	10 min.	☐ Image 1A-1		
Looking at Language				
Condensing Sentences	10 min.	☐ Images 1A-3, 1A-4		
		☐ additional images		
		☐ Language Proficiency Recording Sheet		

#### ADVANCE PREPARATION

#### **Talk Time**

• Create a physical outline of a wagon. [Covered wagons were about 10–12 feet long, 4 feet wide, and 10 feet high.]

#### **Looking at Language**

- Find another image for the Condensing Sentences activity. Prepare example sentences that can be condensed together in advance.
- Prepare Language Proficiency Recording Sheet for Speaking.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Answer questions using the domain-specific word settled and the general academic word *journey*.
- Discuss possessions to take on a journey.
- Condense two or more sentences into one sentence.

#### **Language Forms and Functions**

My family settled in \_\_\_\_\_

I went on a journey to . . .

On the journey I . . .

The journey took . . .

The Morgan family traveled west through Indiana. The Morgan family traveled west through Illinois. > The Morgan family traveled west through Indiana and Illinois.

#### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
covered wagon settled/settlers	journey possessions	home

Start Lesson

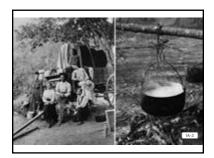
# Vocabulary Building



**Primary Focus:** Students will answer questions using the domain-specific word *settled* and the general academic word *journey*.

#### WORD WORK (10 MIN.)

#### Settlers/Settled



### Show image 1A-3: Wagon train family and their belongings

The Morgans were settlers during the time of westward expansion. The Morgan family settled on a farm in Oregon.

#### Support

#### **Sentence frame:**

"My family settled in \_\_\_\_\_."

#### **Sentence starters:**

"I went on a journey to "

"On the journey I . . ."

"The journey took . . ."



Speaking Selecting Language Resources

#### **Entering/Emerging**

Have students complete the sentence frames above for the words settled and journey.

#### **Transitioning/Expanding**

Encourage students to come up with their own definitions of the words settled and journey.

#### **Bridging**

Have students create their own sentences that reflect the meaning of the words settled and journey. Say the word *settlers* with me three times. Say the word *settled* with me three times.

**Definition:** Settlers are people who settle, or make their home, in a new place. To be settled means to have moved to a new place and made it your home.

**Example:** The settlers traveled through many new western towns before they settled in one that they wanted to call home.

**Turn and Talk:** Tell your partner about the place or places your family settled. Use the word *settled* when you tell about it.

#### **Journey**

We heard about the Morgan family's journey westward.

Say the word *journey* with me three times.

**Definition:** A journey is a long trip, or a time of travel, from one place to another. A journey usually takes a long time.

**Examples:** On the first day of their journey, the Morgans walked fourteen miles.

The journey from the East Coast of the United States to the West Coast takes four days by car.

**Turn and Talk:** Tell your partner about a journey you have taken. Where did you go? What did you see or do? How long did the journey take? Use the word *journey* when you tell about it.

### Lesson 1: Going West Talk Time



**Primary Focus:** Students will talk about possessions to take on a journey.

#### **COVERED WAGON (10 MIN.)**



#### Show image 1A-1: A covered wagon

**Note:** To help students understand the size of a typical wagon used on the Oregon Trail, help them measure the outline of a covered wagon, or prairie schooner. [Covered wagons were about 10–12 feet long, 4 feet wide, and 10 feet high.]

- Remind students that families going west had to pack all their food, clothing, and supplies in the covered wagon, so that sometimes there was not enough space for people to sit in the wagon.
- Have students think about which possessions their families would take in covered wagons if they were going west.



#### Check for Understanding

**Turn and Talk:** With a partner, make a list of things you would take in the wagon.

#### Lesson 1: Going West

### Looking at Language

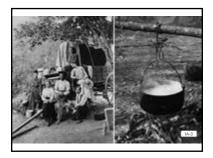


**Primary Focus**: Students will condense sentences in a shared language activity.

#### CONDENSING SENTENCES (10 MIN.)

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

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



Models:

### **Show image 1A-3: Wagon train family and their belongings**

The Morgan family traveled west through Indiana.

The Morgan family traveled west through Illinois.

» The Morgan family traveled west through Indiana and Illinois.



#### **Show image 1A-4: Flatboats on the river**

They loaded their wagon onto the flatboat.

They loaded their horses onto the flatboat.

They loaded their supplies onto the flatboat.

» They loaded their wagon, horses, and supplies onto the flatboat.

Westward Expansion Language Studio 7



#### **Condensing Sentences**

[Show another image.] With a partner, take turns saying a short sentence about the picture. Then combine your sentences together to make one longer sentence.

**Note:** Model for students how each person takes a turn to say a short sentence about the picture and how to combine the short sentences into one longer sentence.



#### **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	K7 L1	
Activity Name	Condensing Sentences	
Proficiency Levels		
Entering	Student condenses two short, provided sentences in simple ways with support.	
Emerging	Student condenses provided sentences in simple ways.	
Transitioning	Student condenses sentences with support.	
Expanding	Student condenses sentences with increasing independence.	
Bridging	Student condenses sentences in a variety of ways, independently.	





Speaking Condensing Ideas

#### **Entering/Emerging**

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

#### **Transitioning/Expanding**

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

#### **Bridging**

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

Lesson 1 Going West

# 2

#### **WESTWARD EXPANSION**

## Mr. Fulton's Journey

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will determine how the prefix *dis* – changes the meaning of a word.

#### **Speaking**

Students will condense sentences in a shared language activity.

Students will apply the general academic word *sympathy* to different situations.

#### **FORMATIVE ASSESSMENT**

**Speaking** 

**Condensing Sentences [Informal Observation]** 

#### LANGUAGE PROFICIENCY ASSESSMENT

Listening

Prefix: Dis-[Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials	
Looking at Language			
Prefix: <i>Dis</i> -	10 min.	<ul><li>battery-operated flashlight</li><li>Language Proficiency Recording Sheet</li></ul>	
Condensing Sentences	10 min.	☐ Images 2A-2, 2A-8	
Vocabulary Building			
Word Work: Sympathy	10 min.		

#### **ADVANCE PREPARATION**

#### **Looking at Language**

- Prepare Language Proficiency Recording Sheet for Listening.
- Find another image for the Condensing Sentences activity. Prepare example sentences that can be condensed together in advance.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Condense two or more sentences into one sentence.
- Contribute to discussion using the general academic word sympathy.

#### **Language Forms and Functions**

Robert Livingston was a wealthy man. Robert Livingston was an important man. > Robert Livingston was a wealthy, important man.

Someone might feel sympathy for the pioneers because they had to  $\dots$ 

Vocabulary			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
pioneers	disagreeable discourage sympathy	feeling sorry	

# Lesson 2: Mr. Fulton's Journey Looking at Language



#### **Primary Focus:**

Students will determine how the prefix *dis-* changes the meaning of a word. Students will condense sentences in a shared language activity.

#### PREFIX: DIS-(10 MIN.)

Teacher Reference Chart			
dis- = not; opposite of			
Word	Definition	Example	
disappear	to leave from sight; to cease to be visible	Have a student go from being visible to the class to being invisible by standing behind a door or outside of the room to show appear and disappear.	
disable	to cause to not function	Take the batteries out of a battery- operated flashlight.	
disconnect	to undo or break the connection of	Undo the connections of computer speakers, or unplug a piece of electronic equipment.	
disbelief	the state of not believing	Student 1 tells Student 2 something. Student 2 expresses that s/he does not believe Student 1.	
disorganize	to break up the regular arrangement or organization of something	Student 1 disorganizes a bookshelf or something else in the classroom.	
disagree	to not agree	Student 1 and Student 2 express opposing opinions about something.	
discourteous	not courteous or polite; rude	Student 1 acts rudely to Student 2.	

Mrs. Morgan wrote in her journal: "Had rain and hail today, which made it a very disagreeable experience. However, Papa and I smiled so as not to discourage the children."

Westward Expansion Language Studio 7

Say the word disagreeable with me. Say the word discourage with me.

**Ask:** Do you hear the same sounds in these two words?

Disagreeable and discourage both begin with the prefix dis—. The prefix dis— means not, or the opposite of.

**Definitions:** *Disagreeable* means not agreeable. *Discourage* means to take away someone's courage or confidence.

• Choose two to three words on the chart. Say the words, putting emphasis on dis—, and have students guess what the meaning of the word might be. Tell students the definition. Then invite volunteers to demonstrate the word.



#### Turn and Talk

With your partner, make a sentence using a word that has the prefix *dis*-.



#### 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	K7 L2	
Activity Name	Turn and Talk	
Proficiency Levels		
Entering	Student recognizes the meaning of words with the prefix dis- with support.	
Emerging	Student recognizes the meaning of words with the prefix dis	
Transitioning	Student determines the meaning of words with the prefix dis— with support.	
Expanding	Student determines the meaning of words with the prefix dis	
Bridging	Student provides an additional word with the prefix disand uses it in a sentence.	



Listening Analyzing Language Choices

#### **Entering/Emerging**

Say words with the prefix *dis*— and invite students to act out the word. Help students guess the meaning of the word.

#### **Transitioning/Expanding**

Use a word with the prefix *dis*— in a sentence and have students guess the meaning of the word.

#### Bridging

Challenge students to think of an additional word that has the prefix *dis*— with a partner and use it in a sentence.

#### CONDENSING SENTENCES (10 MIN.)

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

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

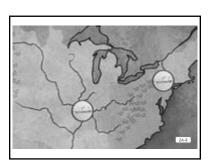


### Show image 2A-2: Livingston standing next to Fulton

Robert Livingston was a wealthy man.

Robert Livingston was an important man.

» Robert Livingston was a wealthy, important man.



### Show image 2A-8: Map showing two rivers with steamboats

People realized that steamboats were faster.

People realized that steamboats were much cheaper.

People realized that steamboats were more reliable than other types of transportation.

» People realized that steamboats were faster, much cheaper, and more reliable than other types of transportation.



#### Formative Assessment

**Condensing Sentences:** [Show another image.] With a partner, take turns saying a short sentence about the picture. Then combine your sentences together to make one longer sentence.

**Note:** Model for students how each person takes a turn to say a short sentence about the picture and how to combine the short sentences into one longer sentence.

# Vocabulary Building



**Primary Focus:** Students will apply the general academic word *sympathy* to different situations.

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

The Morgans felt sympathy for a young woman who could not travel any farther on the trail.

Say the word sympathy with me three times.

**Definition:** Sympathy is caring about and feeling sorry for someone else's troubles.

**Example:** I felt sympathy for my friend when she broke her leg and couldn't play on the playground.

#### Check for Understanding

Traveling on the Oregon Trail during the time of westward expansion was very difficult. Can you think of a reason why someone might feel sympathy for the pioneers making that journey?

End Lesson



Speaking Condensing Ideas

#### **Entering/Emerging**

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

#### **Transitioning/Expanding**

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

#### Bridging

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

#### Support

#### **Sentence starter:**

"Someone might feel sympathy for the pioneers because they had to . . ."

**LESSON** 

# 3

#### **WESTWARD EXPANSION**

## The Journal of a Twelve-Year-Old on the Eerie Canal

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will determine how the prefix *trans*- changes the meaning of a word.

#### **Speaking**

Students will condense sentences in a shared language activity.

Students will apply the general academic word tow to different situations.

#### **FORMATIVE ASSESSMENT**

**Speaking** 

Word to World [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

**Speaking** 

**Condensing Sentences [Informal Observation]** 

#### LESSON AT A GLANCE

	Time	Materials	
Looking at Language			
Prefix: trans-	10 min.		
Condensing Sentences	10 min.	<ul><li>☐ Image 3A-4</li><li>☐ Language Proficiency Recording Sheet</li></ul>	
Vocabulary Building			
Word Work: <i>Tow</i>	10 min.		

#### **ADVANCE PREPARATION**

#### **Looking at Language**

- Find another image for the Condensing Sentences activity. Prepare example sentences that can be condensed together in advance.
- Prepare Language Proficiency Recording Sheet for Speaking.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Condense two or more sentences into one sentence
- Apply the general academic word tow to different situations..

#### **Language Forms and Functions**

A flatboat is a big boat. A flatboat is a flat boat. A flatboat is used to carry goods. > A flatboat is a big, flat boat used to carry goods.

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
flatboat	tow transport	

# Lesson 3: The Journal of a Twelve-Year-Old on the Eerie Canal Looking at Language



#### **Primary Focus:**

Students will determine how the prefix *trans* – changes the meaning of a word. Students will condense sentences in a shared language activity.

#### PREFIX: TRANS- (10 MIN.)

Teacher Reference Chart			
trans- = across, the other side			
Word	Definition	Example	
transfer	to pass or cause to pass from one person or place to another	Move and object from one student's cubby to another's.	
transform	to change in appearance or structure	action figures; a solid changing to a liquid, such as ice to water	
translate	to change from one language or set of symbols to another	Give examples of translated words the students may be familiar with (e.g., good-bye = adios, friend = amigo)	
transplant	to remove from one place and put elsewhere	transplanting a plant or flower from one location to another	
transatlantic	across the Atlantic Ocean	Show or ask a volunteer to show the span of one side of the Atlantic Ocean to the other on a world map.	
transnational	across a nation or country	Show or ask a volunteer to show the span of one side of the United States to the other on a U.S. map.	
transcontinental	across a continent	Show or ask a volunteer to show the span of one side of any continent to the other on a world map.	

Because a flatboat floats on water, it's much easier to transport heavy freight like coal and wood.

Say the word transport with me.

Westward Expansion Language Studio 7

The word *transport* begins with the prefix *trans*—. The prefix *trans*—means across, or to the other side of.

**Definition:** Transport means to carry or move from one place to another.

• Choose two to three words on the chart. Say the words, putting emphasis on *trans*—, and have students guess what the meaning of the word might be. Tell students the definition. Then provide an example of the word.



#### Check for Understanding

**Turn and Talk:** With your partner, make a sentence using a word that has the prefix *trans*–.

#### **CONDENSING SENTENCES (10 MIN.)**

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

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



#### **Show image 3A-4 Flatboat on the canal**

A flatboat is a big boat.

A flatboat is a flat boat.

A flatboat is used to carry goods.

» A flatboat is a big, flat boat used to carry goods.

The Erie Canal made it faster to head westward.

The Erie Canal made it easier to head westward.

» The Erie Canal made it faster and easier to head westward.



Listening Analyzing Language Choices

#### **Entering/Emerging**

Say words with the prefix *trans*—. Help students guess the meanings of the words.

#### **Transitioning/Expanding**

Use the word with the prefix *trans*- in a sentence and have students guess the meaning of the word.

#### Bridging

Challenge students to think of an additional word that has the prefix trans— with a partner use it in a sentence.



Speaking Condensing Ideas

# **Entering/Emerging**

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

# **Transitioning/Expanding**

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

## **Bridging**

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



# Condensing Sentences

[Show another image.] With a partner, take turns saying a short sentence about the picture. Then combine your sentences together to make one longer sentence.

**Note:** Model for students how each person takes a turn to say a short sentence about the picture and how to combine the short sentences into one longer sentence.

# LANGUAGE PROFICIENCY ASSESSMENT

# **Speaking**

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

Evaluation Tool			
Language Domain	Speaking		
Knowledge/Lesson	K7 L3		
Activity Name	Condensing Sentences		
	Proficiency Levels		
Entering	Student condenses two short, provided sentences in simple ways with support.		
Emerging	Student condenses provided sentences in simple ways.		
Transitioning	Student condenses sentences with support.		
Expanding	Student condenses sentences with increasing independence.		
Bridging	Student condenses sentences in a variety of ways, independently.		

Westward Expansion Language Studio 7

# Vocabulary Building



**Primary Focus**: Students will apply the general academic word *tow* to different situations.

# WORD WORK: TOW (10 MIN.)

We have such a big flatboat that it takes three mules to tow it.

Say the word tow with me three times.

**Definition:** *Tow* means to haul or pull behind someone or something.

**Example:** We had to tow my uncle's car to a service station when it broke down on the highway.



### Formative Assessment

**Word to World:** I will name something that can be towed. In a complete sentence, tell me what would tow the thing that I name.

- · a broken down car
  - » A tow truck tows a broken down car.
- a water skier
  - » A speedboat tows a water skier.
- a freight car
  - » A locomotive tows a freight car.
- a barge, or freight across the water
  - » A tugboat tows a barge or freight across the water.
- a camper
  - » A truck or car tows a camper.

End Lessor

LESSON

4

# **WESTWARD EXPANSION**

# The Story of Sequoyah

# PRIMARY FOCUS OF LESSON

# **Speaking**

Students will use the general academic words *generations* and *syllable* in a sentence.

# Reading

Students will preview and discuss an interactive read-aloud about "The Story of Sequoyah."

# LANGUAGE PROFICIENCY ASSESSMENT

Reading

Q & A [Informal Observation]

# LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: <i>Generations</i> , <i>Syllable</i>	10 min.	
Interactive Read-Aloud: "The Story of Sequoyah"	20 min.	☐ Images 4A-1, 4A-2, 4A-4, 4A-5☐ Language Proficiency Recording Sheet

# ADVANCE PREPARATION

# **Look Ahead**

• Prepare Language Proficiency Recording Sheet for Reading.

# FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul> <li>Contribute to discussion using the general academic word generations.</li> <li>Ask and answer questions about "The Story of Sequoyah."</li> </ul>		
La	nguage Forms and Functio	ns
The word has	syllables.	
I have a question about		
Why did ?		
I don't understand		
	Vocabulary	
Tier 3 Tier 2 Tier 1 Domain-Specific Words General Academic Words Everyday Speech Words		
talking leaves	generation message syllable symbol	language writing

# Look Ahead



## **Primary Focus:**

Students will use the general academic words *generations* and *syllable* in a sentence.

Students will preview and discuss an interactive read-aloud about "The Story of Sequoyah."

# **VOCABULARY PREVIEW (10 MIN.)**

## **Generations**

The Cherokee people had many folktales that had been told and retold for many generations.

Say the word generations with me three times.

**Definition:** Generations are people who are about the same age and live during the same time.

**Example:** All the students in this class are part of the same generation; you were all born and live around the same time. You and your grandparents are from different generations.



# Check for Understanding

**Turn and Talk:** With your partner, take turns naming someone from your family who is from an older generation than you. Try to use the word *generation* when you tell about it.

# **Syllable**

Sequoyah realized that all Cherokee words were made up of syllables.

Say the word syllable with me three times.

**Definition:** A syllable is a word or part of a word that has one vowel sound.

Westward Expansion Language Studio 7

**Example:** The word *expansion* has three syllables: ex-pan-sion.

I am going to say a word. Say each word after me, and tell me how many syllables it has.

- You may wish to have students clap out the syllables.
  - westward (two)
  - Sequoyah (three)
  - chief (one)

# INTERACTIVE READ-ALOUD: "THE STORY OF SEQUOYAH" (20 MIN.)



# **Show image 4A-1: Cherokee storyteller**

In the early 1800s the Cherokee people had a spoken language they used to communicate, but they did not have a written language for reading and writing. The Cherokee were Native Americans who lived in what is now the southeastern United States. The Cherokee people had many folktales that had been told

and retold for many generations. But none of these tales had ever been written down because the Cherokee kept and passed down meaningful information orally, or by talking. That changed because of the hard work and dedication of a Cherokee man named Sequoyah [/sə\*koi\*ə/].



# Show image 4A-2: Sequoyah watching officers communicate

Sequoyah believed that having a written language could make the Cherokee people even stronger.

# How is writing useful?

» Writing down laws, poems, songs, history, stories, etc.

He began to think about creating a writing system for his native language. Three years later, during the War of 1812, Sequoyah and other Cherokee helped the United States under General Andrew Jackson to fight the British troops. There, Sequoyah observed how the U.S. Army officers sent and received messages. Sequoyah saw how useful reading and writing was when the officers needed to communicate.

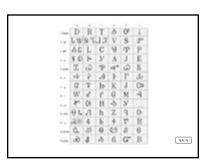
# Support

#### Sentence frame:

"The word \_\_\_\_\_ has \_\_\_\_ syllables."

The Cherokee called the letters that the officers sent each other "talking leaves." Sequoyah had seen how helpful they were for the soldiers. He was convinced it would be good if the Cherokee people could use "talking leaves," too.

What are talking leaves? (letters)



# Show image 4A-4: Photo of Sequoyah's symbols

Sequoyah realized that all Cherokee words were made up of syllables. So he created eighty-four symbols to represent all of the syllables in the Cherokee language.

Once Sequoyah had come up with symbols for the eighty-four syllables in the Cherokee

language, he was confident that he could teach other people to use them. He started by teaching his own daughter Ayoka [/o\*yoe\*ko/]. Ayoka easily learned to read and write with the symbols Sequoyah created. Then Sequoyah went to show his writing system to the chiefs of the Cherokee nation.



# Show image 4A-5: Sequoyah and his daughter at council house

At first, the chiefs were skeptical.

Definition: Skeptical means having or showing doubt or questioning.

Sequoyah had expected this. He told the chiefs he could prove that his system really worked.

He would send Ayoka away. Then he would write down any words the chiefs wanted him to write. When he had done this, he would call Ayoka back and she would read the words. That way the chiefs could be sure Sequoyah was not tricking them.

The chiefs agreed. Ayoka went away. One of the chiefs spoke some words in the Cherokee language. Sequoyah wrote down what he said, using his syllable symbols. Then they sent for Ayoka. When she returned, she read the words Sequoyah had written.

The chiefs were impressed. But they were not convinced. They tried the same test a few more times, using different words each time. The chiefs had Sequoyah write the symbols and then called Ayoka in to read them. Then the chiefs had Ayoka write the symbols and called Sequoyah in to read them. Finally, the chiefs concluded that Sequoyah's writing system really did work!

Give students time to ask questions about the lesson.

# Support

#### Sentence starters:

"I have a question about . . . "

"Why did . . . ?"

"I don't understand . . ."



# Q & A

[Show various images from the read-aloud.] In small groups ask and answer questions about what you have heard about the Sequoyah.

# 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		
Evaluation Tool		
Language Domain	Reading	
Knowledge/Lesson	K7 L4	
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.	





Reading Reading/Viewing Closely

# **Entering/Emerging**

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

# 5

# **WESTWARD EXPANSION**

# The Trail of Tears

# PRIMARY FOCUS OF LESSON

# **Speaking**

Students will use the general academic words forced and relocate.

# Reading

Students will preview and discuss the Trail of Tears through an interactive read-aloud.

# LANGUAGE PROFICIENCY ASSESSMENT

Reading

Q & A [Informal Observation]

# LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: Forced, Relocate	10 min.	
Interactive Read-Aloud: The Trail of Tears	20 min.	<ul><li>☐ Images 5A-1-5A-3, 5A-5</li><li>☐ Language Proficiency Recording Sheet.</li></ul>

# ADVANCE PREPARATION

# **Look Ahead**

• Prepare Language Proficiency Recording Sheet for Reading.

# FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul> <li>Respond to questions using the general academic words forced and relocate.</li> <li>Ask and answer questions about "The Trail of Tears."</li> </ul>		
La	nguage Forms and Functio	ns
Offer Opinions: I think the Ch	erokee's move was forced beca	use
I do/do not think the Cherokee	e's forced moved was fair becaus	se
had to relocate from	to	
I have a question about		
Why did ?		
I don't understand		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	force/forced relocate survivors	leave soldiers state worried

# Look Ahead



## **Primary Focus:**

Students will use the general academic words forced and relocate.

Students will preview and discuss the Trail of Tears through an interactive read-aloud.

# **VOCABULARY PREVIEW (10 MIN.)**

# **Forced**

In today's read-aloud, you will hear about a forced movement that made the Cherokee leave their homes and land.

Say the word forced with me three times.

**Definition:** If something is forced, it is done because it is necessary or had to be done, not because it is planned or wanted.

**Example:** The Cherokee had to move to another state; the movement was forced by the American government.

**Turn and Talk:** Tell your partner why you think the Cherokee's move was forced. Tell your partner whether or not you think the Cherokee's forced movement was fair.

## Relocate

John Ross tried many different ways to talk to the U.S. government and pleaded with them not to relocate the Cherokee.

Say the word relocate with me three times.

**Definition:** Relocate means to move a home, people, or animals from one place to another place.

**Example:** The company my father works for is moving to another state, so we have to relocate there, too.

# Support

# **Sentence starters:**

"I think the Cherokees' move was forced because . . ."

"I do/do not think the Cherokees' forced movement was fair because . . ."

# Check for Understanding

**Turn and Talk:** Have you or someone you know ever had to relocate? Tell your partner about it. Use the word *relocate* when you tell about it.

# INTERACTIVE READ-ALOUD: "THE TRAIL OF TEARS" (20 MIN.)



# Show image 5A-1: John Ross and son looking at cornfield

Looking out over his field of waving corn, John Ross smiled. He told his son, "This will be the best harvest of corn we have ever had, and the other crops are just as fine. Life is good here, and one day, all that your mother and I have built will be yours." John Ross was a leader of the Cherokee.

He was rich and successful, and had close friends among both his Cherokee and his white neighbors in Georgia. John Ross should have felt very happy with his life.

# Who was John Ross?

» John Ross was a leader of the Cherokee.

But on that sunny morning in 1830, standing with his son looking out over his cornfield, John Ross knew there was a possibility his son would never own the farm he worked so hard to get and keep. Some white people were jealous of the land and businesses the Cherokee owned. They wanted land and businesses, too. They began asking, "Why don't the Cherokee move? Our government can offer them land farther west, and we will keep their farms and businesses here for ourselves."



# Show image 5A-2: Ross petitioning the government for protection

Many of the Cherokee were worried. They did not want to leave their homes, and they were afraid that the U.S. government might force them to leave. John Ross tried many different ways to talk to the U.S. government and pleaded with them not to relocate the Cherokee. The government didn't listen.

Why were the Cherokee worried?

# Support

#### Sentence frame:

"\_\_\_\_ had to relocate from \_\_\_\_ to \_\_\_ ."

» They did not want to leave their homes.



# **Show image 5A-3: Andrew Jackson portrait**

Two years prior, in 1828, an army general named Andrew Jackson had been elected President of the United States. President Jackson was on the side of those settlers who wanted to take Native American land. President Jackson insisted that Native Americans move West to what was called "Indian Territory." He sent soldiers to make them go.

Hoping to avoid another war, U.S. government leaders told the Cherokee, "If you will move to the Indian Territory, we will pay you five million dollars to share among yourselves. You can use this to build a new life." There had already been many wars between Native American tribes and the U.S. government. In many of these wars, the Native Americans lost, and the U.S. government took their land without paying them for it.

What did President Jackson offer to the Native American tribes to move?

» He offered them five million dollars for their land.



# Show image 5A-5: Cherokee struggling through the snow

The U.S. government had promised to supply the Cherokee with wagons, oxen, horses, and food for the long journey, but there were not enough supplies for all of them. The road west was difficult. Many Cherokee were sick or injured, but they could not stop to heal. They had to keep walking. It was miserable.

Then, partway to the Indian Territory, while in Kentucky in November, the Cherokee encountered a horrible winter storm. Through the bitter cold and falling sleet and snow, the Cherokee continued their journey. Many people died, and even after the storm ended, others were too weak to finish the trip. So many Cherokee died on the way that the survivors called this journey the "Trail of Tears," and it has been called that ever since.

# What was the Cherokee journey like?

- » They encountered a big storm. It was cold. There was sleet and snow. Many Cherokee died.
- Give students time to ask questions about the lesson.

Westward Expansion Language Studio 7



# Q & A

[Show various images from the read-aloud.] In small groups, ask and answer questions about what you have heard about the Trail of Tears.

# 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	K7 L5	
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.	

End Lesson

# Support

### **Sentence starters:**

"I have a question about

"Why did . . . ?"

"I don't understand . . ."



Reading
Reading/Viewing
Closely

# **Entering/Emerging**

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



# **WESTWARD EXPANSION**

# Westward on the Oregon Trail

# PRIMARY FOCUS OF LESSON

# Listening

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

# **Speaking**

Students will apply the general academic word *hardships* to different situations.

# Listening

Students will determine how the prefix inter- changes the meaning of a word.

# FORMATIVE ASSESSMENT

**Speaking** 

Word to World [Informal Observation]

# LANGUAGE PROFICIENCY ASSESSMENT

Listening

Turn and Talk [Informal Observation]

# LESSON AT A GLANCE

	Time	Materials		
Vocabulary Building				
Multiple-Meaning Word: <i>Degree</i>	10 min.	□ Poster 3M		
Word Work: Hardships	10 min.			
Looking at Language				
Prefix: Inter–	10 min.	<ul><li>U.S. Map (optional)</li><li>Language Proficiency Recording Sheet</li></ul>		

# **ADVANCE PREPARATION**

# **Looking at Language**

- Find a U.S. map that shows interstate highways.
- Prepare Language Proficiency Recording Sheet for Listening.

# FEATURES OF ACADEMIC LANGUAGE

### **Discourse Features**

- Describe images using the general academic word degree.
- Apply the general academic word *hardships* to different situations.
- Create a sentence using the prefix inter-.

# **Language Forms and Functions**

When I see this kind of degree, I think of . . .

A hardship the pioneers suffered while traveling along the Oregon Trail was . . .

# Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	degree hardships interacting	

# Vocabulary Building



## **Primary Focus:**

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

Students will apply the general academic word *hardships* to different situations.

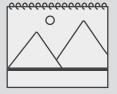
# MULTIPLE-MEANING WORD: DEGREE (10 MIN.)

**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 3M (Degree).] On this particular day, the wagon train moved slowly in one hundred-degree heat. *Degree* means a unit for measuring temperature. Which picture shows this? (1)

Degree also means something else. A degree is an official document and title that is given to someone who has successfully completed a series of classes at a college or university. Which picture shows this meaning of degree? (2)

Poster 3M



# Check for Understanding



**Multiple-Meaning:** [Point to the thermometer.] With your partner, talk about what you think of when you see this kind of degree. Remember to be as descriptive as possible and use complete sentences.

[Point to the college graduate.] With your partner, talk about what you think of when you see this kind of degree. Remember to be as descriptive a possible and use complete sentences.

# Support

### **Sentence starter:**

"When I see this kind of degree, I think of . . . "

Westward Expansion Language Studio 7

# WORD WORK: HARDSHIPS (10 MIN.)

The travelers had dreamed about and worked to get there after six months of hardships . . . and laughter, rain and hail, wind and heat.

Say the word hardships with me three times.

**Definition:** A hardship is something that makes your life difficult or unpleasant.

**Example:** During the war, the soldiers suffered the hardships of not enough sleep and not enough food that was safe to eat.



#### Formative Assessment

**Word to World:** I am going to name some situations. If what I say sounds like a hardship, you should say, "That is a hardship." If what I say does not sound like a hardship, you should say, "That is not a hardship."

- You must walk home from school in stormy weather.
  - » That is a hardship.
- · Someone does all of your chores for you.
  - » That is not a hardship.
- You go to the movies and eat popcorn.
  - » That is not a hardship.
- You have to do four hours of homework after school.
  - » That is a hardship.
- You must clean your whole house all by yourself.
  - » That is a hardship.

**Turn and Talk:** With your partner, discuss some of the hardships that the pioneers suffered while traveling along the Oregon Trail. Try to use the word *hardships* when you talk about it.

# Support

**Sentence starter:** "A hardship the pioneers suffered while traveling along the Oregon Trail was..."

# **Lesson 6: Westward on the Oregon Trail**

# Looking at Language



**Primary Focus:** Students determine how the prefix *inter*– changes the meaning of a word.

# PREFIX: INTER-(10 MIN.)

Teacher Reference Chart		
inter- = between		
Word	Definition	Example
interfere	to come between two things in order to stop something from happening	Student 1 walks toward Student 2 while Student 3 tries to hinder Student 1 from getting to Student 2.
interact	to act together	Student 1, 2, and 3 are talking to each other.
interject	to say something that interrupts a conversation	Students 1 and 2 are having a conversation and Student 3 interrupts.
intervene	to help solve a problem between two people	Students 1 and 2 are arguing and Student 3 tries to help them resolve their problem.
interstate	between two or more states	Point out interstate highways on a U.S. map (preferably ones your students might be familiar with); emphasize that these highways cross through more than one state.
international	between two or more nations or countries	Point out several countries on a world map, and tell students that anything that has to do with more than one country is considered international (e.g., markets, television stations, schools, airports).
intermediate	between beginning and advanced	Present activities in terms of levels (e.g., swimming, language, art, sports).
interschool/ interscholastic	between two or more schools	Ask students to name other schools in the area; tell students that anything that has to do with more than one school is considered interschool or interscholastic (e.g., sporting events, spelling bees, carnivals, etc.).

Westward Expansion Language Studio 7

Sequoya spent a lot of time interacting with the white settlers who were living near Cherokee lands.

Say the word *interacting* with me.

The word *interacting* begins with the prefix *inter*—. The prefix *inter*—means between or involving two or more things or people.

**Definition**: *Interacting* means talking or doing things with other people.

• Choose two to three words on the chart. Say the words, putting emphasis on *inter*—, and have students guess what the meaning of the word might be. Tell students the definition. Then provide an example of the word.



## Turn and Talk

With your partner, make a sentence using a word that has the prefix *inter*–.



Listening Analyzing Language Choices

# **Entering/Emerging**

Say words with the prefix *inter*– and invite students to act out the word. Help students guess the meaning of the word.

### **Transitioning/Expanding**

Use a word with the prefix *inter*— in a sentence and have students guess the meaning of the word.

# Bridging

Challenge students to think of an additional word that has the prefix inter— with a partner and use it in a sentence.

# 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	K7 L6		
Activity Name	Turn and Talk		
	Proficiency Levels		
Entering	Student recognizes the meaning of words with the prefix inter– with support		
Emerging	Student recognizes the meaning of words with the prefix inter		
Transitioning	Student determines the meaning of words with the prefix inter- with support.		
Expanding	Student determines the meaning of words with the prefix inter		
Bridging	Student provides an additional word with the prefix <i>inter</i> –and uses it in a sentence.		

End Lesson

# $\sqrt{}$

# **WESTWARD EXPANSION**

# The Pony Express

# PRIMARY FOCUS OF LESSON

# Listening

Students will identify the meanings of the domain-specific words *landmarks* and *telegraph*.

# Reading

Students will preview and discuss the Pony Express through an interactive read-aloud.

# LANGUAGE PROFICIENCY ASSESSMENT

Reading

Q & A [Informal Observation]

# LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: Landmarks, Telegraph	10 min	<ul><li>☐ Image 7A-4</li><li>☐ images of local landmarks</li><li>☐ Image 7A-9</li></ul>
Interactive Read-Aloud: "The Pony Express"	20 min	<ul> <li>□ Images 7A-1–7A-5, 7A-9</li> <li>□ U.S. map</li> <li>□ Language Proficiency Recording Sheet</li> </ul>

# **ADVANCE PREPARATION**

# **Look Ahead**

- Find images of local landmarks.
- Prepare Language Proficiency Recording Sheet for Reading.

# FEATURES OF ACADEMIC LANGUAGE

# **Discourse Features**

- Respond to questions using the domain-specific words landmarks and telegraph.
- Ask and answer questions about "The Pony Express."

Language Forms and Functions		
is a landmark where we live. When I see _	(landmark) .	nink of /it tells me that
I communicate with by		
I have a question about		
Why did ?		
I don't understand		

#### Vocabulary Tier 3 Tier 2 Tier 1 **Domain-Specific Words General Academic Words Everyday Speech Words** landmark deliver/delivery fast/faster stagecoach invent horse/pony telegraph message letter route mail

# Lesson 7: The Pony Express Look Ahead



# **Primary Focus:**

Students will identify the meanings of the domain-specific words *landmarks* and *telegraph*.

Students will preview and discuss the Pony Express through an interactive readaloud.

# **VOCABULARY PREVIEW (10 MIN.)**

#### Landmarks



# Show image 7A-4: Map showing the start of the Pony Express route

In today's read-aloud, you will hear that the riders on the Pony Express rode past some landmarks on their way from Missouri to California.

Say the word *landmarks* with me three times.

**Definition:** A landmark is something on land, such as a building or sign, that is easy to see and recognize.

**Example:** Some of the landmarks the riders saw were an Indian reservation, Chimney Rock, and a fort.

• If available, show images of some local landmarks to students.

**What Do You Think?** What are some landmarks where we live? Try to use the word *landmarks* when you answer.

[Help students name some local landmarks.] What do these landmarks tell you when you see them?

# Support

## Sentence frame:

'\_\_\_\_ is a landmark where we live."

# **Sentence starter:**

"When I see \_\_ (landmark), I think of . . . /it tells me that . . . "

# Telegraph



# **Show Image 7A-9**

In today's read-aloud, you will hear about telegraph messages and how they changed the way people communicated.

Say the word *telegraph* with me three times.

**Definition:** A telegraph is a machine that can send messages by a code over wires.

**Example:** A telegraph message sent from the East Coast of the United States to the West Coast would take only a few minutes to get there.



# Check for Understanding

**Discuss:** Which do you think is a faster way to communicate: sending a letter through a mail carrier such as the post office or sending a telegraph through wires? In which ways do you communicate with friends and family?

# INTERACTIVE READ-ALOUD: "THE PONY EXPRESS" (20 MIN.)



# Show image 7A-1: Mail stage coach circa 1850

In the 1850s, mail delivery was not as fast as it is today. Airplanes had not yet been invented, and neither had cars. Railroads had been invented, but the railroad tracks did not run all the way across the country.

Suppose you wanted to send a letter from New York to California over a hundred and fifty years ago. The railroads could carry your letter from New York to Missouri.

Point out the distance from New York to California on a U.S. map. Point to Missouri.

# Support

## **Sentence starter:**

"I communicate with \_\_\_\_ by . . . "

That might take a day or two. But the train tracks ended in Missouri. There your letter would have to be loaded onto a stagecoach like the one shown here. The stagecoach would be pulled by a team of horses. It would bump along dirt roads at five or six miles an hour. It would take almost a month for the stagecoach to carry your letter to California.

In 1860 three businessmen came up with an idea. They thought people would be willing to pay extra to send a letter if there were a quicker way to deliver it. All they needed to do was to find a way to speed up delivery time.



# **Show image 7A-2: Pony Express rider on his horse**

The idea they came up with was simple. They would have riders carry the mail on horseback and run a sort of relay race from Missouri to California. They figured that a single rider on a fast horse could travel very fast. They knew that horses and riders would get tired, so the businessmen decided there would have to be rest stations along the way.

The Pony Express was not an easy venture to start. The businessmen who started it had to spend a lot of money to get things set up before they could make any money.

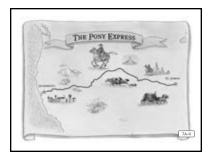


# **Show image 7A-3: Fast horses running**

After they decided which roads and trails to use, they had to set up stations along the route. One rider left from California in the West, at the same time another rider left from Missouri. Riders traveled from both ends of the route to carry the mail as fast as possible.

# Where did riders start from?

» One rider started from California and another started in Missouri.



# Show image 7A-4: Map showing the start of the Pony Express route

This map shows the whole route of the Pony Express. It started in St. Joseph, Missouri, where the train tracks ended. The Pony Express went all the way to Sacramento, California.

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The thick red line on the map shows the route the riders followed. The pictures above and below the route show some landmarks the riders rode past.

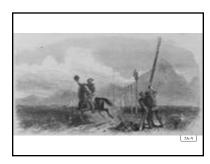
Point to the landmarks and read the names. Ask if students have ever heard of these landmarks.



# Show image 7A-5: Conditions that riders had to endure

Pony Express riders had to be ready to jump into the saddle and ride fifty miles on a moment's notice. They rode in the scorching heat of the day. They rode at night, by the light of the moon. They rode through rain, hail, and sleet.

Not only did a rider have to worry about himself, he had to worry about his horse, too. The terrain—or land—could be very bumpy or slippery so that his horse might stumble and fall. Or it could be spooked by wolves or stampeding herds of buffalo.



# Show image 7A-9: Pony Express rider and telegraph poles

Lots of people used the Pony Express to send letters. Unfortunately, the Pony Express did not last very long. This picture can help you understand why.

The men on the ground and behind the Pony Express rider are setting up telegraph poles.

Once the telegraph lines stretched across the country, it changed things. People in New York could send telegraph messages to California. A telegraph message could travel from New York to California in a matter of minutes. There was no way the Pony Express could compete with that. The Pony Express went out of business in 1861, after only eighteen months of service.

# What invention replaced the Pony Express?

» The telegraph replaced the Pony Express.

# Support

### **Sentence starters:**

"I have a question about . . . "

"Why did . . .?"

"I don't understand . . ."



Reading Reading/Viewing Closely

## **Entering/Emerging**

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



# Q & A

[Display images from the read-aloud for students to reference.] Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about this image. Ask your neighbor your question and listen to the response. Take turns asking questions.

# 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	K7 L7	
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.	

End Lessor

# 8

# **WESTWARD EXPANSION**

# Working on the Transcontinental Railroad

### PRIMARY FOCUS OF LESSON

# **Speaking**

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

Students will apply the general academic word *miserable* to different situations.

# Listening

Students will determine how the prefix tele- changes the meaning of a word.

# **FORMATIVE ASSESSMENT**

Speaking

Word to World [Informal Observation]

# LANGUAGE PROFICIENCY ASSESSMENT

Listening

Turn and Talk [Informal Observation]

# LESSON AT A GLANCE

	Time	Materials	
Vocabulary Building			
Multiple-Meaning Word: <i>Drive</i>	10 min.	□ Poster 4M	
Word Work: Miserable	10 min.		
Looking at Language			
Prefix: tele-	10 min.	☐ Language Proficiency Recording Sheet	

# ADVANCE PREPARATION

# **Looking at Language**

• Prepare Language Proficiency Recording Sheet for Listening.

# FEATURES OF ACADEMIC LANGUAGE

Discourse Features			
Describe images using the	Describe images using the multiple-meaning word <i>drive</i> .		
Apply the general academi	c word <i>miserable</i> to different si	ituations.	
Create sentences using wo	Create sentences using words with the prefix tele		
Language Forms and Functions			
I felt miserable when			
Vocabulary			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
telegraph	miserable	drive	

# Vocabulary Building



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

Students will apply the general academic word *miserable* to different situations.

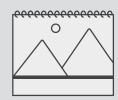
# MULTIPLE-MEANING WORD: DRIVE (10 MIN.)

**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 4M (Drive).] Men that were just passing through Utah to deliver goods stopped to throw dirt on the ties, or to drive a spike into the ground. *Drive* means to push something with force. Which picture shows this meaning of *drive*? (1)

Drive also means to control the movement of a car, bus, truck or other vehicle. Which picture shows this? (2)

Poster 4M





# Check for Understanding

**Turn and Talk:** Now with your partner, make a sentence for each meaning of drive. Remember to be as descriptive as possible and use complete sentences.

# WORD WORK: MISERABLE (10 MIN.)

You heard about some of the miserable conditions of working on the Transcontinental Railroad, such as swinging heavy hammers from sunrise to sunset in very hot temperatures.

Say the word miserable with me three times.

**Definition:** If someone is miserable, he or she is very uncomfortable or unhappy. If something is miserable, it causes extreme discomfort or unhappiness.

**Example:** The cold, wet, miserable weather caused us to stay indoors.

# Support

**Sentence starter:** "I felt miserable when



# Formative Assessment

**Word to World:** Tell your partner about a time when you felt miserable. Try to use the word *miserable* when you tell about it.

# Lesson 8: Working on the Transcontinental Railroad Looking at Language



**Primary Focus:** Students will determine how the prefix *tele*— changes the meaning of a word.

# PREFIX: TELE- (10 MIN.)

Teacher Reference Chart			
tele- = over a long distance			
Word	Definition	Example	
telephone	a way to communicate with someone in another place	calling and talking to our grandparents who live in a different state than we do	
television	electronic equipment on which you can watch programs being filmed or broadcast a long way away	watching a sporting event that is being held in another country on our television in our home	
teleconference	a video conference or meeting that is held with people who are in another location	using video-chat services to have an appointment	
telecommunications	communicating with people who are a long way away	sending e-mail messages to our friends	
telemarketing	marketing or trying to sell goods or services from a long way away	when people call our homes and ask if we'd like to buy something they are selling	

You heard about telegraph messages and how they changed the way people communicated.

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Say the word telegraph with me.

The word *telegraph* begins with the prefix *tele*—. The prefix *tele*—means over a long distance.

**Example:** A telegraph message is a message sent a long distance away over a wire.

• Choose two to three words on the chart. Say the words, putting emphasis on *tele*—, and have students guess what the meaning of the word might be. Tell students the definition. Then provide an example of the word.



# Turn and Talk

With your partner, make a sentence using a word that has the prefix *tele-*.

# 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	K7 L8	
Activity Name	Turn and Talk	
Proficiency Levels		
Entering	Student recognizes the meaning of words with the prefix tele- with support	
Emerging	Student recognizes the meaning of words with the prefix <i>tele</i> –.	
Transitioning	Student determines the meaning of words with the prefix <i>tele</i> — with support.	
Expanding	Student determines the meaning of words with the prefix tele	
Bridging	Student provides an additional word with the prefix <i>tele</i> —and uses it in a sentence.	



Listening Analyzing Language Choices

# **Entering/Emerging**

Say words with the prefix *tele*— and invite students to act out the word. Help students guess the meaning of the word.

# **Transitioning/Expanding**

Use a word with the prefix tele— in a sentence and have students guess the meaning of the word.

### **Bridging**

Challenge students to think of an additional word that has the prefix *tele*— with a partner and use it in a sentence.

- End Lessor

**LESSON** 



# **WESTWARD EXPANSION**

# The Buffalo Hunters

# PRIMARY FOCUS OF LESSON

# Reading

Students will preview and discuss buffalo hunters through an interactive read-aloud.

# **Speaking**

Students will apply the phrase "depended on" to different situations.

# LANGUAGE PROFICIENCY ASSESSMENT

Reading

Q & A [Informal Observation]

# LESSON AT A GLANCE

	Time	Materials	
Look Ahead			
Interactive Read-Aloud: "The Buffalo Hunters"	20 min.	<ul><li>☐ Images 9A-1−9A-4, 9A-6</li><li>☐ Language Proficiency Recording Sheet</li></ul>	
Vocabulary Building			
Word Work: Depended On	10 min.		

# ADVANCE PREPARATION

# **Look Ahead**

• Prepare Language Proficiency Recording Sheet for Reading.

# FEATURES OF ACADEMIC LANGUAGE

Discourse Features			
Ask and answer questions a	about images from the read-alc	oud.	
Apply the phrase "depende	d on" to different situations.		
Language Forms and Functions			
I have a question about			
Why did?			
I don't understand			
I depended on for			
Vocabulary			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
bison	conflict depended on solemnly	buffalo hunt/hunter	

## Look Ahead



**Primary Focus:** Students will preview and discuss buffalo hunters through an interactive read-aloud.

#### INTERACTIVE READ-ALOUD: "THE BUFFALO HUNTERS" (20 MIN.)



## Show image 9A-1: Running Fox and Black Eagle

It was the first time Running Fox was hunting for bison with his tribe, and he was excited and nervous. Running Fox knew how important the bison were to his people, the Lakota Sioux [/soo/]. The bison were their source of life. The Lakota depended on bison meat for food

and bison skins for leather and clothing. They even used the bones of the bison to make tools. Running Fox remembered his father teaching him about the bison. "The bison are sacred to our people, my son," he said. "That is why we honor their spirit and thank them for giving us their lives to help our people survive. We have always followed the great bison herds. Before we had horses, we followed the herds on foot."

#### How did the Lakota use the buffalo?

» They used the meat for food and the skins for leather and clothing. They used the bones to make tools.



### Show image 9A-2: Running Fox ready for the hunt

"But now," Running Fox thought proudly, "we are great horsemen who can keep up with the bison when they try to escape. We kill only as many as we need to live. We never kill so many that the herds disappear. If the bison disappear, so will the Lakota people."

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#### **Show image 9A-3: Bison being hunted**

Chief Red Cloud, still atop the hill, whistled sharply. At once, his hunters kicked their heels against their horses' sides and charged down the hill toward the bison.

"Aiyee, aiyee!" The Lakota shouted, and the frightened bison ran away from the hunters even faster, right along the pathway the

hunters had predicted. That was when Running Fox and the other hunters came riding out from behind the hill. Seeing them, the bison did not know where to go. By this time, the hunters were riding along the edges of the herd, shooting arrows.



## Show image 9A-4: Chief Red Cloud congratulating Running Fox

After a few more bison had fallen, Chief Red Cloud shouted, "We have enough!" He signaled to the hunters to stop. Chief Red Cloud rode over to Running Fox, put his hand on the young man's shoulder, and said, "Let us pause and thank these bison for giving themselves so that we might live."

After a few minutes, Chief Red Cloud said, "Now you are truly a Lakota!" Running Fox grinned for just a moment. Then he remembered to look serious and grown-up. Changing his expression, he nodded solemnly to the chief and thought, "Chief Red Cloud has honored me by noticing what I did today."



## Show image 9A-6: Riders stopped in horror at the sight of the fallen buffalo

Later, the riders came to a sight so shocking that they all stopped riding and stared. On the ground before them lay dozens of bison. Someone had killed them and taken only the best parts of the meat, leaving behind the rest of the bison.

#### What shocking sight did the riders see?

» Dozens of bison killed. The best meat had been taken, but the rest had been left.

Running Fox asked a hunter next to him, "Why would someone kill bison in this way? Don't they know that wasting a bison is wrong?"

#### Support

#### **Sentence starters:**

"I have a question about . . ."

"Why did..."

"I don't understand . . ."



Reading Reading/Viewing Closely

#### **Entering/Emerging**

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



## Show image 9A-7: Running Fox listening to an angry Chief Red Cloud

Running Fox could see Chief Red Cloud's eyes blazing with anger as he spoke. "I have tried to tell them," the chief continued solemnly, "but they refuse to listen."

He turned, looked right at Running Fox, and said, "We have spoken peacefully with them,

and we will do so again. I hope that this time they will listen. Otherwise, we may have further conflict with them." Chief Red Cloud turned and led his men back the way they had come.



#### Q & A

[Display images from the read-aloud for students to reference.] Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about this image. Ask your neighbor your question and listen to the response. Take turns asking questions.

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#### 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	K7 L9	
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.	

# Vocabulary Building



**Primary Focus:** Students will apply the phrase *depended on* to different situations.

#### WORD WORK: "DEPENDED ON" (10 MIN.)

In today's read-aloud, you heard that the Lakota Sioux *depended on* bison for food, clothing, and tools.

Say the phrase depended on with me three times.

**Definition:** When we depend on something, it means that we need its support or help in order to survive or be well.

**Example:** Our pets depend on us to feed them and give them shelter.

I am going to ask you some questions about how the Lakota Sioux depended on bison. Try to answer using a complete sentence with the phrase *depended on*.

#### Ask

How did the Lakota Sioux depend on bison for food?

» They depended on bison for food because they ate bison meat.

How did the Lakota Sioux depend on bison for clothing?

» They depended on bison for clothing because they used the hide of the bison to make clothes.

How did the Lakota Sioux depend on the bison for tools?

» They depended on the bison for tools because they made tools with the bones.



Speaking Evaluating Language Choices

#### **Entering/Emerging**

Ask students yes/no questions (e.g. Have you ever depended on an adult to take you to school?)

#### **Transitioning/Expanding**

Provide sentence frame: "I depended on \_\_\_\_\_ for \_\_\_\_\_."

#### **Bridging**

Challenge students to come up with their own sentences using depended on.



#### Check for Understanding

**Turn and Talk:** Turn to your partner and take turns sharing a time when you depended on someone for something. Be sure to use the phrase "depended on" when you talk about it.

End Lesson

Westward Expansion Language Studio 7

### Language Studio 8

### **Insects**



#### **Grade 2 | Language Studio 8**

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#### Connections (30 min.)

• Domain-Related Trade Book: Insects That Are Friends or Foes

# 1

#### **INSECTS**

# Insects Everywhere!

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will preview insects using a Know-Wonder-Learn chart.

Students will apply the general academic words *social* and *solitary* to different situations.

#### Reading

Students will recognize the names and images of different insects.

#### **FORMATIVE ASSESSMENT**

Listening

**Know-Wonder-Learn** [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

Listening

Word to World [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Know-Wonder-Learn: Insects Everywhere!	10 min.	☐ Image 1A-1 ☐ Activity Page 1.1S ☐ chart paper, marker
Vocabulary Building		
Word Work: Social/Solitary	10 min.	☐ Language Proficiency Recording Sheet
Rewind		
Matching	10 min.	☐ Activity Page 1.2S

#### **ADVANCE PREPARATION**

#### **Look Ahead**

- Prepare Activity Page 1.1S.
- Using chart paper, prepare a Knowledge-Wonder-Learn chart modeled on Activity Page 1.1S.

#### **Vocabulary Building**

• Prepare Language Proficiency Recording Sheet for Listening.

#### Rewind

• Prepare Activity Page 1.2S.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Apply the general academic words solitary and social to different situations.
- Ask and answer questions about insects.

#### **Language Forms and Functions**

One fact I know about the insect \_\_\_\_\_ is . . .

I would like to learn/I wonder about . . .

The \_\_\_\_\_is/are being \_\_\_\_\_

**Compare/Contrast:** A similarity between the insects is that they both have \_\_\_\_\_ A difference between the insects is that \_\_\_\_\_ has \_\_\_\_\_.

#### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	social solitary	ant beetle caterpillar fly grasshopper

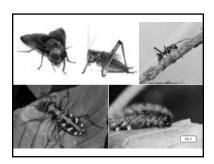
- Start Lesson

## Look Ahead



**Primary Focus:** Students will preview insects using a Know-Wonder-Learn chart.

#### KNOW-WONDER-LEARN: INSECTS EVERYWHERE! (10 MIN.)



#### Show image 1A-1: Insect collage

 Point to the collage, and tell students that all of the insects pictured in this unit are shown bigger than life-size so the students can see them better.

#### Check for Understanding

**Name It:** Do you recognize any of the insects pictured in this image? [Have students come up to the image and point to each insect as they name it. As students correctly name each insect, write the name next to the corresponding picture on the Know-Wonder-Learn Chart.]

#### Activity Page 1.1S





Speaking Offering and Supporting Opinions

#### **Entering/Emerging**

Provide images for students to respond to using words or short phrases.

#### **Transitioning/Expanding**

Provide sentence starters: "One fact I know about the insect \_\_\_\_\_ is . . . "; "I would like to learn/I wonder about . . ."

#### **Bridging**

Invite students to ask questions about insects or add additional information.

### Formativ

#### Formative Assessment

**Know-Wonder-Learn:** [Give students Activity Page 1.1S.] We will write what we already know about insects in the "Know" column of the Knowledge-Wonder-Learn chart. We will add questions about what we wonder in the "Wonder" column.

[**Note:** Fill in the "Learn" column of the chart after presenting the read-aloud about each insect in this unit.]

#### Ask

What is one fact you already know about any of the insects pictured? [Record correct responses on the chart.]

What would you like to learn, or what do you wonder, about each of these insects? [Write two or three valid questions on the chart.]

#### Lesson 1: Insects Everywhere!

## Vocabulary Building



**Primary Focus:** Students will apply the general academic words *social* and *solitary* to different situations.

#### WORD WORK: SOCIAL/SOLITARY (10 MIN.)

In today's read-aloud, you heard that some insects are social and some are solitary.

Say the word social with me three times.

Say the word solitary with me three times.

**Definitions:** Social means living together in communities where everyone has a job and helps each other. Solitary means living alone or in pairs.

**Examples:** The social honeybees worked all through the night to take care of the queen bee.

A tiger is a solitary hunter because she finds food for only herself and her cubs.



#### Word to World

I will describe several situations. If what I describe is an example of being social, spread out your arms and say, "That is being social." If what I describe is an example of being solitary, close your arms in front of yourself and say, "That is being solitary."

- A person who lives alone, miles away from others.
  - » That is being solitary.
- People in a neighborhood who are having a cookout or potluck together.
  - » That is being social.
- Fish that swim together in a school or a big group.
  - » That is being social.
- A bear hibernating by itself in a cave.
  - » That is being solitary.
- Hundreds of bats hanging in a cave together.
  - » That is being social.



Listening Analyzing Language Choices

#### **Entering/Emerging**

Instruct students to spread out their arms for social and to close their arms in front of themselves for solitary. Have students repeat the word social or solitary to respond.

#### **Transitioning/Expanding**

Model responses using the sentence frame:
"The \_\_\_\_\_\_ is/are being \_\_\_\_\_ (social/solitary)."

#### Bridging

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

#### 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	K8 L1	
Activity Name	Word to World	
	Proficiency Levels	
Entering	Student signals choice using gestures and repeating target word(s) with support.	
Emerging	Student signals choice using gestures and repeating target word(s).	
Transitioning	Student responds using target word(s) in a complete sentence with support.	
Expanding	Student responds using target word(s) in a complete sentence.	
Bridging	Student provides alternatives to target word(s).	

#### **Lesson 1: Insects Everywhere!**

## Rewind



**Primary Focus:** Students will recognize the names and images of different insects.

#### MATCHING (10 MIN.)

• Give students Activity Page 1.2S. Have students draw a line to match each insect's name with its image.



#### Check for Understanding

**Turn and Talk:** With a partner, check your answers to this activity. Discuss the similarities and differences among the insects on the activity page.

End Lesson

#### Activity Page 1.2S



#### Support

#### Sentence frame:

"A similarity between
the insects is that they
both have"
"A difference between
the insects is that
has"

**LESSON** 

# 2

#### **INSECTS**

# What Makes an Insect?

#### PRIMARY FOCUS OF LESSON

#### Listening

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

#### **Speaking**

Students will add details to sentences by using adverbs.

Students will identify body parts of insects and will determine if images depict insects

#### **FORMATIVE ASSESSMENT**

**Speaking** 

Adding Details [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Am I an Insect? [Activity Page 2.1S]

#### LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Multiple-Meaning Word: Patch	10 min.	☐ Poster 1M (Patch) ☐ Image 2A-11
Looking at Language		
Adding Details	10 min.	☐ Image 2A-12
Rewind		
Am I an Insect?	10 min.	<ul> <li>□ Images 2A-4, 2A-5, 2A-11</li> <li>□ Image Cards 2-5</li> <li>□ Activity Page 2.1S</li> <li>□ scissors</li> <li>□ Language Proficiency Recording Sheet</li> </ul>

#### ADVANCE PREPARATION

#### Rewind

- Prepare Activity Page 2.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- · Exchange information about insects.
- Construct descriptive sentences by adding adverbs.

#### **Language Forms and Functions**

Grasshoppers sing \_\_\_\_\_\_\_\_(softly/loudly)

This is/is not an insect.

The \_\_\_\_\_ is/is not an insect because . . .

Vocabulary			
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
abdomen antennae thorax	attached patch	cricket head leg mouth wings	

Start Lesson

# Vocabulary Building



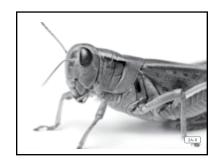
**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *patch*.

#### MULTIPLE-MEANING WORD: PATCH (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.

Poster 1M





## Show image 2A-11: Cricket's thorax and front legs

[Show Poster 1M (Patch).] A cricket has a smooth patch of skin on its front leg. Here patch means a piece of skin covering an opening. Which picture shows a similar meaning of patch? (two)

The word patch can also mean a small area of land where plants grow, such as a pumpkin patch. Which picture shows this meaning of patch? (one)



#### Check for Understanding

**Multiple Meaning:** Now with your partner, make a sentence for each meaning of *patch*. Remember to be as descriptive as possible and use complete sentences.

Lesson 2: What Makes an Insect an Insect?

## Looking at Language



**Primary Focus:** Students add details to sentences by using adverbs.

#### **ADDING DETAILS (10 MIN.)**

**Note:** The purpose of this activity is to help students understand the direct connection between grammatical structures and the meaning of text. This activity should be used in conjunction with the complex text presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct.

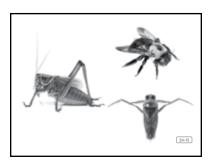
We know that many verbs are action words.

**Ask:** What are some examples of verbs?

Today we will practice using adverbs.

**Definition:** Adverbs are words that are used to describe verbs.

Adverbs describe how an action is done.



Show image 2A-12: Grasshopper, bee, and backswimmer beetle

#### Ask

[Point to grasshopper] What is this?

» a grasshopper



Listening Analyzing Language Choices

#### **Entering/Emerging**

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

#### **Transitioning/Expanding**

Provide visual for students to refer to while giving their own definitions for the word patch.

#### **Bridging**

Invite students to create their own sentences that reflect the meanings of the word patch.

What do grasshoppers do?

» Grasshoppers sing.

Sing is an action word or verb. An adverb can be used to describe the verb sing.

#### Ask

Support

**Sentence frame:** 

"Grasshoppers sing \_\_\_\_ (loudly/softly)."

What words could we use to describe how grasshoppers sing?

» loudly, softly, etc.

What are the adverbs that describe how grasshoppers sing?

» loudly, softly

In the read-aloud you heard that grasshoppers' wings move rapidly to make sounds.

**Ask:** What do grasshoppers' wings do? (move)

Move is an action word. An adverb can be used to describe the word move.

**Ask:** What word is used to describe how the wings move in this sentence? (rapidly)

What is the adverb that is used to describe how grasshoppers' wings move? (rapidly)



#### Formative Assessment

**Adding Details:** I am going to ask some questions. Use the adverbs *loudly, softly, quickly,* or *slowly* to answer my questions. How does a turtle move?

» A turtle moves slowly.

If a person whispers, how is he speaking?

» He is speaking softly.

If a person shouts, how is he speaking?

» He is speaking loudly.

If a person is trying to win a race, how does she run?

» She runs quickly.

What are the words that describe action words or verbs called?

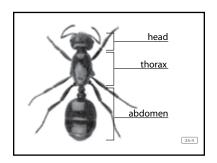
» They are called adverbs.

## Rewind



**Primary Focus:** Students will identify body parts of insects and will determine if images depict insects.

#### AM I AN INSECT? (10 MIN.)



### Show image 2A-4: Ant with three sections labeled

 Have students identify the three body parts of all insects: head, thorax, and abdomen,



#### **Show image 2A-5: Insect heads**

 Have students identify parts of insect heads, including antennae (used for touch and smell) and mouthparts with specially developed areas.



## Show image 2A-11: Cricket's thorax and front legs

#### Ask

What part of the insect's body, where the legs and wings are attached, is visible in this image? (thorax)

Can you identify the body part not visible in this image that is responsible for

digestion, egg production, and breathing? (abdomen)

• Show Image Cards 2 (Cockroach), 3 (Dragonfly), 4 (Beetle), and 5 (Spider).

**Ask:** Can you identify the animals? [Have students compare and contrast the animals in the image cards, focusing on the parts of the different bodies.]

Image Cards 2-5



#### Ask

How is the animal in Image Card 5 different from the animals in the other images?

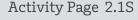
» It has eight legs.

Is a spider an insect?

» No. it is not an insect.

How can you tell?

» Insects have six, not eight legs.







Speaking Exchanging Information and Ideas

#### **Beginning/Emerging**

Ask simple yes/no questions about a specific image and about whether or not it is an insect (e.g., "Does this have six legs?"). Encourage students to respond with a simple sentence: "This is/is not an insect."

#### **Transitioning/Expanding**

Point out the features of an insect in an image.

Provide sentence starter: "The \_\_\_\_\_ is/
is not an insect because . . ."

#### **Bridging**

Have students and their partners compare their completed activity pages.



#### Am I an Insect?

[Give students Activity Page 2.1S.] Cut out the images of the different animals, sort them into two groups—insects and animals that are not insects—and glue them onto the T-chart. Use what you've learned about insects to help you categorize these animals. When you are finished, compare your sorted groups with your partner's, and explain how you determined which animals belong in each group.

#### 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	K8 L2	
Activity Name	Am I an Insect?	
Proficiency Levels		
Entering	Student answers yes/no questions with support.	
<b>Emerging</b> Student answers yes/no questions.		
<b>Transitioning</b> Student answers questions about the topic with support.		
Expanding	Student answers questions about the topic in complete sentences.	
Bridging	Student asks and answers questions about the topic and builds on the ideas of others.	

End Lesso

**LESSON** 

# 3

#### **INSECTS**

# Life Cycles of Insects

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will identify the meanings of domain-specific words *metamorphosis* and *nymph*.

#### Writing

Students will recount the stages of metamorphosis.

#### LANGUAGE PROFICIENCY ASSESSMENT

Writing

Sequencing [Activity Pages 3.1S, 3.2S]

#### LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: Metamorphosis, Nymph	10 min.	☐ Image Cards 6, 7☐ Image 3A-6
Rewind		
Sequencing: Metamorphosis	20 min.	<ul> <li>Activity Pages 3.1S, 3.2S</li> <li>scissors and glue</li> <li>Image Card 6</li> <li>Language Proficiency Recording Sheet</li> </ul>

#### ADVANCE PREPARATION

#### Rewind

- Prepare Activity Pages 3.1S and 3.2S.
- Prepare Language Proficiency Recording Sheet for Writing.

#### FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
Answer questions using the	e domain-specific words <i>metar</i>	morphosis and nymph.
Recount the stages of meta	morphosis.	
Language Forms and Functions		
Compare/Contrast: A similarity between and is A difference between is		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
metamorphosis nymph	complete/incomplete stages	butterfly

## Look Ahead

**VOCABULARY PREVIEW (10 MIN.)** 



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

#### Image Card 6, 7

#### Metamorphosis

[Show Image Cards 6 and 7.] In today's read-aloud, you will hear that insects go through metamorphosis.

Say the word *metamorphosis* with me three times.

**Definitions:** *Metamorphosis* means the process that some young animals go through, changing form as they become adults.

[Point to Image Card 6.] Some insects go through a complete metamorphosis. The stages of complete metamorphosis are egg, larva/caterpillar, pupa, and adult.

[Point to Image Card 7.] Other insects go through an incomplete metamorphosis. The stages of incomplete metamorphosis are egg, nymph, and adult.

**Examples:** A butterfly goes through complete metamorphosis.

A praying mantis goes through incomplete metamorphosis.

**Terms:** I will describe the metamorphosis stages of several insects. If the metamorphosis I describe is complete, say, "That is a complete metamorphosis." If the metamorphosis I describe is incomplete, say, "That is an incomplete metamorphosis."

- A fly goes through the stages of egg, larva/maggot, pupa, and adult.
  - » That is a complete metamorphosis.
- A grasshopper goes through the stages of egg, nymph, and adult.
  - » That is an incomplete metamorphosis.
- A beetle goes through the stages of egg, larva/grub, pupa, and adult.
  - » That is a complete metamorphosis.

- A cricket goes through the stages of egg, nymph, and adult.
  - » That is an incomplete metamorphosis.

#### Nymph



Show image 3A-6: Life cycle of praying mantis: egg case, nymphs emerging, older nymph, adult

In today's read-aloud, you will hear about one of the stages of incomplete metamorphosis called a nymph.

Say the word *nymph* with me three times.

**Definition:** A nymph is the stage of an insect between egg and adult; the nymph looks like a tiny version of the adult insect. [Point out the nymph in the image.]

**Example:** A praying mantis nymph eats the same food as an adult praying mantis.



#### Check for Understanding

**Turn and Talk:** Look at the images of the adult praying mantis and the nymph praying mantis. Tell your partner what is similar between the two. Then tell your partner what is different.

# $\begin{array}{c} \text{Lesson 3: Life Cycles of Insects} \\ \text{Rewind} \end{array}$



#### **Primary Focus:** Students will recount the stages of metamorphosis.

#### **SEQUENCING: METAMORPHOSIS (20 MIN)**

- Give students Activity Pages 3.1S and 3.2S.
- Have students cut out the pictures from the first activity page and glue them onto the second activity page in the correct order.
- Display Image Card 6, and have students check to see if they have the stages in the correct order.

#### Support

### **Sentence frames and starters:**

"A similarity	between
and	is'
"A difference	between
and	is "

Activity Pages 3.1S, 3.2S





Writing Interacting via Written English

#### **Emerging**

Display Image Card 6 (complete metamorphosis), and help students recount each stage of the cycle.

#### **Transitioning/Expanding**

Guide students through each section of an informational paragraph. Brainstorm information for each section, and write model sentences on the board.

#### **Bridging**

Challenge students to use additional linking and temporal words as they independently write their own paragraphs on separate pieces of paper.



#### Sequencing

On the back of Activity Page 3.2S, write the events in order, using the linking words *First, Next, Then,* and *Last* or your own linking words and phrases. Underline the linking words and phrases in your sentences.

Linking Words and Phrases That Describe a Process		
First	Second	Third
In the beginning	Then	Last
At first	After that	Finally
To start	Next	At the end

#### 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	K8 L3	
Activity Name	Sequencing	
Proficiency Levels		
Entering	Student explains simple information about a phenomenon with prompting and support.	
Emerging	Student explains simple information about a phenomenon.	
Transitioning	Student writes a sequence of events with support.	
Expanding	Student writes a sequence of events.	
Bridging	Student uses linking and temporal words to recount a coherent sequence of events.	

End Lesson

# 4

#### **INSECTS**

# Social Insects: Bees and Wasps

#### PRIMARY FOCUS OF LESSON

#### **Speaking**

Students will answer questions about the general academic word societies.

#### Listening

Students will add details to sentences by using adverbs.

#### **Speaking**

Students will condense sentences in a shared language activity.

#### **FORMATIVE ASSESSMENT**

**Speaking** 

**Condensing Sentences** [Informal Observation]

#### LANGUAGE PROFICIENCY ASSESSMENT

Listening

Making Choices [Informal Observation]

Lesson 4 Social Insects: Bees and Wasps

#### LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Word Work: Societies	10 min.	
Looking at Language		
Adding Details	10 min.	☐ Language Proficiency Recording Sheet
Condensing Sentences	10 min.	<ul><li>□ Image 4A-1</li><li>□ additional Flip Book image</li><li>□ sample sentences</li></ul>

#### **ADVANCE PREPARATION**

#### **Looking at Language**

- Prepare Language Proficiency Recording Sheet for Listening.
- Select an additional Flip Book image. Prepare examples of sentences that can be condensed together.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Answer questions about the general academic word societies.
- · Construct descriptive sentences by adding adverbs.
- Condense two or more sentences into one sentence.

#### **Language Forms and Functions**

That is do	ne .
	(socially/independently)
The	_ does/do that
	(socially/independently)

Bees gather and share food. Bees build nests together. Bees cooperate to raise their young. > Bees gather and share food, build nests together, and cooperate to raise their young.

#### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
paper wasps	independently socially societies solitary	honeybees

- Start Lesson

# Vocabulary Building



**Primary Focus:** Students will answer questions about the general academic word societies.

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

In the read-aloud you heard that although some wasps are solitary, the black and gold wasps live in societies.

Say the word societies with me three times.

**Definition:** Societies are groups of either people or animals, living together in organized communities.

**Example:** Social ants live in societies called colonies.

**Turn and Talk:** Tell your partner something that describes our society. Is our society big or small? Does our society have crowded neighborhoods or a lot of open space? What kinds of celebrations

does our society have? Use the word society when you tell about it.



#### Check for Understanding

**Making Choices:** I am going to say two characteristics. Choose the characteristic that describes societies. Use the word *societies* in a complete sentence in your answers.

- one person or many people
  - » Societies have many people.
- organized or not organized
  - » Societies are organized.
- made up of animals, of people, or of either animals or people
  - » Societies can be made up of either animals or people.
- members cooperate and work together, or members work alone
  - » In societies, members cooperate and work together.

# Lesson 4: Social Insects: Bees and Wasps Looking at Language



#### **Primary Focus:**

Students will add details to sentences by using adverbs.

Students will condense sentences in a shared language activity.

#### ADDING DETAILS (10 MIN.)

We know that many verbs are action words.

**Ask:** Does anyone remember what type of word describes a verb? [Pause for students to respond.] Words that describe verbs are called adverbs.

In the read-aloud, you heard that most bees and wasps are solitary, or live alone, but honeybees and paper wasps are social insects, and live in large groups.

**Ask:** What does solitary mean?

» Solitary means living and acting alone.

**Definition:** If an insect is solitary, we can say that it acts alone, or independently. *Independently* is an adverb that describes something that is done alone, or by oneself, without the help of others. For example, a spider spins its web independently, or by itself.

**Ask:** What does social mean?

» Social means living and interacting with others.

**Definition:** If an insect is social, we can say that it acts socially. Socially is an adverb that describes something that is done with others.

**Example:** The dogs play together socially at the park.

**Review:** What is the adverb that is used to describe something that is done alone, without the help of others? (independently)

What is the adverb that is used to describe something that is done with others? (socially)



#### Making Choices

I am going to name some actions. If the action I name is done independently, put your hands on your hips and say, "That is done independently." If the action I name is done socially, link arms with your neighbor and say, "That is done socially."

- Honeybees build hives together and share food.
  - » That is done socially.
- The queen bee lays her eggs on her own.
  - » That is done independently.
- My sister does her homework without anyone's help.
  - » That is done independently.
- Children play with each other on the playground.
  - » That is done socially.
- Students read books together.
  - » That is done socially.

#### Support

#### **Sentence frame:**

"That is done \_\_\_\_\_ (socially/independently)."



Listening Analyzing Language Choices

#### **Entering/Emerging**

Instruct students to link their arms with their neighbors for socially and to put their hands on their hips for independently. Have students repeat the word socially or independently to respond.

#### **Transitioning/Expanding**

Model responses using the sentence frame: "The \_\_\_\_\_ does/do that \_\_\_\_ (socially/independently)."

#### Bridging

Challenge students act out or explain why the words *socially* and *independently* are good words to describe the scenarios.

#### 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	K8 L4	
Activity Name	Making Choices	
Proficiency Levels		
Entering	Student signals choice using gestures and repeating target word(s) with support.	
Emerging	Student signals choice using gestures and repeating target word(s).	
Transitioning	Student responds using target word(s) in a complete sentence with support.	
Expanding	Student responds using target word(s) in a complete sentence.	
Bridging	Student explains language choice for target word(s).	

#### **CONDENSING SENTENCES (10 MIN.)**

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

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



#### **Show image 4A-1: Honey bee**

Bees live together in organized communities.

Bees depend on each other to live.

Bees solve problems as a team.

» Bees live together in organized communities, depend on each other to live, and solve problems as a team.

Bees gather and share food.

Bees build nests together.

Bees cooperate to raise their young.

» Bees gather and share food, build nests together, and cooperate to raise their young.



#### Formative Assessment

**Condensing Sentences:** [Show another Flip Book image.] With a partner, take turns saying a short sentence about the picture. Then, combine your sentences together to make one longer sentence.

[**Note:** Model how to take turns saying short sentences about the picture and how to combine the short sentences into one longer sentence.]

- End Lesson

LESSON

# 5

#### **INSECTS**

## Social Insects: Ants and Termites

#### PRIMARY FOCUS OF LESSON

#### Reading

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

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

R & L Guide [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials
Connections		
Domain-Related Trade Book: Ants and Termites	30 min.	<ul> <li>□ trade book of teacher's choice</li> <li>□ Resource Page 8.1S or 8.2S</li> <li>□ chart paper and marker</li> <li>□ sticky notes</li> <li>□ Language Proficiency Recording Sheet</li> </ul>

#### **ADVANCE PREPARATION**

#### **Connections**

- Find a trade book on ants or termites to read aloud to students.
- Create a large Reading/Listening (R & L) Guide for Literary Text or for Informational Text (Resource Page 8.1S or 8.2S) on chart paper, and prepare an individual copy for each student (optional).
- Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

# Discourse Features Compare text type and purpose of different texts. Language Forms and Functions Compare: Both the trade book and the read-aloud are about ... Contrast: The trade book is about ..., but the read-aloud is about ...

## Connections



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

#### Support

#### **Sentence starters:**

Compare: "Both the trade book and the read-aloud are about . . ."

**Contrast:** "The trade book is about . . . , but the read-aloud is about . . . "



Reading Reading/Viewing Closely

#### **Entering/Emerging**

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

#### **Transitioning/Expanding**

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

#### **Bridging**

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

#### DOMAIN-RELATED TRADE BOOK: ANTS AND TERMITES (30 MIN.)



#### R & L Guide

As a class, we will fill in a Reading/Listening Guide. [This can be done during the reading or after the reading.]

- Point out the text features of the trade book:
  - Identify the title, author, and illustrator.
  - Preview a few of the illustrations or images with their captions.
  - Highlight additional text features such as charts, diagrams, and glossary or vocabulary sidebars.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions, and rapidly clarify critical vocabulary within the context of text.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in this book relates to the read-alouds in this unit.



#### Check for Understanding

**Recall:** Help students determine the text type and its purpose by prompting them with the following questions:

- Is this a story (literary) or an explanation (informational)?
- Is it completely factual (informational/nonfiction), or is part of it made up (fiction)?
- Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?

**Everybody Counts:** Have students draw/write on sticky notes about something they learned or a question they have, and post them on the large Reading/Listening Guide.

#### LANGUAGE PROFICIENCY ASSESSMENT

#### Reading

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

Evaluation Tool		
Language Domain	Reading	
Knowledge/Lesson	K8 L5	
Activity Name	R & L Guide	
Proficiency Levels		
Entering	Student identifies key words and phrases to answer questions about the text with support.	
Emerging	Student identifies key words and phrases to answer questions about the text.	
Transitioning	Student retells some key details from the text with support.	
Expanding	Student retells some key details from the text.	
Bridging	Student compares and contrasts trade book with information presented in the lessons.	

nd Lesson

LESSON



#### **INSECTS**

# Insects That Glow and Sing

#### PRIMARY FOCUS OF LESSON

#### Reading

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

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

R & L Guide [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials
Connections		
Domain-Related Trade Book: Insects That Glow and Sing	30 min.	<ul> <li>□ trade book of teacher's choice</li> <li>□ Resource Page 8.1S or 8.2S</li> <li>□ chart paper and marker</li> <li>□ sticky notes</li> <li>□ Language Proficiency Recording Sheet</li> </ul>

#### ADVANCE PREPARATION

#### **Domain-Related Trade Books**

- Find a trade book on fireflies or crickets to read aloud to students.
- Create a large Reading/Listening (R & L) Guide for Literary Text or for Informational Text (Resource Page 8.1S or 8.2S) on chart paper, and prepare an individual copy for each student (optional).
- Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

# Discourse Features • Compare text type and purpose of different texts. Language Forms and Functions Compare: Both the trade book and the read-aloud are about . . . Contrast: The trade book is about . . . , but the read-aloud is about . . .

## Connections



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



#### R & L Guide

As a class, we will fill in a Reading/Listening Guide. [This can be done during the reading or after the reading.]

### DOMAIN-RELATED TRADE BOOK: INSECTS THAT GLOW AND SING (30 MIN.)

- Point out the text features of the trade book:
  - Identify the title, author, and illustrator.
  - Preview a few of the illustrations or images with their captions.
  - Highlight additional text features such as charts, diagrams, and glossary or vocabulary sidebars.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions, and rapidly clarify critical vocabulary within the context of the text.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in this book relates to the read-alouds in this unit.



Reading Reading/Viewing Closely

#### **Entering/Emerging**

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

#### **Transitioning/Expanding**

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

#### **Bridging**

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



#### Check for Understanding

**Recall:** Help students determine the text type and its purpose by prompting them with the following questions:

- Is this a story (literary) or an explanation (informational)?
- Is it completely factual (informational/nonfiction), or is part of it made up (fiction)?
- Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?

**Everybody Counts:** Have students draw/write on sticky notes about something they learned or a question they have, and post them on the large Reading/Listening Guide.

#### LANGUAGE PROFICIENCY ASSESSMENT

#### Reading

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

Evaluation Tool		
Language Domain	Reading	
Knowledge/Lesson	K8 L6	
Activity Name	R & L Guide	
Proficiency Levels		
Entering	Student identifies key words and phrases to answer questions about the text with support.	
Emerging	Student identifies key words and phrases to answer questions about the text.	
Transitioning	Student retells some key details from the text with support.	
Expanding	Student retells some key details from the text.	
Bridging	Student compares and contrasts trade book with information presented in the lessons.	

End Lesson

LESSON

7

#### **INSECTS**

# Armored Tanks of the Insect World

#### PRIMARY FOCUS OF LESSON

#### Listening

Students will identify the meanings of the domain-specific words *armor* and *elytra* and of the general academic word *adapt*.

#### **Speaking**

Students will condense sentences in a shared language activity.

#### Listening

Students will recognize different types of beetles by creating and solving a puzzle.

#### LANGUAGE PROFICIENCY ASSESSMENT

**Speaking** 

**Condensing Sentences [Informal Observation]** 

#### LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: Armor/Elytra, Adapt	10 min.	☐ Images 2A-18, 7A-4☐ images of animals with armor
Looking at Language		
Condensing Sentences	10 min.	<ul> <li>□ Image 7A-3</li> <li>□ additional Flip Book image</li> <li>□ sample sentences</li> <li>□ Language Proficiency Recording Sheet</li> </ul>
Rewind		
Beetle Puzzle	10 min.	☐ Activity Page 7.1S☐ scissors

#### ADVANCE PREPARATION

#### **Vocabulary Building**

• Find images of the following animals that have armor or hard shells: turtles, armadillos, porcupines, snails, clams, and other shellfish.

#### **Looking at Language**

- Select an additional Flip Book image. Prepare examples of sentences that can be condensed together.
- Prepare Language Proficiency Recording Sheet for Speaking.

#### Rewind

• Prepare Activity Page 7.1S.

#### FEATURES OF ACADEMIC LANGUAGE

#### **Discourse Features**

- Answer questions about adapting to a new situation.
- Condense two or more sentences into one sentence.

#### **Language Forms and Functions**

Another animal that has armor is \_\_\_\_\_.

One time I had to adapt was . . .

Beetles come in all shapes. Beetles come in all sizes. Beetles come in all colors. > Beetles come in all shapes, sizes, and colors.

Voca	bu	lary
------	----	------

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
armor elytra larvae	adapt	beetle

Start Lesson

## Look Ahead



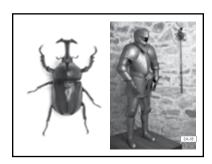
**Primary Focus:** Students will identify the meanings of the domain-specific words armor and elytra and of the general academic word adapt.

#### **VOCABULARY PREVIEW (10 MIN.)**

#### **Armor and Elytra**

In today's read-aloud, you will hear about a beetle's armor, and about how parts of that armor are called elytra.

Say armor with me three times. Say elytra with me three times.



#### **Show image 2A-18**

**Definition:** Armor means a strong cover or shell that protects some plants and animals. A beetle's hard shell is like the suit of armor in this picture, because it protects the beetle's body.



### Show image 7A-4: Ladybug at rest and ladybug in flight

**Definition:** Elytra are the hard front wings of beetles that cover and protect the back wings. [Point out the ladybug's elytra, or hard, colored wings in the image. Point out its soft back wings under the elytra.]

The ladybug's elytra, which are usually red with black dots, are part of its armor.

**Ask:** What other animals have armor? Use the word *armor* in your answer. [If possible, show images of the following: turtle, armadillo, porcupine, snails, clams, and other shellfish.]

#### **Adapt**

In our read-aloud, you will also hear that many species of beetles adapt to their environments or surroundings.

Say the word adapt with me three times.

**Definition:** Adapt means to change in order to adjust to or live in new conditions.

**Example:** When we moved, we had to adapt to our new community and new school.



#### Check for Understanding

**Turn and Talk:** Tell your partner about a time when you had to adapt to a new situation. What changes did you have to make? Try to use the word *adapt* when you tell about it.

#### Support

#### Sentence frame:

"Another animal that has armor is\_\_\_\_\_."

#### **Sentence starter:**

"One time I had to adapt was . . ."

#### Lesson 7: Armored Tanks of the Insect World

## Looking at Language



**Primary Focus:** Students will condense sentences in a shared language activity.

#### CONDENSING SENTENCES (10 MIN.)

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

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



### Show image 7A-3: Firefly, weevil, whirligig, and rhinoceros beetle

Beatles come in all shapes.

Beatles come in all sizes.

They also come in all colors.

» Beatles come in all shapes, sizes, and colors.

Beatles have a head.

Beatles have a thorax.

They also have an abdomen.

» Beatles have a head, a thorax, and an abdomen.

The larvae hide in burrows.

The larvae pop partway out.

The larvae snatch passing insects with their jaws.

» The larvae hide in burrows, pop partway out, and snatch passing insects with their jaws.



#### **Condensing Sentences**

[Show additional Flip Book image.] With a partner, take turns saying a short sentence about the picture. Then, combine your sentences together to make one longer sentence.

[**Note**: Model how to take turns saying short sentences about the picture and how to combine the short sentences into one longer sentence.]

#### LANGUAGE PROFICIENCY ASSESSMENT

#### **Speaking**

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

Evaluation Tool		
Language Domain	Speaking	
Knowledge/Lesson	K8 L7	
Activity Name	Condensing Sentences	
Proficiency Levels		
Entering	Student condenses two short, provided sentences in simple ways with support.	
Emerging	Student condenses two short, provided sentences in simple ways.	
Transitioning	Student condenses two sentences in a growing number of ways with support.	
Expanding	Student condenses two sentences in a growing number of ways.	
Bridging	Student condenses two or more sentences in a variety of ways.	



#### Speaking Condensing Ideas

#### Beginning/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.

# $\begin{array}{c} \text{Lesson 7: Armored Tanks of the Insect World} \\ \text{Rewind} \end{array}$



**Primary Focus:** Students will recognize different types of beetles by creating and solving a puzzle.

#### Activity Page 7.1S



#### **BEETLE PUZZLE (10 MIN.)**

- Give students Activity Page 7.1S
- Help students identify each beetle on the page: ladybug, stag beetle, rhinoceros beetle, and wasp beetle.
- Then have students make their own puzzles by cutting the page into large shapes, no fewer than six pieces and no more than ten pieces.
- After they have finished cutting, have students write their names on the back of each piece of their puzzles.
- Have each student trade puzzle pieces with another student. Students should then put the pieces of their classmates' puzzles together.
- As students put the beetle puzzles together, have them explain how they can tell that they are putting the pieces of a certain beetle together.

End Lessor

LESSON

# 8

#### **INSECTS**

## Friend or Foe?

#### PRIMARY FOCUS OF LESSON

#### Reading

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

#### LANGUAGE PROFICIENCY ASSESSMENT

Reading

R & L Guide [Informal Observation]

#### LESSON AT A GLANCE

	Time	Materials
Connections		
Domain-Related Trade Book: Insects That Are Friends or Foes	30 min.	<ul> <li>□ trade book of teacher's choice</li> <li>□ Resource Page 8.1S or 8.2S</li> <li>□ chart paper and marker</li> <li>□ sticky notes</li> <li>□ Language Proficiency Recording</li> </ul>

#### **ADVANCE PREPARATION**

#### **Domain-Related Trade Books**

- Find a trade book on insects that are helpful or harmful to read aloud to students.
- Create a large Reading/Listening (R & L) Guide for Literary Text or for Informational Text (Resource Page 8.1S or 8.2S) on chart paper, and prepare an individual copy for each student (optional).
- Prepare Language Proficiency Recording Sheet for Reading.

#### FEATURES OF ACADEMIC LANGUAGE

# Discourse Features Compare text type and purpose of different texts. Language Forms and Functions Compare: Both the trade book and the read-aloud are about ... Contrast: The trade book is about ..., but the read-aloud is about ...

### Lesson 8: Friend or Foe?

### Connections



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

DOMAIN-RELATED TRADE BOOK: INSECTS THAT ARE FRIENDS OR FOES (30 MIN.)



#### R & L Guide

As a class, we will fill in a Reading/Listening Guide. [This can be done during the reading or after the reading.]

- Point out the text features of the trade book:
  - Identify the title, author, and illustrator.
  - Preview a few of the illustrations or images with their captions.
  - Highlight additional text features such as charts, diagrams, and glossary or vocabulary sidebars.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions, and rapidly clarify critical vocabulary within the context of the text.
- After you finish reading the trade book aloud, lead students in a discussion about how the story or information in this book relates to the read-alouds in this unit.

#### Support

#### **Sentence starters:**

**Compare:** "Both the trade book and the read-aloud are about . . ."

**Contrast:** "The trade book is about ..., but the read-aloud is about ..."



Reading Reading/Viewing Closely

#### **Entering/Emerging**

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

#### **Transitioning/Expanding**

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

#### Bridging

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

#### Check for Understanding

**Recall:** Help students determine the text type and its purpose by prompting them with the following questions:

- Is this a story (literary) or an explanation (informational)?
- Is it completely factual (informational/nonfiction), or is part of it made up (fiction)?
- Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?

**Everybody Counts:** Have students draw/write on sticky notes about something they learned or a question they have, and post them on the large Reading/Listening Guide.

#### LANGUAGE PROFICIENCY ASSESSMENT

#### Reading

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

Evaluation Tool		
Language Domain	Reading	
Knowledge/Lesson	K8 L8	
Activity Name	R & L Guide	
Proficiency Levels		
Entering	Student identifies key words and phrases to answer questions about the text with support.	
Emerging	Student identifies key words and phrases to answer questions about the text.	
Transitioning	Student retells some key details from the text with support.	
Expanding	Student retells some key details from the text.	
Bridging	Student compares and contrasts trade book with information presented in the lessons.	

End Lesson

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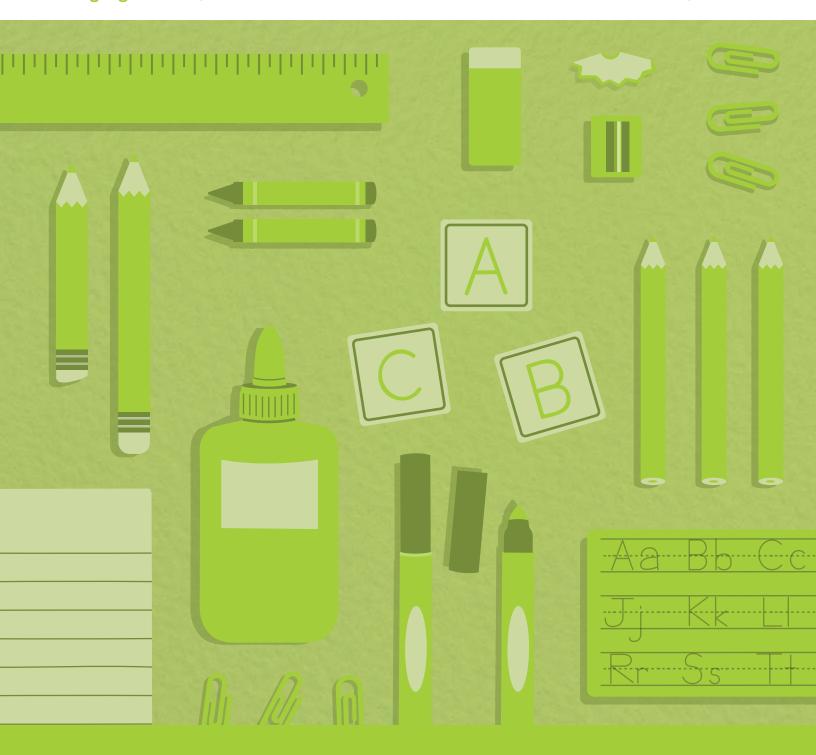
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