



# Language Studio

Teacher Guide

Grade 2

## Volume 3

Grade 2

Language Studio 9-12

# Volume 3

## Teacher Guide



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Language Studio 9

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# The U.S. Civil War

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## THE U.S. CIVIL WAR

# Harriet Tubman, Part I

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

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

**Reading**

Students will describe and write a title for an image of young Harriet Tubman based on key details.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Picture Gallery [Activity Page 1.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Vocabulary Building</b>		
Word Work: <i>Responsibility</i>	10 min.	
<b>Rewind</b>		
Picture Gallery: "Harriet Tubman, Part I"	20 min.	<input type="checkbox"/> Image 1A-2, additional Flip Book images <input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Rewind

- Select Flip Book images from the read-aloud to review.
- Prepare Activity Page 1.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Apply the general academic word <i>responsibility</i> to different situations.</li> <li>• Describe and write a title for an image of young Harriet Tubman.</li> </ul>		
Language Forms and Functions		
A responsibility I have at home/school is . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	responsibility	

## Lesson 1: Harriet Tubman, Part I

## Vocabulary Building



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

## WORD WORK: RESPONSIBILITY (10 MIN.)

"This baby was Minty's responsibility."

Say the word *responsibility* with me three times.

**Definition:** A *responsibility* is something or somebody you are expected to take care of.

**Examples:** Making her bed every morning is a responsibility that Janet has at home.

Making sure the classroom lights are turned off when the class goes out for recess is a responsibility that Janet has at school.

**Share:** What is a responsibility you have at home? What is a responsibility you have at school?



## Check for Understanding

**Word to World:** I am going to name some things. If what I name is your responsibility, say, "That is my responsibility." If it is not your responsibility, say, "That is not my responsibility."

- getting your backpack ready for school
- preparing your own breakfast
- driving to school
- making sure you finish your homework
- grading your work

## Support

**Sentence starter:** "A responsibility I have at home/school is . . ."



Speaking  
Selecting Language  
Resources

## Entering/Emerging

Say examples/  
non-examples of  
responsibility.

## Transitioning/Expanding

Provide sentence frame:  
"A responsibility I have  
at home/school is . . ."

## Bridging

Challenge the students  
to think of something  
that is or is not a  
responsibility.



## Lesson 1: Harriet Tubman, Part I

# Rewind



**Primary Focus:** Students will describe and write a title for an image of young Harriet Tubman based on key details.

### Activity Page 1.1S



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Help students identify the main topic (Minty) and some key words and phrases about Minty. Create a written word bank. Have students copy a key word or phrase.

### Transitioning/Expanding

Brainstorm key details from the read-aloud about Minty. Create a title together.

### Bridging

Invite students to share their titles in small groups and explain why they chose the titles.

### PICTURE GALLERY: "HARRIET TUBMAN, PART I" (20 MIN.)

- Review Flip Book images of Minty and the plantation. Have students use information they heard in the read-aloud to describe the images.
- Write key words and phrases on the board.



### Show image 1A-2: Minty's mother telling the story

- Give students Activity Page 1.1S

### Ask

Whom do you see in the image?

What do you think Minty and her mother are talking about?

How do you think Minty and her mother are feeling?



### Picture Gallery

What would be a good title for this image? In small groups, create a title for this image.

## 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	K9 L1
Activity Name	Picture Gallery
Proficiency Levels	
Entering	Student copies key words and phrases about the main topic.
Emerging	Student writes key words and phrases about the main topic with support.
Transitioning	Student identifies main topic, retells some key details, and writes a title copied from model.
Expanding	Student identifies main topic, retells some key details, and writes a title with support.
Bridging	Student creates a title that reflects how key details support the main topic.

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

## 2

THE U.S. CIVIL WAR

Harriet Tubman,  
Part II

## PRIMARY FOCUS OF LESSON

**Writing**

Students will record descriptions about the life and contributions of Harriet Tubman.

**Speaking**

Students will use formal and informal English appropriate to the audience.

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Act It Out [Informal Observation]

## LESSON AT A GLANCE

|                                         | Time    | Materials                                                                             |
|-----------------------------------------|---------|---------------------------------------------------------------------------------------|
| <b>Rewind</b>                           |         |                                                                                       |
| Review: Who Was Harriet Tubman?         | 15 min. | <input type="checkbox"/> Activity Page 2.1S<br><input type="checkbox"/> writing tools |
| <b>Talk Time</b>                        |         |                                                                                       |
| Act It Out: Formal and Informal English | 15 min. | <input type="checkbox"/> Language Proficiency Recording Sheet                         |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Page 2.1S.

### Talk Time

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

|                                                                                                                                                                                                     |                                         |                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| <b>Discourse Features</b>                                                                                                                                                                           |                                         |                                        |
| <ul style="list-style-type: none"><li>• Record descriptions about the life and contributions of Harriet Tubman.</li><li>• Act out different situations using informal and formal English.</li></ul> |                                         |                                        |
| <b>Language Forms and Functions</b>                                                                                                                                                                 |                                         |                                        |
| <b>Compare/Contrast:</b> A similarity /difference in the descriptions is . . .                                                                                                                      |                                         |                                        |
| <b>Vocabulary</b>                                                                                                                                                                                   |                                         |                                        |
| <b>Tier 3</b><br>Domain-Specific Words                                                                                                                                                              | <b>Tier 2</b><br>General Academic Words | <b>Tier 1</b><br>Everyday Speech Words |
|                                                                                                                                                                                                     | similarities/differences                |                                        |

## Lesson 2: Harriet Tubman, Part II

## Rewind



**Primary Focus:** Students will record descriptions about the life and contributions of Harriet Tubman.

## REVIEW: WHO WAS HARRIET TUBMAN? (15 MIN.)

- Place students into small groups.
- Assign a scribe for each small group to record descriptions of Harriet Tubman on Activity Page 2.1S.
- **Review:** Have students take turns reviewing what they have learned by describing Harriet Tubman.
- Have a representative from each group present his or her group's descriptions to the rest of the class.

## Activity Page 2.1S



## Support

## Sentence starter:

"A similarity/difference in the descriptions is ..."



## Check for Understanding

**Compare/Contrast:** What are the similarities and differences among the descriptions of Harriet Tubman?

## Lesson 2: Harriet Tubman, Part II

## Talk Time



**Primary Focus:** Students will use formal and informal English appropriate to the audience.

## ACT IT OUT: FORMAL AND INFORMAL ENGLISH (15 MIN.)

**Think About It:** Have you noticed that the way you speak might change depending on the person you are talking to or what you are talking about?

**Example:** You might speak in one way—a more formal or proper and polite way—when you talk to teachers and other adults, and you might speak in another way—a more informal or casual and relaxed

way—when you talk to your classmates and friends.

**Note:** Remind students that although they may speak in an informal way with friends and peers, they should be respectful of each other. Informal does not mean rude.

**Act It Out:** Let's act out an example of a time you might speak in a formal way and an example of a time you might speak in an informal way.

- When you greet or say hello to the principal in the morning, you might say, "Good morning, Ms./Mr. \_\_\_\_\_. How are you today?" [Have students act this out.]
- How would you greet or say hello to a friend in the morning? [Have students act this out.]



### Check for Understanding

**Making Choices:** I am going to describe different situations. If you would speak in a formal way, bow or curtsy and say, "I would speak in a formal way." If you would speak in an informal way, give your neighbor a high-five and say, "I would speak in an informal way."

- saying hello to your teacher (*formal*)
- saying hello to your little brother or sister (*informal*)
- saying hello to your older brother or sister (*informal*)
- saying hello to your aunt or uncle (*formal or informal*)
- saying hello to your cousins (*informal*)
- saying hello to the President of the United States (*formal*)



### Act It Out

Let's act out an example of a time you might speak in a formal way and an example of a time you might speak in an informal way.

- When you greet or say hello to the principal in the morning, you might say, "Good morning, Ms./Mr. \_\_\_\_\_. How are you today?" [Have students act this out.]

How would you greet or say hello to a friend in the morning? [Have students act this out.]



### Speaking Adapting Language Choices

#### Entering/Emerging

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

#### Transitioning/Expanding

Provide sentence frames for informal and formal situations.

#### Bridging

Place students with a partner to role play.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                    |
| Knowledge/Lesson   | K9 L2                                                                                       |
| Activity Name      | Act It Out                                                                                  |
| Proficiency Levels |                                                                                             |
| Entering           | Student repeats teacher models for informal and formal situations.                          |
| Emerging           | Students recognizes the differences between informal and formal speech with support.        |
| Transitioning      | Student uses correct sentence frames for informal and formal situations.                    |
| Expanding          | Student adapts language choices appropriate to informal and formal situations with support. |
| Bridging           | Student adapts language choices appropriate to informal and formal situations.              |

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

## THE U.S. CIVIL WAR

# The Controversy Over Slavery

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

Students will answer questions about situations using the general academic word *controversy*.

**Reading**

Students will describe images from the North and the South based on key details.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Picture Gallery [Activity Page 3.1S]



## LESSON AT A GLANCE

|   | Time    | Materials   |
|---|---------|---|
| <b>Vocabulary Building</b>                      |         |   |
| Word Work: <i>Controversy</i>                   | 10 min. |   |
| <b>Rewind</b>                                   |         |   |
| Picture Gallery: "The Controversy Over Slavery" | 20 min. | <input type="checkbox"/> Images 3A-2, 3A-3; additional Flip Book images<br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Select Flip Book images from the read-aloud to review.
- Prepare Activity Page 3.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Describe and write a title for images of the North and the South.</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| <p>That is/is not a controversy.</p> <p>A controversy is. . .</p>   |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| plantation<br>slavery<br>the North/the South  | controversy                      | factory<br>railroad             |

## Lesson 3: The Controversy Over Slavery

## Vocabulary Building



**Primary Focus:** Students will answer questions about situations using the general academic word *controversy*.

## WORD WORK: CONTROVERSY (10 MIN.)

The title of today's read-aloud is "The Controversy Over Slavery."

Say the word *controversy* with me.

**Definition:** A *controversy* is an argument or a disagreement between two people or two sides.

**Example:** The U.S. Civil War began because there was controversy between the southern and northern states.



## Check for Understanding

**Making Choices:** I am going to describe some situations. If the situation I describe is a controversy, say, "That is a controversy." If the situation I describe is not a controversy, say, "That is not a controversy."

- two students reading a book together (*not a controversy*)
- two students arguing because they want to check out the same book from the library (*controversy*)
- pioneers killing too many buffalo and ruining the Native Americans' land (*controversy*)
- pioneers working together to move West in wagon trains (*not a controversy*)
- students sharing their art supplies with each other (*not a controversy*)
- two friends having a disagreement over how a story ends (*controversy*)



Speaking  
Selecting Language  
Resources

**Entering/Emerging**

Say examples of things that are or are not controversies. Have students respond: "That is/is not a controversy."

**Transitioning/Expanding**

Provide sentence starter: "A controversy is . . ."

**Bridging**

Challenge the students to think of things that are or are not controversies.

## Lesson 3: The Controversy Over Slavery

# Rewind



**Primary Focus:** Students will describe images from the North and the South based on key details.

### PICTURE GALLERY: “THE CONTROVERSY OVER SLAVERY” (20 MIN.)

#### Activity Page 3.1S



Reading  
Reading/Viewing  
Closely

#### Entering/Emerging

Help students identify the main topic (differences between the North and the South) and some key words and phrases. Create a written word bank.

#### Transitioning/Expanding

Brainstorm key details from the read-aloud about the topic. Create a title together.

#### Bridging

Invite students to share their titles in small groups and explain why they chose the titles.



Show image 3A-2: Plantation scene



Show image 3A-3: Railroad and factory in the North

- Review Flip Book images of the North (with factory and railroad) and of the South (with plantation).
- Have students identify which image represents the North and which image represents the South.
- Have students use information they heard in the read-aloud to describe the images.
- Write key words and phrases on the board.



#### Picture Gallery

[Give students Activity Page 3.1S] What would be a good title for this pair of images? In small groups, create a title for this pair 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   | K9 L3  |
| Activity Name      | Picture Gallery  |
| Proficiency Levels |  |
| Entering           | Student copies key words and phrases about the main topic.                                     |
| Emerging           | Student writes key words and phrases about the main topic with support.                        |
| Transitioning      | Student identifies main topic, retells some key details, and writes a title copied from model. |
| Expanding          | Student identifies main topic, retells some key details, and writes a title with support.      |
| Bridging           | Student creates a title that reflects how key details support the main topic.                  |

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

## 4

## THE U.S. CIVIL WAR

## Abraham Lincoln

## PRIMARY FOCUS OF LESSON

**Listening**

Students will identify situations in which to apply the general academic word *debate*.

**Speaking**

Students will discuss the meaning of the proverb, “a house divided against itself cannot stand.”

## LANGUAGE PROFICIENCY ASSESSMENT

Listening

Making Choices [Informal Observation]

## LESSON AT A GLANCE

|                                                              | Time    | Materials                                                                                            |
|--------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                                   |         |                                                                                                      |
| Word Work: <i>Debate</i>                                     | 10 min. | <input type="checkbox"/> Image 4A-7<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Connections</b>                                           |         |                                                                                                      |
| Turn and Talk: “A House Divided Against Itself Cannot Stand” | 20 min. |                                                                                                      |

## ADVANCE PREPARATION

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                  |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Apply the general academic word <i>debate</i> to given situations.</li> <li>• Discuss the meaning of the proverb “a house divided against itself cannot stand.”</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                        |                                  |                                 |
| <p>_____ and _____ are having a debate.</p> <p>I think _____ will win the debate.</p> <p>That is/is not a debate.</p> <p>A debate is when . . .</p>                                                                 |                                  |                                 |
| Vocabulary                                                                                                                                                                                                          |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| “a house divided against itself cannot stand”                                                                                                                                                                       | debate                           |                                 |

## Lesson 4: Abraham Lincoln

## Vocabulary Building



**Primary Focus:** Students will identify situations in which to apply the general academic word *debate*.

## VOCABULARY PREVIEW: DEBATE (10 MIN.)



**Show image 4A-7: Lincoln speaking against slavery**

In today's read-aloud, you will hear about a famous debate.

Say *debate* with me three times.

**Definition:** A *debate* is a discussion or argument between two people or sides.

**Example:** Citizens from all over the state gathered to hear Abraham Lincoln and Stephen Douglas debate. [Invite a student to point out Lincoln and Douglas.]

## Support

**Sentence frames:**

"\_\_\_\_\_ and \_\_\_\_\_ are having a debate."

"I think \_\_\_\_\_ will win this debate."



## Check for Understanding

**Turn and Talk:** With your partner discuss the following: Which two people are having a debate? Who do you think will win this debate?



## Making Choices

I am going to describe some situations. If the situation I describe is debate, say, "That is a debate." If the situation I describe is not a debate, say, "That is not a debate."

- a parent tells a story (*not a debate*)
- two students discussing the best ice cream flavor (*debate*)
- teacher giving directions (*not a debate*)
- friends sharing about an experience on a field trip (*not a debate*)
- two students arguing about which sports team is the best (*debate*)



## Listening Selecting Language Resources

### Entering/Emerging

Say examples of things that are or are not debates. Have students respond: "That is/is not a debate."

### Transitioning/Expanding

Provide sentence starter: "A debate is when . . ."

### Bridging

Challenge the students to think examples of things that are or are not debates.

## 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   | K9 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 provides additional examples of target word(s).                          |



## Lesson 4: Abraham Lincoln

# Connections



**Primary Focus:** Students will discuss the meaning of the proverb, “a house divided against itself cannot stand.”

### “A HOUSE DIVIDED AGAINST ITSELF CANNOT STAND” (20 MIN.)

**Note:** Proverbs are short, traditional sayings that have been passed along orally from generation to generation. Proverbs usually express general truths based on experiences and observations of everyday life. Whereas some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

In the read-aloud, we heard a politician say, “A house divided against itself cannot stand.”

**Ask:** Which politician spoke this saying? (*Abraham Lincoln*)

**Explain:** Lincoln said this in response to what was going on within the United States before the Civil War. Lincoln used the word “house” to mean the United States.

**Review:** In some parts of United States, slavery was legal, whereas in other parts, slavery was illegal.

Where was slavery legal? (*South*)

Where was slavery illegal? (*North*)

This controversy divided the country and was tearing the country apart.

**Ask:** What was the “house,” or United States, divided about during Abraham Lincoln’s time?

- » The “house”/United States was divided about whether or not to allow slavery to spread into new states.

**Your Turn:** In small groups, think of a situation in which you could use the saying “a house divided against itself cannot stand. Create a short skit that shows “a house divided against itself cannot stand.”

### Support

Brainstorm ideas; e.g., siblings arguing with each other, friends being dishonest with one another, students being disrespectful to the teacher.

End Lesson

## THE U.S. CIVIL WAR

# The Division of the United States

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

Students will answer questions using the domain-specific word *seceded*.

**Reading**

Students will describe and write a title for an image of Fort Sumter based on key details.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Picture Gallery [Activity Page 5.1S]

## LESSON AT A GLANCE

|                              | Time   | Materials                                                                                                   |
|------------------------------|--------|-------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>   |        |                                                                                                             |
| Word Work: <i>Seceded</i>    | 10 min | ❑ Image 5A-7                                                                                                |
| <b>Rewind</b>                |        |                                                                                                             |
| Picture Gallery: Fort Sumter | 20 min | ❑ Image 5A-4, additional Flip-Book images<br>❑ Activity Page 5.1S<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Select Flip-Book images from the read-aloud to review.
- Prepare Activity Page 5.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                     |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Answer questions using the domain-specific word <i>seceded</i>.</li> <li>• Describe and write a title for an image of Fort Sumter.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                           |                                  |                                 |
| The southern states seceded because . . .                                                                                                                                              |                                  |                                 |
| Vocabulary                                                                                                                                                                             |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| seceded                                                                                                                                                                                |                                  |                                 |

## Lesson 5: The Division of the United States

## Vocabulary Building



**Primary Focus:** Students will answer questions using the domain-specific word *seceded*.

## WORD WORK: SECEDED (10 MIN.)



**Show image 5A-7: Map of all states that seceded from the Union**

A couple of months after Lincoln was elected president, something unbelievable happened—something Lincoln and many others had feared but had hoped would never happen. Several southern states seceded.

Say the word *seceded* with me three times.

**Definition:** *Seceded* means withdrew, or broke away, from a group.

**Example:** Some southern states seceded from the United States to form their own group.

**Ask:** What was the group called that the seceding southern states formed?

» The Confederacy/Confederate States of America



## Check for Understanding

**Discuss:** Why did the southern states secede?

» The southern states seceded because they did not want to be told what to do. They wanted to keep slavery.

## Support

**Sentence starter:**

"The southern states seceded because . . ."

## Lesson 5: The Division of the United States

# Rewind



**Primary Focus:** Students will describe and write a title for an image of Fort Sumter based on key details.

### Activity Page 5.1S



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Help students identify the main topic (Fort Sumter) and some key words and phrases about Fort Sumter. Create a written word bank. Have students copy key words or phrases.

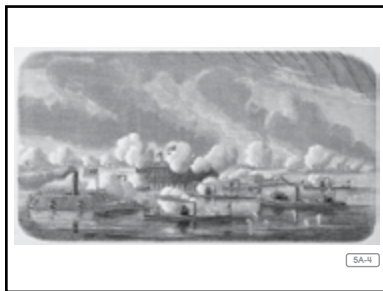
### Transitioning/Expanding

Brainstorm key details from the read-aloud about the topic. Create a title together.

### Bridging

Invite students to share their titles in small groups and explain why they chose those titles.

### PICTURE GALLERY: FORT SUMTER (20 MIN.)



### Show image 5A-4: Fort Sumter

In the read-aloud we read about Fort Sumter.

### Ask

Where is Fort Sumter located? Is there smoke surrounding the fort? Why is there smoke surrounding the fort?

Why was the fort important to the Confederacy and to the Union?

- Review Flip Book images from the read-aloud. Have students use information they heard in the read-aloud to describe the images.
- Write key words and phrases on the board.



### Picture Gallery

**Picture Gallery:** [Give students Activity Page 5.1S.] In small groups, create a title for this image.

## 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   | K9 L5                                                                                          |
| Activity Name      | Picture Gallery                                                                                |
| Proficiency Levels |                                                                                                |
| Entering           | Student copies key words and phrases about the main topic.                                     |
| Emerging           | Student writes key words and phrases about the main topic with support.                        |
| Transitioning      | Student identifies main topic, retells some key details, and writes a title copied from model. |
| Expanding          | Student identifies main topic, retells some key details, and writes a title with support.      |
| Bridging           | Student creates a title that reflects how key details support the main topic.                  |

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

## 6

## THE U.S. CIVIL WAR

# The War Begins

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

Students will identify situations in which to apply the general academic word *devastated*.

**Writing**

Students will write an informal letter to a friend.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Word to World [Informal Observation]

## LESSON AT A GLANCE

|                              | Time    | Materials   |
|------------------------------|---------|---|
| <b>Vocabulary Building</b>   |         |   |
| Word Work: <i>Devastated</i> | 10 min. | <input type="checkbox"/> Image 7A-1<br><input type="checkbox"/> additional previewed images of land devastated by wars or by natural disasters<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Write About It</b>        |         |   |
| Informal Letter to a Friend  | 20 min. | <input type="checkbox"/> Activity Page 6.1S   |

## ADVANCE PREPARATION

### Vocabulary Building

- Bring in previewed and age-appropriate images of land devastated by war or by natural disasters.
- Prepare Language Proficiency Recording Sheet for Listening.

### Write About It

- Prepare Activity Page 6.1S.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe images using the general academic word *devastated*.
- Write an informal letter.

### Language Forms and Functions

I can tell the land was devastated by the war because I see . . .

\_\_\_\_\_ was/was not devastated.

### Vocabulary

#### Tier 3 Domain-Specific Words

civilian

#### Tier 2 General Academic Words

devastated

#### Tier 1 Everyday Speech Words

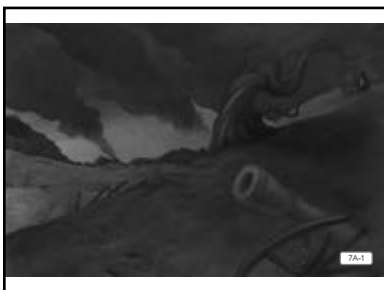
## Lesson 6: The War Begins

# Vocabulary Building



**Primary Focus:** Students will identify situations in which to apply the general academic word *devastated*.

## WORD WORK: DEVASTATED (10 MIN.)



### Show image 7A-1: Gettysburg wasteland

[Show additional previewed, age-appropriate images of devastation.]  
In the read-aloud, you heard that the land around the battlefield was devastated; the roads, bridges, and hillsides were ruined.

Say the word *devastated* with me.

**Definition:** *Devastated* means destroyed and ruined.

**Example:** The forest was devastated by the fire.

**What do you see?** In what ways can you tell the land was devastated by the war by looking at this picture? How do you think the land looked after the battle?

---



### Word to World

---

I am going to mention several situations. If I describe a situation where something has been devastated, say, “That was devastated.” If I describe a situation where something has not been devastated or has been hurt just a little bit, say, “That was not devastated.”

- The bridge was blasted away by a cannonball.
    - » That was devastated.
  - The corn crop was eaten up by pests.
    - » That was devastated.
  - The sidewalk had pictures drawn on it with chalk.
    - » That was not devastated.
  - The car had a little scratch on the side.
    - » That was not devastated.
  - The building collapsed during an earthquake.
    - » That was devastated.
  - Only one tree in the forest fell down during the storm.
    - » That was not devastated.
- 

### Support

---

**Sentence starter:** “I can tell the land was *devastated* by the war because I see . . .”



### Listening Evaluating Language Choices

---

#### Entering/Emerging

Instruct students to shake their heads for “not devastated” and nod their heads for “devastated.” Have students respond “devastated” or “not devastated.”

#### Transitioning/Expanding

Model responses using the sentence frame: “\_\_\_\_\_ was/was not devastated.”

#### Bridging

Challenge students to think of other words they could use in place of *devastated* (e.g. destroyed) 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   | K9 L6  |
| 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 6: The War Begins

## Write About It



**Primary Focus:** Students will write an informal letter to a friend.

### INFORMAL LETTER TO A FRIEND (20 MIN.)

**Note:** This activity is a good opportunity to reinforce letter-writing conventions.

- Remind students that civilians traveled from Washington, D.C., to Manassas, Virginia, to watch a battle. Some civilians brought telescopes to watch the action, and some packed picnic lunches.
- Have students pretend that they were one of the civilians that went to see the battle described in today's lesson.

Activity Page 6.1S



- Give students Activity Page 6.1S. Tell students to describe this battle in a letter to a friend.
- Have students look for the date on the activity page—July 21, 1861.



### Check for Understanding

**Turn and Talk:** Tell your partner why this letter has this particular date.

- » This was the day the Union Army clashed with the Confederate Army.

- Have students think of friends, real or imaginary, who will receive their letters.
- Help students brainstorm what they could write in their letters, through prompting with the following questions:
  - Where were you?
  - Who were you with?
  - What did you see?
  - What did you hear?
  - How did you feel about being there?
- Have students conclude with a sentence about how they feel about the Civil War so far.
- Students should sign their names at the closing of their letters.

End Lesson



### Writing Interacting via Written Language

#### Beginning/Emerging

Provide sentence frame for students to copy down and fill in.

#### Transitioning/Expanding

Have students brainstorm topics for their letters in small groups.

#### Bridging

Challenge students to write one or two descriptive sentences on their own, then share their sentences with their partners.

## 7

## THE U.S. CIVIL WAR

## Robert E. Lee

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will describe an image using the domain-specific word *general*.

**Writing**

Students will write a title and a caption about the U.S. Civil War.

## LANGUAGE PROFICIENCY ASSESSMENT

**Writing**

Picture Gallery [Activity Page 7.1S]

## LESSON AT A GLANCE

|                                | Time    | Materials   |
|--------------------------------|---------|---|
| <b>Vocabulary Building</b>     |         |   |
| Word Work: <i>General</i>      | 10 min. | <input type="checkbox"/> Image 7A-6<br><input type="checkbox"/> additional images of generals, male and female  |
| <b>Write About It</b>          |         |   |
| Picture Gallery: The Civil War | 20 min. | <input type="checkbox"/> Image 6A-5<br><input type="checkbox"/> Activity Page 7.1S<br><input type="checkbox"/> writing tools<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Vocabulary Building

- Find images of army generals, both male and female, to show the class.

### Write About It

- Prepare Activity Page 7.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe the characteristics of a general.
- Write a title and caption for an image about the U.S. Civil War.

### Language Forms and Functions

Some characteristics of a good general are . . .

The soldiers are \_\_\_\_\_.

This is a picture of . . .

During the war, . . .

It was a time of . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

general

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

### Lesson 7: Robert E. Lee

# Vocabulary Building



**Primary Focus:** Students will describe an image using the domain-specific word *general*.

## WORD WORK: GENERAL (10 MIN.)



### Show image 7A-6: Lee greeting his soldiers

Robert E. Lee was a famous general for the Confederate Army.

Say *general* with me three times.

**Definition:** A *general* is a military officer of high rank or position. A general makes decisions during battle. A general has many soldiers under his or her command.

- Show other images of generals.

**Example:** A general needs to make good decisions during the war and help his army win battles.



### Check for Understanding

**Describe:** How can you tell that Robert E. Lee is a general in this drawing? What do you think are some characteristics of a good general?

## Lesson 7: Robert E. Lee

# Write About It



**Primary Focus:** Students will write a title and a caption about the U.S. Civil War.

### PICTURE GALLERY: THE U.S. CIVIL WAR (20 MIN.)



### Show image 6A-5: Soldiers marching forward

**Ask:** In what war are the soldiers in this image fighting?

What do you see in the image?

What are some adjectives you can use to describe the Civil War?



### Picture Gallery

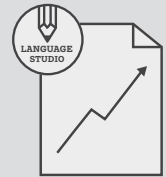
[Give students Activity Page 7.1S.] Write two or three sentences to describe what is happening in the image. Then give the image and your writing a title.

## Support

### Sentence starter:

"Some characteristics of a good general are . . ."

### Activity Page 7.1S



### Writing Writing

### Entering/Emerging

Provide sentence frame: "The soldiers are \_\_\_\_." Brainstorm a list of words that could complete the sentence.

### Transitioning/Expanding

Provide sentence starters for a paragraph: "This is a picture of . . ." "During the war, . . ." "It was a time of . . ." Write a model paragraph.

### Bridging

Prompt students to add details from the text into their paragraphs. Invite students to share their titles and paragraphs with their partners.



## 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   | K9 L7   |
| Activity Name      | Picture Gallery   |
| Proficiency Levels |   |
| Entering           | Student describes picture using the provided sentence frame with support.       |
| Emerging           | Student describes picture using the provided sentence frame.                    |
| Transitioning      | Student composes a short informational paragraph on a given topic with support. |
| Expanding          | Student composes a short informational paragraph on a given topic.              |
| Bridging           | Student composes informational paragraph with some details.                     |

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

## THE U.S. CIVIL WAR

# Clara Barton

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

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

**Writing**

Students will write a title and caption for an image of Clara Barton.

**FORMATIVE ASSESSMENT**

Speaking

Word to World [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Picture Gallery [Activity Page 8.1S]

## LESSON AT A GLANCE

|                                 | Time   | Materials                                                                                                                                                                                                                                                         |
|---------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>      |        |                                                                                                                                                                                                                                                                   |
| Word Work: <i>Compassionate</i> | 10 min | <input type="checkbox"/> Image 8A-6                                                                                                                                                                                                                               |
| <b>Write About It</b>           |        |                                                                                                                                                                                                                                                                   |
| Picture Gallery: Clara Barton   | 20 min | <input type="checkbox"/> Image 8A-5<br><input type="checkbox"/> Flip Book<br><input type="checkbox"/> Activity Page 8.1S<br><input type="checkbox"/> images of the American Red Cross's services<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 8.1S.
- Bring in images of the American Red Cross's services.
- Select images from the Read-Aloud for review.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Apply the general academic word *compassionate* to different situations.
- Write a title and caption for an image of Clara Barton.

### Language Forms and Functions

Clara Barton was compassionate because . . .

Clara Barton was \_\_\_\_\_.

This is a picture of . . .

During the war, Clara Barton . . .

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

compassionate

Start Lesson

## Lesson 8: Clara Barton

# Vocabulary Building



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

## WORD WORK: COMPASSIONATE (10 MIN.)



### Show image 8A-6: Clara Barton caring for wounded on the battlefield

Clara Barton was a schoolteacher and had always been known as a loving, compassionate person.

Say *compassionate* with me three times.

**Definition:** *Compassionate* means very caring and having sympathy toward others.

**Example:** Clara Barton was a *compassionate* person who worked hard to take care of the wounded.

## Support

### Sentence starter:

"Clara Barton was  
compassionate  
because . . ."



### Listening Evaluating Language Choices

#### Entering/Emerging

Instruct students to  
shake their heads for  
"not compassionate"  
and nod their heads  
for "compassionate."

Have students  
verbally respond with  
"compassionate" or  
"not compassionate."

#### Transitioning/Expanding

Model responses using  
the sentence frame: "He  
or she is/is not being  
compassionate."

#### Bridging

Challenge students to  
think of other words  
they could use in place  
of *compassionate*  
(e.g. *caring*) and not  
*compassionate* (e.g.  
*uncaring*) with their  
partners.



## Check for Understanding

**Discuss:** In what ways can you tell that Clara Barton was compassionate? [If necessary, review specific points from the read-aloud that show that Clara was compassionate, (e.g., she knocked on doors to collect bandages and medicine; she wrote letters to doctors and politicians; she followed the Union Army with supplies; she went onto the battlefield to care for hurt soldiers; she worked to help others around the world; she founded the American Red Cross).]



## Formative Assessment

**Word to World:** I am going to mention several situations. If I describe a situation when someone is being compassionate, say, "He/She is being compassionate." If I describe a situation when someone is not being compassionate, say, "He/She is not being compassionate."

- The doctor volunteers her time and medical supplies to help the wounded soldiers.
  - » She is being compassionate.
- Jerome shares his sandwich with a classmate who forgot his lunch.
  - » He is being compassionate.
- Carol ignores the new girl in class, even though her teacher has asked Carol to help the new girl.
  - » She is not being compassionate.
- David steals the ball from another child and laughs as he runs away.
  - » He is not being compassionate.
- Mr. Bell volunteers for the Red Cross in his city.
  - » He is being compassionate.
- Jenny takes the hurt kitten to the animal shelter for care.
  - » She is being compassionate.

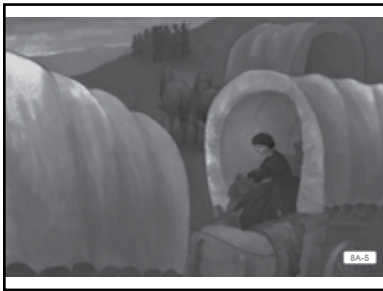
## Lesson 8: Clara Barton

# Write About It



**Primary Focus:** Students will write a title and caption for an image of Clara Barton.

### PICTURE GALLERY: CLARA BARTON (20 MIN.)



#### Show Image 8A-5: Barton following army with her supplies

- Review Flip Book images of Clara Barton and additional images of the American Red Cross's Services.

**Ask:** What was Clara Barton's job before helping soldiers during the Civil War? (*teacher*)

How did she help during the Civil War? [Refer back to specific read-aloud examples.]

What is she doing in this drawing?

- » following the army with medical supplies

What are some adjectives you can use to describe Clara Barton?

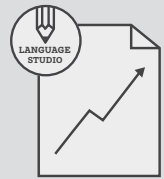
- » helpful, brave, compassionate, persistent, calm



#### Picture Gallery

**Picture Gallery:** [Give students Activity Page 8.1S.] Write two or three sentences to describe the image of Clara Barton. Then give the image and your writing a title.

### Activity Page 8.1S



#### Writing Writing

#### Entering/Emerging

Provide sentence frame: "Clara Barton was \_\_\_\_." Brainstorm a list of words that could complete the sentence.

#### Transitioning/Expanding

Provide sentence starters for a paragraphs: "This is a picture of . . ." "During the war, Clara Barton . . ." Write model paragraph.

#### Bridging

Prompt students to add details from the text into their paragraphs. Invite students to share their titles and paragraphs with their partners.

## 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   | K9 L8                                                                           |
| Activity Name      | Picture Gallery                                                                 |
| Proficiency Levels |                                                                                 |
| Entering           | Student describes picture using the provided sentence frame with support.       |
| Emerging           | Student describes picture using the provided sentence frame.                    |
| Transitioning      | Student composes a short informational paragraph on a given topic with support. |
| Expanding          | Student composes a short informational paragraph on a given topic.              |
| Bridging           | Student composes informational paragraph with some details.                     |

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

## THE U.S. CIVIL WAR

# The Emancipation Proclamation

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

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

**Speaking**

Students will prepare and present a formal speech.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Formal Speech [Activity Page 9.1S]



## LESSON AT A GLANCE

|                                | Time    | Materials   |
|--------------------------------|---------|---|
| <b>Vocabulary Building</b>     |         |   |
| Word Work: <i>Proclamation</i> | 10 min. | <input type="checkbox"/> chart paper, chalkboard, or whiteboard   |
| <b>Talk Time</b>               |         |   |
| Presenting a Formal Speech     | 20 min. | <input type="checkbox"/> chart paper, chalkboard, or whiteboard<br><input type="checkbox"/> Activity Page 9.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Vocabulary Building

- Write, “All persons held as slaves shall be then, thenceforward, and forever free,” on a large sheet of chart paper, chalkboard, or whiteboard.

### Talk Time

- Create a large outline of a scroll with its contents, on chart paper using Activity Page 9.1S as a reference.
- Prepare Activity Page 9.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Prepare and present a formal speech.

### Language Forms and Functions

That is/is not a proclamation.

We strongly urge that . . .

It is necessary that . . .

We believe . . .

This will help because . . .

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

proclamation  
speech

Start Lesson

## Lesson 9: The Emancipation Proclamation

# Vocabulary Building



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

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

In the read-aloud, you heard a soldier say, “By the President of the United States of America: A Proclamation.”

Say *proclamation* with me three times.

**Definition:** A *proclamation* is something that is said for everybody to hear. It is an official announcement.

**Examples:** Everybody gathered to hear the president’s proclamation.

The school principal made a proclamation that students with perfect attendance would receive free ice cream in the cafeteria.

## Support

### Sentence frame:

"That is/is not a proclamation."



### Listening Evaluating Language Choices

#### Entering/Emerging

Instruct students to shake their heads for "not a proclamation" and nod their heads for "proclamation."

Have students verbally respond with "proclamation" or "not a proclamation."

#### Transitioning/Expanding

Model responses using the sentence frame: "That is/is not a proclamation."

#### Bridging

Challenge students to think of other words they could use in place of *proclamation* (e.g. announcement).

## Check for Understanding



**Word to World:** I will name some situations. Tell me whether or not they are examples of a proclamation.

- The general tells all his soldiers that they will attack the fort at sunrise.
  - » That is a proclamation.
- The teacher whispers to a student to meet him at his desk.
  - » That is not a proclamation.
- A student yells from the top of the jungle gym that he is the captain of his pretend pirate ship.
  - » That is a proclamation.
- A student tells one other student about her favorite book.
  - » That is not a proclamation.
- The president tells only his advisors about his plans.
  - » That is not a proclamation.

## Lesson 9: The Emancipation Proclamation

# Talk Time



**Primary Focus:** Students will prepare and present a formal speech.

### PRESENTING A FORMAL SPEECH (20 MIN.)

Earlier in this unit, we talked about how the way we speak might change depending on the person we are talking to or what we are talking about. [Pause and have students think about this. Ask a few students whether or not this is true when they speak. You may wish to use some examples from Lesson 2 for illustration.]

In today's read-aloud, you heard sentences from a famous document called the Emancipation Proclamation. It was written long ago, in very formal language.

[Point to the large outline of a scroll you have created.] As a class, we will write our own proclamation of an official change at school.

**Ask:** What ideas for changes would you like to see made at school?

- Gather student ideas for changes that they would like to see made at their school. Hold a class vote to pick an idea.

Let's prepare a formal speech that presents our idea for change.  
[Give students Activity Page 9.1S and ask them to write along with you.]

First, let's write the date correctly.

Next, let's think about who will be the audience for our speech, or who will be listening to our speech.

Should it be written in formal or informal language? (*formal language*)

Then, think of three sentences to explain or justify this change.

Finally, let's come up with one powerful sentence that will conclude our speech.



### Formal Speech

**Formal Speech:** Read our speech to your partner using a formal and official tone.

### Support

#### Sentence starters:

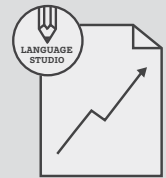
"We strongly urge that . . ."

"It is necessary that . . ."

"We believe . . ."

"This will help because . . ."

### Activity Page 9.1S



Speaking  
Adapting Language  
Choices

#### Entering/Emerging

Model presenting the speech line by line. Have students repeat after you.

#### Transitioning/Expanding

Have students read from their activity pages.

#### Bridging

Have students present speeches to the class.

## 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   | K9 L9  |
| Activity Name      | Formal Speech  |
| Proficiency Levels |  |
| Entering           | Student repeats teacher model of formal speech with some facility.       |
| Emerging           | Student repeats teacher model of formal speech with increasing facility. |
| Transitioning      | Student presents formal speech using notes with some facility.           |
| Expanding          | Student presents formal speech using notes with increasing facility.     |
| Bridging           | Student presents formal speech with facility.                            |

End Lesson

## THE U.S. CIVIL WAR

## Ulysses S. Grant

## PRIMARY FOCUS OF LESSON

**Listening**

Students will apply the domain-specific word *surrendered* to different situations.

**Writing**

Students will write a formal letter.

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

Formal Letter [Activity Page 10.1S]

## LESSON AT A GLANCE

|                               | Time    | Materials  |
|-------------------------------|---------|--|
| <b>Vocabulary Building</b>    |         |  |
| Word Work: <i>Surrendered</i> | 10 min. |  |
| <b>Write About It</b>         |         |  |
| Writing: Formal Letter        | 20 min. | <input type="checkbox"/> chart paper, chalkboard, or whiteboard<br><input type="checkbox"/> Activity Page 10.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Create a large outline of a letter, including the blanks, on the board or on chart paper using Activity Page 10.1S as a guide.
- Prepare Activity Page 10.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Apply the meaning of the domain-specific word <i>surrendered</i> to different situations.</li> <li>• Write a formal letter.</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| The Rebels/Union did/did not surrender.   |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|   | surrendered                      |                                 |

## Lesson 10: Ulysses S. Grant

## Vocabulary Building



**Primary Focus:** Students will apply the domain-specific word *surrendered* to different situations.

## WORD WORK: SURRENDERED (10 MIN.)

In the read-aloud, you heard that Grant “kept fighting and attacking until the enemy surrendered.”

Say the word *surrendered* with me three times.

**Definition:** When you hear that someone has surrendered, that means the person has given up and has allowed the other side to take control.

**Example:** General Grant told his soldiers to keep fighting until the Rebels surrendered.



Listening  
Evaluating Language  
Choices



## Check for Understanding

**Making Choices:** I will name some situations. Tell me whether or not they show that someone surrendered.

- The Rebels refused to give up and kept fighting.
  - » The Rebels did not surrender
- Many Union soldiers were wounded, but they continued to fight.
  - » The Union soldiers did not surrender.
- The Rebel soldiers gave up their control of the Mississippi River.
  - » The Rebels surrendered.

**Entering/Emerging**

Instruct students to shake their heads for “did not surrender” and nod their heads for “surrendered.” Have students verbally respond with “surrendered” or “did not surrender.”

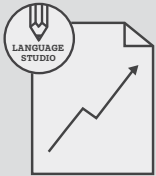
**Transitioning/Expanding**

Model responses using the sentence frame: “The Rebels/Union soldiers did/did not surrender.”

**Bridging**

Challenge students to think of other words they could use in place of *surrendered* (e.g. gave up) with their partners.





### Support

Go back to the read-aloud and read a few sentences from the letter and briefly talk about how the language used was very formal.



### Writing Adapting Language Choices

#### Entering/Emerging

Brainstorm ideas for a formal letter as a group. Write ideas on the board for students to copy.

#### Transitioning/Expanding

Model turning phrases for ideas into complete sentences. Write sentences on the board for students to copy.

#### Bridging

Encourage students to add details to their sentences.

## Lesson 10: Ulysses S. Grant

# Write About It



**Primary Focus:** Students will write a formal letter.

### WRITING: FORMAL LETTER (20 MIN.)

**Note:** Use this activity to model the conventions of writing a letter. Point out the correct way to format the date, and decide on a proper greeting (salutation) and complimentary close for a formal letter.

In today's read-aloud, you heard a letter written by President Lincoln to General Ulysses S. Grant.

[Point to the large outline of the letter you have created.] As a class, we will write our own letter to someone from the time of the Civil War.

#### Ask

Who should this letter be written to?

What will be the purpose of our letter? Will it be to encourage, praise, or give advice?

- Gather student ideas about who the letter should be written to and the purpose of the letter. Hold a class vote to pick a recipient and determine the purpose.



### Formal Letter

**Formal Letter:** [Give students Activity Page 10.1S.] Let's write a letter to this person together.

First, let's write the date correctly. [Model how to write the date correctly.]

Next, let's think about how we want to begin our letter. Most of the time, letters begin with the word *Dear* [Write *Dear* and the recipient's name on the opening line].

Then, think of three things you would like to say to this person.

Come up with one sentence to conclude the letter.

Finally, let's think about how we want to close our letter. Most of the time, letters end with the word *Sincerely*.

## 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   | K9 L10  |
| Activity Name      | Formal Letter   |
| Proficiency Levels |   |
| Entering           | Student contributes ideas for a formal letter using short phrases with support.       |
| Emerging           | Student contributes ideas for a formal letter using short phrases.                    |
| Transitioning      | Student contributes ideas for a formal letter using a complete sentence with support. |
| Expanding          | Student contributes ideas for a formal letter using a complete sentence with support. |
| Bridging           | Student contributes ideas for a formal letter using detail sentences.                 |

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

## 11

## THE U.S. CIVIL WAR

# The End of the War

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

Students will listen to an interactive read-aloud about the end of the Civil War.

**Listening**

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

**LANGUAGE PROFICIENCY ASSESSMENT****Listening**

Multiple Meaning [Informal Observation]

## LESSON AT A GLANCE

|                                              | Time    | Materials                                                                                           |
|----------------------------------------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                            |         |                                                                                                     |
| Interactive Read-Aloud: "The End of the War" | 20 min. | <input type="checkbox"/> Flip Book                                                                  |
| <b>Vocabulary Building</b>                   |         |                                                                                                     |
| Multiple-Meaning Word: <i>Trails</i>         | 10 min. | <input type="checkbox"/> Poster 5M<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book 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. 11A-2: Appomattox surrender
  2. 11A-3: Western expansion
  3. 11A-4: Richmond
  4. 11A-5: Northern city

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Ask and answer questions about “The End of the War.”

### Language Forms and Functions

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

Why did . . . ?

I don’t understand . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

Confederate/Union

#### Tier 2 General Academic Words

destroyed  
surrendered  
trails

#### Tier 1 Everyday Speech Words

soldiers  
war

Start Lesson

## Lesson 11: The End of the War

# Look Ahead



**Primary Focus:** Students will listen to an interactive read-aloud about the end of the Civil War.

### INTERACTIVE READ-ALOUD: “THE END OF THE WAR” (20 MIN.)



#### Show image 11A-2: Appomattox surrender

On April 9, 1865, Robert E. Lee offered his sword to Ulysses S. Grant and surrendered the remainder of his Confederate Army. The Rebel soldiers laid down their weapons. The Union soldiers were relieved: at last, the long Civil War was over. It was time to return home, rest, and rebuild the nation. It had taken four long years, but the United States was on its way to being united again.

*How long did the Civil War Last? (four years)*



### Show image 11A-3: Western expansion

For the most part, the cities of the North had not been damaged. With the end of the war, Northerners started to think about how to make the country bigger. For people in the North, life would finally start getting back to normal. They were glad to have something to make in their factories other than weapons and uniforms for war.

*Were the cities in the North badly damaged? (no)*



### Show image 11A-4: Richmond

Most of the battles had been fought in the South. Southerners were relieved that the war was over as well, even if the Confederacy had lost the war. Nearly all the towns and cities were now ruined. Farmlands, roads, railroad tracks, and bridges had also been destroyed.

The U.S. government sent money and supplies, as well as soldiers, to keep order and start rebuilding towns and cities in the South. This was called Reconstruction, because they were rebuilding.

*What is Reconstruction?*

» Reconstruction is when they were rebuilding towns and cities in the South.

For millions of enslaved African Americans in the South, all of this destruction not only meant the end of the war: it also meant freedom from a life of slavery. The enslaved Africans were now free people.



### Show image 11A-5: Northern city

Many African Americans freed from slavery wanted to get as far away from the South as possible. However, African Americans still faced some of the toughest challenges of all, for although they were free, they did not have all the same rights as white Americans in the North or the South.

The end of the Civil War was the beginning of a new age in America. There were still hard times ahead, as well as sadness, but the country was unified as a single nation.

## Support

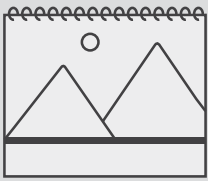
### Sentence starters:

"I have a question  
about ..."

"Why did ... ?"

"I don't understand ..."

### Poster 5M



### Listening Analyzing Language Choices

### Entering/Emerging

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

### Transitioning/Expanding

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

### Bridging

Challenge students  
to make up their own  
sentences using the  
multiple meaning word  
*trails* and have their  
partners identify which  
meaning is used.



### Check for Understanding

**Discuss:** Does anyone have any questions about the read-aloud?  
[Give students time to ask questions about the lesson.]

## Lesson 11: The End of the War

# Vocabulary Building



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

### MULTIPLE MEANING WORD: TRAILS

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

[Show Poster 5M (Trails).] Harriet Tubman knew the roads and secret trails all around Maryland and Pennsylvania. In this sentence *trails* means paths through a place, such as a forest. Which picture shows this kind of trail? (*one*)

*Trails* also means to move or walk slowly, following behind somebody. Which picture shows this kind of trail? (*two*)



### Multiple Meaning

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

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                  |
| Knowledge/Lesson   | K9 L11                                                                                                     |
| Activity Name      | Multiple Meaning                                                                                           |
| Proficiency Levels |                                                                                                            |
| Entering           | Student matches sentence using the multiple-meaning word to an image with support.                         |
| Emerging           | Student matches sentence using the multiple-meaning word to an image.                                      |
| Transitioning      | Student identifies which image shows the way the multiple-meaning word is used in a sentence with support. |
| Expanding          | Student identifies which image shows the way the multiple-meaning word is used in a sentence.              |
| Bridging           | Student creates sentences using the multiple-meaning word.                                                 |

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





Language Studio 10

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# **The Human Body: Building Blocks and Nutrition**

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|---|--|

THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITION

# The Amazing Human Body

## PRIMARY FOCUS OF LESSON

### Speaking

Students will use the domain-specific words *nutrition/nutrients* and *nutritionist* in context.

### Writing

Students will record information about the five senses in a Human Body Journal.

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

Human Body Journal [Activity Page 1.1S]

## LESSON AT A GLANCE

|   | Time    | Materials  |
|---|---------|--|
| <b>Look Ahead</b>   |         |  |
| Vocabulary Preview:<br><i>Nutrition/Nutrients, Nutritionist</i> | 10 min. | <input type="checkbox"/> Images 8A-5, 1A-1   |
| <b>Write About It</b>   |         |  |
| Human Body Journal  | 20 min. | <input type="checkbox"/> Activity Page 1.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

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

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Share a way to practice good nutrition.</li> <li>• Discuss the five senses.</li> <li>• Write about the five senses in a journal.</li> </ul>                        |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| <p>I practice good nutrition when I . . .</p> <p>A healthy food I eat is _____.</p> <p>I use my eyes/nose/ears/skin/tongue to _____.</p> <p>My sense of sight/smell/hearing/touch/taste helps me _____.</p> |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| nutrition/nutrients<br>nutritionist   |                                  | healthy foods                   |

## Lesson 1: The Amazing Human Body

# Look Ahead



**Primary Focus:** Students will use the domain-specific words *nutrition/nutrients* and *nutritionist* in context.

### VOCABULARY PREVIEW (10 MIN.)

#### Nutrition/Nutrients



#### Show image 8A-5: Other carbohydrates

In this unit, you will hear about nutrition and how our bodies get nutrients from food.

Say the word *nutrition* with me three times.

Say the word *nutrients* with me three times.

**Definitions:** Nutrition is nourishment or something needed for life and growth. Nutrients are things in the food we eat that help us live and grow.

**Examples:** Protein, carbohydrates, fats, water, vitamins, and minerals are all nutrients.

We practice good nutrition by eating healthy foods with nutrients.



#### Check for Understanding

**Turn and Talk:** Tell your partner one way that you practice good nutrition. Tell your partner what healthy foods you eat that have nutrients in them.

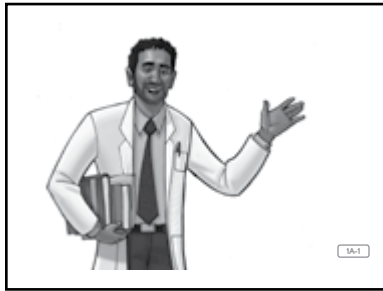
#### Support

**Sentence starter:**  
“I practice good nutrition when I . . .”

**Sentence frame:**  
“A healthy food I eat is \_\_\_\_\_.”



## Nutritionist



### Show image 1A-1: Nick Nutri presents

The read-aloud is narrated by someone who is a nutritionist; his name is Nick Nutri.

Say the word *nutritionist* with me three times.

**Definition:** A nutritionist is a person who studies which foods we need to keep our bodies strong and healthy.

**Example:** When I was a baby, a nutritionist helped my mother learn which foods to feed me so that I would grow into a strong and healthy child.

I will name several things. If what I say is something that a nutritionist does, say, “A nutritionist does that.” If what I say is not something that a nutritionist does, say, “A nutritionist does not do that.”

- helps people choose healthy foods to eat (*A nutritionist does that.*)
- studies what our bodies need to get proper nutrition (*A nutritionist does that.*)
- encourages children to eat a lot of candy (*A nutritionist does not do that.*)
- learns about different foods and whether they are good for our bodies (*A nutritionist does that.*)
- tells people to eat whatever they like (*A nutritionist does not do that.*)

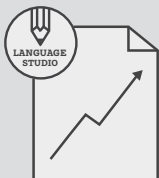
## Lesson 1: The Amazing Human Body

# Write About It



**Primary Focus:** Students will record information about the five senses in a Human Body Journal.

### Activity Page 1.1S



### HUMAN BODY JOURNAL (20 MIN.)

- Give students Activity Page 1.1S.

We are going to create our own Human Body Journals. We will use the journal pages to record what we know and what we learn about the human body.



## Human Body Journal

In small groups, discuss each of your five senses. Then we will construct sentences about each sense together. Afterward, you will write a sentence about each of your five senses in your journal.

## 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   | K10 L1  |
| Activity Name      | Human Body Journal  |
| Proficiency Levels |   |
| Entering           | Student copies key words from models.                                 |
| Emerging           | Student contributes and copies key words.                             |
| Transitioning      | Student contributes short phrases and writes sentence(s) from models. |
| Expanding          | Student contributes short phrases and writes sentence(s).             |
| Bridging           | Student writes complete and detailed sentence(s).                     |

End Lesson

## Support

### Sentence frames:

"I use my eyes/nose/ears/skin/tongue to \_\_\_\_."

"My sense of sight/smell/hearing/touch/taste helps me \_\_\_\_."



Writing  
Interacting via Written English

### Entering/Emerging

Focus on one sense at a time. Write key words that students contribute about each sense on the board.

### Transitioning/Expanding

Help students brainstorm short phrases about each sense, and write them on the board. Provide sentence frames for students to write down and complete on their activity pages.

### Bridging

Invite students to share their detailed sentences about each sense with a small group.

## 2

**THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITION**

# Anton van Leeuwenhoek

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

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

**Writing**

Students will write about Anton van Leeuwenhoek in a Human Body Journal.

**FORMATIVE ASSESSMENT**

Listening

Multiple Meaning [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Human Body Journal [Activity Page 2.1S]

## LESSON AT A GLANCE

|                                      | Time    | Materials   |
|--------------------------------------|---------|---|
| <b>Vocabulary Building</b>           |         |   |
| Multiple-Meaning Word: <i>Slides</i> | 10 min. | ❑ Poster 1M (Slides)  |
| <b>Write About It</b>                |         |   |
| Human Body Journal                   | 20 min. | ❑ Flip Book<br>❑ Activity Page 2.1S<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare to review read-aloud with selected Flip Book images (e.g., 2A-2, 2A-9, 2A-11, and 2A-12).
- Prepare Activity Page 2.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Create sentences using the multiple meanings of the word <i>slides</i>.</li> <li>• Share a fact or interesting detail about Anton van Leeuwenhoek.</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| Anton van Leeuwenhoek was . . .<br>One fact/interesting detail about Anton is . . .<br>Another fact/interesting detail about Anton is . . .  |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| microscope   |                                  | slides                          |

## Lesson 2: Anton van Leeuwenhoek

## Vocabulary Building



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

**MULTIPLE-MEANING WORD: SLIDES (10 MIN.)**

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

When scientists use microscopes, they put what they want to see on slides.

With your partner, think of as many meanings for *slides* as you can, or discuss ways you can use the word *slides*.

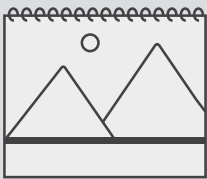
[Show Poster 1M (Slides).] Which picture on the poster shows how the word *slides* is used in the lesson? (*one*)

*Slides* also means other things. *Slides* means moves smoothly along a surface. Which picture shows this meaning of *slides*? (*three*)

*Slides* can also mean play structures with a slippery surface that children slide down. Which picture shows this meaning of *slides*? (*two*)

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

Poster 1M



## Formative Assessment

**Multiple Meaning:** Now quiz your partner on the different meanings of *slides*. For example you could say, “My father slides the door open so the dog can go in the yard. Which meaning of *slides* am I using?” Your partner should then point to the image of the boy sliding on the ice to show your meaning of *slides*.

## Lesson 2: Anton van Leeuwenhoek

# Write About It



**Primary Focus:** Students will write about Anton van Leeuwenhoek in a Human Body Journal.

### HUMAN BODY JOURNAL (20 MIN.)

- Review Flip Book images from Lesson 2. [Suggested images include 2A-2, 2A-9, 2A-11, and 2A-12.]
- Help students brainstorm key words and details about each image.
- Give students Activity Page 2.1S.

**Ask:** Whom do you see on this journal page?



### Check for Understanding

**Round Robin:** In small groups, discuss what you learned about Anton van Leeuwenhoek. Everyone should contribute one fact or one interesting detail about Anton.



### Multiple Meaning

Write the following model on the board: "This is Anton van Leeuwenhoek. One fact/interesting detail about Anton is . . . Another fact/interesting detail about Anton is . . ."

In your journal, write one fact or interesting detail about Anton van Leeuwenhoek.

## Activity Page 2.1S



### Support

#### Sentence starters:

"Anton van Leeuwenhoek was . . ."

"One fact/interesting detail about Anton is . . ."

"Another fact/interesting detail about Anton is . . ."



### Writing

Interacting via Written English

#### Entering/Emerging

Write one key word (e.g., *microscope*, *bacteria*) on the board for each image, and read it to students. Have students match key word to related image.

#### Transitioning/Expanding

Provide students with sentence starters to share their facts. Write down facts and interesting details on the board for students to copy down later.

#### Bridging

Prompt students to tell how key details support the main idea of the text.

## 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   | K10 L2  |
| Activity Name      | Human Body Journal  |
| Proficiency Levels |   |
| Entering           | Student copies key words from models.                                 |
| Emerging           | Student contributes and copies key words.                             |
| Transitioning      | Student contributes short phrases and writes sentence(s) from models. |
| Expanding          | Student contributes short phrases and writes sentence(s)..            |
| Bridging           | Student writes complete and detailed sentence(s)..                    |

End Lesson

**THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITION**

# Cells and Tissues

## PRIMARY FOCUS OF LESSON

### **Speaking**

Students will contribute to discussion using the domain-specific words *cells* and *tissues*.

### **Writing**

Students will record information about cells and tissues in a Human Body Journal.

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

Human Body Journal [Activity Page 3.1S]



## LESSON AT A GLANCE

|   | Time    | Materials  |
|---|---------|--|
| <b>Look Ahead</b>                         |         |  |
| Vocabulary Preview: <i>Cells, Tissues</i> | 10 min. | <input type="checkbox"/> Images 8A-5, 3A-9<br><input type="checkbox"/> Image Card 5 (muscle tissue)  |
| <b>Write About It</b>                     |         |  |
| Human Body Journal                        | 20 min. | <input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> Image 3A-12<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 3.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Contribute to discussion using the domain-specific words <i>cells</i> and <i>tissues</i>.</li> <li>• Write about cells and tissues in a journal.</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| Cells are . . .<br>Tissues are . . .   |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| cells<br>microscopic<br>tissues  |                                  | smallest<br>tiny                |

## Lesson 3: Cells and Tissues

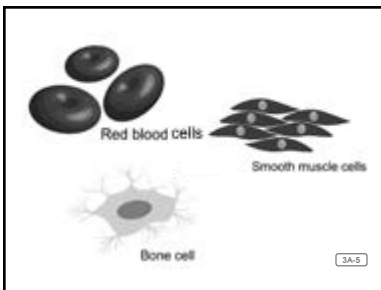
## Look Ahead



**Primary Focus:** Students will contribute to discussion using the domain-specific words *cells* and *tissues*.

## VOCABULARY PREVIEW (10 MIN.)

## Cells

**Show image 3A-5: Blood, muscle, and bone cells**

In the read aloud, Nick Nutri will tell you about cells.

Say the word *cells* with me three times.

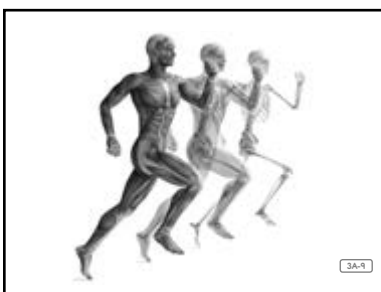
**Definition:** Cells are the smallest units, or parts, of living things.

**Example:** Our bodies are made up of billions of tiny, microscopic cells.

[Point to each type of cell, and have students repeat the names of the cells after you. Ask for volunteers to describe each type of cell.]

**Ask:** What do you notice is the same about all of the different cells? What is different?

## Tissues

**Show image 3A-9: Muscle tissue**

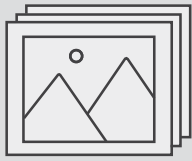
In the read-aloud, you will hear about the four main types of tissues in our bodies.

Say the word *tissues* with me three times.

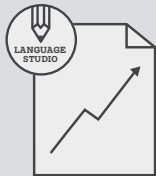
**Definition:** Tissues are collections of the same kinds of cells working together to do the same job.

**Example:** Muscle tissues make up muscles that help our bodies move.

## Image Card 5



## Activity Page 3.1S



Writing  
Writing

### Entering/Emerging

Write the words *cells* and *tissues* on the board for students to copy.

### Transitioning/Expanding

Provide sentence starters: "Cells are . . ."; "Tissues are . . ."

### Bridging

Encourage students to include details about cells and tissues from the read-aloud in their sentences. Invite students to share their sentences with a small group.

## Check for Understanding



**Discuss:** [Show Image Card 5 (muscle tissue).] What do you think muscle tissue makes? Can you see muscles in this picture? This is a closer image of muscle tissue. Can you see the cells that make up the tissue? Why not?

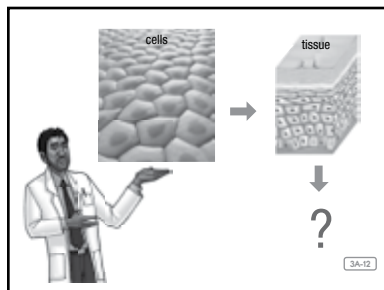
## Lesson 3: Cells and Tissues

# Write About It



**Primary Focus:** Students will record information about cells and tissues in a Human Body Journal.

## HUMAN BODY JOURNAL (20 MIN.)



### Show Image 3A-12: Cells, tissue and ?

**Ask:** What do you see in this image?

- Give Activity Page 3.1S to each student.

In small groups, talk about what you see pictured . [Pause for students to talk. Ask for a volunteer to identify and describe the cells and tissue in the image.]

## Human Body Journal



[Give students Activity Page 3.1S] In your journal, draw a picture of something you learned about cells and tissues. Then label your drawing, and write a sentence about what you drew.

## 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   | K10 L3  |
| Activity Name      | Human Body Journal  |
| Proficiency Levels |   |
| Entering           | Student copies provided key words and labels drawing with support.      |
| Emerging           | Student copies provided key words and labels drawing.                   |
| Transitioning      | Student writes sentences using provided sentence starters with support. |
| Expanding          | Student writes sentences using provided sentence starters.              |
| Bridging           | Student writes complete sentences including details from the text.      |

End Lesson

## 4

THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITION

## Organs

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will contribute to discussion using the domain-specific word *organs*.  
Students will add details to sentences by using adverbs and adjectives.

**Writing**

Students will label drawings of cells, tissues, organs, and systems.

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Adding Details [Informal Observation]

## LESSON AT A GLANCE

|                                   | Time    | Materials   |
|-----------------------------------|---------|---|
| <b>Look Ahead</b>                 |         |   |
| Vocabulary Preview: <i>Organs</i> | 10 min. | <input type="checkbox"/> Images 4A-8, 4A-10                   |
| <b>Looking at Language</b>        |         |   |
| Adding Details                    | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Rewind</b>                     |         |   |
| Fill in the Blank                 | 10 min. | <input type="checkbox"/> Activity Page 4.1S                   |

## ADVANCE PREPARATION

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

### Rewind

- Prepare Activity Page 4.1S.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the domain-specific word *organs*.
- Construct descriptive sentences using adjectives and adverbs.

### Language Forms and Functions

An organ in my body is \_\_\_\_\_.

Another organ in my body is \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

cells  
kidneys  
liver  
organ  
tissues

#### Tier 2 General Academic Words

system  
tight/tightly

#### Tier 1 Everyday Speech Words

### Lesson 4: Organs

# Look Ahead



**Primary Focus:** Students will contribute to discussion using the domain-specific word *organs*.

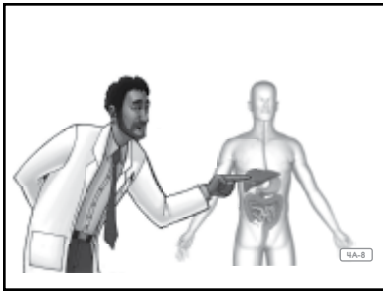
## VOCABULARY PREVIEW: ORGANS (10 MIN.)

### Organs

You will hear about parts of our bodies called organs.

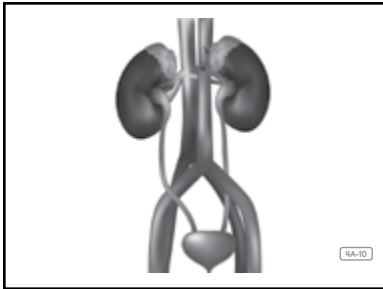
Say the word *organs* with me three times.

**Definition:** Organs are body parts that are made up of groups of tissues and perform specific jobs for the body.



**Show image 4A-8: Nick Nutri pointing out the liver**

**Example:** Your liver is one of your body's organs. It produces juices to help with the digestion of food. The liver also helps to clean your body's blood.



**Show image 4A-10: Kidneys**

**Example:** Your kidneys are also organs in your body. They are a pair of organs in your abdomen that help clean the body's blood.



**Check for Understanding**

**Turn and Talk:** With your partner name any other organs in your body that you can think of. [Students may refer to Activity Page 4.1S]

**Support**

**Sentence frames:**

"An organ in my body is \_\_\_\_."

"Another organ in my body is \_\_\_\_."

**Lesson 4: Organs**

# Looking at Language



**Primary Focus:** Students will add details to sentences by using adverbs and adjectives.

**ADDING DETAILS (10 MIN.)**

We know that some words describe other words. Words that describe nouns—people, places, or things—are called adjectives. Words that describe verbs—action words that tell how something is done—are called adverbs. Today we will practice using adjectives and adverbs.

**Definition:** The word *tight* is an adjective that describes a thing, such as a shoe or piece of clothing that is too small.

**Example:** The jacket that I wore last year is too tight for me now, because I have grown. *Tight* is an adjective that describes the noun *jacket*.





Speaking  
Modifying to Add  
Details

### Entering/Emerging

Ask students if the correct response is *tight* or *tightly*.

### Transitioning/Expanding

Ask students to respond using a complete sentence. Provide sentence frames with an adjective or an adverb omitted.

### Bridging

Ask students to replace *tight* or *tightly* with other relevant adjectives or adverbs.

**Definition:** The word *tightly* is an adverb that describes a verb.

**Example:** I *tightly* twisted the lid on, so the jar would not spill.

*Tightly* is an adverb that describes the verb *twisted*.



### Adding Details

I will ask some questions. If my question asks you to describe a noun, use the adjective *tight* in your answer. If my question asks you to describe an action, or how something is done, use the adverb *tightly* in your answer.

- How do you describe a belt that is too small?
  - » The belt is tight.
- How does someone hold your hand if she squeezes it?
  - » She holds my hand tightly.
- How does a hat that is too small for your head fit?
  - » The hat fits tightly
- What is the skin on a drum like?
  - » The skin on a drum is tight.
- How can you tie your shoelaces if you don't want them to come undone?
  - » You can tie your shoelaces tightly.
- How would you describe the lid of a jar that is too hard to open?
  - » The lid is tight.

## 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   | K10 L4   |
| Activity Name      | Adding Details   |
| Proficiency Levels |  |
| Entering           | Student responds with the correct adjective or adverb with support.                          |
| Emerging           | Student responds with the correct adjective or adverb.                                       |
| Transitioning      | Student responds in complete sentences with the correct adjective or adverb with support.    |
| Expanding          | Student responds in complete sentences with the correct adjective or adverb.                 |
| Bridging           | Student responds in complete sentences and offers additional relevant adjectives or adverbs. |

## Lesson 4: Organs

# Rewind



**Primary Focus:** Students will label drawings of cells, tissues, organs, and systems.

### FILL IN THE BLANK (10 MIN.)

#### Activity Page 4.1S



- Give students Activity Page 4.1S. After you ask each question below, write the correct word from the word bank on the board. Have students copy the answer onto the blank as you go through each section of the activity page.

Look at the first two pictures. What do these images show? (*cells*)

A group of cells makes up a tissue. What do the next two images show? (*tissues*)

A group of tissues makes up an organ. What do the next two images show? (*organs*)

A group of organs makes up a system. What goes in the last blank? (*systems*)

End Lesson

THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITION

# The Digestive System

## PRIMARY FOCUS OF LESSON

### Speaking

Students will answer questions about the domain-specific terms *digest* and *digestive system*.

### Writing

Students will record information about the digestive system in a Human Body Journal.

## LANGUAGE PROFICIENCY ASSESSMENT

Reading

Round Robin [Informal Observation]

## LESSON AT A GLANCE

|  | Time    | Materials   |
|--|---------|---|
| <b>Look Ahead</b>                                      |         |   |
| Vocabulary Preview:<br><i>Digest, Digestive System</i> | 10 min. | ❑ Images 5A-4, 5A-12  |
| <b>Write About It</b>                                  |         |   |
| Human Body Journal                                     | 20 min. | ❑ Flip Book<br>❑ Activity Page 5.1S<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare to review read-aloud with selected Flip Book images (e.g., 5A-1, 5A-2, 5A-5–5A-7, and 5A-9).
- Prepare Activity Page 5.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Answer questions using domain-specific word <i>digest</i>.</li> <li>• Write sentences about the digestive system in a journal.</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| _____ helps to digest our food.<br>_____ is part of the digestive system.  |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| digestive system<br>esophagus<br>large/small intestine   | digest<br>energy                 | mouth<br>stomach                |

## Lesson 5: The Digestive System

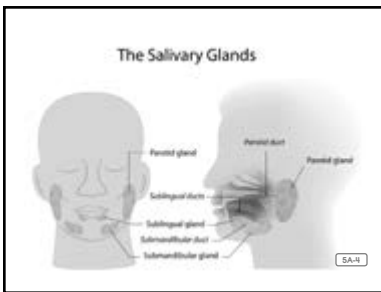
## Look Ahead



**Primary Focus:** Students will answer questions about the domain-specific terms *digest* and *digestive system*.

## VOCABULARY PREVIEW (10 MIN.)

## Digest



## Show image 5A-4: Salivary glands

You will hear about how our bodies digest the food we eat.

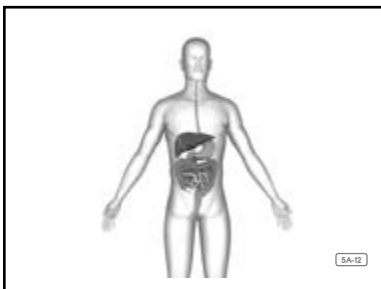
Say the word *digest* with me three times.

**Definition:** *Digest* means to change food that you have eaten into substances and nutrients that your body can use.

**Example:** Our teeth break our food down into small pieces so it is easier to digest.

**Ask:** Which parts of our bodies digest our food? What organs help to digest food? Try to use the word *digest* when you answer.

## Digestive System



## Show image 5A-12: The digestive system

You will also learn about the digestive system.

Say the phrase *digestive system* with me three times.

**Definition:** The digestive system is the body system that carries food to the stomach and small intestine and breaks

the food down into nutrients that give your body the energy it needs to live.

**Example:** Many organs make up the digestive system.

## Support

## Sentence frame:

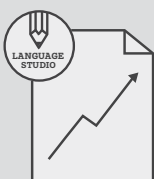
"\_\_\_\_\_ helps to digest our food."

## Support

### Sentence frame:

“\_\_\_\_\_ is part of the digestive system.”

Activity Page 5.1S



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Name an organ. Have students say whether or not it is part of the digestive system.

### Transitioning/Expanding

Prompt students to tell what each part of the digestive system does and why it is important.

### Bridging

Prompt students to describe the digestive system as a whole and how its various parts are related.



## Check for Understanding

**Show Me:** I will name a part of the digestive system. I will call on someone to come up to the image and show me where the part is.

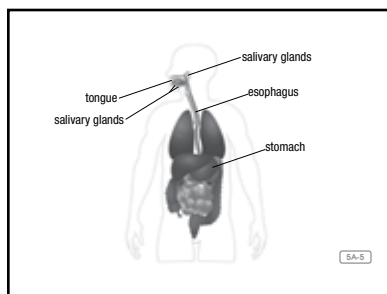
## Lesson 5: The Digestive System

# Write About It



**Primary Focus:** Students will record information about the digestive system in a Human Body Journal.

### HUMAN BODY JOURNAL (20 MIN.)



### Show Image 5A-5: Upper digestive system

- Review Flip Book images from Lesson 5. [Suggested images include 5A-1, 5A-2, 5A-5–5A-7, and 5A-9.]
- Help students brainstorm key words and details about the images (e.g., *mouth*, *esophagus*, *stomach*, and *liver*).



## Round Robin

In small groups, take turns telling about an organ in the digestive system.

- Give students Activity Page 5.1S. Have students draw a simple picture of the digestive system. Then, have them label their drawings and write a sentence about the digestive system.

## 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   | K 10 L 5  |
| Activity Name      | Round Robin   |
| Proficiency Levels |   |
| Entering           | Student identifies various labeled parts of an image with support.    |
| Emerging           | Student identifies various labeled parts of an image.                 |
| Transitioning      | Student recounts details from text to describe an image with support. |
| Expanding          | Student recounts details from text to describe an image.              |
| Bridging           | Student summarizes information about the main topic of the text.      |

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



## 6

**THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITION**

# The Excretory System

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

Students will answer questions using domain-specific terms *excrete* and *excretory system*.

**Writing**

Students will record information about the excretory system in a Human Body Journal.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Round Robin [Informal Observation]**

## LESSON AT A GLANCE

|                                                         | Time    | Materials                                                                                                                                          |
|---------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                       |         |                                                                                                                                                    |
| Vocabulary Preview:<br><i>Excrete, Excretory System</i> | 10 min. | <input type="checkbox"/> Image 6A-5<br><input type="checkbox"/> kidney beans                                                                       |
| <b>Write About It</b>                                   |         |                                                                                                                                                    |
| Human Body Journal                                      | 20 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Activity Page 6.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare to review read-aloud with selected Flip Book images (e.g., 6A-3 and 6A-5).
- Prepare Activity Page 6.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions using domain-specific terms *excrete* and *excretory system*.
- Write about the excretory system in a journal.

### Language Forms and Functions

I excrete sweat when . . .

The other parts of the excretory system are . . .

The excretory system is made up of . . .

The excretory system is important because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

bladder  
excretory system  
kidney  
sweat

#### Tier 2 General Academic Words

excrete  
waste

#### Tier 1 Everyday Speech Words

get rid of

Start Lesson

## Lesson 6: The Excretory System

# Vocabulary Building



**Primary Focus:** Students will answer questions using domain-specific terms *excrete* and *excretory system*.

## VOCABULARY PREVIEW (10 MIN.)

### Excrete

You will hear about how our bodies excrete the food and liquids we eat.

Say the word *excrete* with me three times.

**Definition:** *Excrete* means to force out or get rid of something that is not needed.

**Example:** Our bodies excrete liquids in the form of sweat and urine.

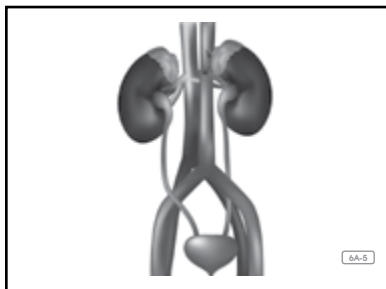
**Ask:** When do you excrete sweat? When do you excrete urine? Do you think it is important that your body excretes sweat and urine? Try to use the word *excrete* when you answer.

### Support

#### Sentence frame:

"I excrete sweat when \_\_\_\_."

## Excretory System



### Show image 6A-5: Diagram of kidneys, ureters, bladder and urethra

You will also learn about the excretory system.

Say the phrase *excretory system* with me three times.

**Definition:** The excretory system is the body system responsible for getting rid of liquid waste. It excretes, or gets rid of, sweat and urine from our bodies.

**Example:** Our excretory system helps us to stay healthy by getting rid of things that can be harmful to our bodies.

[Show students some kidney beans.] **Ask:** Does anyone know what these are called? They are kidney beans. They are called kidney beans because they have the same shape as our bodies' kidneys. The kidneys are very important organs in the excretory system.

**Show Me:** Who can show me the kidneys in this image? Now, I will name other parts of the excretory system. Repeat these parts after me: bladder, ureters, and urethra.

## Support

### Sentence frame:

"The other parts of the excretory system are \_\_\_\_\_."

## Lesson 6: The Excretory System

# Write About It

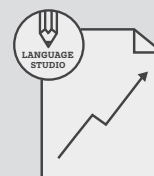


**Primary Focus:** Students will record information about the excretory system in a Human Body Journal.

### HUMAN BODY JOURNAL (20 MIN.)

- Review Flip Book images from Lesson 6 (e.g., 6A-3 and 6A-5).
- Help students brainstorm key words and details about the images (e.g., *toxins, waste, gets rid of, kidneys, and bladder*).
- Give students Activity Page 6.1S.

## Activity Page 6.1S



## Support

### Sentence starter:

"The excretory system is made up of..."  
"The excretory system is important because..."



Writing  
Reading/Viewing  
Closely

### Entering/Emerging

Name an organ. Have students say whether or not it is part of the excretory system.

### Transitioning/Expanding

Prompt students to tell what the excretory system does and why it is important.

### Bridging

Prompt students to describe the functions of the parts of the excretory system and how they are interrelated.



### Round Robin

In small groups, take turns describing the excretory system. What is the excretory system made up of?

- » The excretory system is made up of the kidneys, ureters, bladder, and urethra.

Why is our excretory system important?

- » The excretory system gets rid of toxins and waste from the body.

- Model writing the following journal entry on the board: "The excretory system is made up of . . . The excretory system is important because . . ." Have students complete their own journal entries.

## 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   | K10 L6                                                                |
| Activity Name      | Round Robin                                                           |
| Proficiency Levels |                                                                       |
| Entering           | Student identifies various labeled parts of an image with support.    |
| Emerging           | Student identifies various labeled parts of an image.                 |
| Transitioning      | Student recounts details from text to describe an image with support. |
| Expanding          | Student recounts details from text to describe an image.              |
| Bridging           | Student summarizes information about the main topic of the text.      |

End Lesson

**THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITION**

# Nutrients

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

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

**Writing**

Students will record information about nutrients in a Human Body Journal.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Human Body Journal [Activity Page 7.1S]

## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                                  |
|-------------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>          |         |                                                                                            |
| Multiple-Meaning Word: <i>Check</i> | 10 min. | ❑ Poster 3M (Check)                                                                        |
| <b>Write About It</b>               |         |                                                                                            |
| Human Body Journal                  | 20 min. | ❑ Activity Page 7.1S<br>❑ Images 7A-4, 7A-6–7A-8<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 7.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                  |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Create sentences using the multiple meanings of the word <i>check</i>.</li> <li>• Write sentences about nutrients in a journal.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                        |                                  |                                 |
| <p>_____ provides water/carbohydrates/proteins/fats<br/>(food)</p> <p>Nutrients help our bodies by . . .</p>                                                                        |                                  |                                 |
| Vocabulary                                                                                                                                                                          |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| carbohydrates<br>fats<br>protein<br>nutrients                                                                                                                                       | check<br>provide                 | water                           |

## Lesson 7: Nutrients

## Vocabulary Building



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

**MULTIPLE-MEANING WORD: CHECK (10 MIN.)**

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

In the read-aloud you heard the word *check* in the following sentence: "One way to tell whether you are getting enough water is to check the color of your urine."

With your partner, think of as many meanings for *check* as you can or discuss ways you can use the word *check*.

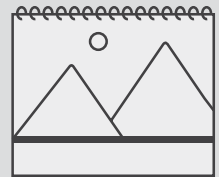
[Show Poster 3M (Check).] In the read-aloud, *check* means to look carefully at. Which picture shows this meaning of *check*? (*one*)

*Check* also means other things. *Check* can mean a pattern of squares in different colors. Which picture shows this meaning of *check*? (*three*)

*Check* also means a mark that is used to show that something (such as an item on a list) has been done. Which picture shows this meaning of *check*? (*two*)

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

## Poster 3M



## Check for Understanding

**Multiple Meaning:** Now quiz your partner on the different meanings of *check*. For example, you could say, "I have a blanket with a blue and gold check design on it. Which meaning of *check* am I using?" Your partner should then point to the pattern of black and white squares on the poster to show your meaning of *check*.



## Activity Page 7.1S



### Support

#### Sentence frame and starter:

“\_\_\_\_\_ (food) provides water/carbohydrates/proteins/fats.”  
“Nutrients help our bodies by...”



### Writing Writing

#### Entering/Emerging

Write key words on the board: *water*, *proteins*, *carbohydrates*, and *fats*.

#### Transitioning/Expanding

Provide the sentence starter: “Nutrients help our bodies by . . .”

#### Bridging

Encourage students to include details about nutrients from the read-aloud in their sentences. Invite students to share their sentences with a small group.

## Lesson 7: Nutrients

# Write About It



**Primary Focus:** Students will record information about nutrients in a Human Body Journal.

### HUMAN BODY JOURNAL (20 MIN.)

- Give students Activity Page 7.1S.
- Review the names of each nutrient.



### Human Body Journal

[Show Images 7A-4 and 7A-6–7A-8.]

In small groups, talk about foods you see in the images and which boxes on the activity page you would put these foods in. The boxes are labeled *water*, *proteins*, *carbohydrates*, and *fats*.

Then draw pictures of foods that provide each of these four main nutrients.

Finally, write about how nutrients help our bodies.

## 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   | K10 L7                                                                 |
| Activity Name      | Human Body Journal                                                     |
| Proficiency Levels |                                                                        |
| Entering           | Student draws pictures and copies key words.                           |
| Emerging           | Student draws pictures and contributes key words and phrases.          |
| Transitioning      | Student writes sentences using provided sentence starter with support. |
| Expanding          | Student writes sentences using provided sentence starter.              |
| Bridging           | Student writes complete sentences including details from the text.     |

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

## 8

THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITIONA Well-Balanced  
Diet

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will discuss food choices using the domain-specific phrase *well-balanced diet*.

Students will add details to sentences by using adverbs and adjectives.

**Listening**

Students will determine appropriate use of the general academic word *moderation*.

## FORMATIVE ASSESSMENT

Listening

Word to World [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Adding Details [Informal Observation]

## LESSON AT A GLANCE

|  | Time    | Materials                              |
|--|---------|--|
| <b>Look Ahead</b>                                |         |  |
| Vocabulary Preview:<br><i>Well-Balanced Diet</i> | 10 min. | ❑ Images 8A-3, 8A-6, 8A-7              |
| <b>Looking at Language</b>                       |         |  |
| Adding Details                                   | 10 min. | ❑ Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b>                       |         |  |
| Word Work: <i>Moderation</i>                     | 10 min. |  |

## ADVANCE PREPARATION

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss foods that are part of a well-balanced diet.</li> <li>• Construct descriptive sentences using adjectives and adverbs.</li> <li>• Contribute to discussion using general academic word <i>moderation</i>.</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| _____ is part of a well-balanced diet.   |                                  |                                 |
| We should eat _____ in moderation because . . .  |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| well-balanced diet   | moderation                       |                                 |

## Lesson 8: A Well-Balanced Diet

## Look Ahead



**Primary Focus:** Students will discuss food choices using the domain-specific phrase *well-balanced diet*.

## VOCABULARY PREVIEW (10 MIN.)

## Well-Balanced Diet

You will hear how a well-balanced diet is important to staying healthy.

Say the word *diet* with me three times.

Say the phrase *well-balanced* with me three times.

**Definitions:** A diet is the food and drink that a person or animal usually eats and drinks.

*Well-balanced* means to have an equal selection or helpful amounts of different things. A well-balanced diet contains all the different nutrients you need to stay healthy.

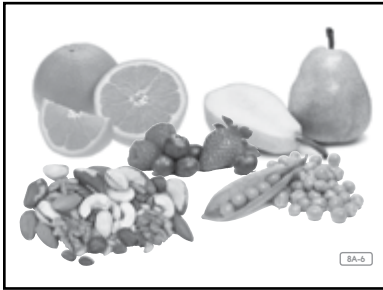
**Example:** A well-balanced diet includes grains, fruits, vegetables, dairy, proteins, and fats. [Write the words *grains*, *fruits*, *vegetables*, *dairy*, *proteins*, and *fats* on the board.]

- Show the following images one at a time.

These are examples of healthy foods that are part of a well-balanced diet:



**Show image 8A-3: Grains**



Show image 8A-6: Sources of fiber



Show image 8A-7: Sources of protein



### Check for Understanding

**Turn and Talk:** Tell your partner some foods that are part of a well-balanced diet.

### Support

**Sentence frame:**  
 “\_\_\_\_\_ is part of a well-balanced diet.”

## Lesson 8: A Well-Balanced Diet

# Looking at Language



**Primary Focus:** Students will add details to sentences by using adverbs and adjectives.

### ADDING DETAILS (10 MIN.)

We know that some words describe other words. Words that describe nouns—people, places, or things—are called adjectives. Words that describe verbs—action words—are called adverbs. Today we will practice using adjectives and adverbs.

The word *slow* is an adjective that describes a noun.

**Example:** In the story “The Tortoise and the Hare,” the slow tortoise wins the race against the fast hare.

*Slow* is an adjective that describes the noun *tortoise*.



### Speaking Modifying to Add Details

#### Entering/Emerging

Ask students if the correct response is *slow* or *slowly*.

#### Transitioning/Expanding

Prompt students to respond using a complete sentence.

Provide sentence frames with the adjective or adverb omitted.

#### Bridging

Encourage students to replace *slow* or *slowly* with other relevant adjectives or adverbs.

The word *slowly* is an adverb that describes a verb.

**Example:** In today's read-aloud, you heard that the energy from potatoes and pasta lasts much longer than energy from candy, because your body *slowly* releases the energy from potatoes and pasta.

The word *slowly* is an adverb that describes how your body releases the energy from potatoes and pasta.

*Slowly* is an adverb that describes the verb *releases*.



### Adding Details

I will ask some questions. If my question asks you to describe a noun, use the adjective *slow* in your answer. If my question asks you to describe an action, or how something is done, use the adverb *slowly* in your answer. [Emphasize the italicized words.]

- How did the pioneers *travel* up the steep mountainside?
  - » They traveled slowly.
- How do you *write* if you take your time and do a neat job?
  - » You write slowly.
- How do you describe a *train* that makes many stops and takes a long time to travel?
  - » It is slow.
- How do you describe a *computer* that takes a long time to work?
  - » It is slow.
- How do you *walk* when you are dragging your feet?
  - » You walk slowly.
- How did Nick Nutri's dad tell him to *eat* chocolate chip cookies?
  - » Nick Nutri's dad told him to eat chocolate chip cookies slowly.



### Check for Understanding

**Terms:** What are words that describe nouns called?

» Adjectives describe nouns.

What are the words that describe verbs—action words—called?

» Adverbs describe verbs.

## 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   | K10 L8   |
| Activity Name      | Adding Details   |
| Proficiency Levels |  |
| Entering           | Student responds with the correct adjective or adverb with support.                          |
| Emerging           | Student responds with the correct adjective or adverb.                                       |
| Transitioning      | Student responds in complete sentences with the correct adjective or adverb with support.    |
| Expanding          | Student responds in complete sentences with the correct adjective or adverb.                 |
| Bridging           | Student responds in complete sentences and offers additional relevant adjectives or adverbs. |



## Lesson 8: A Well-Balanced Diet

# Vocabulary Building



**Primary Focus:** Students will determine appropriate use of the general academic word *moderation*.

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

In the read-aloud you heard that Nick Nutri's dad used to say, "Eat in moderation."

Say the word *moderation* with me three times.

**Definition:** *Moderation* means to act in a way that is not extreme: not too much and not too little.

**Example:** Foods that contain added sugar should be eaten in moderation, because too much sugar is not good for you.

**Ask:** What other foods should you try to eat in moderation? Why? Use the word *moderation* when you explain.

### Support

#### Sentence starter:

"We should eat in moderation because . . ."



### Formative Assessment

**Word to World:** I will describe several actions. If what I describe is done in moderation, say, "That is done in moderation." If what I describe is not done in moderation, say, "That is not done in moderation."

- eating pizza once a week
  - » That is done in moderation.
- playing video games for three hours a day
  - » That is not done in moderation.
- eating ice cream for a snack every day
  - » That is not done in moderation.
- eating ice cream every Sunday
  - » That is done in moderation.
- watching television for thirty minutes a day
  - » That is done in moderation.

End Lesson

**THE HUMAN BODY:  
BUILDING BLOCKS AND NUTRITION**

# A Healthy Human Body

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

Students will determine appropriate use of the domain-specific word *calories*.

**Writing**

Students will write about healthy habits using a checklist.

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**LANGUAGE PROFICIENCY ASSESSMENT****Writing**

Healthy Habits Checklist [Activity Page 9.1S]

## LESSON AT A GLANCE

|                                     | Time    | Materials  |
|-------------------------------------|---------|--|
| <b>Look Ahead</b>                   |         |  |
| Vocabulary Preview: <i>Calories</i> | 10 min. |  |
| <b>Write About It</b>               |         |  |
| Healthy Habits Checklist            | 20 min. | <input type="checkbox"/> Activity Page 9.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 9.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Write about healthy habits.</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| _____ uses up more calories.<br>I keep healthy by . . .                         |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| calories  | habits<br>healthy                |                                 |

## Lesson 9: A Healthy Human Body

## Look Ahead



**Primary Focus:** Students will determine appropriate use of the domain-specific word *calories*.

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

You will hear how the energy in food is counted in calories.

Say the word *calories* with me three times.

**Definition:** Calories are the units we use to measure the amount of energy that food provides to our bodies. Each time we eat, food gives our bodies energy.

**Examples:** The number of calories tells us how much energy our body gets from a particular food. You should take in enough calories each day to have enough energy to do your daily activities.

**Check for Understanding**

**Making Choices:** I will name two activities. Which activity do you think uses up more calories?

- riding a bike or sitting on a bench
  - » Riding a bike uses up more calories.
- sleeping or doing homework
  - » Doing homework uses up more calories.
- watching a movie or playing soccer
  - » Playing soccer uses up more calories.
- swimming or reading a book
  - » Swimming uses up more calories.

**Support****Sentence frame:**

"\_\_\_\_\_ uses up more calories."

## Lesson 9: A Healthy Human Body

# Write About It

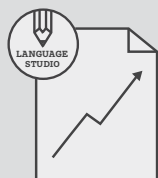


**Primary Focus:** Students will write about healthy habits using a checklist.

### HEALTHY HABITS CHECKLIST (20 MIN.)

- Give students Activity Page 9.1S.
- Review each image on the checklist.  
**Ask:** What healthy habit is being practiced?
- Write key words and phrases on the board.

#### Activity Page 9.1S



Writing  
Writing

#### Entering/Emerging

Ask students what is happening in each image. Write key words and phrases related to each image on the board.

#### Transitioning/Expanding

Provide sentence starter: "I keep healthy by ..."

#### Bridging

Ask questions to elicit details for students to include in their sentences.



#### Healthy Habits Checklist

Now you will complete your own Healthy Habits Checklist. Place a check mark next to each healthy habit you practice. Then write a sentence describing how you practice that habit.

[Encourage students to consider how they could practice any of the habits they have not checked.]

## 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   | K10 L9   |
| Activity Name      | Healthy Habits Checklist   |
| Proficiency Levels |  |
| Entering           | Student copies key words and phrases.                                  |
| Emerging           | Student writes key words and phrases with support.                     |
| Transitioning      | Student writes sentences using provided sentence starter with support. |
| Expanding          | Student writes complete sentences using provided sentence starter.     |
| Bridging           | Student writes complete and detailed sentences.                        |

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



Language Studio 11

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# Immigration

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

## IMMIGRATION

# E Pluribus Unum

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

Students will preview the domain-specific words *immigrate/immigrating* and the general academic word *freedom*.

**Reading**

Students will identify and discuss push and pull factors related to the Pilgrims.

**Listening**

Students will construct cause and effect statements.

**FORMATIVE ASSESSMENT**

Reading

Push and Pull Factors [Activity Pages 1.1S, 1.2S, and 1.3S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Cause and Effect [Informal Observation]

## LESSON AT A GLANCE

|                                                           | Time    | Materials                                                                                                       |
|-----------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                         |         |                                                                                                                 |
| Vocabulary Preview: <i>Immigrate/Immigrating, Freedom</i> | 10 min. | <input type="checkbox"/> Images 1A-2 and 1A-7                                                                   |
| <b>Rewind</b>                                             |         |                                                                                                                 |
| Push and Pull Factors                                     | 10 min. | <input type="checkbox"/> Activity Pages 1.1S, 1.2S, and 1.3S<br><input type="checkbox"/> scissors, tape or glue |
| <b>Looking at Language</b>                                |         |                                                                                                                 |
| Sentence Builder                                          | 10 min. | <input type="checkbox"/> Images 1A-6 and 1A-7<br><input type="checkbox"/> Language Proficiency Recording Sheet  |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Pages 1.1S, 1.2S, and 1.3S. Refer to the two parts of 1.2S as the Push Factors Chart and the Pull Factors Chart. Refer to 1.3S as the image sheet. Students will cut images from the image sheet and place them on the correct chart. The charts and image sheet will be used throughout this unit.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

### Note to Teacher

Throughout this unit, please be sensitive to the many issues surrounding immigration, and the many different ways people have come to the United States. Not all immigration stories are pleasant or positive. You may want to point out how these differences add to the richness of the national culture.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe an image using the domain-specific word *immigrating*.
- Explain why factors relating to immigration were either push or pull factors.
- Construct cause and effect statements using subordinating conjunctions.

### Language Forms and Functions

I think they are/are not immigrating because . . .

This was a push and pull factor because . . .

A push factor for the Pilgrims was . . .

A pull factor for the Pilgrims was . . .

Immigrants leave their homes because . . .

Immigrants leave their homes so that . . .

After immigrants leave their homes, . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

immigrate/immigrating  
pull factor  
push factor  
religion

#### Tier 2 General Academic Words

freedom  
reasons

#### Tier 1 Everyday Speech Words

come/leave

## Lesson 1: E Pluribus Unum

## Look Ahead



**Primary Focus:** Students will preview the domain-specific words *immigrate/immigrating* and the general academic word *freedom*.

## VOCABULARY PREVIEW (10 MIN.)

## Immigrate/Immigrating



## Show image 1A-2: Immigrants traveling

In this unit you will hear about people who immigrate to the United States.

Say the word *immigrate* with me three times.

**Definition:** To immigrate means to move and to make a home in a new country.

**Example:** People from all over the world immigrate to the United States.

**Turn and Talk:** Look at the image and tell your partner what you think this family is doing. Do you think they are immigrating? What makes you think they are immigrating?

## Freedom



## Show Image 1A-7: Collage of pull factors

In this unit you will also learn that people immigrated to America to have more freedom.

Say the word *freedom* with me three times.

**Definition:** Freedom is being free to act or move as you wish.

**Example:** In America, people have many freedoms, such as freedom of religion and freedom of speech. [Point to the images that represent freedom of religion and freedom of speech.]

## Support

## Sentence starter:

"I think they are/  
are not immigrating  
because ..."



### Check for Understanding

**Word Work:** I will say a few sentences. If my sentence describes people who have freedom, say, “They have freedom.” If my sentence describes people who do not have freedom, say, “They do not have freedom.”

The colonists decided to move west, so they could have more land.

» They have freedom.

The Native Americans were forced to move to a different place to live.

» They do not have freedom.

The king told the people which religion they must follow.

» They do not have freedom.

The Pilgrims moved to America so they could practice their own religion.

» They do have freedom.

### Lesson 1: E Pluribus Unum

## Rewind



**Primary Focus:** Students will identify and discuss push and pull factors related to the Pilgrims.

#### PUSH AND PULL FACTORS (10 MIN.)

Push and pull factors are reasons immigrants leave their homes in one country and move to live in another country.

Say the words *push factors* with me three times. [Have students make a push motion]

**Definition:** *Push factors* are reasons that cause people to leave their home country.

**Examples:** Hardships, war, lack of food, and lack of freedom are examples of push factors.



## Activity Pages 1.1S, 1.2S, 1.3S



### Support

#### Sentence starter:

“This was a push/pull factor because . . .”



### Reading Reading/Viewing Closely

#### Entering/Emerging

Describe each image relating to the Pilgrims and ask students if it is a push factor or a pull factor.

#### Transitioning/Expanding

Provide sentence starters: “A push factor for the Pilgrims was . . .” “A pull factor for the Pilgrims was . . .”

Review push and pull factors from the read-aloud.

#### Bridging

Encourage students to contribute additional push and pull factors from the read-aloud.

Say the words *pull factors* with me three times. [Have students make a pull motion]

**Definition:** *Pull factors* are reasons that cause people to come to a new country.

**Examples:** Better jobs, better education, and freedom are examples of pull factors.

- Give students Activity Page 1.1S. Tell them they will categorize images as push or pull on the chart.

Cut out the images. Then, in small groups decide whether the image represents a *push* or *pull*.

Glue the image on the correct side of the T chart.

- Give students Activity Pages 1.2S and 1.3S. Help students distinguish between the Push Factors Chart and Pull Factors Chart.
- Help students find the pictures related to the Pilgrims on the image sheet.

The King of England forced everyone to practice his religion.

**Ask:** Was this a push factor or pull factor?

- » This was a push factor because the Pilgrims were forced into a religion they did not want.

The Pilgrims wanted to be free to practice their own religion.

**Ask:** Was this a push factor or a pull factor?

- » This was a pull factor because Pilgrims wanted to have the freedom to practice their own religion.

- Have students cut out the images related to the Pilgrims from the image sheet and paste them onto the correct charts.



### Formative Assessment

**Push and Pull Factors:** Use your Push and Pull Factors chart to review the push and pull factors as they relate to the Pilgrims.

- Save the charts and image sheet for use in future lessons.

## Lesson 1: E Pluribus Unum

# Looking at Language



**Primary Focus:** Students will construct cause and effect statements.

### SENTENCE BUILDER (10 MIN.)

- Write the words and phrases *before*, *after*, *because*, *so*, *so that*, and *in order that* on the board.

We can use words and phrases such as *before*, *after*, *because*, *so*, *so that*, and *in order that* to connect two ideas to show cause, or why something happened. *Before*, *after*, *so*, *so that*, *because* and *in order that* are called subordinating conjunctions.

**Definition:** A subordinating conjunction is a connecting word or phrase that joins two parts of a sentence together and shows a relationship between the two parts of the sentence.

I will say two ideas. Then I will connect the two ideas with a subordinating clause. Say each sentence after me.

Christopher Columbus traveled to the New World.

He was looking for a shortcut from Europe to Asia.

- » Christopher Columbus traveled to the New World **because** he was looking for a shortcut from Europe to Asia.

Cortez traveled to the New World.

He was looking for wealth.

- » Cortez traveled to the New World **because** he was looking for wealth.

Pilgrims traveled to the New World.

They could have religious freedom.

- » Pilgrims traveled to the New World **so that** they could have religious freedom.

## Support

### Sentence starters:

"Immigrants leave their homes because . . ."

"Immigrants leave their homes so that . . ."

"After immigrants leave their homes, . . ."



### Listening Connecting Ideas

### Entering/Emerging

Provide two ideas and target subordinating conjunction for students to use. Model how to combine ideas and have students repeat your sentence.

### Transitioning/Expanding

Provide sentence starters that include target subordinating conjunctions.

### Bridging

Challenge students to use a variety of subordinating conjunctions to combine sentences about the images with a partner.



## Cause and Effect

[Show Images 1A-6 and 1A-7.] Use subordinating conjunctions to connect the two ideas describing why immigrants leave their homes.

## 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   | K11 L1                                                                                                  |
| Activity Name      | Cause and Effect                                                                                        |
| Proficiency Levels |                                                                                                         |
| Entering           | Student repeats sentences using target subordinating conjunction(s).                                    |
| Emerging           | Student uses target subordinating conjunction(s) in model sentences.                                    |
| Transitioning      | Student uses provided sentence starters to combine ideas using subordinating conjunctions with support. |
| Expanding          | Student uses provided sentence starters to combine ideas using subordinating conjunctions.              |
| Bridging           | Student uses a variety of subordinating conjunctions to combine sentences.                              |

End Lesson

## IMMIGRATION

# Charles Steinmetz Comes to America

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

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

**Reading**

Students will identify and discuss push and pull factors related to Charles Steinmetz.

**Speaking**

Students will construct cause and effect statements.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading**

Push and Pull Factors [Activity Pages 1.2S and 1.3S]

## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                                              |
|-----------------------------------|---------|------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>        |         |                                                                                                                        |
| Multiple-Meaning Word: <i>Row</i> | 10 min. | <input type="checkbox"/> Poster 1M                                                                                     |
| <b>Rewind</b>                     |         |                                                                                                                        |
| Push and Pull Factors             | 10 min. | <input type="checkbox"/> Activity Pages 1.2S and 1.3S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>        |         |                                                                                                                        |
| Sentence Builder                  | 10 min. | <input type="checkbox"/> Image 2A-5                                                                                    |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Pages 1.2S and 1.3S. Identify the factor strips that are associated with Charles Steinmetz.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Create sentences using the multiple meanings of the word *row*.
- Discuss push and pull factors related to the life of Charles Steinmetz.
- Construct cause and effect statements about the life of Charles Steinmetz.

### Language Forms and Functions

This was a push and pull factor because . . .

A push factor for Charles Steinmetz was . . .

A pull factor for Charles Steinmetz was . . .

Charles Steinmetz traveled to America because he wanted to find work.

### Vocabulary

#### Tier 3 Domain-Specific Words

pull factor  
push factor

#### Tier 2 General Academic Words

education  
job  
reasons

#### Tier 1 Everyday Speech Words

jail  
row

Start Lesson

## Lesson 2: Charles Steinmetz Comes to America

# Vocabulary Building



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

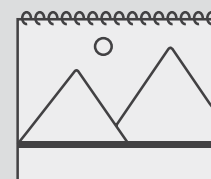
### MULTIPLE-MEANING WORD: ROW (10 MIN.)

**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 1M (Row).] In the read-aloud you heard, “Long lines of immigrants [at Ellis Island] waited to approach a row of desks.” Here *row* means a straight line of people or things. Which picture shows this meaning of *row*? (*one*)

*Row* also means to move a boat through the water using oars. Which picture shows this meaning of *row*? (*two*)

Poster 1M





### Listening Analyzing Language Choices

#### Entering/Emerging

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

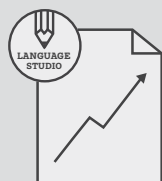
#### Transitioning/Expanding

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

#### Bridging

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

### Activity Page 1.2S, 1.3S



### Support

#### Sentence starter:

"This was a push/pull factor because . . ."



### Check for Understanding

**Multiple-Meaning:** Now with your partner, make a sentence for each meaning of *row*. Remember to be as descriptive as possible and use complete sentences. I will call on a few partner pairs to share their sentences.

## Lesson 2: Charles Steinmetz Comes to America

# Rewind



**Primary Focus:** Students will identify and discuss push and pull factors related to Charles Steinmetz.

### PUSH AND PULL FACTORS (10 MIN.)

**Definition:** Push factors are reasons that cause people to leave their home country.

**Examples:** Hardships, war, lack of food, and lack of freedom are examples of push factors.

**Definition:** Pull factors are reasons that cause people to come to a new country.

**Examples:** Better jobs, better education, and freedom are examples of pull factors.

- Give students Activity Pages 1.2S and 1.3S from previous lessons. Help students find the pictures related to Charles Steinmetz on the image sheet.

Charles Steinmetz was going to be put into jail because of his writings about Germany.

**Ask:** Was this a push factor or pull factor?

- » This was a push factor because the German government wanted to put him in jail.

Charles Steinmetz wanted to find work in a new country.

**Ask:** Was this a push factor or pull factor?

- » This was a pull factor because Charles wanted to find a job.

- Have students cut out the images related to Charles Steinmetz and paste them onto the correct charts.



### Push and Pull Factors

With a partner, use your Push and Pull Factors Charts to discuss the push and pull factors as they relate to Charles Steinmetz.

- Save the charts and image sheet for use in future lessons.



**Reading**  
Reading/Viewing  
Closely

### Entering/Emerging

Describe each image relating to Charles Steinmetz and ask students if it is a push factor or a pull factor.

### Transitioning/Expanding

Provide sentence starters: "A push factor for Charles Steinmetz was . . ." "A pull factor for Charles Steinmetz was . . ." Review push and pull factors from the read-aloud.

### Bridging

Encourage students to contribute additional push and pull factors from the read-aloud.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                   |
| Knowledge/Lesson   | K11 L2                                                                                    |
| Activity Name      | Push and Pull Factors                                                                     |
| Proficiency Levels |                                                                                           |
| Entering           | Student uses key words and phrases to categorize details from the text with support.      |
| Emerging           | Student uses key words and phrases to categorize details from the text.                   |
| Transitioning      | Student uses provided sentence starters to categorize details from the text with support. |
| Expanding          | Student uses provided sentence starters to categorize details from the text.              |
| Bridging           | Student contributes additional key details from the text.                                 |





Speaking  
Connecting Ideas

### Entering/Emerging

Provide two ideas and target subordinating conjunction for students to use. Model how to combine ideas and have students repeat your sentence.

### Transitioning/Expanding

Provide sentence starters that include target subordinating conjunctions.

### Bridging

Challenge students to use a variety of subordinating conjunctions to combine sentences about the images with a partner.

## Lesson 2: Charles Steinmetz Comes to America

# Looking at Language



**Primary Focus:** Students will construct cause and effect statements.

### SENTENCE BUILDER (10 MIN.)

- Write the words and phrases *before*, *after*, *because*, *so*, *so that*, and *in order that* on the board.

We can use words and phrases such as *before*, *after*, *because*, *so*, *so that*, and *in order that* to connect two ideas to show cause, or why something happened. *Before*, *after*, *so*, *so that*, *because* and *in order that* are called subordinating conjunctions.

**Definition:** A subordinating conjunction is a connecting word or phrase that joins two parts of a sentence together and shows a relationship between the two parts of the sentence.

I will say two ideas. Then I will connect the two ideas with a subordinating clause. Say each sentence after me.

Charles Steinmetz left Germany.

He wanted to avoid going to jail.

» Charles Steinmetz left Germany **because** he wanted to avoid going to jail.

Charles Steinmetz wanted to find work.

He traveled to America.

» Charles Steinmetz traveled to America **because** he wanted to find work.

[Show Image 2A-5.] Use subordinating conjunctions to connect the ideas describing the image.

End Lesson

## IMMIGRATION

# Life in the City

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

Students will compare and contrast life in a village versus life in the city.

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

Students will add details to sentences by using adverbs and adjectives.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Adding Details [Informal Observation]**

## LESSON AT A GLANCE

|                              | Time    | Materials                              |
|------------------------------|---------|----------------------------------------|
| <b>Rewind</b>                |         |                                        |
| Little Village vs. Big City  | 10 min. | ☐ T-Chart                              |
| <b>Vocabulary Building</b>   |         |                                        |
| Word Work: <i>Appreciate</i> | 10 min. |                                        |
| <b>Looking at Language</b>   |         |                                        |
| Adding Details               | 10 min. | ☐ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Create a T-Chart to compare Marie's life in a little village and her life in a big city.

| Village | City |
|---------|------|
|         |      |

### Looking At Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the general academic word *appreciate*.
- Construct descriptive sentences using adjectives and adverbs.

### Language Forms and Functions

I appreciate \_\_\_\_\_ because . . .

The baby cries \_\_\_\_\_ (noisily).  
(adv.)

The street is \_\_\_\_\_ (noisy).  
(adj.)

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

appreciate

city  
quiet/quietly  
noisy/noisily  
village

Start Lesson

### Lesson 3: Life in the City

# Rewind



**Primary Focus:** Students will compare and contrast life in a village versus life in the city.

### LITTLE VILLAGE VS. BIG CITY (10 MIN.)

**Note:** Use the T-Chart to compare and contrast Marie's city life in the United States with her life back in Italy.

Marie was an immigrant who moved from a little village to a big city.

What was Marie's village in Italy like?

- » small, quiet, fewer people, no jobs, little to eat, house had dirt floors

[Write students' answers on the Village side of the T-Chart.]

What was Marie's life like in the city?

- » big, loud, more people, more jobs, more to eat, lived in an apartment building.

[Write students' answers on the City side of the T-Chart.]

Sample of completed chart:

| Little Village                                                                                                                | Big City                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <i>small</i><br><i>quiet</i><br><i>fewer people</i><br><i>no jobs</i><br><i>little to eat</i><br><i>house had dirt floors</i> | <i>big</i><br><i>loud</i><br><i>more people</i><br><i>more jobs</i><br><i>more to eat</i><br><i>lived in an apartment building</i> |

### Lesson 3: Life in the City

# Vocabulary Building



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

## WORD WORK: APPRECIATE (10 MIN.)



**Speaking**  
Selecting Language Resources

Marie and her family appreciate that in the United States her father could find a job, her family has plenty to eat, and they have a home to live in.

Say the word *appreciate* with me three times.

**Definition:** *Appreciate* means to be grateful or thankful for something or to someone.

**Examples:** The teachers appreciate their students' help to keep the classroom tidy.

The mother appreciates her neighbor's help to care for her children while she is sick.

The children appreciate the sunshine after a week of rain.

### Entering/Emerging:

Brainstorm with students ideas of things they appreciate.

### Entering/Expanding

Provide the sentence starter: "I appreciate \_\_\_\_\_ because . . ."

### Bridging

Encourage students to explain why they appreciate the things they appreciate.

### Check for Understanding



**Word to World:** Take turns telling your partner about what you appreciate.

### Lesson 3: Life in the City

# Looking at Language



**Primary Focus:** Students will add details to sentences by using adverbs and adjectives.

## ADDING DETAILS (10 MIN.)

We know that some words describe other words.

**Ask:** What do we call words that describe nouns—people, places, or things? (*adjectives*)

What do we call words that describe verbs—action words? (*adverbs*)

In the read-aloud you heard Marie think, “Our new home is not like our *quiet*, little village in Italy.”

*Quiet* is an adjective. What does *quiet* describe?

» her little village in Italy

*Quiet* is an adjective that describes a noun—*village*.

In the read-aloud you also heard people *noisily* shouting things such as, “Buy my fresh fruit, good to eat!”

*Noisily* is an adverb. What does *noisily* describe?

» shouting

*Noisily* is an adverb that describes a verb—*shouting*.



**Speaking**  
Modifying to Add  
Details

**Entering/Emerging**  
Ask students if the correct response is *quiet/noisy* or *quietly/noisily*.

**Transitioning/Expanding**  
Prompt students to respond using a complete sentence. Provide sentence frames as needed.

**Bridging**  
Encourage students to replace *quiet/noisy* or *quietly/noisily* with other relevant adjectives or adverbs.



### Adding Details

Listen carefully to my sentences. If my question asks you to describe a noun, use the adjective *quiet* or *noisy* in your answer. If my question asks you to describe a verb (an action) use the adverb *quietly* or *noisily* in your answer. [Place stress on the italicized words.]

How should you *walk* around the room if a baby is sleeping?

» I should walk quietly.

How does a baby *cry*?

» A baby cries noisily.

How would you describe a busy city *street* with honking cars and people shouting?

» The street is noisy.

How should you *read* at your desk for silent, independent reading?

» I should read quietly.

How would you describe a *car* that does not make much noise when someone drives it?

» The car is quiet.

How would you describe the school's *playground* during recess?

» The playground is noisy.



### Check for Understanding

**Terms:** What are words that describe nouns called?

» adjectives

What are the words that describe verbs—action words—called?

» adverbs

## 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   | K11 L3                                                                                       |
| Activity Name      | Adding Details                                                                               |
| Proficiency Levels |                                                                                              |
| Entering           | Student responds with the correct adjective or adverb with support.                          |
| Emerging           | Student responds with the correct adjective or adverb.                                       |
| Transitioning      | Student responds in complete sentences with the correct adjective or adverb with support.    |
| Expanding          | Student responds in complete sentences with the correct adjective or adverb.                 |
| Bridging           | Student responds in complete sentences and offers additional relevant adjectives or adverbs. |

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



## 4

## IMMIGRATION

# From Ireland to New York City

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

Students will identify the domain-specific words *emigrate/immigrate* and *blight*.

**Reading**

Students will identify and discuss push and pull factors related to Sean and Fiona.

**Speaking**

Students will construct cause and effect statements.

**FORMATIVE ASSESSMENT**

Speaking

Cause and Effect [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Push and Pull Factors [Activity Pages 1.2S and 1.3S]

## LESSON AT A GLANCE

|   | Time    | Materials  |
|---|---------|--|
| <b>Look Ahead</b>                                     |         |  |
| Vocabulary Preview: <i>Emigrate/Immigrate, Blight</i> | 10 min. | <input type="checkbox"/> Image 4A-1  |
| <b>Rewind</b>   |         |  |
| Push and Pull Factors                                 | 10 min. | <input type="checkbox"/> Activity Pages 1.2S and 1.3S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>                            |         |  |
| Sentence Builder                                      | 10 min. | <input type="checkbox"/> Image 4A-4  |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Pages 1.2S and 1.3S. Identify the factor strips that are associated with Sean and Fiona.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss push and pull factors related to the experiences of Sean and Fiona.
- Construct cause and effect statements about the experiences of Sean and Fiona.

### Language Forms and Functions

This was a push and pull factor because . . .

A push factor for Sean and Fiona was . . .

A pull factor for Sean and Fiona was . . .

There was a potato blight in Ireland, so Sean and Fiona wanted to leave Ireland.

There was enough food in America, so Sean and Fiona wanted to move to America.

### Vocabulary

#### Tier 3 Domain-Specific Words

emigrate/immigrate  
blight  
pull factor  
push factor

#### Tier 2 General Academic Words

reasons

#### Tier 1 Everyday Speech Words

food

Start Lesson

## Lesson 4: From Ireland to New York City

# Look Ahead



**Primary Focus:** Students will identify the domain-specific words *emigrate/immigrate* and *blight*.

## VOCABULARY PREVIEW (10 MIN.)

### Emigrate/Immigrate

You have learned that the word *immigrate* means to enter a new country and settle down. You will hear about people who emigrate out of their home country to come to America.

- Write the words *immigrate* and *emigrate* on the board.

Say the word *emigrate* with me three times.

**Definition:** To emigrate means to leave your home country to go live in another country. [Point to the word *emigrate*.] *Emigrate* begins with the letter 'e.' Try to remember that *emigrate* begins with 'e' and *exit* also begins with 'e.' To emigrate means to leave—or exit—your home country.

**Example:** Charles Steinmetz emigrated from Germany.

Decide whether the sentence describes immigrate or emigrate.

- Charles Steinmetz moved to America. (*immigrate*)
- The Pilgrims left England. (*emigrate*)
- The Pilgrims settled down in America. (*immigrate*)
- Miguel's family moved to Puerto Rico to live *there*. (*immigrate*)
- Tran's family moved away from Vietnam. (*emigrate*)

## Blight



### Show Image 4A-1: Healthy potato crop/failed crop

One push factor that caused many Irish to immigrate to the United States was the potato blight.

Say the word *blight* with me three times.

**Definition:** Blight is the sudden and quick death of plants or crops because of a disease.

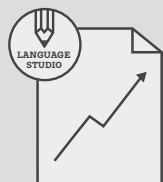
**Example:** The blight killed the farmer's tomato crop.

**Ask:** Which side of the image shows a healthy potato crop? (*left side*)

Which side shows a potato blight? (*right side*)

Why do you think a potato blight in Ireland would cause many Irish immigrants to come to America?

- » They did not have a lot of food.



### Support

#### Sentence starters:

"This was a push/pull factor because ..."



### Reading Reading/Viewing Closely

#### Entering/Emerging

Describe each image relating to Sean and Fiona and ask students if it is a push factor or a pull factor.

#### Transitioning/Expanding

Provide sentence starters: "A push factor for Sean and Fiona was ... " "A pull factor for Sean and Fiona was ... "

Review push and pull factors from the read-aloud.

#### Bridging

Encourage students to contribute additional push and pull factors from the read-aloud.

## Lesson 4: From Ireland to New York City

# Rewind



**Primary Focus:** Students will identify and discuss push and pull factors related to Sean and Fiona.

### PUSH AND PULL FACTORS (10 MIN.)

**Define:** *Push factors* are reasons that cause people to leave their home country.

**Examples:** Hardships, war, lack of food, and lack of freedom are examples of push factors.

**Define:** *Pull factors* are reasons that cause people to come to a new country.

**Examples:** Better jobs, better education, and freedom are examples of pull factors.

- Give students Activity Pages 1.2S and 1.3S from previous lessons. Help students find the pictures related to Sean and Fiona on the image sheet.

The potato crop in Ireland died. Many people were starving.

**Ask:** Was this a push factor or pull factor?

» This was a push factor because many Irish people did not have enough to eat.

Sean and Fiona had enough to eat in America.

**Ask:** Was this a push factor or pull factor?

» This was a pull factor because there is enough food for them to eat.

- Have students cut out the images related to Sean and Fiona and paste them onto the correct charts.



### Push and Pull Factors

With a partner, use your Push and Pull Factors Charts to discuss the push and pull factors as they relate to Sean and Fiona.

- Save the charts and image sheet for use in future lessons.

## 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   | K11 L4  |
| Activity Name      | Push/Pull Factors   |
| Proficiency Levels |   |
| Entering           | Student uses key words and phrases to categorize details from the text with support.      |
| Emerging           | Student uses key words and phrases to categorize details from the text.                   |
| Transitioning      | Student uses provided sentence starters to categorize details from the text with support. |
| Expanding          | Student uses provided sentence starters to categorize details from the text.              |
| Bridging           | Student contributes additional key details from the text.                                 |

## Support

### Sentence starters:

“There was a potato blight in Ireland, so . . .”  
(*Sean and Fiona wanted to leave Ireland*)

“There was enough food in America, so . . .”  
(*Sean and Fiona wanted to move to America*)



## Speaking Connecting Ideas

### Entering/Emerging

Provide two ideas and target subordinating conjunction for students to use. Model how to combine ideas and have students repeat your sentence.

### Transitioning/Expanding

Provide sentence starters that include target subordinating conjunctions.

### Bridging

Challenge students to use a variety of subordinating conjunctions to combine sentences about the images with a partner.

## Lesson 4: From Ireland to New York City

# Looking at Language



**Primary Focus:** Students will construct cause and effect statements.

## SENTENCE BUILDER (10 MIN.)

- Write the words and phrases *before, after, because, so, so that, and in order that* on the board.

We can use words and phrases such as *before, after, because, so, so that, and in order that* to connect two ideas to show cause, or why something happened. *Before, after, so, so that, because and in order that* are called subordinating conjunctions.

**Definition:** A subordinating conjunction is a connecting word or phrase that joins two parts of a sentence together and shows a relationship between the two parts of the sentence.

I will say two ideas. Then I will connect the two ideas with a subordinating clause. Say each sentence after me.

There was a potato blight in Ireland.

Sean and Fiona wanted to leave.

» There was a potato blight in Ireland **so** Sean and Fiona wanted to leave.

There was food in America.

Sean and Fiona wanted to move.

» There was food in America, **so** Sean and Fiona wanted to move.



## Formative Assessment

**Cause and Effect:** [Show Image 4A-4.] Use subordinating conjunctions to connect the ideas describing the image.

End Lesson

## IMMIGRATION

# Gold Mountain

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

Students will identify and discuss push and pull factors related to Lin Wen.

**Speaking**

Students will identify and use irregular past tense words.

Students will construct cause and effect statements.

**FORMATIVE ASSESSMENT**

Reading

Push and Pull Factors [Activity Pages 1.2S and 1.3S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Cause and Effect [Informal Observation]



## LESSON AT A GLANCE

|                            | Time    | Materials   |
|----------------------------|---------|---|
| <b>Rewind</b>              |         |   |
| Push and Pull Factors      | 10 min. | ❑ Activity Pages 1.2S and 1.3S                                |
| <b>Looking at Language</b> |         |   |
| Irregular Past Tense Verbs | 10 min. |   |
| Sentence Builder           | 10 min. | ❑ Images 5A-3, 5A-9<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Pages 1.2S and 1.3S. Identify the factor strips that are associated with Lin Wen.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss push and pull factors related to the immigration experience of Lin Wen.
- Create sentences using common irregular past tense verbs.
- Construct cause and effect statements using subordinating conjunctions.

### Language Forms and Functions

This was a push and pull factor for Lin Wen because . . .

A push factor for Lin Wen was . . .

A pull factor for the Lin Wen was . . .

Lin Wen says nothing./Lin Wen said nothing.

In China, many families were poor, so . . .

Lin Wen and his father traveled to America so that . . .

Lin Wen's father wanted him to work in the market so that . . .

Lin Wen wanted to work in the laundry because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

pull factor  
push factor

#### Tier 2 General Academic Words

reasons

#### Tier 1 Everyday Speech Words

gold

Start Lesson

## Lesson 5: Gold Mountain

# Rewind



**Primary Focus:** Students will identify and discuss push-pull factors related to Lin Wen.

## PUSH AND PULL FACTORS (10 MIN.)

### Review

**Define:** *Push factors* are reasons that cause people to leave their home country.

**Examples:** Hardships, war, lack of food, and lack of freedom are examples of push factors.

## Activity Pages 1.2S, 1.3S



## Support

### Sentence starters:

“This was a push/pull factor because . . .”

“A push factor for Lin Wen was . . .”

“A pull factor for Lin Wen was . . .”

**Define:** *Pull factors* are reasons that cause people to come to a new country.

**Examples:** Better jobs, better education, and freedom are examples of pull factors.

- Give students Activity Pages 1.2S and 1.3S from previous lessons. Help students find the pictures related to Lin Wen on the image sheet.

Lin Wen and his father came to America to find the “Gold Mountain”.

**Ask:** Was this a push factor or pull factor?

- » This was a pull factor because many Chinese immigrated to America to find gold.

Many Chinese were very poor in China.

**Ask:** Was this a push factor or pull factor?

- » This was a push factor because the Chinese were poor and could not make a living.

- Have students cut out the images related to Lin Wen and paste them onto the correct charts.



## Formative Assessment

**Push and Pull Factors:** With a partner, use your Push and Pull Factors Charts to discuss the push and pull factors as they relate to Lin Wen.

- Save the charts and image sheet for use in future lessons.

## Lesson 5: Gold Mountain

# Looking at Language



### Primary Focus:

Students will identify and use irregular past tense verbs.

Students will construct cause and effect statements.

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

**What Changed?** I will say one sentence. Listen to that sentence carefully because the next time I say it, something about it will be different. Pay close attention to the verbs—or action words—in my sentences.

Lin Wen says nothing.

Lin Wen said nothing.

» The word *says* has changed to *said* to show past tense.

Some immigrants take jobs working long hours.

Some immigrants took jobs working long hours.

» The word *take* has changed to *took* to show past tense.

He is on his way to work.

He was on his way to work.

» The word *is* has changed to *was* to show past tense.

Create sentences that focus on the past tense of frequently occurring irregular verbs, e.g., *fall/fell*, *tell/told*, *leave/left*, *lead/led*, *rise/rose*, *come/came*, *meet/met*

### Support

Point out that *-ed* was not added to *says*; *says* is an irregular verb and its past tense is *said*.

Point out that *-ed* was not added to *take*; *take* is an irregular verb and its past tense is *took*.

*-ed* was not added to *is*; *is* is an irregular verb and its past tense is *was*.

Write past tense word pairs on the board for support.



### Check for Understanding

**Your Turn:** [Assign partners a pair of irregular verbs: *fall/fell*, *tell/told*, *leave/left*, *lead/led*, *rise/rose*, *come/came*, *meet/met*.] With a partner create sentences using a pair of irregular verbs.



## Speaking Connecting Ideas

### Entering/Emerging

Model combining sentences using subordinating conjunctions *so*, *so that*, and *because*.

### Transitioning/Expanding

Provide sentence starters that include target subordinating conjunctions.

### Bridging

Challenge students to use a variety of subordinating conjunctions to combine sentences about the images with a partner.

## Support

### Sentence starters:

"In China, many families were poor, so . . ."

"Lin Wen and his father traveled to America so that . . ."

"Lin Wen's father wanted him to work in the market so that . . ."

"Lin Wen wanted to work in the laundry because . . ."

## SENTENCE BUILDER (10 MIN.)

- Write the words and phrases *before*, *after*, *because*, *so*, *so that*, and *in order that* on the board.

We can use words and phrases such as *before*, *after*, *because*, *so*, *so that*, and *in order that* to connect two ideas to show cause, or why something happened. *Before*, *after*, *so*, *so that*, *because* and *in order that* are called subordinating conjunctions.

**Definition:** A subordinating conjunction is a connecting word or phrase that joins two parts of a sentence together and shows a relationship between the two parts of the sentence.

I will say two ideas. Then I will connect the two ideas with a subordinating clause. Say each sentence after me.

Lin Wen's neighborhood was called Chinatown.

It was the area of town where many immigrants from China settled.

- » Lin Wen's neighborhood was called Chinatown **because** it was the area of town where many immigrants from China settled.

Chinese people heard there was gold in the mountains of California.

They immigrated to the United States.

- » Chinese people heard there was gold in the mountains of California, **so** they immigrated to the United States.



## Cause and Effect

[Show Images 5A-3 and 5A-9.] Use subordinating conjunctions to connect two ideas describing Lin Wen's experiences as an immigrant.

## 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   | K11 L5  |
| Activity Name      | Cause and Effect  |
| Proficiency Levels |   |
| Entering           | Student repeats sentences using target subordinating conjunction(s).                                    |
| Emerging           | Student uses target subordinating conjunction(s) in model sentences.                                    |
| Transitioning      | Student uses provided sentence starters to combine ideas using subordinating conjunctions with support. |
| Expanding          | Student uses provided sentence starters to combine ideas using subordinating conjunctions.              |
| Bridging           | Student uses a variety of subordinating conjunctions to combine sentences.                              |

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

## 6

## IMMIGRATION

# A Land of Opportunity

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

Students will add details to sentences by using adverbs and adjectives.

Students will construct cause and effect statements.

**Writing**

Students will identify and discuss push and pull factors related to Lars and Karin.

**FORMATIVE ASSESSMENT**

Speaking

Cause and Effect [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Push and Pull Factors [Activity Pages 1.2S and 1.3S]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                |
|----------------------------|---------|--------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                          |
| Adding Details             | 10 min. |                                                                          |
| Sentence Builder           | 10 min. | ❑ Image 6A-5                                                             |
| <b>Rewind</b>              |         |                                                                          |
| Push and Pull Factors      | 10 min. | ❑ Activity Pages 1.2S and 1.3S<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Pages 1.2S and 1.3S. Identify the factor strips that are associated with Lars and Karin.
- Prepare Language Proficiency Recording Sheet for Writing.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Construct descriptive sentences using adjectives and adverbs.
- Construct cause and effect statements about the experiences of immigrants from Northern Europe.
- Create sentences describing the push and pull factors related to the experiences of Lars and Karin.

### Language Forms and Functions

Lars and Karin walked \_\_\_\_\_ (adv.) (*proudly*).

The neighbors were \_\_\_\_\_ (adj.) (*proud*) of Lars and Karin.

Lars and Karin couldn't own land in Sweden, so . . .

It was difficult for many people in Northern Europe to make a living because . . .

People moved to the Midwest so that . . .

This was a push/pull factor because . . .

A push factor for Lars and Karin was . . .

A pull factor for Lars and Karin was . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

landowner  
pull factor  
push factor

#### Tier 2 General Academic Words

proud/proudly  
reasons

#### Tier 1 Everyday Speech Words

farm

## Lesson 6: A Land of Opportunity

## Looking at Language

**Primary Focus:**

Students will add details to sentences by using adverbs and adjectives.

Students will construct cause and effect statements.

**ADDING DETAILS (10 MIN.)**

We know that some words describe other words. Words that describe nouns—people, places, or things—are called adjectives. Words that describe verbs—action words—are called adverbs. Today we will practice using adjectives and adverbs.

In the read-aloud you heard Lars and Karin’s neighbors say, “We’re proud of you, Lars.”

**Definition:** *Proud* is an adjective that means feeling pleased and happy for someone else. Who does proud describe? (*the neighbors*)

*Proud* is an adjective that describes a noun—the neighbors.

In the read-aloud you also heard, “Lars and Karin, now official landowners, proudly walked out [of the office] and took their family home.”

**Definition:** *Proudly* is an adverb that means an action is done in a way that shows the person is pleased and happy with himself or herself. What action does proudly describe? (*walk*)

*Proudly* is an adverb that describes a verb—walk.

**Check for Understanding**

**Adding Details:** I will ask some questions. If my question asks you to describe a noun, use the adjective *proud* in your answer. If my question asks you to describe an action, or how something is done, use the adverb *proudly* in your answer. [Emphasize the italicized words.]

How did Lars and Karin *walk* out the office?

» Lars and Karin walked *proudly*.

- How did Lars and Karin's *neighbors* feel about Lars and Karin becoming landowners?

» The neighbors were proud of Lars and Karin.



### Check for Understanding

**Terms:** What are words that describe nouns called?

» Adjectives describe nouns.

What are the words that describe verbs—action words—called?

» Adverbs describe verbs.

## SENTENCE BUILDER (10 MIN.)

- Write the words and phrases *before*, *after*, *because*, *so*, *so that*, and *in order that* on the board.

We can use words and phrases such as *before*, *after*, *because*, *so*, *so that*, and *in order that* to connect two ideas to show cause, or why something happened. *Before*, *after*, *so*, *so that*, *because* and *in order that* are called subordinating conjunctions.

**Definition:** A subordinating conjunction is a connecting word or phrase that joins two parts of a sentence together and shows a relationship between the two parts of the sentence.

I will say two ideas. Then I will connect the two ideas with a subordinating clause. Say each sentence after me.

Lars and Karin could not own land in Sweden.

Lars and Karin moved to America.

» Lars and Karin could not own land in Sweden, **so** they moved to America.

### Support

#### Sentence starters:

"Lars and Karin couldn't own land in Sweden, so . . . (they did not own farmland.)"

"It was difficult for many people in Northern Europe to make a living because . . . (they did not own farmland.)"

"People moved to the Midwest so that . . . (they could become homesteaders/start farms.)"



### Formative Assessment

**Cause and Effect:** [Show image 6A-5.] Use subordinating conjunctions to connect the two ideas describing why people from Northern Europe moved to America like Lars and Karin.

## Lesson 6: A Land of Opportunity

# Rewind



**Primary Focus:** Students will identify and discuss push-pull factors related to Lars and Karin.

### PUSH AND PULL FACTORS (10 MIN.)

#### Review

**Define:** *Push factors* are reasons that cause people to leave their home country.

**Examples:** Hardships, war, lack of food, and lack of freedom are examples of push factors.

**Define:** *Pull factors* are reasons that cause people to come to a new country.

**Examples:** Better jobs, better education, and freedom are examples of pull factors.

- Give students Activity Pages 1.2S and 1.3S from previous lessons. Help students find the pictures related to Lars and Karin on the image sheet.

It was very hard for Lars and Karin to own land and make a living in Sweden.

**Ask:** Is this a push factor or pull factor?

- » It is a push factor because it was very hard to own land in Sweden.

Lars and Karin could own land and have their own farm in America.

**Ask:** Is this a push factor or pull factor?

- » It is a pull factor because Lars and Karin had the opportunity to use their farming skills and own their own land.

- Have students cut out the images related to Lars and Karin and paste them onto the correct charts.

#### Activity Pages 1.2S, 1.3S



#### Writing Writing

##### Entering/Emerging

Read sentence starters for students to orally complete. Write model sentences on the board for students to copy.

##### Transitioning/Expanding

Write sentence starters on the board:

"A push factor for Lars and Karin was . . ."

"A pull factor for Lars and Karin was . . ."

##### Bridging

Prompt students to add details from the read-aloud by asking content questions.

## Support

### Sentence starters:

"This was a push/pull factor because . . ."



## Push and Pull Factors

[Write the sentence starters on the board.]

With a partner, use your Push and Pull Factors Charts to discuss the push and pull factors as they relate to Lars and Karin. Then, on the back of your charts, write one sentence about a push factor and another sentence about a pull factor for Lars and Karin.

- Save the charts and image sheet for use in future lessons.

## 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   | K11 L6                                                                                        |
| Activity Name      | Push and Pull Factors                                                                         |
| Proficiency Levels |                                                                                               |
| Entering           | Student copies model sentences.                                                               |
| Emerging           | Student dictates the completion of provided sentence starters and copies models with support. |
| Transitioning      | Student completes provided sentence starters with support.                                    |
| Expanding          | Student completes provided sentence starters.                                                 |
| Bridging           | Student writes complete sentences, including detail from the text.                            |

End Lesson

## IMMIGRATION

# A Mosaic of Immigrants

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

Students will ask and answer questions about the topic of immigration.

**Listening**

Students will identify the meanings of the domain-specific words *ancestors/* *descendants*.

Students will identify and use irregular past tense verbs.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Your Turn [Informal Observation]**

## LESSON AT A GLANCE

|                                         | Time    | Materials                                                                                                |
|-----------------------------------------|---------|----------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                           |         |                                                                                                          |
| What Have We Learned?                   | 10 min. |                                                                                                          |
| <b>Vocabulary Building</b>              |         |                                                                                                          |
| Word Work: <i>Ancestors/Descendants</i> | 10 min. | <input type="checkbox"/> world map<br><input type="checkbox"/> sticky notes or small tab—one per student |
| <b>Looking at Language</b>              |         |                                                                                                          |
| Irregular Past Tense Verbs              | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet                                            |

## ADVANCE PREPARATION

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Answer questions about immigration to the United States.</li> <li>• Create sentences using common irregular past tense verbs.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                      |                                  |                                 |
| Many people <u>leave</u> their homelands to find work./Many people <u>left</u> their homelands to find work.                                                                      |                                  |                                 |
| Vocabulary                                                                                                                                                                        |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| ancestors/descendants                                                                                                                                                             |                                  |                                 |

## Lesson 7: A Mosaic of Immigrants

## Rewind



**Primary Focus:** Students will ask and answer questions about the topic of immigration.

### WHAT HAVE WE LEARNED? (10 MIN.)

We have learned a great deal, so in order to help you remember, I'm going to ask some questions.

#### Ask

Why do people emigrate from their home countries?

- » push factors such as being unable to speak freely; not having the freedom to practice one's religion; not enough food or jobs

What are some pull factors that cause people to immigrate to the United States?

- » pull factors such as freedom of speech and religion; more jobs and land available; possibility of living a good life; etc.

What were the two major immigration centers that you have learned about? Remember there was one on the East Coast and one on the West Coast.

- » Ellis Island in New York Harbor; Angel Island in San Francisco Bay

What statue welcomed immigrants to the United States on the East Coast in New York Harbor?

- » The Statue of Liberty

Why did Sean and Fiona's family immigrate to the United States?

- » There wasn't enough food due to the potato blight.

Why did Lin Wen and his father immigrate to the United States?

- » They hoped to make enough money to live a better life.

Why is *e pluribus unum* an appropriate motto for the United States?

- » Out of many, one, or from many immigrants, one nation is formed.

Why has the United States been called the "land of opportunity"?

- » There are many opportunities for jobs, owning land, and having a good life.



**Speaking  
Exchanging  
Information and Ideas**

#### Entering/Emerging

Ask simple *yes/no* and *wh-* questions in phrases.

#### Transitioning/Expanding

Help students answer questions in complete sentences.

#### Bridging

Encourage students to provide more detailed responses and ask their own questions.



**Note:** Tell students not to worry if they cannot remember all of these details. You will help to review the important information they have heard thus far.

## Lesson 7: A Mosaic of Immigrants

# Vocabulary Building



**Primary Focus:** Students will identify the meanings of the domain-specific words *ancestors/descendants*.

### WORD WORK: ANCESTORS/DESCENDANTS (10 MIN.)

#### Support

[Point in front of you.] Say the word *descendants* with me.

[Point behind you.] Say the word *ancestors* with me.

The Native Americans' ancestors are the first known people to live in what is now called the United States. Today many Native American descendants live all across the United States.

**Definitions:** *Ancestors* are people from your family who lived several generations, or a long time, ago.

*Ancestors* are people who lived in the past. [Point behind you.]

*Descendants* are people who come from the same ancestors.

*Descendants* are the future of a family. [Point in front of you.]

#### Examples:

Chen-Wei's ancestors came to America from China over one hundred years ago.

The United States is a nation of immigrants and their descendants.

Most people who live in the United States are immigrants or are descendants of immigrants.

**Ask:** Do you know where your ancestors came from?

**Show Me:** We will place a tab on the world map to show where your ancestors were originally from. [You may wish to follow up by naming the continents of the countries your students' ancestors were from and creating a bar graph showing the number of students with ancestors from each continent.]

**Note:** Please be sensitive to the different ways people have come to this country, and the possible differences in immigration status among your students.

## Lesson 7: A Mosaic of Immigrants

# Looking at Language



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

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

**What Changed?** I will say one sentence. Listen to that sentence carefully because the next time I say it, something about it will be different. Pay close attention to the verbs—or action words—in my sentences.

Many people leave their homelands to find work.

Many people left their homelands to find work.

The word *leave* has changed to *left* to show past tense.

Many immigrants come to the United States by boat, car, or on foot.

Many immigrants came to the United States by boat, car, or on foot.

The word *come* has changed to *came* to show past tense.

The immigrants see Ellis Island.

The immigrants saw Ellis Island.

The word *see* has changed to *saw* to show past tense.



### Your Turn

[Assign partners a pair of irregular verbs: *go/went*, *see/saw*, *eat/ate*, *run/ran*, *buy/bought*, *ride/rode*.] With a partner, take turns creating present and irregular past tense sentence pairs. First say a sentence with the verb in the present. Then say the same sentence with the verb in the past. Have your partner tell you which word changed in your new sentence.

### Support

Point out that *-ed* was not added to *leave*; *leave* is an irregular verb and its past tense is *left*.

Point out that *-ed* was not added to *come*, *come* is an irregular verb and its past tense is *came*.

Point out that *-ed* was not added to *see*; *see* is an irregular verb and its past tense is *saw*.

Write past tense word pairs on the board.



### Listening Using Verbs and Verb Phrases

#### Entering/Emerging

Model sentence pairs using *go/went*, *see/saw*, *eat/ate*, *run/ran*, *buy/bought*, *ride/rode*. Have students identify the irregular past tense verbs.

#### Transitioning/Expanding

Provide present/irregular past verb pairs for students to use in their sentences.

#### Bridging

Help students think of additional irregular past tense verbs to use in original sentences.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                       |
| Knowledge/Lesson   | K11 L7                                                                          |
| Activity Name      | Your Turn                                                                       |
| Proficiency Levels |                                                                                 |
| Entering           | Student identifies irregular past tense verbs with support.                     |
| Emerging           | Student identifies irregular past tense verbs                                   |
| Transitioning      | Student uses present/past verb pairs provided to create sentences with support. |
| Expanding          | Student uses irregular past tense verbs provided to create sentences.           |
| Bridging           | Student independently creates sentences using irregular past tense verbs.       |

End Lesson

## IMMIGRATION

# Becoming a Citizen

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

Students will ask and answer questions on the topic of immigration.

**Listening**

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

**Speaking**

Students will add details to sentences by using adverbs and adjectives.

**FORMATIVE ASSESSMENT**

Listening

Multiple Meaning [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Adding Details [Informal Observation]

## LESSON AT A GLANCE

|                                    | Time    | Materials                              |
|------------------------------------|---------|----------------------------------------|
| <b>Rewind</b>                      |         |                                        |
| What Have We Learned?              | 10 min. |                                        |
| <b>Vocabulary Building</b>         |         |                                        |
| Multiple-Meaning Word: <i>Band</i> | 10 min. | ❑ Poster 4M                            |
| <b>Looking at Language</b>         |         |                                        |
| Adding Details                     | 10 min. | ❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions about immigration to the United States.
- Create sentences using the multiple meanings of the word *band*.
- Construct descriptive sentences using adjectives and adverbs.

### Language Forms and Functions

Charles waited \_\_\_\_\_ (*silently*) in line at Ellis Island.

Fiona was \_\_\_\_\_ (*happy*) to see her father when he returned home.

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

band

Start Lesson

## Lesson 8: Becoming a Citizen

# Rewind



**Primary Focus:** Students will ask and answer questions on the topic of immigration.

## WHAT HAVE WE LEARNED? (10 MIN.)

We have learned a great deal, so in order to help you remember, I'm going to ask some questions.

### Ask

What are some reasons, or push factors, that have pushed immigrants to leave their homelands?

- » Answers may vary, but may include: lack of jobs; problems in the government; lack of freedom of speech and religion; etc.

What are some reasons, or pull factors, that have pulled immigrants to come to the United States?

- » Answers may vary, but may include: freedom of speech and religion; better job opportunities; ability to own land; etc.



Speaking  
Exchanging  
Information and Ideas

**Entering/Emerging**

Ask simple *yes/no* and *wh-* questions in phrases.

**Transitioning/Expanding**

Help students answer questions in complete sentences.

**Bridging**

Encourage students to provide more detailed responses and ask their own questions.

What was the immigration center through which many European immigrants passed?

- » The immigration center that many European immigrants passed through was Ellis Island.

Where was it located?

- » On the East Coast; New York Harbor

What was the immigration center through which many Asian immigrants passed?

- » The immigration center that many Asian immigrants passed through was Angel Island.

Where was it located?

- » on the West Coast; San Francisco Bay

Do immigrants still go through Ellis Island?

- » No, they do not.

What are some ways immigrants today travel to get to their new country?

- » boat, plane, car, foot

Is building a new life easy for newcomers to the United States?

- » Answers may vary.

What are some things immigrants have to do in their new country to build a new life?

- » Answers may vary, but may include: learn a new language; learn new customs and traditions; make new friends; find new jobs; etc.

## Lesson 8: Becoming a Citizen

# Vocabulary Building



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

### MULTIPLE-MEANING WORD: BAND (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 (Band).] Enrique and Jahleel, along with their families, gathered in front of Monticello and joined the crowd on the wide, green lawn where a stage had been set up and a band was playing. Which picture shows this meaning of *band*? (*one*)

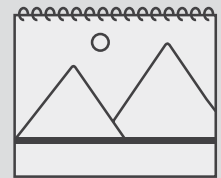
A band is also a loop that holds things together. Which picture shows this meaning of *band*? (*two*)



### Formative Assessment

**Multiple Meaning:** Now, with your partner, make a sentence for each meaning of *band*. Remember to be as descriptive as possible and use complete sentences. I will call on a few partner pairs to share their sentences.

### Poster 4M



### Listening Analyzing Language Choices

#### Entering/Emerging

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

#### Transitioning/Expanding

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

#### Bridging

Challenge students to make up their own sentences using the multiple meaning word *band* and have their partners identify the meanings used.



## Lesson 8: Becoming a Citizen

# Looking at Language



**Primary Focus:** Students will add details to sentences by using adverbs and adjectives.

### ADDING DETAILS (10 MIN.)



#### Check for Understanding

**Terms:** What do we call words that describe nouns—people, places, or things? (*adjectives*)  
What do we call words that describe verbs—action words? (*adverbs*)

Listen carefully to my sentences. Then tell me whether the word I am emphasizing is an adjective or an adverb, and tell me what it describes. For example, if I say, “Marie and her family lived in an apartment next to a bustling street,” you should say, “*Bustling* is an adjective that describes the noun *street*.”

Charles waited *silently* in line at Ellis Island.

» *Silently* is an adverb that describes the verb *waited*.

Fiona was *happy* to see her father when he returned home.

» *Happy* is an adjective that describes the noun *Fiona*.

Lars was *careful* when he was answering the interviewer’s questions.

» *Careful* is an adjective that describes the noun *Lars*.

Lin Wen *proudly* told his family he had gotten a job.

» *Proudly* is an adverb that describes the verb *told*.



### Adding Details

With your partner, make up a sentence using these adjectives and adverbs.

- silent/silently
- happy/happily
- careful/carefully
- proud/proudly



### Speaking Modifying to Add Details

#### Entering/Emerging

Provide sentences using the target adjectives and adverbs and have students identify them.

#### Transitioning/Expanding

Prompt students by asking questions. (e.g., *What is something that is silent? What is something you do silently? When are you happy? What is something you do happily?*)

#### Bridging

Ask students questions to help identify the words that are modified. (e.g., *What is the thing that is silent? What is done silently?*)

Encourage students to create sentences using additional adjectives and adverbs.

## 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   | K11 L8                                                                     |
| Activity Name      | Adding Details                                                             |
| Proficiency Levels |                                                                            |
| Entering           | Student identifies adjectives and adverbs in sentences with support.       |
| Emerging           | Student identifies adjectives and adverbs in sentences.                    |
| Transitioning      | Student creates sentences using target adjectives or adverbs with support. |
| Expanding          | Student creates sentences using target adjectives or adverbs.              |
| Bridging           | Student creates sentences using a variety of adjectives and adverbs.       |

End Lesson

## 9

## IMMIGRATION

# We the People

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

Students will preview the domain-specific terms *U.S. Constitution* and *Bill of Rights*.

**Reading**

Students will preview the phrase , “We the People” through an interactive read-aloud.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q & A [Informal Observation]

## LESSON AT A GLANCE

|                                                              | Time    | Materials                                                                                           |
|--------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                            |         |                                                                                                     |
| Vocabulary Preview: <i>U.S. Constitution, Bill of Rights</i> | 10 min. | <input type="checkbox"/> Images 9A-1 and 9A-6                                                       |
| Interactive Read Aloud: “We the People”                      | 20 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the Interactive Read-Aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 9A-6: Close up of “We the People”
  2. 9A-2: James Madison
  3. 9A-3: Continental Congress
  4. 9A-4: Madison working on the Bill of Rights
  5. 9A-6: Close-up of “We the People”
  6. 9A-7: White House, Capitol building, Supreme Court, fighter jet
- Prepare Language Proficiency Assessment Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions using the domain-specific word *constitution*.
- Ask and answer questions about the read-aloud.

### Language Forms and Functions

I have a question about...

Why did...?

I don't understand...

### Vocabulary

#### Tier 3 Domain-Specific Words

amendments  
citizen

#### Tier 2 General Academic Words

document  
freedom  
protect

#### Tier 1 Everyday Speech Words

laws

Start Lesson

## Lesson 9: We the People

# Look Ahead



### Primary Focus:

Students will preview the domain-specific terms *U.S. Constitution* and *Bill of Rights*.

Students will preview the phrase , “We the People” through an interactive read-aloud.

## VOCABULARY PREVIEW (10 MIN.)

### U.S. Constitution



### Show image 9A-6: Close up of “We the People”

The *U.S. Constitution* is a very important document for the United States.

Say the name *U.S. Constitution* with me three times.

**Definition:** A constitution is a document, or paper, that states the laws of a country and explains how its government works. The constitution for the United States is called the *U.S. Constitution*.

**Example:** The *U.S. Constitution* was written by the Founding Fathers over two hundred years ago.

It begins with the phrase “We the People.” [Point to the phrase on the image.]



### Check for Understanding

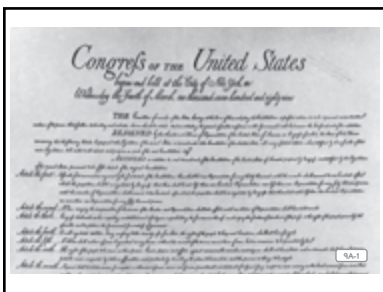
**Discuss:** Why do you think it is important for a country to have a constitution?

- » A country needs a basic plan and some laws.

Why do you think the *U.S. Constitution* begins with the phrase “We the People?”

- » “We the people” shows that most of the power in the government is with the people.

## Bill of Rights



### Show Image 9A-1: Bill of Rights

There is a special section of the U.S. Constitution called the *Bill of Rights*.

Say the name *Bill of Rights* with me three times.

**Definition:** The *Bill of Rights* is a document added to the original Constitution, but is part of the Constitution.

**Example:** The *Bill of Rights* includes the first ten amendments, or changes, to the Constitution. The *Bill of Rights* protects the rights of Americans, such as the freedom of speech and the freedom of religion.

## INTERACTIVE READ-ALoud: WE THE PEOPLE (20 MIN.)



### Show image 9A-6: Close up of "We the People"

The Constitution and the Bill of Rights are two of the most important documents in U.S. history. A constitution is a document that describes the basic plan for the laws and government of a country. It explains the main laws of a country and how its government works.



### Show image 9A-2: James Madison

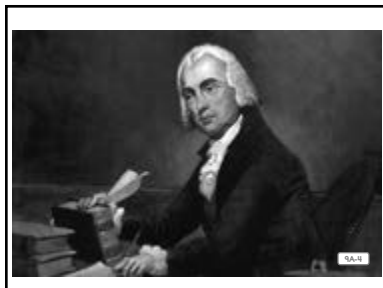
*[Does anyone remember who helped write the U.S. Constitution? (James Madison)]*

One of the men who helped write the U.S. Constitution was James Madison. He was well-known for having great ideas and making the most confusing problems clear.



### Show image 9A-3: Continental Congress

Madison's ideas had the greatest influence, or effect, in shaping the organization of the new American government. When it was time to write down what they had agreed upon, Madison did more than anyone else to write the Constitution of the United States.



### Show image 9A-4: Madison working on the Bill of Rights

In 1789, Madison helped write an extra part to add to the Constitution, called the Bill of Rights. The Bill of Rights consists of the first ten amendments to the Constitution. The Bill of Rights protects the rights of Americans, such as freedom of speech and freedom of religion.

[What are the first ten amendments to the Constitution called? (Bill of Rights)]



### Show image 9A-6: Close-up of “We the People”

But what does the Constitution say? The government of the United States represents all of the citizens of the United States. The citizens of the United States can vote to change how our government does things. In return for this power, the people agree to live by and follow the laws.



### Show image 9A-7: White House, Capitol building, Supreme Court, fighter jet

The Preamble, or introduction to the Constitution, tells us that American laws, or rules, must protect the liberties, or freedoms, of all citizens, not just some.

[What is a Preamble? (an introduction)]

The rest of the Constitution goes on to describe the different things the government is supposed to do. The government makes laws and carries them out. It solves problems. And the government protects Americans from certain dangers. The writers of the Constitution did an amazing job of creating a form of government that would not only help solve the problems of their own time, but would also help solve all sorts of problems they thought might come along later.

Give students time to ask questions about the lesson.



### Q & A

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 the read-aloud.

Ask your neighbor your question and listen to the response. Take turns asking questions.

### Support

#### Sentence starters:

“I have a question about . . .”  
“Why did . . . ?”  
“I don’t understand . . .”



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Ask students simple questions about the content of the read-aloud.

### Transitioning/Expanding

Prompt students to ask questions about specific content from the read-aloud. (e.g., *Can you ask a question about the Bill of Rights?*)

### Bridging

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



## 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   | K11 L9                                                                                      |
| Activity Name      | Q & A                                                                                       |
| Proficiency Levels |                                                                                             |
| Entering           | Student uses single words or short phrases to answer simple questions about the topic.      |
| Emerging           | Student uses short phrases to answer questions about the topic.                             |
| Transitioning      | Student asks and answers questions using complete sentences with support.                   |
| Expanding          | Student asks and answers questions using complete sentences.                                |
| Bridging           | Student asks and answers more complex questions and responds to his/her partner's response. |

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

## IMMIGRATION

# Immigration and Citizenship

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

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

**Writing**

Students will write a letter to the President.

**FORMATIVE ASSESSMENT**

Speaking

Multiple Meaning [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Letter to the President [Activity Page 10.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Vocabulary Building</b>		
Multiple-Meaning Word: <i>Run</i>	10 min.	❑ Poster 5M
<b>Write About It</b>		
Letter to the President	20 min.	❑ Activity Page 10.1S ❑ Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Letter to the President

- Prepare Activity Page 10.1S. Students will use this to write a letter to the President.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Create sentences using the multiple meanings of the word <i>run</i>.</li> <li>• Write a letter to the president of the United States.</li> </ul>		
Language Forms and Functions		
I would like to ask you . . .		
I would like to tell you . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	run	president

## Lesson 10: Immigration and Citizenship

## Vocabulary Building



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

**MULTIPLE-MEANING WORD: RUN (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.

If you are a U.S. citizen and were born in the United States, when you grow up you may decide to *run* for, or try to be elected to, government office.

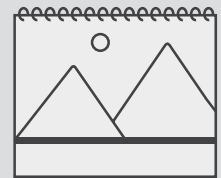
With your partner, think of as many meanings or ways you can use the word *run*.

[Show Poster 5M (Run).] Which picture on the poster shows the way *run* is used in the read-aloud? (*two*)

*Run* also means other things. *Run* means to move quickly by using your legs. Which picture shows this meaning of *run*? (*one*)

*Run* also means to operate a machine. For example, to run the vacuum cleaner. Which picture shows this meaning of *run*? (*four*)

*Run* also means to flow. Which picture shows this meaning of *run*? (*three*)

**Poster 5M**

**Listening  
Analyzing Language  
Choices**
**Entering/Emerging**

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

**Transitioning/Expanding**

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

**Bridging**

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


**Formative Assessment**

**Multiple Meaning:** Now with your partner, make a sentence for each meaning of *run*. Remember to be as descriptive as possible and use complete sentences. I will call on a few partner pairs to share their sentences.



### Support

#### Sentence starters:

"I would like to ask  
you ..."

"I would like to tell  
you ..."



### Writing Interacting via Written English

#### Entering/Emerging

Help students  
brainstorm questions  
and ideas. Write  
a model letter for  
students to copy.

#### Transitioning/Expanding

Write key words and  
phrases on the board  
for students to use in  
their letters.

#### Bridging

Prompt students  
to write detailed,  
complete sentences and  
questions.

## Lesson 10: Immigration and Citizenship

# Write About It



**Primary Focus:** Students will write a letter to the President.

### LETTER TO THE PRESIDENT (20 MIN.)

- [Give students Activity Page 10/1S.] Use the activity page to review the five parts of a friendly letter: date, greeting or salutation, body, closing and signature.

In small groups, discuss some things you would want to ask or tell the president of the United States.



#### Letter to the President

Now you will write a letter to the President of the United States. Include what you would like to ask or tell the President in the body, or main part, of your letter. When you are finished, read your letter to a partner. Then, with your partner, decide whether you would like to make any revisions to your letter

## 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	K11 L10
Activity Name	Letter to the President
Proficiency Levels	
Entering	Student copies model letter.
Emerging	Student contributes key words and phrases and copies model letter.
Transitioning	Student contributes key words and phrases and writes a simple sentence or question with support.
Expanding	Student contributes key words and phrases and writes simple sentences or questions.
Bridging	Student writes complete and detailed sentences and questions.

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



Language Studio 12

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# Fighting for a Cause

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- Opinion Paragraph

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- Opinion Paragraph

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--	--

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## FIGHTING FOR A CAUSE

# People Who Fought for a Cause

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

Students will identify examples of civil rights and discrimination.

**Reading**

Students will preview people who fought for a cause through an interactive read-aloud.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q & A [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Vocabulary Preview: <i>Civil Rights, Discrimination</i>	10 min.	<input type="checkbox"/> Image 1A-1
Interactive Read-Aloud: “People Who Fought for a Cause”	20 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 1A-1: People asking to be heard
  2. 1A-2: Civil rights
  3. 1A-3: Monarchs
  4. 1A-6: The Declaration of Independence
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using domain-specific phrase *civil rights*.
- Ask and answer questions about the read-aloud.

### Language Forms and Functions

A civil right that I think all citizens of a country should have is . . .

I have a question about . . .

Why did . . . ?

I don't understand . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

civil rights  
discrimination  
equal rights  
government  
inequality

#### Tier 2 General Academic Words

courage  
right  
violence  
vote

#### Tier 1 Everyday Speech Words

change  
country  
fought  
law  
leaders

## Lesson 1: People Who Fought for a Cause

## Look Ahead

**Primary Focus:**

Students will identify examples of civil rights and discrimination.

Students will preview people who fought for a cause through an interactive read-aloud.

**VOCABULARY PREVIEW (10 MIN.)****Civil Rights****Show image 1A-1: People asking to be heard**

For the next few weeks, you will hear about certain rights that people have called civil rights.

Say the phrase *civil rights* with me three times.

**Definition:** Civil rights are rights that a government provides or gives to its citizens.

**Examples:** Freedom of speech and the right to vote are two civil rights that the United States government gives to its citizens.

**Ask:** What civil rights do you think all citizens of a country should have? Use the term *civil rights* in your answer.

**Discrimination**

In the read-aloud, you will hear how some people fought to end discrimination in the United States.

Say the word *discrimination* with me three times.

**Definition:** *Discrimination* is an act of unfair or unequal treatment of a person, or group of people, because of traits such as gender, skin color, race, or religion.

**Example:** In the past, people of color experienced discrimination when they were not allowed to eat at the same restaurants as white people.

**Support****Sentence starter:**

"A civil right that I think all citizens of a country should have is . . ."



## Check for Understanding

**Making Choices:** I will name several things. If what I say is an example of discrimination, say, “That is discrimination.” If what I say is not an example of discrimination, or is an example of fair and equal treatment, say, “That is not discrimination.”

- Every citizen has the right to an education.
  - » That is not discrimination.
- Men are allowed to vote, but women are not.
  - » That is discrimination.
- Only people with dogs are allowed to go to the park.
  - » That is discrimination.
- Everybody is allowed to use the computers at the library.
  - » That is not discrimination.
- Only people with light-colored skin are allowed to eat at the restaurant.
  - » That is discrimination.

## INTERACTIVE READ-ALOUD: “PEOPLE WHO FOUGHT FOR A CAUSE” (20 MIN.)

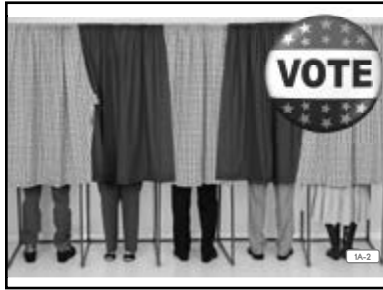


### Show image 1A-1: People asking to be heard

Throughout history, people have had to stand up and demand that they be treated fairly. You have to be very brave to stand up for what you believe. Over the next couple of weeks, you will find out about seven people who took a stand against inequality and demanded certain rights. They fought for equal rights for everyone.

*What does inequality mean?* (Inequality occurs when some groups are given certain rights or privileges not given to other groups.)





### Show image 1A-2: Civil rights

Civil rights are those rights that the government gives to people. Civil rights in the United States include freedom of speech, the right to vote, and protection from discrimination. Civil rights also include the right to be treated equally under the law. Many of the people in the stories that follow had

to fight for some of the rights we enjoy today. However, these people didn't fight with violence; they fought with words and with peaceful actions. As a result, they changed the world for the better.

*What does discrimination mean?* (Discrimination is unfair treatment of a person, or group of people, because of their skin color, race, or religion.)



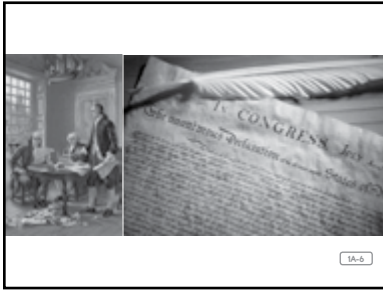
### Show image 1A-3: Monarchs

For a very long time, people weren't protected by any rights at all. Kings, military leaders, or tribal leaders told people what to do and did not always care about their rights. Over time, people began to demand some rights. They wanted to select their leaders, they wanted to vote, they wanted to own property, and they

wanted the right to practice a religion the way they wanted to. Gradually, governments started giving people rights and freedoms.

Today, we live in a country that cares about its citizens and their rights. Even in the United States, however, the government and some powerful groups of people have not always treated everyone fairly and equally. They even kept certain groups of people from having the same rights. Some very brave people have fought to change this, and you will learn about them in this unit.

*What are some rights people wanted?* (They wanted to select their leaders, they wanted to vote, they wanted to own property, and they wanted the right to practice a religion the way they wanted to.)



### Show image 1A-6: The Declaration of Independence

Throughout the history of this country, there have been certain people dedicated to making sure that all citizens have the civil rights they deserve. Thomas Jefferson, one of the Founding Fathers, wrote the words: “all men are created equal.” He wrote those words a

very long time ago in a document called the Declaration of Independence. This document was a letter of protest against the unfair treatment of the colonists by the British. The colonists fought for their rights and freedoms and founded—or started—a new nation: the United States of America.

In this unit you will find out about seven individuals, who, like Thomas Jefferson and the other Founding Fathers, stood up for what they believed in.

- Give students time to ask questions about the lesson.



#### Q & A

Asking and answering questions is one way to find out what we’ve learned about a topic. In small groups, ask and answer questions about the topic of today’s read-aloud.

**Example:** What are civil rights?

- » Civil rights are rights given by the government to the people.

#### 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. Encourage students to use key vocabulary in their questions and answers (e.g., *discrimination*, *inequality*, *civil rights*, *equal rights*, and *government*).

##### Bridging

Invite students to use an image and explain how it relates to discrimination and civil rights.

## 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	K12 L1
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

## FIGHTING FOR A CAUSE

# Susan B. Anthony: An Advocate for Women's Rights

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

Students will add details to sentences by using adverbs and adjectives.

**Writing**

Students will write an opinion paragraph about Susan B. Anthony.

**FORMATIVE ASSESSMENT**

Writing

Opinion Paragraph [Activity Page 2.2S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Adding Details [Activity Page 2.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Looking at Language</b>		
Adding Details	10 min.	<input type="checkbox"/> Activity Page 2.1S <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Write About It</b>		
Opinion Paragraph	20 min.	<input type="checkbox"/> Activity Page 2.2S <input type="checkbox"/> Images 2A-6–2A-9 <input type="checkbox"/> model of Activity Page 2.2S

## ADVANCE PREPARATION

### Looking at Language

- Prepare Activity Page 2.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

### Write About It

- Prepare Activity Page 2.2S. Students will share their opinion paragraphs from this activity and from later activities at the conclusion of this unit.
- Create an enlarged version of Activity Page 2.2S to use as a model.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Construct descriptive sentences using adjectives and adverbs.
- Write an opinion paragraph about Susan B. Anthony and her causes.

### Language Forms and Functions

Susan B. Anthony was a \_\_\_\_\_ woman who fought \_\_\_\_\_ for women's suffrage.

(adj.)

(adv.)

Susan B. Anthony fought for \_\_\_\_\_.

(cause)

I think Susan B. Anthony was \_\_\_\_\_ because . . .

(opinion)

In conclusion, . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

suffrage

#### Tier 2 General Academic Words

vote

#### Tier 1 Everyday Speech Words

Start Lesson

## Lesson 2: Susan B. Anthony: An Advocate for Women's Rights

# Looking at Language



**Primary Focus:** Students will add details to sentences by using adverbs and adjectives.

### ADDING DETAILS (10 MIN.)

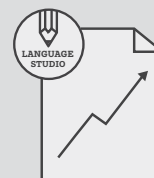
**Ask:** What kind of words can we use to describe nouns? (*adjectives*)

**Ask:** What kind of words can we use to describe verbs, or action words? (*adverbs*)

Adding adjectives and adverbs to sentences makes them more descriptive and interesting.

[Give students Activity Page 2.1S.] On this activity page, there are three sets of words. Each set is a scrambled, or mixed-up, sentence about Susan B. Anthony.

### Activity Page 2.1S



### Support

If necessary, students may also cut out the parts of each sentence to unscramble them physically.



## Speaking Modifying to Add Details

### Entering/Emerging

Say the complete sentence, placing emphasis on the adjectives and adverbs (e.g., “Susan B. Anthony was a \_\_\_\_\_ (*adj.*) woman who fought \_\_\_\_\_ (*adv.*) for women’s suffrage.”). Have students repeat the adjectives and adverbs.

### Transitioning/Expanding

Help students unscramble the sentence. Prompt them to find the adjectives and adverbs. Have them repeat the complete sentence, placing emphasis on the adjectives and adverbs.

### Bridging

Challenge students to create their own detailed sentences with partners, using adjectives and adverbs about Susan B. Anthony.

### Support

Model how to unscramble the first sentence, and draw a circle around the adjective and a square around the adverb.



## Adding Details

The sentences include adjectives and adverbs. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Susan B. Anthony.

Write your sentences on the lines below each set of words.

When you are finished, compare your sentences with a partner’s sentences.

With your partner, find the adjectives in the sentences and circle them. Then, find the adverbs in the sentences, and draw a square around them.

## 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	K12 L2
Activity Name	Adding Details
Proficiency Levels	
Entering	Student recognizes target adjective(s) and adverb(s) in sentences with support.
Emerging	Student recognizes target adjective(s) and adverb(s) in sentences.
Transitioning	Student identifies and uses adjectives and adverbs with support.
Expanding	Student identifies and uses adjectives and adverbs.
Bridging	Student creates detailed sentences using a variety of adjectives and adverbs.

## Lesson 2: Susan B. Anthony: An Advocate for Women's Rights

# Write About It



**Primary Focus:** Students will write an opinion paragraph about Susan B. Anthony.

### OPINION PARAGRAPH (20 MIN.)

- Give students Activity Page 2.2S.
- Show Images 2A-6–2A-9, and brainstorm ideas and opinions about Susan B. Anthony with the class. Write key words and phrases on the board.

On your activity page, you will write an opinion paragraph about Susan B. Anthony. First, we will brainstorm some ideas.

#### Ask

What was a cause that Susan B. Anthony believed in, or what did she fight for?

- » Susan B. Anthony fought for \_\_\_\_\_ (*cause*).

What do you think about Susan B. Anthony and her cause?

- » I think Susan B. Anthony was \_\_\_\_\_ (*opinion*).

Why do you think that?

- » I think Susan B. Anthony was \_\_\_\_\_ (*opinion*) because . . .
- » I think Susan B. Anthony was \_\_\_\_\_ (*opinion*) because . . . and . . .

Let's think of a way to conclude or end our opinion paragraph.

- » In conclusion . . .

- Model writing the opinion paragraph using Activity Page 2.2S and the ideas generated from the brainstorming activity. Then have students write their own paragraphs.



#### Formative Assessment

**Opinion Paragraph:** Now write your own opinion paragraph about Susan B. Anthony on your activity page.

End Lesson

### Activity Page 2.2S



**Writing**  
Offering and  
Supporting Opinions

#### Entering/Emerging

Help students brainstorm ideas. Write key words and phrases about Susan B. Anthony and her causes on the board (e.g., *suffrage*, *women's right to vote*, and *end slavery*).

Provide sentence frame: "Susan B. Anthony fought for \_\_\_\_\_ (*cause*)."

#### Transitioning/Expanding

Provide a sentence starter for students to use to support their opinions: "I think Susan B. Anthony was \_\_\_\_\_ (*opinion*) because . . ." Encourage students to think of one or two reasons to support their opinions.

#### Bridging

Help students form a concluding sentence to summarize their ideas. Provide sentence starter: "In conclusion, . . ."



## 3

## FIGHTING FOR A CAUSE

# Eleanor Roosevelt: A Voice for Human Rights

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

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

**Writing**

Students will write an opinion paragraph about Eleanor Roosevelt.

**FORMATIVE ASSESSMENT**

Writing

Opinion Paragraph [Activity Page 3.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Verb Types [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Looking at Language</b>		
Show and Tell Verbs	10 min.	<input type="checkbox"/> Show and Tell Verbs chart <input type="checkbox"/> additional sentences with show and tell verbs <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Write About It</b>		
Opinion Paragraph	20 min.	<input type="checkbox"/> Activity Page 3.1S <input type="checkbox"/> Images 3A-4, 3A-8, 3A-10, 3A-11 <input type="checkbox"/> model of Activity Page 3.1S

## ADVANCE PREPARATION

### Looking at Language

- Copy the following Show and Tell Verbs chart onto the board:

Show and Tell Verbs		
Lesson	What Read-Aloud Says	What Read-Aloud Means
"Eleanor Roosevelt: A Voice for Human Rights"	Eleanor <u>acted</u> as her husband's eyes and ears.	
	Eleanor <u>highlighted</u> the fact that Native Americans were being pushed off their land.	
	Eleanor also <u>fought</u> hard against discrimination.	

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

### Write About It

- Prepare Activity Page 3.1S.
- Create enlarged version of Activity Page 3.1S to use as a model.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>Write an opinion paragraph about Eleanor Roosevelt and her causes.</li> </ul>		
Language Forms and Functions		
<p>Eleanor Roosevelt fought for _____.</p> <p style="text-align: center;">(cause)</p> <p>I think Eleanor Roosevelt was _____ because . . .</p> <p style="text-align: center;">(opinion)</p> <p>In conclusion, . . .</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
human rights		

Start Lesson

### Lesson 3: Eleanor Roosevelt: A Voice for Human Rights

# Looking at Language



**Primary Focus:** Students will identify show and tell verbs and determine their meanings in sentences.

## SHOW AND TELL VERBS (10 MIN.)

In the read-aloud you heard that “Eleanor focused on finding ways to create new jobs.”

**Ask:** What does *focused* mean? Did she ignore finding ways to create new jobs, or did she pay attention?

» She paid attention.

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



## Verb Types

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

Show and Tell Verbs		
Lesson	What Read-Aloud Says	What Read-Aloud Means
"Eleanor Roosevelt: A Voice for Human Rights"	Eleanor <u>acted</u> as her husband's eyes and ears.	She reported to him about what she saw and about what people told her.
	Eleanor <u>highlighted</u> the fact that Native Americans were being pushed off their land.	She wanted others to know the importance of what was happening.
	Eleanor also <u>fought</u> hard against discrimination.	She wanted to make changes.

## 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	K12 L3
Activity Name	Verb Types
Proficiency Levels	
Entering	Student responds to <i>yes/no</i> questions about different verbs from the story with prompting and support.
Emerging	Student responds to <i>yes/no</i> questions about different verbs from the story.
Transitioning	Student determines meaning of some verbs in context.
Expanding	Student determines meaning of a growing number of verbs in context.
Bridging	Student finds or listens to a variety of verbs in text and determines their meaning in context.

### Support

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



### Reading Using Verbs and Verb Phrases

#### Entering/Emerging

Ask students *yes/no* questions about a verb from the story (e.g., "Does *highlighted* mean she used a highlighter to mark a paper?" "Does it mean she wanted others to know an important fact?").

#### Transitioning/Expanding

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

#### Bridging

Read additional sentences with show and tell verbs, or have students identify more show and tell verbs from domain-related texts.



**Writing**  
Offering and  
Supporting Opinions

### Entering/Emerging

Help students brainstorm ideas. Write key words and phrases about Eleanor Roosevelt and her causes on the board (e.g., *First Lady*, *human rights for all people*, and *equality*). Provide sentence frame: "Eleanor Roosevelt fought for \_\_\_\_\_ (cause)."

### Transitioning/Expanding

Provide a sentence starter for students to use to support their opinions: "I think Eleanor Roosevelt was \_\_\_\_\_ (opinion) because . . ." Encourage students to think of one or two reasons to support their opinions.

### Bridging

Help students form a concluding sentence to summarize their ideas. Provide sentence starter: "In conclusion, . . ."

## Lesson 3: Eleanor Roosevelt: A Voice for Human Rights

# Write About It



**Primary Focus:** Students will write an opinion paragraph about Eleanor Roosevelt.

### OPINION PARAGRAPH (20 MIN.)

- Give students Activity Page 3.1S.
- Show Images 3A-4, 3A-8, 3A-10, and 3A-11, and brainstorm ideas and opinions about Eleanor Roosevelt with the class. Write key words and phrases on the board.

On your activity page, you will write an opinion paragraph about Eleanor Roosevelt. First, we will brainstorm some ideas.

### Ask

What was a cause that Eleanor Roosevelt believed in, or what did she fight for?

» Eleanor Roosevelt fought for \_\_\_\_\_ (cause).

What do you think about Eleanor Roosevelt and her cause?

» I think Eleanor Roosevelt was \_\_\_\_\_ (opinion).

Why do you think that?

» I think Eleanor Roosevelt was \_\_\_\_\_ (opinion) because . . .

» I think Eleanor Roosevelt was \_\_\_\_\_ (opinion) because . . . and . . .

Let's think of a way to conclude or end our opinion paragraph.

» In conclusion . . .

- Model writing the opinion paragraph using Activity Page 3.1S and the ideas generated from the brainstorming activity. Then have students write their own paragraphs.



### Formative Assessment

**Opinion Paragraph:** Now write your own opinion paragraph about Eleanor Roosevelt on your activity page.

End Lesson

## FIGHTING FOR A CAUSE

# Mary McLeod Bethune: A Dedicated Teacher

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

Students will add details to sentences by using adverbs and adjectives.

**Writing**

Students will write an opinion paragraph about Mary McLeod Bethune.

**FORMATIVE ASSESSMENT**

Writing

Opinion Paragraph [Activity Page 4.2S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Adding Details [Activity Page 4.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Looking at Language</b>		
Adding Details	10 min.	<input type="checkbox"/> Activity Page 4.1S <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Write About It</b>		
Opinion Paragraph	20 min.	<input type="checkbox"/> Activity Page 4.2S <input type="checkbox"/> Images 4A-3, 4A-4, 4A-7, 4A-8 <input type="checkbox"/> model of Activity Page 4.2S

## ADVANCE PREPARATION

### Looking at Language

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

### Write About It

- Prepare Activity Page 4.2S.
- Create enlarged version of Activity Page 4.2S to use as a model.

## FEATURES OF ACADEMIC LANGUAGE

## Discourse Features

- Construct descriptive sentences using adjectives and adverbs.
- Write an opinion paragraph about Mary McLeod Bethune and her causes.

## Language Forms and Functions

Mary worked \_\_\_\_\_ to help make the lives of others \_\_\_\_\_ and \_\_\_\_\_.

(adv.) (adj.) (adj.)

Mary McLeod Bethune for \_\_\_\_\_.

I think Mary McLeod Bethune was \_\_\_\_\_ because ...  
(opinion)

In conclusion, ...

## Vocabulary

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

health care		hospital school
-------------	--	--------------------

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

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

health care		hospital school
-------------	--	--------------------

## Lesson 4: Mary McLeod Bethune: A Dedicated Teacher

# Looking at Language (10M)



**Primary Focus:** Students will add details to sentences by using adverbs and adjectives.

## ADDING DETAILS (10 MIN.)

### Ask

What kind of words can we use to describe nouns? (*adjectives*)

What kind of words can we use to describe verbs, or action words?  
(*adverbs*)

Adding adjectives and adverbs to sentences makes them more descriptive and interesting.

[Give students Activity Page 4.1S.] On this activity sheet, there are three sets of words. Each set is a scrambled, or mixed-up, sentence about Mary McLeod Bethune.

## Activity Page 4.1S





## Support

If necessary, students may also cut out the parts of each sentence to unscramble them physically.



### Speaking Modifying to Add Details

#### Entering/Emerging

Say the complete sentence, placing emphasis on the adjectives and adverbs (e.g., “Mary worked \_\_\_\_\_ (*adv.*) to help make the lives of others \_\_\_\_\_ (*adj.*) and \_\_\_\_\_ (*adj.*).”). Have students repeat the adjectives and adverbs.

#### Transitioning/Expanding

Help students to unscramble the sentence. Prompt them to find the adjectives and adverbs. Have them repeat the complete sentence, placing emphasis on the adjectives and adverbs.

#### Bridging

Challenge students to create their own detailed sentences with partners, using adjectives and adverbs about Mary McLeod Bethune.



## Adding Details

These sentences include adjectives and adverbs. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Mary McLeod Bethune.

Write your sentences on the lines below each set of words.

When you are finished, compare your sentences with a partner's sentences.

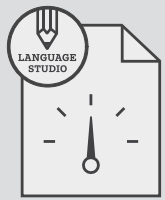
With your partner, find the adjectives in the sentences and circle them. Then, find the adverbs in the sentences, and draw a square around them. [Model how to unscramble the first sentence, and draw circles around the adjectives and a square around the adverb.]

## 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	K12 L4
Activity Name	Adding Details
Proficiency Levels	
Entering	Student recognizes target adjective(s) and adverb(s) in sentences with support.
Emerging	Student recognizes target adjective(s) and adverb(s) in sentences.
Transitioning	Student identifies and uses adjectives and adverbs with support.
Expanding	Student identifies and uses adjectives and adverbs.
Bridging	Student creates detailed sentences using a variety of adjectives and adverbs.



Writing  
Offering Opinions

Entering/Emerging

Help students brainstorm ideas. Write key words and phrases about Mary McLeod Bethune and her causes on the board (e.g., *school, good education for African American girls, library, hospital, and health care*).

Provide sentence frame: “Mary McLeod Bethune fought for \_\_\_\_\_ (cause).”

Transitioning/Expanding

Provide a sentence starter for students to use to support their opinions: “I think Mary McLeod Bethune was \_\_\_\_\_ (opinion) because . . .” Encourage students to think of one or two reasons to support their opinions.

Bridging

Help students form a concluding sentence to summarize their ideas. Provide sentence starter: “In conclusion, . . .”

Lesson 4: Mary McLeod Bethune: A Dedicated Teacher

# Write About It



**Primary Focus:** Students will write an opinion paragraph about Mary McLeod Bethune.

**OPINION PARAGRAPH (20 MIN.)**

- Give students Activity Page 4.2S.
- Show Images 4A-3, 4A-4, 4A-7, 4A-8, and brainstorm ideas and opinions about Mary McLeod Bethune with the class. Write key words and phrases on the board.

On your activity page, you will write an opinion paragraph about Mary McLeod Bethune. First, we will brainstorm some ideas.

**Ask**

What was a cause that Mary McLeod Bethune believed in, or what did she fight for?

» Mary McLeod Bethune fought for \_\_\_\_\_ (cause).

What do you think about Mary McLeod Bethune and her cause?

» I think Mary McLeod Bethune was \_\_\_\_\_ (opinion).

Why do you think that?

» I think Mary McLeod Bethune was \_\_\_\_\_ (opinion) because . . .

» I think Mary McLeod Bethune was \_\_\_\_\_ (opinion) because . . . and . . .

Let’s think of a way to conclude or end our opinion paragraph.

» In conclusion, . . .

- Model writing the opinion paragraph using Activity Page 4.2S and the ideas generated from the brainstorming activity. Then have students write their own paragraphs.



Formative Assessment

**Opinion Paragraph:** Now write your own opinion paragraph about Mary McLeod Bethune on your activity page.

End Lesson

## 5

## FIGHTING FOR A CAUSE

# Jackie Robinson: Champion of Equality

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

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

**Writing**

Students will write an opinion paragraph about Jackie Robinson.

**FORMATIVE ASSESSMENT**

Writing

Opinion Paragraph [Activity Page 5.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Verb Types [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Looking at Language</b>		
Show and Tell Verbs	10 min.	<input type="checkbox"/> Show and Tell Verbs chart <input type="checkbox"/> additional sentences with show and tell verbs <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Write About It</b>		
Opinion Paragraph	20 min.	<input type="checkbox"/> Activity Page 5.1S <input type="checkbox"/> Images 5A-5, 5A-8 <input type="checkbox"/> model of Activity Page 5.1S

## ADVANCE PREPARATION

### Looking at Language

- Copy the following Show and Tell Verbs chart onto the board:

Show and Tell Verbs		
Lesson	What Read-Aloud Says	What Read-Aloud Means
"Jackie Robinson: Champion of Equality"	When Jackie was in the army, he <u>refused</u> an order to sit at the back of a military bus.	
	It was an attempt to <u>intimidate</u> him.	
	Jackie Robinson was the first African American <u>inducted</u> into the Baseball Hall of Fame.	

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

### Write About It

- Prepare Activity Page 5.1S.
- Create enlarged version of Activity Page 5.1S to use as a model.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>Write an opinion paragraph about Jackie Robinson and his cause.</li> </ul>		
Language Forms and Functions		
Jackie Robinson fought for _____. <span style="margin-left: 350px;">(cause)</span> I think Jackie Robinson was _____ because . . . <span style="margin-left: 350px;">(opinion)</span> In conclusion, . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
discrimination	challenge intimidate	baseball

Start Lesson

### Lesson 5: Jackie Robinson: Champion of Equality

# Looking at Language



**Primary Focus:** Students will identify show and tell verbs and determine their meanings in sentences.

## SHOW AND TELL VERBS (10 MIN.)

In the read-aloud we learned that Jackie Robinson's brothers, Mack and Frank, encouraged him to play sports.

### Ask

What does *encouraged* mean?

» to support, provide hope

Did Jackie's brothers support him? (yes)

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



## Verb Types

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



## Reading Using Verbs and Verb Phrases

### Entering/Emerging

Ask students *yes/no* questions about a verb from the story (e.g., “Does *refused* mean he listened when he was told to sit at the back of the bus?”).

### Transitioning/Expanding

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

### Bridging

Read additional sentences with show and tell verbs, or have students identify more show and tell verbs from domain-related texts.

### Show and Tell Verbs

Lesson	What Read-Aloud Says	What Read-Aloud Means
“Jackie Robinson: Champion of Equality”	When Jackie was in the army, he <u>refused</u> an order to sit at the back of a military bus.	He would not do it.
	It was an attempt to <u>intimidate</u> him.	It was meant to scare him.
	Jackie Robinson was the first African American <u>inducted</u> into the Baseball Hall of Fame.	He was admitted to the Hall of Fame and honored.

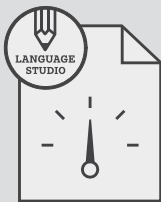
## LANGUAGE PROFICIENCY ASSESSMENT

### 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	K12 L5
Activity Name	Verb Types
Proficiency Levels	
Entering	Student responds to <i>yes/no</i> questions about different verbs from the story with prompting and support.
Emerging	Student responds to <i>yes/no</i> questions about different verbs from the story.
Transitioning	Student determines meaning of some verbs in context.
Expanding	Student determines meaning of a growing number of verbs in context.
Bridging	Student finds or listens to a variety of verbs in text and determines their meaning in context.



**Writing**  
Offering and  
Supporting Opinions

### Entering/Emerging

Help students brainstorm ideas. Write key words and phrases about Jackie Robinson and his causes on the board (e.g., *baseball, challenge, broke the color barrier, and professional athlete*). Provide sentence frame: "Jackie Robinson fought for \_\_\_\_\_ (cause)."

### Transitioning/Expanding

Provide a sentence starter for students to use to support their opinions: "I think Jackie Robinson was \_\_\_\_\_ (opinion) because . . .". Encourage students to think of one or two reasons to support their opinions.

### Bridging

Help students form a concluding sentence to summarize their ideas. Provide sentence starter: "In conclusion, . . ."

## Lesson 5: Jackie Robinson: Champion of Equality

# Write About It



**Primary Focus:** Students will write an opinion paragraph about Jackie Robinson.

### OPINION PARAGRAPH (20 MIN.)

- Give students Activity Page 5.1S. Show Images 5A-5 and 5A-8, and brainstorm ideas and opinions about Jackie Robinson with the class. Write key words and phrases on the board.

On your activity page, you will write an opinion paragraph about Jackie Robinson. First, we will brainstorm some ideas.

### Ask

What was a cause that Jackie Robinson believed in, or what did he fight for?

» Jackie Robinson fought for \_\_\_\_\_ (cause).

What do you think about Jackie Robinson and his cause?

» I think Jackie Robinson was \_\_\_\_\_ (opinion).

Why do you think that?

» I think Jackie Robinson was \_\_\_\_\_ (opinion) because . . .

» I think Jackie Robinson was \_\_\_\_\_ (opinion) because . . . and . . .

Let's think of a way to conclude or end our opinion paragraph.

» In conclusion, . . .

- Model writing the opinion paragraph using Activity Page 5.1S and the ideas generated from the brainstorming activity. Then have students write their own paragraphs.



### Formative Assessment

**Opinion Paragraph:** Now write your own opinion paragraph about Jackie Robinson on your activity page.

End Lesson

## FIGHTING FOR A CAUSE

# Rosa Parks: The Mother of the Civil Rights Movement

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

Students will add details to sentences by using adverbs and adjectives.

Students will write an opinion paragraph about Rosa Parks.

**FORMATIVE ASSESSMENT**

Writing

Adding Details [Activity Page 6.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Opinion Paragraph [Activity Page 6.2S]



## LESSON AT A GLANCE

	Time	Materials
<b>Looking at Language</b>		
Adding Details	10 min.	<input type="checkbox"/> Activity Page 6.1S
<b>Write About It</b>		
Opinion Paragraph	20 min.	<input type="checkbox"/> Activity Page 6.2S <input type="checkbox"/> Images 6A-2, 6A-5, 6A-7 <input type="checkbox"/> model of Activity Page 6.2S <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Looking at Language

- Prepare Activity Page 6.1S.

### Write About It

- Prepare Activity Page 6.2S.
- Create enlarged version of Activity Page 6.2S to use as a model.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Construct descriptive sentences using adjectives and adverbs.
- Write an opinion paragraph about Rosa Parks and her causes.

### Language Forms and Functions

Rosa Parks fought for \_\_\_\_\_ .  
(cause)

I think Rosa Parks was \_\_\_\_\_ because . . .  
(opinion)

In conclusion, . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

boycott  
segregation

#### Tier 2 General Academic Words

refused

#### Tier 1 Everyday Speech Words

bus

Start Lesson

## Lesson 6: Rosa Parks: The Mother of the Civil Rights Movement

# Looking at Language



**Primary Focus:** Students will add details to sentences by using adverbs and adjectives.

### ADDING DETAILS (10 MIN.)

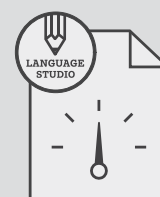


#### Check for Understanding

**Parts of Speech:** What kind of words can we use to describe nouns? (*adjectives*)

What kind of words can we use to describe verbs, or action words? (*adverbs*)

### Activity Page 6.1S



## Support

If necessary, students may also cut out the parts of each sentence to unscramble them physically.



## Writing Modifying to Add Details

### Entering/Emerging

Help students put strips in the correct order and identify whether an adjective or adverb should go in each blank.

### Transitioning/Expanding

Brainstorm a list of adjectives and adverbs that could go in the blanks.

### Bridging

Challenge students to create their own detailed sentences.

## Activity Page 6.2S



Adding adjectives and adverbs to sentences makes them more descriptive and interesting.

[Give students Activity Page 6.1S.] On this activity sheet, there are three sets of words. Each set is a scrambled, or mixed-up, sentence about Rosa Parks.



## Formative Assessment

**Adding Details:** These sentences include adjectives and adverbs. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Rosa Parks. Fill in each blank with an adjective to describe a noun or an adverb to describe a verb.

Write your sentences on the lines below each set of words.

When you are finished, compare your sentences with a partner's sentences.

## Lesson 6: Rosa Parks: The Mother of the Civil Rights Movement

# Write About It



**Primary Focus:** Students will write an opinion paragraph about Rosa Parks.

### OPINION PARAGRAPH (20 MIN.)

- Give students Activity Page 6.2S.
- Show Images 6A-2, 6A-5, and 6A-7, and brainstorm ideas and opinions about Rosa Parks with the class. Write key words and phrases on the board.

On your activity page, you will write an opinion paragraph about Rosa Parks. First, we will brainstorm some ideas.

### Ask

What was a cause that Rosa Parks believed in, or what did she fight for?

» Rosa Parks fought for \_\_\_\_\_ (cause).

What do you think about Rosa Parks and her cause?

» I think Rosa Parks was \_\_\_\_\_ (*opinion*).

Why do you think that?

» I think Rosa Parks was \_\_\_\_\_ (*opinion*) because . . .

» I think Rosa Parks was \_\_\_\_\_ (*opinion*) because . . . and . . .

Let's think of a way to conclude or end our opinion paragraph.

» In conclusion, . . .

- Model writing the opinion paragraph using Activity Page 6.2S and the ideas generated from the brainstorming activity. Then have students write their own paragraphs.



### Opinion Paragraph

Now write your own opinion paragraph about Rosa Parks on your activity page.



### Writing Offering and Supporting Opinions

#### Entering/Emerging

Help students brainstorm ideas. Write key words and phrases about Rosa Parks and her causes on the board (e.g., *boycott*, *end discrimination*, *segregation*, and *refused*). Provide sentence frame: "Rosa Parks fought for \_\_\_\_\_ (*cause*)."

#### Transitioning/Expanding

Provide a sentence starter for students to use to support their opinions: "I think Rosa Parks was \_\_\_\_\_ (*opinion*) because . . ." Encourage students to think of one or two reasons to support their opinions.

#### Bridging

Help students form a concluding sentence to summarize their ideas. Provide sentence starter: "In conclusion, . . ."

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

Evaluation Tool	
Language Domain	Writing
Knowledge/Lesson	K12 L6
Activity Name	Opinion Paragraph
Proficiency Levels	
Entering	Student expresses a main idea using a sentence frame and key words with support.
Emerging	Student expresses a main idea using a sentence frame and key words.
Transitioning	Student expresses and gives one reason for an opinion using a sentence starter with support.
Expanding	Student expresses an opinion and gives one or more reasons to support it using a sentence starter.
Bridging	Student expresses an opinion, gives one or more reasons to support it, and provides a sense of closure.

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

## FIGHTING FOR A CAUSE

# Martin Luther King Jr.: Defender of the Dream

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

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

**Writing**

Students will write an opinion paragraph about Martin Luther King Jr.

**FORMATIVE ASSESSMENT**

Reading

Verb Types [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Opinion Paragraph [Activity Page 7.1S]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                                                                 |
|----------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                                                                                                                                                           |
| Show and Tell Verbs        | 10 min. | <input type="checkbox"/> Show and Tell Verbs chart<br><input type="checkbox"/> additional sentences with show and tell verbs                                                                                              |
| <b>Write About It</b>      |         |                                                                                                                                                                                                                           |
| Opinion Paragraph          | 20 min. | <input type="checkbox"/> Activity Page 7.1S<br><input type="checkbox"/> Images 7A-7, 7A-9, 7A-11<br><input type="checkbox"/> model of Activity Page 7.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Looking at Language

- Copy the following Show and Tell Verb chart onto the board:

| Show and Tell Verbs                             |                                                                   |                       |
|-------------------------------------------------|-------------------------------------------------------------------|-----------------------|
| Lesson                                          | What Read-Aloud Says                                              | What Read-Aloud Means |
| "Martin Luther King Jr.: Defender of the Dream" | In his short life, he would <u>challenge</u> discrimination . . . |                       |
|                                                 | Martin <u>skipped</u> two grades.                                 |                       |
|                                                 | This day is now <u>celebrated</u> as a national day of service    |                       |

- Prepare additional examples of sentences with show and tell verbs from the text or from excerpts of other stories.

### Write About It

- Prepare Activity Page 7.1S.
- Create enlarged version of Activity Page 7.1S to use as a model.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Write an opinion paragraph about Martin Luther King Jr. and his causes.

### Language Forms and Functions

Martin Luther King Jr. fought for \_\_\_\_\_ .  
(cause)

I think Martin Luther King Jr. was \_\_\_\_\_ because . . .  
(opinion)

In conclusion, . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

discrimination  
minister  
sit-ins

#### Tier 2 General Academic Words

challenge  
nonviolence

#### Tier 1 Everyday Speech Words

Start Lesson

## Lesson 7: Martin Luther King Jr.: Defender of the Dream

# Looking at Language



**Primary Focus:** Students will identify show and tell verbs and determine their meanings in sentences.

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

In the read-aloud you heard that Martin Luther King Jr. witnessed discrimination.



#### Formative Assessment

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

#### Support

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





## Reading Using Verbs Types

### Entering/Emerging

Ask students *yes/no* questions about a verb from the story (e.g., “Does *challenge* mean that he thought discrimination was right?”).

### Transitioning/Expanding

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

### Bridging

Read additional sentences with show and tell verbs, or have students identify more show and tell verbs from domain-related texts.

## Activity Page 7.1S



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

| Show and Tell Verbs                              |                                                                 |                       |
|--------------------------------------------------|-----------------------------------------------------------------|-----------------------|
| Lesson                                           | What Read-Aloud Says                                            | What Read-Aloud Means |
| “Martin Luther King, Jr.: Defender of the Dream” | In his short life, he would <u>challenge</u> discrimination.    | He fought against it. |
|                                                  | Martin <u>skipped</u> two grades.                               | He jumped ahead.      |
|                                                  | This day is now <u>celebrated</u> as a national day of service. | It honors.            |

## Lesson 7: Martin Luther King Jr.: Defender of the Dream

# Write About It



**Primary Focus:** Students will write an opinion paragraph about Martin Luther King Jr.

### OPINION PARAGRAPH (20 MIN.)

- Give students Activity Page 7.1S.
- Show Images 7A-7, 7A-9, and 7A-11, and brainstorm ideas and opinions about Martin Luther King Jr. with the class. Write key words and phrases on the board.

On your activity page, you will write an opinion paragraph about Martin Luther King Jr. First, we will brainstorm some ideas.

### Ask

What was a cause that Martin Luther King Jr. believed in, or what did he fight for?

» Martin Luther King Jr. fought for \_\_\_\_ (cause).

What do you think about Martin Luther King Jr. and his cause?

» I think Martin Luther King Jr. was \_\_\_\_ (opinion).

Why do you think that?

» I think Martin Luther King Jr. was \_\_\_\_ (opinion) because . . .

» I think Martin Luther King Jr. was \_\_\_\_ (opinion) because . . . and . . .

Let's think of a way to conclude or end our opinion paragraph.

» In conclusion, . . .

- Model writing the opinion paragraph using Activity Page 7.1S and the ideas generated from the brainstorming activity. Then have students write their own paragraphs.



### Opinion Paragraph

Now write your own opinion paragraph about Martin Luther King Jr. on your activity page.



### Writing Offering and Supporting Opinions

#### Entering/Emerging

Help students brainstorm ideas. Write key words and phrases about Martin Luther King Jr. and his causes on the board (e.g., *discrimination, sit-ins, minister, challenge, nonviolence, and civil rights for all people*).

Provide sentence frame: "Martin Luther King Jr. fought for \_\_\_\_\_ (cause)."

#### Transitioning/Expanding

Provide sentence starters for students to use to support their opinions: "I think Martin Luther King Jr. was \_\_\_\_\_ (opinion) because . . ." Encourage students to think of one or two reasons to support their opinions.

#### Bridging

Help students form a concluding sentence to summarize their ideas. Provide sentence starter: "In conclusion, . . ."

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                         |
|--------------------|---------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                 |
| Knowledge/Lesson   | K12 L7                                                                                                  |
| Activity Name      | Opinion Paragraph                                                                                       |
| Proficiency Levels |                                                                                                         |
| Entering           | Student expresses a main idea using a sentence frame and key words with support.                        |
| Emerging           | Student expresses a main idea using a sentence frame and key words.                                     |
| Transitioning      | Student expresses and gives one reason for an opinion using a sentence starter with support.            |
| Expanding          | Student expresses an opinion and gives one or more reasons to support it using a sentence starter.      |
| Bridging           | Student expresses an opinion, gives one or more reasons to support it, and provides a sense of closure. |

End Lesson

## 8

## FIGHTING FOR A CAUSE

# Cesar Chavez: Protector of Workers' Rights

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

Students will add details to sentences by using adverbs and adjectives.

Students will write an opinion paragraph about Cesar Chavez.

**FORMATIVE ASSESSMENT**

Writing

Opinion Paragraph [Activity Page 8.2S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Adding Details [Activity Page 8.1S]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                 |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                                                                                           |
| Adding Details             | 10 min. | <input type="checkbox"/> Activity Page 8.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet                                              |
| <b>Write About It</b>      |         |                                                                                                                                                           |
| Opinion Paragraph          | 20 min. | <input type="checkbox"/> Activity Page 8.2S<br><input type="checkbox"/> Images 8A-5, 8A-7, 8A-8, 8A-11<br><input type="checkbox"/> model of Activity Page |

## ADVANCE PREPARATION

### Looking at Language

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

### Write About It

- Prepare Activity Page 8.2S.
- Prepare enlarged version of Activity Page 8.2S to use as a model.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Construct descriptive sentences using adjectives and adverbs.
- Write an opinion paragraph about Cesar Chavez and his causes.

### Language Forms and Functions

Cesar Chavez fought for \_\_\_\_\_.

(cause)

I think Cesar Chavez was \_\_\_\_\_ because . . .

(opinion)

In conclusion, . . .

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

boycott  
strikes

## Lesson 8: Cesar Chavez: Protector of Workers' Rights

## Looking at Language



**Primary Focus:** Students will add details to sentences by using adverbs and adjectives.

## ADDING DETAILS (10 MIN.)



## Check for Understanding

**Parts of Speech:** What kind of words can we use to describe nouns? (*adjectives*)

What kind of words can we use to describe verbs, or action words? (*adverbs*)

Adding adjectives and adverbs to sentences makes them more descriptive and interesting.

[Give students Activity Page 8.1S.] On this activity sheet, there are two sets of mixed-up sentences about Cesar Chavez.



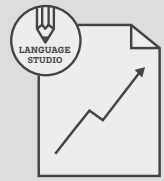
## Adding Details

These sentences include adjectives and adverbs. You will complete the activity sheet by rearranging, or changing the order of, each set of words to form a complete and accurate sentence about Cesar Chavez. Fill in each blank with an adjective to describe a noun or an adverb to describe a verb.

Write your sentences on the lines below each set of words.

When you are finished, compare your sentences with a partner's sentences. Then, write your own sentence about Cesar Chavez.

## Activity Page 8.1S



## Support

If necessary, students may also cut out the parts of each sentence to unscramble them physically.

Writing  
Modifying to Add  
Details

## Entering/Emerging

Help students put strips in the correct order and identify whether an adjective or adverb should go in each blank. Provide a bank of adjectives and adverbs that can be used to fill in the blanks.

## Transitioning/Expanding

Brainstorm a list of adjectives and adverbs that could go in the blanks.

## Bridging

Challenge students to create their own detailed sentences with partners, using adjectives and adverbs about Cesar Chavez.

## 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         |                                                                               |
|-------------------------|-------------------------------------------------------------------------------|
| <b>Language Domain</b>  | Writing                                                                       |
| <b>Knowledge/Lesson</b> | K12 L8                                                                        |
| <b>Activity Name</b>    | Adding Details                                                                |
| Proficiency Levels      |                                                                               |
| <b>Entering</b>         | Student identifies and uses provided adjective(s) and adverb(s) with support. |
| <b>Emerging</b>         | Student identifies and uses provided adjective(s) and adverb(s).              |
| <b>Transitioning</b>    | Student uses an increasing number of adjectives and adverbs with support.     |
| <b>Expanding</b>        | Student uses an increasing number of adjectives and adverbs.                  |
| <b>Bridging</b>         | Student creates detailed sentences using a variety of adjectives and adverbs. |



**Writing**  
Modifying to Add  
Details

**Entering/Emerging**

Help students brainstorm ideas. Write key words and phrases about Cesar Chavez and his causes on the board (e.g., *boycott*, *strikes*, and *rights for migrant workers*). Provide sentence frame: "Cesar Chavez fought for \_\_\_\_\_ (cause)."

**Transitioning/Expanding**

Provide a sentence starter for students to use to support their opinions: "I think Cesar Chavez was \_\_\_\_\_ (opinion) because . . ." Encourage students to think of one or two reasons to support their opinions.

**Bridging**

Help students form a concluding sentence to summarize their ideas. Provide sentence starter: "In conclusion, . . ."

Lesson 8: Cesar Chavez: Protector of Workers' Rights

# Write About It



**Primary Focus:** Students will write an opinion paragraph about Cesar Chavez.

**OPINION PARAGRAPH (20 MIN.)**

- Give students Activity Page 8.2S.
- Show Images 8A-5, 8A-7, 8A-8, and 8A-11, and brainstorm ideas and opinions about Cesar Chavez with the class. Write key words and phrases on the board.

On your activity page, you will write an opinion paragraph about Cesar Chavez. First, we will brainstorm some ideas.

**Ask**

What was a cause that Cesar Chavez believed in, or what did he fight for?

» Cesar Chavez fought for \_\_\_\_\_ (cause).

What do you think about Cesar Chavez and his cause?

» I think Cesar Chavez was \_\_\_\_\_ (opinion).

Why do you think that?

» I think Cesar Chavez was \_\_\_\_\_ (opinion) because . . .

» I think Cesar Chavez was \_\_\_\_\_ (opinion) because . . . and . . .

Let's think of a way to conclude or end our opinion paragraph.

» In conclusion, . . .

- Model writing the opinion paragraph using Activity Page 8.2S and the ideas generated from the brainstorming activity. Then have students write their own paragraphs.



**Opinion Paragraph**

Now write your own opinion paragraph about Cesar Chavez on your activity page.

End Lesson



## 9

## FIGHTING FOR A CAUSE

# Celebrating Those Who Fought for a Cause

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

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

**Speaking**

Students will present an opinion paragraph in small groups.

**FORMATIVE ASSESSMENT**

Listening

Multiple Meaning [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Presenting [Informal Observation]

## LESSON AT A GLANCE

|                                        | Time    | Materials                                                                                     |
|----------------------------------------|---------|-----------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>             |         |                                                                                               |
| Multiple-Meaning Word: <i>Register</i> | 10 min. | ❑ Poster 4M (Register)                                                                        |
| <b>Talk Time</b>                       |         |                                                                                               |
| Presenting: Opinion Paragraph          | 20 min. | ❑ Activity Pages 2.2S, 3.1S, 4.2S, 5.1S, 6.2S, 7.1S<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Talk Time

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                     |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Create sentences using the multiple meanings of the word <i>register</i>.</li> <li>• Present an opinion paragraph.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                           |                                  |                                 |
| My opinion paragraph is about _____.                                                                                                                                   |                                  |                                 |
| Does anyone have a question about _____?                                                                                                                               |                                  |                                 |
| Vocabulary                                                                                                                                                             |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                        | register                         |                                 |

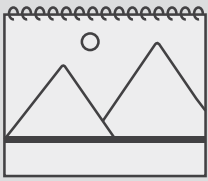
## Lesson 9: Celebrating Those Who Fought for a Cause

## Vocabulary Building



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

Poster 4M



**Listening**  
Analyzing Language  
Choices

**Entering/Emerging**

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

**Transitioning/Expanding**

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

**Bridging**

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

**MULTIPLE-MEANING WORD: REGISTER (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 (Register).] In the read-aloud you heard that Cesar Chavez “encouraged all farmworkers to register to vote, and he helped to register thousands of new voters.” Here *register* means to put your name on an official list. Which image shows this meaning of *register*? (*one*)

*Register* also means a machine used in a store that figures out the amount of money a customer needs to pay and that has a drawer for holding money. Which image shows this meaning of *register*? (*two*)

**Formative Assessment**

**Multiple Meaning:** Now with your partner, make a sentence for each meaning of *register*. Remember to be as descriptive as possible and to use complete sentences. I will call on a few partner pairs to share their sentences.

## Lesson 9: Celebrating Those Who Fought for a Cause

# Talk Time



**Primary Focus:** Students will present an opinion paragraph in small groups.

### PRESENTING: OPINION PARAGRAPH (20 MIN.)

- Give students the opinion paragraphs they have written throughout this unit. Have students work in small groups.

We have been learning about activists, or people who fought for a cause, throughout this unit.

**Ask:** Who were some of these activists?

- » Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Cesar Chavez.



#### Presenting

Choose a piece of your writing, and present it to your group. Take turns presenting and asking questions about each other's writing.



#### Speaking Presenting

##### Entering/Emerging

Help students choose key words, phrases, and sentences to present. Provide a sentence frame for students to use to begin their presentations: "My opinion paragraph is about \_\_\_\_."

##### Transitioning/Expanding

Provide support to students to help them read their paragraphs aloud and respond to questions from the group.

##### Bridging

Encourage students to elicit questions from the group and to include information from the read-alouds in their responses. Provide a sentence frame for students to use to elicit questions (e.g., "Does anyone have a question about \_\_\_\_?").

## 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   | K12 L9                                                                                                                                          |
| Activity Name      | Presenting                                                                                                                                      |
| Proficiency Levels |                                                                                                                                                 |
| Entering           | Student presents key words and phrases from his or her writing.                                                                                 |
| Emerging           | Student presents one or two sentences from his or her writing.                                                                                  |
| Transitioning      | Student presents his or her entire paragraph to the group.                                                                                      |
| Expanding          | Student presents his or her entire paragraph to the group and answers one or two questions about his or her writing.                            |
| Bridging           | Student presents his or her entire paragraph to the group and then asks for and gives detailed responses to questions about his or her writing. |

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

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## **Contributors to Earlier Versions of these Materials**

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### Writers

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### Writers

Rosie McCormick

### Expert Reviewer

Kerry O. Cresawn

### Writers

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