



Language Studio

Teacher Guide

Grade 3

Volume 1

Grade 3

Language Studio 1–4

Volume 1

Teacher Guide



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Language Studio 1

Classic Tales: The Wind in the Willows



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1

Mole at Home

PRIMARY FOCUS OBJECTIVE(S)

Speaking

Students will demonstrate understanding of the idea of an adventure and learn about key themes of *The Wind in the Willows* using an anticipation guide.

Listening

Students will listen to an excerpt from Chapter 1 and demonstrate comprehension by asking and answering questions about the text.

FORMATIVE ASSESSMENT

Listening

Adventure Anticipation Guide [Activity Page 1.1]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

What is an Adventure? [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Building Background		
What Is an Adventure?	10 min.	☐ Activity Page 1.1
Read About It		
Mole Cleans House	20 min.	☐ Activity Page 1.2

ADVANCE PREPARATION

Read About It

- Display sentence starters on board:

First, Mole _____.

Then, Mole _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Discuss the concept of adventure and identify key themes in the text • Demonstrate comprehension by asking and answering questions about the text 		
Language Forms and Functions		
<p>First, Mole...</p> <p>Then, Mole...</p> <p>A mixture of white paint and water is _____.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
mole spring-cleaning whitewash	events	adventure brush

Lesson 1: Mole at Home

Building Background



Primary Focus: Students will demonstrate an understanding of the idea of an adventure and learn about the key theme of *The Wind in the Willows* using an anticipation guide.

Informal Observation



Support

Read statements 1 and 2 aloud and tell students there are no right or wrong responses; however, they will be asked to explain their opinions.

WHAT IS AN ADVENTURE? (10 MIN.)

- Ask students to think about stories they have read, or movies they have seen, in which the main characters are animals, not people. Ask a few students to share examples.
- Facilitate a discussion about animals as characters, asking, *Do animals talk in real life? Do you enjoy stories about animals who talk? Besides talking, what other human characteristics did the animals have?*
- Tell students that today they will start reading selections from a book called *The Wind in the Willows*, a story about animals that talk and act like people.
- Explain that *The Wind in the Willows* is the title of a well-known children's book written by a man named Kenneth Grahame. The book was originally published in Britain in 1908. Students will see language that is a little bit different than American English.
- Explain that characters are the people, or animals, in a story.
- Tell students the characters in this book are Mole and Rat. Ask students, *What kinds of animals do you think they are?*
- Tell students that the animals in the book have many adventures.
- Write the word *adventure* on the board. Say the word and have students repeat.
 - Ask, *What is an adventure?*
 - » an exciting experience, a trip
 - *Have you had any adventures? What did you do on your adventure?*
- Direct students to Activity Page 1.1.
- Explain that before they begin reading, students will express their own opinions about what it means to have an *adventure*.
- Have students complete items 1 and 2 individually.
- After students have completed the yes/no section of Activity Page 1.1, ask students who responded Yes to the first statement to raise their hands.

- Prompt student volunteers to explain why they responded yes.
 - Encourage students to expand on answers by asking questions that begin, “Tell me more about . . .” and “What do you mean by . . .”
- Repeat this process with students who responded *no* to the first statements.
- Repeat this process for the second statement.
- Tell students to keep these ideas about adventures in mind as they read *The Wind in the Willows*.
- Pair students and have them brainstorm answers to question 3 and complete that part of the Anticipation Guide.
- Direct students to questions 4 and 5 of Activity Page 1.1.
- Have students answer these questions individually.
- Give students the choice of drawing or writing their responses.
- When complete, have students share their Anticipation Guide with a partner or the whole class.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U1 L1
Activity Name	What is an Adventure?
Proficiency Levels	
Entering	Student answers yes/no questions about the topic.
Emerging	Student uses short phrases to answer questions about the topic.
Transitioning	Student uses sentence frames to answer questions about the topic.
Expanding	Student answers questions about the topic in complete sentences.
Bridging	Student asks questions about what their partner says and adds additional information about the topic.

Support

Encourage students to use words that came up as volunteers shared their responses to statements 1 and 2.

Activity Page 1.1



Speaking
Exchanging Information
and Ideas

Entering/Emerging

Provide 1:1 support as needed to complete the Anticipation Guide.

Transitioning/Expanding

If students choose to draw their responses to questions 4 and 5, review their drawing and prompt a discussion to elicit more information and ideas about their response.

Bridging

Have students exchange Anticipation Guides with a partner and discuss how their responses are similar and different. Remind students to affirm their partner’s ideas before adding their own.

Lesson 1: Mole at Home

Read About It



Primary Focus: Students will listen to an excerpt from Chapter 1 and demonstrate comprehension by asking and answering questions about the text.

Activity Page 1.2



MOLE CLEANS HOUSE (20 MIN.)

- Direct students to Activity Page 1.2.
- Have students follow along as you read the paragraph aloud.
- Explain the the vocabulary word *whitewash*.
- Explain that *whitewash* is a mixture of white paint and water. It is used to make things like walls or a house look clean.

The Mole had been working very hard all the morning spring-cleaning his little home: first with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash. He did this until he had dust in his throat and eyes, and splashes of whitewash all over his black fur. Spring was moving in the air above and the earth below, and around him and his dark and lowly little house. Any wonder he suddenly flung down his brush on the floor, said “Bother!” and “O blow!” and also “Hang spring-cleaning!” and bolted out of the house without even waiting to put on his coat.



Check for Understanding

- What is Mole doing at the beginning of the paragraph?
 - » He is cleaning.
- What is Mole doing at the end of the paragraph?
 - » He runs outside.
- What season is it?
 - » spring

End Lesson

Support

Reread sentences from the story. Explain to students that “Bother!” and “O blow!” are British sayings. They are similar to expressions such as, “Oh snap!” or “Forget this!” Ask students to tell you what Mole is doing as he cleans his house. Invite students to act out the sentences.



Listening Listening Actively

Entering/Emerging

Give students 1:1 support. Direct students to the sentence starters written on the board.

Transitioning/Expanding

Provide light support and use the sentence frames as needed.

Bridging

Ask students to explain what Mole does in the paragraph.

2

Messing about in Boats

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to an excerpt from Chapter 1 of *The Wind in the Willows* and demonstrate comprehension by asking and answering questions about the characters and event.

Speaking

Students will offer and support opinions about Mole and Rat based on the text.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Your Opinion about Mole and Rat**

[Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Listen Closely		
Mole and Rat Go out in a Boat	15 min.	Activity Page 2.1
Talk Time		
Your Opinion about Mole and Rat	15 min.	

ADVANCE PREPARATION

Talk Time

- Bring in a banana to use as a demonstration for fact and opinion.
- Display the following sentence frames on the board:
 - I think Mole is _____ because _____.
 - I think Rat is _____ because _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Ask and answer questions about characters and events in the story • Express and support an opinion about Mole and Rat 		
Language Forms and Functions		
Mole was _____ in his home. I think Mole is _____ because _____. I think Rat is _____ because _____.		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
oarsman sculled	enquired grumpily	rat

Lesson 2: Messing about in Boats

Listen Closely



Primary Focus: Students will listen to an excerpt from Chapter 1 of *The Wind in the Willows* and demonstrate comprehension by asking and answering questions about the characters and event.

MOLE AND RAT GO OUT IN A BOAT (15 MIN.)

Activity Page 1.2



- Review with students what they remember about Mole from *The Wind in the Willows* reading Activity Page 1.2.
 - Ask, *What was Mole doing in his home?*
 - » cleaning
 - *Where is Mole's house?*
 - » under the ground
 - *Did Mole finish his cleaning?*
 - » no
 - *Why?*
 - » He was tired of cleaning and wanted to get out and see spring.
- Introduce the next reading by setting the stage.
- Explain that you are going to skip ahead in the story a little.
- Tell students that after leaving his home, Mole finds himself in a meadow. He is happy to see flowers blooming and the birds singing. He decides to go exploring and sees a river—the first river he's ever seen. Then Mole notices something shiny. He realizes his is looking at two shiny eyes: the eyes of a Water Rat!
- Tell students they will read about what happens next.
- Direct students to Activity Page 2.1. Tell students you will read the story aloud while they follow along.

Activity Page 2.1



The two animals stood and regarded each other cautiously.

“Hullo, Mole!” said the Water Rat.

“Hullo, Rat!” said the Mole.

“Would you like to come over?” enquired the Rat.

“Oh, it’s all very well to ask,” said the Mole, rather grumpily, he being new to a river and riverside life and its ways.

The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole loved it immediately.

The Rat sculled across. Then he held up his forepaw as the Mole stepped gingerly down. “Lean on that!” he said. “Now then, step lively!” and the Mole to his great delight found himself actually seated in the stern of a real boat.

“This has been a wonderful day!” said he, as the Rat shoved off and took to the sculls again. “Do you know, I’ve never been in a boat before in all my life.”

“What?” cried the Rat, open-mouthed: “Never been in a—you never—well I—what have you been doing, then?”

“Is it so nice as all that?” asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, and all the fascinating fittings.

“Nice? It’s the only thing,” said the Water Rat solemnly, as he leant forward for his stroke. “Believe me, my young friend, there is nothing—absolutely nothing—half so much worth doing as simply messing about in boats. Simply messing,” he went on dreamily: “messing—about—in—boats; messing—”

“Look ahead, Rat!” cried the Mole suddenly. It was too late. The boat struck the bank full tilt. The oarsman lay on his back at the bottom of the boat, his heels in the air.



Listening Listening Actively

Entering/Emerging

Provide substantial support by prompting the conversation with basic *wh*-questions, such as *Where are Mole and Water Rat? Who is rowing the boat? What does Mole think about being in a boat?*

Transitioning/Expanding

Encourage partners to ask questions, such as *Why do you think that? How do you know that?* Students should provide details and support for their ideas by responding to these questions.

Bridging

Circulate to make sure the conversations remain on topic. Ask questions and prompt partners to continue their discussions as necessary.

- Pause to define unfamiliar words such as *sculled* and *oarsman*. Explain the verb *sculled* means to row a boat and an *oarsman* is the person who uses the oars to row a boat.
 - Ask, *Who is the oarsman?*
 - » Water Rat
- When you have finished reading, allow students if they have any questions about the story, and clarify as necessary.



Check for Understanding

- What did Mole think about the little boat?
 - » He liked it.
- Did Mole need help jumping into the boat?
 - » Yes, Rat gave Mole his paw.
- What did Mole think about his boat ride?
 - » Mole thought it was a wonderful experience.
- Why does the boat run into the riverbank?
 - » Rat is not paying attention. He is daydreaming.

Turn and Talk: Have students explain to a partner what the reading passage is about. Students should say the name of the characters and state what the characters are doing. Encourage students to say how Mole feels about his boat ride.

Lesson 2: Messing about in Boats

Talk Time



Primary Focus: Students will offer and support opinions about Mole and Rat based on the text.

YOUR OPINION ABOUT MOLE AND RAT (15 MIN.)

- Tell students that they will now share their opinions about the characters in the story.
- Explain that a fact is something that can be proven to be true. Hold up the banana and explain that if you say this is a banana, we can prove that to be true.
- Explain that an opinion is an idea based on our beliefs. Explain that if you say this is the best banana you've ever eaten, that is an opinion. No one can prove it.
 - Ask, *Is it a fact or opinion that it is day?*
 - » fact
 - *Is it a fact or opinion that this is the best day ever?*
 - » opinion
- Have students work in small groups and take turns offering one opinion about one of the characters.
- Instruct students to think about the characters, and state an opinion about either Rat or Mole.
- After the discussion, ask the student to support their opinion with evidence from the story.
- Provide students with sentence starters such as, I think Mole is _____. I think Rat is _____.
- After each student offers an opinion, other students have the opportunity to ask questions about that opinion.
- Have students repeat this process a second time to offer an opinion about the other character.

Informal Observation





Speaking Offering Opinions

Entering/Emerging

Provide an adjective word bank with words such as *careless, careful, shy, friendly, brave, afraid, happy, and sad*. Provide simple definitions for the adjectives and act out any words if needed.

Transitioning/Expanding

Encourage students to incorporate support into their opinion statements using the sentence frames on the board. Remind students to use text evidence to support their opinions.

Bridging

Circulate as needed to keep conversation moving and on topic. Encourage students to be as persuasive as possible when they agree or disagree with what another student has said by supporting ideas with specific details from the text.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U1 L2
Activity Name	Your Opinion about Mole and Rat
Proficiency Levels	
Entering	Student offers an opinion using sentence starters.
Emerging	Student supports an opinion with one textual reason.
Transitioning	Student supports an opinion with textual reason(s).
Expanding	Student supports an opinion with one textual reason.
Bridging	Student provides an opinion with textual reasons and asks questions about others' opinions.

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





## 3

# Mole and Rat

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will identify traits for two characters and cite details from the text to support their descriptions

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****My Favorite Character** [Activity Page 3.1]

## LESSON AT A GLANCE

|                                   | Time    | Materials                    |
|-----------------------------------|---------|------------------------------|
| <b>Talk Time</b>                  |         |                              |
| Describe Characters: Mole and Rat | 15 min. | ☐ Activity Pages 1.2 and 2.1 |
| <b>Write About It</b>             |         |                              |
| My Favorite Character             | 15 min. | ☐ Activity Page 3.1          |

## ADVANCE PREPARATION

### Talk Time

- Provide Activity Pages 1.2 and 2.1 so that students may refer to them as they complete their work.
- Create two T-charts on the board for characterizations of Mole and Water Rat with the headings “Character Traits” and “How Do I Know?”

| Mole’s Character Traits | How Do I Know?                          |
|-------------------------|-----------------------------------------|
| » Hard worker           | » Spends all morning cleaning his house |
| » Curious               | » Wants to know about the boat          |
| » Shy                   | » Feels uneasy when talking to Rat      |
| » Adventurous           | » Gets into boat easily.                |

| Rat’s Character Traits | How Do I Know?            |
|------------------------|---------------------------|
| » Friendly             | » Asks Mole to join him   |
| » Talented             | » Knows how to row a boat |
| » Daydreamer           | » Lets boat run into bank |



Reading  
Reading/  
Viewing Closely

### Entering/Emerging

If students have difficulty identifying character traits, help them understand that words such as *friendly*, *grumpy*, and *cheerful* are examples of character traits. Review familiar adjectives (*happy*, *sad*, *silly*, *nice*) and ask if any of these apply to Mole or Rat.

### Transitioning/Expanding

In order to ensure every group member contributes to the characterizations, discourage students from interrupting or shouting out their idea and have them follow turn-taking rules.

### Bridging

Encourage students to identify key details in the text (Activity Pages 1.2 and 2.1) that support various characterizations.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify and cite traits for two characters

### Language Forms and Functions

Mole is \_\_\_\_\_ because \_\_\_\_\_.

Rat is \_\_\_\_\_ because \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------------------------|----------------------------------|---------------------------------|
| character<br>[characterization<br>character traits] | description                      |                                 |

Start Lesson

### Lesson 3: Mole and Rat

## Talk Time



**Primary Focus:** Students will identify traits for two characters and cite details from the text to support their descriptions.

### DESCRIBE CHARACTERS: MOLE AND RAT (15 MIN.)

- Remind students that characters are the people or animals in a story. We learn about characters by the way the author describes them.
- Explain that readers can learn about characters by paying attention to descriptions, including: what they look like, what they do, and how they think and feel.
- Explain that in addition to descriptions, we also learn about characters by what they say.
- Ask students to use the illustrations to describe the characters' physical appearances.

- Next, ask students to think about their previous conversations about Mole and Rat. Ask students to provide words that describe the characters, and fill in the T-chart as students provide responses.
- Tell students they will look at the reading passages to find proof.
  - Ask, *You said that Mole was a hard worker. How do you know that? What does the Mole say or do that lets you know he is a hard worker?*
- Have students cite a detail or example from the text that supports the character trait they suggest.
- Write student responses in the T-chart.

### Lesson 3: Mole and Rat

# Write About It



**Primary Focus:** Students will write character descriptions with a partner.

#### MY FAVORITE CHARACTER (15 MIN.)

- Review the T-chart with students. Add any details that may have been left out.
- Explain to students that they will work with a partner and write a short description of one of the characters.
- Ask students which character they would like to write about—Mole or Rat?
- Pair students according to their character choices.
- Tell students that as they work together, they will find details in the text about their character.
- Direct students to Activity Page 3.1.
- Explain they will write their descriptions on this organizer.
- Read aloud the callouts on the graphic organizer.
- Provide instruction for each section of the graphic organizer, as needed.
- Instruct students to write the name of the character in the top circle.
- Instruct students to use the illustrations and descriptions in the passages to describe what the character looks like.
- Instruct students to use the large bubble on the left to quote some of the things the character says. Explain that quotation marks in the text let us know when a character is speaking.

#### Activity Page 3.1





## Writing

### Entering/Emerging

Act as scribe, if necessary, to record students' ideas in their graphic organizer.

Ask students prompting questions to generate traits of the character.

### Transitioning/Expanding

Encourage students to write complete sentences instead of just using words or phrases. Show students how to turn fragments into complete sentences.

### Bridging

Encourage students to write more than one sentence as they write their characterizations.

- Instruct students to write a sentence about how the character feels and what he thinks. For example, how does Mole feel when he gets into the boat?
- Finally, instruct students to write a sentence or two about what your character does—his actions.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                      |
| Unit/Lesson        | U1 L3                                                                                                                        |
| Activity Name      | My Favorite Character                                                                                                        |
| Proficiency Levels |                                                                                                                              |
| Entering           | Student expresses an opinion about a familiar topic by repeating the sentence frame and dictating to a scribe.               |
| Emerging           | Student expresses an opinion about a familiar topic by using a sentence frame and copying down key words to label a picture. |
| Transitioning      | Student expresses an opinion using key words and phrases with support.                                                       |
| Expanding          | Student express an opinion using key words and phrases.                                                                      |
| Bridging           | Student expresses an opinion using a short sentence about the topic.                                                         |

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


4

Focus on Plot

PRIMARY FOCUS OBJECTIVE(S)

Speaking

Students will retell the story they have read so far in *The Wind in the Willows*.

Writing

Students will complete a sequence graphic organizer with short plot descriptions for *The Wind in the Willows*.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Sequence Graphic Organizer for *The Wind in the Willows* [Activity Page 4.1]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------|---------|--|
| Talk Time | | |
| Retell the Story | 15 min. | ☐ Activity Pages 1.2 and 2.1 (reference) |
| Write About It | | |
| Summarize the Story | 15 min. | ☐ Activity Page 4.1 |

ADVANCE PREPARATION

Talk Time

- Display the following phrases on the board:
 - In the beginning of the story,
 - In the middle of the story,
 - At the end of the story,
- Create a chart to aid in story retelling.

| Beginning | Middle | End |
|------------------------------|--|--|
| What was Mole doing? | What happened when Mole and Rat saw each other? | Once Mole was in the boat, what did he do? |
| How long was he doing this? | What did Rat ask Mole? | Was Rat paying attention to his rowing? |
| Why did Mole leave his home? | How did Rat get over to Mole's side of the river? | What happened to Rat at the end? |
| | How did Mole feel when he first got into the boat? | |

- Arrange students in pairs for Activity Page 4.1.



Speaking Presenting

Entering/Emerging

Provide 1:1 support.

Remind students what happens in Lesson 1: Mole was spring cleaning. In Lesson 2, Rat invites Mole to get in his boat. Guide students to understand that characters' actions are plot elements and happen in a sequence.

Transitioning/Expanding

Review Activity Pages 1.2 and 2.1 with students, and have them identify plot elements by paraphrasing what happens in the text.

Bridging

Have students independently review Activity Pages 1.2 and 2.1 to identify additional plot elements to add to their conversations.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell the events in the story
- Use a chart to summarize the story

Language Forms and Functions

In the beginning of the story, ...

In the middle of the story, ...

At the end of the story, ...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| plot | sequencing
summarize | beginning/middle/end |

Start Lesson

Lesson 4: Focus on Plot

Talk Time



Primary Focus: Students will retell the story they have read so far in *The Wind in the Willows*.

RETELL THE STORY (15 MIN.)

- Introduce the idea of retelling a story and plot structure by asking students to tell a partner what they did last night.
- After students have told their evening tales, ask them about their sequencing.
- Ask student if they told their story in the order things occurred, or out of order?
- Explain that it is helpful to tell events in order to help listeners.
- Tell students that you will retell the events from *The Wind in the Willows*.

- Explain that some phrases they can use are: *In the beginning of the story...; In the middle of the story; ...At the End of the Story...*
- Display the chart with the questions. Point to the “Beginning” section and read each question aloud.
- Tell students they will find the answers to the questions in Activity Page 1.2. Allow time for student responses.
- Point to the “Middle” section and read each question aloud.
- Tell students they will find the answers to the questions in Activity Page 2.1. Allow time for student responses.
- Repeat the process with the “End” section.
- **Turn and Talk:** Have students retell the story of Mole and Rat thus far to a partner. Support students in using the phrases on the board: *In the beginning of the story, In the middle of the story, and At the end of the story.*

Activity Page 1.2



Activity Page 2.1



Lesson 4: Focus on Plot

Write About It



Primary Focus: Students will complete a sequence graphic organizer with short plot descriptions for *The Wind in the Willows*.

SUMMARIZE THE STORY (15 MIN.)

- Tell students that now that they have retold *The Wind in the Willows* story aloud, they are now going to write a summary of the main events.
- Direct students to Activity Page 4.1 and arrange them in pairs for this activity.
- Explain that they will use this chart to summarize the events in the beginning, middle, and end of the story.
- Encourage students to use the questions you have displayed on the chart to help them complete their plot organizer.
- Instruct students to refer back to Activity Pages 1.2 and 2.1 to review what happened in the story.
- Tell students that when we summarize, we put it in our own words. We do not retell the whole story, just the important events in the beginning, middle, and end of the story.
- Invite students to illustrate their charts when they are finished.

Activity Page 4.1



Support

Assist students as they complete the plot graphic organizer with connecting phrases. Assist students to make sure their sentences are in order within each plot section.



Writing

Entering/Emerging

Provide students 1:1 support as they fill in Activity Page 4.1. Help students organize their sentences using questions from the chart. Have students pick one main event to write one sentence. Act as scribe, if necessary.

Transitioning/Expanding

Assist students by helping them change fragments into sentences. Encourage students to write at least two sentences for each event in their chart.

Bridging

Assist students to write complete sentences. Invite students to practice their oral skills by using their sequence organizers to summarize the story of Mole and Rat.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U1 L4 |
| Activity Name | Sequence Graphic Organizer for <i>The Wind in the Willows</i> |
| Proficiency Levels | |
| Entering | Student copies key words and phrases summarizing the story. |
| Emerging | Student writes key words and phrases summarizing the story. |
| Transitioning | Student writes key phrases that describe the main events with support. |
| Expanding | Student writes key phrases that describe the main events. |
| Bridging | Student writes sentence(s) to summarize the beginning, middle, and end of the story. |

End Lesson

5

The River

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will listen to an excerpt from *The Wind in the Willows* and discuss how it adds to or changes their opinions of the characters

Writing

Students will add information to their graphic organizers about their favorite character.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****My Favorite Character** [Activity Page 3.1]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------|---------|---------------------|
| Read About It | | |
| The River | 20 min. | ☐ Activity Page 5.1 |
| Write About It | | |
| Characterization | 10 min. | ☐ Activity Page 3.1 |

ADVANCE PREPARATION

Write About It

- Decide whether you will have students complete the writing activity in pairs, small groups, or independently. Set up pairs or small groups for this activity.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|--|---------------------------------|
| <ul style="list-style-type: none"> Answer questions and express changes in opinion of characters Write information about favorite character in a graphic organizer | | |
| Language Forms and Functions | | |
| <p>I think that Mole and Rat will _____ because...</p> <p>Mole asks questions because...</p> <p>Rat _____ the river because it is his _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| wild wood | creature
floated
nowadays
tremble | contrast |

Lesson 5: The River

Read About It



Primary Focus: Students will listen to an excerpt from *The Wind in the Willows* and then discuss how this excerpt adds to or changes their opinions of the characters.

THE RIVER (20 MIN.)

- Ask students what happened to Rat and Mole in the previous reading.
- Have students make a prediction about what will happen in the part of the story called “The River.”
- Ask students why they made their prediction. encourage students to use evidence from the text.
- Direct students to Activity Page 5.1.
- Have students follow along as you read aloud.

Activity Page 5.1



“I beg your pardon,” said the Mole, pulling himself together with an effort. “You must think me very rude; but all this is so new to me. So—this—is—a—River!”

“The River,” corrected the Rat.

“And you really live by the river? What a jolly life!”

“By it and with it and on it and in it,” said the Rat. “It’s brother and sister to me, and aunts, and company, and food and drink, and (naturally) washing. It’s my world, and I don’t want any other.”

“But isn’t it a bit dull at times?” the Mole asked. “Just you and the river, and no one else to pass a word with?”

“No one else to—well, I mustn’t be hard on you,” said the Rat. “You’re new to it. The bank is so crowded nowadays that many people are moving away altogether. O no, it isn’t what it used to be, at all. Otters, kingfishers, dabchicks, moorhens, all of them about all day long and always wanting you to do something—as if a fellow had no business of his own to attend to!”

- Pause here, after paragraph 6, and draw students' attention to the word *nowadays*. Explain that *nowadays* means "now" or "these days." Ask students how this word connects ideas in the paragraph.

» It contrasts what the river was like in the past and what it is like now.

- Remind students to listen for words that can help them connect ideas in a text.
- Explain that kingfishers, dabchicks, and moorhens are birds, and otters are mammals. Point out idioms and Britishisms, such as "I beg your pardon" and the use of *fellow* in "as if a fellow had no business of his own to attend to." Ask students to restate these examples and others in the text using common language.
- Continue reading the excerpt until the end. Encourage students to pose questions about the characters in the text.

"What lies over there?" asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.

"W-e-ll," replied the Rat hesitantly, "that's the Wild Wood. We don't go there too often."

"Are there scary creatures there?" Mole asked, trying not to tremble.



Check for Understanding

- Where does this story take place?
 - » on the river
- What word describes Mole in this story?
 - » curious
- What does Mole do in the story?
 - » asks questions
- How does Rat feel about the river?
 - » He loves it; it's his home.



Listening Listening Actively

Entering/Emerging

Provide 1:1 support to students and help them ask and answer questions about the story. Tell them that the questions should help them learn more about the characters, for example, *Why does Mole ask questions?*

Transitioning/Expanding

Provide moderate support to students as they ask and answer questions about the story. Tell them that the questions should help them learn more about the characters, for example, *Why does Mole ask questions?*

Bridging

Circulate to monitor and provide support as needed to encourage conversations about the characters.

Support

Assist students by reminding them to use *wh-* questions—*What did Mole say? What did Rat say?* Prompt students with the questions to ask, as needed.

Challenge

Have students act out the scene of Mole and Rat on the river using their own words. Tell them that they are to retell the most important parts of the story.

Activity Page 3.1



Support

Read the graphic organizers as you circulate about the room. Make suggestions or ask questions to help students focus on what the characters say and do. Ask, *What does this tell you about the character?*

Challenge

Tell students that they can also think of things they do not like about Mole or Rat. Ask, *What don't you like about Mole? Why?*

- Remind students they can ask *Why* questions about what the characters say or do in the text, for example, *Why does Rat describe the river like it's his family? Why is Mole trying not to tremble?*
- Tell students to use verbs and verb phrases in their conversations about the characters. For example, ask students to tell you what the verb is in this sentence: *The boat floated on the river.*
 - » floated

Lesson 5: The River

Write About It



Primary Focus: Students will add information to their graphic organizers about their favorite character.

CHARACTERIZATION (10 MIN.)

- Direct students to Activity Page 3.1.
- Tell students that they will add information about their favorite character to the graphic organizer they began in an earlier lesson.
- Students can work in pairs or small groups. They should ask each other questions about Mole and Rat. If they are not sure what to ask, they should use *wh-* questions such as *who*, *what*, and *why*.
- Model questions for students: *What did Mole do on the river?* (ask questions) *What did you learn about Rat?* (He loves to live on the river.)
- Remind students to think about the characters and how they feel about the characters.
 - Ask, *How do you feel about Mole now? Have you changed your opinion of Rat?*

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U1 L5 |
| Activity Name | My Favorite Character |
| Proficiency Levels | |
| Entering | Student answers yes/no questions about the topic. |
| Emerging | Student uses short phrases to answer questions about the topic. |
| Transitioning | Student uses sentence frames to answer questions about the topic. |
| Expanding | Student answers questions about the topic in complete sentences. |
| Bridging | Student asks questions about what their partner says and adds additional information about the topic. |

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



### Writing

#### Entering/Emerging

Provide 1:1 support to help students add to their graphic organizers. Reread the prompts on the graphic organizer and any descriptions students have already added. Then help students add new opinions to their charts. Act as scribe, if necessary.

#### Transitioning/Expanding

Remind students to support their opinions with details from the text about the characters' actions. Review verbs and verb phrases, as needed.

#### Bridging

Encourage students to add words from the story to the graphic organizer. Tell them to look for words that help explain Mole and Rat such as *hesitantly* and *tremble*.

## 6

# Rat and Mole's Adventure

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will discuss the characters' perspectives on their adventure, using evidence from the text to support their opinions.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Observing Student Discussions**

[Informal Observation of Activity Pages 1.1 and 3.1]

## LESSON AT A GLANCE

|                          | Time    | Materials                                                                                            |
|--------------------------|---------|------------------------------------------------------------------------------------------------------|
| <b>Talk Time</b>         |         |                                                                                                      |
| Rat and Mole's Adventure | 30 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 3.1 (reference) |

## ADVANCE PREPARATION

### Talk Time

- Students will need their Adventure Anticipation Guide on Activity Page 1.1, their character graphic organizer on Activity Page 3.1, and their story excerpts on Activity Pages 1.2, 2.1, and 5.1 for reference.
- Assign students to small groups, based on the character they wrote about in Activity Page 3.1.
- Write the following questions on the board:
  - Are adventures always fun?
  - When is an adventure not fun?
  - Can you have adventures at home as well as somewhere else?
  - What words would you use to describe your own adventures?
  - Draw a picture showing an adventure you had.
  - If you could have a new adventure, what would it be?
- Display these additional questions on the board:
  - What does the character say?
  - How does the character feel?
  - What does the character think?
  - What does the character do?
- If you wish students to write answers to the Activity 1.1 for their characters, make new copies of Activity 1.1 to distribute.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss characters' perspectives and express opinions

### Language Forms and Functions

Words I would use to describe my own adventures are...

### If I could have a new adventure, it would be...

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| character                       | describe                         | adventure                       |

## Lesson 6: Rat and Mole's Adventure

## Talk Time



**Primary Focus:** Students will discuss the characters' perspectives on their adventure, using evidence from the text to support opinions.

## RAT AND MOLE'S ADVENTURE (30 MIN.)

- Direct students to their Adventure Anticipation Guide on Activity Page 1.1. Remind them that they answered questions about adventures based on their own experiences and ideas. Now they are going to answer the same questions as the two characters from *The Wind in the Willows*. Tell students that they will have a small group discussion about how Rat and Mole would express their own opinions about adventure.
- Break students into small groups and assign each group to one of the two characters from the story, based on who they wrote about on Activity Page 3.1. Each group should focus on one of the two characters.
- Write these questions on the board. Have students take turns asking and answering questions about how their character might respond to each question:
  - Are adventures always fun?
  - When is an adventure not fun?
  - Can you have adventures at home as well as somewhere else?
  - What words would you use to describe your own adventures?
  - Describe an adventure you had.
  - If you could have a new adventure, what would it be?

Activity Page  
1.1 and 7.1

## Support

Reread sections of the stories for students to help them recall the adventures of Mole and Rat and how what they did and said. Ask students guiding questions such as *What happening?* and *How does the character feel?*

## Challenge

After the group discussion, ask one or two students to speak in front of the class, answering all the questions about the adventure "in character" as Rat or Mole.





### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Reread the excerpts if needed. Reread the Anticipation Guide, pausing after each section to allow students to ask and answer questions about their character's possible response.

#### Transitioning/Expanding

In order to ensure that each group member contributes to the discussion, encourage students to follow turn-taking rules. Remind students to ask questions relevant to the topic.

#### Bridging

Remind students to support their opinions with details from the text about how a character might respond to the Anticipation Guide. As an added challenge, students might complete a new Anticipation Guide as if they were Rat and/or Mole.

- Remind students that they are not discussing the Adventure Anticipation Guides that they have already completed. Instead, they should respond as their character would answer the question.
- Tell students to refer back to their My Favorite Character graphic organizer on Activity Page 3.1 as they ask and answer questions. Remind them to include these questions in their discussion of Mole and Rat: *What does the character say? How does the character feel? What does the character think? What does the character do?*



### Check for Understanding

End the activity by having volunteers from each group answer the questions on the board about their character.

- Which adventures were fun for Mole and Rat?
  - » Answers will vary.
- Which adventures were not fun for both characters?
  - » Answers will vary.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                        |
| Unit/Lesson        | U1 L6                                                                           |
| Activity Name      | Observing Student Discussions                                                   |
| Proficiency Levels |                                                                                 |
| Entering           | Student offers an opinion with prompting and support.                           |
| Emerging           | Student offers an opinion.                                                      |
| Transitioning      | Student supports an opinion with one textual reason with prompting and support. |
| Expanding          | Student supports an opinion with one textual reason.                            |
| Bridging           | Student supports an opinion with textual reason(s).                             |

~~~~~  
End Lesson

7

Role-Play: Rat and Mole

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will assume the roles of Rat and Mole in order to express the characters' opinions about adventures and the comforts of home.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Role Play: Rat and Mole** [Activity Page 7.1]

LESSON AT A GLANCE

	Time	Materials
Talk Time		
Role-Play: Rat and Mole	30 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Pages 1.2, 2.1, and 5.1 (reference)

ADVANCE PREPARATION

Talk Time

- Students will need Activity Pages 1.2, 2.1, and 5.1 for reference.
- Create two T-charts (one for each character) on the board to use for modeling. Label one column “Home” and the other “Adventure.”

Rat

Home	Adventure

Mole

Home	Adventure

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Express characters' opinions

Language Forms and Functions

Mole feels _____ about his home because...

Rat feels _____ about his home because...

Rat and Mole feel _____ about the river because...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	dull	loves to takes care of

Lesson 7: Role-Play: Rat and Mole

Talk Time



Primary Focus: Students assume the roles of Rat and Mole, in order to express the characters' opinions about adventures and the comforts of home.

ROLE-PLAY (30 MIN.)

- Ask students to think about their characters and what it would be like to actually become Rat and Mole. Tell students that they will now have a chance to speak as their favorite character.
- Direct students to Activity Page 7.1.
- Remind students that they have learned a lot so far about Rat and Mole. Now, they will work in pairs to have a conversation as if they were Rat and Mole.
- First, they will review parts of the story and write down how each character feels about home and adventure.
- Explain that each character has his own opinions about home and adventures.
- For example, Rat loves the river. Mole thinks it might be dull.
- Reread the text selections to refresh students' memories about the characters' feelings toward their homes and about getting out for an adventure. Pause after each excerpt for students to share ideas held by each character about home and adventure based on the reading. Tell students to write their ideas in the chart on Activity Page 7.1. Model the responses on the board.
- Reread this excerpt from Activity Page 1.2.

The Mole had been working very hard all the morning spring-cleaning his little home: first with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash.

- Tell students to write notes about how Mole feels about his home on their chart on Activity Page 7.1.
- Model on board. Under "Home" on the Mole chart, write: *takes care of his house; likes a clean house.*
- Reread this excerpt from Activity Page 5.1.

Activity Page 7.1



Activity Page 1.2



Activity Page 5.1



Activity Page 2.1



“And you really live by the river? What a jolly life!”

“By it and with it and on it and in it,” said the Rat. “It’s brother and sister to me, and aunts, and company, and food and drink, and (naturally) washing. It’s my world, and I don’t want any other.”

- Tell students to write notes about how Rat feels about his home on their chart on Activity Page 7.1.
 - Model on board. Under “Home” on the Rat chart, write: *loves living on the river; does not want to live anywhere else.*
 - Reread this excerpt from Activity Page 2.1.
-

“Would you like to come over?” enquired the Rat.

“Oh, it’s all very well to ask,” said the Mole, rather grumpily, he being new to a river and riverside life and its ways.

The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole loved it immediately.

The Rat sculled across. Then he held up his forepaw as the Mole stepped gingerly down. “Lean on that!” he said. “Now then, step lively!” and the Mole to his great delight found himself actually seated in the stern of a real boat.

“This has been a wonderful day!” said he, as the Rat shoved off and took to the sculls again. “Do you know, I’ve never been in a boat before in all my life.”

“What?” cried the Rat, open-mouthed: “Never been in a—you never—well I—what have you been doing, then?”

“Is it so nice as all that?” asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, and all the fascinating fittings.

“Nice? It’s the only thing,” said the Water Rat solemnly, as he leant forward for his stroke. “Believe me, my young friend, there is nothing—absolutely nothing—half so much worth doing as simply messing about in boats. Simply messing,” he went on dreamily: “messing—about—in—boats; messing—”

“Look ahead, Rat!” cried the Mole suddenly. It was too late. The boat struck the bank full tilt. The oarsman lay on his back at the bottom of the boat, his heels in the air.

-
- Tell students to write notes about how Rat and Mole feel about the river. Explain that the river is Rat’s home. It is also a place for adventure for both Rat and Mole. Have students add information to their chart on Activity Page 7.1.
 - Model on board. Under “Adventure” on the Rat chart, write: *loves to go out on his boat*.
 - Reread this excerpt from Activity Page 5.1.
-

“But isn’t it a bit dull at times?” the Mole asked. “Just you and the river, and no one else to pass a word with?”

“No one else to—well, I mustn’t be hard on you,” said the Rat. “You’re new to it. The bank is so crowded nowadays that many people are moving away altogether. O no, it isn’t what it used to be, at all. Otters, kingfishers, dabchicks, moorhens, all of them about all day long and always wanting you to do something—as if a fellow had no business of his own to attend to!”

“What lies over there?” asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.

“W-e-ll,” replied the Rat hesitantly, “that’s the Wild Wood. We don’t go there too often.”

“Are there scary creatures there?” Mole asked, trying not to tremble.

-
- Tell students to write notes about how Rat and Mole feel about the river and adventure on their charts on Activity Page 7.1.

Support

Help students who are struggling to complete their charts. Model additional details on the charts on the board to assist them.

Challenge

Ask students to suggest additional details for the charts on the board. Tell students to add these details to their own charts.



Speaking Offering Opinions

Entering/Emerging

Help students stay in character. Make “Rat” and “Mole” name-cards if necessary. Have students use the T-charts for ideas.

Remind students that Rat and Mole disagree in the story and that each character is trying to convince the other.

Transitioning/Expanding

Ask students to offer their own opinions, and remind them to stay in character.

Remind students that Rat and Mole disagree in the story and that each character is trying to convince the other.

Bridging

Encourage students to express a strong opinion in character about home and adventure and to support their characterizations with evidence from the story.



Check for Understanding

- Do Rat and Mole always agree on things? How do you know?
 - » No, they sometimes disagree. They express their own opinions about things.
- How do you know Rat and Mole are friends?
 - » They do things together and help each other out.

- Pair students according to the character they want to play so each pair has a “Rat” and a “Mole.”
- Tell students to use the ideas they listed on the chart on Activity Page 7.1 and the ideas that are written on the board.
- Remind students that these characters have strong opinions, but they are always polite. Their language is always formal when they speak.
 - They use phrases such as, “I beg your pardon,” to show that they are being polite or considerate to each other.
- Remind students that they are expressing ideas as if they are the character. To help support their opinions, they should use details and evidence from the stories. They should only respond as their character would speak.
 - For example, Rat will always be happy and excited about the river. Mole will always be happy and excited about his house.
- Tell students that this role-play activity is a rehearsal for a presentation and performance they will present to the class in the next lesson.
- **Note:** In the final lesson, the students will write a short scene between Rat and Mole. Then they will act out the scene for the class as Rat and Mole.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U1 L7
Activity Name	Role Play: Rat and Mole
Proficiency Levels	
Entering	Student offers an opinion with prompting and support.
Emerging	Student offers an opinion.
Transitioning	Student supports an opinion with one textual reason with prompting and support.
Expanding	Student supports an opinion with one textual reason.
Bridging	Student supports an opinion with textual reason(s).

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

8

Rat and Mole Speak!

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write scripts about the characters.

Students will write a short reflection about what they learned about making presentations.

Speaking

Students will perform presentations about the characters.

FORMATIVE ASSESSMENT

Speaking

Presentation Rubric and Reflection [Activity Page 8.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Wind in the Willows Script [Activity Page 8.2]

LESSON AT A GLANCE

	Time	Materials
On Stage		
Role-Playing	25 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Activity Page 8.2 <input type="checkbox"/> Activity Page 7.1 (reference)
Write About It		
Reflection	5 min.	<input type="checkbox"/> Activity Page 8.1

ADVANCE PREPARATION

On Stage

- Students will need Activity Page 7.1 for reference.
- Students will work in the same pairs as the previous lesson.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Role-play the characters based on the characters' opinions • Provide feedback about peers' presentations 		
Language Forms and Functions		
I think Rat would say... I disagree that Rat... I agree that Mole...		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
scene script	categories	

Lesson 8: Rat and Mole Speak!

On Stage



Primary Focus: Students will write scripts and perform presentations about the characters, Rat and Mole.

Activity Page 8.1



Activity Page 8.2



Support

Check the scripts as the students write. Encourage them to come up with at least two opinions about each topic. Explain that characters can have different opinions because that makes the script more interesting.

ROLE-PLAYING (30 MIN.)

- Explain the categories of the Presentation Rubric on Activity Page 8.1.
- Remind students that in the last lesson, they discussed how Rat and Mole have different opinions. Then they rehearsed a conversation the characters might have about adventure and the comforts of home.
- Inform students that today, they will write a script for a scene and present the scene to the class.
- Direct students to Activity Page 8.2.
- Tell students that they can choose new partners for this performance.
- Ask students to look at the script and explain that this will help them with their performance. There will be two topics—home and adventures. Each character can speak one or more times. But they must take turns speaking. Each character speaks and expresses an opinion. The other character can agree or disagree and say what he feels.
- **Model:** If Rat says that he loves the water, Mole might say that he is not sure if he likes the water, but he loves his little house. Rat might respond and say that he thinks living in a house is boring compared to living on a boat. Each character is expressing an opinion based on details from the story.
- Tell students that they can write their ideas on Activity Page 8.2. They can speak one or more times. If there is not enough room on the page, they can continue their script on an additional sheet of paper. Encourage students to speak more than once on each topic so that the characters can have a real conversation.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U1 L8
Activity Name	<i>Wind in the Willows</i> Script
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).

- Allow time for students to practice their performances with their partner.

	Participation	Content	Speaking
3	Student actively participated.	Student stayed in character and spoke on the topics of home and adventure.	Student spoke clearly and expressively.
2	Student let their partner do most of the talking.	Student did not always stay in character or contribute information on both home and adventure.	Student was not always clear or expressive.
1	Student was not prepared to present or participate.	Student did not stay in character or contribute much, if any, information.	Student was unclear or hard to understand and spoke with little or no expression.

- Tell students that "Participation" measures whether they took an active part in the performance and were they prepared to speak as their character. The "Content" refers to what they actually said and the information they shared about their character. Remind them to be sure to speak about the character's opinions about both home and adventures. The last column is "Speaking" and

Challenge

Ask students to write a brief introduction to the script. They can introduce themselves to the audience as their characters.



Speaking Presenting

Entering/Emerging

During the presentation, provide prompting to students to include all aspects of the rubric.

Transitioning/Expanding

During the presentation, provide light prompting to students if needed to include all aspects of the rubric.

Bridging

Before the presentation, remind students to include all aspects of the rubric.



Writing

Entering/Emerging

Give students the option to share their reflections orally instead of in writing, or act as scribe to record their reflections.

Transitioning/Expanding

Have students share their reflections with a partner and affirm what the other says before adding their own ideas.

Bridging

Encourage students to include their opinions and support those opinions with specific examples.

measures whether they spoke loudly and clearly so that everyone could hear them. Also, whether they spoke with expression. Expression means letting feelings and emotions come through your words. So if you're excited about something, your voice may sound a little louder and your words may come out a little faster. Excitement would be very different than just speaking in a quiet, hushed tone.

- Explain to students that the scores are “3” for the strongest performance, “2” for an acceptable performance, and “1” for a performance that needs more work.
- Have student pairs present their role-playing conversations.
- If time allows, invite students to provide supportive feedback by saying what they liked about the presentation.

Lesson 8: Rat and Mole Speak!

Write About It



Primary Focus: Students will write a short reflection about what they learned about making presentations.

REFLECTION (10 MIN.)

- Refer students back to Activity Page 8.1. Tell them to look at the page where it says, “What I learned from the presentation.”
- Instruct students to write one or two sentences about what they learned about making a presentation. They can write about presenting, expressing opinions, or writing a script. Then, ask them to write one or two sentences about their favorite part of making this presentation.

End Lesson

Language Studio 2

Animal Classification



Contents

ANIMAL CLASSIFICATION

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Building Background (30 min.)

- How Can We Group Animals?

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- Read-Aloud

Vocabulary Building (20 min.)

- Context Clues and Prefixes

Lesson 3 **Past and Present Verb Tenses of Regular Verbs** 72

Looking at Language (30 min.)

- Regular Verbs: Present and Simple Past

Lesson 4 **Something's Fishy: Verb Tenses of Irregular Verbs** 78

Listen Closely (15 min.)

- Keys Ideas about Fish

Looking at Language (15 min.)

- Verb Forms: Present and Simple Past

Lesson 5 **Amphibians versus Reptiles** 86

Listen Closely (15 min.)

- Amphibians and Reptiles Read-Aloud

Talk Time (15 min.)

- Amphibians vs. Reptiles Venn Diagram

Lesson 6 **Condensing Clauses** 94

Vocabulary Building (20 min.)

- Context Clues

Looking at Language (10 min.)

- Connecting Clauses

Lesson 7 **Pronouns and Verb Phrases**

102

Looking at Language (20 min.) <ul style="list-style-type: none">Understanding and Using Pronouns	Talk Time (10 min.) <ul style="list-style-type: none">My Favorite Mammal
---	---

Lesson 8 **Where Are They?**

110

Listen Closely (20 min.) <ul style="list-style-type: none">Where Animals Live	Looking at Language (10 min.) <ul style="list-style-type: none">Adjusting Language Choices
--	---

Lesson 9 **Animal Group Posters**

122

Write About It (30 min.) <ul style="list-style-type: none">Animal Classification Posters

Lesson 10 **Poster Presentations**

128

On Stage (20 min.) <ul style="list-style-type: none">Animal Classification Presentations	Talk Time (10 min.) <ul style="list-style-type: none">Reflecting on Learning
---	---

1

How Can We Group Animals?

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will work together to identify animals and practice the classification process.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Grouping Animals by Characteristics**

[Activity Page 1.1]

LESSON AT A GLANCE

	Time	Materials
Building Background		
How Can We Group Animals?	30 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

Building Background

- Find images of various animals to share with students. Include animals from all five groups of vertebrates (fish, amphibians, reptiles, birds, and mammals) as well as insects. Connect to Lesson 1 by including some of the animals discussed in this chapter (e.g. salamander, squirrel, toad, hippo, anaconda, deer) but include animals that are not in this lesson as well.
- Assign each small group one of the ways they chose for grouping animals. Groups can work on different ideas or the same idea. Provide them with pictures of animals and have them sort each animal into the correct group.
- Arrange student groups (three to four students per group) for activity page work.
- Students will participate in a Turn and Talk discussion. To prepare for this activity, write the following sentence frames on the board/chart paper:
 - I think animal classification means _____.
 - Animal classification means that scientists _____.
 - Animal classification means scientists put animals into _____ according to their _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Define *classification* based on context clues
- Identify animals and brainstorm how they are similar or different

Language Forms and Functions

I think that *classification* means ...

Animal classification means scientists put animals into _____ according to their _____.

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
classification	characteristics	group

Lesson 1: How Can We Group Animals?

Building Background



Primary Focus: Students will work together to identify animals and practice the classification process.

HOW CAN WE GROUP ANIMALS? (30 MIN.)

- Tell students that today they will begin a new unit called *Animal Classification*.
- Have students repeat the word *classification*. Ask students what this word might mean.
- Tell students that *classification* is a word that is used by scientists to organize animals into different categories or groups.
- Have students brainstorm a list of animals. Write responses on the board. Encourage students to come up with as many different kinds of animals as possible. If needed, provide pictures of animals.
- Tell students that some of these animals are more alike than others. Explain that sorting animals into categories, or groups, helps people see how the animals are similar and how they are different. Write *group* and *characteristics* on the board. Explain that we can sort animals by their characteristics, which include their size, color, whether they have fur, what they eat, where they live, etc.
- Work with students to come up with one example of how they might group animals (e.g., big vs. small animals; animals that live in water vs. on land, etc.).
- Organize students in prearranged groups.
- Direct Students attention to Activity Page 1.1.
- Explain to students they will work together to group the animals they just brainstormed.
- Circulate the room and clarify any questions students may have.
- Ask for student volunteers to share their ideas and write them on the board.
- Ask students as a means of checking for understanding how sorting animals helps to identify similarities and differences.



Speaking
Exchanging
Information and Ideas

Entering/Emerging

Use pre-prepared sentence frame. *I think animal classification means...*

Transitioning/Expanding

Use pre-prepared sentence frame. *Animal classification means...*

Bridging

Use pre-prepared sentence frame. *Animal classification means scientists...*

Support

Help students understand ways to classify by using familiar objects. For example, you can demonstrate classifying fruit and vegetables by color.

Activity Page 1.1

Activity Page 1.2



- Explain to students that sorting is an important way scientists classify animals.
- Write *animal classification* on the board. Explain that *classification* is a scientific word for the groups into which scientists sort animals.
- Turn and Talk: Ask students to turn to a partner to explain what they understand about animal classification.
- Direct students to Activity Page 1.2.
- Explain to students they will work together to answer the questions about animal classification.
- Circulate the room and clarify any questions students may have.
- When students have completed the activity page, ask for student volunteers to share their ideas.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U2 L1
Activity Name	Grouping Animals by Characteristics
Proficiency Levels	
Entering	Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support.
Emerging	Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.
Transitioning	Student asks and answers questions about an image using domain-related vocabulary with support.
Expanding	Student asks and answers questions about an image using domain-related vocabulary.
Bridging	Student asks and answers questions using domain-related vocabulary.

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



## 2

# How Do Scientists Classify Animals?

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will listen to a Read-Aloud text and identify key details about animal classification.

**Reading**

Students will use context clues to identify the meaning of unknown scientific words.

**FORMATIVE ASSESSMENT**

Listening

**Animal Classification Key Ideas** [Activity Page 2.1]

Reading

**Prefixes Meaning “Not”** [Activity Page 2.3]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Domain-Specific Vocabulary** [Activity Page 2.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Listen Closely</b>      |         |                                                                                          |
| Read-Aloud                 | 10 min. | <input type="checkbox"/> Activity Page 2.1                                               |
| <b>Vocabulary Building</b> |         |                                                                                          |
| Context Clues and Prefixes | 20 min. | <input type="checkbox"/> Activity Page 2.2<br><input type="checkbox"/> Activity Page 2.3 |

## ADVANCE PREPARATION

### Listen Closely

- Display the following questions on the board/chart paper:
  - What is this reading mostly about?
  - What does the author want me to know?
  - *in* + vertebrate = not + backbone.
  - *un* + happy = not happy; *im* + polite = not polite.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Define new scientific words using context clues
- Define words with “not” prefixes

### Language Forms and Functions

I think that the word *habitat* means \_\_\_\_\_.

The word *in-vertebrate* means \_\_\_\_\_.

The word *un-happy* means \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| invertebrate<br>vertebrate      | classify                         | habitat<br>scientist            |

## Lesson 2: How Do Scientists Classify Animals?

## Listen Closely



**Primary Focus:** Students will listen to a Read-Aloud text and identify key details about animal classification.

## READ-ALOUD (15 MIN.)

- Remind students that they have already grouped animals by like characteristics. They were acting like scientists! Explain that today they will learn about how scientists do the same thing.
- Direct Students' attention to Activity Page 2.1.
- Read directions aloud to students.
- Tell students that as you read aloud, they should record key ideas from the text on Activity Page 2.1.
- Encourage students to take notes with pictures, words, or both.
- Read aloud Paragraph 1 on Activity Page 2.1.

In the mid-1700s, more than 250 years ago, a Swedish scientist named Carolus Linnaeus became fascinated by the many ways scientists grouped animals. Some grouped animals by how they look; others grouped animals by their habits; and still others grouped animals according to where they live. Because it was all very confusing, Linnaeus decided to create a worldwide system to classify, or group, animals based on their shared characteristics. This science of classifying organisms is called *taxonomy*. Using new ideas and tools, scientists continue to study organisms and the ways they are similar and different.



## Check for Understanding

- Why did Linnaeus create a new classification system?
- How do scientists use this new classification system?

## Activity Page 2.1



## Support

Direct students' attention to questions on the board/chart paper. Read the questions aloud and explain that referring to these questions while listening to the Read-Aloud will help students find the main idea of the passage.

## Support

Remind students to record key ideas on Activity Page 2.1. Remind them that they can use words, phrases, sentences, or pictures.



### Listening Listening Actively

#### Entering/Emerging

Provide students 1:1 support when identifying key ideas from the text asking yes/no questions such as “Do invertebrate animals have backbones?” and re-directing students’ attention to the text.

#### Transitioning/Expanding

Provide students with moderate support when identifying key ideas from the text by using prompting questions such as “Why do scientists classify organisms?”

#### Bridging

Provide students light support and prompting as needed to identify key ideas.

## Support

Encourage students to break words apart and write the “equation” using the model provided.

## Challenge

Have students write sentences with the words on Activity Page 2.3.

- Tie the discussion to the activity from Lesson 1. Ask: *What characteristics did we use to group animals in the previous lesson?*
- Re-direct students’ attention to the text.
- Read aloud Paragraph 2 on Activity Page 2.1.

Scientists classify organisms, including animals, to show relationships between them. Animals are classified by common characteristics. For example, vertebrate animals have backbones. Invertebrate animals do not. Some animals are warm-blooded and others are cold-blooded.

- Ask students the following: *How are vertebrate animals different from invertebrate animals?*
- Remind students to record key ideas on Activity Page 2.1.
- Re-direct students’ attention to the text.
- Read aloud Paragraph 3:

Let’s think about other ways scientists might classify animals. It is important to consider animals’ habitats, or where they live. What is their habitat: Do they live in water or on land, or in warm or cold climates? What covers their bodies—feathers, scales, fur, or hair? Do they lay eggs or do they give birth to live creatures that look like smaller versions of themselves? What kinds of food do they eat—plants, animals, or both? These are all important questions for scientists to ask as they group animals into categories.



### Check for Understanding

Ask students to think about the ways they classified animals. How are these similar to the ways scientists classify animals today? Tie the discussion into the activity from Lesson 1.



## Support

Remind students to highlight words or phrases that provide definitions for the key words.



Reading  
Reading/  
Viewing Closely

## Entering/Emerging

Provide students 1:1 support when identifying signal words/phrases by asking yes/no questions such as “Does this word provide additional information about the word you are defining?”

## Transitioning/Expanding

Provide students with moderate support when identifying signal words/phrases by using prompting questions such as “Where do you find additional information about the word you are defining?”

## Bridging

Provide students light support and prompting as needed to identify signal words/phrases.

## Lesson 2: How Do Scientists Classify Animals?

## Vocabulary Building



**Primary Focus:** Students will use context clues to identify the meaning of unknown scientific words.

## CONTEXT CLUES AND PREFIXES (15 MIN.)

- Explain to students that scientists often use specific words (i.e. scientific vocabulary) to discuss scientific content.
  - Readers need to know these words in order to understand scientific texts.
  - Explain that students can use text clues to help them find these words' meaning.
- Direct students to Activity Page 2.2 and read directions aloud.
- Explain to students that they will work with a partner to identify the meaning of scientific words.
- Model for students how to identify the meaning of unknown words. For example, use the word *classify* as an example. Guide students to paragraph 1 on Activity Page 2.1, where the word is first used (*Linnaeus decided to create a worldwide system to classify, or group, animals...*). Show students that the word is defined when it is introduced. Say: *After the word classify the author writes or group. This is one of the ways that an author signals that the word is a synonym—or means the same thing—as the word that is introduced. So classify means group.*
- Direct students to highlight words/phrases that provide clues about the meaning of *classify*.
- **Think-Pair-Share:** Direct students to work with a partner to identify the meanings of the words listed on Activity Page 2.2.

**Note:** Students should first highlight the words or phrases on Activity Page 2.1 that provide context clues and then use this information to complete Activity Page 2.2.



Reading  
Reading/  
Viewing Closely

### Entering/Emerging

Provide students 1:1 support in finding the key words in the paragraphs on Activity Page 2.1, highlighting the sentence parts that demonstrate meaning, and adding the definitions to Activity Pages 2.2 and 2.3.

### Transitioning/Expanding

Provide students support in finding the key words in the paragraphs on Activity Page 2.1, highlighting the sentence parts that demonstrate meaning, and putting the definition in their own words for Activity Pages 2.2 and 2.3.

### Bridging

Provide students light support in finding the key words in the paragraphs on Activity Page 2.1, highlighting relevant words and phrases, and adding definitions to Activity Pages 2.2 and 2.3.

## Activity Page 2.3



### Check for Understanding

Observe student behaviors and listen for talk that demonstrates understanding or lack of understanding of the key words. Reteach words if needed.

## Breaking Words Apart

- Direct students to Activity Page 2.3.
- Explain to students that in addition to finding clues about a word's meaning in the sentence, sometimes they can find clues in the word itself. Explain that English words are often built from word parts. Tell students breaking words apart can help us know their meaning.
- Provide an introduction to the concept of prefixes by identifying the word *invertebrate* in Paragraph 2. Point out that animals can be put into two groups: vertebrates and invertebrates. Write these words on the board. Ask, *What is a vertebrate?* (an animal with a backbone). Say, *The prefix in- means "not," so I know from this that invertebrate means without a backbone.* Refer to the board to demonstrate: *in* + *vertebrate* = not + backbone.
- Point out that there are several other prefixes that mean "not." Refer to the board to demonstrate: *un* + *happy* = not happy. *im* + *polite* = not polite.
- Have students work with a partner to complete Activity Page 2.3.



### Check for Understanding

Circulate the classroom as students work with a partner to complete Activity Page 2.3. Clarify any questions students may have and provide support as needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                               |
| Unit/Lesson        | U2 L2                                                                                                                 |
| Activity Name      | Domain-Specific Vocabulary                                                                                            |
| Proficiency Levels |                                                                                                                       |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions about an image using domain-related vocabulary with support.                       |
| Expanding          | Student asks and answers questions about an image using domain-related vocabulary.                                    |
| Bridging           | Student asks and answers questions using domain-related vocabulary.                                                   |

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


3

Past and Present Verb Tenses of Regular Verbs

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will identify verbs and form the simple past form of regular verbs.

FORMATIVE ASSESSMENT

Speaking

Identifying Verbs [Activity Page 3.1]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Past Tense of Regular Verbs [Activity Page 3.2]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Looking at Language | | |
| Regular Verbs: Present and Simple Past | 30 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 3.2 |

ADVANCE PREPARATION

Looking at Language

- Identify one or more pictures of animals from Lessons 2–3 or from the Internet (for the Challenge activity below.)

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|--|---------------------------------|
| <ul style="list-style-type: none"> Explain why they followed Simon's directions Identify verbs and use them in full sentences | | |
| Language Forms and Functions | | |
| Now, I _(present tense) _____.
Yesterday, I _____ (past tense) _____. | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | environment
maintain
temperature | protect |

Lesson 3: Past and Present Verb Tenses of Regular Verbs

Looking at Language



Primary Focus: Identify verbs and form the simple past from regular verbs.

REGULAR VERBS: PRESENT AND SIMPLE PAST (30 MIN.)

- Introduce verbs by engaging students with a basic game of Simon Says, using simple present-tense verbs.
- Tell students you will play a game of Simon Says.
- Orate the following commands:
 - Simon says, “stand up.”
 - Simon says, “raise your hand.”
 - Simon says, “smile.”
 - Sit down.
- Ask students why they followed Simon’s directives.
- Explain to students that the directives they followed are also a part of speech known as *verbs*.
 - *The things you **do** are verbs. Verbs are action words.*

**Check for Understanding**

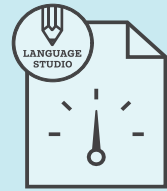
Ask students to brainstorm words that are verbs and write student responses on the board.

- Direct students' attention to Activity Page 3.1.
 - Read aloud the following sentences from the text. Have students raise their hands each time they hear a verb. Stop after each sentence and discuss the verb they identified.
-

1. The body temperature of a cold-blooded animal changes according to the surroundings, or environment, of that animal. (changes)
 2. A warm-blooded animal maintains about the same temperature all the time. (maintains)
-

- Tell students they will work with a partner to complete Activity Page 3.1.
 - Direct students' attention to the sentences on the board.
1. The body temperature of a cold-blooded animal changes according to the surroundings, or environment, of that animal.
 2. A warm-blooded animal maintains about the same temperature all the time.
 - Tell students that after they have identified the verbs in each of the sentence, as they did by raising their hands, they will highlight or circle the verb in the sentence.
 - Model for students by highlighting or circling the verbs in the sentences on the board/chart paper.
 - Highlight or circle the following verbs: *changes*, *maintains*.
- Read the directions aloud to students, emphasizing the need to highlight or circle the verbs in the sentences.
 - Ask for student volunteers to share their answers.
 - Clarify any incorrect responses and direct students to make appropriate changes on their activity page.
 - Tell students that verbs take different forms to show whether something is happening now, happened in the past, or will happen in the future.

Activity Page 3.1



Support

Point out that every sentence must have a verb. Explain that in English, the *verb* often comes after the *subject*.

Challenge

Provide students with books that include photos and illustrations. Have students use verbs to talk about the pictures in present and past tense. Record verbs students use in a T-chart.

Activity Page 3.2



Speaking Using Verbs and Verb Phrases

Entering/Emerging

Work with the class as a whole to complete Activity Page 3.2. Have students share oral sentences using the past-tense verbs.

Transitioning/Expanding

Break students into small groups or pairs to complete Activity Page 3.2.

Offer moderate support to students as they write sentences using the past-tense verbs. Provide sentence frames as needed.

Bridging

Have students work individually to complete Activity Page 3.2.

Encourage students to write original sentences using the past-tense verbs.

- Direct students to turn to Activity Page 3.2 to review the rules for forming the past tense of regular verbs.
- To reinforce meaning, have students turn to a partner to create sentences using these sentence starters:
 - Now I [present tense]. Yesterday I [past tense].
- Direct students to continue working with their partner to complete Activity Page 3.2.
- Circulate the classroom and clarify any questions students may have.
- When students have finished, ask for volunteers to share.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U2 L3 |
| Activity Name | Past Tense of Regular Verbs |
| Proficiency Levels | |
| Entering | Student recognizes that the -ed ending in action verbs signals past tense with support. |
| Emerging | Student recognizes that the -ed ending in action verbs signals past tense. |
| Transitioning | Student changes verbs to the past tense by adding -ed. Student uses the past tense verbs in sentences with support. |
| Expanding | Student changes verbs to the past tense by adding -ed. Student uses the past tense verbs in sentences. |
| Bridging | Student uses past tense verbs in sentences. |

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

# Something's Fishy: Verb Tenses of Irregular Verbs

## PRIMARY FOCUS OBJECTIVE(S)

### Listening

Students will listen to a Read-Aloud text to determine key ideas and details about fish.

### Speaking

Students will identify verbs and form the simple past form of irregular verbs.

## FORMATIVE ASSESSMENT

Listening

**Something's Fishy** [Activity Page 4.1]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

**Form Past-Tense Irregular Verbs** [Activity Page 4.2]

## LESSON AT A GLANCE

|                                     | Time    | Materials           |
|-------------------------------------|---------|---------------------|
| <b>Listen Closely</b>               |         |                     |
| Key Ideas about Fish                | 15 min. | ❑ Activity Page 4.1 |
| <b>Looking at Language</b>          |         |                     |
| Verb Forms: Present and Simple Past | 15 min. | ❑ Activity Page 4.2 |

## ADVANCE PREPARATION

### Listen Closely

- Write “fish” on the board. Under this heading write “vertebrates or invertebrates?” and “warm-blooded or cold-blooded?”

### Looking at Language

- Make a chart showing “rules” for irregular verbs. Leave room to add more examples.

| To go from present to past tense the verb . . . | Example     |
|-------------------------------------------------|-------------|
| Changes its vowel(s)                            | swim → swam |
| Changes its ending                              | send → sent |
| Refuses to change                               | put → put   |
| Goes crazy                                      | eat → ate   |



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Express prior knowledge about fish
- Form sentences using past and present tense verbs

### Language Forms and Functions

I know that fish...

Vertebrates have/are \_\_\_\_\_, and invertebrates have/are \_\_\_\_\_.

Yesterday, I...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| cold-blooded                    | oxygen                           | fin<br>fish<br>gill             |

## Lesson 4: Something's Fishy: Verb Tenses of Irregular Verbs

## Listen Closely



**Primary Focus:** Students will listen to a Read-Aloud text to determine key ideas and details about fish.

## KEY IDEAS ABOUT FISH (15 MIN.)

- Tell students that today you are going to talk about fish. Say, *Fish are one of the main groups that scientists use to group animals. What do you already know about fish?*
  - Students may say that fish live in the water, they swim, etc.
- Remind students that animals can be classified as *vertebrates* or *invertebrates*. Ask, *What is the difference between vertebrates and invertebrates?*
  - » Vertebrates have a backbone; invertebrates do not.
- Ask, *Do you think fish are vertebrates or invertebrates?*
  - Explain that fish have bones. They are vertebrates.
  - Circle *vertebrates* on the board and/or erase *invertebrates*.
- Ask students the following questions to activate prior knowledge:
  - *Do you remember how cold-blooded animals are different from warm-blooded animals?* Remind students that warm-blooded animals can make heat within their body. Cold-blooded animals have a body temperature that changes with the temperature of the environment.

Listening  
Listening Actively**Entering/Emerging**

Provide students 1:1 support in answering questions and identifying key ideas from the text using prompting and rereading. Ask yes/no questions or questions that require one- or two-word responses.

**Transitioning/Expanding**

Provide students support in answering questions and identifying key ideas from the text using prompting and rereading if needed. Ask questions that require one-word responses or short phrases.

**Bridging**

Provide students support and prompting when needed to answer text-dependent questions and key ideas. Ask questions that require responses to be formed in complete sentences.

## Activity Page 4.1



### Support

Suggest that students highlight key terms on Activity Page 4.1.

- Say, *Do you think fish are warm-blooded or cold-blooded?* Explain that fish are cold-blooded.
- Say, *This means it is very important for fish to stay in the water that is a temperature that is comfortable for them.* Circle cold-blooded and/or erase warm-blooded on the board.
- Tell students that you are going to read aloud a paragraph about fish. Direct students to Activity Page 4.1. Tell them that as you read, they should listen carefully and follow along with the text. Encourage students to highlight important words or phrases.

**Support:** Write questions on the board: “What is this mostly about? What does the author want me to know?” Read these questions and explain that the questions can help them find the main idea. Encourage students to ask themselves these questions as they listen to and/or read the text.

- Read aloud the paragraph on Activity Page 4.1.

Fish make up the largest group of vertebrates on Earth. Most fish are cold-blooded. All fish have gills. They take water in through their mouths and the water passes over their gills. The gills take in oxygen from the water, allowing them to breathe. *You* will die quickly if you don't get enough air because you draw oxygen out of the air. But fish will die quickly if they do not have water, because their oxygen comes from water. A fish has fins—all kinds of fins! It has fins on the sides of its body for steering, fins at the back for powerful speed, and fins at the top and bottom to help keep balance. Fish have scaly skin to help protect them and help them move more easily through the water. These hard overlapping scales are rounded and smooth. And fish have more than one layer of skin—just like you!



---

### Check for Understanding

Ask students text-dependent questions, such as:

- What is the largest group of vertebrates?
  - » fish
- What are gills?
  - » part of the fish that helps them breathe
- What do fish need to live?
  - » water
- Where are three places a fish has fins? What do these fins help the fish do?
  - » It has fins on the sides of its body for steering, fins at the back for powerful speed, and fins at the top and bottom to help keep balance.
- What is a fish's skin like?
  - » scaly
- How are fish like you?
  - » We both need oxygen and have more than one layer of skin.
- How are fish different from you?
  - » fish live in water and have gills and fins

- 
- Have students use the paragraph to complete the diagram of the fish on Activity Page 4.1.

## Lesson 4: Something's Fishy: Verb Tenses of Irregular Verbs

# Looking at Language



**Primary Focus:** Students will identify verbs and form the simple past from irregular verbs



**Speaking**  
Using Verbs and  
Verb Phrases

### Entering/Emerging

Provide 1:1 support, asking students yes/no questions such as “Does this change its vowel?”

### Transitioning/Expanding

Provide students with moderate support asking prompting questions such as “Which verb in the chart follows the same rule?”

### Bridging

Provide students with light support and prompting as needed.

### Activity Page 4.2



### VERB FORMS: PRESENT AND SIMPLE PAST (15 MIN.)

- To remind students of past tense, ask what they did yesterday after school or over the weekend. Record the verbs students use on the board.
- Remind students that the things you *do* are verbs. Verbs are action words.
- Tell students that when you talk about yesterday, last weekend, or anytime in the past, you are talking about something you already did. It is in the past, so your verb needs to be past tense also.
- Remind students that you already talked about the rules of forming past-tense verbs from present-tense verbs.
- Tell students that not all verbs follow the rules.
- Tell students that today they will be looking at verbs that don't follow the rules, which are called irregular verbs.
- Read aloud the following sentences from the text. Have students raise their hands, give a thumbs up, or make another gesture of your choosing each time they hear a verb. Stop after each sentence and discuss the verb that found.

“All fish, reptiles, birds, and mammals have backbones. (*have*) If you take an x-ray of its body, you can see that all the bones that make up the skeleton of the fish are connected to its spine.” (*take, see, are*)
- Write the verbs from these sentences on the board. Tell students that these verbs are *irregular* verbs. Say, “The only way to deal with *irregular* verbs is to remember them. But some of them break the same rules.”
- Direct students to the chart on Activity Page 4.2.

| To go from present to past tense<br>the verb . . . | Example     |
|----------------------------------------------------|-------------|
| Changes its vowel(s)                               | swim → swam |
| Changes its ending                                 | send → sent |
| Refuses to change                                  | put → put   |
| Breaks the rules                                   | eat → ate   |

- Add examples from the sentences above to this chart: have/had; take/took; see/saw; are/were.
- Tell students copy the examples onto Activity Page 4.2.
- Tell students that the text uses many other examples of rule-breaking verbs.
- Explain to them that the best, or only, way to remember them is to keep track of them. Have students complete Activity Page 4.2.



### Check for Understanding

After students complete Activity Page 4.2, review answers and clarify any incorrect responses. Instruct to students to make corrections on their activity page.

### Support

Provide examples of sentences using present and past tenses of these verbs. Example: *The fish swims today. The fish swam yesterday.*

### Challenge

Have students use the past tense verbs from Lessons 3 and 4 to complete sentences about how animals are classified.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                |
|--------------------|--------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                       |
| Unit/Lesson        | U2 L4                                                                          |
| Activity Name      | Form Past-Tense Irregular Verbs                                                |
| Proficiency Levels |                                                                                |
| Entering           | Student recognizes irregular present and past tense verbs with support.        |
| Emerging           | Student recognizes irregular present and past tense verbs.                     |
| Transitioning      | Student uses irregular present and past tense verbs in a sentence frame.       |
| Expanding          | Student creates simple sentences using irregular present and past tense verbs. |
| Bridging           | Student creates real-world sentences using irregular verbs.                    |

End Lesson

# Amphibians versus Reptiles

## PRIMARY FOCUS OBJECTIVE(S)

### Listening

Students will listen to a teacher Read-Aloud and answer questions about amphibians and reptiles.

### Speaking

Students will work together to identify similarities and differences between amphibians and reptiles.

## FORMATIVE ASSESSMENT

### Speaking

**Listen and observe students' speaking and interacting during animal sorting.**

[Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

**Amphibians vs. Reptiles** [Activity Page 5.2]

## LESSON AT A GLANCE

|                                      | Time    | Materials      |
|--------------------------------------|---------|----------------|
| <b>Listen Closely</b>                |         |                |
| Amphibians and Reptiles Read-Aloud   | 15 min. | ❑ Activity 5.1 |
| <b>Talk Time</b>                     |         |                |
| Amphibians vs. Reptiles Venn Diagram | 15 min. | ❑ Activity 5.2 |

## ADVANCE PREPARATION

### Talk Time

- Write “Amphibians vs. Reptiles” on the board.
- Then write the following note-taking guide:
  - vertebrates or invertebrates
  - cold-blooded or warm-blooded
  - How are amphibians and reptiles similar?
  - How are amphibians and reptiles different?
- Draw a Venn diagram on the board.
- Arrange students into small groups of four to five.
- Prepare one set of Animal Characteristics cards for each small group.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions about details from the text
- Discuss similarities and differences between amphibians and reptiles based on the text

### Language Forms and Functions

Amphibians are/have ...

Reptiles are/have ...

Amphibians and reptiles are similar because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| amphibian                       |                                  | breathe                         |

## Lesson 5: Amphibians versus Reptiles

## Listen Closely



**Primary Focus:** Students will listen to a teacher Read-Aloud and answer questions about amphibians and reptiles.

**AMPHIBIANS VS. REPTILES READ-ALOUD (15 MIN.)**

- Tell students that today you are going to talk about two classifications of animals: *amphibians* and *reptiles*. Point to each of the words on the board, and have students repeat them after you.
- Point to the note-taking guide on the board. Say, “We are going to read about these animals. As I read aloud, I want you to look for clues about whether they are vertebrates or invertebrates, cold-blooded or warm-blooded. Then, we are going to break into small groups to talk about the animals and to find similarities and differences between them.”
- Read aloud the section *Amphibians* from Activity Page 5.1. Ask students to read with you and to highlight words that they think will help them answer whether the animals are vertebrates or invertebrates, cold- or warm-blooded, and how they are similar to or different from reptiles.

**Amphibians**

Most amphibians spend part of their lives in water and part on land. They start out their lives in water and have gills. Later, they develop lungs. Because these cold-blooded vertebrates depend on moisture to live, many of them live in tropical rainforests or near rivers, lakes, and streams.

In order to study amphibians better, scientists classify them into three separate groups. Frogs and toads are the largest group of amphibians. Scientists classify salamanders and their close relatives, newts, as a second, separate category of amphibians. The third and smallest group of amphibians lives deep underground. These tube-like creatures belong to the group of amphibians known as caecilians [sih-SILL-yuhns], or slowworms.

Skin is one of the amphibians’ most important organs. Toads have skin that is dry and leathery. Other amphibians have slimy skin because their skin needs to stay moist in order for them to breathe. Amphibians use their

**Activity Page 5.1**

**Support**

Ask students to highlight important words and phrases about amphibians. After you have read the first paragraph, ask students to volunteer some of the words they have underlined. Point out that the first paragraph tells that they are cold-blooded and vertebrates.



## Listening Listening Actively

### Entering/Emerging

Provide students 1:1 support in answering questions and identifying key ideas from the text using prompting and rereading. Ask yes/no questions or questions that require one- or two-word responses.

### Transitioning/Expanding

Provide students support in answering questions and identifying key ideas from the text using prompting and rereading if needed. Ask questions that require one-word responses or short phrases.

### Bridging

Provide students support and prompting when needed to answer text-dependent questions and key ideas. Ask questions that require responses to be formed in complete sentences.

lungs to breathe on land, but also draw oxygen in through their skin. In order for this process to work properly, the skin of most amphibians must be kept moist.



## Check for Understanding

- Are amphibians vertebrates or invertebrates?
  - » vertebrates
- Are they cold- or warm-blooded?
  - » cold-blooded
- Where do amphibians live?
  - » water and land
- What are the three groups of amphibians?
  - » frogs and toads, salamanders and newts, slowworms
- Which of these three groups of amphibians is the largest?
  - » frogs and toads
- Which of these three groups of amphibians lives underground?
  - » slowworms
- Why do amphibians have slimy skin?
  - » so they can breathe

- Read aloud the section on reptiles, or ask for volunteers to read aloud each paragraph:

## Reptiles

Reptiles include snakes, crocodiles, alligators, lizards, turtles, and tortoises. Reptiles are all vertebrates because they all have backbones, and they are all cold-blooded because their internal temperatures change with their surroundings. Most reptiles can adjust their body temperatures by basking in the sun to stay warm, or by hiding under a rock to stay cool.

Reptiles' skin is waterproof, and is hard, thick, and scaly. Their type of scaly skin protects them from overheating, and because their skin is waterproof, it keeps water *inside* their bodies. Because reptiles' skin is very sensitive to—or easily affected by—temperature, it becomes hot or cold very quickly when exposed to sun or shade.



### Check for Understanding

- Are reptiles vertebrates or invertebrates?
  - » vertebrates
- Are they cold- or warm-blooded?
  - » cold-blooded
- What types of animals are reptiles?
  - » snakes, crocodiles, alligators, lizards, turtles, tortoises
- How do reptiles stay warm?
  - » basking in the sun or hiding under a rock
- What is the skin of reptiles like?
  - » waterproof, hard, thick, scaly



### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Provide students 1:1 support in answering questions and identifying key ideas from the text using prompting and rereading. Encourage students working in small groups to ask yes/no questions or questions that require one- or two-word responses.

#### Transitioning/Expanding

Provide students support in answering questions and identifying key ideas from the text using prompting and rereading if needed. Encourage students working in small groups to participate by asking relevant questions, affirming others, and adding relevant information.

#### Bridging

Provide students support and prompting when needed to answer text-dependent questions and key ideas. Encourage students working in small groups to participate by asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

### Activity Page 5.2



## Lesson 5: Amphibians versus Reptiles

# Talk Time



**Primary Focus:** Students will work together to identify similarities and differences between amphibians and reptiles.

### AMPHIBIANS VS. REPTILES (15 MIN.)

- Direct students' attention to Activity Page 5.2. Explain that students will work in small groups to discuss and identify similarities and differences between amphibians and reptiles. Remind students of how a Venn diagram works. Point to the Venn diagram on the board, and say, "Anything that is only about amphibians will go in this circle. Anything that is only about reptiles will go in this circle. If the word explains both amphibians and reptiles, it will go in the overlapping part of the circles."
- Distribute the Animal Characteristics Cards you prepared in advance to each small group. Small groups should cut and paste the cards on the correct part of the Venn diagram.

## Support

Provide examples of words that would go in each section of the Venn diagram.

## Challenge

Have each group make a brief oral report about the similarities and differences between amphibians and reptiles.

- Instruct students on how groups are to work together:
  - Explain that they should first read the last section on Activity Page 5.1 *Comparing Reptiles and Amphibians*. (They will find much of the information they need to complete the Venn diagram.)
  - Tell students that they should also use the other sections on Activity Page 5.1 to complete the Venn Diagram.



## Informal Observation

Circulate the classroom and monitor student discussion. Clarify any questions students may have.

- If time permits, review the answers for Activity Page 5.2, clarifying any incorrect responses.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                        |
| Unit/Lesson        | U2 L5                                                                                           |
| Activity Name      | Amphibians vs. Reptiles                                                                         |
| Proficiency Levels |                                                                                                 |
| Entering           | Student responds to simple questions about the Read-Aloud with support.                         |
| Emerging           | Student responds to simple questions about the Read-Aloud.                                      |
| Transitioning      | Student responds to wh- questions and identifies one reason from an image or text with support. |
| Expanding          | Student responds to wh- questions and identifies one reason from an image or text.              |
| Bridging           | Student asks and answers questions and provides evidence from the images and text.              |

End Lesson

## Animal Characteristics Cards

|                        |                       |                                  |
|------------------------|-----------------------|----------------------------------|
| cold-blooded           | warm-blooded          | vertebrates                      |
| invertebrates          | live on land          | began life in water              |
| have gills             | have lungs            | hard, scaly skin                 |
| wet, slimy skin        | frogs and toads       | salamanders                      |
| caecilians             | snakes and lizards    | alligators and crocodiles        |
| can breathe underwater | turtles and tortoises | can withstand harsh, dry weather |

## 6

# Condensing Clauses

## PRIMARY FOCUS OBJECTIVE(S)

### Reading

Students will use context clues and reference materials to determine the meaning of unknown words.

### Speaking

Students will identify ways to condense clauses to form more detailed sentences.

## FORMATIVE ASSESSMENT

### Speaking

**Listen and observe students locating context clues during a partner discussion.** [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

**Birds and Verbs** [Activity Page 6.1]

## LESSON AT A GLANCE

|                            | Time    | Materials           |
|----------------------------|---------|---------------------|
| <b>Vocabulary Building</b> |         |                     |
| Context Clues              | 20 min. | ☐ Activity Page 6.1 |
| <b>Looking at Language</b> |         |                     |
| Connecting Clauses         | 10 min. |                     |

## ADVANCE PREPARATION

### Looking at Language

- Organize students into small groups of three or four.
- Display the key vocabulary words on the board: *glide*, *soar*, *hovers*, *preen*.
- Provide reference materials (print or online dictionaries) for small groups.
- Display the following on the board/chart paper:
  - I am going to explain connecting words, and I'm going to teach about birds.
  - I want to go straight home after school, but I need to stop at the store for milk.
  - I need milk, so I'm going to go to the store.
  - Connecting Words: *and*, *but*, and *so*.
  - Birds are vertebrates. Birds are warm-blooded.
  - Birds are warm-blooded. Reptiles are cold-blooded.
  - Birds have strong wings. Birds are able to fly.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Predict whether birds are vertebrates or invertebrates, warm-blooded or cold-blooded
- Locate context clues for the meaning of new words

### Language Forms and Functions

I think birds are \_\_\_\_\_ because...

The word glide means \_\_\_\_\_ because...

The word soar means \_\_\_\_\_ because....

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| metabolism<br>preen<br>flutter  | glide<br>hover                   | soar                            |

Start Lesson

## Lesson 6: Condensing Clauses

# Vocabulary Building



**Primary Focus:** Listen and observe students locating context clues during a partner discussion.

### CONTEXT CLUES (20 MIN.)

- Tell students that today they will be reading about birds. They will be reading to find key ideas and vocabulary words. Ask students to remember ways that scientists classify animals. Guide them to understand that two of these ways is whether they are *vertebrate* or *invertebrate*, and whether they are *cold-* or *warm-blooded*.
- Ask students to predict whether birds are vertebrate or invertebrate; *cold-* or *warm-blooded*.
- Direct students to Activity Page 6.1. Read aloud the first paragraph, or have volunteers read aloud the paragraph.

### Activity Page 6.1



---

Scientists classify birds as warm-blooded, because their internal body temperature remains constant no matter where they fly. Birds have several characteristics that enable them to fly. They have a very high metabolism as only warm-blooded animals do. Metabolism is the process which produces energy in most animals' bodies. Birds have a steady flow of energy that helps them maintain the high levels of activity required by flight. They need lots of food to maintain that energy.

---



### Check for Understanding

- Are birds cold-blooded or warm-blooded?
    - » warm-blooded
  - What does the word *metabolism* mean?
    - » the process that produces energy in most animals' bodies
  - Do birds have a high metabolism or a low metabolism?
    - » high
- 

- Ask students what verbs come to mind when thinking about birds. Students will likely mention *fly*. They may also mention other verbs. Record responses on the board and review meaning if needed. Tell them to watch for the verbs the author uses when describing how birds fly in the next paragraph.
  - Read aloud the second paragraph, or have volunteers read aloud the paragraph.
- 

The shape of a bird's wings determines how far and high a bird can fly, in addition to its lightweight bones. Look at this picture of an American bald eagle. His long, broad, wings are built so that he can glide, or move smoothly and continuously. He can soar great distances, traveling up to sixty-five miles per hour. Compare the eagle's wings to the tiny, tapered wings of the hummingbird, one of the smallest birds on Earth. His wings beat rapidly, twenty or more beats per second, as he hovers, or floats and flutters, in midair.

---

## Support

Encourage students to listen as you read for words that describe how birds fly and to highlight these words.

## Challenge

Have students use each of the following words in a sentence: *metabolism*, *preen*, *glide*, *soar*, *hover*.

## Informal Observation



### Check for Understanding

- Are birds vertebrates or invertebrates?
  - » vertebrates
- Which words in paragraph 2 help you know that they are vertebrates?
  - » bones
- How fast can an American bald eagle fly?
  - » 65 miles per hour
- What words does the author use to describe how birds fly?
  - » glide, soar, hover, float, flutter

- Point out the words *glide*, *soar*, *hovers*, floats, and *flutters*. Write these words on the board. Direct students back to the paragraph to find context clues that show what each of these words means.
- **Turn and Talk:** Direct students to turn and talk to a partner to locate the context clues for the meaning of these words.
- Circulate the classroom and observe students' discussion and interaction with the text.
- Ask for student volunteers to share their observations.
- Write student responses on the board, clarifying any incorrect responses.
- Write the correct definitions on the board/chart paper:
  - *glide*: move smoothly and continuously
  - *soar*: fly high in the air
  - *hover*: float and flutter
- Provide additional support and clarification for unknown vocabulary words presented in the definitions.
- Have students add the words to their vocabulary log.
- Read aloud the final paragraph, or have volunteers read aloud the paragraph.

---

What else helps birds fly? Feathers are a great help, serving as lightweight coverings for their wings. All birds have feathers. No other animals do, so if you spot a feathered friend, you may assume that it's a bird. Because their precious feathers take quite a beating, birds take good care of them, and often preen them with their beaks to keep them clean, waterproof, and in the right position.

---



### Check for Understanding

---

- Do all birds have feathers?
    - » yes
  - Do other animals have feathers?
    - » no
  - What does the word *preen* mean? What context clues help you identify the meaning of this word?
    - » groom; take good care of them; keep them clean
-

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                         |
| Unit/Lesson        | U2 L6                                                                                           |
| Activity Name      | Birds and Verbs                                                                                 |
| Proficiency Levels |                                                                                                 |
| Entering           | Student responds to simple questions about the Read-Aloud with support.                         |
| Emerging           | Student responds to simple questions about the Read-Aloud.                                      |
| Transitioning      | Student responds to wh- questions and identifies one reason from an image or text with support. |
| Expanding          | Student responds to wh- questions and identifies one reason from an image or text.              |
| Bridging           | Student asks and answers questions and provides evidence from the images and text.              |

### Lesson 6: Condensing Clauses

# Looking at Language



**Primary Focus:** Students will identify ways to condense clauses to form more detailed sentences.

### Support

Explain to students that coordinating conjunctions such as *and*, *but*, and *so* connect two independent clauses.

### CONNECTING CLAUSES (10 MIN.)

- Tell students that they will begin to learn how to connect two clauses using three coordinating conjunctions—*and*, *but*, *so*.
- Tell students that there are many ways to combine clauses. The most common way is to use a connecting word such as *and*, *but*, and *so*.
- Direct students' attention to the first set of sentences on the board/chart paper.

- Review the difference between these three words:
  - Explain to students that *and* is used to connect like ideas: For example, I am going to explain connecting words, *and* I'm going to teach about birds.
  - Tell students *but* is used to connect ideas that are not alike: For example, I want to go straight home after school, *but* I need to stop at the store for milk.
  - Tell students *so* is used to connect a cause and an effect: For example, I need milk, *so* I'm going to go to the store.
- Redirect students' attention to the sentences on the board/chart paper.
- **Turn and Talk:** Tell students to turn to a partner to decide how best to connect the ideas.
- Circulate the classroom and clarify any questions students may have.
- Ask for student volunteers to share their answers, and record their responses on the board/chart paper. Possible responses include:
  - Birds are vertebrates and are warm-blooded.
  - Birds are warm-blooded, but reptiles are cold-blooded.
  - Birds have strong wings, so they are able to fly.
- Direct students to Paragraph 3 on Activity Page 6.1. Point out that some sentences are longer than others. Read the second sentence:
  - *Feathers are a great help, serving as lightweight coverings for their wings.*
- Point out that there are two related ideas in the previous sentence: *Feathers are a great help* and *Feathers serve as lightweight coverings for their wings*. Ask students to find other sentences in this paragraph that include more than one idea. Guide students to break apart the following sentences into their parts:
  - No other animals have feathers. If you spot a feathered friend, it is a bird.
  - Birds' feathers take a beating. Birds take good care of their feathers. Birds preen their feathers with their beaks.
- Tell students that there are many ways to combine clauses. The most common way is to use a connecting word. *And*, *but*, and *so* are examples of connecting words. Review the difference between these three words.
- **Think-Pair-Share:** Direct students to work together to highlight the sentences containing connecting clauses on Activity Page 6.1. In addition, they should circle the connecting words that connect the clauses.

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

## Challenge

Have students think of other ways to connect the clauses on the board (e.g., Because birds have strong wings, they are able to fly.)



## Speaking Condensing Ideas

### Entering/Emerging

Provide students with 1:1 support asking yes/no questions such as “Does this connect an idea that is not alike?”

### Transitioning/Expanding

Provide students with moderate support, asking prompting questions such as “Are you trying to show cause and effect?”

### Bridging

Provide students with light support, clarifying questions they may have.

## 7

# Pronouns and Verb Phrases

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will identify the function of pronouns in writing.

Students will share opinions about their favorite mammals.

**FORMATIVE ASSESSMENT****Speaking**

Observe student discussions and evaluate students' strengths/weaknesses when sharing opinions.

[Informal Observation]

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

**Identifying Pronouns** [Activity Page 7.1]

## LESSON AT A GLANCE

|                                  | Time    | Materials         |
|----------------------------------|---------|-------------------|
| <b>Looking at Language</b>       |         |                   |
| Understanding and Using Pronouns | 20 min. | Activity Page 7.1 |
| <b>Talk Time</b>                 |         |                   |
| My Favorite Mammal               | 10 min. |                   |

## ADVANCE PREPARATION

### Looking at Language

- Write *pronoun* on the board/chart paper.
- Write on the board/chart paper the pronoun table from Activity Page 7.1.

|                   |    |      |     |     |     |      |       |
|-------------------|----|------|-----|-----|-----|------|-------|
| <b>Subject</b>    | I  | You  | he  | she | we  | you  | they  |
| <b>Possessive</b> | my | Your | his | her | our | your | their |
| <b>Object</b>     | me | You  | him | her | us  | you  | them  |

- Display the following sentences from the first paragraph of Activity Page 7.1 on the board/chart paper:
  - Mammals are covered in hair or fur. Some of us are hairier than others.
  - Hippopotamuses don't look so hairy, do they?
  - But you might remember that they do have a little bit of hair.
  - Hippopotamuses have hair around their mouths and on the tips of their ears and tails.

### Talk Time

- Display the following sentence frames on the board/chart paper:
  - My favorite animal is \_\_\_\_\_. I think [the animal] is \_\_\_\_\_. I like [the animal] because \_\_\_\_\_. I agree with \_\_\_\_\_, but I think \_\_\_\_\_.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Define *pronouns*
- Identify pronouns in a sentence
- Share opinions on students' favorite mammals

### Language Forms and Functions

In this sentence, the pronoun is \_\_\_\_\_.

This pronoun refers to a \_\_\_\_\_.

My favorite mammal is a \_\_\_\_\_ because...

### Vocabulary

| Tier 3<br>Domain-Specific Words                          | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------------------------|----------------------------------|---------------------------------|
| cold/warm-blooded<br>invertebrate/invertebrate<br>mammal |                                  |                                 |

## Lesson 7: Pronouns and Verb Phrases

## Looking at Language



**Primary Focus:** Students will identify the function of pronouns in writing.

### UNDERSTANDING AND USING PRONOUNS (20 MIN.)

- Introduce the lesson by talking to students about your day without using pronouns. Say, [Your name] is so glad to see [the class] today. [Your name and the class] *will read a bit about mammals.*
  - Ask students if anything sounded funny about your introduction. Point out that you did not use pronouns.
- Explain to students that *pronouns take the place of nouns*. Ask students, *What are nouns?*
  - » people, places, and things
- Point to the word *pronoun* on the board. Underline the word *noun* within pronoun.
- Tell students that pronouns are used in place of a noun: Say, *I is a very common pronoun. It makes more sense for me to say I am hungry than it would to say [your name] is hungry.*
- Write the subject pronouns on the board: *I, you, he, she, it, we, they*. Introduce a song to help students remember these pronouns (sung to “Doodah” melody): “I, you, he, she, it, we, they / pronoun, pronoun / I, you, he, she, it, we, they / take the place of nouns.”
- Direct students’ attention to the pronoun chart on Activity Page 7.1 or on the board/chart paper.
- Explain how each of the pronouns on the chart works.
  - Read the example on Activity Page 7.1:
  - *I like my book. Please give it to me.*

### Activity Page 7.1



## Support

Have students practice using the pronouns with simple sentences. Have one student begin: *I like [giraffes.]* The next student should add on; e.g., *She likes giraffes, but I like elephants.*

- Direct students to practice repeating simple sentences after you.
  - Reinforce learning by demonstrating the meaning of each pronoun; For example, *I have a pen. I am going to give it to John. Now, he is going to give it to Jill. Give it to her.*

|                   |    |      |     |     |     |      |       |
|-------------------|----|------|-----|-----|-----|------|-------|
| <b>Subject</b>    | I  | You  | he  | she | we  | you  | they  |
| <b>Possessive</b> | my | Your | his | her | our | your | their |
| <b>Object</b>     | Me | You  | him | her | us  | you  | them  |

- Read aloud the first two sentences on Activity Page 7.1.

Mammals are covered in hair or fur. Some of us are hairier than others.

- Stop and ask students to identify the pronoun.
  - » us
- Have students highlight this pronoun on Activity Page 7.1. Then ask, *What does the pronoun us refer to in this paragraph? (mammals)*
- Guide students to recognize that *us* refers to *mammals* because people are mammals.
- Tell students that pronouns refer to the noun that comes before it in the sentence.
  - Direct students' attention to the sentence written on the board/chart paper.
  - Draw an arrow from the word *us* to the word *mammals* to demonstrate the referral of pronoun to noun.
- Direct students' attention to the next sentence on the board/chart paper and read it aloud.

Hippopotamuses don't look so hairy, do they?

## Challenge

Have students write an original sentence with a subjective pronoun, a sentence with a possessive pronoun, and a sentence with an objective pronoun.



## Speaking Understanding Cohesion

### Entering/Emerging

Provide substantial 1:1 support to students pairs as they complete the worksheet. Point out the noun that is referred to by each of the pronouns in the second paragraph.

### Transitioning/Expanding

Provide moderate support to student pairs as they complete the worksheet. Have students identify the noun that is referred to by each of the pronouns in the second paragraph.

### Bridging

Provide light support to students as they respond to questions about the reading and the ideas in the text using pronouns to refer back to nouns. Have students rewrite other sentences using pronouns to replace nouns.

- Stop and ask students to identify the pronoun in this sentence.
  - » they
- Ask, *What does the pronoun they refer to in this sentence?* Guide students to recognize that *they* refers to hippopotamuses. Draw an arrow from *they* to *hippopotamuses*.
- Read aloud the next sentence:

---

But you might remember that they do have a little bit of hair.

---

- Have students highlight the two pronouns in this sentence.
  - » you, they
- Explain that *you* refers to the reader. Ask, *“What does the pronoun they refer to?”*
  - » hippopotamuses
- Read aloud the last sentence:

---

Hippopotamuses have hair around their mouths and on the tips of their ears and tails.

---

- Direct students' attention to the use of the pronoun *their*. Say, *“This pronoun again refers to hippopotamuses.”*
  - Draw an arrow from *their* to *hippopotamuses*.

**Think-Pair-Share:** Have students work in pairs to complete the rest of the worksheet.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                |
|--------------------|----------------------------------------------------------------|
| Language Domain    | Speaking                                                       |
| Unit/Lesson        | U2 L7                                                          |
| Activity Name      | Identifying Pronouns                                           |
| Proficiency Levels |                                                                |
| Entering           | Student recognizes nouns and pronouns with support.            |
| Emerging           | Student recognizes nouns and pronouns.                         |
| Transitioning      | Student replaces nouns with pronouns in a sentence frame.      |
| Expanding          | Student creates simple sentences using nouns and pronouns.     |
| Bridging           | Student creates real-world sentences using nouns and pronouns. |

### Lesson 7: Pronouns and Verb Phrases

## Talk Time



**Primary Focus:** Students will share opinions about their favorite mammals.

### Support

Review the terms *vertebrate* and *invertebrate* and *cold-blooded* and *warm-blooded* if needed.

### MY FAVORITE MAMMAL (10 MIN.)

- Tell students that today they will share ideas in small groups about mammals.
- Ask students to remember ways that scientists classify animals. Guide them to understand that scientists can classify animals as *vertebrate* or *invertebrate*; they can also classify animals as *cold-* or *warm-blooded*.
- Have students feel for their backbone as evidence that they are vertebrates. Then point out that their body temperature remains about the same in any kind of weather, hot or cold, which means they are warm-blooded.

- Tell students that all mammals are *warm-blooded vertebrates*.
- Remind to students that humans are *mammals*.
- Ask them to name other mammals. Based on this understanding, have students explain whether mammals are *vertebrate* or *invertebrate* and whether they are *cold-* or *warm-blooded*.
- Have students list some of the mammals they know. List responses on the board.
- Break students into small groups. Have students describe their favorite mammal. They should tell what their favorite mammal is and give reasons that explain why they like this mammal.
  - Direct them to the sentence frames on the board as needed.



### Informal Observation

Circulate the classroom and monitor student discussion. Clarify any questions students may have.

End Lesson



### Speaking Supporting Opinions

#### Entering/Emerging

Provide significant 1:1 support to students as they offer opinions and support their ideas by asking and answering yes-no questions and responding using short phrases such as “*I think . . .*”

#### Transitioning/Expanding

Provide moderate support to students as they offer opinions and support their ideas by engaging in small group discussions, asking relevant questions, affirming others, and adding relevant information using short phrases such as “*I agree with X, but . . .*”

#### Bridging

Give students support as needed as students offer opinions and support their ideas by engaging in small group discussions, asking relevant questions, affirming others, adding relevant information and providing or summarizing arguments or counterarguments.

## 8

# Where Are They?

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will listen to a teacher Read-Aloud to identify where animals live.

**Speaking**

Students will recognize and use formal language in written and oral settings.

**FORMATIVE ASSESSMENT**

Listening

**Picture It! Where Animals Live** [Activity Page 8.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Observation of Formal vs. Informal Language**  
[Activity Page 8.3]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Listen Closely</b>      |         |                                                                                          |
| Where Animals Live         | 20 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 8.2 |
| <b>Looking at Language</b> |         |                                                                                          |
| Adjusting Language Choices | 10 min. | <input type="checkbox"/> Activity Page 8.3                                               |

## ADVANCE PREPARATION

### Listen Closely

- Have available a globe or world map that can be used to point out where animals live.
- Collect pictures of each of the ecosystems in the reading:
  - Sonoran Desert
  - Amazon Rainforest
  - Alps
  - Ganges Delta of India
  - African savanna
  - Great Barrier Reef
  - Antarctic ice shelf
- Post the following sentence frames on the board/chart paper:
  - The \_\_\_\_ are \_\_\_\_\_. They live in \_\_\_\_\_.
  - This animal is a \_\_\_\_\_. It belongs to \_\_\_\_\_. It lives \_\_\_\_\_.
  - Other animals that live in this same area include \_\_\_\_\_.



## Looking at Language

- Write the following chart on the board /chart paper:

| Informal Language                  | Formal Language                             |
|------------------------------------|---------------------------------------------|
| uses contractions ( <i>don't</i> ) | does not use contractions ( <i>do not</i> ) |
| uses slang ( <i>my bad!</i> )      | does not use slang ( <i>my fault</i> )      |
| <b>Examples:</b>                   |                                             |
| Chill out!                         | Please quiet down.                          |
| Hey, there.                        | Good morning.                               |
| How ya doin'?                      | How are you?                                |

- Arrange small groups of students for informal/formal language activity.
- Prepare one set of Formal vs. Informal Language Cards for each small group.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                  |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Express level of difficulty in understanding the previous lessons</li> <li>• Collaborate to categorize words into informal or formal categories</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                        |                                  |                                 |
| <p>In these lessons, it is more/less difficult to understand what's happening because ...</p> <p>An example of a contradiction is _____.</p> <p>This word is informal/formal because...</p>         |                                  |                                 |
| Vocabulary                                                                                                                                                                                          |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| coral reef<br>Ganges Delta<br>desert<br>rainforest<br>savannah                                                                                                                                      |                                  | mountains                       |

## Lesson 8: Where Are They?

# Listen Closely



**Primary Focus:** Students will listen to a teacher Read-Aloud to identify where animals live.

## WHERE ANIMALS LIVE (20 MIN.)

- To activate prior knowledge, ask students what they remember about animal classification based on what they have learned so far. (*vertebrate/invertebrate; warm-/cold-blooded*)
- Tell students that they will read about where animals live.
- Explain to students that animals live all over the world, but animals that can survive in one place might not survive in another.
  - Explain to students that this is because animals have adapted to their environment.
- Direct students' attention to Activity Page 8.1.
  - Explain to students that looking at a map/globe and pictures can help them understand better understand the animal's living environment.
  - Tell students they will first read about animals living in the Sonoran Desert.
  - Point to the Sonoran Desert on a map or the globe.
  - Tell students that while it may be difficult to believe, animals can live in the extreme desert climate.
  - Redirect students' attention to Activity Page 8.1 and have them locate the first paragraph, Sonoran Desert.
- Read paragraph A, Sonoran Desert, aloud stopping routinely to ask text-dependent answers and clarify information if needed:

## Activity Page 8.1



## Support

Explain to students that to adapt to an environment means to adjust to its conditions such as extreme heat or extreme cold.

---

### A. Sonoran Desert

Look at the first picture to see some examples of animals you may find in this North American desert: the western diamondback rattlesnake, the Gila [HEE-luh] woodpecker, the desert bighorn sheep in the background, the roadrunner, the banded Gila monster, the bobcat, and the turkey vulture. Just by looking at these animals, are you able to classify them? The bobcat and the sheep are both covered in fur, so we know they are mammals. What about the Gila monster? It's a reptile. What kind of animal is this rattlesnake, which is also covered in scales? Yes, it is a reptile!

---

- Direct students' attention to paragraph B on Activity Page 8.1.
  - Point out the Amazon Rainforest on the map or globe to students.
  - Tell students a rainforest is much different than a desert. While the desert is dry, a rainforest has a lot of rain.
  - Show a picture or pictures of the Amazon rainforest.
  - Read paragraph B, Rainforest, aloud stopping routinely to ask text-dependent answers and clarify information if needed:
- 

### B. Rainforest

Native to the rainforest are the spotted jaguar, the green anaconda, the three-toed sloth, the red-bellied piranha, the blue-and-yellow macaw, the pink-toed tarantula, and the caiman, which looks like a small crocodile. The jaguar and sloth both belong to the same group. Who can name that group? Great—they're mammals; we know that because they are covered in fur. Does this dark, hairy spider belong to one of the vertebrate groups we've studied? No, the pink-toed tarantula is an invertebrate. It's cold-blooded, has an exoskeleton, and is a member of the arachnid group.

---



#### Check for Understanding

Ask text-dependent questions, such as:

- *How is a desert different from a rainforest?*
  - *What kind of animal are the Gila monster and rattlesnake?*
  - *Can you name an animal that lives in the Amazon?*
  - *Which animal in the picture of the Amazon rainforest is an invertebrate?*
-

- Direct students' attention to paragraph C, Alpine Mountains, stopping routinely to ask text-dependent answers and clarify information if needed while reading aloud.
- Point out the location of the Alps on a map and display some photos.
- Read aloud:

---

### **C. Alpine Mountains**

A bird called the rock ptarmigan [TAHR-miguhn] lives in the Alps. So does the black Alpine salamander, the marmot, the golden eagle, the Apollo butterfly, and the pine marten. The black Alpine salamander shares characteristics with both a lizard and a frog. It's a moist-skinned amphibian but an unusual one that lives only on land and gives birth to fully developed live young.

- 
- Direct students' attention to paragraph D, The Ganges Delta, stopping routinely to ask text-dependent answers and clarify information if needed while reading aloud.
  - Point out where the Ganges Delta is on a map and display some photos.
  - Read aloud:

---

### **D. The Ganges Delta**

The Ganges [GAN-jeez] Delta of India is home to swamps, forests, and creeks. The animals that live there include the black-crowned night heron, the wild boar, the Olive Ridley turtle, the Ganges River dolphin, the Indian python, the blue-eared kingfisher, the mugger crocodile, and the chital. Can you spot the cold-blooded reptiles here? You bet—the crocodile, the turtle, and the python are all members of the reptile group. Which ones are warm-blooded mammals? Yes, the boar, or wild pig, and the chital, a common deer of the area.

---

### **Support**

Have students point to the places on a map or a globe and then to the picture of the animals that live there. Have students chorally repeat the names of each of the animals in the picture.

- Direct students' attention to paragraph E, African savana, stopping routinely to ask text-dependent answers and clarify information if needed while reading aloud.
- Point out the African savanna on a map and display some photos.
- Read aloud:

### **E. African savanna**

I bet you've seen pictures of the many large game animals that make their homes in the savannas of Africa. They include the giraffe, the elephant, the hyena, the wildebeest, the lion, the zebra, and the impala. All of these animals belong to the same group of vertebrate animals. What are they? Yes, mammals! Birds, reptiles, and snakes live there as well.



#### **Check for Understanding**

Ask text-dependent questions, such as:

- *Can you name an animal that lives in the Ganges Delta of India?*
- *To what group of invertebrates do crocodiles, turtles, and snakes belong?*
- *Can you name an animal that lives on the African savanna?*

- Direct students' attention to paragraph F, coral reef, stopping routinely to ask text-dependent answers and clarify information if needed while reading aloud.
- Point out where the coral reef is on a map and show some photos.
- Read aloud:

### **F. Coral reef**

The Great Barrier Reef of Australia is home to many different sea animals. Animals here include the bottlenose dolphin, the anemone fish, the blue spotted stingray, the box jellyfish, the black-tipped reef shark, and the leatherback sea turtle. The anemone fish is a fish that is also called the clown fish because it has such colorful markings. The sea turtle belongs to the reptile group, and the dolphin is a mammal that breathes with its lungs. How about the shark? It is a fish. It breathes through gills, and unlike the dolphin, does not provide milk for its young. The stingray is a relative of the shark.



### Check for Understanding

Ask text-dependent questions, such as:

- *How are mammals different from fish?*

- Direct students' attention to paragraph G, Antarctic ice shelf, stopping routinely to ask text-dependent answers and clarify information if needed while reading aloud.
- Point out the location of the Antarctic on a map and show some photos.
- Read aloud:

### G. Antarctic ice shelf

Antarctica is one of the coldest places on Earth. Emperor penguins live in its icy waters along with blue whales and humpback whales. Leopard seals, skua, and snow petrels spend half the year in darkness in this frozen coastal region. Only two vertebrate groups—mammals and birds—live on this continent. Mammals and birds are both warm-blooded. The energy in the food they eat keeps their bodies warm. As you can imagine, living in the extreme cold of Antarctica is very challenging for cold-blooded animals. A few fish have adapted to the cold water surrounding Antarctica in interesting ways. The body of the icefish has a special chemical that keeps it from freezing! A few invertebrates have found other interesting ways to survive the cold temperatures of Antarctica. Some mites survive by living in the fur of mammals or in the feathers of birds.



### Check for Understanding

Ask text-dependent questions, such as:

- *What is the climate like in the Antarctic?*
- *What are the two vertebrate groups that live in the Antarctic?*
- *Can you name an animal that lives in the Antarctic?*

### Challenge

Have students draw a picture of an animal that lives in each of the ecosystems and a sentence or two about each animal.



### Listening Listening Actively

#### Entering/Emerging

Provide students 1:1 support in answering questions and identifying key ideas from the text using prompting and rereading. Refer to sentence starters on the board for support with Activity Page 8.2.

#### Transitioning/Expanding

Provide students support in answering questions and identifying key ideas from the text using prompting and rereading if needed. Use sentence starters on the board for support with Activity Page 8.2.

#### Bridging

Provide students support and prompting when needed to answer text-dependent questions and key ideas. Provide support if needed for Activity Page 8.2.

## Activity Page 8.2



- Direct students to Activity Page 8.2.
- Read the directions aloud to students and explain that they will look closely at one of the animals they read about.
- Clarify any questions students may have before releasing them to complete Activity Page 8.2.
- Direct students to begin working on the activity page.
- Circulate the classroom, monitoring students' progress and answering any questions students may have.

### Lesson 8: Where Are They?

# Looking at Language



**Primary Focus:** Students will recognize and use formal language in written and oral settings.

#### ADJUSTING LANGUAGE CHOICES (10 MIN.)

- Ask students to think about the information they have been learning about in Animal Classification. Ask, *What have you noticed about the use of language in these lessons? Is it more or less difficult to understand than when you talk to your friends?*
- Point out that writers often use words that they might not use in day-to-day conversation. Say, *Writers of informational texts, like the texts we've been reading about animals, use formal language. This means that they avoid slang.*
- Ask students if they know of any slang words. Give some examples. Say, *Slang is often used between specific groups of people. For example, children or young people sometimes talk to each other in a way that is very different than when I grew up. Take, for instance, the word good. There are many different slang words for good—and the slang has changed over time. Some examples are: cool, rad, and hip. Nowadays, people use the word awesome so much that it has become slang. Some of our slang also comes from technology. For example, you might call a friend a BFF or, if something is funny, say LOL. Do you know what BFF or LOL means? Your grandmother might not because it's slang. Slang isn't bad, but it doesn't belong in a school paper or presentation.*

- Explain to students that some ways we form informal language is by using contractions. Say, *A contraction is when we put two words together to form one. Examples include I'll instead of I will and isn't instead of is not. What about ain't? Yes, ain't is always wrong. It's not even an English word! Other examples? Well, in the South, an example of slang that's also a contraction is y'all. In other parts of the country people say, You guys. You don't want to do this if you are making a formal presentation or talking to someone important such as the president or someone you want to hire you to do a job.*
- Reiterate that you use *informal language* when talking with friends and *formal language* when talking to a teacher. Remind students *informal language* uses contractions and slang.
- Create a T-chart on the board giving examples of informal and formal language. Review the examples.
- Break students into prearranged small groups.
- Provide teams with the Formal vs. Informal Language Cards you prepared in advance.
- Explain to students they will work together to identify divide the cards into two categories: formal and informal language.
- Direct students' attention to Activity Page 8.3 and instruct students to work together to create more sentences using informal and formal language.
- Circulate the classroom and monitor student discussion. Clarify any questions students may have.
- If time permits, ask for student volunteers to share their examples.

## Support

If needed, review contractions and their use. Explain that contractions are not wrong but are less formal.

## Challenge

Write a sentence using informal language on the board and have students re-write it using formal language.

## Activity Page 8.3



## Speaking Adapting Language Choices

### Entering/Emerging

Offer students substantial support in selecting formal language. Use the chart as a guide.

### Transitioning/Expanding

Offer students moderate support in selecting formal language. Provide examples as needed.

### Bridging

Offer students light support, if needed, in selecting formal language.



## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                    |
| Unit/Lesson        | U2 L8                                                                                       |
| Activity Name      | Observation of Formal vs. Informal Language                                                 |
| 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~~~~~

Formal vs. Informal Language Cards

| | | |
|------------------------------------|-----------------------------------|-----------------------------------|
| Hello, how are you? | Want some? | Would you like some pizza? |
| I think you made a mistake. | Please move over. | Hey, you all right? |
| She's my BFF. | I dunno. | Hi, bro! |
| Thank you. | Whazzup? | Dude, you messed that up. |
| Ta-ta. | I would like more. | Let me see! |
| Can we go home? | That's an awesome picture! | That was a great speech! |
| My bad. | Sorry, that was my fault. | Yikes! That's just wrong. |

9

Animal Group Posters

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will work in small groups to create a poster about an animal group.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Animal Classification: Project Outline**

[Activity Page 9.2]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|--|
| Write About It | | |
| Animal Classification Posters | 30 min. | <input type="checkbox"/> Activity Page 9.1
<input type="checkbox"/> Activity Page 9.2
<input type="checkbox"/> Animal Images
<input type="checkbox"/> Poster board, scissors, glue, markers |

ADVANCE PREPARATION

Write About It

- Arrange five small groups of students equal in size (or smaller groups if necessary). Determine how you will assign different categories of animals to groups to present: e.g., self-selecting groups according to student choice; allowing groups to vote on the topic after they have been formed; pulling names out of a hat; making the assignments yourself, etc.
- Display on the board: All My Best Friends Represent Vertebrates. Underline the first letter in each word except *Vertebrates*.
- Gather project materials:
 - Images of animals (from the Internet or photocopies of the photos from “Animal Classification”)
 - Poster board, scissors, glue, and markers for small groups
- Students will need access to their notes from the unit, particularly Activity Pages and access to online or print resources about the various categories of vertebrates.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Compare notes on different animals among peers
- Collaborate to decide which traits are assigned to an animal group

Language Forms and Functions

The animals in this group have/are _____ because...

Some examples of animals in this group are _____ because...

An interesting fact about this group is that...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | detail
facts
outline | example
poster |

Lesson 9: Animal Group Posters

Write About It



Primary Focus: Students will work in small groups to create a poster about an animal group.

ANIMAL CLASSIFICATION POSTERS (30 MIN.)

- Introduce the project by explaining that students have read about five groups of vertebrates.
- Challenge students to recall the names of the five classifications. Use the All My Best Friends Represent Vertebrates mnemonic (amphibians, mammals, birds, fish, and reptiles) as a way to remember the five groups. Point to this mnemonic on the board. Review what each letter stands for and have students chorally repeat the animal group.
- Tell students that they will work in small groups to make and present a poster about one of these vertebrate groups.
- Break students into prearranged groups, assigning each one of the five different vertebrate groups.
- Direct students to Activity Page 9.1. Review the instructions:
 - *Share what you know on a poster about the group of animals you have been assigned. Your poster should include:*
 1. *The name of your animal group.*
 2. *Information about your class of animals (Are they vertebrates or invertebrates? Cold- or warm-blooded?)*
 3. *Examples of animals in the group.*
 4. *Interesting facts and details about your animal group (Where do they live? How do they move?)*
 5. *Words and pictures.*
- Review the rubric on Activity Page 9.1

Activity Page 9.1



Support

Students may need help in naming some of the animals they want to include on their poster. If possible, provide them with a picture dictionary of animals; if not, provide support as they select the animals they want to include.

Challenge

Have students write complete sentences describing their animal group.

Activity Page 9.2



Writing

Entering/Emerging

Provide students 1:1 support with prompting to organize and write their posters. Encourage students to use simple one-word descriptions and pictures to describe their animal group.

Transitioning/Expanding

Provide moderate support with prompting to organize and write their posters. Encourage students to use one-word descriptions, phrases, and pictures to describe their animal group.

Bridging

Provide support as needed for students as they organize and write their posters. Encourage students to use detailed descriptions and pictures to describe their animal group.

| | Vocabulary | Content | Presentation |
|---|--|---|---|
| 3 | Uses descriptive language skillfully, including vocabulary terms, adjectives, and adverbs. | Description of animal group includes many specific facts and details. | Speaks clearly; pace, tone, and volume demonstrate fluency. Uses formal language. |
| 2 | Uses some descriptive language, including vocabulary terms, adjectives, and adverbs. | Description of animal group includes some facts and details. | Speaks clearly most of the time; uses appropriate pace, tone, and volume. Uses formal language. |
| 1 | Little evidence of descriptive language, such as vocabulary terms, adjectives, or adverbs. | Description of animal group includes one or fewer facts or details. | Speaks in an unclear manner; pace, tone, and volume lack fluency. Uses formal language. |

- Ask students if they have any questions about what they are supposed to do.
- Direct students to Activity Page 9.2.
- Explain that this activity page is designed to help them note important things about their animal group.
- Explain that if they don't remember some of this information, they can refer to previous activity pages and/or conduct additional research.
- Point out the online and print resources that are available, including the photocopies of pictures of animals.
 - Remind students that their poster should include pictures of animals from their group only.
 - Encourage students also to look back through their activity pages.
- Have students work in their small groups to take notes and create their posters.
- Circulate and provide guidance as students review and discuss the notes about their assigned animal group.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U2 L9 |
| Activity Name | Animal Classification: Project Outline |
| Proficiency Levels | |
| Entering | Student draws picture related to the topic. |
| Emerging | Student draws picture related to the topic and describes items in the picture. |
| Transitioning | Student copies key words related to the topic from models. |
| Expanding | Student dictates phrases and descriptions. |
| Bridging | Student composes phrases and detailed descriptions. |

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



## 10

# Poster Presentations

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will present their Animal Classification posters to the class.

Students will reflect on what they learned in this unit and contribute their ideas during a gallery walk discussion.

**FORMATIVE ASSESSMENT****Speaking**

**What I Learned** [Activity Page 10.1]

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

**Poster Presentations** [Informal Observation]

## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                           |
|-------------------------------------|---------|-------------------------------------------------------------------------------------|
| <b>On Stage</b>                     |         |                                                                                     |
| Animal Classification Presentations | 20 min. | <input type="checkbox"/> Student Posters                                            |
| <b>Talk Time</b>                    |         |                                                                                     |
| Reflecting on Learning              | 10 min. | <input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> Chart paper |

## ADVANCE PREPARATION

### On Stage

- Display the following sentence frames on the board/chart paper:
  - I like \_\_\_\_\_ best about your poster.
  - One fact I found interesting is \_\_\_\_\_.
  - One thing I learned is \_\_\_\_\_, and one thing I have a question about is \_\_\_\_\_.
- Write the following (or similar) prompts as headings on large pieces of chart paper:
  - The part of the unit I liked best:
  - The most interesting thing I learned:
  - Something about animals that I learned:
  - What I like best about our poster:
  - Something I learned about formal language:
  - Something I learned about writing:
- Post the chart paper around the room for the reflection activity.
  - Be sure there is ample walking space around the classroom for students to navigate from chart to chart during the reflection activity and gallery walk.



### Speaking Presenting

#### Entering/Emerging

Use pre-prepared sentence frames to help provide student feedback:  
*I like \_\_\_\_\_ best...*

#### Transitioning/Expanding

Use pre-prepared sentence frames to help provide student feedback: *One fact I found interesting...*

#### Bridging

Use pre-prepared sentence frames to help provide student feedback: *One thing I learned is...*

#### Informal Observation



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Present the information on posters
- Discuss student reflections for the unit
- Exchange ideas or questions about animal groups

### Language Forms and Functions

I liked/didn't like this unit because...

One question I still have is...

I learned that \_\_\_\_\_ because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | reflect                          |                                 |

Start Lesson

## Lesson 10: Poster Presentations

# On Stage



**Primary Focus:** Students will present their Animal Classification posters to the class.

### ANIMAL CLASSIFICATION PRESENTATIONS (20 MIN.)

- Break students into their small groups from the previous lesson.
- Allow groups a few minutes to prepare the poster presentations.
  - Remind students that each group member should play a role in the presentation.
- Provide assistance to students as they display their group poster.
- Direct groups to take turns presenting their posters to the class.
- After each presentation, provide time for student feedback.

## Lesson 10: Poster Presentations

# Talk Time

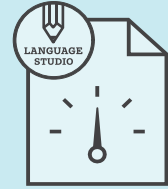


**Primary Focus:** Students will reflect on what they learned in this unit and contribute their ideas during a gallery walk discussion.

### REFLECTING ON LEARNING (10 MIN.)

- Ask students to think about the class discussions and their small-group conversations about animal classification.
- Direct students' attention to Activity Page 10.1 and read the directions aloud.
  - Explain to students they will use this activity page to guide them through a class discussion about their overall reflections for this unit.
- Direct students to complete Activity Page 10.1.
- Circulate the classroom and provide assistance to students as needed.
- Encourage volunteers to share with the class any new understanding gained about the topic.
- Direct students' attention to the chart paper posted around the room.
- Explain to students that they will transfer their reflection notes from Activity Page 10.1 onto the charts, which will help guide them during the gallery walk and class discussion about their overall reflections for this unit.
- Direct students to move around the room and write their ideas or reflections on each piece of chart paper.
- After students have completed adding ideas to charts, begin a gallery walk.
  - Pause at each poster, asking student volunteers to share their contributions.
- After the gallery walk, reconvene the class and engage students in a classroom discussion about the important ideas they noted from the posters.
- Leave the posters on the wall for a day and encourage students to study them again and copy down some of the important ideas.

## Activity Page 10.1



### Challenge

Ask students to use an adjective in at least one of their reflections.



**Speaking**  
Exchanging  
information and ideas

### Entering/Emerging

Provide students with 1:1 support using sentence starters such as *I liked . . .* or *"I learned . . . to engage in gallery walk discussion.*

### Transitioning/Expanding

Provide students with moderate support using sentence starters such as *What I liked most . . .* or *"The most interesting thing I learned . . . to engage in gallery walk discussion.*

### Bridging

Provide students with light support using sentence starters as needed to engage in gallery walk discussion.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                  |
|--------------------|--------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                         |
| Unit/Lesson        | U2 L10                                                                                           |
| Activity Name      | Poster Presentations                                                                             |
| Proficiency Levels |                                                                                                  |
| Entering           | Student takes turns and gives a brief description of their drawing.                              |
| Emerging           | Student takes turns and responds to simple questions about their drawing.                        |
| Transitioning      | Student asks questions and responds to the questions and comments of others about their drawing. |
| Expanding          | Student asks questions and makes comments about others' drawings.                                |
| Bridging           | Student asks and answers questions and builds on the ideas of others.                            |

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

Language Studio 3

The Human Body: Systems and Senses



Contents

THE HUMAN BODY: SYSTEMS AND SENSES

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- What is a Body System?

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- Bones That Move Us Around

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- The Nervous System and the Brain

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168

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- The Parts of the Eye

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174

Read About It (15 min.)

- The Parts of the Ear

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- Expanding Sentences

Lesson 9

A Clean Bill of Health

180

Read About It (30 min.)

- A Clean Bill of Health

Lesson 10

The Parts of a Narrative Paragraph

186

Talk Time (30 min.)

- The Parts of a Narrative Paragraph

Lesson 11

Writing a Narrative Paragraph

192

Write About It (30 min.)

- Writing a Narrative Paragraph

Lesson 12

Revise and Polish

198

Write About It (30 min.)

- Revise and Polish

1

Systems of the Human Body

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will build background knowledge about systems of the human body through group discussion.

FORMATIVE ASSESSMENT**Speaking****System Sketches** [Activity Page 1.2]**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Body System Information Guide** [Activity Page 1.1]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------|---------|--|
| Talk Time | | |
| What Is a Body System? | 30 min. | <input type="checkbox"/> Activity Page 1.1
<input type="checkbox"/> Activity Page 1.2 |

ADVANCE PREPARATION

Talk Time

- Find an example of a machine or a toy that shows how the parts work together.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Express prior knowledge about body systems • Identify machines or systems that work together • Answer discussion questions | | |
| Language Forms and Functions | | |
| Body systems are similar to machines because...

The _____ system is important because...

Body systems help us... | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| blood vessels | nerves
system | bone
muscle |



**Speaking
Exchanging
Information and Ideas**

Entering/Emerging

If students have difficulty understanding the Discussion Questions, help them reframe the question as a yes/no response. For example: *Would it be a good thing if someone's bones disappeared?*
Are blood vessels found throughout the body?

Transitioning/Expanding

In order to ensure that every group member contributes, have students follow turn-taking rules, such as assigning one Discussion Question to each group member.

Bridging

Encourage students to build on one another's responses with relevant information by asking "Why?" questions. For example: *Why is it important for athletes to have strong muscles?*
Why do the messages of the nervous system travel so fast?

Lesson 1: Systems of the Human Body

Talk Time



Primary Focus: Students will engage in small group discussions about what they know about body systems using guiding questions and sketches.

WHAT IS A BODY SYSTEM? (30 MIN.)

- Tell students that today they will begin a new unit called *The Human Body: Senses and Systems*. This unit will help them learn about how the human body works.
- Explain that the human body is often compared to a mechanical machine. Machines have many parts that work together to perform special jobs. Ask students to name machines or toys with parts that work together.

Think-Pair-Share: Ask students to think about the different types of machines they see and use every day. Have them share their ideas with a partner. (possible examples: cars, mechanical or robotic toys, phones, microwave ovens, computers, cash registers)

- Tell students that, just like mechanical machines, the human body also has parts inside of it that work together to perform a specific purpose, such as protecting us, pumping blood through our bodies, or helping us move around. These parts include the heart, stomach, lungs, and brain.
- Guide students to understand that these different organs that work together are called a *system*. Display the following definition for the class: *A body system is a group of different organs that work together.*
- Explain that they will learn about five body systems: skeletal, muscular, circulatory, nervous, and digestive.
- Divide students into groups of three or more and distribute Activity Page 1.1.
- Read aloud the description of each body system.

The Skeletal System—The skeletal system is all the bones of the body. There are 206 bones in all. Together, they give our shape and hold us upright. Bones such as the ribs protect our internal organs.

Discussion Questions

1. Have you or your friends ever broken a bone? What did the doctors do to help it heal?

2. What do you think would happen if all your bones suddenly disappeared?

The Muscular System—The muscular system is made up of muscles. Muscles are the motors of the human machine, and they keep your body moving in lots of different ways. For example, some are attached to your bones to help you run and throw a ball.

Discussion Questions

1. What kinds of fun weekend activities do you enjoy doing? Would these be possible without muscles?
2. What types of exercises can athletes do to keep their muscles strong?

The Circulatory System—The circulatory system is made up of your heart, blood vessels, and blood. Blood enters your heart and is pumped into a large blood vessel. Blood vessels carry blood to every part of your body and loop back again. This circulation of the blood, carrying nutrients and oxygen, happens all day and all night.

Discussion Questions

1. Where in the body can you find blood vessels?
2. How is the circulatory system like the body's delivery system?

The Nervous System—The nervous system is your body's communicator. It tells your body what to do. Nerves run throughout your body, from head to toe, like a giant road system. Nerves send messages up and down your spine to your brain. The nervous system controls your muscles, telling them how to move. It also helps all your other systems do their jobs.

Discussion Questions

1. How fast do the messages in the nervous system travel?
2. The nervous system sends information from the five senses to the brain. What are the five senses?

The Digestive System—The digestive system helps you digest, or break down, your food. It splits your food into nutrients, giving your body energy to live and grow. Food enters your mouth and travels down a long tube called the *esophagus*, all the way to the stomach and the intestines. It takes food nearly two days to pass all the way through your body.

Discussion Questions

1. What kinds of foods give your body the nutrients it needs to stay healthy?
2. Where in the body is your stomach located? What does it do when you're hungry?

Activity Page 1.2



- Facilitate small group discussions about each body system using the Discussion Questions.
- Direct students to Activity Page 1.2 to each of the student groups.
- Facilitate small group discussions about the specific organs found in each body system using the information gathered for Activity Page 1.1.
- Support students as they sketch these organs in the blank silhouette provided

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U3 L1 |
| Activity Name | Body System Information Guide |
| Proficiency Levels | |
| Entering | Student echos wh- questions and repeats domain-related vocabulary in the answer. |
| Emerging | Student responds to simple wh- questions, repeating domain-related vocabulary. |
| Transitioning | Student asks and answers wh- questions about an image using domain-related vocabulary with support. |
| Expanding | Student asks and answers wh- questions about an image using domain-related vocabulary. |
| Bridging | Student asks and answers questions using domain-related vocabulary. |

End Lesson

2

Axial Bones

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will apply a logical sequential order to a set of sentences based on what they learn about the bones of the axial skeleton.

FORMATIVE ASSESSMENT**Reading**

The Bones of the Axial Skeleton [Activity Page 2.1]

LANGUAGE PROFICIENCY ASSESSMENT**Reading**

Put the Paragraph Together [Activity Page 2.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Building Background | | |
| Bones that Protect | 30 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Activity Page 2.2 |

ADVANCE PREPARATION

Building Background

- Group or pair students for Activity Page 2.2.
- Provide scissors for each student.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Collaborate to decide upon appropriate sequential order of sentences• Express an understanding of sequential order | | |
| Language Forms and Functions | | |
| Sequential order means that... | | |
| This sentence should go first because... | | |
| This sentence should go last because... | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| rib
skull
spinal column
vertebra | | protect |

Lesson 2: Axial Bones

Building Background



Primary Focus: Students will apply a logical sequential order to a set of sentences based on what they learn about the bones of the axial skeleton.

BONES THAT PROTECT (30 MIN.)

- Tell students that authors of texts do their best to organize their writing to help readers understand the information in the text. When a writer's ideas are not organized, the reader can become confused about the author's meaning.
- Authors may organize their ideas in sequential order. *Sequential order* means that ideas are arranged in a logical sequence, so that a text makes sense from beginning to end. The author will explain one idea completely before moving on to the next.
- Explain that when authors use sequential order, they do not skip around from idea to idea, which can confuse the reader. Instead, authors write about ideas in a logical order to help readers understand the text.
- Direct each student to Activity Page 2.1. Explain that you will read aloud a short text about the parts of the axial skeleton: the skull, spinal column, and ribs. These bones support the center of the body. The axial bones also protect the body's important organs.
- Encourage students to notice how the author arranges the ideas in logical sequence, rather than skipping around from one idea to another. The author fully describes one set of bones and then moves on to describe the next set of bones.
- Read aloud the description of each part of the axial skeleton, using the illustrations to help aid comprehension.
- Pair or group students together and distribute Activity Page 2.2.

Activity Page 2.1



Activity Page 2.2



- Explain that these sentence strips form a paragraph about the axial skeleton, but they are in the wrong order. Have students cut out the strips and mix them up.
- Using Activity Page 2.1 as a guide, have students arrange the strips in sequence to form a logical paragraph. Remind them that in sequential organization, the author fully describes the ideas about one set of axial bones before moving on to the next.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Unit/Lesson | U3 L2 |
| Activity Name | Put the Paragraph Together |
| Proficiency Levels | |
| Entering | Student repeats each statement after the teacher. |
| Emerging | Student repeats each statement after the teacher and puts them in order with support. |
| Transitioning | Student reads each statement and puts them in order with support. |
| Expanding | Student reads each statement and puts them in order. |
| Bridging | Student reads each statement, puts them in order, and explains why the order is logical. |

End Lesson



Reading Understanding Text Structure

Entering/Emerging

Read aloud each of the sentence strips as students read chorally along with you. Guide them toward pairing strips that describe the same set of axial bones before assembling the paragraph.

Transitioning/Expanding

If students struggle with ordering the sentences, remind them that in a logical sequence, the author will fully describe one idea before moving on to the next idea. In this activity, students should pair sentence strips that describe the same set of axial bones.

Bridging

Offer students a challenge and have them copy the paragraphs they construct onto a clean sheet of paper, inserting connecting or transitional words as appropriate.

3

Appendicular Bones

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will apply an understanding of text structure by categorizing bones of the appendicular system.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

The Bones of the Appendicular Skeleton

[Activity Page 3.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---------------------|
| Building Background | | |
| Bones That Move Us Around | 30 min. | ☐ Activity Page 3.1 |

ADVANCE PREPARATION

Building Background

- Display the words *apples*, *bananas*, and *oranges* on the board.
- Display the following sentence frames:
 - _____ and _____ are both similar because they are both shoulder bones.
 - _____ and _____ are both similar because they are both arm bones.
 - _____ and _____ are both similar because they are both leg bones.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Express understanding and/or misunderstanding of previous texts • Express an understanding of categorization | | |
| Language Forms and Functions | | |
| <p>I understood what the author was trying to say because...</p> <p>I did not understand what the author was trying to say because...</p> <p>Bananas, apples, and oranges are all _____.</p> <p>_____ and _____ are both similar because they are both shoulder bones.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| humerus | | bone
connect
shoulder |

Lesson 3: Appendicular Bones

Building Background



Primary Focus: Students will apply understanding of text structure by categorizing bones of the appendicular system.

BONES THAT MOVE US AROUND (30 MIN.)

- Begin by asking students to think about the texts they have been reading. Ask whether they were confused about what the author was trying to say or whether they followed the author's ideas throughout.
- Tell students that authors do their best to organize their writing so that readers understand the information being discussed. When a writer's ideas are not organized, the reader can get confused about what the author is trying to say.
- One way authors organize their ideas is by using categories. Explain that a category is a way of grouping things together. Everything in a group, or category, has something in common.
- Write the following on the board: *apples, bananas, oranges*. Ask students to notice what is common about these words. Responses might vary, but the most usual response is: *They are all fruits*. Circle the three terms and write the word *fruits* above it. Explain that you can categorize apples, bananas, and oranges as fruits.
- Explain that when authors use categories to organize a text, they group similar ideas together according to something they have in common. This helps readers better understand what they are reading.
- Direct students to Activity Page 3.1. Tell students that you will read aloud a short text about the parts of the appendicular skeleton: the bones of the arms and legs. These bones connect to the large bones of the skeleton.

Activity Page 3.1

**Support**

Monitor student progress and provide feedback when necessary.



Listening Understanding Text Structures

Entering/Emerging

Reread Activity Page 3.1 aloud to students as they categorize the three types of appendicular bones. Pause frequently to monitor student progress as the class works through each category.

Transitioning/Expanding

Help facilitate student understanding of categorizing similar objects by providing sentence frames.

Bridging

As students place the bones into the correct categories, challenge them to order the bones within each category from the highest, or closest to the head, to the lowest, or closest to the foot.

Shoulder Bones

Your shoulders are made up of several different bones. Look at this picture to see how arm bones are connected to the axial skeleton. The large, flat, triangular bones that you see in the picture are called *scapulae*, or shoulder blades. They are sometimes referred to as “wings” because they stick out a little from your back just like wings. The long bones that connect your scapulae to the top of your rib cage are called *clavicles*, or collarbones. Shirt collars cover your collarbones.

Arm Bones

The bones of the arm hang down from the shoulders. These bones are the ones used most often in the body. The main, thick bone of the upper arm is called the *humerus*. The word *humerus* is Latin for “upper.” The elbow joint connects the *humerus* to the two bones of the lower arm. These bones are the *ulna* and *radius*. These two bones work together to allow you to twist your lower arm. The bones of the wrist and hands are at the end of the arm.

Leg Bones

Leg bones and arm bones are a lot alike, but leg bones are thicker and longer than arm bones. In fact, the longest, heaviest, and strongest bone in your body is the thighbone, or *femur*. The femur is connected to your pelvis and goes all the way down to your knee. Below this are two bones in the lower part of the leg. The larger of the two, the one in the front of the leg is called the *tibia*, or shinbone. The thinner bone behind it is called the *fibula*. Both the tibia and the fibula connect the knee to the ankle and foot bones.

- Explain that the author uses categories to organize the text. The categories in this text are shoulder bones, arm bones, and leg bones. Encourage students to notice how the author groups similar ideas according to these three categories. This includes labeling each category.

- Read aloud the description of each part of the appendicular skeleton, using the illustrations to help aid comprehension. Each image is a diagram showing students the different parts to each section of bones.
- In the next part of Activity Page 3.1, students will practice using categories to organize the types of bones in the appendicular skeleton. Explain that each of the words in the word bank is a type of appendicular bone. Have students group the bones into the correct category boxes on the right.
- Remind them that when things are categorized, they are grouped together according to similar characteristics, such as shoulder bones, arm bones, or leg bones.



Check for Understanding

Ask students to point to the bones in their own bodies as you say the names of the various bones: scapula or shoulder blade, clavicle or collar bone, humerus, ulna, radius, femur or thighbone, tibia, and fibula.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Listening |
| Unit/Lesson | U3 L3 |
| Activity Name | The Bones of the Appendicular Skeleton |
| Proficiency Levels | |
| Entering | Student points to the bones in their own body. |
| Emerging | Student points to the bones in their own body and repeats the names of the bones. |
| Transitioning | Student repeats the names of bones and decides in what category they belong with support. |
| Expanding | Student repeats the names of bones and decides what category they belong to. |
| Bridging | Student explains why the bones belong in their respective category. |

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



## 4

# The Muscular System

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will use adjectives from a short text to expand nouns into noun phrases.

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

**Shot From the 3-Point Line** [Activity Page 4.1]

## LESSON AT A GLANCE

|                            | Time    | Materials           |
|----------------------------|---------|---------------------|
| <b>Looking at Language</b> |         |                     |
| Muscle Movement            | 30 min. | □ Activity Page 4.1 |

## ADVANCE PREPARATION

### Looking at Language

- Gather three items from your classroom, such as a pencil, dictionary, and stapler. These will be used to illustrate for students what a noun is.
- Display the following for the Turn-and-Talk: “Manuel walks his \_\_\_\_\_, \_\_\_\_\_ dog every day after school.”
- During Activity Page 4.1, provide emerging students with the following sentence frames:
  1. What does the noun look like?
  2. What can the noun do?
  3. What kind of noun is it?

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                     |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Express an understanding of noun phrases</li> <li>• Collaborate to add adjectives to a paragraph to expand nouns into noun phrases</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                           |                                  |                                 |
| Noun phrases have an _____ and a _____.<br>The adjective _____ should go with the noun _____ because...                                                                                |                                  |                                 |
| Vocabulary                                                                                                                                                                             |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                        | contract/relaxes                 | muscle<br>pair<br>pull          |

## Lesson 4: The Muscular System

## Looking at Language



**Primary Focus:** Students will use adjectives from a short text to expand nouns into noun phrases.

## Support

Read the following sentence frame from the board: “Manuel walks his \_\_\_\_\_, \_\_\_\_\_ dog every day after school.”

Have student pairs generate two adjectives that describe Manuel’s dog and convert the noun “dog” into a noun phrase.

## MUSCLE MOVEMENT (30 MIN.)

- Display to students three objects from your classroom, such as a pencil, a dictionary, and a stapler. Have students name each object, then write the names of the objects on the board.
- Explain that each of these words—*pencil*, *dictionary*, and *stapler*—is a noun. A noun is a person, place, or thing.
- Next explain that adding adjectives to these nouns gives more information about them. An adjective is a word that describes or modifies a noun. On the board, add the following italicized adjectives: *sharp* pencil, *heavy* dictionary, *plastic* stapler.
- Tell students that adding an adjective to a noun creates a noun phrase. You can expand nouns and noun phrases by adding adjectives that describe the noun.
- Pair or group students together and direct them to Activity Page 4.1. Tell students that you will read aloud a short text about the human muscular system. Bones form the important framework of the body, but bones cannot move without the help of muscles.
- Read the text aloud, using the illustrations to help aid comprehension.

## Activity Page 4.1



## Shot from the 3-Point Line

Lonnie dribbled the basketball in as close as the defense team would allow. The 4th-quarter clock only had a few seconds left. He had no choice but to take the shot from the 3-point line. Lonnie planted his feet, jumped into the air, and shot the ball.

Lonnie could not have taken the shot without the muscles of his arms and legs. What are muscles? Muscles are made up of bundles of long, thin cells. They are controlled by signals that come from your brain and spinal cord. Muscles receive these messages, telling them when to contract, or tighten. The tightening of muscle fibers is what lets us move.

Most muscles work in pairs. Muscles only pull on bone; they cannot push. As your muscles pull on bone, they contract, or get shorter. In order to

relax, or lengthen, muscles need a partner to pull the bone in the opposite direction. Paired muscles never pull at the same time. One pulls, the other relaxes. One relaxes, the other pulls.

Muscle pairs in Lonnie's legs contracted into a jump. The muscles in his arms contracted and then lengthened to shoot the ball. The ball soared through the air, hit the rim, and fell into the basket. Score right at the buzzer!



## Speaking Using Nouns and Noun Phrases

### Entering/Emerging

Support students as they brainstorm adjectives by asking them questions such as: What does the noun look like? What can the noun do? What kind of noun is it?

### Transitioning/Expanding

Explain to students that a comparative adjective is used to compare two nouns and is formed by the suffix *-er* or the word *more* (taller; more famous). Guide students in using a comparative adjective when forming noun phrases.

### Bridging

Define a comparative adjective as an adjective that is used to compare two nouns and is formed by the suffix *-er* or the word *more*. Define superlative adjective as an adjective that compares three nouns and is formed by the suffix *-est* or the word *most*. Have students use either a comparative or superlative adjective when forming noun phrases.

- Direct students' attention to the noun phrase "long, thin cells" in paragraph 2. Remind them that a noun is a person, place, or thing (*cells*). An adjective describes or modifies a noun (*long* and *thin*). A noun phrase includes the noun and its adjectives (*long, thin cells*).
- Have student pairs or groups circle five nouns in the text passage. Then, using what they have learned about the muscular system from the text and their own imaginations, have them add one or two adjectives to each of the nouns. Allow students to use a classroom dictionary or thesaurus to help them brainstorm adjectives.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                  |
|--------------------|--------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                         |
| Unit/Lesson        | U3 L4                                                                                            |
| Activity Name      | Shot from the 3-Point Line                                                                       |
| Proficiency Levels |                                                                                                  |
| Entering           | Student uses familiar adjectives to describe nouns in simple ways with support.                  |
| Emerging           | Student uses familiar adjectives to describe nouns in simple ways.                               |
| Transitioning      | Student uses more complex adjectives to describe nouns in a growing number of ways with support. |
| Expanding          | Student uses more complex adjectives to describe nouns in a growing number of ways.              |
| Bridging           | Student uses a variety of adjectives to describe nouns in a wide variety of ways.                |

End Lesson

## 5

# The Nervous System

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will expand sentences using adverbs and adverbials to provide more information.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Flipping a Coin** [Activity Page 5.2]

## LESSON AT A GLANCE

|                             | Time    | Materials                                                                                |
|-----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>  |         |                                                                                          |
| The Body's Messaging System | 30 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2 |

## ADVANCE PREPARATION

### Looking at Language

- Display the following sentence on the board as part of the engagement activity: *Simone quickly eats her lunch.*
- Display the following sentence on the board as part of the Think-Pair-Share activity:
  - *Marcus walks around the park after school.*
- Display these sentence frames on the board as a way of differentiating Activity Page 5.2 for emerging students:
  - \_\_\_\_\_, the school cafeteria was offering both tacos and baked chicken.
  - To do this, her brain sent signals \_\_\_\_\_ through Toshiko's nervous system.
  - These messages told the muscles of her fingers to \_\_\_\_\_ flick the coin.
  - They told her eyes to follow the coin as it flipped \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify the adverbials in a sentence
- Explain why adverbials are helpful
- Express how visuals aid in understanding concepts

### Language Forms and Functions

Adverbs and adverbials answer the \_\_\_\_\_(how) \_\_\_\_\_, \_\_\_\_\_(when) \_\_\_\_\_ and \_\_\_\_\_(where) \_\_\_\_\_ questions.

We want to expand sentences because...

The illustration helps me understand where parts of the nervous system are located because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| spinal cord                     | bundle                           | brain<br>coin<br>message        |

Start Lesson

## Lesson 5: The Nervous System

# Looking at Language



**Primary Focus:** Students will expand sentences using adverbs and adverbials to provide more information.

### THE BODY'S MESSAGING SYSTEM (30 MIN.)

- Read the sentence from the board: "Simone quickly eats her lunch." Ask students, *How did Simone eat her lunch?* Allow for student responses, then circle the word *quickly*. Simone doesn't just eat her lunch. She quickly eats her lunch.
- Tell students that an adverb is a very descriptive word. It gives more information about adjectives, verbs, and other adverbs.
- Explain that adverbs answer questions about how something was done, when something was done, or where something was done. You can identify adverbs by asking and answering questions about how, when, or where the action happened. How did Simone eat her lunch? Quickly.

### Support

Adverbs often end in *-ly*. Have students brainstorm some common words that end in *-ly*. Then have them use the words in sentences.

**Think-Pair-Share:** Tell students that adverbs not only tell how, but also when and where. Display the sentence: “Marcus walks around the park after school.” Ask students, *Where does Marcus walk? When does he walk?* Have students share their answers with a partner.

» Marcus walks *around the park*. Marcus walks *after school*.

- Tell students that the phrases *around the park* and *after school* are adverbials. An adverbial is a group of words that does the same thing as an adverb. They answer *how*, *when*, and *where* questions.
  - How: Benny is running as if he is late for class.
  - When: We rake leaves in the fall.
  - Where: Tyron’s family vacations on the east coast.
- Explain that adverbs and adverbials can be used to expand sentences. You can expand sentences by asking and answering questions about how something was done, when something was done, or where something was done. Ask, *Why would we want to expand sentences?*
  - » to give the reader more information
- Pair or group students together, and direct them to Activity Page 5.1. Tell students that you will read aloud a short passage about the body’s nervous system. The nervous system includes the brain, spinal cord, and all the nerves. This system tells all the parts of the body what to do.
- Read the text aloud, using the illustrations to help aid comprehension.

---

The nervous system is your body’s command system, the one that sends orders all around your body. It is your communication system, swiftly carrying messages that control all other systems. The central nervous system includes the brain and the spinal cord. Without these central controllers, none of your body’s other functions would happen.

Your brain is a soft mass of tissues protected by your skull, a rigid helmet-like structure of bones encasing the brain. The spinal cord, the main nerve pathway between your brain and the rest of your body, looks like a long, thick rope. It extends from the base of your skull, or brain stem, to your tailbone. Stretching down the back, this ropelike cord weaves its way through openings in your back’s bony vertebrae. Your spinal cord is protected by your spinal column, this flexible column of vertebrae.

## Activity Page 5.1





## Activity Page 5.2



### Writing Modifying to Add Details

#### Entering/Emerging

Use the sentence frames listed under Advance Preparation to support students in completing Activity Page 5.2.

#### Transitioning/Expanding

Help facilitate the brainstorming of adverbials by having students act out flipping a coin. Allowing them to see the action performed will help them generate words about how, when, and where the action takes place.

#### Bridging

Challenge students to continue Toshiko's story through round robin writing. Pairs or groups will pass a sheet of paper back and forth, recording as many new adverbials to answer how, when, and where questions as they can. Support students as they then generate their own sentences about Toshiko using these new adverbs.

A network of nerves links your brain and spinal cord to muscles and sense organs all over your body. Each nerve is a bundle of fibers, tiny threadlike cells encased in thin, fatty tissue. These bundles of specialized cells carry messages to and from the brain. These messages travel faster than the blink of an eye!



### Check for Understanding

Ask questions, such as *How does the illustration help you understand where the parts of the nervous system are located in the body? (It shows the brain and the spinal cord on a diagram of the body.)*

- Direct students' attention to the adverbials in the following sentences:
  - Sentence 1: sends orders *all around your body*
  - Sentence 2: *swiftly* carrying
  - Last sentence: travel *faster than the blink of an eye*
- Remind students that adverbs and adverbials give more information about adjectives, verbs, and other adverbs. Show how they answer *how*, *when*, and *where* questions with the following examples:
  - Send orders where?
    - » all around your body
  - Carry how?
    - » swiftly
  - Travel how?
    - » faster than the blink of an eye
- Pair or group students together and direct them to Activity Page 5.2.
- Explain that the paragraph is about a girl named Toshiko and how the nervous system is necessary to do something as simple as flipping a coin. The chart that follows includes *how*, *when*, and *where* questions that students should use to generate adverbials to use to expand the sentences in the paragraph with more information.
- Then have students write an original sentence that uses an adverbial to describe how Toshiko goes to the school cafeteria.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                              |
|--------------------|------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                      |
| Unit/Lesson        | U3 L5                                                                        |
| Activity Name      | Flipping a Coin                                                              |
| Proficiency Levels |                                                                              |
| Entering           | Student identifies adverbs and the words they modify with support.           |
| Emerging           | Student identifies adverbs and the words they modify.                        |
| Transitioning      | Student creates sentences with adverbs with support.                         |
| Expanding          | Student creates sentences with adverbs.                                      |
| Bridging           | Student creates sentences with adverbs and identifies the words they modify. |

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

## 6

# The Nervous System and the Brain

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will condense ideas in two different clauses to create a precise and detailed sentence.

**FORMATIVE ASSESSMENT****Listening****The Nervous System and the Brain** [Activity Page 6.1]**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Condensing Brain Clauses** [Activity Page 6.2]

## LESSON AT A GLANCE

|                                  | Time    | Materials                                                                                |
|----------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>       |         |                                                                                          |
| The Nervous System and the Brain | 30 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 6.2 |

## ADVANCE PREPARATION

### Looking at Language

- Display the following sentences on the board:
  - Beatrice wore her new coat. Her coat has silver buttons.
  - Gayle wrote a letter to her friend. Her friend lives in England.
  - Joseph drew a picture. The picture took him all day.
- Display these sentence frames on the board:
  - Your brain floats in a clear liquid \_\_\_\_\_ cushions it.
  - I have a really smart friend named Joella \_\_\_\_\_ might have a four-pound brain.
  - The cerebral cortex is covered in deep wrinkles \_\_\_\_\_ get thicker the more it is used.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Express an understanding of how condensing clauses is beneficial
- Collaborate to condense sentences using phrases from the relative pronoun word bank

### Language Forms and Functions

Your brain floats in a clear liquid \_\_\_\_\_ it.

Condensing sentences is good because...

We can condense this sentence by adding the phrase \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| cerebrum<br>cortex<br>medulla   | control                          | brain                           |

## Lesson 6: The Nervous System and the Brain

## Looking at Language



**Primary Focus:** Students will condense ideas in two different clauses to create a precise and detailed sentence.

### THE NERVOUS SYSTEM AND THE BRAIN (30 MIN.)

- Ask students if they have ever heard of the old saying, “Less is more.” What do they think this phrase might mean? Allow for student responses, then explain that in writing, sometimes saying things in a direct, clear way is better than using a lot of words.
- Tell students that when you have two sentences with the same ideas, you can condense or combine them into one sentence. This condensed sentence still has the two ideas, but it communicates them with fewer words.
- Display the sentences “Beatrice wore her new coat.” and “Her coat has silver buttons.” Explain that each of these is a clause. A clause is a group of words with a subject and a verb. You can condense these two clauses into one sentence using a relative pronoun, such as *that*. The relative pronouns are *who*, *whom*, *which*, *that*, and *whose*.
- Cross out the period and “Her coat” from the sentences and add “that.” Then read the condensed sentence: “Beatrice wore her new coat that has silver buttons.”
- Tell students that certain relative pronouns refer to people and some refer to things.

#### Relative Pronoun Word Bank

|                            |       |       |
|----------------------------|-------|-------|
| Refer to people:           | who   | whom  |
| Refer to things:           | which |       |
| Refer to people or things: | that  | whose |

- **Think-Pair-Share:** Display the following sentence frames, and support student pairs as they condense the clauses into one sentence using a relative pronoun.
  - Gayle wrote a letter to her friend. Her friend lives in England.
  - Joseph drew a picture. The picture took him all day.

### Support

Repeat the exercise with two different sentences. Then have students condense the clauses. Example: Maria wrote a letter to her aunt. Her aunt lives in Oregon.

### Challenge

Ask students to create two new sentences and then combine them.

## Activity Page 6.1



### Speaking Condensing Ideas

#### Entering/Emerging

Provide substantial support to students as they first identify the two ideas in each section that can be combined. Then read the sentence frames from the board.

#### Transitioning/Expanding

Support student groups as they identify two ideas in each section to condense into a single sentence.

Remind them that some relative pronouns are used to refer to people (*who*, *whom*, *that*, *whose*) and some to things (*which*, *that*, *whose*).

#### Bridging

Challenge students to break away from the  $1 + 1 = 3$  format and write sentences that embed one idea within another. For example: *The cerebral cortex, which is covered in deep wrinkles, gets thicker the more it is used.*

- Direct students to Activity Page 6.1 and tell them that you will read aloud a short passage about the brain. Remind students that the nervous system is a complex network with two essential organs, your spinal cord and your brain. The brain is the command center for the entire body.
- Read the text aloud, using the illustrations to help aid comprehension.

You've learned that your nervous system is a complex network with two essential organs, your spinal cord and your brain. Your spinal cord is connected to your brain by the brain stem, the central trunk of the brain. Your brain itself is very soft, but it is well protected by your cranium, or braincase. This strong eggshell-shaped part of your skull is formed from eight interlocking bones, wedged together like the pieces of a jigsaw puzzle.

Inside your skull, your brain floats in a clear liquid that cushions it and keeps it from banging against your skull. Your brain is covered in grooves and folds, resembling a huge walnut. About the size of a cantaloupe or a grapefruit, this jellylike, pinkish-gray blob has blood vessels running all through its wrinkled mass. They carry oxygen, water, and other important nutrients to the brain.

The brain, when fully grown, weighs about three pounds. That may seem pretty small and light for such a big body, but humans have larger brains than animals when compared with their body size. So, even though the brains of elephants and whales are actually larger than human brains, their brains are smaller than ours compared with the enormous size of their bodies.

There are three main sections of the brain. They are the brain stem, the cerebrum, and the cerebellum. Each part of the brain has an important function. Your brain stem, about as thick as your thumb, is approximately three inches long. It helps to relay messages between your brain and spinal cord. The bottom third of your brain stem, the part that blends into the top of your spinal cord, is called the medulla. The medulla is responsible for many of your body's involuntary, or automatic, muscle movements.

The medulla makes sure that your lungs are receiving oxygen by controlling your breathing and making sure your heart is beating. The medulla helps you swallow and break down the food in your digestive system. The medulla controls your coughs and sneezes and hiccups, as well as your sleeping and dreaming. It also controls the movement of your head and neck.

The cerebrum is the largest part of your brain, filling the whole upper part of your skull. Language, memory, thought, sensations, and decision-making

are housed in your cerebrum. Your cerebrum is “the thinking brain” and the part of the cerebrum that does most of the thinking is called the cerebral cortex. Your cortex is the deeply wrinkled outer surface of the cerebrum. The more that it is used, the thicker it becomes. In other words, people who use their brains to think a lot develop thicker cortices. Do you think your cortex is getting any thicker? It is—you are learning a lot each day!

## Activity Page 6.2



- Pair or group students together and direct them to Activity Page 6.2.
- Explain that students will use the relative pronouns from the Word Bank to condense clauses into a single sentence. There are three sections with brief text. Following these sections is a “math equation” sentence frame to help them organize their ideas. Support student groups as they complete each math equation sentence frame.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                          |
|--------------------|--------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                 |
| Unit/Lesson        | U3 L6                                                                    |
| Activity Name      | Condensing Brain Clauses                                                 |
| Proficiency Levels |                                                                          |
| Entering           | Student condenses two short, provided ideas in simple ways with support. |
| Emerging           | Student condenses provided ideas in simple ways.                         |
| Transitioning      | Student condenses ideas with support.                                    |
| Expanding          | Student condenses ideas with increasing independence.                    |
| Bridging           | Student independently condenses ideas in a variety of ways.              |

End Lesson



## 7

# Vision: The Parts of the Eye

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will expand noun phrases in order to enrich the meaning of sentences and add details about ideas, people, and things.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Making Noun Phrases** [Activity Page 7.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                          |
| The Parts of the Eye       | 30 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2 |

## ADVANCE PREPARATION

### Looking at Language

- Gather a simple, yellow pencil as part of the engagement activity.
- Display the following sentence frames:
  - An October day might be cold, but a January day is \_\_\_\_\_.
  - May and June days may be warm, but July days are the \_\_\_\_\_.
- Choose a book from the classroom to read from during the Think-Pair-Share activity.
- Display the noun phrase equation ( \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ ) as part of the Think-Pair-Share activity.
- Display these definitions on the board or chart paper for students to refer to during the lesson:
  - A *noun* is a person, place, or thing.
  - An *adjective* describes a noun by giving more information about it.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Express an understanding of noun phrases and adjectives
- Distinguish between two types of adjectives used for comparisons
- Create original examples of sentences with noun phrases and comparative adjectives

### Language Forms and Functions

This is a \_\_\_\_\_ (adjective)\_\_\_\_\_, \_\_\_\_\_ (adjective)\_\_\_\_\_ (noun) \_\_\_\_\_.

An example of a noun phrase is the sentence \_\_\_\_\_ because ...

The different parts of the eye are...

### Vocabulary

| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------|----------------------------------|---------------------------------|
| cornea<br>iris<br>pupil<br>retina | focus                            | eye<br>light                    |

Start Lesson

## Lesson 7: Vision: The Parts of the Eye

# Looking at Language



**Primary Focus:** Students will expand noun phrases in order to enrich the meaning of sentences and add details about ideas, people, and things.

### THE PARTS OF THE EYE (30 MIN.)

- Fill in the noun phrase equation for the class: “noun + adjectives = noun phrase.” Review each of the following terms:
  - A *noun* is a person, place, or thing.
  - An *adjective* describes a noun by giving more information about it.
- Show the class a simple, yellow pencil. Say, *This is my pencil. It is sharp. It is also yellow.* Solidify student understanding by showing how sharp it is. Explain that you can add up the pieces in the sentences to make a noun phrase. Write the following equation on the board: “pencil + sharp + yellow = a sharp, yellow pencil.”

- Explain that a *sharp, yellow pencil* is a noun phrase. Remind students that a noun phrase is a noun plus one or more adjective modifiers. Expanding noun phrases with adjectives gives the reader more information about the ideas, people, and things being discussed in the text.
- Tell students that a comma separates adjectives when two or more are used.
- Explain that there are two types of adjectives that students can use when comparing two or more nouns.
  - Comparative adjectives compare two nouns and are formed by adding the suffix *-er*.
  - Have students complete the sentence frame: An October day might be cold, but a January day is \_\_\_\_\_. (colder)
  - Superlative adjectives compare three or more nouns and are formed by adding the suffix *-est*. (cold, coldest)
  - Have students complete the sentence frame: May and June days may be warm, but July days are the \_\_\_\_\_. (warmest)

**Think-Pair-Share:** Have student pairs choose a book from the classroom, and support them as they think of adjectives to describe the book, such as color, genre, or attractiveness. Support students as they form their own noun phrase equations ( \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = NP ) to share with the group.

- Direct students to Activity Page 7.1, and tell students that you will read aloud a short passage about the different parts of the eye. Encourage students to pay close attention to the nouns and noun phrases found in the text.
- Read the text aloud, using the illustrations to help aid comprehension.
- Pause to highlight the noun phrase *tiny, raised bumps* in the first paragraph.

Before we take a look at an eyeball, let's look at what surrounds your eyes. Your eyebrows help keep dust and sweat out of your eyes. Your eyelids protect your eyes, too, keeping your eyes moist by spreading tears over them. Tears are produced by tear glands, located above each eyeball on the under side of the eyelid. These salty water droplets keep your eyes wet and help fight germs. Tear ducts are tiny, raised bumps located in the inner corner of your eyes, containing openings no larger than a pinhole. These tiny openings are the drains for your tears! Your eyelashes, the short curved hairs growing on the edge of your eyelids, keep dust particles out as well.

## Support

Have students brainstorm words that are adjectives.

## Challenge

Ask student pairs to say a series of sentences using comparatives and sentences that are noun phrases.

## Activity Page 7.1



## Support

Have pairs of students face each other and see what color iris their partner has.



### Writing Using Nouns and Noun Phrases

#### Entering/Emerging

Reread the text passage for students as they identify nouns to use for Activity Page 7.2. Pause regularly, and ask: *What are some nouns in this section?* Brainstorm a Word Bank of adjectives students can choose to form as they complete the activity.

#### Transitioning/Expanding

Provide moderate support as students use their imaginations to generate adjectives to describe the nouns.

#### Bridging

Remind students that comparative adjectives compare two nouns and use the suffix *-er*. Superlative adjectives compare three or more nouns and use the suffix *-est*. For Part 2 of Activity Page 7.2, have students write their original sentence using either a comparative or superlative adjective.

The outer, visible part of the eye includes the sclera, cornea, iris, and pupil. The white, outer layer of the eye is called the sclera. The thin, tough, transparent tissue that covers the colored part of the eye is called the cornea, and it allows light to pass through. Together, the sclera and the cornea protect the eye from germs, dangerous particles, and damaging light rays. The colored part of the eye, the disc located just behind the transparent cornea, is called the iris. At the center of the iris is a black circle. Do you see it? This dark circular hole, called the pupil, varies in size as it regulates the amount of light entering the eye. The muscles of the iris control the size of the pupil, tightening to make the pupil smaller in bright light, and relaxing to make the pupil larger in dim light.

You can only see clearly if the right amount of light enters your eyes. Eyes are designed to focus light. Every part of the eye has a role to play, including those parts that lie inside the eyeball. So, what is inside the eyes? Liquid and jelly! That's right—eyes are soft and hollow; the clear fluid and jelly inside them give them their round shape. There are three important parts inside the eyeballs that help you see: the lens, the retina, and the optic nerve.

In order to see, you need light. It can be natural light from the sun or electrical light from a bulb, but all seeing begins with light. The eye sees objects by seeing the light that reflects, or bounces off, objects.

Light rays pass through the cornea, the transparent tissue that covers the iris. Then they pass through the pupil to a clear disc called the lens. The rubbery, flexible lens adjusts its shape in order to focus on near or distant objects, creating crisp images. As the light rays pass through the lens, they land on the cup-shaped retina at the back of the eye. The light-receiving cells of the retina transfer light rays into electrical energy so that the nervous system can send information to your brain via the optic nerve. The short, thick, optic nerve is fixed to the back of the eyeball, just behind the retina. Acting like a cable, it passes through a tunnel in the skull and connects the eyeball to the brain. The optic nerve carries messages to the brain to be processed.

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### Check for Understanding

Ask students to name the different parts of the eye. Reference the images on Activity Page 7.1 as needed.

- Pair or group students together and direct them to Activity Page 7.2. Explain that students will use the information they just learned about in Activity Page 7.1 to use adjectives to expand nouns into noun phrases.
- Have students find five nouns from the text “The Parts of the Eye.” Then support groups as they complete the table with one or two adjectives to describe the nouns. Remind students that adjectives describe nouns by giving more information about them.
- After students have completed the table with their noun phrases, have them write an original sentence using one or two of the noun phrases they came up with.

### Activity Page 7.2



## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                   |
| Unit/Lesson        | U3 L7                                                                                     |
| Activity Name      | Making Noun Phrases                                                                       |
| Proficiency Levels |                                                                                           |
| Entering           | Student copies the nouns from the text.                                                   |
| Emerging           | Student copies two adjectives/adverbs to add details.                                     |
| Transitioning      | Student dictates one adjective to describe the noun.                                      |
| Expanding          | Student dictates two adjectives and adverbs to add details and copies new noun phrase.    |
| Bridging           | Student dictates two adjectives and adverbs to add details and creates a new noun phrase. |

End Lesson

## 8

# Hearing: The Parts of the Ear

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will demonstrate close reading skills by answering comprehension questions about the parts of the ear.

**Writing**

Students will use how, when, and where questions to generate adverbs and adverbials to expand sentences in a short paragraph.

**FORMATIVE ASSESSMENT****Reading**

**What Did You Read?** [Activity Page 8.2]

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

**The Parts of the Ear** [Activity Page 8.1]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>       |         |                                                                                          |
| The Parts of the Ear       | 15 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 8.2 |
| <b>Looking at Language</b> |         |                                                                                          |
| Expanding Sentences        | 15 min. | <input type="checkbox"/> Activity Page 8.3                                               |

## ADVANCE PREPARATION

### Read About It

- Optional: find pictures of human and animal ears to display.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                                         |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Distinguish between reading and close reading</li> <li>• Demonstrate an understanding of close reading by identifying key practices for close reading</li> <li>• Apply close reading skills by reading out loud and regularly stopping to ask questions about the text</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                               |                                  |                                 |
| <p>I am using close reading skills when I...</p> <p>I don't/do understand this because...</p> <p>The adverb that should go into this sentence is _____ because...</p>                                                                                                                                                      |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                 |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                            | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| ear canal<br>eardrum                                                                                                                                                                                                                                                                                                       | attached<br>vibrate              | ear<br>inner/outer              |



## Lesson 8: Hearing: The Parts of the Ear

# Read About It



**Primary Focus:** Students will demonstrate close reading skills by answering comprehension questions about the parts of the ear.

### THE PARTS OF THE EAR (15 MIN.)

- Tell students that today they will be practicing their close reading skills. Explain that close reading means that the reader is actively involved with the text. It is different from reading for fun or entertainment. Instead, the reader is reading with a purpose.
- Take a book from your classroom and begin reading aloud to your students. As you read, pretend to be disinterested and bored with the material. Sigh, roll your eyes, read quickly and in a monotone, etc.
- Ask, *Am I showing strong reading skills? (No.) Why or why not?* (You were not paying attention, you looked bored, you rushed through, etc.)
- Explain that one of the goals of close reading is to completely understand the main ideas the author discusses in the text. The main ideas are the most important ideas that the details support. Effective readers pause frequently to make sure they understand what they've just read. If not, they go back and reread.
- Direct attention to Activity Page 8.1 and tell students that they will be reading a passage about the different parts of the ear. They will be reading along as you read aloud.
- Remind them that close reading requires the reader to think about the text so that they completely understands the ideas discussed in the text.
- Read the text aloud as students choral read with you. Pause to answer questions and clarify understanding. Use the illustrations to aid in comprehension.

### Activity Page 8.1



Your ear is divided into three sections: the outer ear, the middle ear, and the inner ear. Just like your eyes, only part of your ears is visible. The other parts are hidden inside the protective bones of your skull.

Mammals are the only animals with outer ears. The outer ear consists of flaps on either side of your head, the ear canal, and the eardrum. Your outer earflaps are called pinnae [PIN-ah]. They are made of skin and a tough elastic tissue called cartilage.

The bottom part of each earflap, or pinna, is called an earlobe. It is much softer than the top part because it does not contain any cartilage. Some earlobes are attached to the side of the head, whereas others dangle loose.

Shaped something like a cup, your outer ear is a sound catcher. It collects sound waves from the air around you and funnels them through your ear canal to your eardrum. Your ear canal is like a tunnel, about half as long as one of your pinky fingers. The inside of the ear canal is lined with tiny hairs, and earwax is constantly being produced by glands beneath the soft skin. Can anyone guess what earwax does? Earwax prevents infections by keeping dirt and other particles from building up in the ear canal. At the end of the ear canal, sound bounces off of a thin, flexible flap of skin that stretches across the end of this tunnel. This membrane, or thin skin flap, is called an eardrum because sound vibrates off it in the same way that sound vibrates off the top of a drum when it is pounded with a drumstick. Your eardrum separates your outer ear from your middle ear.

Your middle ear is a tiny, air-filled space just behind your eardrum. As the eardrum vibrates, or shakes, three itty-bitty bones inside the middle ear begin to move, too. These three bones are named for their shapes: the hammer, the anvil, and the stirrup. They are the smallest bones in your body. The stirrup is the smallest of the three, no bigger than a grain of rice. These three tiny bones form a chain, held in place by muscles, that leads from the middle ear to the inner ear.

Your inner ear is located inside your skull. It is the most complicated and delicate part of the ear, consisting of a maze of tubes inside a liquid-filled, bony, hollow space. At the end of the maze is a snail-shaped, coiled, bony tube, filled with fluid. This part of your ear, lined with tiny hairs, plays a very important part in hearing. It is called the cochlea, which means “snail” in Latin. Some people who cannot hear get cochlear implants, invented devices that function just like the cochlea functions. The second part of the inner ear is the auditory nerve, which can be likened to the optic nerve of the eyeball.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Provide students with prompting and substantial support in both reading the text passage and completing the comprehension questions.

#### Transitioning/Expanding

Provide students with occasional prompting and moderate support in reading the text passage and completing the comprehension questions.

#### Bridging

Provide students with minimal prompting and light support in reading the text passage and completing the comprehension questions.

## Activity Page 8.2



### Support

Ask students to identify the adverb in this sentence: "The team ran around the track quickly." Then ask students to explain how the adverb *quickly* is used in the sentence. (It answers how the running was done.)



### Check for Understanding

Ask students to name the parts of the ear. Reference the images on Activity Page 8.1 as needed.

- Direct attention to Activity Page 8.2 and have students complete the following comprehension questions based on Activity Page 8.1. Allow students to use the reading as necessary as they work.
  1. What are the three sections of the ear?
  2. What are the three tiny bones found in the ear?
  3. True or False: mammals are the only animals that have outer ears.
  4. What is the purpose of earwax?
  5. The word *cochlea* means \_\_\_\_\_ in Latin.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                          |
|--------------------|--------------------------------------------------------------------------|
| Language Domain    | Reading                                                                  |
| Unit/Lesson        | U3 L8                                                                    |
| Activity Name      | The Parts of the Ear                                                     |
| Proficiency Levels |                                                                          |
| Entering           | Student matches keywords and phrases to the image with support.          |
| Emerging           | Student identifies a few key words and phrases that relate to the image. |
| Transitioning      | Student answers questions using key details from the text with support.  |
| Expanding          | Student answers questions using key details from the text.               |
| Bridging           | Student tells how key details support the main idea of the text.         |

## Lesson 8: Hearing: The Parts of the Ear

# Looking at Language



**Primary Focus:** Students will use how, when, and where questions to generate adverbs and adverbials to expand sentences in a short paragraph.

### EXPANDING SENTENCES (15 MIN.)

- Remind students that in Lesson 5 they learned that an adverb is a very descriptive word. It gives more information about adjectives, verbs, and other adverbs. Adverbs answer questions about how something was done, when something was done, or where something was done.
- Tell students that adverbs and adverbials can be used to expand sentences. This gives the reader more information about the ideas in the sentence.
- Pair or group students together and direct attention to Activity Page 8.3.
- Have students use the words in the Word Bank to correctly complete each sentence that follows.

End Lesson

### Challenge

Ask students to say sentences that contain adverbs or adverbials.

### Activity Page 8.3



### Writing Modifying to Add Details

#### Entering/Emerging

Define words in the Word Bank and the sentences as needed. Use synonyms, simple definitions, and examples to clarify meanings.

#### Transitioning/Expanding

Prompt students with guiding questions, such as *How would the earlobes dangle?* (loosely) *How would the eardrum vibrate?* (quickly) *How would earwax prevent infections?* (effectively) *How would the muscles hold the bones?* (firmly)

#### Bridging

Provide students with minimal prompting and light support in completing each sentence.

## 9

# A Clean Bill of Health

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will demonstrate close reading skills by identifying the main idea and supporting details in a text.

**LANGUAGE PROFICIENCY ASSESSMENTS****Reading****Healthy Bones** [Activity Page 9.1]**Healthy Muscles** [Activity Page 9.2]**Healthy Eyes** [Activity Page 9.3]

## LESSON AT A GLANCE

|                        | Time    | Materials                                                                                                                              |
|------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>   |         |                                                                                                                                        |
| A Clean Bill of Health | 30 min. | <input type="checkbox"/> Activity Page 9.1<br><input type="checkbox"/> Activity Page 9.2<br><input type="checkbox"/> Activity Page 9.3 |

## ADVANCE PREPARATION

### Read About It

- Pair or group students together for the activities.
- Provide the following sentence frames to differentiate the activity pages for emerging students.
  - The main idea of “Healthy Bones” is that there are things you can do to \_\_\_\_\_.
  - The main idea of “Healthy Muscles” is that it is important to keep your muscles \_\_\_\_\_.
  - The main idea of “Healthy Eyes” is that there are things you can do to \_\_\_\_\_ your eyes.
- Provide the following sentence frames to differentiate the activity pages for expanding students.
  - The main idea of “Healthy Bones” is that \_\_\_\_\_. A supporting detail is \_\_\_\_\_.
  - The main idea of “Healthy Muscles” is that \_\_\_\_\_. A supporting detail is \_\_\_\_\_.
  - The main idea of “Healthy Eyes” is that \_\_\_\_\_. A supporting detail is \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Define *close reading*
- Define *main idea*
- Explain how supporting details work to enhance the main idea

### Language Forms and Functions

Close reading is when...

The main idea is...

Supporting details are important because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| calcium<br>protein              | chemical                         | clean<br>healthy<br>protect     |

## Lesson 9: A Clean Bill of Health

## Read About It



**Primary Focus:** Students will demonstrate close reading skills by identifying the main idea and supporting details in a text.

## A CLEAN BILL OF HEALTH (30 MIN.)

- Begin by asking students to give you the definition of *close reading* that they learned about in Lesson 8. (paying close attention to the ideas in a text)
- Remind students that close reading means being actively involved with the text. When you do a close read, you support all your ideas and answers using words directly from the page.
- Ask students to give you the definition of *main idea* that they also learned in Lesson 8. (The main idea is the most important idea the author is trying to explain or describe.)
- Tell students that, in addition to finding the main idea, another purpose of close reading is to identify supporting details.
  - Supporting details are the events, details, facts, and information that describe or explain the main idea. They support the main idea by giving the reader more information about it.

**Think-Pair-Share:** Have students imagine they are reading a text about tornado safety.

- Say, *The main idea is that, in the event of a tornado, you should take shelter in an interior room with no windows.*
- Say, *A supporting detail is that strong winds can break windows and blow glass around.*
- Have student pairs discuss how this information supports the main idea. (It gives a reason why you should take shelter in a room with no windows. Because the winds could break the window's glass and hurt you.)
- Pair or group students together, and direct them to Activity Pages 9.1, 9.2, and 9.3. Each activity includes a short passage about ways to keep yourself healthy and a graphic organizer to help students identify the main idea and supporting details of the passage.

## Support

Explain that supporting details give more information about the main idea by answering questions such as *who*, *what*, *when*, *where*, *why*, and *how*. Encourage students to ask questions like these as they are doing a close read of a text. It will help them better understand the ideas the author is trying to convey.

## Challenge

Have student pairs discuss the question, *What other supporting details can you think of to support the main idea?*

Activity Pages  
9.1, 9.2, 9.3



## Support

Assist student groups as they complete each graphic organizer.



## Reading Reading/Viewing Closely

### Entering/Emerging

Provide students with prompting and substantial support in both reading the text passage and completing the graphic organizer. Direct students to the sentence frames on the board.

### Transitioning/Expanding

Provide students with occasional prompting and moderate support in reading the text passage and completing the graphic organizer. Direct students to the sentence frames on the board.

### Bridging

Provide students with minimal prompting and light support in reading the text passage and completing the graphic organizer.

- Remind students that close reading begins by identifying the main idea and supporting details.
- Read each text passage aloud as students choral read with you. Pause to answer questions and clarify understanding.
- After each passage, ask students to name the main idea and supporting details. Direct students to record this information on their graphic organizers.

## Activity Page 9.1: Healthy Bones

There are things you can do to give your skeletal system a clean bill of health. Diet is important. Make sure that you eat enough foods with calcium to grow strong bones. Milk, broccoli, and dark, leafy greens are good choices. Posture is important, too; make sure that you sit and stand up straight. Keep your back safe by bending your knees when you lift something heavy!

## Activity Page 9.2: Healthy Muscles

It is important to keep all of your muscles healthy. Why? Because your muscles move you around! What can you do to give your muscles a clean bill of health? Diet is important. Muscles need protein found in eggs, meat, beans, and nuts. Exercise strengthens your muscles. Get all the exercise you can as a way of thanking your muscles for keeping you in constant motion.

## Activity Page 9.3: Healthy Eyes

There are things that you can do to prevent injury to your eyes. Never look directly at the sun. Avoid bright lights and smoky spaces. Give your eyes a rest, never sitting for too long in front of a computer or a television screen. Wear safety goggles to protect your eyes from damaging chemicals in pool water or chemicals in a science lab. Wear sunglasses to protect from the glare from sunlight shining off things such as polished surfaces or snow.



### Check for Understanding

Ask students the following questions to ensure understanding:

- What should you drink to help grow strong bones?
  - » milk with calcium
- What are some good sources of protein?
  - » eggs, meat, beans, and nuts
- Why is sitting too long in front of a television screen bad for you?
  - » Your eyes need rest sometimes.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                          |
|--------------------|--------------------------------------------------------------------------|
| Language Domain    | Reading                                                                  |
| Unit/Lesson        | U3 L9                                                                    |
| Activity Name      | Healthy Bones, Healthy Muscles, Healthy Eyes                             |
| Proficiency Levels |                                                                          |
| Entering           | Student matches keywords and phrases to the image with support.          |
| Emerging           | Student identifies a few key words and phrases that relate to the image. |
| Transitioning      | Student answers questions using key details from the text with support.  |
| Expanding          | Student answers questions using key details from the text.               |
| Bridging           | Student tells how key details support the main idea of the text.         |

End Lesson

## 10

# The Parts of a Narrative Paragraph

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will contribute to group discussions by asking and answering questions and by following turn-taking rules.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****A Trip to the Doctor – Discussion Guide**

[Activity Page 10.2]

## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                  |
|------------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Talk Time</b>                   |         |                                                                                            |
| The Parts of a Narrative Paragraph | 30 min. | <input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> Activity Page 10.2 |

## ADVANCE PREPARATION

### Talk Time

- Group students together into groups of three or four. These will be their writing groups for the writing assignment over the next three lessons.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Explain what makes writing strong
- Discuss how to integrate characters, setting, and events into an original piece of writing
- Collaborate with others to create an original piece of writing

### Language Forms and Functions

Something that I recently read that I liked was \_\_\_\_\_ because...

Characters, setting, and events are important because...

I think that the story should include...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| brainstorm                      | discussion                       | doctor                          |

## Challenge

Have students name some of the different narrative genres they enjoy reading, such as realistic fiction, historical fiction, action, science fiction, fantasy, and scary stories.

## Support

If necessary, help students with the turn and talk by having them discuss a movie they've recently seen rather than a book they've read. Explain that movies contain stories too, although those stories you watch instead of read.

## Activity Page 10.1



## Lesson 10: The Parts of a Narrative Paragraph

# Talk Time



**Primary Focus:** Students will contribute to group discussions by asking and answering questions and by following turn-taking rules.

### THE PARTS OF A NARRATIVE PARAGRAPH (30 MIN.)

- Engage students by asking, *What types of stories do you enjoy reading?* Allow for student responses and then ask, *What makes a good story?*
- Tell students that over the next few lessons they will be writing a type of story called a narrative paragraph. A narrative paragraph is a very short story—only a paragraph long. These stories can be realistic stories that actually happened to someone or could happen to someone. Or, narrative paragraphs can be imaginary stories that couldn't happen in the real world.

**Turn and Talk:** Pair students and have them discuss a book they've recently enjoyed. Have them ask, *What was it about? What made it good?*

- Divide students into groups of three or four. These will be the writing groups for the next three lessons.
- Direct students to Activity Page 10.1. Tell students a writing prompt gives you the topic of your writing and your assignment. Read the writing prompt aloud.

## Writing Prompt

Working in a group, write a narrative paragraph about a character who visits the doctor for their yearly checkup. Use what you've learned about the body from this unit and your own experiences.

- Explain that a yearly checkup is a doctor visit where the doctor checks your overall health. The doctor will check your heart rate, temperature, weight, reflexes, and other vital signs. They might draw blood for tests or give vaccines or booster shots. A yearly checkup is not necessarily for when you're sick. It's to make sure you stay healthy.
- Read aloud the different parts that go into a narrative paragraph.

### Characters

Definition: Characters are the people, animals, or other creatures that appear in the story.

What to Write About: how the characters look, how they behave, how they feel about things, and what they say or think.

Examples: Harry Potter, Robin Hood, Ramona Quimby, Stuart Little.

### Setting

Definition: The setting is where the story takes place.

What to Write About: Is the story in the past, present, or future? What is the location of the story? What do the characters see around them?

Examples: dark forest, a classroom, the school playground, on a train, in my bedroom.

### Story Events

Definition: Story events are the things that happen to the characters in the story.

What to Write About: Include at least three, told in the order they happen. They should be connected.

Examples: 1. I wanted to bake a cake for my brother's birthday. 2. My mother and I worked hard. 3. My brother was very surprised.



## Speaking Exchanging Information and Ideas

### Entering/Emerging

If students have difficulty understanding the Discussion Questions, help them reframe the question as a yes/no response; for example, *Did a parent or guardian take you to the doctor? In the examination room, did you see a table and medical equipment? Did the doctor take your temperature with a thermometer? Did the doctor listen to your heart with the stethoscope?*

### Transitioning/Expanding

In order to ensure that every group member contributes, have students follow turn-taking rules by assigning one Discussion Question to each group member.

### Bridging

Encourage students to build on one another's responses with relevant information by asking *Why?* questions; for example, *Why did the doctor use the stethoscope? Why did the doctor wear a white lab coat? Why did the doctor ask how you were feeling?*

# Activity Page 10.2



- Direct student groups to Activity Page 10.2. Explain that this discussion guide is a tool for helping them brainstorm details about characters, setting, and story events that they might include in their narrative paragraphs.
- Facilitate small group discussions and brainstorming using the discussion guide questions.
- Encourage students to follow turn-taking rules: go in order around the circle; all group members get a chance to speak; everyone waits their turn before speaking.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                                |
| Unit/Lesson        | U3 L10                                                                                                                                  |
| Activity Name      | A Trip to the Doctor – Discussion Guide                                                                                                 |
| Proficiency Levels |                                                                                                                                         |
| Entering           | Student dictates basic questions from the discussion guide with support.                                                                |
| Emerging           | Student dictates basic questions from the discussion guide.                                                                             |
| Transitioning      | Student uses complete sentences and domain-specific vocabulary to dictate ideas about the topic with support.                           |
| Expanding          | Student uses complete sentences and domain-specific vocabulary to dictate ideas about the topic.                                        |
| Bridging           | Student dictates ideas about the topic using domain-specific vocabulary and asks other students to clarify or elaborate on their ideas. |

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


11

Writing a Narrative Paragraph

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will collectively plan and write a narrative paragraph.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Narrative Paragraph Writing Template**

[Activity Page 11.3]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|---|
| Write About It | | |
| Writing a Narrative Paragraph | 30 min. | <input type="checkbox"/> Activity Page 11.1
<input type="checkbox"/> Activity Page 11.2
<input type="checkbox"/> Activity Page 11.3 |

ADVANCE PREPARATION

Write About It

- Provide the following on the board so that students may review the three parts of a narrative paragraph:

Characters: the people, animals, or other creatures that appear in the story

Setting: where the story takes place

Story events: at least three things that happen to the characters in the story

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Recall the elements of a narrative paragraph: characters, setting, and events • Demonstrate an understanding of the paragraph rubric • Apply knowledge from previous lessons to collaborate on writing a paragraph | | |
| Language Forms and Functions | | |
| <p>The score for a setting where the location of the story is clear is a ____ (3) ____.</p> <p>The beginning sentence should say...</p> <p>The concluding sentence should say...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| character
narrative
setting | event
paragraph
patient | |

Lesson 11: Writing a Narrative Paragraph

Write About It



Primary Focus: Students will collectively plan and write a narrative paragraph.

Support

Help students decide on which details from the discussion guides to keep and which to leave out. Guide them to keep those details that help develop the writing prompt. They should leave out those that are interesting but do not pertain to the assignment.

Activity Page 11.1



Activity Page 11.2



WRITING A NARRATIVE PARAGRAPH (30 MIN.)

- Begin by asking students about what they discussed in their groups during the previous lesson. Ask, *What did you see in the examination room? What did the doctor look like?*
- Tell students that today they will be planning and writing their narrative paragraphs. Reread the writing prompt to refresh students' memories:
 - Working in a group, write a narrative paragraph about a character who visits the doctor for their yearly checkup. Use what you've learned about the body from this unit and your own experiences.
- Remind students of the three parts of a narrative paragraph they should include in today's writing:
 - Characters: the people, animals, or other creatures that appear in the story
 - Setting: where the story takes place
 - Story events: at least three things that happen to the characters in the story
- Place students into their assigned groups, and direct their attention to Activity Page 11.1.
- Have students complete the planning writing graphic organizer using the characters, events, and details they discussed in Activity Page 10.2. Tell students that the discussion guides were a brainstorming exercise. They don't have to use all the information they discussed. They can use it as inspiration for their group narratives.
- Direct student groups to Activity Page 11.2. Explain that this is a rubric. A rubric is a grading system that lets you know the expectations for the assignment. Rubrics explain the requirements of the assignment.

Characters:

3—Writing contains a doctor character and a patient character. All characters have names. All characters have brief descriptions of what they look like.

2—Writing contains either a doctor character or a patient character, but not both. Some characters have names. Some characters have brief descriptions of what they look like.

1—Writing does not contain a doctor character or a patient character. None of the characters have names. None of the characters have descriptions of what they look like.

Setting:

3—The location of the story is clear. Writing contains details about what the setting looks like. It is clear whether the story takes place in the past, present, or future.

2—The location of the story is somewhat clear. Writing contains few details about what the setting looks like. It is somewhat clear whether the story takes place in the past, present, or future.

1—The location of the story is not clear. Writing contains no details about what the setting looks like. It is not clear whether the story takes place in the past, present, or future.

Story Events

3—Story contains three or more distinct story events. Story events are told in the order they happened. Story events are clearly connected to one another.

2—Story contains only one or two story events. Story events are somewhat told in the order they happened. Story events are somewhat connected to one another.

1—Story contains no distinct story events. Story events are not told in the order they happened. Story events are not connected to one another.

Activity Page 11.3**Support**

Encourage writers to include character and setting details, but not to get hung up on them. Help them select only a few details that are the most interesting or most important to include and to leave the rest out.



Writing

Entering/Emerging

Act as scribe as necessary, writing down the sentences exactly as the students say them. Provide substantial support by guiding students through each section of the writing template.

Transitioning/Expanding

Provide moderate support in completing the writing template. Remind students to reference the rubric and to include information about characters, setting, and story events.

Bridging

Provide light support in completing the writing template. In addition to reminding them to follow the writing rubric, also encourage them to pay close attention to spelling, capitalization, and punctuation.

- Encourage students to use this rubric to help guide their writing.
- Ask students the following questions to ensure their comprehension of the rubric:
 - What is the score for a setting where the location of the story is clear? (3)
 - What is the score for a story in which only some of the characters have names? (2)
 - What is the score for a story that has no distinct story events? (1)
- Direct student groups to Activity Page 11.3. Explain that this is the template they will use to write their narrative paragraphs.
- Explain that first students should write a story title. This title can be anything they want, but it should somehow reflect the events in the story.
- Tell students that they will need to include both a beginning sentence and a concluding sentence.
 - The beginning sentence is the introduction to the paragraph. It can be used to spark a reader's attention or grab their interest. It can also be used to tell the reader who the characters are and where the action of the story is taking place.
 - The concluding sentence is the last sentence in the paragraph. It wraps the story up. It could also give a final thought of what happened in the story.
- Using both the Activity Page 11.1 planning guide and the Activity Page 11.2 rubric, support students as they fill in the template with the narratives.
- Tell students that they do not have to finish all of the writing in this lesson. There will be time in Lesson 12 to finish.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U3 L11 |
| Activity Name | Narrative Paragraph Writing Template |
| Proficiency Levels | |
| Entering | Student contributes ideas and copies ideas onto a graphic organizer. |
| Emerging | Student contributes ideas and completes graphic organizer. |
| Transitioning | Student completes graphic organizer with original ideas. |
| Expanding | Student writes simple sentences. |
| Bridging | Student writes more detailed sentences. |

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

## 12

# Revise and Polish

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will collectively plan and write a narrative paragraph.

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

**Revision Checklist** [Activity Page 12.1]

## LESSON AT A GLANCE

|                       | Time    | Materials            |
|-----------------------|---------|----------------------|
| <b>Write About It</b> |         |                      |
| Revise and Polish     | 30 min. | □ Activity Page 12.1 |

## ADVANCE PREPARATION

### Write About It

- Display the following on the board as a review of what students studied in Language Studio 3:
  - Noun phrase: a noun plus the adjectives that describe it
  - Adverbial: a group of words that answer *how*, *when*, and *where* questions
  - Condensing clauses with relative pronouns: The words *that*, *which*, *who*, and *whose* can be used to combine related clauses.
- Prepare one Narrative Paragraph Rubric for each student.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                     |                                     |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Recall the definitions of important terms studied in the unit by explaining the students' favorite characters, events, etc.</li> <li>• Collectively revise paragraphs by integrating adverbs and adverbials and condensing clauses</li> </ul> |                                     |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                           |                                     |                                 |
| <p>My favorite character from the story was _____ because...</p> <p>An adverb is a...</p> <p>We can condense this sentence by...</p>                                                                                                                                                   |                                     |                                 |
| Vocabulary                                                                                                                                                                                                                                                                             |                                     |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                        | Tier 2<br>General Academic Words    | Tier 1<br>Everyday Speech Words |
| character<br>narrative<br>setting                                                                                                                                                                                                                                                      | punctuation<br>paragraph<br>patient |                                 |



## Lesson 12: Revise and Polish

# Write About It



**Primary Focus:** Students will collectively plan and write a narrative paragraph.

**REVISE AND POLISH (30 MIN.)**

- Begin by asking students about the previous day's writing. Ask, *What were some of your favorite character or setting details that you added? Favorite story events?*
- Place students back into their writing groups, and allow five to ten minutes for students who need time to complete the Narrative Paragraph Writing Template, Activity Page 11.3.
- Once all students have completed their drafts, explain that they will now revise their work. Revising is when you go back over your writing to add details if you want, make any changes to your work, or fix any mistakes in spelling or grammar.
- Tell students that as they revise, they will also be looking for places to add language elements that they learned about in this unit. Read the following from the board as a review of what students studied in Language Studio 3:
  - Noun phrase: a noun plus the adjectives that describe it
  - Adverbial: a group of words that answers how, when, and where questions
  - Condensing clauses with relative pronouns: The words *that*, *which*, *who*, and *whose* can be used to combine related clauses.
- Take time as necessary to review the different aspects of the language elements students are to include during their revisions. Remind students that
  - An adjective is a word that describes or modifies a noun. An example noun phrase (noun and its adjectives) is *fluffy, white* dog.
  - Adverbs often end in *-ly*. Some example adverbs are *quickly*, *kindly*, *politely*, *angrily*, and *bravely*.

- Certain relative pronouns refer to people and some refer to things.
  - *Who* and *whom* refer to people.
  - *Which* refers to things.
  - *That* and *whose* refer to people or things.
- After students have completed their revisions to their narrative paragraphs, offer them the opportunity to recopy their stories onto a clean sheet of paper, if they wish.
- Direct student groups to Activity Page 12.1. Explain that this is a checklist of things to do while they revise their work. Encourage students to check off each item as they complete it so that they don't forget to do anything during the revision process.
- The checklist items include:
  - I checked to make sure all my sentences are complete sentences.
  - I checked to make sure all words are spelled correctly.
  - I checked to make sure all my sentences have correct punctuation.
  - I added an adjective to expand a noun phrase. The noun phrase I added was: \_\_\_\_\_.
  - I added an adverbial to answer a *how*, *when*, or *where* question about the story. The adverbial I added was: \_\_\_\_\_.
  - I combined two related clauses using a relative pronoun. The relative pronoun I used was: \_\_\_\_\_.

**Note:** Use the rubrics you prepared in advance to evaluate each student's narrative paragraph.

## Activity Page 12.1



## Writing

### Entering/Emerging

Act as scribe as necessary, writing down the sentences exactly as the students say them. Provide substantial support by guiding students through each section of the Revising Checklist.

### Transitioning/Expanding

Provide moderate support in completing the Revising Checklist. Guide students through adding noun phrases, adverbials, and coordinating conjunctions.

### Bridging

Provide light support in completing the Revising Checklist and adding noun phrases, adverbials, and coordinating conjunctions.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                                 |
|--------------------|-----------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                         |
| Unit/Lesson        | U3 L12                                                                                                          |
| Activity Name      | Revision Checklist                                                                                              |
| Proficiency Levels |                                                                                                                 |
| Entering           | Student identifies places in the draft that have mistakes and corrects them with help from the teacher.         |
| Emerging           | Student identifies places in the draft that have mistakes and corrects them with minimal help from the teacher. |
| Transitioning      | Student identifies places in the draft that have mistakes and corrects them with help from a peer.              |
| Expanding          | Student identifies places in the draft that have mistakes and corrects them with minimal help from a peer.      |
| Bridging           | Student identifies additional items to check in draft and suggests a way to edit mistakes.                      |

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

| Narrative Paragraph Rubric | Needs Some Work | You're Getting There | Awesome Job |
|---|------------------------|-----------------------------|--------------------|
| <u>Parts of a Narrative Paragraph:</u>
Did your story include characters, setting details, and story events? | | | |
| <u>Revisions:</u>
Did you use complete sentences, correct spelling, and correct punctuation? | | | |
| <u>Language Elements:</u>
Did you find places to add noun phrases, adverbials, and combined clauses? | | | |

| Narrative Paragraph Rubric | Needs Some Work | You're Getting There | Awesome Job |
|---|------------------------|-----------------------------|--------------------|
| <u>Parts of a Narrative Paragraph:</u>
Did your story include characters, setting details, and story events? | | | |
| <u>Revisions:</u>
Did you use complete sentences, correct spelling, and correct punctuation? | | | |
| <u>Language Elements:</u>
Did you find places to add noun phrases, adverbials, and combined clauses? | | | |

Language Studio 4

The Ancient Roman Civilization



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1

What Is Rome?

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will engage in small group discussions, using guiding questions, to build background knowledge about ancient Rome.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Ancient Rome Discussion Guide** [Activity Page 1.2]

LESSON AT A GLANCE

| | Time | Materials |
|------------------|---------|--|
| Talk Time | | |
| What Is Rome? | 30 min. | <input type="checkbox"/> Activity Page 1.1
<input type="checkbox"/> Activity Page 1.2 |

ADVANCE PREPARATION

Talk Time

- Divide students into groups of three or more for Activity Page 1.2.
- Display a picture of the White House or the Lincoln Memorial in Washington, DC.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Identify the importance and influence of Ancient Rome • Build baseline knowledge on Ancient Rome through group discussion • Explain how ancient artifacts aid an understanding of the past | | |
| Language Forms and Functions | | |
| When I think of something ancient, I think of...

Ancient Rome is...

Ancient artifacts are a “door to the past” because... | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| artifact
civilization
colosseum | ancient
culture | |

Lesson 1: What Is Rome?

Talk Time



Primary Focus: Students will engage in small group discussions, using guiding questions, to build background knowledge about ancient Rome.

WHAT IS ROME? (30 MIN.)

- Tell students that today they will begin a new unit called *The Ancient Roman Civilization*. The ancient Romans built their empire, or kingdom, around 2,000 years ago. In this unit, students will learn about the Roman Republic, daily Roman life, important Roman leaders, and the rise and fall of the Roman Empire.
- Define a civilization as a group of people that live together in a well-organized way. People in ancient civilizations built cities, spoke their own languages, selected leaders and created laws, practiced religions, farmed, and organized their lives so that all the necessary jobs were performed by different people.
- Explain that many of the accomplishments of the ancient Romans are still evident today. Point out that our calendar is very similar to one created by the ancient Romans.
- Display a picture of the White House or the Lincoln Memorial in Washington, DC. Explain that the architecture, or style, of many of our most famous buildings, such as the White House and the Lincoln Memorial, were modeled after the building designs of the ancient Romans and Greeks.
- Tell students that as they read and listen to the Read-Alouds, they will hear some terms that refer to the time when the ancient Roman civilization began, such as BCE and CE. Explain that BCE represents “before the Common Era.” Draw a timeline on the board to illustrate how the dates decrease from 2000 BCE (the era of the Roman empire) to 1 BCE. Show students that the calendar then changes to CE, or “of the Common Era,” after which the numbers increase until the current year.
- Direct students to Activity Page 1.1 and tell students that you will read aloud a short text about ancient Roman civilization.

Activity Page 1.1



What Is Rome?

What is Rome? Today Rome is the capital city of Italy, a country in Europe. Rome is a beautiful, vibrant city, full of fascinating things to see and do.

However, Rome also has a past that helps us understand the present. For example, one of the most famous buildings from the ancient Roman civilization is the Colosseum. The Colosseum was an early sports stadium for Romans. However, Romans did not watch baseball and football at the Colosseum. Ancient Roman sports fans came to the Colosseum to watch combat sports, in which people fought each other or animals—sometimes to the death. The Romans were skillful fighters, and their armies were powerful.

Beginning with the city of Rome, the Romans built a civilization that controlled most of present-day western Europe, as well as large parts of present-day Asia and Africa. Ancient Roman civilization began in Italy. From there it spread to the north, to the south, to the east, and to the west! This vast empire took many years to build. You might hear someone say, “Rome wasn’t built in a day.” That statement has come to refer to the time, effort, and dedication necessary to create any large or complicated project. As the Roman empire spread, the Roman culture, or way of life, including Roman law, art, architecture, language, and knowledge spread, too. Although most ancient Roman buildings are now in ruins or have completely disappeared, Roman culture continues to influence the world to this day.

Museums around the world exhibit collections of artifacts from ancient Rome. An artifact refers to an object from the past. An artifact is like a “door to the past.” Tools, weapons, jewelry, artwork, pottery, and household items such as dishes or pots are examples of artifacts that provide clues about everyday life in the past.

Artifacts, along with ruins, such as the Colosseum, roads, and bridges, teach us how ancient Romans lived, worked, played, and fought. Many of these the ruins still dot the Italian landscape. Others have been buried for many years and continue to be discovered during archaeological digs. Archaeologists are puzzle solvers. They find little clues hidden in the ground—broken shards of pottery, an arrowhead, a few beads—and bit by bit they piece together a story about the people from long ago who created these things.



Speaking Exchanging Information and Ideas

Entering/Emerging

If students have difficulty understanding the Discussion Questions, help them reframe the questions as yes-no responses. For example: *Are computers and the Internet something you think of when you think of something ancient? (No.) Would you use the phrase “Rome wasn’t built in a day” to describe a challenge that takes a long time to complete? (Yes.)*

Transitioning/Expanding

In order to ensure that every group member contributes to the discussion, have students follow turn-taking rules; consider assigning one discussion question to each group member

Bridging

Encourage students to build on one another’s responses with relevant information by asking “Why?” questions. For example: *Why do you think about _____ when you think of something ancient? Why would you (or would you not) want to visit ancient Rome?*

Activity Page 1.2



Check for Understanding

- Where is Rome?
- Why is Rome important?

- Divide students into groups of three or more and direct students to Activity Page 1.2.
- Read and review the six discussion questions aloud.
- Facilitate small group discussions about Rome using the discussion questions. Monitor student interactions and encourage all students in the group to share ideas about each question.
- Answers will vary, but discussions should demonstrate an understanding of the Activity Page 1.1 text along with any information students might have known about ancient Rome prior to the discussion.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U4 L1 |
| Activity Name | Ancient Rome Discussion Guide |
| Proficiency Levels | |
| Entering | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary. |
| Transitioning | Student asks and answers questions about an image using domain-related vocabulary with support. |
| Expanding | Student asks and answers questions about an image using domain-related vocabulary. |
| Bridging | Student asks and answers questions using domain-related vocabulary. |

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

## 2

# Romulus and Remus

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will answer comprehension questions after actively listening to a Read-Aloud about the legend of Romulus and Remus.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Test Your Listening—Romulus and Remus**

[Activity Page 2.2]

## LESSON AT A GLANCE

|                                 | Time    | Materials                                                                                |
|---------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Listen Closely</b>           |         |                                                                                          |
| The Legend of Romulus and Remus | 30 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 2.2 |

## ADVANCE PREPARATION

### Listen Closely

- Display the following active listening actions on the board as part of the lesson instruction:

When you are actively listening, you

- are paying attention.
  - are thinking about what the speaker is saying.
  - are making sure you understand the ideas being discussed.
  - are thinking of questions to ask to learn more information or to clarify what you've heard.
  - would be able to answer questions about the information you have just heard.
- Provide the following sentence frames on the board or chart paper.
    - King Amulius is afraid the twins will steal his \_\_\_\_\_.
    - Instead of killing the infants, the servant places the basket \_\_\_\_\_.
    - \_\_\_\_\_ protected the basket.
    - The mama wolf dragged the basket \_\_\_\_\_.
    - Romulus and Remus built their new city near \_\_\_\_\_.
    - Rome is named after \_\_\_\_\_.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate active listening through group discussion

### Language Forms and Functions

To make sure you are actively listening, you can...

The color of the object was...

Active listening is helpful because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| Tiber River<br>servant          | infant<br>legend                 | shepherd<br>wolf                |

Start Lesson

## Lesson 2: Romulus and Remus

# Listen Closely



**Primary Focus:** Students will answer comprehension questions after actively listening to a Read-Aloud about the legend of Romulus and Remus.

### THE LEGEND OF ROMULUS AND REMUS (30 MIN.)

- Tell students that you are going to play a quick memory game to see how well they listen. You will say a sentence that contains some information and then ask a question. Students must listen carefully in order to answer the question correctly.
- Say, *The notebook is red, the pencil is yellow, the mug is blue, and the chair is black. What color is the notebook?*

» red

- Tell students that effective listening is active listening. This means that when you listen, you are actually doing something.
- Display each of the following actions for the class. As you go over each one, act it out first for students and then have them act out each one as well.
- Say, *When you are actively listening, you*
  - *are paying attention.*
  - *are thinking about what the speaker is saying.*
  - *are making sure you understand the ideas being discussed.*
  - *are thinking of questions to ask to learn more information or to clarify what you've heard.*
  - *would be able to answer questions about the information you have just heard.*
- **Turn and Talk:** Pair students together and have them replay the listening game themselves by switching up the objects and colors. Before they begin, ask, *What are some actions you can take to make sure you listen?*
  - » *make eye contact, put away any distractions, focus carefully on the information*
- Tell students that you will be reading aloud an ancient legend about two brothers named Romulus and Remus.
- Explain that a legend is a story that has been passed down orally or in writing and sometimes offers an explanation about how something came to be. Sometimes events and people in legends are greatly exaggerated, or described as larger and/or greater than they really were. Ask students if there are any legends they are familiar with. Encourage them to share a legend from their native culture.
- Encourage students to practice active listening by paying close attention to the ideas discussed in the story, thinking about what the speaker is saying, and checking to make sure they understand what's happening in the story.
- Read aloud the text passage on Activity Page 2.1 at least twice. Read slowly and encourage students to raise their hands and ask questions if they are not sure they understand something.

## Activity Page 2.1





### Listening Listening Actively

#### Entering/Emerging

Provide students with prompting and substantial support in answering questions. Give students the sentence frames to complete.

#### Transitioning/Expanding

Provide students with occasional prompting and moderate support in answering questions. During the second read-through, pause and ask the comprehension questions at the point in which they appear in the text.

#### Bridging

Provide students with minimal prompting and light support in answering questions.

## The Legend of Romulus and Remus

Early on a chilly spring morning, a man picked his way through the tall grass along a bank of the River Tiber. He carried a large basket in his arms, in which two infant brothers were bundled up in blankets.

The twins were too young to understand that the man carrying them was a servant of their wicked uncle, King Amulius [uh-MYOO-lee-uhs]. The king had sent his servant to kill the baby boys out of jealousy—or perhaps out of fear that one day the handsome twins would become too powerful and try to take his crown and replace him as king.

But the servant was a kind man. He could not harm the infants. Instead, he placed the basket—babies and all—into the rushing waters of the River Tiber. He watched as they floated and bobbed slowly along the bank of the river. The twins remained calm and rather content as they floated downriver. Eventually, the basket wound its way into some tall, strong reeds, and there it sat. Legend says it was the river god, Tiberinus, who must have protected and saved them, cradling their basket-boat in his watery hands and gently guiding them to shore, where they fell asleep in the shade.

It so happened that a mama wolf was having a drink of water at the river. The wolf had a tender heart and took pity on them. The wolf dragged the basket to her den, and when the boys awoke, she fed them the same milk that she fed her own puppies.

The twins remained in the den for a few days until finally the mama wolf saw a shepherd leading his flock of sheep down to the river. She dragged the basket to the shepherd and then darted away. Puzzled, the shepherd went up to the basket, saw the handsome baby boys, and decided to take them home.

What does this legend have to do with Rome, you ask? Well, these twin brothers were named Romulus and Remus, and they became quite famous.

At the time of Romulus and Remus, around 753 BCE, the area that is now Italy was broken up into many small kingdoms. Each kingdom had a king, and the kings constantly bickered, or argued, with each other. Romulus and Remus were tired of those other kings, so they set off with some friends to build their own city near the River Tiber where they had once been rescued by the she-wolf.

Can you guess what that city was named? Perhaps it could have been named Reme, after Remus, but that's not how the story goes. Instead, it was named Rome, after Romulus!



### Check for Understanding

- Why do you think this story is called a legend?
- What parts of the story may not have really happened?

### Activity Page 2.2



- Direct students to Activity Page 2.2 and have them complete each comprehension question based on the legend.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                             |
| Unit/Lesson        | U4 L2                                                                                                                 |
| Activity Name      | Test Your Listening—Romulus and Remus                                                                                 |
| Proficiency Levels |                                                                                                                       |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions about an image using domain-related vocabulary with support.                       |
| Expanding          | Student asks and answers questions in complete sentences.                                                             |
| Bridging           | Student asks and answers questions in complete sentences, using domain-related vocabulary.                            |

End Lesson

## 3

# Roman Gods and Goddesses

## PRIMARY FOCUS OBJECTIVE(S)

### Reading

Students will demonstrate close reading skills by identifying the key words and main ideas in texts about Roman gods and goddesses.

## LANGUAGE PROFICIENCY ASSESSMENTS

Reading

**The Roman God Saturn** [Activity Page 3.1]

Reading

**Borrowing Gods** [Activity Page 3.2]

Reading

**Hercules and the Nemean Lion** [Activity Page 3.3]

## LESSON AT A GLANCE

|                          | Time    | Materials                                                                                                                              |
|--------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read About it</b>     |         |                                                                                                                                        |
| Roman Gods and Goddesses | 30 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.2<br><input type="checkbox"/> Activity Page 3.3 |

## ADVANCE PREPARATION

### Read About It

- Provide sentence frames for Emerging students on the board or chart paper.
  - The main idea of “The Roman God Saturn” is that Romans wanted to keep Saturn happy because \_\_\_\_\_.
  - The main idea of “Borrowing Gods” is that Romans believed in Greek gods, except that \_\_\_\_\_.
  - The main idea of “Hercules and the Nemean Lion” is that Hercules was a \_\_\_\_\_ who \_\_\_\_\_.
- Provide sentence frames for Expanding students on the board or chart paper.
  - The main idea of “The Roman God Saturn” is that Romans wanted \_\_\_\_\_.
  - The main idea of “Borrowing Gods” is that Romans believed \_\_\_\_\_.
  - The main idea of “Hercules and the Nemean Lion” is that Hercules \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify the words and practices used by authors to articulate the main idea
- Apply close reading skills by answering clarifying questions about the text

### Language Forms and Functions

The author describes the sound made by the cat by...

The author is helping us understand the main idea of the sentence by...

Hercules was special because...

### Vocabulary

| Tier 3<br>Domain-Specific Words    | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------------------|----------------------------------|---------------------------------|
| god/goddess<br>harvest<br>Hercules | myth                             | believe                         |

Start Lesson

## Lesson 3: Roman Gods and Goddesses

# Read About It



**Primary Focus:** Students will demonstrate close reading skills by identifying the key words and main idea in texts about Roman gods and goddesses.

## ROMAN GODS AND GODDESSES (30 MIN.)

- Ask students what types of materials they *enjoy* reading. fiction books, comic books, magazines
- Allow for student responses and then ask what types of materials people read *to get information*.
  - » Internet, newspaper, magazines
- Tell students there are different kinds of reading. You might read to be entertained or to learn information about an interesting subject.

- Tell students that close reading means that a reader pays close attention to the ideas in a text and works to understand how an author organizes the text and uses language and text features to help the reader understand the ideas in the text.
- Read the following text aloud to students: *The piercing scream of the cat sliced through the night.*
- Ask, *How does the author describe the sound made by the cat?*
  - » piercing; sliced through the night
- How is the author helping us understand the main idea of the sentence?
  - » The author uses words such as piercing and sliced. Those are words that describe things that happen with sharp knives. Those words help us understand that the cat's sound was very loud and sharp.
- Tell students that they have used close reading to better understand the author's ideas.
- Explain that the main idea is the most important idea the author is trying to explain or describe. Sometimes it is stated directly in the text. Sometimes you have to infer, or figure out, the main idea from clues in the text.
- Tell students that in order to identify the main idea, they should first highlight the key words in the text. Key words are words that give you the most information about the topic. Once they've highlighted the key words, the main idea often becomes clear.
- Pair or group students together and direct them to Activity Pages 3.1, 3.2, and 3.3. Each activity includes a short passage about Roman gods and goddesses and a graphic organizer to help students identify key words and the main idea of the passage.
- Remind students that close reading requires the reader to think about how the author helps readers to understand the text.
- Read each text passage aloud as students choral read with you. Pause to answer questions and clarify understanding. Use the illustrations to aid in comprehension. Allow student pairs or groups time to begin completing the graphic organizer for the first passage before reading aloud the second passage. Repeat this process for passage two and three.

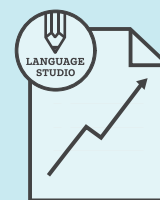
## Support

Guide students to understand that often the main idea is stated in the first sentence of a paragraph. The author wants you to know right away what he's going to tell you, and then he tells it to you.

## Challenge

Have students return to the sentence *The piercing scream of the cat sliced through the night*. Ask them what key words they can find in this sentence. (piercing scream, sliced, night)

## Activity Pages 3.1, 3.2, 3.3







## Reading Reading/Viewing Closely

### Entering/Emerging

Provide students with prompting and substantial support in both reading the text passage and completing the graphic organizer. Give students the sentence frames to complete.

### Transitioning/Expanding

Provide students with occasional prompting and moderate support in reading the text passage and completing the graphic organizer. Give students the sentence frames to complete.

### Bridging

Provide students with minimal prompting and light support in reading the text passage and completing the graphic organizer.

## The Roman God Saturn

An ancient Roman farmer would have believed in a god named Saturn, who was—according to myth—the god of the harvest who existed before all the other gods. Whether the harvest was good or bad, the Roman farmer believed that Saturn was responsible. If the harvest was bad, then Saturn must be mad. If the harvest was bountiful, then Saturn was probably happy. This painting shows a statue of Saturn holding a scythe [SIGHTH] in one hand, a tool used by farmers to cut wheat.

Ancient Romans tried to keep Saturn and the other gods they believed in happy. Romans participated in the yearly Saturnalia Festival in late December to honor Saturn. This was a time of boisterous celebration with singing, dancing, and feasting all day and night.

## Borrowing Gods

The Romans also believed in and worshipped many of the same types of gods and goddesses as the Greeks, although the names varied since the two languages were different. Some historians would say that the Romans “borrowed” these gods and goddesses from the Greeks, although others believe that the cultures each developed the deities independently before the Greeks and Romans ever came into contact with each other.

The Greek goddess of wisdom, Athena, was similar to the Roman goddess Minerva. The Greek king of the gods was named Zeus; the Romans named their god king Jupiter. Ares was the Greek god of war, while Mars was the Roman god of war. The goddess of love had different names, too. The Greeks called her Aphrodite, while the Romans called her Venus.

## Hercules and the Nemean Lion

According to both ancient Roman and Greek myths, Hercules was the strongest man on earth. He was special because he was believed to be part-god and part-human. His father was Jupiter, king of the gods. Hercules could do almost everything. According to several myths, Hercules killed dreaded creatures. One such creature was the Nemean Lion—a vicious, man-eating lion with a magical, protective hide. Hercules was sent out to kill the Nemean Lion to please a certain king. After Hercules successfully killed the Nemean Lion, he kept the lion’s hide to protect himself on future adventures.



### Check for Understanding

Why did people try to please the gods?

» to keep them happy

What was special about Hercules?

» his strength; he was part-god and part-human

- Support student groups as they complete each graphic organizer. Then have them share their work with the whole class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Unit/Lesson        | U4 L3                                                                                                  |
| Activity Name      | The Roman God Saturn, Borrowing Gods, Hercules and the Nemean Lion                                     |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

End Lesson

## 4

# The Roman Republic

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will demonstrate close reading skills by identifying the key words and main ideas in texts about the Roman Republic.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Patricians** [Activity Page 4.1]

Reading

**Plebeians** [Activity Page 4.2]

Reading

**Roman Slaves** [Activity Page 4.3]

## LESSON AT A GLANCE

|                      | Time    | Materials                                                                                                                              |
|----------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read About it</b> |         |                                                                                                                                        |
| The Roman Republic   | 30 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 4.2<br><input type="checkbox"/> Activity Page 4.3 |

## ADVANCE PREPARATION

### Read About It

- Provide sentence frames for Emerging students on the board.
  - The main idea of “Patricians” is that the patricians were Rome’s \_\_\_\_\_ group.
  - The main idea of “Plebeians” is that the plebeians were \_\_\_\_\_ who had one advantage: \_\_\_\_\_.
  - The main idea of “Roman Slaves” is that the slaves were the \_\_\_\_\_ people in Roman society.
- Provide sentence frames for Expanding students on the board.
  - The main idea of “Patricians” is that the patricians were \_\_\_\_\_.
  - The main idea of “Plebeians” is that the plebeians were \_\_\_\_\_.
  - The main idea of “Roman Slaves” is that the slaves were \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Collaborate to identify the main idea of a text
- Demonstrate an understanding of supporting details

### Language Forms and Functions

The cat may have been crying because...

The main idea in this passage is that...

The supporting details in this passage are...

### Vocabulary

| Tier 3<br>Domain-Specific Words             | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------------------|----------------------------------|---------------------------------|
| citizen<br>patricians<br>plebeians<br>slave | elite<br>privilege               | law                             |

Start Lesson

## Lesson 4: The Roman Republic

# Read About It



### Support

Help students understand that there is a difference between a supporting detail and information that is just interesting. Supporting details provide more information about the main idea. If the ideas do not develop the main idea, even if they are interesting, then they are not supporting details.

**Primary Focus:** Students will demonstrate close reading skills by identifying the key words and main idea in texts about The Roman Republic.

### THE ROMAN REPUBLIC (30 MIN.)

- Begin by asking students, *Which of the following texts might you read if your purpose was to read for entertainment: a storybook or a newspaper?*
  - » storybook
- Ask, *Which might you read if your purpose was to learn new information?*
  - » newspaper
- Remind students that in the last lesson they discussed close reading.
  - Close reading requires readers to be actively involved with the text. The reader pays close attention to the language choices and text features the author uses to explain their ideas.

- Remind students that they also discussed the main idea of a text. Ask students to define the term main idea. Allow time for responses, and then tell students that the main idea is the most important idea that the author is trying to explain or describe. Sometimes it is stated directly in the text. Sometimes the reader must infer, or figure out, the main idea from clues in the text.
- Reread the following text from the previous lesson:
  - The piercing cries of the cat sliced through the night.
- Say, *We know that the main idea of this sentence is that the sound of the cat was sharp and loud. Now let's add additional information.*
- Read aloud: It had been a hard winter and many wild cats found it difficult to survive.
- Ask students, *What ideas from the text tell us why the cat may have been crying?*
  - » It was a hard winter; the cat was probably hungry.
- Tell students that another purpose of close reading is to identify supporting details. Supporting details are the events, details, facts, and information that describe or explain the main idea. They support the main idea by giving the reader more information about it.
- Pair or group students together, and direct them to Activity Pages 4.1, 4.2, and 4.3. Each activity includes a short passage about the Roman Republic and a graphic organizer to help students identify the main idea and supporting details of the passage.
- Remind students that close reading begins by identifying the main idea and the supporting details.
- Read each text passage aloud as students choral read with you. Pause to answer questions and clarify understanding. Use the illustrations to aid in comprehension. Allow student pairs or groups time to begin completing the graphic organizer for the first passage before reading aloud the second passage. Repeat this process for passages two and three.

## Patricians

Not all citizens of Rome were treated equally. In fact, some people living in Rome were not even considered citizens. People of Rome were divided into groups, and each group had different rights and privileges under the law. The most powerful, though smallest, group consisted of the patricians. They were Rome's elite, a small group of wealthy, powerful people who owned large homes in the city, vineyards in the country, and villas on the

## Challenge

Tell students that supporting details often answer questions such as who, what, when, where, why, and how. Pair students together and have them ask and answer the following question to provide an additional supporting detail: *Where did the wildcats spend the winter?* (Possible answer: *out in the woods.*)

## Activity Pages 4.1, 4.2, 4.3





## Reading Reading/Viewing Closely

### Entering/Emerging

Provide students with prompting and substantial support in both reading the text passage and completing the graphic organizer. Give students the sentence frames listed under Advanced Preparation.

### Transitioning/Expanding

Provide students with occasional prompting and moderate support in reading the text passage and completing the graphic organizer. Give students the sentence frames listed under Advanced Preparation.

### Bridging

Provide students with minimal prompting and light support in reading the text passage and completing the graphic organizer.

coast. The patricians were citizens of Rome, which meant that they had the right to vote, and they had certain protections and privileges under the law. Since they were the most educated and privileged group, the patricians were also most likely to become senators, so they made many of the laws in the Roman republic. As you might guess, the people in this painting are wealthy Roman patricians. Women in ancient Rome were also considered citizens. Wealthy women were members of the elite patrician group, although they could not vote or serve as senators or consuls.

### Plebeians

Plebeians were second-class citizens, meaning that they did not have all the rights and privileges enjoyed by patricians. However, the plebeians had one major advantage: numbers. Since most Roman citizens were plebeians, the wealthy patricians knew that it was important to make sure the plebeians were happy, or at least happy enough that they wouldn't rise up and try to take more power for themselves.

Like patricians, plebeians were citizens, which meant that they could vote. However, plebeians were subject to a different set of laws than patricians. For instance, a patrician could freely insult and even attack a plebeian, but plebeians were forbidden from insulting or attacking a patrician. Plebeians could own property but it was difficult for them to gain enough land or money to become as rich or as powerful as the patricians.

Plebeians could be fairly wealthy shopkeepers and traders, hardworking farmers and fishermen, or poor and lowly workers. Farmers were important since plentiful crops helped to maintain the success of Rome's culture and civilization. For this reason, Saturn, the god of the harvest, was important to Roman culture. Romans worshiped Saturn to ensure bountiful harvests.

### Roman Slaves

Slaves were not considered citizens of Rome, which meant that they could not vote. Slaves belonged to their owners and had few freedoms. Slaves could not choose where to live. They were not allowed to choose their jobs or quit jobs that had been given to them by their owners. However, Roman slaves did have some rights. For example, Roman slaves could receive an education to improve their ability to do their jobs. Slaves could earn their freedom if they worked very hard for their owners. Once a slave was freed, the slave's children were considered full Roman citizens.

Who became a Roman slave? As Rome expanded into new territories, the Romans fought wars with the people who lived in those territories. Once

a war ended, the losers often became slaves to the winners. Slaves were considered the property of their owners; they were forced to obey their owners and work hard for no pay. If a slave insulted or attacked a Roman citizen, the consequences could be severe. Slaves were considered the lowliest people in Roman society.

- Support student groups as they complete each graphic organizer.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                  |
|--------------------|----------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                          |
| Unit/Lesson        | U4 L4                                                                            |
| Activity Name      | Patricians, Plebeians, Roman Slaves                                              |
| 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



## 5

# The Punic Wars

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will distinguish how synonyms produce shades of meaning and different effects on the audience.

**Listening**

Students will read an excerpt from “The Punic Wars,” paying close attention to the different shades of meaning in the author’s word choices.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Shades of Meaning Scale** [Activity Page 5.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                          |
| Shades of Meaning          | 10 min. |                                                                                          |
| <b>Listen Closely</b>      |         |                                                                                          |
| The Punic Wars             | 20 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2 |

## ADVANCE PREPARATION

- Find a paint chip card from a hardware store, or an example of a paint chip to use when demonstrating the concept of “shades of meaning” in the lesson.
- Display the following definitions for students on the board or chart paper as needed for the Listen Closely lesson segment.
  - Fearless, brave, and heroic* all mean to do something without fear.
  - Call, scream, and shout* are all loud noises someone makes.
  - Hike, mark, and walk* are all ways people move around.
  - Conquer, beat, and defeat* all mean to win.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>Demonstrate an understanding of shades of meaning</li> <li>Identify synonyms in the text with either a smaller or stronger shade of meaning</li> </ul>     |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                      |                                  |                                 |
| <p>A synonym for happy is...</p> <p>_____ (Starving) _____ has a stronger shade of meaning because...</p> <p>The synonym with a stronger shade of meaning in this passage is _____ because...</p> |                                  |                                 |
| Vocabulary                                                                                                                                                                                        |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| Carthage<br>legionary                                                                                                                                                                             | expanded                         | army<br>battle<br>war           |

## Support

Explain that when we speak of a word being “stronger,” we mean that it shows more feelings or emotions. For example, if you are furious, you are probably angrier than if you are just upset.

## Challenge

Have students consult a thesaurus to find as many synonyms for *happy* and *angry* as they can. How would they rank the shades of meaning for these words?



Speaking  
Analyzing  
Language Choices

## Entering/Emerging

Direct students to the synonym definitions on the board.

## Transitioning/Expanding

Allow students the use of a classroom or online dictionary or thesaurus to help them find the meaning of any unknown words.

## Bridging

Challenge students by having them use a thesaurus to find a fourth synonym and place it on the shades-of-meaning scale.

Start Lesson

## Lesson 5: The Punic Wars

# Looking at Language



**Primary Focus:** Students will distinguish how different words with similar meaning produce shades of meaning and different effects on the audience.

### SHADES OF MEANING (10 MIN.)

- Ask students how many have ever had to choose between paint colors to paint their rooms? Or, how many have been to the paint section of a hardware store and seen the wall of paint chips showing all the different color choices.
- Display for the class a paint chip card from a paint store or an example paint chip printed on a color copier. Ask students what the paint chip is for and what the difference is between the colors.
  - » to give you a choice of colors; some are lighter and some are darker
- Explain that a paint chip shows different shades of color. For example, all the colors on a red paint chip could be considered red, but some are lighter and some are darker. They mostly look the same, but there are small differences.
- Tell students that the meanings of words work in the same way. Just like there are shades of color, words have shades of meaning. Words with the same or almost the same meaning are called synonyms.
- Ask, *What is a synonym for happy?*
  - » glad
- *What is a synonym for angry?*
  - » furious
- Explain that shades of meaning means that, even though words are synonyms, one word might have a stronger effect on the reader—just like some colors are darker or lighter. Ask students which synonym has a stronger shade of meaning: *I am hungry*, or *I am starving*. Why?
  - » starving, because it is more intense
- **Turn and Talk:** Pair students together, and have them generate synonyms for the following words that they think have a stronger shade of meaning: *thirsty*, *sleepy*, *run*, *speak*.

## Lesson 5: The Punic Wars

# Listen Closely



**Primary Focus:** Students will read an excerpt from “The Punic Wars,” paying close attention to the different shades of meaning in the author’s word choices.

### THE PUNIC WARS (20 MIN.)

- Direct students to Activity Page 5.1 and tell them they will be reading a passage about the Punic Wars that were fought around 200 BCE.
- Tell students that authors will use word choices with different shades of meaning in order to have different effects on the reader. Some words have a stronger shade of meaning. Others have a lighter one.
- Read the text aloud as students follow along in their Activity Books.

### Activity Page 5.1



### The Punic Wars

The Punic Wars were a series of battles that lasted for more than one hundred years. During this time, there were three Punic wars between the Romans and the Carthaginians (car-THE-jin-e-uns). Carthaginians were from an area that was once called Carthage, a part of North Africa that is now the country of Tunisia.

Imagine you are a soldier in the Roman army. Your army is called the Roman Legion, and you are a legionary. You are wearing heavy, thick armor and a helmet with flaps to protect your head and face during fights. If you are one of Rome’s finest soldiers, you are wearing a helmet with a furry strip on top. Besides your armor, you have a shield, a spear, and a short sword. You have learned to march in perfect step with hundreds of other legionaries. You have faced many enemies in battle, and you are prepared to fight for Rome. Since the founding of the Roman Republic, you and other legionaries have proudly fought to expand Rome’s power and influence.

Rome is no longer just a city. Through the years it has expanded to include the majority of the area known as present-day Italy. Dozens of kingdoms and other areas have been absorbed by the Roman Republic. Some have resisted and fought Rome’s growing power, only to fall before the mighty Roman legions. Other kings have accepted Roman rule and have become wealthy patrician citizens.

Now you are preparing to fight a new enemy. This enemy is not an old king desperately clinging to an old way of life. This enemy comes from across the Mediterranean. They are called the Carthaginians, and their goal is to destroy Rome itself! The Carthaginians, or the people of Carthage, are from North Africa. There, they have built a vast civilization, even larger and richer than the Roman Republic.

Carthage is the trading center of the known world. By land and by sea, most traded goods from the exotic, or unfamiliar, lands to the East—Mesopotamia, Persia, India—pass through Carthaginian territory on their way to Rome or wherever else they may be headed. Perhaps a conflict between the powers of Rome and Carthage is unavoidable. Two growing civilizations may only share the same sea and land for so long. As Rome has expanded through Italy, Carthage has expanded throughout North Africa and across the sea to present-day Spain. This rivalry between these two expanding civilizations has led to several battles which have become known as the Punic Wars.

During these three Punic Wars, which lasted more than one hundred years, Rome and Carthage fought for ultimate control of the Mediterranean Sea and all the land surrounding it. The Punic Wars did not turn out well for the Carthaginians. Eventually, the Romans sacked Carthage, meaning they took everything of value and destroyed the rest. They also took many Carthaginians as slaves. As a result of winning the Punic Wars, Rome gained control of nearly every bit of land around the Mediterranean. This was the beginning of one of the most powerful empires in all of history.



### Check for Understanding

How long did the Punic Wars last?

» 100 years

What is a legionary?

» a soldier in the Roman army

In what country is Rome located?

» present-day Italy

Who won the Punic Wars?

» the Romans

- Put students into pairs or groups of three, and direct them to Activity Page 5.2.
- Each section has three synonyms. Have student groups rank each on the 1 to 10 scale according to how strong the shade of meaning is (1 being not very strong, 10 being very strong).
- Help facilitate group discussion by encouraging students to ask:  
Why does \_\_\_\_\_ have a stronger shade of meaning than \_\_\_\_\_?

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                             |
| Unit/Lesson        | U4 L5                                                                                                                 |
| Activity Name      | Shades of Meaning Scale                                                                                               |
| Proficiency Levels |                                                                                                                       |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions about an image using domain-related vocabulary with support.                       |
| Expanding          | Student asks and answers questions about an image using domain-related vocabulary.                                    |
| Bridging           | Student asks and answers questions using domain-related vocabulary.                                                   |

End Lesson

## Activity Page 5.2



Speaking  
Analyzing  
Language Choices

### Entering/Emerging

Direct students to the synonym definitions on the board.

### Transitioning/Expanding

Allow students the use of a classroom or online dictionary or thesaurus to help them find the meaning of any unknown words.

### Bridging

Challenge students by having them use a thesaurus to find a fourth synonym and place it on the shades-of-meaning scale.

## 6

# Roman Life in the City, Part 1

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words with the *re-* prefix.

**Writing**

Students will write a letter from the perspective of an ancient Roman citizen.

**FORMATIVE ASSESSMENT**

Writing

**Re- Prefixes** [Activity Page 6.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**A Letter to a Friend** [Activity Page 6.3]

## LESSON AT A GLANCE

|                                | Time    | Materials                                                                                |
|--------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>     |         |                                                                                          |
| Prefixes: re–                  | 10 min. | <input type="checkbox"/> Activity Page 6.2                                               |
| <b>Write About It</b>          |         |                                                                                          |
| Roman Life in the City, Part 1 | 20 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 6.3 |

## ADVANCE PREPARATION

### Vocabulary Building

- Display the word *restart* on the board as part of the engagement activity.
- Display the words *rewatch*, *redial*, and *reappear* on the board as part of the Turn and Talk activity.

### Write About It

- Support students during the writing activity by displaying the following sentence frames:
  - My family and I live in a crowded \_\_\_\_\_ with lots of \_\_\_\_\_.
  - My father dreams of becoming a rich \_\_\_\_\_ one day.
  - I like to spend my days \_\_\_\_\_.
  - I am feeling \_\_\_\_\_, because \_\_\_\_\_.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate an understanding of the *re-* prefix by defining it and words that contain it
- Discuss the potential lifestyles of ancient Roman citizens

### Language Forms and Functions

The prefix *re-* means \_\_\_\_\_ (again) \_\_\_\_\_.

The word *rewatch* means \_\_\_\_\_ (to watch again) \_\_\_\_\_.

If I were a Roman citizen, I would...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| merchant<br>plebeian<br>wharf   | lesson<br>traditional            | apartment                       |

## Lesson 6: Roman Life in the City, Part 1

# Vocabulary Building



**Primary Focus:** Students will use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words with the *re-* prefix.

**PREFIXES: *re-* (10 MIN.)**

- Display the word *restart* for the class. Ask, *What does the word restart mean?*
  - » to shut something off and turn it back on
- *What sorts of things do you have to restart?*
  - » computer, phone, electronics
- Explain that the word *restart* is formed using a prefix. A prefix is letters added to the beginning of a base word that changes the word's meaning. Different prefixes have different meanings that affect the word they are added to. For example, the prefix *re-* means "again."
- Cover up the prefix *re-* in *restart*. Ask, *What does the base word start mean?*
  - » to begin
- Cover up the base word, and ask, *What does the prefix re- mean?*
  - » again
- Uncover the entire word, and ask, *What does the word restart mean?*
  - » to begin again

**Turn and Talk:** Pair students together, and have them use the meaning of *re-* as "again" to discuss the meaning of the words *rewatch*, *redial*, and *reappear*.

- » watch again, dial again, appear again

## Lesson 6: Roman Life in the City, Part 1

# Write About It



**Primary Focus:** Students will write a letter from the perspective of an ancient Roman citizen.

### LIFE IN A ROMAN CITY, PART 1 (20 MIN.)

#### Activity Page 6.1



- Direct students to Activity Page 6.1, and tell them they will be reading a passage about what it was like to live in an ancient Roman city.
- Tell students that the prefix *re-* can be added to words to change their meaning. Encourage them to look for *re-* words in the text. (*rebuild* in paragraph 1, *reopen* in paragraph 3, *replay* in paragraph 5, *redo* in paragraph 5)
- Read the text aloud as students follow along in their Activity Books.

### Daily Roman Life in the City, Part 1

What would it have been like to be born and raised in the city of Rome? Let's imagine that you are a child born into a plebeian family. You live with your mother, father, sister, and brother in a small apartment near the center of the city, not far from the great Colosseum. Your apartment building is crowded and noisy. There is always someone yelling or crying or laughing. There is smoke from ovens and open fires in the courtyards where women bake and cook. They are not allowed to cook in their apartments for fear of burning down the whole building. Workers would rebuild walls that have been damaged.

On warm summer mornings, you and your friends like to go to the bridge across the Tiber River and wave to your father and the other merchants as they return from the docks on their way back into the city.

Your father dreams of becoming a wealthy merchant one day, but right now he only owns one little boat. Each morning when the docks reopen, he and his partners row out to where the big ships unload their exotic goods. Your father buys goods from the merchants on the ships and then he resells the goods in other places in the city. He is a good businessman: He buys goods at the wharf at a low price and then sells them for a higher price to the rich people in the city who are too busy, or lazy, to come out to the wharves themselves. He doesn't care what kinds of merchandise he gets—pottery, fabric, dried fruits, or whatever else he can find—as long as he gets a good price. After the boats pass, you and your friends hurry home for your daily lessons.

Like most other plebeian children, you are educated at home by your family instead of going to school. You are taught to read and write in Latin. You are taught good manners and proper behavior. You learn about Roman gods, Rome's history, and what it means to be a proud Roman citizen. You also learn about your culture: the traditional songs, dances, and recipes.

Your sister often goes to music lessons. She must replay any notes she gets wrong. Your aunt sometimes takes her and other girls for a flute lesson near the temple of Minerva, built to honor the goddess of wisdom and creator of music. The boys exercise and play rough games to become stronger. They redo the exercises over and over again. The parents are responsible for making sure their young boys are strong enough to serve in the Roman army when they are old enough.



---

### Check for Understanding

- What would an apartment in ancient Rome have been like?
    - » crowded and noisy, with lots of people and activity
  - Why do the men row out to the merchant ships?
    - » to buy exotic goods
  - What type of lesson might the girls study?
    - » music
  - What type of lesson might the boys study?
    - » exercise
-

## Activity Page 6.2



## Activity Page 6.3



## Support

Direct students to the sentence frames on the board.

- Direct students to Activity Page 6.2, and read the directions: *Read the following sentences about “Daily Roman Life in the City, Part 1.” Use what you know about the meaning of the prefix re– to infer the meaning of each boldface word. An inferred meaning is based on your best guess using what you already know.*
- Support students as they use their knowledge of the prefix re– to infer the meaning of each word.
- After completing this activity, place students into groups of three. Direct them to Activity Page 6.3, and read the directions: *Pretend you are a Roman citizen born into a plebeian family. You have a friend in a wealthy patrician family who lives across the city. Write a letter to them, describing what your daily Roman life is like in the city. Be sure to include one to two words containing the prefix re–.*
- Review the following rubric with students. Explain that this is what you will use to judge student performance.

| Needs Improvement                                                                                                                                                | Good Work                                                                                                                                                       | Outstanding                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Writing lacks details about the daily life of Romans.</li><li>• Student does not include any re– prefix words.</li></ul> | <ul style="list-style-type: none"><li>• Writing contains some details about the daily life of Romans.</li><li>• Student includes one re– prefix word.</li></ul> | <ul style="list-style-type: none"><li>• Writing contains many details about the daily life of Romans.</li><li>• Student includes two re– prefix words.</li></ul> |

- Monitor student progress frequently, and provide feedback as needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                      |
|--------------------|----------------------------------------------------------------------|
| Language Domain    | Writing                                                              |
| Unit/Lesson        | U4 L6                                                                |
| Activity Name      | A Letter to a Friend                                                 |
| Proficiency Levels |                                                                      |
| Entering           | Student contributes ideas and copies ideas onto a graphic organizer. |
| Emerging           | Student contributes ideas and completes graphic organizer.           |
| Transitioning      | Student completes graphic organizer with original ideas.             |
| Expanding          | Student writes simple sentences.                                     |
| Bridging           | Student writes more detailed sentences.                              |

~~~~~  
End Lesson



Writing Reading/Viewing Closely

Entering/Emerging

Provide student groups with substantial support in writing their letters. Encourage them to use the events and details from Activity Page 6.1 as much as possible in their writing.

Transitioning/Expanding

Provide students with moderate support in writing their letters. Encourage them to circle the *re-* prefix words in Activity Page 6.1 to include in their writing.

Bridging

Provide students with light support in writing their letters. Challenge them to go beyond the *re-* prefix words found in Activity Page 6.1 to include in their writing.

7

Roman Life in the City, Part 2

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words with the pre- prefix.

Writing

Students will write a letter from the perspective of an ancient Roman citizen.

FORMATIVE ASSESSMENT

Writing

Pre- Prefixes [Activity Page 7.2]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Answering a Friend's Letter [Activity Page 7.3]

LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Prefixes: <i>pre-</i>	10 min.	<input type="checkbox"/> Activity Page 7.2
Write About It		
Roman Life in the City, Part 2	20 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 7.3

ADVANCE PREPARATION

Vocabulary Building

- Display the word *preview* on the board as part of the engagement activity.
- Display the words *preapprove*, *prepay*, and *preheat* on the board as part of the Turn and Talk activity.

Write About It

- Support students during the writing activity by displaying the following sentence frames:
 - My family and I live in a _____. It is a big house with an _____.
 - It seems strange, but my father has already _____ who I will marry.
 - My family enjoys gathering for long, relaxing _____. They _____ lots of foods.
 - I am feeling _____, because _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate an understanding of the *re-* prefix by defining it and words that contain it
- Discuss the potential lifestyles of Roman patricians

Language Forms and Functions

The prefix *pre-* means _____ (before) _____.

The word *preview* means...

If I were a Patrician, I would...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
atrium domus patrician	property	wealthy

Lesson 7: Roman Life in the City, Part 2

Vocabulary Building



Primary Focus: Students will use knowledge of morphology, linguistic context, and reference materials to determine the meaning of unknown words with the *pre-* prefix.

PREFIXES: PRE– (10 MIN.)

- Remind students that in Lesson 6, they learned about the prefix *re-*.
 - A prefix is letters added to the beginning of a base word that changes the word's meaning.
- Display the word *preview* for the class. Ask, *What does the word preview mean?*
 - » to look at something beforehand
- *What sorts of things do you preview?*
 - » movies, books, school lessons
- Explain that just as the prefix *re-* mean “again,” the prefix *pre-* means “before.”
- Cover up the prefix *pre-* in *preview*.
- Ask, *What does the base word view mean?*
 - » to look at
- Cover up the base word, and ask, *What does the prefix pre– mean?*
 - » before
- Uncover the entire word, and ask, *What does the word preview mean?*
 - » to look at something before someone else
- **Turn and Talk:** Pair students together, and have them use the meaning of *pre-* as “before” to discuss the meaning of the words *preapprove*, *prepay*, and *preheat*.
 - » approve something beforehand, to pay for something beforehand, to heat an oven before cooking

Lesson 7: Roman Life in the City, Part 2

Write About It



Primary Focus: Students will write a letter from the perspective of an ancient Roman citizen.

LIFE IN A ROMAN CITY, PART 2 (20 MIN.)

Activity Page 7.1



- Direct students to Activity Page 7.1, and tell them they will be reading a passage similar to the one they read on Activity Page 6.1. Tell students that text was about plebeians, or the middle class, this text is about the wealthy class of patriarchs.
- Remind students that the prefix *pre-* can be added to words to change their meaning. Encourage them to look for *pre-* words in the text. (*precautions* in paragraph 1, *predict* in paragraph 2, *preschool* in paragraph 2, *prepare* in paragraph 5)
- Read the text aloud as student follow along in their Activity Books.

Daily Roman Life in the City, Part 2

Let's imagine that you are a child in a wealthy patrician family. Like most patrician families, you live in a large house known in Latin as a *domus* [DOH-moos]. The *domus* has several stories with enough rooms for your large family: mother, father, children, grandparents, dozens of slaves, and several aunts, uncles, and cousins. It is common to find the family gathered in the atrium, a large open space in the middle of the *domus*. An atrium features a skylight, or hole in the roof, which creates a bright atmosphere and helps air circulate through the house. If you look closely at the floor, you can see a shallow pool of water in the middle of the atrium. This pool is there to collect rainwater, because there is no way to close the skylight. The little pool is also a good place to rinse your feet if they are dusty from the streets. Families took precautions to make sure no one slipped on the wet floors.

Whether they were plebeians or patricians, all Roman families were organized in a similar way. While many families consisted only of parents and children, it was also very common to find many relatives living together in the same apartment building, if not in the same house. Everyone—from grandparents to slaves—was considered to be part of the family. The oldest man in the family was called in Latin the *pater familias* [PAW-tare fah-MEEL-ee-yas], and he was in charge. By law, the *pater familias* had control over the family's property and money, and he made all the family decisions. He might have predicted whom his children would marry even when they were just preschool age!

Roman women were not allowed to vote or run for the Senate or other offices. Women were expected to do whatever the *pater familias* told them to do. Nevertheless, Roman women did have some rights that women in many other civilizations did not have at the time. Roman women were allowed to own property, so there were many women involved in business. Roman women were usually deeply involved in important decisions involving the home. Patrician women were often moneylenders or landlords, meaning they owned and managed properties in which others paid to live. Most plebeian women had their hands full with domestic duties, which included raising children, cooking, and cleaning. They may have also carried on a trade, such as selling food in the market. Wealthy plebeian and patrician women had slaves to do the work for them. Much of their time was spent managing their slaves. The richest families sometimes had hundreds of slaves to manage.

Patrician families and friends loved to gather for long, relaxing meals. They would prepare lots of different foods. They would sometimes eat for hours, nibbling at their food, drinking wine, and sharing all the latest stories they had heard around town. Rich patricians liked to recline on dining couches during meals. Sometimes they would lie on their stomachs; at least they didn't have to worry about spilling food on their laps! People often ate with their fingers—no need for a fork or spoon (unless they were eating soup).

On an average night, however, most plebeian families usually did not have time for long suppers. They probably sat around a table on stools, and their food usually wasn't very elaborate. A typical plebeian family would eat bread and porridge made of grain, along with small helpings of meat and whatever vegetables they had on hand.



Check for Understanding

- What is a domus?
 - » a large house where patrician families live
- Why do atriums have skylights?
 - » to circulate air and light through the house
- What were Roman women in charge of?
 - » important decisions involving the home
- True or false: Patrician families enjoyed long, relaxing meals.
 - » true

Activity Page 7.2



Activity Page 7.3



Support

Direct students to the sentence frames on the board for support and practice.

- Direct students to Activity Page 7.2, and read the directions aloud: *Read the following sentences about “Daily Roman Life in the City, Part 2.” Use what you know about the meaning of the prefix pre- to infer the meaning of each boldface word. An inferred meaning is based on your best guess using what you already know.*
- Support students as they use their knowledge of the prefix *pre-* to infer the meaning of new words.
- After completing the activity, place or group students into groups of three. Direct them to Activity Page 7.3, and read the directions: *Pretend you are a Roman citizen born into a wealthy patrician family. You have received a letter from a friend from the plebeian class. Use the letter you wrote in Activity Page 6.3 to write a letter back. Describe for your friend what your daily Roman life is like in the city. Be sure to include one to two words containing the prefix pre-.*
- Review the following rubric with students. Explain that this is what you will use to evaluate student performance.

Needs Improvement	Good Work	Outstanding
<ul style="list-style-type: none">• Writing lacks details about the daily life of Romans.• Student does not include any <i>pre-</i> prefix words.	<ul style="list-style-type: none">• Writing contains some details about the daily life of Romans.• Student includes one <i>pre-</i> prefix word.	<ul style="list-style-type: none">• Writing contains many details about the daily life of Romans.• Student includes two <i>pre-</i> prefix words.

- Monitor student progress frequently, and provide corrective feedback as needed.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U4 L7
Activity Name	Answering a Friend's Letter
Proficiency Levels	
Entering	Student contributes ideas and copies ideas onto a graphic organizer.
Emerging	Student contributes ideas and completes graphic organizer.
Transitioning	Student completes graphic organizer with original ideas.
Expanding	Student writes simple sentences.
Bridging	Student writes more detailed sentences.

~~~~~  
End Lesson



### Writing

#### Entering/Emerging

Provide student groups with substantial support in writing their letters. Encourage them to use the events and details from Activity Page 7.1 as much as possible in their writing.

#### Transitioning/Expanding

Provide students with moderate support in writing their letters. Encourage them to circle the *pre-* prefix words in Activity Page 7.1 to include in their writing.

#### Bridging

Provide students with light support in writing their letters. Challenge them to go beyond the *pre-* prefix words found in Activity Page 7.1 to include in their writing.

## 8

# Julius Caesar

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will distinguish between past, present, and future verb tenses.

**Reading**

Students will choral read an excerpt from “Julius Caesar,” paying close attention to the past tense verbs in the text.

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

**When Did It Happen?** [Activity Page 8.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                          |
| Past Tense Verbs           | 10 min. |                                                                                          |
| <b>Read About It</b>       |         |                                                                                          |
| Julius Caesar              | 20 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 8.2 |

## ADVANCE PREPARATION

### Looking at Language

- Draw a simple time line on the board with three markers from left to right: *past, present, future*.
- Display the following sentence frames on the board as part of the Turn and Talk activity:
  - This weekend, Carrie (will visit/visits) her grandmother.
  - I (watch/watched) a bird building a nest last spring.
  - I am listening to Anthony (play/will play) the piano.

### Read About It

- Provide the following sentence frame: The people of Rome \_\_\_\_\_ Caesar to political office.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Distinguish between past, present, and future
- Express an understanding of action verbs
- Identify the different tenses in sentences

### Language Forms and Functions

When you say that something happened in the past, it means that...

Action verbs are verbs that...

The tense in this sentence is \_\_\_\_\_ because...

### Vocabulary

| <b>Tier 3</b><br><b>Domain-Specific Words</b> | <b>Tier 2</b><br><b>General Academic Words</b> | <b>Tier 1</b><br><b>Everyday Speech Words</b> |
|-----------------------------------------------|------------------------------------------------|-----------------------------------------------|
| Caesar<br>civic crown                         | accomplishment<br>politics                     | bravery<br>soldier                            |

## Lesson 8: Julius Caesar

## Looking at Language



**Primary Focus:** Students will distinguish between past, present, and future verb tenses.

## PAST TENSE VERBS (10 MIN.)

- Draw a simple time line on the board with three markers from left to right: *past, present, future*.
- Point to the *past* marker, and ask, *What do we mean when we say something happened in the past?*
  - » It happened before now.
  - Say, *If I say “Yesterday, the boy walked,” is that past, present, or future?*
    - » past
  - Add the word *walked* to the *past* marker on the timeline.
- Point to the *present* marker, and ask, *What do we mean when we say something is happening in the present?*
  - » It is happening right now.
- Say, *If I say, “The boy walks,” is that past, present, or future?*
  - » present
  - Add the word *walks* to the *present* marker on the timeline.
- Point to the *future* marker, and ask, *What do we mean when we say something will happen in the future?*
  - » It has not happened yet.
  - Say, *If I say “Tomorrow, the boy will walk,” is that past, present, or future?*
    - » future
  - Add the words *will walk* to the *future* marker on the time line.

## Support

Guide students to understand that past tense verbs include actions that have just happened or happened to you recently (recounting experiences) and those that happened long ago (describing historical events).

## Challenge

Ask students to take one of the sentences and discuss how they can change the wording so that the verb also changes tense. (Example: Last weekend, Carrie visited her grandmother.)

- Explain that *walk* is an action verb. An action verb is a word that tells about something that is done.
  - An action verb describes an action, such as *run*, *dance*, or *speak*.
- Tell students that action verbs also express whether an action took place in the past, present, or future.
  - Past tense verbs express actions that occurred in the past. Past tense verbs are formed by adding *-ed* to the end of the verb, or by changing the verb's spelling.
  - Present tense verbs express actions that are happening right now. Present tense verbs are formed by adding *-s* or *-es* to the end of the verb, or by changing the verb's spelling.
  - Future tense verbs express actions that have not yet happened. The future tense is formed by adding the word *will*.
- **Turn and Talk:** Display the following sentence frames on the board. Pair students and have them choose the best verb to complete each sentence and discuss why they chose that verb.
  - This weekend, Carrie (will visit/visits) her grandmother.
    - » will visit; the event has not happened yet
  - I (watch/watched) a bird building a nest last spring.
    - » watched; the event happened in the past
  - I am listening to Anthony (play/will play) the piano.
    - » play; the event is happening right now

## Lesson 8: Julius Caesar

# Read About It



**Primary Focus:** Students will read an excerpt from “Julius Caesar,” paying close attention to the past tense verbs in the text.

### JULIUS CAESAR (20 MIN.)

- Direct students to Activity Page 8.1, and tell them they will be reading a passage about one of the most famous ancient Roman leaders, Julius Caesar.
- Remind students that past tense verbs are used to talk about actions that happened in the past. This includes historical events that happened long ago. Encourage them to pay attention to the past tense verbs used in the text and how they convey that the events happened in the past.
- Read the text aloud as students follow along in their Activity Books.

### Activity Page 8.1



### Julius Caesar

You will hear the name Julius Caesar, or just Caesar, throughout your life. You may have already heard this name many times. Julius Caesar is one of the most famous Romans who ever lived. His full name was Gaius [GUY-es] Julius Caesar, and he was born in 100 BCE, when the Roman Republic was a little more than 400 years old. His ancestors belonged to one of Rome’s oldest patrician families, the Julii [YEWEL-ee]. Julius Caesar was a Roman consul and skilled general who won many battles and greatly expanded Rome’s territory. We know a lot about him because stories about his life and accomplishments have been written and also passed down orally throughout history. In fact, while he was alive, Julius Caesar wrote some stories himself about his own life. Julius Caesar had many impressive accomplishments.

Julius Caesar became a soldier at a young age. Originally, he was nominated to become a priest of Jupiter, which was a very powerful religious position in Rome. However, a family feud erupted between his family and another important patrician family. As a result, Julius Caesar left Rome and joined the army instead.

## Activity Page 8.2



### Reading Using Verbs and Verb Phrases

#### Entering/Emerging

Provide students with the following sentence frame: The people of Rome \_\_\_\_\_ Caesar to political office.  
(elected)

#### Transitioning/Expanding

Remind students of the different ways the past, present, and future verbs are formed, either by adding a suffix, changing the spelling, or adding *will*.

#### Bridging

After students have completed their original sentences, challenge them to rewrite them using either the present or future tense of the verb *elect*.

Julius Caesar was a fine soldier, and he soon became well-known throughout the army. For his bravery, he was awarded a Civic Crown, which was a simple crown made of oak leaves. A Civic Crown was a very important honor, and represented a soldier's bravery. Only very important Romans earned the right to wear one.



### Check for Understanding

What was Caesar nominated to do before he became a soldier?

- » become a priest of Jupiter

What was Caesar awarded for his bravery?

- » a Civic Crown

What is a Civic Crown made of?

- » a simple crown made of oak leaves

What does the word *politics* mean?

- » activities involved in running a government

- Put students into pairs or groups of three, and direct them to Activity Page 8.2.
- Have them complete the sentences using the correct verb tense in parenthesis and then stating when the action took place.
- Have students write an original sentence using the past tense form of the verb *elect*.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Unit/Lesson        | U4 L8                                                                                                  |
| Activity Name      | When Did It Happen?                                                                                    |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

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

9

Julius Caesar: The Later Years

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will combine clauses with coordinating conjunctions to write about ancient Romans.

Reading

Students will read an excerpt from “Julius Caesar: The Later Years,” paying close attention to the coordinating conjunctions.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Combining Clauses** [Activity Page 9.2]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Looking at Language | | |
| Connecting Clauses with Coordinating Conjunctions | 10 min. | |
| Read About It | | |
| Julius Caesar: The Later Years | 20 min. | <input type="checkbox"/> Activity Page 9.1
<input type="checkbox"/> Activity Page 9.2 |

ADVANCE PREPARATION

Looking at Language

- For the engagement activity, write the following on the board:
 - Today I went jogging.
 - I went swimming.
- Display the following word bank throughout the lesson for students to reference

| Word Bank: Coordinating Conjunctions | | |
|--------------------------------------|-----|----|
| and | but | or |

- For the Turn and Talk activity, post the following on the board: Today, I could _____, and/but/or I could _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate an understanding of how to combine clauses by talking in small groups
- Demonstrate an understanding of the text by answering comprehension questions

Language Forms and Functions

Today I could _____ and/but/or I could _____.

Caesar's greatest enemy later in life was _____ (Pompey) _____.

Veni, vidi, vici means _____ (I came, I saw, I conquered) _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---|----------------------------------|---------------------------------|
| Cleopatra
Pompey
senate
veni, vidi, vici | | enemy |

Lesson 9: Julius Caesar: The Later Years

Looking at Language



Primary Focus: Students will combine clauses with coordinating conjunctions to write about ancient Romans.

CONNECTING CLAUSES WITH COORDINATING CONJUNCTIONS (10 MIN.)

- Ask students, *What types of activities did you do today?* Allow for student responses, then display for the class the sentences “Today I went jogging.” and “I went swimming.” side by side on the board. Have students read each sentence aloud. Ask, *What did I do today?*
 - » went jogging, went swimming
- Explain that, when you have two ideas in two sentences, you can combine them into one sentence.
 - To connect the ideas, you can use a coordinating conjunction, such as *and*, *but*, and *or*. Display these coordinating conjunctions for the class.
 - Provide these words as a word bank for students to reference throughout the lesson:

| Word Bank: Coordinating Conjunctions | | |
|--------------------------------------|-----|----|
| and | but | or |

- The coordinating conjunction *and* is used to add more information.
- The coordinating conjunction *but* is used to contrast information.
- The coordinating conjunction *or* is used to offer a choice of things.
- In the sample sentences, cross out the period and write *and* in between the sentences. Invite a student to read the complete, connected sentence. (Today, I went jogging, and I went swimming.)

Support

Support students' understanding of clauses by reminding them that the subject of a sentence is the noun that is doing the action. The verb is what the subject did.

Challenge

Give students the clauses, “My library book is overdue,” and “I have not finished reading it.” Guide them through combining these two ideas into a single sentence using a coordinating conjunction. (My library book is overdue, but I have not finished reading it.)

Activity Page 9.1



Reading
Connecting Ideas

Entering/Emerging

Provide substantial support for students as they complete the Turn-and-Talk activity by offering them the options “read a book” or “watch a movie” if they struggle with completing the sentence frame.

Transitioning/Expanding

Provide moderate support for students as they complete the Turn-and-Talk activity by prompting them to double-check the coordinating conjunction they chose. Ask if they want to add information (and), contrast information (but), or offer a choice (or).

Bridging

Provide light support for students as they complete the Turn-and-Talk activity by monitoring their discussions and providing feedback.

- Explain that “I went jogging” and “I went swimming” are both clauses. A clause is a group of related words containing a subject and a verb. Writers can combine clauses in different sentences using a coordinating conjunction.
- **Turn and Talk:** Provide the sentence frame: Today, I could _____, and/but/ or I could _____. Support student discussions as the group completes the frame with possible activities, choosing the coordinating conjunction that best connects the two ideas together. (Example: Today, I could go shopping, or I could read a book.)

Lesson 9: Julius Caesar: The Later Years

Read About It



Primary Focus: Students will read an excerpt from “Julius Caesar: The Later Years,” and identify coordinating conjunctions.

JULIUS CAESAR: THE LATER YEARS (20 MIN.)

- Ask students what they learned in the last lesson. Allow for student responses, and then remind them what they read about Julius Caesar, one of the most famous ancient Roman leaders. This passage is about Julius Caesar later in life.
- Tell students that a clause is a group of related words that has a subject and a verb. You can connect the different clauses into a single sentence using a coordinating conjunction, such as *and*, *but*, and *or*.
- Direct students to Activity Page 9.1.
- Read the text aloud as students follow along with you. Or, have students take turns choral reading paragraphs with you. Encourage students to identify coordinating conjunctions in the text.

Julius Caesar: The Later Years

Caesar’s old ally Pompey was now his greatest enemy. Pompey did not like all the power and glory Caesar had. Pompey raised an army of his own to fight Caesar. It was a bloody civil war that lasted several years. Through it all, Julius Caesar remained a hero to most plebeians. During his time in

Roman politics, Caesar preferred passing laws that favored the lowly over the rich in Roman society and members of the Senate. In the end, Caesar's army won the civil war, and Pompey was killed. Caesar unexpectedly had mercy on many of his other enemies within Rome. Rather than kill all of his enemies, as most ancient Roman leaders would have done, Caesar tried to heal the wounds of civil war by trying to unite Romans.

Caesar was now the dictator of Rome, but not everyone agreed with the way he did things. He was the main ruler who could make decisions without needing the approval of consuls. This was very different from the process of checks and balances which the Romans had relied upon to control the power of the consuls! Julius Caesar and his armies continued to conquer other lands, extending Rome's influence throughout nearly all of the Mediterranean. After one battle, Caesar famously claimed, "Veni, vidi, vici," [pronounced in Caesar's day as WAY-nee, WEE-dee, WEE-kee] meaning in Latin, "I came, I saw, I conquered."

Julius Caesar wanted to import wheat, among other things, from Egypt into Rome. Thanks to the lush farmland along the Nile, there was enough wheat in Egypt to feed all of Rome. Julius Caesar crossed the Mediterranean Sea to seize Egypt's wealth. Once there, however, Caesar met Queen Cleopatra and instead, he fell in love! Cleopatra was considered to be an extraordinary person. She was incredibly smart and clever. When Cleopatra walked into a room, everyone wanted to hear what she had to say.

Cleopatra was involved in her own political problems and civil war in Egypt. She was fighting her brother, Ptolemy [TOL-uh-mee], for control of the Egyptian throne. Caesar helped her settle her problem by having Ptolemy killed. After Ptolemy's death, Cleopatra became queen of Egypt, and much-needed shipments of Egyptian wheat were soon exported to Rome.

Eventually, Caesar's enemies gained the upper hand. They worried that as Caesar became more powerful, he might declare himself king. Many members of the Senate became jealous and wanted to remove Caesar from power. In one of history's most famous deaths, Caesar was killed on the floor of the Roman Senate. It was the Ides of March—March 15th, 44 BCE.

Sixty Roman senators, led by Junius Brutus, secretly plotted to murder Caesar in the Roman Senate. According to legend, Julius Caesar's last words were "Et tu, Brute?" This means, "And you, Brutus?" Caesar was surprised to discover that Brutus, someone he considered an ally, was a part of the plan to murder him. For all the troubles he faced during his time as dictator of Rome, Julius Caesar died a hero in the eyes of most Roman people.

Activity Page 9.2



Reading/Viewing Closely

Entering/Emerging

Provide substantial support by choral reading each sentence in the activity with students.

Transitioning/Expanding

Provide moderate support by monitoring student progress in the activity and providing correctives as needed.

Bridging

Provide light support by monitoring student progress in the activity and correctives as needed.

- Direct attention to the following coordinating conjunctions that combine clauses:
 - Paragraph 1: *Caesar's army won the civil war, and Pompey was killed.*
 - Paragraph 2: *...dictator of Rome, but not everyone...*
 - Paragraph 3: *...Cleopatra became queen of Egypt, and much-needed...*



Check for Understanding

Ask students the following questions:

- Who was Caesar's greatest enemy later in life?
 - » his old ally Pompey
- What does *Veni, vidi, vici* mean?
 - » I came, I saw, I conquered.
- Who did Caesar fall in love with?
 - » Cleopatra
- How did Caesar die?
 - » He was assassinated on the floor of the Roman Senate.

- Direct students to Activity Page 9.2.
- Have students complete each sentence frame using the coordinating conjunction that correctly combines the two clauses.
- When students are finished, have students share their answers with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U4 L9 |
| Activity Name | Combining Clauses |
| Proficiency Levels | |
| Entering | Student identifies conjunctions in sentences and recognizes how they are used with support. |
| Emerging | Student identifies conjunctions in sentences and recognizes how they are used. |
| Transitioning | Student uses frequently occurring conjunctions to combine sentences with support. |
| Expanding | Student uses frequently occurring conjunctions to combine sentences. |
| Bridging | Student uses a variety of conjunctions to combine sentences. |

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

## 10

# Augustus Caesar and the Roman Empire

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will evaluate the language an author uses to explain an idea.

**Reading**

Students will read the excerpt “Augustus Caesar and the Roman Empire” and identify descriptive adjectives.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Evaluating the Author's Language** [Activity Page 10.2]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                  |
|--------------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>           |         |                                                                                            |
| Evaluating the Author's Language     | 10 min. |                                                                                            |
| <b>Read About It</b>                 |         |                                                                                            |
| Augustus Caesar and the Roman Empire | 20 min. | <input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> Activity Page 10.2 |

## ADVANCE PREPARATION

### Looking at Language

- Find a picture of an animal of your choice. It can be a picture from a book, printed from the Internet, etc.
- Display the following sentences: The pretty butterfly. / The blue, orange, and red butterfly.
- Display the following sentence as part of the Turn and Talk activity: The rusty, old bike squeaked when I rode it.

### Read About It

- Display these sentence frames on the board:
  - Marc Antony was a \_\_\_\_\_ general.
  - The author tells you the conflict was \_\_\_\_\_ and \_\_\_\_\_.
  - The reader understands that the generals were \_\_\_\_\_.
  - William Shakespeare wrote a \_\_\_\_\_ play called \_\_\_\_\_.
  - Augustus Caesar was a \_\_\_\_\_ emperor.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate an understanding of strong sentences by locating adjectives within the sentence
- Demonstrate an understanding of the text by answering comprehension questions

### Language Forms and Functions

The \_\_\_\_\_ sentence does a better job of describing the idea because...

Marc Antony fell in love with \_\_\_\_\_ (the dark-haired, beautiful Cleopatra) \_\_\_\_\_

Julius Caesar adopted \_\_\_\_\_ (his eighteen-year-old great nephew Octavian) \_\_\_\_\_ as his son.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words  | Tier 1<br>Everyday Speech Words |
|---------------------------------|-----------------------------------|---------------------------------|
| emperor<br>general              | alliance<br>couple<br>predecessor | friend<br>powerful              |

## Lesson 10: Augustus Caesar and the Roman Empire

## Looking at Language



**Primary Focus:** Students will evaluate the language an author uses to explain an idea.

## EVALUATING THE AUTHOR'S LANGUAGE (10 MIN.)

- Begin by displaying a picture of an animal for the class to see.
  - Ask, *How would you describe this picture to a friend on the phone who couldn't see it?* Write down the descriptive words the class generates.
- Explain that these description words are adjectives. An adjective is a word that describes a noun, and a noun is a person, place, or thing. Adjectives can tell how something looks, tastes, feels, or sounds.
  - Adjectives answer questions, such as *How many? What kind? Which one?*
- Tell students that adjectives are part of the language an author uses to explain their ideas. They use this language to give more information and evidence to support their points. The author should always provide enough information so that the reader can answer questions such as:
  - What does it look like?
  - How many?
  - What kind?
  - Which one?
- Explain that effective readers pay attention to the adjectives the author uses to describe ideas. They can evaluate the author's language choices by asking, *Did the author do a good job of describing the idea?*
- Display the following sentences for the class: The pretty butterfly was on a leaf. / The blue, orange, and red butterfly was on a leaf.
  - Ask, *Which sentence does a better job of describing a butterfly? Why?*
    - » The second sentence does a better job, because it tells you the colors instead of just saying it is pretty.
- **Turn and Talk:** Display the sentence: The rusty, old bike squeaked when I rode it. Have student pairs discuss whether the sentence does a good job of describing the bike. If so, why? If not, what could be done to improve it?

## Support

Check students' understanding of the evaluation process by making the distinction between merely liking or disliking something and judging its effectiveness.

## Challenge

Have students brainstorm additional adjectives to describe a butterfly. Remind them that adjectives answer questions, such as *How many? What kind? Which one?*

## Lesson 10: Augustus Caesar and the Roman Empire

# Read About It



**Primary Focus:** Students will read the excerpt “Augustus Caesar and the Roman Empire,” and identify descriptive adjectives.

### Activity Page 10.1



#### AUGUSTUS CAESAR AND THE ROMAN EMPIRE (20 MIN.)

- Direct students to Activity Page 10.1. Remind students that in the last lesson they read about Julius Caesar, one of the most famous ancient Roman leaders.
- Ask students what they remember about Julius Caesar. Tell students that this passage is about two men who ruled after him: Marc Antony and Octavian.
- Remind students that an adjective describes a noun in order to give more information about it. Authors use language choices, such as adjectives, to explain their ideas. Good readers think about whether the text does a good job of explaining the ideas.
- Read the text aloud as students follow along with you. Or, have students take turns choral reading paragraphs with you. Encourage them to look for adjectives in the text.

### Augustus Caesar and the Roman Empire

During his life, Julius Caesar had a few close friends, the closest of which was Marc Antony. Marc Antony was a general under Julius Caesar and helped in the conquering of Gaul. Julius Caesar did not have any sons that could take over his position as Emperor of Rome. In his will, Julius Caesar adopted his eighteen-year-old great-nephew, Octavian, as his own son. After Caesar's death, Marc Antony and Octavian worked together to fight against Julius Caesar's enemies and resolve some of the conflict in the empire, at least for a while.

During Julius Caesar's time, Rome's borders had expanded far beyond Italy, and far beyond the coastlines of the Mediterranean Sea. By the time of Julius Caesar's death, Rome included a number of provinces, or areas

outside of the city of Rome controlled and governed by Roman generals. This map shows in orange and red all the lands that Rome controlled at the time of Julius Caesar's death. The generals in charge of these areas were supposed to take orders from the Roman Senate.

Marc Antony took it upon himself to make sure Rome and Egypt continued to be allies, because Rome needed to keep importing Egypt's wheat. Plus, Cleopatra's Egypt was a rich and powerful country with a strong army—not as powerful as Rome, but still an important force in the Mediterranean area with which to have an alliance. Just as Julius Caesar had done, Marc Antony fell in love with the dark-haired, beautiful Cleopatra, and she fell in love with him. In fact, they became one of the most famous couples in history. William Shakespeare, the playwright you heard about earlier who wrote the play *Julius Caesar*, wrote a play about this couple titled *Antony and Cleopatra*.

Marc Antony and Cleopatra became allies in a struggle for power with Octavian. Even though Marc Antony and Octavian had worked together in an alliance to end Rome's civil war, they eventually became enemies. It seems like this is the way things always turned out in Roman politics, isn't it? Since the beginning of Roman history, starting with Romulus and Remus, right on through Julius Caesar and Brutus and beyond, allies often became bitter, hateful enemies.

Octavian won the war against Marc Antony and Cleopatra. He went on to become the most powerful Roman leader at the time, with influence over most of the senators and generals. Octavian served as consul, proconsul, and in a number of other important roles, becoming a true Roman war hero just like his predecessor, Julius Caesar. Octavian managed to make more friends than enemies, unlike Julius Caesar. He was so popular and powerful that the Senate gave him a new name: Augustus, which in Latin means "Illustrious One." Augustus Caesar was presented the same award as his predecessor for his bravery, the Civic Crown. Today, Augustus is remembered as Emperor Augustus Caesar. He took the name Caesar in honor of Julius Caesar, his predecessor and adoptive father.

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## Activity Page 10.2



### Reading Evaluating Language Choices

#### Entering/Emerging

Provide substantial support by using the sentence frames on the board.

#### Transitioning/Expanding

Provide moderate support by reminding students that effective language use means the reader should be able to answer questions like “what kind?” and “which one?”

#### Bridging

Provide light support by monitoring student progress in the activity and providing correctives as needed.

- Direct attention to the following adjectives the author uses in the text.
  - Paragraph 1: *few close friends*
  - Paragraph 3: *dark-haired, beautiful Cleopatra*
  - Paragraph 4: *bitter, hateful enemies*



### Check for Understanding

Use the following text-based questions to check for understanding:

- Who did Julius Caesar adopt as his son?
  - » his 18-year-old great-nephew Octavian
- Who was Marc Antony?
  - » a general under Julius Caesar who helped conquer Gaul
- Who did Marc Antony fall in love with?
  - » the dark-haired, beautiful Cleopatra
- After defeating his enemies, what did the Senate change Octavian's name to?
  - » Augustus Caesar, the Illustrious One

- Direct students to Activity Page 10.2.
- Have students evaluate the author's use of descriptive language. If the author uses descriptive language (i.e., adjectives to describe the nouns), have them explain why in the space provided. If not, have them rewrite the sentence so it is more effective.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Unit/Lesson        | U4 L10                                                                                                 |
| Activity Name      | Evaluating the Author's Language                                                                       |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

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

11

The Decline of the Roman Empire

PRIMARY FOCUS OBJECTIVE(S)

Speaking

Students will offer opinions and persuade others in group conversations.

Reading

Students will read an excerpt from “The Decline of the Roman Empire,” paying close attention to the author’s use of opinions and reasons.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking**Decline of the Roman Empire** [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------------|---------|--|
| Talk Time | | |
| Offering an Opinion | 10 min. | |
| Read About It | | |
| The Decline of the Roman Empire | 20 min. | <input type="checkbox"/> Activity Page 11.1
<input type="checkbox"/> Activity Page 11.2 |

ADVANCE PREPARATION

Talk Time

- Provide the following phrases as part of the instruction:
 - I think that _____.
 - I believe that _____.
 - I agree with _____, and/but _____
- Display the following sentence frame as part of the Turn and Talk activity:
My favorite place to go after school is _____ because _____.

Read About It

- Provide the following sentence frames:
 - I think the Roman Empire fell because the citizens were _____.
 - One reason I believe this is because the citizens only wanted to watch _____.
 - Another reason is that the children did not care about the _____ of Rome.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Differentiate between opinions and facts
- Explain why closed questions are not conducive to discussions

Language Forms and Functions

This is a(n) _____ (open/closed) _____ question because...

I think that _____ because...

A mercenary is...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|---|--|
| mercenary
invasion
Vandal | decline
significant | |

Lesson 11: The Decline of the Roman Empire

Talk Time



Primary Focus: Students will offer opinions and persuade others in group conversations.

OFFERING AN OPINION (10 MIN.)

- Begin by asking students, *If I say that spaghetti is a type of food, is that a fact or opinion?*
 - » fact
 - *If I say that my favorite food is spaghetti, is that a fact or an opinion?*
 - » opinion
 - *Why?*
 - » It is a personal preference.
- Explain that an opinion is a personal belief or preference. In a debate, the speaker presents an opinion and supports it with the reasons why they think this way. The speaker hopes to persuade the others to agree with their point of view.
- Ask students, *What are some different phrases you could use to offer your opinion in a debate?* Allow for student responses, then provide the following phrases:
 - I think that _____.
 - I believe that _____.
 - I agree with _____, and/but _____.
- Tell students that in a conversation, there are questions that help continue the discussion and questions that don't.
 - Closed response questions are yes/no questions. The only answer you could have is either yes or no. For example: *Do you like popcorn?*
 - Open response questions allow you the chance to offer your ideas. These are “Why?” questions. They give you the chance to give reasons why you hold that opinion. For example: *Why do you like popcorn? I like popcorn because _____.*

Support

Help students understand that the reasons that support an opinion will answer “Why?” Students can use the following sentence stem to help them articulate the reasons they hold an opinion: Why do you believe that _____? Because...

Challenge

Have students turn the following closed response question into an open response: *Do you like to hear birds sing?* (Why do you like to hear birds sing?)

- Ask students, *Is chocolate ice cream better than vanilla?*
 - Allow for student responses, and then ask, *Is this an example of an open or closed response?*
 - » closed
 - *Why is this not a good way to have a discussion?*
 - » It only allows for yes/no answers.
- Ask students, *Why do you think chocolate ice cream is better than vanilla?*
 - Allow for student responses, and then ask, *Is this an example of an open or closed response?*
 - » open
 - *Why is this a good way to have a discussion?*
 - » It gives people the chance to talk about why they think or feel a certain way.
- Ask students about giving an opinion, why they would like to do that over answering yes/no questions.
- **Turn and Talk:** Pair students and ask them the question, *Where is your favorite place to go after school? Why?* Have students state their opinion, and then provide a reason to support that opinion. Facilitate student discussions with the following sentence frame: My favorite place to go after school is _____ because _____.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U4 L11 |
| Activity Name | Decline of the Roman Empire |
| Proficiency Levels | |
| Entering | Student offers an opinion with prompting and support. |
| Emerging | Student offers an opinion. |
| Transitioning | Student supports opinion with one textual reason with prompting and support. |
| Expanding | Student supports opinion with one textual reason. |
| Bridging | Student supports opinion with textual reason(s). |

Lesson 11: The Decline of the Roman Empire

Read About It



Primary Focus: Students will read an excerpt from “The Decline of the Roman Empire,” paying close attention to the author’s use of opinions and reasons.

Activity Page 11.1



Informal Observation



THE DECLINE OF THE ROMAN EMPIRE (20 MIN.)

Direct students to Activity Page 11.1.

- Read the text aloud as students follow along with you. Or, have students take turns choral reading paragraphs with you.
- Ask students, *Have you heard the word decline before? Who can explain what this word means?* Explain that a decline is a downward movement of something (the opposite of incline) or a decrease in the amount, number, or quality of something. For example, a hill can be at a decline if it slopes downward, or there can be a decline in a person’s health when she or he is sick.
- Tell students that in today’s Read-Aloud they are going to learn about the decline of the Roman Empire. Ask students what they think the “decline of the Roman Empire” means.
 - » that the empire is starting to fail or fall apart
- Encourage students to pay attention to the opinions and reasons in the text that explain why the Roman Empire declined.

The Decline of the Roman Empire

For many years, enemies from the regions to the north have tried to conquer Rome. One of these tribes, the Vandals, had been forced from the Germanic regions. The Vandals invaded parts of the Roman Empire in Gaul, Spain, and then North Africa. They conquered the city of Carthage, and then they turned attention to Rome itself. The Vandals crossed the Mediterranean from Africa and invaded Italy. The Vandals pushed their way deep into the heart of Italy. Thousands of them descended upon the city of Rome, and their only goal was to destroy it.

Luckily, most of your family members had time to leave their homes before the Vandals’ invasion. Some will go to the island of Sicily. They may not be

safe there either, because the Vandals seem to be everywhere in nearby Italy. Most of your family will head east, sailing across the sea to the city of Constantinople. There, you and your family hope to make a new start. As the Vandals move closer to your home, you wonder to yourself, “Where are the powerful Roman legions of old? Why are there no legionaries to protect us?” Long gone are the proud Roman legions under the leadership of Julius Caesar.”

The sad fact is that you know exactly how this happened. The Roman Empire has become weak. So much has changed since the days of Augustus Caesar. The Pax Romana—Roman Peace—brought two hundred years of peace and prosperity throughout the empire, but it also changed the way Romans lived and governed their lands. Maintaining legionaries is expensive; it costs a lot to train, feed, and arm thousands of soldiers all over the vast Roman Empire. To save money, Roman emperors and generals hired mercenaries, soldiers who will fight for any country or group for money, and many of these soldiers were not even Roman citizens. Instead of relying on hordes of Roman legionaries, Rome had come to rely on a smaller amount of mercenaries, the very people they thought of as barbarians, to fight for Rome. When Attila the Hun and other invaders threatened the Roman provinces, these mercenaries were not willing to fight and die to protect Rome, because they were not true Roman citizens.

Sometimes, you think maybe the emperors and senators have become just as bad as the mercenaries and other people who have been called barbarians. Many seem so greedy and selfish, not thinking about what is best for Rome. For years, they have drained Rome’s resources to pay for their games, their feasts, and monuments to themselves. All the while, these leaders failed to prepare for the enemy invasions.

You think to yourself, “What has happened to the citizens of Rome?” The once-mighty citizens of Rome seem weak and lazy now. They only want to watch gladiator games at the Colosseum and wait for the emperor’s bakers to throw them a few loaves of bread. Children barely learn their history anymore. Rarely do children understand or care about the significant history of Rome and how it came to be so powerful. Therefore, they do not look forward to fighting for the greatness of Rome in battle as their ancestors did. Sometimes you think to yourself that maybe—just maybe—the invasion of the Vandals is for the best. Maybe it is time to tear down Rome and start all over again. Maybe a new, stronger Rome will arise from the ashes.

- Direct attention to the following opinion and reasons that appear in the text:
 - Paragraph 3: The Roman Empire has become weak. (*opinion*) Explain that this is an opinion because it is someone's personal belief about the Roman Empire.
 - Paragraph 4: Mercenaries were not willing to fight and die to protect Rome. (*reason*) Explain that this is a reason that supports the opinion. It gives information explaining why the Roman Empire has become weak.
 - Paragraph 5: Emperors and senators are greedy and selfish. (*reason*) Explain that this is a second reason that explains why the Roman Empire has become weak.
 - Paragraph 6: Citizens only want to watch gladiator games. (*reason*) Explain that this is a third reason that explains why the Roman Empire has become weak.



Check for Understanding

Use the following text-based questions to check for understanding:

- What was the Vandals' goal when they reached Rome?
 - » to destroy it
- What is a mercenary?
 - » a hired soldier who will fight for money
- Why were mercenaries not willing to die to protect Rome?
 - » They were not true Roman citizens.
- Why do the children not look forward to fighting for Rome?
 - » They do not care about the significant history of Rome.

Activity Page 11.2



- Direct students to Activity Page 11.2. Tell students that they will be offering their opinions about the question: Why did the Roman Empire fall?
- Have students complete the graphic organizer with their opinion as to why the Roman Empire fell and two reasons why they hold that opinion. Explain that when something falls, such as the Roman Empire, it means that it starts to fail and come apart.

- Once they are finished, pair students together and have them present their opinion and reasons to one another in a short debate. Encourage them to use the following phrases as they present their ideas in the discussion:

- I think that _____.
- I believe that _____.
- I agree with _____, and/but _____.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U4 L11 |
| Activity Name | Decline of the Roman Empire |
| Proficiency Levels | |
| Entering | Student offers an opinion with prompting and support. |
| Emerging | Student offers an opinion. |
| Transitioning | Student supports opinion with one textual reason with prompting and support. |
| Expanding | Student supports opinion with one textual reason. |
| Bridging | Student supports opinion with textual reason(s). |

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



### Speaking Offering Opinions

#### Entering/Emerging

Provide substantial support by using the sentence frames written on the board.

#### Transitioning/Expanding

Provide students with moderate support in completing the graphic organizer by prompting them with questions, such as *Why did the Roman government hire mercenaries?* (It was cheap.) *Was this a good idea or bad idea? Why?* (This was a bad idea because the mercenaries did not want to die for Rome.)

#### Bridging

Provide light support by monitoring student progress offering opinions and provide prompting as needed.



## 12

# The Western and Eastern Empires

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will support opinions by expressing reasons and citing textual evidence.

**Reading**

Students will read an excerpt from “The Decline of the Roman Empire,” paying close attention to the textual evidence that supports the author’s reasons.

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

**Was Constantine a Good Emperor?** [Activity Page 12.2]

## LESSON AT A GLANCE

|                                                | Time    | Materials                      |
|------------------------------------------------|---------|--------------------------------|
| <b>Talk Time</b>                               |         |                                |
| Textual Evidence                               | 10 min. |                                |
| <b>Read About It</b>                           |         |                                |
| Close Reading: Was Constantine a Good Emperor? | 20 min. | ☐ Activity Pages 12.1 and 12.2 |

## ADVANCE PREPARATION

### Talk Time

- Display the following sentences as part of the instruction:
  - Many Roman senators were very greedy.
  - They spent money on themselves.

### Read About It

- Provide these sentence frames on the board for Emerging students:
- I think that Constantine was a \_\_\_\_\_ emperor.
- One reason is because he \_\_\_\_\_ the Christian people.
- The text says that Constantine \_\_\_\_\_ ending the persecution of Christians.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Express the importance of identifying textual evidence for different ideas
- Express opinions and integrate textual evidence into opinion statements
- Demonstrate an understanding of the text by answering comprehension questions

### Language Forms and Functions

It is important to provide evidence when offering your opinion because...

The capital of the Western Roman Empire was \_\_\_\_\_ (Rome) \_\_\_\_\_.

I think that Constantine was a \_\_\_\_\_ (good/bad) \_\_\_\_\_ emperor because...

### Vocabulary

| Tier 3<br>Domain-Specific Words          | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------------------------|----------------------------------|---------------------------------|
| capital<br>Constantine<br>empire/emperor | complex<br>greedy<br>vast        |                                 |

## Lesson 12: The Western and Eastern Empires

## Talk Time



**Primary Focus:** Students will support opinions by expressing reasons and citing textual evidence.

## TEXTUAL EVIDENCE (10 MIN.)

- Begin by asking students to think about what they learned last lesson.
- Ask, *What is an opinion?*
  - » a personal belief or preference
  - *What are reasons?*
    - » They explain why you hold that opinion.
- Tell students that in this lesson, they will learn how to use textual evidence to develop the reasons that support their opinions.
- Display the sentences: Many Roman senators were very greedy. They spent money on themselves.
  - Ask, *What does this text say about the senators?*
    - » They were greedy.
  - *What does the text say the senators did?*
    - » They spent money on themselves.
- Tell students that this is textual evidence. Textual evidence includes details and information found directly within the text.
  - You can literally point to the information on the page.
- Ask, *Why is it important to provide evidence when offering your opinion?* Allow for student responses, and then explain that evidence helps better explain the reasons for your opinion. This helps you better persuade others to agree with you.
- **Turn and Talk:** Pair students and direct them back to the sentences on the board. Ask, *What reasons and evidence would you give to support the opinion that the Roman senators did not care about the Roman people?*
  - » They should have done good things for the Roman people. Instead, they spent money on themselves.

## Support

Help students better understand how textual evidence partners with reasons by providing students with the sentence frame: Why do you think \_\_\_\_? Because the text says \_\_\_\_.

## Challenge

Have students name some different types of textual evidence they should look at when supporting their reasons. (details, data, quotes, events, descriptions, etc.)

## Lesson 12: The Western and Eastern Empires

# Read About It



**Primary Focus:** Students will read an excerpt from “The Decline of the Roman Empire,” paying close attention to the textual evidence that supports the author’s reasons.

### Activity Page 12.1



#### THE WESTERN AND EASTERN EMPIRES (20 MIN.)

- Direct students to Activity Page 12.1.
- Read the text aloud as students follow along in their Activity Books. Define unknown words, model fluency stop, and ask questions.
- Encourage students to pay attention to the reasons in the text that explain why the Roman Empire split in two.

### The Western and Eastern Empires

In the previous lesson, you learned about the fall of the Roman Empire. The Roman armies had become weak, compared to the days of Julius and Augustus Caesar. This was because they relied on paid soldiers, or mercenaries, to protect Rome. You also learned about how the Roman emperors and senators wasted lots of money on “bread and circuses”—gladiator games, chariot races, and other luxuries—but did not spend money on the things that would keep Rome safe.

The Roman Empire simply became too vast to handle. It was impossible for a single emperor working with senators and proconsuls to control everything that was happening over thousands of miles of Roman territory. This was the fault of selfish Roman emperors. These emperors did what was best for them, not the people of Rome. The governors and generals in charge of the Roman provinces could do as they pleased. Over the course of many years, Rome itself became less and less important to the people who lived in and ruled the Roman provinces, which stretched from Italy to the surrounding areas of England, France, Spain, North Africa, and the Middle East.

The Roman Empire was so vast and so complex that it needed to be divided into two parts: the Western Roman Empire, with Rome as its capital; and the Eastern Roman Empire. The Eastern Roman Empire would be ruled from a new capital city, called Constantinople. Constantinople was named after an important Roman leader. His name was Constantine the Great.

Constantine the Great was the first Christian Roman emperor. He made laws ending the persecution of Christians. In fact, Constantine the Great said that individuals should be allowed to worship whichever god or gods they chose, so there were no laws against any religion in the Eastern Roman Empire.

Constantine brought new hope and confidence to many Romans. His new city of Constantinople was a chance at a fresh start. He was kind and generous to his soldiers so they would be loyal and fight hard for him. He himself often led his soldiers into battle.

But even with this new start, politics were just as difficult in the Eastern Empire as they had been in Rome. Under Constantine's rule, there was still conflict and warfare. Meanwhile, the city of Rome remained the center of the Western Roman Empire, as well as the center of Christianity. The political situation in Rome was worse than ever. Emperors came and went, and many politicians could hardly agree on anything. Worst of all, wars were breaking out in the north, as more and more surrounding tribes started looking for new homes on Roman land.

Eventually, the Eastern Roman Empire completely separated from the Western Roman Empire. Once separated, it wasn't called the Eastern Roman Empire anymore. By 410 CE, the Eastern Empire was known as the Byzantine Empire.

- 
- Direct attention to the following opinion and reasons that appear in the text:
    - Paragraph 1: The Roman armies had become weak, compared to the days of Julius and Augustus Caesar. (*opinion*) This was because they relied on paid soldiers, or mercenaries, to protect Rome. (*reason*)
    - Paragraph 2: This was the fault of selfish Roman emperors. (*opinion*) These emperors did what was best for them, not the people of Rome. (*reason*)

## Activity Page 12.2



### Reading Supporting Opinions

#### Entering/Emerging

Provide substantial support by modeling opinion and reasons. Offer to identify textual evidence as needed.

#### Transitioning/Expanding

Provide students with moderate support in completing the graphic organizer by prompting them with questions, such as *How did Constantine treat the Christian people?* (He made laws ending their persecution.) *How did Constantine treat his soldiers?* (He was generous to his soldiers.)

#### Bridging

Provide light support by monitoring student progress in the activity and providing correctives as needed.



### Check for Understanding

Ask the following text-based questions to check for understanding:

- What are “bread and circuses”?
  - » gladiator games, chariot races, and other luxuries
- What was the capital of the Western Roman Empire?
  - » Rome in Italy
- What was the capital of the Eastern Roman Empire?
  - » Constantinople
- How did Constantine feel about the persecution of Christians?
  - » He made laws to end their persecution.

- Direct students to Activity Page 12.2. Tell students that they will be offering and supporting their opinions about the question, *Was Constantine a good emperor or a bad emperor?*
- Have students complete the graphic organizer with their opinion as to whether they feel Constantine was a good emperor or bad emperor. Not only should they have two reasons to explain their opinion, but students should also find one piece of textual evidence from Activity Page 12.1 to support each reason.
- Once they are finished, pair students together and have them present their opinions, reasons, and evidence to one another in a short debate.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                              |
|--------------------|------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                     |
| Unit/Lesson        | U4 L12                                                                       |
| Activity Name      | Was Constantine a Good Emperor?                                              |
| Proficiency Levels |                                                                              |
| Entering           | Student offers an opinion with prompting and support.                        |
| Emerging           | Student offers an opinion.                                                   |
| Transitioning      | Student supports opinion with one textual reason with prompting and support. |
| Expanding          | Student supports opinion with one textual reason.                            |
| Bridging           | Student supports opinion with textual reason(s).                             |

~~~~~  
End Lesson

13

Running for Roman Senate

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will contribute to group discussions about the Roman senate by asking and answering questions.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Campaign Speech – Discussion Guide**

[Activity Page 13.2]

LESSON AT A GLANCE

	Time	Materials
Talk Time		
Running for Roman Senate	30 min.	<input type="checkbox"/> Activity Pages 13.1 <input type="checkbox"/> Activity Pages 13.2

ADVANCE PREPARATION

Talk Time

- Group students into groups of three or four. These will be their writing groups for the writing assignment over the next three lessons.
- Locate an example campaign speech or political campaign commercial online to play for the class.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none">• Identify the importance of using persuasive speeches for elections• Identify strong/weak aspects of campaign speeches• Collaborate to answer discussion guide questions in small groups		
Language Forms and Functions		
From the speech, I learned that the candidate...		
The Roman Empire is failing because...		
I will fix this problem by...		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
politician	campaign speech	

Lesson 13: Running for Roman Senate

Talk Time



Primary Focus: Students will contribute to group discussions about the Roman senate by asking and answering questions.

RUNNING FOR ROMAN SENATE (30 MIN.)

- Begin by asking, *How does someone get elected to a position?*
 - Allow for student responses. Then explain that people vote in an election, and the person with the most votes wins.
 - Just as in the United States today, senators in ancient Rome were elected.
- Ask students some ways senators and other politicians get people to vote for them.
 - Explain that a politician is someone who works in the government; for example, the president.
 - A senator is a politician who works in the Senate making laws.
 - Senators, and the president are elected to their jobs. This means that people vote for whom they want, and the person with the most votes wins.
- Allow for student responses and then explain that one way politicians persuade people to vote for them is through campaign speeches.
- Explain that a campaign speech is what a candidate gives to a group of people when trying to persuade them to vote for them. A written speech is a type of opinion writing.
- Ask students three things they have learned in this unit that make up opinion writing.
 - » opinion, reasons, and evidence
- Tell students that over the next three lessons they will be writing and presenting their own campaign speeches from the point of view of an ancient Roman Senate candidate. In their speeches, they will do the following:
 - present an opinion about why they feel the Roman Empire has declined
 - develop that opinion with reasons and evidence
 - present a solution to the problem
 - try to convince the voters why they are the best candidate for the Senate

Support

Take time to review Lessons 11 and 12 in this unit, which discuss offering and supporting opinions. Remind students that an opinion is a personal belief, the reasons are why you hold that belief, and the textual evidence helps support those reasons.

- Locate an example campaign speech or political campaign commercial online to play for the class. Afterward, ask students to give their impressions of what they heard. Use the following guiding questions to help students explain their impressions:
 - What problem did the candidate say needed to be fixed?
 - How did the candidate say they would fix it?
 - What did you learn about the candidate from the speech?
 - Would you vote for this candidate? Why or why not?
- Break students into groups of three or four. These will be the writing groups for the next three lessons.
- Direct students to Activity Page 13.1. Explain that the first thing on the page is the writing prompt. A writing prompt gives you the topic of your writing and presentation. Read the writing prompt aloud:

Imagine you are campaigning to be a senator in the ancient Roman Empire. There's been 200 years of peace since the time of Julius Caesar and Augustus Caesar. The once-great empire is failing ... and it's your job to fix it! Write and deliver a campaign speech to your voters. Explain what you think is wrong with the empire, the reasons why you hold this opinion, and what you'll do to fix it if elected.

- Tell students that in order to write a campaign speech, you'll need to know what goes into a campaign speech:
- State your opinion:

What This Is	What to Write About	Example
Offer your opinion about why the Roman Empire is failing.	How is life different now than when Julius Caesar was in charge? Are things better now or worse? Why?	I think the Roman Empire is failing because other senators are corrupt.

Challenge

Tell students that mayors, governors, and even the President of the United States were all candidates running for office at one point. Ask students to name some politicians or some government jobs they know about. These could be either in the United States or in their home countries.

Activity Page 13.1



Activity Page 13.2



Speaking Exchanging Information and Ideas

Entering/Emerging

If students have difficulty understanding the Discussion Questions, help them reframe the question as a yes/no response.

Transitioning/Expanding

In order to ensure that every group member contributes, have students follow turn-taking rules by assigning one Discussion Question to each group member.

Bridging

Encourage students to build on one another's responses with relevant information by asking *Why?* questions; for example, *Why is this issue a problem that needs to be solved? Why would this plan solve the problem?*

- Give the reasons and evidence that support this opinion:

What This Is	What to Write About	Example
Reasons explain why you have this opinion. Textual evidence is information found in the text that supports those reasons.	Review what you read in Activity Page 11.1 "The Decline of the Roman Empire" and Activity Page 12.1 "The Western and Eastern Empires." Look for reasons and textual evidence in those passages.	Senators waste money. The text says that they would spend money on gladiator games but not on things that would keep Rome safe.

- Explain what you plan to change to fix the problem:

What This Is	What to Write About	Example
Tell your voters how you will make the Roman Empire great again.	Explain that you will change the way things are done for the better. This is why you are the best candidate to vote for.	If elected, I plan on changing things so that senators spend less money on gladiator games and more on keeping Rome safe.

- Direct student groups to Activity Page 13.2. Explain that this discussion guide is a tool for helping them brainstorm details about the opinions, reasons, and solutions that they can include in their campaign speeches.
- Facilitate small group discussions and brainstorming using the discussion guide questions:
 1. What, in your opinion, is the reason the once-great Roman Empire is failing?
 2. What is one reason that supports your opinion?
 3. Where in the text can you find a piece of evidence that helps to support this reason?
 4. If elected, what will you change or do differently to make things better?
 5. How will this solution help to fix the problem?
 6. Why should the people of Rome vote for you?
- Encourage students to follow turn-taking guidelines:
 1. Go in order around the circle.
 2. All group members get a chance to speak.
 3. Everyone waits their turn before speaking.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U4 L13
Activity Name	Campaign Speech – Discussion Guide
Proficiency Levels	
Entering	Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support.
Emerging	Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.
Transitioning	Student asks and answers questions about an image using domain-related vocabulary with support.
Expanding	Student asks and answers questions about an image using domain-related vocabulary.
Bridging	Student asks and answers questions using domain-related vocabulary.

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

## 14

# Roman Senate Campaign Speech

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will collectively plan and write a campaign speech.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Campaign Speech Writing Template**

[Activity Page 14.3]

## LESSON AT A GLANCE

|                              | Time    | Materials                                                                                                                                 |
|------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b>        |         |                                                                                                                                           |
| Roman Senate Campaign Speech | 30 min. | <input type="checkbox"/> Activity Page 14.1<br><input type="checkbox"/> Activity Page 14.2<br><input type="checkbox"/> Activity Page 14.3 |

## ADVANCE PREPARATION

### Write About It

- Students will need Activity Pages 11.1 and 12.1 for reference.
- Have available the example campaign speech from Lesson 13.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                           |                                                  |                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Recall the three important elements of campaign speeches</li> <li>• Collaborate to create parts of their speech based on prior knowledge and the rubric</li> </ul>  |                                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                 |                                                  |                                 |
| Campaign speeches need _____ (opinions) _____, _____ (evidence) _____, and _____ (explanations) _____.<br><br>The title of the speech should be _____ because...<br><br>People should vote for me because... |                                                  |                                 |
| Vocabulary                                                                                                                                                                                                   |                                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                              | Tier 2<br>General Academic Words                 | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                              | campaign<br>opinion<br>evidence<br>brainstorming |                                 |



## Lesson 14: Roman Senate Campaign Speech

## Write About It



**Primary Focus:** Students will collectively plan and write a campaign speech.

**ROMAN SENATE CAMPAIGN SPEECH (30 MIN.)**

- Begin by asking students what they discussed in their groups during the previous lesson. Ask, *What opinions did you offer about why the Roman Empire is failing? What evidence makes you feel this way?*
- Tell students that today they will be planning and writing their campaign speeches. Reread the writing prompt to refresh students' memories:

*Imagine you are campaigning to be a senator in the ancient Roman Empire. There's been 200 years of peace since the time of Julius Caesar and Augustus Caesar. The once-great empire is failing ... and it's your job to fix it! Write and deliver a campaign speech to your voters. Explain what you think is wrong with the empire, the reasons why you hold this opinion, and what you'll do to fix it if elected.*

- Remind students of the three parts of a campaign speech they should include in today's writing:
  - State your opinion.
  - Give the reasons and evidence that support this opinion.
  - Explain what you plan to change to fix the problem.
- Replay the example campaign speech or political campaign commercial from Lesson 13. Afterward, ask students if they have any new ideas about what they heard.
- Have students return to their assigned groups and direct their attention to Activity Page 14.1.

**Activity Page 14.1**

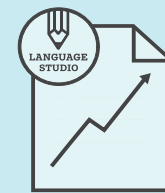

- Have students complete the Campaign Speech Planning Guide using the ideas and details they discussed in Activity Page 13.2. Tell students that the discussion guides were a brainstorming exercise. They don't have to use all the information they discussed. They can use it as inspiration for their group writing.
- Direct student groups to Activity Page 14.2. Explain each aspect of the rubric to students.
- Encourage students to use this rubric to help guide their writing:

|   | Opinion                                                                                                                                     | Reasons and Evidence                                                                                                                                                                                                      | How to Fix the Problem                                                                                                                                                                                                              |
|---|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <ul style="list-style-type: none"> <li>• The writer clearly says why they feel the Roman Empire is failing.</li> </ul>                      | <ul style="list-style-type: none"> <li>• The writer gives two reasons explaining why they have this opinion.</li> <li>• The writer gives a piece of textual evidence to support each reason.</li> </ul>                   | <ul style="list-style-type: none"> <li>• The writer explains how they will change things for the better.</li> <li>• The writer explains why this makes them the best candidate to vote for.</li> </ul>                              |
| 2 | <ul style="list-style-type: none"> <li>• The writer suggests but does not clearly say why they feel the Roman Empire is failing.</li> </ul> | <ul style="list-style-type: none"> <li>• The writer gives only one reason explaining why they have this opinion.</li> <li>• The writer gives only one or no pieces of textual evidence to support the reasons.</li> </ul> | <ul style="list-style-type: none"> <li>• The writer somewhat explains how they will change things for the better.</li> <li>• The writer somewhat or does not explain why this makes them the best candidate to vote for.</li> </ul> |
| 1 | <ul style="list-style-type: none"> <li>• The writer does not say why they feel the Roman Empire is failing.</li> </ul>                      | <ul style="list-style-type: none"> <li>• The writer does not give reasons why they have this opinion.</li> <li>• The writer does not give any textual evidence to support the reasons.</li> </ul>                         | <ul style="list-style-type: none"> <li>• The writer does not explain how they will change things for the better.</li> <li>• The writer does not explain why this makes them the best candidate to vote for.</li> </ul>              |

## Activity Page 14.2



## Activity Page 14.3



## Support

Help students in their research for this assignment by rereading all or parts of Activity Page 11.1 and Activity Page 12.1 as needed.

## Support

Remind students that these speeches will be read aloud.

Each member of the group will be assigned a different section to read aloud during Lesson 15. As students write, encourage them to consider who will be reading which part of the writing.



## Writing

### Entering/Emerging

Act as scribe as necessary, writing down the sentences exactly as the students say them. Provide substantial support by guiding students through each section of the writing template.

### Transitioning/Expanding

Provide moderate support in completing the writing template. Remind students to reference the rubric and to clearly state their opinion, to provide two reasons with textual evidence, and explain what they plan to change if elected.

### Bridging

Provide light support in completing the writing template. In addition to reminding students to follow the writing rubric, also encourage them to pay close attention to spelling, capitalization, and punctuation.



## Check Understanding

Ask students the following questions to ensure their comprehension of the rubric:

- What is the score if the writer clearly states the opinion?
  - » 3
- What is the score if the writer gives only one reason or one piece of textual evidence?
  - » 2
- What is the score if the writer does not explain how they will make things better?
  - » 1

- Direct student groups to Activity Page 14.3. Explain that this is the template they will use to write their campaign speeches.
- Explain that students should first write the title of their speech. This title can be anything they want, but it should somehow reflect what they will be speaking about.
- Using both the Activity Page 14.1 planning guide and Activity Page 14.2 rubric, support students as they fill in the template with their campaign speeches.
- Tell students that it is okay not to finish all of the writing in this lesson. There will be time in Lesson 15 to finish.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                              |
|--------------------|------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                      |
| Unit/Lesson        | U4 L14                                                                       |
| Activity Name      | Campaign Speech Writing Template                                             |
| Proficiency Levels |                                                                              |
| Entering           | Student offers an opinion with prompting and support.                        |
| Emerging           | Student offers an opinion.                                                   |
| Transitioning      | Student supports opinion with one textual reason with prompting and support. |
| Expanding          | Student supports opinion with one textual reason.                            |
| Bridging           | Student supports opinion with textual reason(s).                             |

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

15

Presentation of a Campaign Speech

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will plan and deliver an oral presentation in the form of a campaign speech.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Campaign Speech—Performance Rubric**

[Activity Page 15.1]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------------|---------|----------------------|
| On Stage | | |
| Presentation of a Campaign Speech | 30 min. | □ Activity Page 15.1 |

ADVANCE PREPARATION

On Stage

- Prepare an area of the classroom that will act as a stage for the students to present their speeches.
- Prepare one Campaign Speech Rubric for each student to evaluate presentations as students read their speeches.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Restate opinions formed about on the text about the Roman Empire • Collaborate to divide the script into parts for different people to recite • Provide an understanding of the guidelines in the rubric | | |
| Language Forms and Functions | | |
| <p>The Roman Empire was failing because...</p> <p>Fluency is _____ (speaking with confidence and without long pauses) _____.</p> <p>Eye contact is _____ (looking up from the paper while reading) _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | fluency
campaign
script | |

Lesson 15: Presentation of a Campaign Speech

On Stage



Primary Focus: Students will plan and deliver an oral presentation in the form of a campaign speech.

PRESENTATION OF A CAMPAIGN SPEECH (30 MIN.)

- Begin by asking students about the previous day's writing.
- Ask students, *What were your opinions about why the Roman Empire was failing? What reasons did you give to support those opinions?*
- Reconvene the writing groups, and allow 5–10 minutes for students who need time to complete their writing in the Campaign Speech Writing Template, Activity Page 14.3.
- Direct students back to the Activity Page 14.2 rubric, and review with them the expectations for their writing.
- Once all students have completed their drafts, explain that they will now perform their campaign speeches for the class. They can pretend that the audience they are speaking to are actual voters who will decide who will win the election.
- Have students divide the scripts into different speaking parts. Each person in the group should be assigned one section to read aloud.
 - For example, one student can state the opinion, another can read reason 1 and the evidence, and another can explain what the plan will change, etc.
- Direct students to Activity Page 15.1. Explain that this is a rubric for their presentations. It will tell them what the expectations are as they perform their campaign speeches.
- Review the three areas of evaluation with students.
 - Ask, *What is fluency?*
 - » speaking with confidence and without long pauses
 - Ask, *What is voice?*
 - » speaking loudly and clearly
 - Ask, *What is eye contact?*
 - » looking up from the paper while reading

Activity Page 15.1



- Model the parts of the rubric for students. You will perform the following sentences, and students will use the rubrics to rank your performance.
 - Read the text quietly while looking at the ground. Take long pauses and mumble the words. Then ask students to rate your performance with a 1, 2, or 3.
 - Tell students that a 3 means Awesome Job, a 2 means You're Getting There, and a 1 means Needs Some Work.
 - *I think the Roman Empire is failing because other senators are corrupt. Senators waste money. The text says that they would spend money on gladiator games but not on the things that would keep Rome safe.*
 - Reread the text, this time with fluency, voice, and eye contact. Then ask students to rate your performance again.

Campaign Speech Presentations

- Allow groups a few minutes to read over their speeches before presenting them to the class.
- Tell students that although they are presenting as a group, they will be graded individually.
- Encourage students in the audience to listen attentively as each group presents and to applaud them once they are finished.

Note: Use the rubrics you prepared in advance to evaluate each student's presentation. These rubrics are for your records; they do not need to be given to students.



Speaking Presenting

Entering/Emerging

Prepare students to share aloud by providing 1:1 help with fluency; have students read their speech aloud so you can provide feedback before they present to the entire class.

Transitioning/Expanding

Provide support for students by encouraging them to read their speech aloud so you can offer feedback before they present to the entire class.

Bridging

Offer light support with fluency by encouraging students to read their speech aloud to a partner before presenting to the entire class; provide feedback if necessary.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

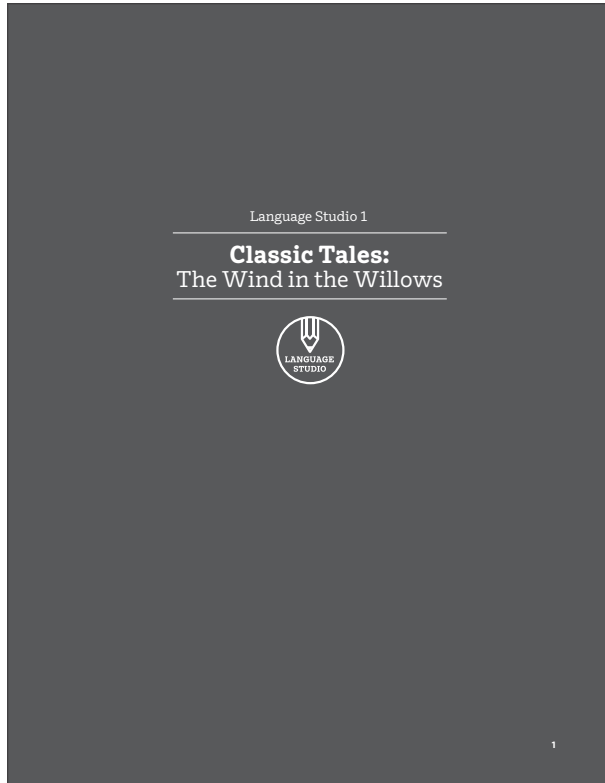
| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U4 L15 |
| Activity Name | Campaign Speech – Performance Rubric |
| Proficiency Levels | |
| Entering | Student takes turns and gives a brief description of their speech. |
| Emerging | Student takes turns and responds to simple questions about their speech. |
| Transitioning | Student asks questions and responds to the questions and comments of others about their speech. |
| Expanding | Student asks questions and makes comments about others' speeches. |
| Bridging | Student asks and answers questions and builds on the ideas of others. |

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

| <b>Campaign<br/>Speech Rubric</b>                                                                          | <b>1<br/>Needs Some Work</b> | <b>2<br/>You're Getting There</b> | <b>3<br/>Awesome Job</b> |
|------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|--------------------------|
| <u>Fluency:</u><br>Did you read through the text confidently and without pausing for long periods of time? |                              |                                   |                          |
| <u>Voice:</u><br>Did you speak loudly and clearly?                                                         |                              |                                   |                          |
| <u>Eye Contact:</u><br>Did you make eye contact with the audience while presenting?                        |                              |                                   |                          |

| <b>Campaign<br/>Speech Rubric</b>                                                                          | <b>1<br/>Needs Some Work</b> | <b>2<br/>You're Getting There</b> | <b>3<br/>Awesome Job</b> |
|------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|--------------------------|
| <u>Fluency:</u><br>Did you read through the text confidently and without pausing for long periods of time? |                              |                                   |                          |
| <u>Voice:</u><br>Did you speak loudly and clearly?                                                         |                              |                                   |                          |
| <u>Eye Contact:</u><br>Did you make eye contact with the audience while presenting?                        |                              |                                   |                          |

## ACTIVITY BOOK ANSWER KEY



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.1** ACTIVITY PAGE

**LANGUAGE STUDIO 1: CLASSIC TALES**

**Adventure Anticipation Guide**

*Directions: Circle Yes or No for the following statements about an adventure.*

- Adventures are always fun! Yes No
- You have to leave home to have an adventure. Yes No
- Write some words that describe adventures.  
Answers will vary.
- Have you ever had an adventure? Write or draw a picture about it.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.1** ACTIVITY PAGE

**LANGUAGE STUDIO 1: CLASSIC TALES**

**Sequence Graphic Organizer for *The Wind in the Willows***

*Directions: All stories have a beginning, a middle, and an end. Fill in the chart below by summarizing the events in *The Wind in the Willows*. Write in complete sentences. When you are finished, you may illustrate each part.*

Answers will vary.

Beginning

↓

Middle

↓

End

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.1** ACTIVITY PAGE

**LANGUAGE STUDIO 1: CLASSIC TALES**

**Presentation Rubric and Reflection**

|   | Participation                                       | Content                                                                                        | Speaking                                                                          |
|---|-----------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 3 | Student actively participated.                      | Student stayed in character and spoke on the topics of home and adventure.                     | Student spoke clearly and expressively.                                           |
| 2 | Student let their partner do most of the talking.   | Student did not always stay in character or contribute information on both home and adventure. | Student was not always clear or expressive.                                       |
| 1 | Student was not prepared to present or participate. | Student did not stay in character or contribute much, if any, information.                     | Student was unclear or hard to understand and spoke with little or no expression. |


What I learned from the presentation:  
Answers will vary.

My favorite part of the presentation:  
Answers will vary.

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Language Studio 2

# Animal Classification



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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**4.1** ACTIVITY PAGE

## LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

### Something's Fishy

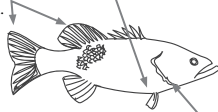
Directions: Read the following paragraph to identify details about fish.

Fish make up the largest group of vertebrates on Earth. Most fish are cold-blooded. All fish have gills. They take water in through their mouths and the water passes over their gills. The gills take in oxygen from the water, allowing them to breathe. You will die quickly if you don't get enough air because you draw oxygen out of the air. But fish will die quickly if they do not have water, because their oxygen comes from water. A fish has fins—all kinds of fins! It has fins on the sides of its body for steering, fins at the back for powerful speed, and fins at the top and bottom to help keep balance. Fish have scaly skin to help protect them and help them move more easily through the water. These hard overlapping scales are rounded and smooth. And fish have more than one layer of skin—just like you!

Directions: Fill in the blanks with the right word.

The \_\_\_\_\_ scales \_\_\_\_\_ protect the fish and help them swim.

Fish have \_\_\_\_\_ fins \_\_\_\_\_ that help them swim.



The \_\_\_\_\_ gills \_\_\_\_\_ allow fish to breathe.

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**4.2** ACTIVITY PAGE

## LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION

### Form Past-Tense Irregular Verbs

| To go from present to past tense the verb . . . | Examples Present → Past |
|-------------------------------------------------|-------------------------|
| Changes its vowel(s)                            | swim → swam             |
| Changes its ending                              | send → sent             |
| Refuses to change                               | put → put               |
| Doesn't follow rules                            | eat → ate               |

Directions: Use the chart above to form the past tense of the following verbs:

| To go from present to past tense the verb . . . | Examples Present → Past                                                       |
|-------------------------------------------------|-------------------------------------------------------------------------------|
| Changes its vowel(s)                            | swim → swam<br>take → <u>took</u><br>run → <u>ran</u><br>drink → <u>drank</u> |
| Changes its ending                              | send → <u>sent</u><br>have → <u>had</u><br>see → <u>saw</u>                   |
| Refuses to change                               | put → <u>put</u><br>read → <u>read</u>                                        |
| Doesn't follow rules                            | eat → <u>ate</u><br>is → <u>was</u><br>are → <u>were</u><br>fly → <u>flew</u> |

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**5.2** ACTIVITY PAGE

## LANGUAGE STUDIO 2: ANIMAL CLASSIFICATION


Directions: Transfer the information from the Venn Diagram into the appropriate column.

| Amphibians             | Reptiles circle                  |
|------------------------|----------------------------------|
| began life in water    | hard, scaly skin                 |
| have gills             | snakes                           |
| Wet, slimy skin        | alligators and crocodiles        |
| frogs and toads        | lizards                          |
| salamanders and newts  | turtles and tortoises            |
| caecilians             | can withstand harsh, dry weather |
| can breathe underwater |                                  |


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Language Studio 3

## The Human Body: Systems and Senses



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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2** ACTIVITY PAGE

**LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**

**Put the Paragraph Together**  
 Answers will vary, but the paragraphs students construct should exhibit the understanding that the ideas are arranged in a logical order, so that each idea is described fully before moving on to the next. An example of sequential order is indicated by the numbers below.

|                                                                                        |          |
|----------------------------------------------------------------------------------------|----------|
| The spinal column protects the spinal cord.                                            | <b>5</b> |
| Ribs form a protective cage around your heart and lungs.                               | <b>6</b> |
| The top of the skull is shaped like a bowl. It is called the cranium.                  | <b>3</b> |
| The spinal column is made up of bones called <i>vertebrae</i> .                        | <b>4</b> |
| Each rib is attached to a <i>vertebra</i> and the sternum in the middle of your chest. | <b>7</b> |
| The three parts of the axial skeleton are the skull, spinal column, and ribs.          | <b>1</b> |
| The skull is made up of 29 different bones.                                            | <b>2</b> |



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**Appendicular Bone Match-Up**

Directions: Each of the words in the Word Bank is a type of appendicular bone. Write each bone in the correct box on the right.

| Appendicular Bone Word Bank | Shoulder Bones       | Arm Bones                 | Leg Bones     |
|-----------------------------|----------------------|---------------------------|---------------|
| tibia                       | clavicle<br>scapulae | ulna<br>radius<br>humerus | wrist<br>hand |
| clavicle                    |                      |                           |               |
| hand                        |                      |                           |               |
| ankle                       |                      |                           |               |
| femur                       |                      |                           |               |
| humerus                     |                      |                           |               |
| wrist                       |                      |                           |               |
| scapula                     |                      |                           |               |
| foot                        |                      |                           |               |
| fibula                      |                      |                           |               |
| ulna                        |                      |                           |               |
| radius                      |                      |                           |               |


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ACTIVITY PAGE

**4.2**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



**LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES**

**Nouns and Noun Phrases**

Directions: Noun phrases include a noun plus one or more adjectives that describe that noun. Write five nouns from the passage above. Then, using what you've just learned about the muscular system and your own imagination, add one or two adjectives that describe the nouns to form noun phrases.

| Noun                            | Description        | Noun Phrase                          |
|---------------------------------|--------------------|--------------------------------------|
| Noun 1:<br>basketball           | large<br>orange    | large, orange<br>basketball          |
| Noun 2:<br>basketball<br>player | quick<br>skillful  | quick, skillful<br>basketball player |
| Noun 3:<br>arm muscles          | strong<br>large    | strong, large arm<br>muscles         |
| Noun 4:<br>leg muscles          | powerful<br>sturdy | powerful, sturdy<br>leg muscles      |
| Noun 5:<br>defense team         | talented           | talented defense<br>team             |

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ACTIVITY PAGE

5.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Flipping a Coin

Directions: The paragraph below shows how the nervous system is necessary to do something as simple as flipping a coin. The chart that follows includes how, when, and where questions. Use these questions to help you think up adverbs and adverbials to use to expand the sentences in the paragraph with more information.

Toshiko had a tough choice. The school cafeteria was offering both tacos and baked chicken. These were two of her favorites. So, Toshiko decided to flip a coin. To do this, her brain sent signals through Toshiko's nervous system. These messages told the muscles of her fingers to flick the coin. They told her eyes to follow the coin as it flipped. And they told her hand to catch the coin as it fell.

Heads! Looks like it would be tacos for lunch.

Answers will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

| How/When/Where Question                                            | Adverb or Adverbial | Expanded Sentence                                                               |
|--------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------|
| When does the school cafeteria offer both tacos and baked chicken? | today at lunch      | Today at lunch, the school cafeteria was offering both tacos and baked chicken. |
| How did Toshiko's brain send signals through her nervous system?   | quickly             | To do this, her brain sent signals quickly through her nervous system.          |
| How did Toshiko flick the coin?                                    | smoothly            | These messages told the muscles of her fingers to smoothly flick the coin.      |
| Where did the coin flip?                                           | through the air     | They told her eyes to follow the coin as it flipped through the air.            |

Directions: Toshiko is excited to have tacos for lunch. Write an original sentence that uses an adverbial to describe how Toshiko goes to the school cafeteria.

Toshiko ran excitedly through the halls to the cafeteria.

\_\_\_\_\_

\_\_\_\_\_

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ACTIVITY PAGE

6.2

NAME: \_\_\_\_\_  
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LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

Condensing Brain Clauses

Directions: On a separate sheet of paper, complete each "math equation" using the correct relative pronoun from the Word Bank below. Use the relative pronoun to condense two of the ideas in each section into one sentence.

| Relative Pronoun Word Bank |       |       |
|----------------------------|-------|-------|
| Refer to people:           | who   | whom  |
| Refer to things:           | which |       |
| Refer to people or things: | that  | whose |

1. Your brain and spinal cord are connected. Your brain floats in a clear liquid. This clear liquid cushions it.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

(Idea 1) (Relative pronoun) (Idea 2) (Condensed sentence)

2. I have a really smart friend named Joella. They say the human brain weighs three pounds. Joella might have a four-pound brain.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

(Idea 1) (Relative pronoun) (Idea 2) (Condensed sentence)

3. The cerebral cortex is covered in deep wrinkles. These wrinkles get thicker the more they are used. Learning really does strengthen the brain!

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

(Idea 1) (Relative pronoun) (Idea 2) (Condensed sentence)

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1

Your brain floats in a clear liquid.

that, which

This clear liquid cushions it.

(Idea 1) + (Relative pronoun) + (Idea 2)

=

Your brain floats in a clear liquid that cushions it.

(Condensed sentence)

2

I have a really smart friend named Joella.

who

Joella might have a four-pound brain.

(Idea 1) + (Relative pronoun) + (Idea 2)

=

I have a really smart friend named Joella who might have a four-pound brain.

(Condensed sentence)

3

The cerebral cortex is covered in deep wrinkles.

that, which

These wrinkles get thicker the more they are used.

(Idea 1) + (Relative pronoun) + (Idea 2)

=

The cerebral cortex is covered in deep wrinkles that get thicker the more they are used.

(Condensed sentence)



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

#### Making Noun Phrases

Part 1: Write down the five nouns you found on Activity Page 7.1. Then, using what you learned from the reading and your own imagination, describe the noun using adjectives and adverbs. Finally, add everything together into a noun phrase. Don't forget to add a comma between adjectives!

*Answers will vary.*

| Nouns          | Adjective 1 | Adjective 2 | Noun Phrases                 |
|----------------|-------------|-------------|------------------------------|
| eyeball        | squishy     | circular    | squishy, circular eyeball    |
| sclera         | thin        | tough       | thin, tough sclera           |
| iris           | pretty      | blue        | pretty, blue iris            |
| eyelashes      | long        | curved      | long, curved eyelashes       |
| dust particles | tiny        | harmful     | tiny, harmful dust particles |

Part 2: Now it's your turn to write! Choose one or more of the noun phrases you created above, and use it to write an original sentence. The sentence can be about anything you want. You can even add more adjectives and adverbs to the sentence to give your reader more information.

*Everyone comments on Norma's pretty, blue irises.*

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**8.2**

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### LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

#### What Did You Read?

Directions: Answer the following questions based on your reading of "The Parts of the Ear."

- What are the three sections of the ear?
  - the ear canal, the earlap, and the earlobe
  - B** the outer ear, the middle ear, and the inner ear
  - the earwax, the cartilage, and the muscles
  - the hammer, the anvil, and the stirrup
- What are the three tiny bones found in the ear?
  - the ear canal, the earlap, and the earlobe
  - the outer ear, the middle ear, and the inner ear
  - the earwax, the cartilage, and the muscles
  - D** the hammer, the anvil, and the stirrup
- True or False: Mammals are the only animals that have outer ears. **True**
- What is the purpose of earwax? **Earwax prevents infections by keeping dirt and other particles from building up in the ear canal.**
- The word *cochlea* means **snail** in Latin.

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**8.3**

ACTIVITY PAGE

### LANGUAGE STUDIO 3: THE HUMAN BODY: SYSTEMS AND SENSES

#### Picking Adverbials

Directions: Choose an adverb from the Word Bank below to expand each sentence that follows.

| Word Bank |             |        |
|-----------|-------------|--------|
| loosely   | gently      | poorly |
| tightly   | effectively | firmly |
| quickly   | slowly      | badly  |

- Some earlobes dangle **loosely** and some are attached.
- Loud noises can make the eardrum vibrate **quickly**.
- Earwax **effectively** prevents infections by keeping dirt and other particles from building up in the ear canal.
- Muscles hold the tiny bones of the chain in place **firmly**.

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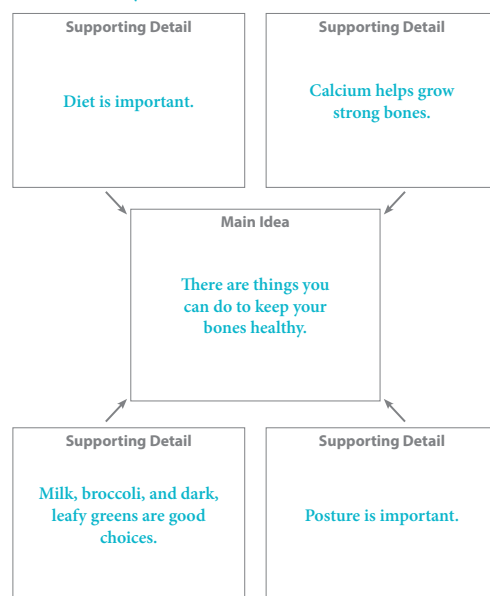
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**9.1**

CONTINUED


ACTIVITY PAGE

*Answers will vary.*



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CONTINUED

ACTIVITY PAGE


Answers will vary.

|                                                                       |                                                             |
|-----------------------------------------------------------------------|-------------------------------------------------------------|
| Supporting Detail<br><br>Muscles move you around.                     | Supporting Detail<br><br>Diet is important.                 |
| Main Idea<br><br>It is important to keep all of your muscles healthy. |                                                             |
| Supporting Detail<br><br>Muscles need protein.                        | Supporting Detail<br><br>Exercise strengthens your muscles. |

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**93**  
CONTINUED

ACTIVITY PAGE

Answers will vary.

|                                                                                   |                                                                     |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Supporting Detail<br><br>Never look directly at the sun.                          | Supporting Detail<br><br>Give your eyes a rest.                     |
| Main Idea<br><br>There are things that you can do to prevent injury to your eyes. |                                                                     |
| Supporting Detail<br><br>Wear safety goggles to protect your eyes.                | Supporting Detail<br><br>Wear sunglasses to protect from the glare. |


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**The Ancient Roman Civilization**



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**2.2**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

**Test Your Listening—Romulus and Remus**

- Why does King Amulius order the servant to kill the infants?  
He is afraid that one day the twins will become powerful, steal his crown, and replace him.
- What does the servant decide to do with the brothers?  
Instead of killing the infants, the kind servant places the basket into the River Tiber.
- According to the legend, what happened to the infants as they floated down the River Tiber?  
The river god, Tiberinus, protected their basket-boat in his watery hands and gently guided them to shore.

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## LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

4. What did the mama wolf do when she found the babies?

She dragged the basket to her den and fed the babies milk.

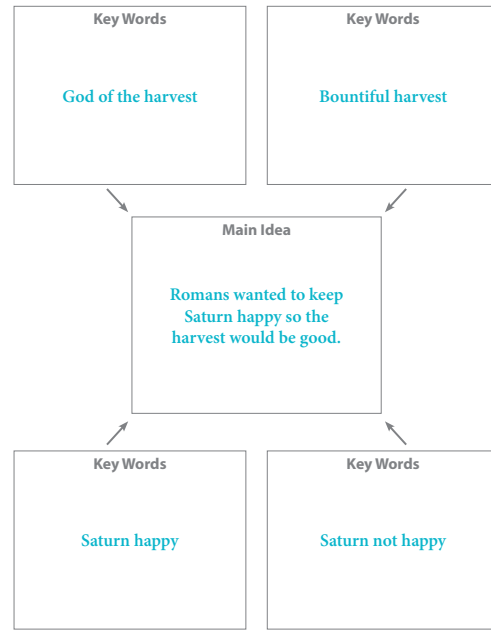
5. Where did Romulus and Remus build their new city?

They built it near the River Tiber where they had once been rescued by the she-wolf.

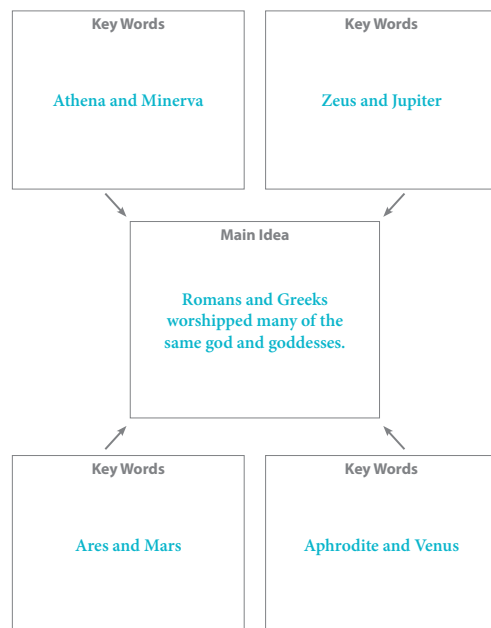
6. Which brother is Rome named after, Romulus or Remus?

Romulus

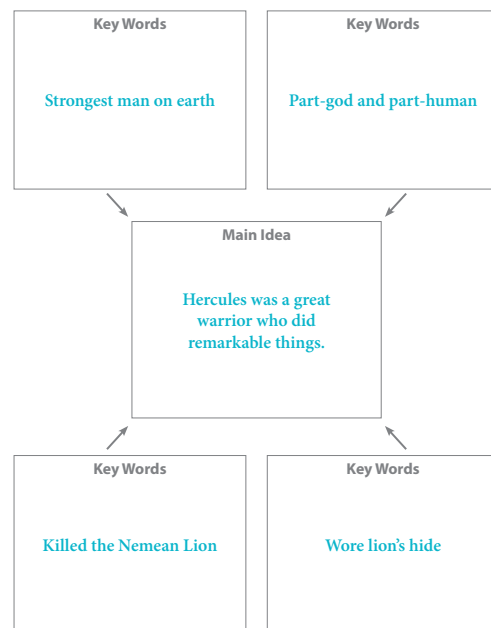
Answers will vary.



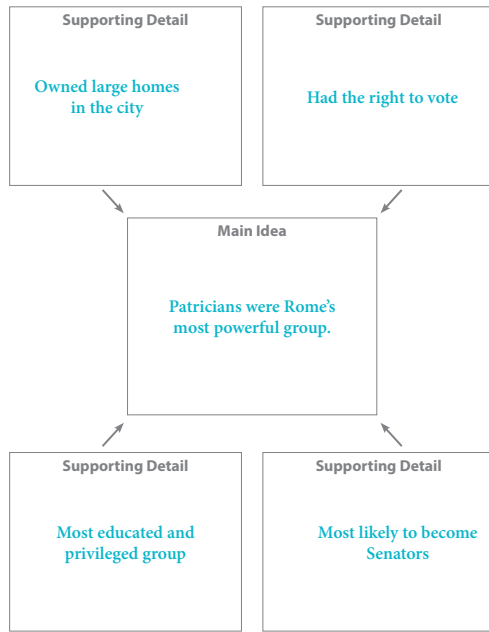
Answers will vary.



Answers will vary.



Answers will vary.

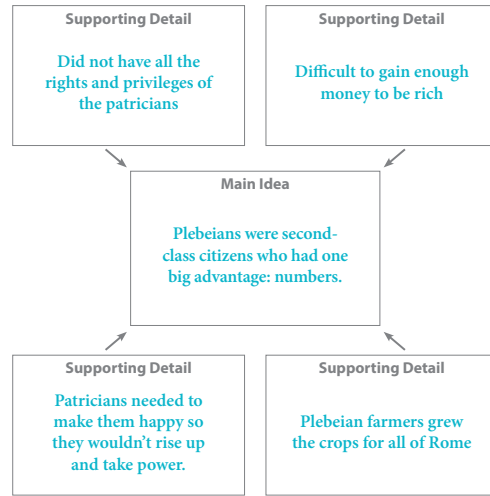


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Plebeians could be fairly wealthy shopkeepers and traders, hardworking farmers and fishermen, or poor and lowly workers. Farmers were important since plentiful crops helped to maintain the success of Rome's culture and civilization. For this reason, Saturn, the god of the harvest, was important to Roman culture. Romans worshiped Saturn to ensure bountiful harvests.

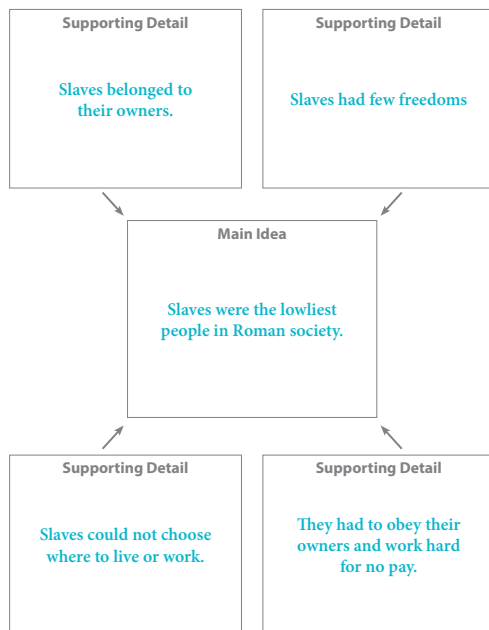
Answers will vary.



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Answers will vary.



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ACTIVITY PAGE

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## LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

### Shades of Meaning Scale

Directions: Below are three synonyms with different shades of meaning. On a scale of 1 to 10 (1 being not very strong, 10 being very strong), how would you rank each phrase? Write each on the scale according to how strong the shade of meaning is.

- fearless soldier / brave soldier / heroic soldier  
 brave soldier, fearless soldier, heroic soldier  
 1 Not very strong 10 Very strong
- Romans call / Romans scream / Romans shout  
 Romans call, Romans shout, Romans scream  
 1 Not very strong 10 Very strong
- armies hike / armies march / armies walk  
 armies walk, armies hike, armies march  
 1 Not very strong 10 Very strong
- Romans conquer / Romans beat / Romans defeat  
 Romans beat, Romans defeat, Romans conquer  
 1 Not very strong 10 Very strong

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**6.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

**Re- Prefixes**

*Directions: Read the following sentences about "Daily Roman Life in the City, Part 1." Use what you know about the meaning of the prefix re- to infer the meaning of each underlined word. An inferred meaning is based on your best guess using what you already know.*

1. Roman workers would rebuild any walls that were weak or damaged.

Inferred Meaning: **to build again**

2. Music teachers were very strict. The girls had to replay any notes they might have gotten wrong.

Inferred Meaning: **to play again**

3. The boys had to train as hard as the girls. Their instructors made them redo the exercises over and over again.

Inferred Meaning: **to do again**

4. Each morning when the docks reopen, the men would row out to where the big ships unload their exotic goods.

Inferred Meaning: **to open again**



NAME: \_\_\_\_\_  
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**6.3**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

**A Letter to a Friend**

*Directions: Pretend you are a Roman citizen born into a plebeian family. You have a friend in a wealthy patrician family who lives across the city. Write a letter to them, describing what your daily Roman life is like in the city. Be sure to include one to two words containing the prefix re-. Answers will vary.*

Dear **Sophia**,

My family and I live in a **crowded apartment with lots of other people. Sometimes we have to rebuild walls that get damaged.**

My father dreams of becoming **a wealthy merchant someday.**

I like to spend my days **learning music with the other girls. I have to replay the notes I get wrong.**

I am feeling **lucky** because

**I have a family that always takes care of me.**

Your friend,

**Meg**

ACTIVITY PAGE

**7.2**

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**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

**Pre- Prefixes**

*Directions: Read the following sentences about "Daily Roman Life in the City, Part 2." Use what you know about the meaning of the prefix pre- to infer the meaning of each underlined word. An inferred meaning is based on your best guess using what you already know.*

1. Roman took precautions to make sure no one slipped on the wet atrium floors.

Inferred Meaning: **to take measures to stop something before it happens**

2. Even when his children were very young, a father might predict whom they would marry.

Inferred Meaning: **to say something before it happens**

3. Families would often decide whom a child might marry even when they were still preschool age.

Inferred Meaning: **before the age someone starts school**

4. Before a big meal, the families would prepare lots of delicious foods.

Inferred Meaning: **to make something ready beforehand**



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**7.3**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

**Answering a Friend's Letter**

*Directions: Pretend you are a Roman citizen born into a wealthy patrician family. You have received a letter from a friend from the plebeian class. Use the letter you wrote in Activity Page 6.3 to write a letter back. Describe for your friend what your daily Roman life is like in the city. Be sure to include one to two words containing the prefix pre-.*

Dear **Meg**,

My family and I live in a **domus. It is a big house with an atrium.**

It may seem strange, but my father has already **predicted who I will marry.**

My family enjoys gathering for **long, relaxing meals. They prepare lots of foods.**

I am feeling **lucky as well** because

**I also have a family that always takes care of me.**

Your friend,

**Sophia**



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**8.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

**When Did It Happen?**

Directions: Choose the correct verb tense to complete each sentence below. Then tell whether the action took place in the past, present, or future.

- Julius Caesar wears (wore / wears) his crown every day.  
When did the action take place? present
- Throughout his life, Caesar won (won / will win) many battles.  
When did the action take place? past
- Someday, Caesar will rule (rule / will rule) all of Rome.  
When did the action take place? future
- Caesar earned (earned / earns) the Civic Crown when he was a young man.  
When did the action take place? past
- Next week, Caesar will form (forms / will form) an alliance with Pompey.  
When did the action take place? future

Directions: Write a sentence about Julius Caesar using the past tense form of the verb elect.  
Answers will vary.

The people of Rome elected Caesar to political office.

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**9.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

**Combining Clauses**

Directions: Combine the clauses in each sentence frame using the correct coordinating conjunction.

| Coordinating Conjunctions |     |    |
|---------------------------|-----|----|
| and                       | but | or |

- Julius Caesar and Pompey used to be friends, but now they were enemies.
- Caesar's army won the battle, and Pompey was defeated.
- Caesar knew he could be a strong ruler, or he could be a weak ruler.
- Cleopatra was very clever and smart, and Caesar fell in love with her.
- Caesar thought Brutus was a friend, but Brutus betrayed Caesar.
- Caesar was a great Roman leader, and he is still famous even today.

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**10.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION**

**Evaluating the Author's Language**

Directions: Read each of the sentences below. Then evaluate whether the author uses descriptive language, such as using adjectives to describe the nouns. If yes, use the space provided to explain why. If no, rewrite the sentence so that it is more effective.

Answers will vary.

- Marc Antony was a general.  
Is the author's language effective? ☐ Yes ☐ No  
No. Marc Antony was a smart, successful general.
- Marc Antony and Octavian helped end the long, terrible conflict.  
Is the author's language effective? ☐ Yes ☐ No  
Yes. The author tells you the conflict was long and terrible.
- The provinces were ruled by stubborn, Roman generals.  
Is the author's language effective? ☐ Yes ☐ No  
Yes. The reader understands that the generals were stubborn.

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- William Shakespeare wrote a play.  
Is the author's language effective? ☐ Yes ☐ No  
No. William Shakespeare wrote a popular play called Antony and Cleopatra.
- Augustus Caesar was an emperor.  
Is the author's language effective? ☐ Yes ☐ No  
No. Augustus Caesar was a popular, powerful emperor.

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## LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

## Why Did the Roman Empire Fall?

Directions: Why do you think the Roman Empire fell? Use the graphic organizer below to help you state your opinion and list the reasons why you think the way you do.

State your opinion: **Answers will vary.**

I think that...

**The Empire couldn't stay united.**

State the reasons why you think this way:

One reason is because...

**They had some emperors who were greedy and bad leaders.**

Another reason is...

**Rome's armies were fighting each other instead of their enemies.**



## LANGUAGE STUDIO 4: THE ANCIENT ROMAN CIVILIZATION

## Was Constantine a Good Emperor?

Directions: Was Constantine a good emperor or a bad emperor? Use the graphic organizer below to help you state your opinion and list two reasons why you think the way you do. Then provide one piece of textual evidence from Activity Page 12.1 to support each of your reasons.

**Answers will vary.**

Opinion:

I think that...

**Constantine was a good emperor.**

Reason 1:

One reason is because...

**He helped the Christian people.**

Reason 2:

One reason is because...

**He was a good leader to the Roman soldiers.**

Textual Evidence:

The text says that...

**Constantine made laws ending the persecution of Christians.**

Textual Evidence:

The text says that...

**He was generous to his soldiers.**

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Lesson 2 (People, three panels): Simini Blocker, (Living things diagram): Shutterstock; Lesson 4 (Fish diagram): Amplify Staff; Lesson 5 (Frog cut-away): (left): Shutterstock, (right): Simini Blocker, (Rainforest snake): Shutterstock, (inset illustration): Alisa Haggard, (Rainforest snake & fish): Erika Baird, Lesson 6 (Eagle, hummingbird flying): Shutterstock; Lesson 7 (Animals, 4 pictures): (top left): Shutterstock, (top right): Shutterstock, (bottom left): Shutterstock, (bottom right): Shutterstock; Lesson 8 (Desert Animals): Ashley Glover, (Spider, snake, forest): Ashley Glover, (Salamander, fox): Ashley Glover, (Crocodile, dolphin): Ashley Glover, (Lions, Africa): Ashley Glover, (Sea, jellyfish, dolphins): Ashley Glover, (Whale under water): Ashley Glover;

### Language Studio 3

Lesson 1 (Skeleton, bones): Shutterstock, (Skeleton, muscles): Shutterstock, (Circulatory system, veins): Shutterstock, (Nervous system, brain): Shutterstock, (Digestive system, intestines): Shutterstock; Lesson 2 (Skull): Shutterstock, (Spinal column): Shutterstock, (Ribs, yoga pose): Shutterstock; Lesson 3 (Man touching shoulder): Shutterstock, (Leg bones): Shutterstock; Lesson 4 (Arm, leg muscles): (left): Shutterstock, (right): Shutterstock; Lesson 5 (Nervous system, brain): Shutterstock, (Brain and veins): Shutterstock; Lesson 6 (Brain and spine): Shutterstock, (Brain): Shutterstock; Lesson 7 (6 eyes): Shutterstock, (Human eye, labeled): Shutterstock, (Eye diagram): Shutterstock, (Eye w/light ray): Shutterstock; Lesson 8 (Human ear, diagram): (left): Shutterstock, (right): Shutterstock, (Inner ear diagram): Shutterstock; Lesson 9 (Skeleton, ligaments): Shutterstock, (3 bodies, cells): Shutterstock

### Language Studio 4

Lesson 1 (Colosseum): Shutterstock, (Rome map): Shutterstock, (Wagon, pottery): Shutterstock; Lesson 2 (Twins in basket): Jed Henry, (Twins in river): Jed Henry, (Twins by dog): Jed Henry; Lesson 3 (god on throne): Matthew Clark, (List of gods): Shutterstock, (Hercules and beast): Meghan Jean Kinder; Lesson 4 (Roman family): Scott Hammond, (Roman people): Scott Hammond, (Roman slaves): Scott Hammond; Lesson 5 (Roman warrior): Jacob Wyatt, (Map with Alps): Jacob Wyatt, (City): Jacob Wyatt, (Warriors with swords): Jacob Wyatt; Lesson 6 (Inside house): Jed Henry, (River and bridge): Jed Henry, (Children playing instruments): Jed Henry; Lesson 7 (Child petting dog): Jed Henry; (3 people, columns): Jed Henry; (People bowing): Jed Henry; (2 people, lounging): Shutterstock; Lesson 8 (Ceasar statue): Shutterstock; (Soldier looking back): Jacob Wyatt; (Soldier with medal): Jacob Wyatt; (People on platform): Jacob Wyatt; Lesson 9 (Statue): Shutterstock; (Cleopatra pointing): Jacob Wyatt; (Man with knives): Jacob Wyatt; Lesson 10 (Two statues): Shutterstock; (Map of boundaries): Shutterstock; (Cleopatra by throne): Jacob Wyatt; (King on throne): Jacob Wyatt; Lesson 11 (Map with arrows): Shutterstock; (Children walking): Kristin Kwan; (Men with bags): Kristin Kwan; (Gladiator and lions): Kristin Kwan; Lesson 12 (Men with bags): Kristin Kwan; (Map with Rome): Shutterstock; (Western, Eastern Empires): Shutterstock; (Statue face): Shutterstock



