

Language Studio

Teacher Guide

Grade 3

Volume 2

Grade 3

Language Studio 5–8

Volume 2

Teacher Guide



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Language Studio 5

Light and Sound



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1

What Is Light?

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will engage in small group discussions about what they know about light using guiding questions and an idea web.

FORMATIVE ASSESSMENT**Speaking****Thoughts About Light Discussion Guide**

[Activity Page 1.1]

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Idea Web – Light**

[Activity Page 1.2]

LESSON AT A GLANCE

	Time	Materials
Talk Time		
What Is Light?	30 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

Talk Time

- Display different types of lights, such as a light bulb and a flashlight.
- Divide students into groups of three or more.
- Display the following discussion questions on the board:
 1. What comes to your mind when you think about light?
 2. What are some reasons that light is important?
 3. What is the main source of light on the earth?
 4. Name some natural light sources.
 5. Name some man-made light sources.
 6. Why do we experience sunlight for only part of the day?

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Answer questions about light and sound based on the text
- Explain the ways light is used in students' daily lives
- Demonstrate expanded knowledge about light through group discussion and idea-exchanging

Language Forms and Functions

Light is so important to us because...

Some man-made light sources are...

We experience sunlight for part of the day because...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
man-made light natural light	source	light sun

Lesson 1: What Is Light?

Talk Time



Primary Focus: Students will engage in small group discussions about what they know about light using guiding questions and an idea web.

WHAT IS LIGHT? (30 MIN.)

- Ask students, *What are your five senses?*
 - » sight, smell, taste, touch, and hearing
- Have students point to each.
 - » eyes, nose, tongue, fingers, and ears
- Ask, *Which of your five senses do you use with the light of the sun?*
 - » sight/eyes
- Which do you use with the sound of someone speaking?
 - » hearing/ears
- Explain to students that they will begin a new unit called *Light and Sound*. In this unit, they will learn about the properties of light and sound and how they see colors and hear music. They will learn how light and sound travel in waves and can be manipulated by various instruments, such as magnifying glasses, microscopes, and telescopes.
- Define light as a form of energy. Our sense of sight (point to your eyes) uses this energy to see things. Our eyes take in light, and our brains process this light into images that we “see.”
- Explain that light travels very fast. The speed of light is about 186,000 miles per second. If you could travel that fast, you could fly around the earth 7.5 times in one second.
- Tell students that light has many different colors. We see many colors of light when we see a rainbow. Ask, *What are the three primary colors of light?*
 - » red, green, and blue
- Ask, *What happens when you mix these colors together?*
 - » All other colors are combinations of these three colors.

Activity Page 1.1



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: *Is fire a natural light source? (yes) Is a flashlight a natural light source? (no) Is the sun an important light source? (yes)*

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 do you think about ___ when you think of light? Why is fire an important natural light source?*

- Explain that white light is a combination of all the colors. Black light occurs when no colors show.
- Divide students into groups of three or more and distribute Activity Page 1.1.
- Facilitate small group discussions about light using the Discussion Questions.
 1. What comes to your mind when you think about light?
 2. What are some reasons that light is important?
 3. What is the main source of light on the earth?
 4. Name some natural light sources.
 5. Name some man-made light sources.
 6. Why do we experience sunlight for only part of the day?
- Responses will vary but may include the following. Review these answers with students after they have completed their discussions.
 - Why is light so important to us?
 - » It allows us to see, gives us warmth, allows for photosynthesis and the growth of living things, and helps to grow crops.
 - What is Earth's main source of light?
 - » the sun
 - What are some examples of natural light sources?
 - » sun, fire, lightning bugs, lightning
 - What are some examples of man-made light sources?
 - » lasers, light bulbs, flashlights, televisions, and computer screens
 - Why do we experience sunlight for only part of the day?
 - » The earth rotates, so it faces the sun only during the daytime. At night, the earth does not face the sun.



Check for Understanding

Ask students to explain the ways they use light in their daily lives.

- Pair students together and direct them to Activity Page 1.2.
- Read the following directions aloud to students.

Directions: Use the idea web below to help you brainstorm answers to the question: What is light? Think of any words, ideas, drawings, or images that describe what light is. Write or draw these in bubbles that connect to the center circle.

Activity Page 1.2



- Facilitate a small group discussion about “What is light?” and have students expand their idea web with bubbles that include words, ideas, drawings, or images that describe light.
- Once their idea webs are complete, have students share with a partner. Circulate through the room and review student answers.

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	U5 L1
Activity Name	Idea Web – Light
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 the topic using domain-related vocabulary with support.
Expanding	Student asks and answers questions about the topic using domain-related vocabulary.
Bridging	Student asks and answers questions using domain-related vocabulary.

End Lesson

2

Reflection and Mirrors

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will answer comprehension questions after actively listening to a Read-Aloud about reflected light.

LANGUAGE PROFICIENCY ASSESSMENT**Listening****Test Your Listening – Reflected Light**

[Activity Page 2.2]

LESSON AT A GLANCE

	Time	Materials
Listen Closely		
Reflected Light	30 min.	<input type="checkbox"/> Activity Page 2.1 <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
 - thinking about what the speaker is saying
 - making sure you understand the ideas being discussed
 - thinking of questions to ask to learn more information or to clarify what you've heard
 - able to answer questions about the information you have just heard
- Display the following sentence frames as a way of differentiating Activity Page 2.2 for emerging students:
 - The two friends are spending their afternoon _____.
 - _____ light is when light passes through an object.
 - _____ light is when light bounces off the surface of an object.
 - _____ light is when light is soaked into an object.
 - The _____ reflects the light.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Explain what active listening is and its characteristics
- Explain what it means to transmit and reflect light

Language Forms and Functions

This (was/was not) active listening because...

Transmitting light means that...

Reflecting light means that...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	object reflect surface transmit	bounce

Start Lesson

Lesson 2: Reflection and Mirrors

Listen Closely



Primary Focus: Students will answer comprehension questions after actively listening to a Read-Aloud about reflected light.

REFLECTED LIGHT (30 MIN.)

- Ask for a student volunteer to assist you in a role-play scenario.
- Ask the student to describe their dinner the night before. As the student speaks, pretend to act bored, yawn, and look around the room. Ask, *Am I demonstrating good listening or poor listening skills?*
 - » poor
- *How do you know?*
 - » not paying attention, looking around the room, yawning

- Replay the same scenario with the same student volunteer. This time, however, make eye contact, nod, and ask a question. Ask, *Am I demonstrating good listening or poor listening skills?*
 - » good
- *How do you know?*
 - » making eye contact, paying attention, asking a question
- Tell students that good 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 them out as well. Say, *When you are actively listening, you are:*
 - *paying attention.*
 - *thinking about what the speaker is saying.*
 - *making sure you understand the ideas being discussed.*
 - *thinking of questions to ask to learn more information or to clarify what you've heard.*
 - *able to answer questions about the information you have just heard.*
- **Turn and Talk:** Pair students together, and ask,
 - *What are some situations that require good listening?*
 - » when learning something new, getting directions or instructions, when helping someone, etc.
 - *What can you do to make sure you listen?*
 - » make eye contact, put away any distractions, think about what the speaker is saying.
- Tell students that you will read aloud a passage about two friends discussing the science of light.
- Encourage students to practice active listening by paying close attention to the ideas in the text, thinking about what the speaker is saying, and making 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 hold up their hands and ask questions if they don't understand something.

Activity Page 2.1





Listening Listening Actively

Entering/Emerging

Provide students with prompts and substantial support as they respond to questions. Give students the sentence frames written on the board.

Transitioning/Expanding

Provide students with occasional prompts and moderate support as they respond to questions.

During the second read though, pause and ask the comprehension questions as they appear in the text.

Bridging

Provide students with minimal prompts and light support as they respond to questions.

Reflected Light

One afternoon, two friends named Jack and Samuel went fishing. Samuel attached the worm to the hook at the end of his line. Then he cast his line out into the smooth, glass-like surface of the Hudson River and sat down on the edge of the pier. As he looked at the water, he suddenly said, “Light is like magic.”

Samuel continued, “When light hits an object, it can pass right through it, bounce right off it, or soak right into it. It all depends on the object. Sometimes light does more than one of these things at the same time.”

“Wow!” Jack responded.

“Light that bounces off from objects is reflected light,” continued Samuel eagerly. “Most of the light that reaches our eyes is reflected light. You see, unless something makes its own light, such as the sun or a light bulb, the only way we can see it is if the light bounces off and is reflected into our eyes.

“Oh, I see,” said Jack, “that makes sense. So reflected light is the light that bounces off the surface of an object.”

“Right,” agreed Samuel. “Most objects reflect some light. In fact, you are reflecting some light right now, Jack; otherwise, I wouldn’t be able to see you,” laughed Samuel.

Jack glanced over at Alfie, his dog. Alfie was staring at his reflection in the still water. Jack laughed and said, “Look at the way the smooth water reflects a perfect image of Alfie—just like a mirror!”

Samuel nodded. “Things like mirrors and smooth water reflect the light that bounces off their surfaces. That reflected light reaches our eyes, and we see a reflection.”

“Why don’t we see a reflection in a clear window?”

“Well, light passes right through a clear window.” Samuel answered. “When light passes right through something, that light is called transmitted light.”



Check for Understanding

- What does it mean to transmit light?
- What does it mean to reflect light?

- Distribute Activity Page 2.2 to your class and have students complete each comprehension question based on Activity Page 2.1 listening activity.

Activity Page 2.2



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	U5 L2
Activity Name	Reflected Light
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

Refraction and Lenses

PRIMARY FOCUS OBJECTIVE(S)**Reading**

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

FORMATIVE ASSESSMENT**Reading****Main Idea and Supporting Details Quick Practice**
[Activity Page 3.1]**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Main Idea and Supporting Details – How Lenses Work** [Activity Page 3.3]

LESSON AT A GLANCE

	Time	Materials
Read About it		
How Lenses Work	30 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 3.2 <input type="checkbox"/> Activity Page 3.3

ADVANCE PREPARATION

Read About It

- Select a book from your classroom to read from during the engagement activity.
- Pair or group students together.
- Provide the following sentence frames as a way of differentiating Activity Page 3.3 for emerging students:
 - The main idea is that lenses have the ability to _____.
 - A supporting detail is that transparent objects are ones that _____.
 - A supporting detail is that when a light wave changes speeds, it _____.
 - A supporting detail is that when rays of light pass through a convex lens, they _____.
 - A supporting detail is that when rays of light pass through a concave lens, they _____.
- Provide the following sentence frames as a way of differentiating Activity Page 3.3 for expanding students:
 - The main idea is that lenses _____.
 - A supporting detail is that transparent objects _____.
 - A supporting detail is that a light wave that changes speeds _____.
 - A supporting detail is that a convex lens _____.
 - A supporting detail is that a concave lens _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate an understanding of strong reading skills by answering questions
- Demonstrate an understanding of the main idea of a text

Language Forms and Functions

This was/was not an example of strong reading skills because...

The main idea of a text is...

The main idea of this text was _____ because...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
concave convex	opaque transparent	camera glass

Start Lesson

Lesson 3: Refraction and Lenses

Read About It



Support

Help students by asking questions such as: *What idea about dictionaries is the most important in this paragraph? What information about dictionaries explains more about that main idea?*

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

HOW LENSES WORK (30 MIN.)

- Engage students with some quick role-playing. 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, use a monotone, etc.
- Ask: *Am I exhibiting strong reading skills?*
 - » no
- *Why or why not?*
 - » You were not paying attention, you looked bored, you rushed through, etc.
- Explain to students that close reading means that the reader is actively involved with the text. Close reading means that the reader thinks carefully

about the ideas in the text as they read. The reader also pays close attention to the language choices and text features used by the author to explain their ideas. Close reading is reading with a purpose.

- Tell students that close reading helps readers to identify the main idea.

Ask: *What is the main idea of a text?*

- » The main idea is the most important idea communicated by the author in the text. Sometimes the author states the main idea directly. At other times, readers infer, or figure out, a main idea from clues provided by the author.

- Tell students that close reading also helps readers to identify the supporting details. Supporting details are the events, details, facts, and information that give more information about the main idea. Sometimes the text includes information that a reader finds interesting or personally relevant. That information may support the main idea, or it may not. Supporting details always develop the main idea.
- Pair or group students together and distribute Activity Page 3.1. This is a quick collaborative exercise to help groups think about the main idea and supporting details.
- Read aloud the paragraph and have students complete the graphic organizer.
- Remind students as they work that the main idea is the most important idea, or the author's message about the topic. The supporting details help describe or explain that main idea. Information that is interesting but does not develop the main idea is not a supporting detail.
- Distribute Activity Page 3.2 and tell students that the passage is about lenses and light refraction. They will read along as you read aloud. Remind them that close reading helps the reader to think carefully about the text. Close reading helps readers identify the main idea and supporting details.
- Read the text aloud as students choral read along with you. Pause to answer questions and clarify understanding. Use the illustrations to aid in comprehension.

How Lenses Work

Here's an experiment to try at home. Fill a plain, clear drinking glass with water. Place a colored plastic straw into the water. Look closely at the straw from different angles. What do you see? The straw should look bent, magnified, or separated at the water line. Why do you think this is?

It's because certain substances, such as lenses, have the ability to bend light and distort the images we see.

Activity Page 3.1



Activity Page 3.2





Reading Reading/Viewing Closely

Entering/Emerging

Provide students with prompts and substantial support in both reading the text passage and completing the graphic organizer. Use the sentence frames written on the board.

Transitioning/Expanding

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

Bridging

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

To begin, light can be transmitted, or passed through some objects, but not others. Objects that most light can pass through, such as eyeglasses or an empty glass, are called *transparent*. Objects that light cannot pass through, such as a block of wood, are called *opaque*. Objects that some light can go through, like frosted glass and tracing paper are called *translucent*. They let a little bit of light pass through, and it scatters or spreads out, causing the objects you see through them to look fuzzy.

When light waves travel through different transparent substances, such as through the air and then through a drinking glass, or through a glass and then through the water, they change speed. When a light wave suddenly changes speed, it quickly changes its direction and looks like it's bending. That's why when you look into a river and see fish, they seem closer to the surface than they actually are.

A convex lens curves outward so that it is thicker in the middle than at the edges. Rays of light passing through a convex lens are forced to change direction and move toward each other, making things look bigger if they are close enough to the lens. Convex lenses are used in instruments such as microscopes, magnifying glasses, binoculars, telescopes, and cameras.

A concave lens curves inward like a cave and is thinner in the middle than at the edges. Light rays passing through a concave lens are forced to change direction and move away from each other, making things look smaller.

Cameras use lenses to focus the light rays inside the camera to record an image. Lenses are also used in security cameras and peepholes that are in some doors to help the background view look wider and easier to see.



Check for Understanding

- Give an example of something that is transparent, something that is opaque, and something that is translucent.
- How are concave and convex lenses different?

- Pair or group students together and distribute Activity Page 3.3.
- Support student groups as they complete the graphic organizer by adding the main idea and supporting details from the Activity Page 3.2 text.

Activity Page 3.3



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	U5 L3
Activity Name	Main Idea and Supporting Details — How Lenses Work
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

# What Is Color?

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

Students will demonstrate an understanding of how connecting words and phrases link ideas in a text.

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

**The Red in a Cardinal** [Activity Page 4.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Building Background</b> |         |                                                                                          |
| What Is Color?             | 30 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 4.2 |

## ADVANCE PREPARATION

### Building Background

- Display the following phrases on the board: “I opened the door,” “I walked to my desk,” and “I sat down.” Students will be putting these events in order.
- Support students in completing Activity Page 4.2 by providing the following sentence frames:
  - \_\_\_\_\_, light shines on \_\_\_\_\_.
  - \_\_\_\_\_, the feathers reflect \_\_\_\_\_ light waves and absorb the rest.
  - \_\_\_\_\_, the reflected light \_\_\_\_\_.
  - \_\_\_\_\_, our \_\_\_\_\_ figures out the feathers are \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                     |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Identify the purpose of connecting words and where to place them</li> <li>• Use connecting words in a conversation</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                           |                                  |                                 |
| Yesterday, I _____, then I...<br>_____, light shines on _____.<br>_____, the feathers reflect _____ light waves and absorb the rest.                                   |                                  |                                 |
| Vocabulary                                                                                                                                                             |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| spectrum<br>wavelength                                                                                                                                                 | absorb/reflect<br>visible        | color                           |

## Lesson 4: What Is Color?

## Building Background



**Primary Focus:** Students will demonstrate an understanding of how connecting words and phrases link ideas in a text.

## WHAT IS COLOR? (30 MIN.)

- Display for the class the phrases “I opened the door,” “I walked to my desk,” and “I sat down” in a jumble cloud so that the order of events is not readily clear.
  - Have students choral read each sentence with you in the order they appear on the board, not in the correct order.
- Explain that sometimes in texts, the order in which events happen can be confusing. Authors use connecting words to link events together to tell the reader when things happen. Add the connecting words *first*, *after that*, and *finally* to the jumble cloud.
- As a class, draw a single line linking all the words and phrases together in order: “First, I opened the door. After that, I walked to my desk. Finally, I sat down.”
  - Solidify student understanding by acting out these events.
- Tell students that connecting words and phrases are used to show relationships between ideas, events, and reasons in a text. One way they do this is by showing when things happened. They often answer *when* questions.
- Ask students the following question:
  - When did I walk to my desk?
    - » After I opened the door.
- **Turn and Talk:** Have students tell a partner what three things they did yesterday after school. Support them in using connecting words, such as *first*, *yesterday*, *after that*, *next*, *later on*, etc. to show the links between events and to answer *when* questions. (Example: *First, I walked the dog. Then, I did my homework. Finally, I ate dinner.*)
- Direct students to Activity Page 4.1. Tell students that you will read aloud a short text about how light allows us to see colors.

## Challenge

Have students write their sentences on separate index cards, switch cards with a partner, and place their partner’s cards in order based on the connecting words used. Have them read aloud the finished narrative.

## Activity Page 4.1



---

## What Is Color?

Waves of light energy race through space from the sun to Earth. Each type of light energy has its own unique wavelength. Just like waves in the ocean, light and energy and sound make up-and-down waves as they travel. Sometimes the wavelengths are spaced far apart. Sometimes they are close together.

We cannot see all of the sun's light energy, but the energy we can see is called visible light. White light is made up of a spectrum of all the colors we see in visible light. Some light is invisible, such as X-rays.

We need light to be able to see. Light from the sun travels to Earth. Most of it is invisible to us unless we have equipment like X-ray machines. The visible light shines on objects in the world around us. Some of the light reflects off objects and into our eyes. Then, parts of our eyes receive that information and communicate with our brain. The brain figures out what colors we are seeing. However, the color of an object is determined by whether that object transmits, reflects, or absorbs light. Sometimes it is a combination.

Take grass, for example. First, light from the sun or another source shines on the grass. Then, the grass reflects green light waves, but it absorbs the other wavelengths of visible light. This means that it absorbs all the other colors. Absorbed light is the light that is soaked up by an object and is therefore no longer visible. After the reflected green light bounces off the grass, it reaches our eyes and our brains. Finally, the brain figures out that the grass is the color green.

The color you see when you look at an object is actually the reflected light. An object has no color if there is no reflected light.

Black materials absorb all colors of light and do not reflect any. So, in a way, black is not a true color, it is more a lack of light. White is the opposite of that. An object that appears white to our eyes reflects all the colors of the spectrum and absorbs none of them.

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### Reading Understanding Cohesion

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#### Entering/Emerging

Provide students with a word bank of connecting words and phrases to choose from. Use the sentence frames on the board.

#### Transitioning/Expanding

Have students reread paragraph 4 from Activity Page 4.1 to help them as they add each of the steps in the process to the graphic organizer.

#### Bridging

Extend the activity by challenging students to compose a short paragraph using the information they used to complete the graphic organizer.

## Support

Assist students as they complete the graphic organizer with both connecting words and phrases and the steps by which light reflection allows us to see light.



### Check for Understanding

Ask students the following text-dependent questions:

- What is the light we can see called?
  - » visible light
- What parts of the body are used to see color?
  - » eyes and brain
- Do black materials absorb or reflect all colors?
  - » absorb
- Do white materials absorb or reflect all colors?
  - » reflect

- Reread paragraph 4 aloud. Remind students that connecting words and phrases, such as *first*, *then*, *after*, and *finally*, help the reader understand the order in which things happen.
- Walk students through the process of how we see the color green, directing students to each connecting word the author uses.
- Direct students to Activity Page 4.2, and read aloud the scenario and directions for the activity:



Derek and Tanisha are having lunch underneath a tree one day. As they eat, a red cardinal lands in the branches. Derek says how beautiful the red feathers are. Tanisha agrees. She explains to her friend the process by which light helps them enjoy the beautiful red color.

Using what you learned from Activity Page 4.1, describe the process of how we see colors using the graphic organizer below. Be sure to include the connecting words and phrases, such as *first*, *then*, *next*, *after that*, and *finally* in the blanks provided to help explain the order in which things happen.

## 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        | U6 L4                                                                                                  |
| Activity Name      | The Red in a Cardinal                                                                                  |
| 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~~~~~


5

What Is Sound?

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will apply understanding of past tense action verbs to recount experiences in writing.

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

Draw the Verb, Write the Verb [Activity Page 5.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Looking at Language | | |
| What Is Sound? | 30 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 5.2 |

ADVANCE PREPARATION

Looking at Language

- As part of the introduction activity, display the following sentence frame on the board: The dog _____.
- Create a list of action verbs that can describe what animals do (examples include, squawk, flap, fly, cheep).

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Demonstrate an understanding of action verbs by using them in sentences • Demonstrate an understanding of the text by answering comprehension questions | | |
| Language Forms and Functions | | |
| <p>My favorite animal is a _____, which _____ (action verb) _____.</p> <p>Light and sound are both forms of _____ (energy) _____.</p> <p>Sound waves are...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| sound waves | energy
particle
vibration | solid
liquid
air
sound |

Lesson 5: What Is Sound?

Looking at Language



Primary Focus: Students will apply understanding of past tense action verbs to recount experiences in writing.

WHAT IS SOUND? (30 MIN.)

- Read the sentence frame on the board. Ask students to think about the way birds move and behave. Have volunteers demonstrate some of the actions (flap, fly, peck, squawk, cheep).
- Tell students that these words are verbs. There are two types of verbs: action verbs and being verbs.
- An action verb is a word that does something. It is a doing word. An action verb describes an action, such as to run, to dance, or to speak. Action verbs can also describe mental actions, such as to think, to learn, or to guess.
- **Turn and Talk:** Tell students to think of their favorite animal. Ask, *What action verbs describe what it does?* Have students write these verbs down and share them with a partner. (examples: a bird flies, flaps, squawks, and claws.)
- Explain that verbs describe what someone or something is doing, saying, or thinking/feeling. If these things happened in the past, use the past tense of the verb. The past tense is used when recounting experiences that have already happened.
- A simple way to make action verbs past tense is by adding *-d* or *-ed* to the end. For example: *call/called, laugh/laughed, watch/watched, push/pushed*. Other verbs, however, are irregular and change their spelling to form the past tense. For example: *eat/ate, run/ran, write/wrote, fly/flew*.
- Direct students to Activity Page 5.1. Tell students that you will read aloud a short text about two grandchildren who learn about sound from their grandfather.
- Remind students that past tense verbs are used to recount experiences that have already happened. Encourage them to pay close attention to the action verbs, being verbs, and past tenses used in the story.
- Read the following text while students follow along.

Support

Say a verb and ask students if it is an action or being verb.

Challenge

Ask students for action and being verbs.

Activity Page 5.1



What Is Sound?

Samuel and Jack were taking Amy and Ethan to New York City for the day. They were going to park at the train station and take the train into the city.

“Granddad,” said Ethan, “do you like the sound of the train? I really, really like it. It makes me feel as if we are going on a real adventure.”

“We are going on a real adventure,” Samuel replied. “Did you know that sound travels in sound waves just as light travels in light waves?” Samuel asked.

“Did you know that our ears, the receptors of sound, are usually self-cleaning?” said an animated Jack. “Or that your ears don’t stop working, even when you are asleep. Your brain shuts out noises. Well, as much as it possibly can. That’s why alarm clocks work—if they’re loud enough!”

It was well over two hours before they reached their destination. As the four disembarked the train and made their way out of the train station, a cacophony of city sounds rose up into the morning air. People were shouting, horns were honking, and traffic was moving in all directions.

“As you can tell,” said Jack enthusiastically. “Even if you couldn’t see the city, you sure can hear it. Just like light, sound is a form of energy. There are many, many different kinds of sounds. All sound is made by the movement of objects. That movement is called vibration. When you pluck a guitar string, the string vibrates, or moves back and forth. The vibrations make the air shake. The air shakes because tiny particles in the air have been disturbed by the vibration. Those vibrations are called sound waves.”

“That’s cool,” said Ethan who was listening intently. “So, just as light enters our eyes in light waves, the sounds of the horns, people, and cars rushing by enter our ears in sound waves,” he offered.

“Exactly,” said Jack cheerfully. “Sound waves move outward from a vibrating object, kind of like ripples of water. Just like light, sound waves can travel through solids, liquids, and gases. Sometimes we can feel very strong vibrations through solid objects like the ground or the hard floor of a building.”

Activity Page 5.2



Reading Using Verbs and Verb Phrase

Entering/Emerging

Provide substantial support in helping students identify five action verbs from the text. Allow them to work in partners for Activity Page 5.2.

Transitioning/Expanding

Provide moderate support in helping students identify five action verbs from the text. Have them ask the following question when choosing verbs: What does the _____ do?

Bridging

Challenge students to expand the activity by writing two to three original sentences that describe their drawings.



Check for Understanding

Do our ears stop working when we are asleep?

» no

Light and sound are both forms of what?

» energy

What are sound waves?

» They are tiny particles in the air that have been disturbed by vibrations.

True or false: sound waves can travel through solid objects.

» true

- After you finish reading, have students scan back over the text and circle five action verbs that they find. Students will use these with the next activity page.
- Direct students to Activity Page 5.2, and read aloud the directions for the activity.
- Have students choose one of the action verbs they circled in Activity Page 5.1 and draw a picture of the action.
- Then, have students write an original sentence about their picture using the past tense action verb correctly.

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 | U5 L5 |
| Activity Name | Draw the Verb, Write the Verb |
| 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~~~~~

## 6

# The Qualities of Sound

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

Students will combine clauses into compound sentences using coordinating conjunctions by completing a graphic organizer.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Creating Compounds** [Activity Page 6.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                          |
| Qualities of Sound         | 30 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 6.2 |

## ADVANCE PREPARATION

### Looking at Language

- As part of the introduction activity, write the following sentences side by side on the board: *I ate a hamburger for dinner* and *I drank water*.
- Display the words *and*, *but*, and *or* on the board.
- For the Turn and Talk activity, provide the sentence frame: Today, I could \_\_\_\_\_, and/but/or I could \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                             |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Use coordinating conjunctions in spoken sentences</li> <li>• Demonstrate an understanding of the text by answering comprehension questions</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                   |                                  |                                 |
| <p>Today, I could _____, and/but/or I could _____.</p> <p>The buttons on a tuba are called _____ (valves) _____.</p> <p>Loudness or softness of a sound is caused by...</p>                    |                                  |                                 |
| Vocabulary                                                                                                                                                                                     |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| instrument<br>wavelength                                                                                                                                                                       | intensity                        | loudness/softness<br>sound      |



## Lesson 6: The Qualities of Sound

## Looking at Language



**Primary Focus:** Students will combine clauses into compound sentences using coordinating conjunctions by completing a graphic organizer.

**QUALITIES OF SOUND (30 MIN.)**

- Display the sentences *I ate a hamburger for dinner* and *I drank water* side by side for the class. Have students choral read each sentence aloud.
- Explain that there are two ideas in two sentences that can be combined into one sentence. Add a comma and “and” in between the sentences, and then invite a student to read the complete, connected sentence: *I ate a hamburger for dinner, and I drank water.*
- Tell students that a clause is a group of related words containing a subject and a verb. *I ate a hamburger* is a clause because it has a subject (*I*) and a verb (*ate*).
- Add the words *and*, *but*, and *or* on the board, and explain that these are coordinating conjunctions. Writers can combine two clauses together using a coordinating conjunction, such as *and*, *but*, or *or*.
- Explain that when the clauses in two sentences are combined into one sentence, it becomes a compound sentence.
- **Turn and Talk:** Pair students and provide the sentence frame: Today, I could \_\_\_\_\_, and/but/or I could \_\_\_\_\_. Support student discussions as the pairs complete the frame with possible activities, choosing the coordinating conjunction that best connects the two ideas together. (Example: *Today, I could go jogging, or I could ride my bike.*)
- Direct students to Activity Page 6.1. Tell students that you will read aloud a short text that continues the story of Samuel, Jack, and the grandchildren from Lesson 5, Activity Page 5.1. In this part of the story, the grandchildren learn about pitch and volume.
- Remind students that coordinating conjunctions can be used to combine clauses into a compound sentence. Encourage them to pay close attention to the coordinating conjunctions, such as *and*, *but*, and *or*, used in the text. (Example: “...one sound wave, but many sound waves per second...” found in paragraph 7.)

**Activity Page 6.1**


- Read the following text while students follow along.

### Qualities of Sound

Jack had arranged for he, Samuel, and the grandkids to attend an afternoon concert at the Lincoln Center. They were going to listen to an orchestra made up of young musicians from all over the Language Studioed States.

Jack pointed to the violinist, who was adjusting the tightness of the strings on his instrument. “The strings of the violin determine how high or low its sound is. The thickness, tightness, and length of the strings all make a difference in the kind of sound it makes.”

Then, Jack pointed at the tuba. “The musician blows on the tuba’s mouthpiece to produce the vibrations inside the instrument. His fingers press the valves, or buttons, on the tuba. This changes the length of the tube through which the air flows. The length of the air tube makes the sound lower or higher.”

“This might sound like a silly question,” said Amy, “but what makes sound loud or soft?”

“That’s not a silly question at all,” replied Jack. “You see, the loudness or softness of a sound is caused by the amount of energy being carried in the vibration. The greater the intensity, or power, of a sound wave, the louder the sound. Think about the difference between a drum that is tapped lightly and one that is struck very hard. When the drummer taps lightly, there is less energy applied to the drum—less energy means lower intensity and a softer sound. When the same drum is struck with greater energy, the sound has higher intensity and it’s—loud!”

“I see,” said Ethan. “I have another question. What is pitch? I heard that word in music class, but I didn’t know what it meant.”

“Another excellent question,” said Jack. “In order to explain that, let me go back a step or two. When an object vibrates, such as the top of a drum, it does not produce just one sound wave, but many sound waves per second. The faster something vibrates, the shorter the wavelengths it produces. For example, the top of a larger drum vibrates more slowly than the top of a smaller drum. The tightness and thickness of the top of the drum make a difference, too.”

### Support

Explain that *adjusting* something means “to make small changes” to something.

### Challenge

Have students use the information in the passage to make a diagram showing how an instrument makes sound.

## Activity Page 6.2



### Writing Connecting Ideas

#### Entering/Emerging

Provide students with the following sentence frames to assist them in identifying two clauses to be combined into a compound sentence.

- Sound waves with lots of power are \_\_\_\_\_.
- Sound waves with less power are \_\_\_\_\_.

#### Transitioning/Expanding

Provide students with moderate support in completing the graphic organizer by reminding students that coordinating conjunctions are used to link *related* ideas. Support them in constructing clauses and compound sentences that are about very similar ideas.

#### Bridging

Provide students with light support by monitoring their progress in completing the graphic organizer and providing feedback when the student struggles with generating clauses to join together into a compound sentence.

Jack took a breath and Samuel jumped in, "If the sound waves have a short wavelength, there are many waves per second. If the waves have a longer wavelength, there are fewer waves per second."



### Check for Understanding

- What three things determine the sound of a violin's strings?
  - » thickness, tightness, and length
- What are the buttons on a tuba called?
  - » valves
- What causes the loudness or softness of a sound?
  - » the amount of energy being carried in the vibrations
- Which has more waves per second, short wavelengths or long wavelengths?
  - » short wavelengths

- Direct students to Activity Page 6.2, and read aloud the directions for the activity.
- Have students choose ideas from Activity Page 6.1 that they found interesting. Then have them turn these ideas into clauses that can be joined together into a compound sentence using a coordinating conjunction.

## 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        | U5 L6                                                                |
| Activity Name      | Creating Compounds                                                   |
| 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
~~~~~

## 7

# Voice

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

Students will apply understanding of the suffixes *-er*, *-ist*, and *-ly* in order to create morphology charts for selected words from a text.

**Reading**

Students will listen to “Voice,” paying close attention to the words with suffixes appearing in the text.

**FORMATIVE ASSESSMENT****Writing****Suffix Morphology Charts** [Activity Page 7.1]**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Voice** [Informal Observation]

## LESSON AT A GLANCE

|                                                    | Time    | Materials                                                                                |
|----------------------------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                         |         |                                                                                          |
| Suffixes <i>-er</i> , <i>-ist</i> , and <i>-ly</i> | 10 min. |                                                                                          |
| <b>Read About It</b>                               |         |                                                                                          |
| Close Reading on Voice                             | 20 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2 |

## ADVANCE PREPARATION

### Vocabulary Building

- As part of the introduction activity, write the words *baker*, *quickly*, *terribly*, and *carefully* on the board.
- Write the following sentence frames on the board. Students will be completing them as part of the Think–Pair–Share activity:
  - Carol is a \_\_\_\_\_ who loves to paint.
  - She loves bright colors. She always paints \_\_\_\_\_.

### Read About It

- Differentiate Activity Page 7.1 for emerging students by displaying the following sentence frames:
  - A singer is someone who \_\_\_\_\_.
  - An artist is someone who \_\_\_\_\_.
  - If you do something easily, it is not \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Apply an understanding of suffixes by defining words with *-er*, *-ist*, or *-ly* suffixes
- Use suffixes in complete sentences
- Demonstrate an understanding of the text by answering questions

### Language Forms and Functions

A baker is \_\_\_\_\_ (someone who bakes) \_\_\_\_\_.

Carol is a \_\_\_\_\_ (painter) \_\_\_\_\_ who loves to paint. She loves bright colors. She always paints \_\_\_\_\_ (brightly) \_\_\_\_\_.

The \_\_\_\_\_ (diaphragm) \_\_\_\_\_ helps force air out of your body.

### Vocabulary

| Tier 3<br>Domain-Specific Words    | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------------------|----------------------------------|---------------------------------|
| diaphragm<br>larynx<br>vocal cords | relax<br>tighten                 | voice                           |

Start Lesson

## Lesson 7: Voice

# Vocabulary Building



**Primary Focus:** Students will apply understanding of the suffixes *-er*, *-ist*, and *-ly* in order to complete morphology charts for selected words from a text.

### SUFFIXES –ER, –IST, AND –LY (10 MIN.)

- Display the word *baker* for the class. Ask, *What is a baker?* Allow for student responses, then say: *A baker is someone who bakes.*
- Display the words *quickly*, *terribly*, and *carefully*. Ask, *Would you buy a cake from a baker who made it quickly? Terribly? Carefully?* Allow for student discussion about why or why not. (Cakes that were made quickly or terribly would not taste good. A cake that was made carefully would be good.)
- Explain that the words *baker*, *quickly*, *terribly*, and *carefully* are formed using suffixes. A suffix is a letter or letters added to the end of a base word that changes the meaning of the word. For example:
  - The suffixes *-er* and *-ist* mean “a person who.”

- The suffix *-ly* describes how something is done.
- Cover up the suffix *-er* in *baker*. Ask, *What does the word bake mean?*
  - » to cook breads and desserts
- Explain that adding the suffix *-er* changes the meaning of the base word *bake*. Uncover the suffix, and ask, *What is a baker?*
  - » a person who cooks breads and desserts
- Cover up the suffix *-ly* in *quickly*. Ask, *What does the word quick mean?*
  - » fast
- Explain that you can change the meaning of the base word by adding *-ly* to describe how something is done. Uncover the suffix, and ask: *How was the cake made?*
  - » quickly

**Think-Pair-Share:** Provide the following sentence frame. Have students think of responses on their own, then share out with a partner.

- Carol is a \_\_\_\_\_ who loves to paint. She loves bright colors. She always paints \_\_\_\_\_.
- Direct students to Activity Page 7.1, and explain that a morphology chart is a graphic organizer that helps you better understand the meaning of a word by taking the word apart and looking at its pieces.

## Lesson 7: Voice

# Read About It



**Primary Focus:** Students will listen to “Voice,” paying close attention to the words with suffixes appearing in the text.

### CLOSE READING ON VOICE (20 MIN.)

- Direct students to Activity Page 7.2. Tell students that you will read aloud a short text about how a person’s voice works.
- Remind students that suffixes can be added to base words to change their meanings. Encourage them to pay close attention to words with the suffixes *-er*, *-ist*, and *-ly*. (Examples: *easily* in paragraph 1, *singer* and *artist* in paragraph 4)

## Challenge

Have students think of other words that use the suffixes *-er*, *-ist*, and *-ly*. Have them use these in sentences.

## Activity Page 7.1



## Activity Page 7.2





## Support

Have students identify unfamiliar words in the passage, and assist them in using context or reference resources to define them.

## Informal Observation



## Reading Reading/Viewing Closely

### Entering/Emerging

Provide students with the following sentence frames to assist them in identifying the meanings of the unknown words.

### Transitioning/Expanding

Prompt students, as needed, with questions, such as: *What does a singer do? What does an artist do? What is something that you can do easily?*

### Bridging

Challenge students by having them use the three original sentences they wrote for the morphology chart and rework them into a cohesive paragraph that uses all three suffixes.

- Read the following text while students follow along.

## Voice

Each human voice is quite unique. Each voice has its own tone. That's the reason why you can easily recognize a person by their voice. Only you have your voice.

However, although human voices differ from one another, they are all produced in the same way. If you could see inside your body, you would discover that inside your throat, at the top of your windpipe, or trachea, is your voice box. The voice box is also known as the larynx. Within your larynx are two bands of muscle called vocal cords. These vocal cords enable humans to make a wide range of sounds.

When you breathe in, your vocal cords relax so that air can reach your lungs. When you breathe out, a muscle called the diaphragm moves upward to force air out of your body. When you speak, air leaves your body, too. Your lungs and diaphragm force air through the opening in your throat, past the vocal cords. This movement of air causes the vocal cords to vibrate, and so sound is produced. As your vocal cords tighten and relax, different sounds are produced.

The pitch of your voice is determined by the size of your larynx and vocal cords. That's why a young child's voice is generally higher in pitch than an adult's. The larger your larynx and vocal cords, the louder and lower your voice is. The pitch of your voice is also determined by the tension of the surrounding muscles. Trained singers and vocal artists learn how to control these muscles to produce variations in pitch and intensity. Also, men usually have longer vocal cords than women, and that's why their voices are deeper.



### Check for Understanding

Why are you able to recognize a person by their voice?

- » Every human voice is unique.

What muscle helps force air out of your body?

- » the diaphragm

What cause the vocal cords to vibrate?

- » the movement of air

How is pitch determined?

- » by the size of your larynx and vocal cords

- Direct students to Activity Page 7.2, and explain that a morphology chart is a graphic organizer that helps you better understand the meaning of a word by taking the word apart and looking at its pieces.

## 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        | U5 L7                                                                                                  |
| Activity Name      | Voice                                                                                                  |
| 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

## 8

# Light and Sound Inventions

**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****Podcast Commercial—Discussion Guide**

[Activity Page 8.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Talk Time</b>           |         |                                                                                          |
| Light and Sound Inventions | 30 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 8.2 |

## ADVANCE PREPARATION

### Talk Time

- Divide students into small groups of 3 or 4. These writing groups will work together over the next three lessons.
- Locate an example podcast and/or an example TV commercial online to play for the class during the Light and Sound Inventions section.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                                                                             |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Explain how commercials are an effective way of addressing problems and offering solutions</li> <li>• Identify the key aspects of commercials and podcasts as they relate to problem-solving</li> <li>• Collectively brainstorm a potential commercial taking information from previous texts into account</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                                                                   |                                  |                                 |
| A commercial that I remember was selling _____ because...<br>We should try to solve the problem of _____ because...<br>We can use light and sound to help solve this problem by...                                                                                                                                                                             |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                     |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                                                                | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| podcast commercial                                                                                                                                                                                                                                                                                                                                             | invention<br>problem<br>solution |                                 |

## Lesson 8: Light and Sound Inventions

## Talk Time



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

## Support

Help students better understand how commercials use the problem-solution text structure. Explain that the purpose of commercials is to persuade people to buy products. Commercials do that by presenting a problem and then explaining why a certain product is the best one to solve that problem.

## Challenge

Tell students that jingles are an effective means of advertising. A jingle is a short, catchy tune that is easy to remember. Sometimes you hum the jingle over and over. Have student pairs recite any jingles they might remember. (cat food, bandages, hot dogs)

## LIGHT AND SOUND INVENTIONS (30 MIN.)

- Engage students by asking, *What is a commercial?*
  - » an advertisement for a product that appears on television or radio
- Allow for student responses, and then ask, *What is the purpose of a commercial?*
  - » to get you to buy something
- Explain that commercials are similar to the text structure of problem-solution writing. In this type of writing, a problem is described, and then solutions are offered to solve the problem. This is the same way that commercials get you to buy something.
  - Provide the following example: *If I were selling mops, what might be the problem?*
    - » dirty floors
  - Ask, *What might be the solution?*
    - » Buy a mop to clean the dirty floors.
- Tell students that over the next three lessons they will write and present their own podcast commercials for an amazing new—and imaginary—invention!
- Locate an example podcast and/or an example TV commercial online to play for the class. Afterward, ask students to give their impressions of what they heard.
- **Turn and Talk:** Pair students and have them discuss a commercial they've seen recently. Have them ask, *What was the commercial selling? Why do you think you remember that commercial?*
- Group students into small groups of 3 or 4. These writing groups will work together over the next three lessons.

- Direct students to Activity Page 8.1. Point out the writing prompt. Explain that a writing prompt explains the writing assignment. Read the writing prompt aloud.

## Activity Page 8.1



**Writing Prompt:** Imagine the year is 2050. Technology has advanced. Light and sound are used in new and exciting ways. Imagine that you have invented a new product that uses light and sound, and you want to sell that product to the public. Work with your group to write a 30-second podcast commercial for your invention.

How might light or sound solve a problem in the year 2050? Use what you've learned in Language Studio 5 about light, mirrors, lenses, colors, sounds, or voices and your own imagination to tell your audience why your invention is the best way to solve a problem!

- Explain that a podcast is a digital audio or video file that people can view or listen to over the Internet.
- Read aloud the different parts contained in a podcast commercial.

### State the problem:

- What This Is: The problem is what needs to be fixed. It is the issue that will be solved by your invention.
- What to Write About: Think of a problem that might affect life in 2050. Be as creative as you want!
- Example: Meteorites heading for your space ship.

### Describe the invention:

- What This Is: Tell your audience what it is you're selling.
- What to Write About: Give your invention a name. Tell what the invention is and what it can do.
- Example: The Bug Zapper 3000. It is a laser that can zap away bugs.

## Activity Page 8.2



### Speaking Exchanging Information and Ideas

#### Entering/Emerging

If students have difficulty understanding the Discussion Questions, help them reframe the questions to draw yes/no responses.

#### 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* and *How*? questions. For example, *Why is this issue a problem that needs to be solved? Why or how would this invention solve the problem?*

### Explain how the invention solves the problem:

- What This Is: Explain how your invention solves the problem.
- What to Write About: Include 2–3 reasons that your invention solves the problem.
- Answer the question: *Why should someone buy this invention?*
- Example: The Bug Zapper 3000 can clean away all the bugs from your windshield. It leaves no space bug guts behind!

- 
- Direct student groups to Activity Page 8.2. Explain that this discussion guide is a tool to help them brainstorm details about the problems and solutions that they might include in their podcasts.
  - Use the discussion guide questions to facilitate brainstorming and small group discussion.
  - Encourage students to follow turn-taking rules: all group members have a turn to speak in order around the circle.

## 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        | U5 L8                                                                                                                 |
| Activity Name      | Podcast Commercial—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 the prompts using domain-related vocabulary with support.                    |
| Expanding          | Student asks and answers questions about the prompts using domain-related vocabulary.                                 |
| Bridging           | Student asks and answers questions using domain-related vocabulary.                                                   |

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


9

The Podcast Commercial

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will collectively plan and write a podcast commercial.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Podcast Commercial Writing Template**

[Activity Page 9.3]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Write About It | | |
| Writing a Narrative Paragraph:
The Podcast Commercial | 30 min. | <input type="checkbox"/> Activity Page 9.1
<input type="checkbox"/> Activity Page 9.2
<input type="checkbox"/> Activity Page 9.3 |

ADVANCE PREPARATION

Write About It

- Students will need Activity Pages 8.1 and 8.2 for reference.
- As part of the instruction, replay the example podcast and/or TV commercial from Lesson 8.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|---------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Collaborate to complete the graphic organizer • Demonstrate comprehension of the rubric by answering questions • Collaborate to complete the template using the contents of the graphic organizer | | |
| Language Forms and Functions | | |
| <p>The problem we are addressing is _____ because...</p> <p>A score for a problem that is clearly stated is a _____ (3) _____.</p> <p>We can describe our invention by saying...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | graphic organizer
writing template | |

Lesson 9: The Podcast Commercial

Write About It



Primary Focus: Students will collectively plan and write a podcast commercial.

WRITING A COMMERCIAL (30 MIN.)

- Begin by asking students to recall their group discussions during the previous lesson. Ask, *What problem are you trying to solve? What solution did you come up with?*
- Tell students that today they will plan and write their podcast commercials. Reread the writing prompt to refresh students' memories:

Writing Prompt: Imagine the year is 2050. Technology has advanced. Light and sound are used in new and exciting ways. Imagine that you have invented a new product that uses light and sound, and you want to sell that product to the public. Work with your group to write a 30-second podcast commercial for your invention.

How might light or sound solve a problem in the year 2050? Use what you've learned in Language Studio 5 about light, mirrors, lenses, colors, sounds, or voices and your own imagination to tell your audience why your invention is the best way to solve a problem!

Support

Help students decide which details from the discussion guides to keep and which to leave out. Explain that some details will help develop the writing prompt. Other details might be interesting but are not necessarily relevant to the assignment.

- Remind students of the three parts of a commercial they should include in today's writing:
 - State the problem.
 - Describe the invention that uses either light or sound to fix the problem.
 - Explain how the invention solves the problem.
- Replay the example podcast and/or an example TV commercial from Lesson 8. Afterward, ask students if they have any new ideas what they heard.

- Redirect students to their assigned writing groups, and focus their attention on Activity Page 9.1.
- Have students complete the planning writing graphic organizer using the ideas and details they discussed in Activity Page 8.2.
- Tell students that the discussion guides were a brainstorming exercise. They might not use all the information they discussed. They can use it as inspiration for their group writing.
- Direct student groups to Activity Page 9.2. Explain that this is a rubric. Describe a rubric as a grading system that helps students understand what the teacher hopes to see in their writing. Rubrics provide a score. In this rubric, the highest score is “3” and the lowest score is “1.”

Problem:

3—The problem is clearly stated. The reason why this is a problem is explained.

2—A problem is implied, but it is not clearly stated. The reason why this is a problem is somewhat explained.

1—There is no problem stated. The reason this is a problem is not explained.

Description of Invention:

3—The invention is given a name. The writing explains what the invention is. The writing explains what the invention can do.

2—The name of the invention is unclear. The writing somewhat describes the invention. The writing somewhat explains what the invention can do.

1—The invention is not named. The writing does not describe the invention. The writing does not explain what the invention can do.

Solution:

3—The writing provides 2–3 clear reasons why the invention solves the problem. The writing answers the question: Why should a customer buy this invention?

2—The writing provides 1 reason why the invention solves the problem. The writing somewhat answers the question: Why should a customer buy this invention?

1—The writing does not provide reasons why the invention solves the problem. The writing does not answer the question: Why should a customer buy this invention?

Activity Pages 8.2 and 9.1



Activity Page 9.2



Activity Page 9.3



Support

Remind students that these commercials will be read aloud. Each member of the group will be assigned a different section to read aloud during Lesson 10. As students write, encourage them to consider which group member will read which part.



Writing Interacting via Written English

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 the problem, the description of the invention, and the solution.

Bridging

Provide light support in completing the writing template. In addition to reminding students to follow the writing rubric.

- 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 problem that is clearly stated? (3)
 - What is the score for writing that somewhat describes the invention? (2)
 - What is the score for writing that does not explain how the invention solves the problem? (1)
- Direct student groups to Activity Page 9.3. Explain that this is the template they will use to write their podcast commercials.
- Explain that first students should write a story title. An effective title is easy to remember and reflects the invention they are selling.
- Tell students that they will need to include both a beginning sentence and a concluding sentence.
 - The beginning sentence is the introduction to the commercial. It can be used to grab the interest of the audience. It can also be used to introduce the problem the invention will solve.
 - The concluding sentence is the last sentence in the writing. It summarizes the benefits of a product. Because it is the last sentence, it should leave the audience believing that they absolutely need this product.
- Using both the Activity Page 9.1 planning guide and Activity Page 9.2 rubric, support students as they fill in the template with their podcast commercials.
- Tell students that they will continue writing their commercial in the next in next lesson. There will be time in Lesson 10 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 | U5 L9 |
| Activity Name | Podcast Commercial 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~~~~~

## 10

# Presentation of a Podcast Commercial

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

Students will plan and deliver an oral presentation in the form of a podcast commercial.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Podcast Commercial—Performance Rubric**

[Activity Page 10.1]

## LESSON AT A GLANCE

|                                  | Time    | Materials            |
|----------------------------------|---------|----------------------|
| <b>On Stage</b>                  |         |                      |
| Podcast Commercial Presentations | 30 min. | □ Activity Page 10.1 |

## ADVANCE PREPARATION

### On Stage

- Activity Page 9.3 required for lesson.
- Prepare an area of the classroom that will act as a stage for the students to present their commercials.
- Prepare one Podcast Commercial Rubric for each student; have a rubric ready to evaluate students' presentations as they read their commercials.
- Optional: Use a recording device to record student performances into actual podcasts.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                |                                                                    |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Perform podcast commercials</li> <li>• Review keywords from the rubric</li> <li>• Rate teacher demonstration of presentation based on standards in the rubric</li> </ul>                                                                 |                                                                    |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                      |                                                                    |                                 |
| <p>Fluency is _____ (speaking with confidence in phrases that make sense) _____ .</p> <p>Voice is _____ (speaking clearly and with expression) _____ .</p> <p>The teacher's presentation was done well because they _____ (used fluency, voice, and made eye contact) _____ .</p> |                                                                    |                                 |
| Vocabulary                                                                                                                                                                                                                                                                        |                                                                    |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                   | Tier 2<br>General Academic Words                                   | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                                                                   | <p>presentation</p> <p>fluency</p> <p>voice</p> <p>eye contact</p> |                                 |



## Lesson 10: Presentation of a Podcast Commercial

## On Stage



**Primary Focus:** Students will plan and deliver an oral presentation in the form of a podcast commercial.

## PRESENTATION OF A PODCAST COMMERCIAL (30 MIN.)

- Begin by engaging students in a discussion about the previous previous lessons' writing. Ask students the following questions:
  - What were some ideas for problems that might occur in the future?
  - How might you solve those problems?
- Reconvene the writing groups, and allow 5–10 minutes for students who need time to complete their writing in the Podcast Commercial Writing Template, Activity Page 9.3.
- Direct students' attention back to the Activity Page 9.2 rubric, and review with students the expectations for their writing.
- Once students have completed their drafts, explain that they will now perform their podcast commercials for the class. Set the scene as if this were a live recording of the commercial that will broadcast over the Internet.
- Have students divide the scripts into different speaking parts so that each group member is assigned one section to read aloud. For example, one student will read the problem, one will describe the invention, and one will explain how the invention solves the problem.
- Direct students to Activity Page 10.1. Explain that this is a rubric for their presentations. Remind students that a rubric explains what the teacher is looking for as they perform their podcast commercials.

Activity Pages  
9.2 and 9.3

## Activity Page 10.1



## Podcast Commercial—Performance Rubric

|   | Fluency                                                                    | Voice                                                               | Eye Contact                                                  |
|---|----------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------|
| 3 | Read the text with confidence and without long pauses.                     | Spoke clearly and with expression.                                  | Made eye contact with the audience while presenting.         |
| 2 | Read the text with some confidence and/or with few long pauses.            | Spoke somewhat loudly and/or clearly with some expression.          | Made partial eye contact with the audience while presenting. |
| 1 | Lack of confidence apparent while reading the text. Took many long pauses. | Spoke softly and/or did not speak clearly. Little or no expression. | Did not make eye contact with the audience while presenting. |

- Review the three areas of evaluation with students.
  - *What is fluency?*
    - » speaking with confidence in phrases that make sense
  - *What is voice?*
    - » speaking clearly and with expression
  - *What is eye contact?*
    - » looking up from the paper directly at members of the audience
- 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 following text: *Are you tired of space bugs sticking to the windshield of your space ship? Try the Bug Zapper 3000! It can laser away those bugs in no time!*
  - Read the text quietly and while staring at the paper. Take long pauses and mumble the words. Then ask students to rate your performance with a 1, 2, or 3.
  - Reread the text, this time with fluency, voice, and eye contact. Then ask students to rate your performance again.



### Speaking Presenting

#### Entering/Emerging

Prepare students to share aloud by providing one-on-one help with fluency; have students read their parts of the commercial aloud while you provide feedback before they present to the entire class.

#### Transitioning/Expanding

Provide support for students by encouraging them to practice their parts while you listen and offer feedback before their group presents to the class.

#### Bridging

Offer light support with fluency by encouraging students to read their parts aloud with a partner before their group presents to the class; provide feedback.

## Podcast Commercial Presentations

- Provide a few minutes for groups to rehearse their commercials before they present to the class.
- Explain that these are group presentations, but each student will be graded individually.
- Encourage audience members to applaud at the end of each group's performance.
- Consider as an option setting up a recording device to record student performances into actual podcasts. Replay each presentation for the class after all presentations are complete.

**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 distributed to the students.

## 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        | U5 L10                                                                                              |
| Activity Name      | Podcast Commercial—Performance Rubric                                                               |
| Proficiency Levels |                                                                                                     |
| Entering           | Student takes turns and gives a brief speech of their project.                                      |
| 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 and answers questions about their speech using domain-related vocabulary with support. |
| Bridging           | Student asks and answers questions using domain-related vocabulary.                                 |

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


Language Studio 6

The Viking Age



Contents

THE VIKING AGE

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Talk Time (20 min.)

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Talk Time (10 min.)

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Write About It (30 min.)

- Write About the Vikings

1

Who Were the Vikings?

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will share ideas about Vikings using an illustration and a KWL chart to prompt discussion.

Reading

Students will listen to a Read-Aloud about Vikings and demonstrate comprehension by asking and answering questions.

FORMATIVE ASSESSMENT**Reading****Who Were The Vikings?** [Activity Page 1.3]**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Vikings KWL Chart** [Activity Page 1.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Building Background | | |
| The Vikings | 15 min. | <input type="checkbox"/> Activity Page 1.1
<input type="checkbox"/> Activity Page 1.2 |
| Read About It | | |
| Who Were the Vikings? | 15 min. | <input type="checkbox"/> Activity Page 1.3 |

ADVANCE PREPARATION

Building Background

- Write *The Vikings* on the board.
- Display a map of Scandinavia.
- Provide dictionaries, thesauruses, or online resources.
- Display a KWL chart on the board with columns to record information:

| K
What I Know | W
What I Want to Know | L
What I Learned |
|------------------|--------------------------|---------------------|
| | | |

- Pair students for discussion.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Identify the important aspects of an image
- Discuss existing knowledge about Vikings
- Discuss any questions about Vikings

Language Forms and Functions

In the picture, I can see...

What I already know about Vikings is that...

A question I have about Vikings is...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| longship
seaborne
Norse | ferocious
raid | |

Start Lesson

Lesson 1: Who Were the Vikings?

Building Background



Primary Focus: Students will share ideas about Vikings using an illustration and a KWL chart to prompt discussion.

THE VIKINGS (15 MIN.)

- Tell students that today they will start a new unit called *The Viking Age*.
- Ask students if they have ever heard of the Vikings.
- Explain that the Vikings were an ancient civilization of warriors. The word *Viking* means “pirate, raider, or attacker.”
- Show students a map or globe and tell them that the Vikings came from an area called Scandinavia in northern Europe.
- Direct students to Activity Page 1.1. Read the two sentences at the top of the page.

Activity Page 1.1



The Vikings were known for their magnificent longships. They used these ships to explore, trade, raid other countries, and invade new lands.

- Tell students to look at the image of the Viking longship.
- Encourage discussion with questions such as
 - What do you see in the picture?
 - » a boat, people on a boat
 - What is special about the boat?
 - » the dragon on front
 - How does the dragon make you feel?
 - » scared, frightened
 - When do you think Vikings lived?
 - » long ago
- Tell students to answer the question on Activity Page 1.1. Then discuss their responses. Elicit responses that say the longships helped the Vikings rule the seas and explore and invade other countries.
- Direct students to Activity Page 1.2. Introduce students to the purpose of a KWL chart, and model how to complete the first two columns.

Say, *A KWL chart can help you organize your ideas before you begin a new unit and as you learn more about it. In the first column—which reads “What I Know”—you will record some facts or ideas you already know. For instance, I know that the Vikings lived a very long time ago. I will record this in the first column.*

Ask for ideas from students to record in the first column.

 - Have volunteers share any information they know about Vikings.
 - Then say, *The middle column of the KWL chart is used for questions I have about the Vikings. One question I have, for example, is Why did the Vikings build longships? The final column—“What I learned”—will be completed at the end of the lesson.*
 - Inform students that they will start filling in this KWL chart today and continue to add to it throughout the unit.
 - Tell students to fill in as much of the first and second columns of the KWL chart as they can based on the picture and their discussions.

Activity Page 1.2



Speaking Exchanging Information and Ideas

Entering/Emerging

Provide 1:1 support as needed to complete the KWL chart. Act as scribe if necessary.

Transitioning/Expanding

Have students take turns so every student contributes to the discussion.

Bridging

Have students share their KWL charts with the other students to discuss how their charts are similar and different. Encourage students to offer feedback and ask each other questions such as, “Why did you include that?” “How do you know that?”

- **Turn and Talk:** Have students pair up. Ask students to discuss with their partner what they know about Vikings and what they would like to know. Have pairs record at least one fact or idea under each of the first two columns of the KWL chart.

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 | U6 L1 |
| Activity Name | Vikings KWL Chart |
| 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. |

Start Lesson

Activity Page 1.3



Lesson 1: Who Were the Vikings?

Read About It



Primary Focus: Students will listen to a Read-Aloud about Vikings and demonstrate comprehension by asking and answering questions.

WHO WERE THE VIKINGS? (15 MIN.)

- Direct students to Activity Page 1.3.
- Have students follow along as you read the first paragraph aloud.

- Pause after reading the sentence that includes the word *because*. Tell students you are going to reread that sentence, and you want them to think about the ideas in the sentence and how the ideas are connected. Read the sentence again slowly, emphasizing the word *because*.

A long time ago, more than one thousand years in the past, the Vikings were the lords of the seas. Vikings were famous as ferocious warriors who were feared by people because of their seaborne raids. Vikings were an important part of a Norse civilization that also had farmers, fishermen, shipbuilders, craftsmen, traders, explorers, settlers, and poets.

- Ask students how the word *because* connects the ideas that come before and after it in the sentence. Guide students to understand that the word *because* connects ideas that have a cause-and-effect relationship.
- Continue reading the second paragraph.

Viking expansion was made possible by their magnificent longships. The longships are symbols of the Viking Age. The sight of longships struck fear into the hearts of others, but the ships were highly valued by the Vikings who celebrated the ships in poetry, gave them as gifts, and even used them in funeral rituals.

- After you finish reading, have students work in small groups to complete the vocabulary exercise on Activity Page 1.3 by filling in the blanks with definitions or synonyms.
- Encourage students to add to their KWL charts on Activity Page 1.2 using the vocabulary they just learned.

End Lesson

Support

Allow students to use a dictionary, thesaurus, or other classroom resources to define the words and phrases from the text.



Reading Listening Actively

Entering/Emerging

Provide 1:1 support as needed to complete the vocabulary activity and add to the KWL chart. Act as scribe if necessary.

Transitioning/Expanding

Have students work on one or two of the vocabulary words individually, then come back together as a small group to share what they found.

Bridging

Have students work on the vocabulary words individually and then come back together as a small group to share what they found.

Activity Page 1.2



2

Viking Raids and Trades

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to a Read-Aloud about Viking raids and trades and demonstrate comprehension by asking and answering questions.

Writing

Students will demonstrate an understanding of cohesion by examining how connecting words and phrases link ideas and events.

FORMATIVE ASSESSMENT**Writing****Linking Ideas** [Activity Page 2.2]**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Viking Raids and Trades** [Activity Page 2.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Listen Closely | | |
| Viking Raids and Trades | 15 min. | <input type="checkbox"/> Activity Page 1.2
<input type="checkbox"/> Activity Page 2.1 |
| Looking at Language | | |
| Linking Ideas | 15 min. | <input type="checkbox"/> Activity Page 2.2 |

ADVANCE PREPARATION

Listen Closely

- Display KWL Chart on Activity Page 1.2.
- Set up students in small groups.
- Display these sentences on the board:
 - After these raids, the Vikings returned home again with their plundered goods. Over time, however, the Vikings began to settle in and sometimes conquer the lands they had raided and plundered.

Looking at Language

- Display these words on the board for the Turn and Talk activity:
 - First
 - next
 - for example

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Answer comprehension questions about the text
- Collaborate to add information to the KWL charts
- Explain how certain phrases make sentences more clear

Language Forms and Functions

The Vikings raided _____ (Ireland, England, Spain, France, Germany, and Russia) _____.

I learned that Vikings...

The phrase we should add to make this sentence clear is _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | | |

Lesson 2: Viking Raids and Trades

Listen Closely



Primary Focus: Students will listen to a Read-Aloud about Viking raids and trades and demonstrate comprehension by asking and answering question.

VIKING RAIDS AND TRADES (15 MIN.)

- Direct students to Activity Page 2.1.
- Have students follow along as you read the first paragraph aloud. Pause to define *plundered* (robbed) and *inhabitants* (people living in a place).

When the Vikings first ventured away from Scandinavia in their longships, they raided and plundered foreign settlements, terrifying the local inhabitants. Vikings were also called Norsemen, which means Northmen. This name came from people they raided who were living in England and other parts of Europe. After these raids, the Vikings returned home again with their plundered goods. Over time, however, the Vikings began to settle in and sometimes conquer the lands they had raided and plundered.

Activity Page 2.1



Check for Understanding

Ask students the following questions to check for understanding:

- Where did the Vikings live?
 - » Scandinavia
- Why did the Vikings go to sea?
 - » to raid, plunder
- Why did the Vikings raid foreign lands?
 - » to take goods home with them
- What else did the Vikings do besides raid and plunder?
 - » conquered the lands



Listening Listening Actively

Entering/Emerging

Remind students to ask *Who, What, When, How,* and *Why* questions. Circulate to provide assistance as students add to their KWL charts. Act as scribe if necessary.

Transitioning/Expanding

If students struggle to ask questions about the text, remind them they can ask *Who, What, When, How,* and *Why* questions.

Bridging

Have students take turns reading the excerpt sentence by sentence. Provide assistance as needed. Listeners in the small group can ask a question about each sentence for the speaker to answer using details from the text.

- Have students follow along as you read the second paragraph aloud.

The Vikings, or Norsemen, began regular raids on Ireland, England, and other parts of Europe, including present-day Spain, France, Germany, and Russia. Viking warriors were known to kill without mercy and would steal anything of value, including people who could be used as slaves.



Check for Understanding

Ask students the following questions to check for understanding:

- Which countries did the Vikings raid?
 - » Ireland, England, Spain, France, Germany, and Russia
- What kind of people were the Vikings?
 - » mean, vicious, cruel
- What did the Vikings do to others?
 - » killed them, stole their things, used them as slaves

- Have students follow along as you read the third paragraph aloud.

However, Vikings didn't just raid and steal; they also traded. Their cargo ships—carrying items from their home such as fish, furs, timber, walrus ivory and hides, and woolen cloth—sailed on major rivers across Europe and into Russia. They traded these items for silver or for things they did not have in their homeland.



Check for Understanding

Ask students the following questions to check for understanding:

- What else did Vikings do?
 - » traded
- What kinds of items did Vikings bring with them?
 - » fish, fur, timber, ivory, hides, woolen cloth
- What kinds of items did Vikings trade for?
 - » silver and things they did not have where they lived

- After you finish reading, have students work in pairs or small groups to add information to their KWL charts on Activity Page 1.2.
- Prompt small group discussions by asking:
 - *What new information about Vikings was in this text?*
 - Encourage students to ask and answer each other's questions about Viking raids and trading goods.

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 | U6 L2 |
| Activity Name | Viking Raids and Trades |
| 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. |

Activity Page 1.2



Support

As students are answering questions about the text, circulate and assist them by rereading sentences that can help to answer the questions.

Challenge

Ask students to think of questions to ask their peers about the text.

Lesson 2: Viking Raids and Trades

Looking at Language



Primary Focus: Students will demonstrate understanding of cohesion by examining how connecting words and phrases link ideas and events.

LINKING IDEAS (15 MIN.)

- Ask students to listen to these two sentences: *Yesterday, I went hiking.*
Tomorrow, I'm going to the park.
- Ask students, *When did I go hiking?*
 - » yesterday
 - *When am I going to the park?*
 - » tomorrow
- *How do you know?*
 - » The words *yesterday* and *tomorrow* were used in the sentences.
- Explain that words and phrases can be used to connect ideas.
- Tell students that if you left out the words *yesterday* and *tomorrow* it would be confusing. *I went hiking. I'm going to the park.* There is no way to know when those events are taking place. A word such as *yesterday* tells you exactly when it happened.
- Direct students to two sentences from the Viking passage on the board. Read the first sentence aloud: *After these raids, the Vikings returned home again with their plundered goods.*
- Ask, *When did the Vikings return home?*
 - » after these raids
- Point out that the word *after* tells you when the Vikings returned home.
- Read the second sentence aloud: *Over time, however, the Vikings began to settle in and sometimes conquer the lands they had raided and plundered.*

Support

Help students by guiding them to use linking words such as *first* or *today* in a sentence.

Challenge

Have students think of two or three sentences that connect and tell a story using linking words.

- Ask, *When did the Vikings settle in?*
» over time
- Explain that this phrase tells you that the Vikings did not settle in right away. It happened “over time.”
- Direct students to Activity Page 2.2.
- Tell students to choose a word or phrase from the Word Bank to complete each sentence. For the last question, they will write their own sentences using words from the Word Bank.
- **Turn and Talk:** Direct students to use the words written on the board to create sentences. Remind students that these words help to connect ideas and events.
- **Model** by creating the sentences *I like books. For example, my favorite book is Charlie and the Chocolate Factory.*

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

## Activity Page 2.2



### Speaking Understanding Cohesion

#### Entering/Emerging

Provide substantial support for students as they complete the Turn-and-Talk activity by suggesting the words they should use in their sentence.

#### Transitioning/Expanding

Provide moderate support for students as they complete the Turn-and-Talk activity by prompting them to choose their own linking word.

#### Bridging

Provide light support for students as they complete the Turn-and-Talk activity by monitoring their sentences and providing feedback.

## 3

# Vikings

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

Students will ask and answer questions and write simple sentences about Vikings.

**Writing**

Students will use the conjunction because to connect ideas.

**FORMATIVE ASSESSMENT**

Writing

**What I Know About Vikings** [Activity Page 3.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Vikings KWL Chart** [Activity Page 1.2]

## LESSON AT A GLANCE

|                                | Time    | Materials                                                                                |
|--------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Talk Time</b>               |         |                                                                                          |
| What I Know About Vikings      | 20 min. | <input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Activity Page 3.1 |
| <b>Looking at Language</b>     |         |                                                                                          |
| The Conjunction <i>Because</i> | 10 min. |                                                                                          |

## ADVANCE PREPARATION

### Talk Time

- Display KWL Chart on Activity Page 1.2.
- Pair students.
- Display these words on the board:
  - Scandinavia
  - plunder
  - Norsemen
  - raids
  - conquer
  - warriors
  - Europe
  - dragon



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share the information that students learned about Vikings
- Share sentences written in Activity Page 3.1
- Restate sentences from the KWL chart using the *because* conjunction

### Language Forms and Functions

Something I learned about Vikings is that...

One thing the Vikings did was \_\_\_\_\_.

The Vikings are interesting because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words   | Tier 1<br>Everyday Speech Words |
|---------------------------------|------------------------------------|---------------------------------|
| Scandinavia                     | conjunction<br>conquer<br>warriors |                                 |

## Lesson 3: Vikings

## Talk Time



**Primary Focus:** Students will ask and answer questions and write simple sentences about Vikings.

### WHAT I KNOW ABOUT VIKINGS (20 MIN.)

- Ask students about the most interesting thing they have learned about the Vikings.
- Encourage students to express ideas about what they remember about Vikings.
- Tell students that they will use their KWL charts to share information and ideas about Vikings.
- Remind students to add to their charts as they share ideas.
- **Model:** For example, *Your partner may have something written down that you forgot to add to your chart. Add it to the third column in your chart under “What I Learned.” If you think of something that you do not know about Vikings, add it to the middle column under “What I Want to Know.”*
- Pair students and have them exchange KWL charts on Activity Page 1.2.
- Have students ask and answer questions using the facts written down in each other’s KWL charts. Tell students to read the information and then ask a question about it. For example, *If the KWL chart says “longship,” ask a question such as “What did the Vikings use to raid faraway lands?” The answer is “longship.”*
- Direct students to Activity Page 3.1.
- Read the directions to students. Explain that they will complete the sentences by using information from their KWL charts on Activity Page 1.2 and writing information that they know about the Vikings.
- Have students share sentences when they are done.

### Activity Page 1.2



### Activity Page 3.1



### Support

Assist students with their sentences. Direct them to the words on the board for ideas. Have them read information from their KWL chart to you.



## Speaking Exchanging Information and Ideas

### Entering/Emerging

Remind students to focus on their KWL charts. Ask, What did you learn about Vikings? What would you still like to know?

### Transitioning/Expanding

Monitor conversations to make sure students stay on topic. If students' questions and responses are very brief, encourage them to elaborate before moving on to the next question.

### Bridging

Explain to students that their responses should be in complete sentences before moving on to the next question.

## 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        | U6 L3                                                                                                                 |
| Activity Name      | Vikings KWL Chart                                                                                                     |
| 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.                                                   |

### Lesson 3: Vikings

# Looking at Language



**Primary Focus:** Students will use the conjunction *because* to connect ideas.

## THE CONJUNCTION *BECAUSE* (10 MIN.)

- Ask students to complete this sentence: *The Vikings are interesting because \_\_\_\_\_.*
- Allow several students to complete the sentence.
- Explain that the word *because* is used in sentences to connect ideas.
- Ask students to complete this sentence: *People were afraid of the Vikings because \_\_\_\_\_.*
- Allow several students to complete the sentence.
- The word *because* connects the idea that “people were afraid” with a reason explaining why they were afraid.
- Tell students that they will connect some of their information about Vikings using the conjunction *because*.
- **Model:** *Viking longships were scary looking because they had a large dragon on the front.* Explain that the conjunction *because* connects two ideas—the ships were scary looking, and they had dragons on the front.
- Pair students and have them take turns turning information in their KWL charts into sentences connected by the word *because*.

End Lesson

## Challenge

Have students write questions about what they still want to know about Vikings.



## Writing Connecting Ideas

### Entering/Emerging

If students struggle with using the word *because* to connect ideas, have them complete simple sentences about everyday things such as *I wore a coat because \_\_\_\_\_, or I ate a snack because \_\_\_\_\_.*

### Transitioning/Expanding

Ask students to start with a sentence about something they know such as: *I wore a coat because it was cold. I ate a snack because I was hungry.* Then have them try this with information from their charts.

### Bridging

Monitor students and provide feedback if needed. Encourage them to create longer sentences with two ideas that are connected by the word *because*.

## 4

# Literature of the Vikings

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

Students will listen to a Read-Aloud about Viking poets, sagas, and mythology.

**Speaking**

Students will discuss Viking poets, sagas, and mythology to add information to their KWL chart.

**FORMATIVE ASSESSMENT**

Listening

**Viking Stories and Storytellers** [Activity Page 4.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Vikings KWL Chart** [Activity Page 1.2]

## LESSON AT A GLANCE

|                                    | Time    | Materials           |
|------------------------------------|---------|---------------------|
| <b>Listen Closely</b>              |         |                     |
| Viking Stories and Storytellers    | 20 min. | ☐ Activity Page 4.1 |
| <b>Talk Time</b>                   |         |                     |
| Viking Poets, Sagas, and Mythology | 10 min. | ☐ Activity Page 1.2 |

## ADVANCE PREPARATION

### Listen Closely

- Display a list of domain-specific words on the board:
  - sagas
  - skalds
  - oral tradition
  - Norse mythology
  - Asgard
  - Odin
  - Frigga
  - Thor
  - Valhalla
- Display *narrate* and *-ive* on the board.

### Talk Time

- Students will need Activity Page 1.2 for Talk Time.
- Display these sentence starters on the board:
  - I learned that \_\_\_\_\_.
  - Viking stories are \_\_\_\_\_.
  - Viking poets wrote about \_\_\_\_\_.
  - Vikings believed in \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe what students see in the picture
- Demonstrate an understanding of the text by answering comprehension questions
- Define domain-specific vocabulary

### Language Forms and Functions

In the picture, I see...

A saga is \_\_\_\_\_ (a story or narrative) \_\_\_\_\_.

Asgard is \_\_\_\_\_ (the home of the gods) \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-------------------------------------|----------------------------------|---------------------------------|
| Asgard<br>saga<br>skald<br>Valhalla | tradition                        |                                 |

Start Lesson

## Lesson 4: Literature of the Vikings

# Listen Closely



**Primary Focus:** Students will listen to a Read-Aloud about Viking poets, sagas, and mythology.

### Activity Page 4.1



### VIKING STORIES AND STORYTELLERS (20 MIN.)

- Have students look at the picture on Activity Page 4.1.
  - Ask students, *What do you see in the picture?*
  - *Whom do you see in the picture? What are they doing?*
- Tell students they will now listen to a text about Viking stories and storytellers.
- Read the text on Activity Page 4.1. Add to the list of domain-specific words on the board during or after you read the text aloud.

Much of what we know about the Vikings was handed down to each generation in the form of sagas, or narratives, told by poets called skalds.

Skalds were given the task of celebrating the achievement of kings, chieftains, and warriors. A skald was a historian who shared tales of war and preserved family history. This passing down of history by telling stories is called an oral tradition. Early on, the Viking people did not write their history down, but later many of the sagas were preserved in writing.

In addition to passing on their history, poets told about the Viking gods. The Viking people had their own mythology to explain the happenings of the world. In Norse mythology, Asgard was the home of the gods, and it was there that Odin, the ruler of Asgard, and his queen, Frigga, lived. There were many gods in Asgard, but perhaps the most famous one was Odin's son, Thor. Thor was the mighty god of thunder.

Inside Asgard was Valhalla, a palace where Vikings went if they had fought and died bravely in battle. It was considered a great honor to go to Valhalla. Five hundred forty doors opened up into the palace, and through each door, eight hundred Viking warriors could walk side by side. Vikings also believed in the power of magic. They believed in giants, ghosts, zombies, dwarfs, elves, trolls, and dragons. The Vikings believed in good spirits and bad spirits.



### Check for Understanding

Review the list you made during the reading, asking basic questions to help students define the words.

- What is a saga?
  - » story or narrative
- What is a skald?
  - » poet
- What is meant by oral tradition?
  - » telling historical stories
- What is Norse mythology?
  - » Viking stories and tales
- What is Asgard?
  - » home of the gods
- Who were Odin, Frigga, and Thor?
  - » the ruler of Asgard, his queen, his son
- What was Valhalla?
  - » a palace





## Listening Listening Actively

### Entering/Emerging

Pair students to ask and answer basic questions about the text. Have students take turns identifying proper nouns (name words) in the text and discuss how they are related. For example, Thor was Odin's son.

### Transitioning/Expanding

Pair students to ask and answer detailed questions about the text. Students should support their answers with textual evidence by saying, *I know that because \_\_\_\_\_*.

### Bridging

Pair students to ask and answer each other's questions about the text. Students should ask questions they can answer, based on evidence in the text. Unanswered questions may be presented to the class to see who can answer them.

### Support

Remind students to ask *wh*- questions, such as *Who were the Viking storytellers? What did they write about?*

### Challenge

Have students ask *wh*- questions, such as *What is a myth? Why did people tell stories?*

- **Model:** Refer back to the text to model finding the answers to the questions. Say, *The second question is what is a skald? The answer is in the first sentence of the text. It is a poet.*
- Tell students to do the same as they answer the questions to demonstrate comprehension.
- Allow time for students to ask their own questions about the text. Encourage student volunteers to refer back to the text and answer the questions.
- Point out the word *narratives* in the text. Ask, *What are narratives? Who can find a context clue for narratives in the sentence?*
  - » sagas
  - Guide students to understand that a narrative is a spoken or written story, such as a saga.
- Write *narrate* and *-ive* on the board. Ask, *What does narrate mean?*
  - » tell/speak a story
- *What is a narrative?*
  - » the story
- Draw a line to separate the *-ive* ending. Explain that *narrate* is a verb, or something a person can do. The word *narrative* is a noun. Explain that the *-ive* ending changes the meaning of the root word from a verb to a noun.

## Lesson 4: Literature of the Vikings

# Talk Time



**Primary Focus:** Students will discuss Viking poets, sagas and mythology to add information to their KWL chart.

### VIKING POETS, SAGAS, AND MYTHOLOGY (10 MIN.)

- Ask student volunteers to summarize what they learned from reading the text.
- Have students work independently to add new information and questions to their KWL charts based on the text, "Literature of the Vikings."
- Write sentence starters on the board. Tell students that they can use them to help them understand what they learned about Viking stories and storytellers.

- Pair students and have them review each other's KWL charts on Activity Page 1.2 and then ask and answer each other's questions about what they chose to include in their charts after listening to the text, "Literature of the Vikings."
- Allow a few minutes for students to add to their own charts after the discussion.



### Check for Understanding

Ask students the following questions to check for understanding:

- How were Viking stories told?
  - » orally; they were not written down
- What were the stories about?
  - » history, kings, chieftains, warriors, gods

## 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        | U6 L4                                                                                                                 |
| Activity Name      | Vikings KWL Chart                                                                                                     |
| 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 1.2



### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Remind students to focus on their KWL charts.

Ask, *What did you learn about Viking stories and storytellers?* Give them *wh-* questions to ask.

#### Transitioning/Expanding

Monitor conversations to make sure students stay on topic. If students ask irrelevant questions, model asking a relevant question.

#### Bridging

Encourage students to offer feedback on their partner's KWL chart with suggestions on what else might be included. Remind students to affirm their partner's ideas before providing useful feedback.

## 5

# Connecting Ideas About Vikings

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

Students will connect ideas about Vikings using information from their KWL charts.

**Writing**

Students will review the conjunction because and then construct cause and effect relationships using information they learned about Vikings.

**FORMATIVE ASSESSMENT**

Writing

**Cause and Effect Graphic Organizer** [Activity Page 5.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Vikings KWL Chart** [Activity Page 1.2]

## LESSON AT A GLANCE

|                                | Time    | Materials                                  |
|--------------------------------|---------|--------------------------------------------|
| <b>Talk Time</b>               |         |                                            |
| Viking Connections             | 15 min. | ☐ Activity Page 1.2                        |
| <b>Rewind</b>                  |         |                                            |
| Connecting with <i>Because</i> | 15 min. | ☐ Activity Page 5.1<br>☐ Activity Page 1.2 |

## ADVANCE PREPARATION

### Talk Time

- Students will need to refer to Activity Page 1.2.
- Display the words *and*, *but*, and *so* on the board.
- Display on the board:
  - The longships were used to invade countries. They were also used for trading.
  - The longships were used to invade countries, but they were also used for trading.

### Rewind

- Display this sentence on the board and underline the word *because*:
  - People were afraid of the Vikings because they invaded other countries.
- Display these cause and effect sentences on the board:
  - Longships terrified people because the Vikings were ferocious warriors.
  - The longships were important because they helped the Vikings expand their empire.



## Speaking Connecting Ideas

### Entering/Emerging

Provide students with 1:1 support, as needed, and model how words like *and*, *but*, and *so* connect ideas. Give students two short sentences to combine.

### Transitioning/Expanding

Provide students with moderate support in connecting sentences. Have students select two sentences and then ask them to combine them with *and*, *but*, or *so*.

### Bridging

Provide students with light support in using conjunctions to connect sentences. Have students connect ideas and choose the conjunction to use.

## Activity Page 1.2



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share information about Vikings using *and*, *but*, or *so* conjunctions
- Identify the cause and effect in different sentences about Vikings
- Use the *because* conjunction in sentences

### Language Forms and Functions

Vikings did not write their own history down, and/but/so...

The cause is \_\_\_\_\_ and the effect is \_\_\_\_\_.

People were afraid of the Vikings because...

### Vocabulary

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

Start Lesson

## Lesson 5: Connecting Ideas About Vikings

# Talk Time



**Primary Focus:** Students will connect ideas about Vikings using information from their KWL charts.

## VIKING CONNECTIONS (15 MIN.)

- Ask students to share what they have learned about Vikings so far.
- Direct students to their KWL charts on Activity Page 1.2. As students share what they learned, record their ideas by writing phrases or simple sentences on the board.
- **Model:** Write simple sentences or phrases on the board using *and*, *but*, or *so* to connect two student ideas. For example, *The longships were used to invade countries. They were also used for trading.* These sentences can be combined with the word *but*: *The longships were used to invade countries, but they were also used for trading.*
- Now ask volunteers to share what they learned about Vikings using *and*, *but*, or *so*.



### Check for Understanding

Have volunteers combine sentences or ideas from the board using *and*, *but*, or *so*.

- **Think-Pair-Share:** Pair up students and have them use their KWL charts on Activity Page 1.2 to combine ideas using *and*, *but*, or *so* and sharing the new sentences with their partner.

### Support

Provide simple sentences to students and tell them which conjunction to use to combine the sentences. Use everyday events, such as *I like showers, but I don't like baths*.

### Challenge

Have students create simple sentences about everyday events using conjunctions.

## Lesson 5: Connecting Ideas About Vikings

# Rewind



**Primary Focus:** Students will review the conjunction *because* and then construct cause and effect relationships using information they learned about Vikings.

### CONNECTING WITH *BECAUSE*

- Write the word *because* on the board. Remind students that they have already learned some things about the conjunction *because* in Lesson 1.
- Review how the conjunction *because* connects ideas that have a cause and effect relationship. You can use the sentence from the first reading: *Vikings were famous as ferocious warriors who were feared by people because of their seaborne raids*.
- Direct students to their KWL charts on Activity Page 1.2. Ask students to look at what they have learned and see if they can connect ideas using the word *because*. Explain that sometimes one event causes something else to happen. Sometimes those ideas are connected with the word *because* in a sentence.
- **Model:** People were afraid of the Vikings because they invaded other countries. The “cause” in this sentence is that Vikings invaded other countries. The “effect” is that people were afraid of them. And the word *because* points out the relationship between the cause and the effect.

## Activity Page 5.1



### Support

Help students understand cause and effect relationships. Together, complete sentences with the word *because*. Start the sentence and ask students to complete it: I eat because \_\_\_\_\_. I sleep because \_\_\_\_\_.

### Challenge

Ask students to think of “because” sentences to explain the relationship between things, such as *It is dark because it is night*.



### Check for Understanding

Ask students to identify the cause and effect in these sentences:

- Longships terrified people because the Vikings were ferocious warriors.
  - » Cause: Vikings were ferocious warriors; Effect: Longships terrified people.
- The longships were important because they helped the Vikings expand their empire.
  - » Cause: The longships were important; Effect: they helped the Vikings expand their empire.

- Direct students to Activity Page 5.1.
- Explain that the students will be taking ideas from the KWL charts and writing them as a cause and an effect in the Cause and Effect graphic organizer on Activity Page 5.1.
- **Model:** Look at the sentence on the board:
  - People were afraid of the Vikings because they invaded other countries.
  - In this sentence, the invasions caused people to be afraid of the Vikings.
  - Ask, *Are the Viking invasions the cause or the effect?*
    - » cause
  - *What is the effect?*
    - » People were afraid of the Vikings.
- Have students look at Activity Page 5.1. Point out how the cause and the effect are written in each box.
- Tell students to find cause and effect ideas in their KWL chart and write them in the cause and effect organizer.



### Check for Understanding

Have students share their organizers. Provide feedback and correct responses by modeling and explaining the cause and effect relationship.



### Writing Connecting Ideas

#### Entering/Emerging

Provide students with 1:1 support, as needed. Ask “because” questions to help explain cause and effect. Ask, *Why did Vikings build boats?* Because they needed to go places by sea.

#### Transitioning/Expanding

Provide students with moderate support to make sure they are correctly completing their organizers. Ask “because” questions to help explain cause and effect.

#### Bridging

Circulate to provide assistance, as needed, to help students complete their graphic organizers correctly.

## 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        | U6 L5                                                                                  |
| Activity Name      | Vikings KWL Chart                                                                      |
| Proficiency Levels |                                                                                        |
| Entering           | Student identifies the purpose of target conjunction in connecting sentences.          |
| Emerging           | Student identifies where target conjunction should be placed to combine two sentences. |
| Transitioning      | Student combines sentences using target conjunction with support.                      |
| Expanding          | Student combines sentences using target conjunction with a partner.                    |
| Bridging           | Student combines sentences using target conjunction independently.                     |

End Lesson



## 6

# Write About the Vikings

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

Students will write sentences about the Vikings.

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

**Write About the Vikings** [Activity Page 6.2]

## LESSON AT A GLANCE

|                         | Time    | Materials                                                                                                                              |
|-------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b>   |         |                                                                                                                                        |
| Write About the Vikings | 30 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 6.2 |

## ADVANCE PREPARATION

### Write About It

- Students need their Cause and Effect graphic organizers from Activity Page 5.1.
- Pair students.
- Write or display the rubric on the board from Activity Page 6.1:

|   | Content                                                                                               | Structure                                                                                                                          |
|---|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Student uses information from the texts to write at least three accurate sentences about the Vikings. | Student uses conjunctions correctly to connect ideas. All sentences are complete thoughts and written correctly.                   |
| 2 | Student uses information from the texts to write at least two accurate sentences about the Vikings.   | Student uses conjunctions correctly in at least some of the sentences. Most sentences are complete thoughts and written correctly. |
| 1 | Student uses information from the texts to write at least one accurate sentence about the Vikings.    | Student does not include conjunctions or uses them incorrectly. Sentences are incomplete thoughts.                                 |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Exchange sentences from the Cause and Effect Graphic organizer from Lesson 5 using the because conjunction

### Language Forms and Functions

The Vikings \_\_\_\_\_ because...

The Vikings \_\_\_\_\_ and they \_\_\_\_\_ because...

The Vikings \_\_\_\_\_ because \_\_\_\_\_ so...

### Vocabulary

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

## Lesson 6: Write About the Vikings

## Write About It



**Primary Focus:** Students will write sentences about the Vikings.

**WRITE ABOUT THE VIKINGS (30 MIN.)**

- Explain the rubric on Activity Page 6.1 to students. Tell them that the content is what they are writing about and it is based on the texts that they listened to.
- Explain that structure refers to how well they write their sentences. Clarify that cause and effect relationships should use the word *because* to connect the two ideas. Tell students that other sentences may use conjunctions such as *and*, *but*, or *so*. Remind students that all sentences should be complete thoughts.

|   | Content                                                                                               | Structure                                                                                                                          |
|---|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Student uses information from the texts to write at least three accurate sentences about the Vikings. | Student uses conjunctions correctly to connect ideas. All sentences are complete thoughts and written correctly.                   |
| 2 | Student uses information from the texts to write at least two accurate sentences about the Vikings.   | Student uses conjunctions correctly in at least some of the sentences. Most sentences are complete thoughts and written correctly. |
| 1 | Student uses information from the texts to write at least one accurate sentence about the Vikings.    | Student does not include conjunctions or uses them incorrectly. Sentences are incomplete thoughts.                                 |

- Pair students and have them exchange Cause and Effect Graphic Organizers on Activity Page 5.1 and practice creating sentences using *because* based on the ideas in the graphic organizer.
- The student listening can act as scribe to record the sentence. Tell students these are just notes and that they will have the opportunity to write correct sentences onto a separate worksheet.
- Encourage students to offer feedback on each other's sentences and ask clarifying questions to make sure the ideas in the sentence are clear.
- Have students write their sentences on Activity Page 6.2, keeping the rubric on Activity Page 6.1 in mind.

Activity Pages  
6.1 and 5.1



Activity Page 6.2



## Support

If students are having difficulty with their sentences, give them sentence starters or ask questions to help them.

## Challenge

Students who have written at least three sentences can help other students with their sentences.



## Writing

### Entering/Emerging

Give students the option to respond orally or act as scribe to record their sentences.

### Transitioning/Expanding

Encourage students to review their sentences to correct obvious errors. Make suggestions and provide feedback as needed.

### Bridging

Have students look at their sentences and see if they can add any additional information.

- Encourage students to write at least three sentences.
- Remind students that if their sentences have a cause and effect, they should use the word *because* to connect the ideas.
- Remind students that if their sentences have two clauses or short sentences, they can be combined with words such as *and*, *but*, and *so*.
- Encourage students to use a dictionary to make sure words are spelled correctly.



## Check for Understanding

Monitor student pairs and read their practice sentences. Make suggestions 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        | U6 L6                                                                |
| Activity Name      | Write About the Vikings                                              |
| 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





Language Studio 7

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# **Astronomy:** Our Solar System and Beyond

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

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

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

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174

|                                                                                                        |                                                                                                        |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Looking at Language (5 min.)</b> <ul style="list-style-type: none"><li>• Connecting Words</li></ul> | <b>Write About It (25 min.)</b> <ul style="list-style-type: none"><li>• Revising a Paragraph</li></ul> |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|

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180

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

## 1

# Earth Orbits the Sun

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

Students will share ideas and information about how Earth, the sun, and the moon move in space.

**Listening**

Students will listen to a paragraph about how Earth moves around the sun and demonstrate understanding by acting it out.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Earth Orbits the Sun** [Activity Page 1.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Building Background</b> |         |                                                                                          |
| Astronomy                  | 15 min. |                                                                                          |
| <b>Listen Closely</b>      |         |                                                                                          |
| Earth Orbits the Sun       | 15 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 1.2 |

## ADVANCE PREPARATION

### Building Background

- Display the word *astronomy* on the board. Underline “astro.”
- Post the following sentence frames to the board/chart paper:
  - The brightest object in the night sky is the \_\_\_\_\_ .
  - In addition to stars, we can see a few close \_\_\_\_\_ in the night sky.
  - Some planets are only visible with the aid of a \_\_\_\_\_ .
  - During the day, we see a bright star called the \_\_\_\_\_ .

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Explain the objects students can see in outer space
- Collaborate to answer questions about the earth, sun, and moon based on the text

### Language Forms and Functions

Something I can see in outer space is...

Planet Earth orbits the \_\_\_\_\_ (sun) \_\_\_\_\_.

The earth and the sun are similar/different because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| astronomer<br>telescope         | orbit                            | Earth<br>planet<br>star<br>sun  |

## Lesson 1: Earth Orbits the Sun

## Building Background



**Primary Focus:** Students will share ideas and information about how Earth, the sun, and the moon move in space.

## ASTRONOMY (15 MIN.)

- Tell students that today they will start a new unit called *Astronomy*. Point to the word *astronomy* on the board. Explain that the prefix *-astro* means “star.”
- Explain that astronomy is the study of stars and other objects in outer space.
- Ask volunteers to name objects found in outer space. (*stars, planets, moons*)
- List the words suggested by students on chart paper. (Save this list as you will be adding to it in subsequent lessons.) Draw illustrations to support vocabulary comprehension. Tell students that this list will grow as they learn more astronomy words.
- Explain that scientists who study the stars, planets, and moons are called *astronomers*. Tell students that astronomers use special tools to study these objects that are so far away. One of these tools is called a *telescope*.
- Refer to the sentence frames on the board to begin a discussion about what students already know about astronomy.



## Check for Understanding

Ask students to identify three things they could see in outer space.



Speaking  
Exchanging  
Information and Ideas

## Entering/Emerging

If students do not use domain-specific words in their answers, review the list by saying each word and have students repeat the word after you, then offer a student-friendly definition.

## Transitioning/Expanding

If student answers are very brief, encourage them to expand their responses using complete sentences. Provide light support and sentence frames as needed.

## Bridging

Challenge students to create a diagram of the solar system with captions to tell a partner what they know about astronomy. Partners can offer positive feedback.

## Activity Page 1.1



Listening  
Listening Actively

### Entering/Emerging

Give students 1:1 support to label their sketches.

### Transitioning/Expanding

Reread the last sentence of paragraph one on Activity Page 1.1 to students and ask them what that sentence suggests they should add to their sketch.  
(*draw more planets*)

### Bridging

Ask students what they are going to add to their sketch.  
(*draw more planets*)

## Activity Page 1.2



### Lesson 1: Earth Orbits the Sun

# Listen Closely



**Primary Focus:** Students will listen to a paragraph about how Earth moves around the sun and demonstrate understanding by acting it out.

### EARTH ORBITS THE SUN (15 MIN.)

- Read the paragraph on Activity Page 1.1.
- Have students follow along as you read the paragraph aloud.

Planet Earth is made of rock and orbits a star you already know by name. Can you guess it? Earth's star is the sun! The sun (like all stars) is an enormous mass of incredibly hot gas. It creates a huge amount of energy in the form of light and heat. Earth is one of eight planets that orbit the sun.

Actually, Earth is the third planet away from the sun—ninety-three million miles away, to be exact! That's a long way! If you drove from Earth to the sun in a car going sixty miles an hour—or about the speed you might travel on a highway—it would take you almost 177 years to get there (and that's without stopping to stretch!).

- Add the word *orbit* to the domain-specific vocabulary list you started above. Guide students to understand that *orbit* means to move in a circular or nearly circular path around something else.
- Ask two volunteers to stand. One will be Earth. The other will be the sun. Tell them to act their part as you reread the paragraph. After the last sentence, prompt the student playing Earth to walk around the student playing the sun.
- Have students work in pairs to complete Activity Page 1.2.
- Have students create a sketch on the bottom of Activity Page 1.2 that illustrates how Earth orbits the sun, using the labels *sun*, *Earth*, and *orbit*.

## 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        | U7 L1                                                                            |
| Activity Name      | Earth Orbits the Sun                                                             |
| Proficiency Levels |                                                                                  |
| Entering           | Student matches oral descriptions with images with prompting and support.        |
| Emerging           | Student matches oral descriptions with images.                                   |
| Transitioning      | Student answers questions about main topics using a sentence frame with support. |
| Expanding          | Student answers questions about main topics using a sentence frame.              |
| Bridging           | Student asks and answers questions about main topics.                            |

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


2

Nouns, Noun Phrases, and Possessive Nouns

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will identify nouns and noun phrases in a text and practice using possessive nouns while speaking and writing.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Class Discussion of Nouns, Noun Phrases, and Possessive Nouns**

[informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---------------------|
| Looking at Language | | |
| Nouns, Noun Phrases, and Possessive Nouns | 30 min. | ☐ Activity Page 1.1 |

ADVANCE PREPARATION

Looking at Language

- Make a chart on the board with the headings: *person, place, thing, and idea*.
- Make a chart on the board with the headings: *nouns, noun phrases, and possessive nouns*.
- Ensure students have access to Activity Page 1.1
- Prepare a set of index cards, each with a different noun written on it. (*planet, star, moon, Earth, sun*)

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|--|---------------------------------|
| <ul style="list-style-type: none"> • Explain what a noun is • Explain what a noun phrase is • Explain what a possessive noun is | | |
| Language Forms and Functions | | |
| <p>A noun is a _____ (person, place, thing, or idea) _____.</p> <p>A noun phrase is a _____ (noun with a word that describes it) _____.</p> <p>In this sentence, the earth owns _____ (a star) _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | noun
noun phrase
possessive noun | |

Lesson 1: Nouns, Noun Phrases, and Possessive Nouns

Looking at Language



Primary Focus: Students will identify nouns and noun phrases in a text and practice using possessive nouns while speaking and writing.

Activity Page 1.1



Support

Continue this activity. Encourage students to supply more nouns, noun phrases, and possessive nouns about astronomy.

Challenge

Have students write the nouns from the chart on separate index cards, switch cards with a partner, and have the partner identify the word as noun, noun phrase, or possessive noun.

Informal Observation



NOUNS, NOUN PHRASES, AND POSSESSIVE NOUNS (30 MIN.)

- Tell students that they will revisit paragraph one on Activity Page 1.1 to identify nouns, noun phrases, and possessive nouns.
- Refer to the chart on the board with the headings: *person*, *place*, *thing*, and *idea*.
 - Ask volunteers to provide an example of each and write students responses on the board.
 - Provide examples of both common and proper nouns. (*planet*, *Earth*)
- Refer to the chart on the board with the headings: *nouns*, *noun phrases*, and *possessive nouns*.
- Read the first sentence aloud: "Planet Earth is made of rock and orbits a star you already know by name."
- Tell students that this sentence has nouns and noun phrases. Point to the word *rock* as you say, *This word is a noun in the sentence.*
 - Add *rock* to the chart under nouns.
 - Ask volunteers to identify other nouns in the sentence (*star*, *name*). Explain that *Planet Earth* is a noun phrase. The two words together function as a noun in the sentence. Add *Planet Earth* to the chart under *noun phrases*.
- Prompt a class discussion of nouns and noun phrases.
 - Ask, *What is a noun?*
 - » a person place, thing, or idea
 - *What is a noun phrase?*
 - » a noun with a word that describes it.
 - Guide students to understand that noun phrases include the noun and words that provide details about the person, place, thing, or idea.

- Read the third sentence aloud: *Earth's star is the sun!*
- Point out the apostrophe and s after the noun *Earth*. Explain that the 's after a noun identifies the word as a possessive noun. The 's shows ownership.
 - Ask, *In this sentence, what does the Earth own?*
 - » star
 - Add *Earth's* to the chart under *possessive nouns*.
- Then ask how the possessive form of the word *sun* should be written (*sun's*). Add *sun's* to the chart under *Earth's*. Encourage students to supply more nouns, noun phrases, and possessive nouns that fit the topic, astronomy.
- Have students volunteer sentences using words in the chart.

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 | U7 L2 |
| Activity Name | Class Discussion of Nouns, Noun Phrases, and Possessive Nouns |
| Proficiency Levels | |
| Entering | Student constructs a simple sentence that includes familiar nouns and noun phrases with 1:1 support. |
| Emerging | Student constructs a simple sentence that includes familiar nouns and noun phrases with substantial support. |
| Transitioning | Student constructs multiple sentences that include familiar nouns and noun phrases with moderate support. |
| Expanding | Student constructs multiple sentences that include a variety of nouns, noun phrases, and possessive nouns with minimal support. |
| Bridging | Student constructs multiple sentences that include a variety of nouns, noun phrases, and possessive nouns independently. |

End Lesson



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Have partners create sentences using the same words from the index cards. One student holds up a card, and the partner uses the noun or noun phrase in a sentence.

Transitioning/Expanding

Have students write two to three sentences describing the sun. Then ask students to identify all the nouns and noun phrases in their sentences.

Bridging

Challenge students to write a short paragraph about Planet Earth. When they have completed their writing, have them circle all the nouns, underline noun phrases, and highlight any possessive nouns.

3

Earth Spins on Its Axis

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to a Read-Aloud about how Earth spins on its axis, act it out, and ask and answer questions.

Speaking

Students will share what they know about the sun's position in the sky and connect how Earth spinning on its axis contributes to the movement of the sun.

LANGUAGE PROFICIENCY ASSESSMENT**Listening****Partner Discussion** [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------|---------|---------------------|
| Read About It | | |
| Earth Spins on Its Axis | 20 min. | ☐ Activity Page 3.1 |
| Talk Time | | |
| Sunrise and Sunset | 10 min. | |

ADVANCE PREPARATION

Read About It

- Optional: Display a globe that spins on its axis.
- Provide students with different size balls to represent Earth and the sun.
- Post the following sentence frames to the board/chart paper:
 - There are _____ planets in our solar system.
 - Earth and other planets orbit the sun, but they also spin or _____.
 - A planet _____ when it spins like a top.
 - The imaginary lines that goes through a planet is called an _____.
 - As Earth _____, it is _____ on the side that faces the sun. It is _____ on the side that is turned away from the sun.
 - It takes _____ hours for Earth to rotate on its _____.
- Post the vocabulary chart of domain-specific words that students compiled in Lesson 1.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Explain how Earth orbits the sun
- Share information students learned from listening to the excerpt
- Explain why it seems that the sun is moving when it really is not

Language Forms and Functions

Earth and other planets orbit the sun, but they also spin or _____.

Something that I learned from this excerpt is that...

It seems like the sun is moving when it actually is not because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|----------------------------------|---------------------------------|
| axis
north/south pole
solar system | hemisphere
rotate | daytime
nighttime |

Informal Observation



Activity Page 3.1



Challenge

Ask students to explain why we have day and night. Students should use the words *rotates* and *axis*.

Start Lesson

Lesson 3: Earth Spins on Its Axis

Read About It



Primary Focus: Students will listen to a Read-Aloud about how Earth spins on its axis, act it out, and ask and answer questions.

EARTH SPINS ON ITS AXIS (20 MIN.)

- Ask students to think about how Earth moves or orbits the sun.
- **Turn and Talk:** Have students turn to a partner and demonstrate how Earth orbits the sun. Call on a few students to share their explanations with the group. Invite students to use the balls to demonstrate Earth's orbit around the sun.
- Tell students that today they will now learn about a second way Earth moves.
- Read the excerpt on Activity Page 3.1.



Listening Listening Actively

Entering/Emerging

Provide support, as needed, to review the domain-specific vocabulary words and keep partner discussions moving and on topic. Encourage students to make a drawing to help support their reflections.

Transitioning/Expanding

Provide support, as needed, to review the domain-specific vocabulary words by using them in simple sentences.

Bridging

Challenge students to use the domain-specific words in their reflections on the text.

The second way planets in our solar system move is by spinning as they orbit the sun. Have you ever spread your arms wide and twirled yourself around until you were so dizzy you could hardly stand up? Can you feel the axis or center line of your body around which you spin? What parts of your body rotate or spin around your axis? Maybe you have played with a spinning top or have seen an ice-skater spin quickly around and around on one foot. This is what it means to rotate. But when a planet rotates, it doesn't twirl around on feet like you do—it spins around an imaginary line that goes from its north pole to its south pole, right through its center. This imaginary line is called the planet's *axis*.

One day is the amount of time it takes for a planet to rotate one time around its axis. A day on Earth is 24 hours. These 24 hours are divided into daytime and nighttime. As Earth rotates, half of Earth faces the sun and receives the sun's light. It is daytime on this side of Earth. But at that same moment, the opposite half of Earth is facing away from the sun. This side of Earth is not receiving any of the sun's light, so it is dark there. It is in the Earth's shadow. It is nighttime.

- Ask students to stand and slowly spin to demonstrate how Earth spins on its axis.
 - Remind students that it takes an entire day (24 hours) for Earth to spin once around on its axis, so they would have to spin very, very slowly to show that.
- Use a globe to demonstrate the rotation of Earth on its axis.
- Add words from this excerpt to the list of domain-specific vocabulary you started in Lesson 1: *solar system*, *axis*, *rotates*, *north pole*, and *south pole*.
 - Introduce and add the word *hemisphere*.
- Refer to the sentence frames on the board. Have students fill in the sentences using what they learned from the passage.
- **Turn and Talk:** Have partners share something new they learned from listening to the excerpt. Have students return to the sentence frames for support, as needed.



Check for Understanding

Listen to and observe student's pair talk. If needed, ask students the following text-dependent questions:

- What are two ways Earth moves?
 - » Earth orbits or revolves around the sun and rotates on its axis.
- When is it daylight on Earth?
 - » when the side of the Earth faces the sun
- When is it nighttime on Earth?
 - » when the side of Earth is facing away from the sun
- How long does it take for Earth to make a complete revolution?
 - » 24 hours

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 | U7 L3 |
| Activity Name | Partner Discussion [informal observation] |
| 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. |

Lesson 3: Earth Spins on Its Axis

Talk Time



Primary Focus: Students will share what they know about the sun's position in the sky and connect how Earth spinning on its axis contributes to the movement of the sun.

SUNRISE AND SUNSET (10 MIN.)

- Prompt small group discussions by asking about the sun's movement.
 - Where does the sun rise?
 - Where does it set?
 - Where is the sun at noon?
- Explain to students that it only appears as though the sun is moving, but it is not. Earth is moving. Earth is rotating on its axis. As Earth spins or rotates, it appears as though the sun is moving.
 - Have students describe the sun's moving position during the day.
 - » The sun rises in the east and sets in the west.
 - Have students explain to each why it seems as though the sun is moving, even though it is not.
 - Provide students with balls and drawing paper to help explain the phenomenon to each other.

End Lesson



Speaking
Exchanging
Information and Ideas

Entering/Emerging

Offer students 1:1 support asking guiding questions: Why does it look like the sun is moving around Earth? Why does the sun set in the west? Why is the sun high in the sky at midday?

Transitioning/Expanding

Ask students to complete the following: I know _____ moves around the _____, but why does it look like the _____ is moving around _____?

Bridging

Remind students to affirm what others have said before asking their own question: I understand that Earth moves around the sun, but why does it look like the sun is moving around Earth?

4

Eclipses

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to a Read-Aloud about eclipses and demonstrate comprehension by labeling diagrams of a solar eclipse and a lunar eclipse.

LANGUAGE PROFICIENCY ASSESSMENT**Listening****Solar and Lunar Eclipses** [Activity Page 4.3]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------------|---------|---|
| Listen Closely | | |
| Eclipses: Solar and Lunar Eclipses | 30 min. | <input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 4.2
<input type="checkbox"/> Activity Page 4.3
<input type="checkbox"/> Photo of lunar eclipse |

ADVANCE PREPARATION

Listen Closely

- Display *Solar = Sun* and *Lunar = Moon* on the board. Display *Earth* and *Eclipse* on the board, too. Students can refer to these words when they begin the labeling activity.
- Prepare a demonstration of how a solid object (such as one's hand) can block light (a flashlight), creating a shadow.
- Create “name cards” on construction paper for *Sun*, *Moon*, and *Earth*.
- Post or project the photo of a lunar eclipse from Activity Page 4.1.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Share any prior knowledge about eclipses
- Explain what happens to the earth, moon, and sun during eclipses
- Explain the effects of eclipses

Language Forms and Functions

The moon looks red during a lunar eclipse because _____ (Earth's shadow blocks the sun)_____.

During a solar/lunar eclipse, the _____ is directly between the _____ and the _____.

One effect of a solar/lunar eclipse is

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| lunar/solar eclipse | | moon
shadow
sun |

Lesson 4: Eclipses

Listen Closely



Primary Focus: Students will listen to a Read-Aloud about eclipses, and label diagrams of a solar and lunar eclipse.

ECLIPSES (30 MIN.)

Activity Page 4.1



Activity Page 4.2



- Ask students what they know about eclipses. Ask, *Have you ever seen an eclipse? What happened?*
- Show students photo of the moon during a lunar eclipse on Activity Page 4.1. Tell students: *This is a photo of the moon during a lunar eclipse. Why do you think the moon looks red?*
 - » Earth's shadow blocks the sun.
- Explain that even though Earth is blocking the sun, some of the sun's light can go around Earth. That little bit of light is reflected onto the moon, making it look red.
- Encourage students to share any prior knowledge of eclipses. For example, ask, *Do you know why we should not look at the sun during an eclipse? Do eclipses happen very often?*
- Direct students to Activity Page 4.2.
- Read the definition of *eclipse* on Activity Page 4.2:

eclipse, n. an event that occurs when one object in outer space blocks the sunlight reaching another object

- Use a flashlight or other light source to demonstrate how blocking light with your hand or a solid object creates a shadow.
- Tell students they will now learn about two kinds of eclipses.
- Begin reading the section "Eclipses" on Activity Page 4.2. Pause after reading the sentence that describes a solar eclipse.

Eclipses

Sometimes the moon, Earth, and sun line up so that one of them is hidden from view. This is known as an **eclipse**. A solar eclipse happens when the moon comes between the sun and Earth, hiding the sun so some people on Earth can't see it.

- Have three students act out a solar eclipse, using the name cards.
-



Check for Understanding

Ask students the following questions:

- What are the positions of the sun, the moon, and Earth during a solar eclipse?
 - » The moon is directly in between the sun and Earth.
 - What are the effects of a solar eclipse?
 - » All or part of the sun is hidden from viewers on Earth.
-

- Continue reading the “Eclipses” section.
-

A lunar eclipse is when Earth comes between the sun and the moon. When this happens, people on Earth see Earth's shadow on the moon, making the moon appear dark or even seem to disappear. But the moon doesn't really disappear—it's just hidden for a short time in Earth's shadow.

- Have three students act out a lunar eclipse, using the name cards.
- Allow students time to ask questions about the eclipses.

Activity Page 4.3



Listening Listening Actively

Entering/Emerging

Provide 1:1 support to students as they title and label the diagram.

Transitioning/Expanding

Remind students to use the words on the board to title and label their diagrams.

Bridging

Have small groups describe the stages of a solar or lunar eclipse, using the name cards.



Check for Understanding

Use text-based questions to check student understanding:

- What are the positions of the sun, the moon, and Earth during a lunar eclipse?
 - » Earth is directly in between the sun and the moon.
- What are the effects of a lunar eclipse?
 - » The moon appears dark or seems to disappear; people see the shadow of Earth on the moon.

- Direct students' attention to the diagrams on Activity Page 4.3.
- Tell students that they will look at the two diagrams and fill in the blanks with words from the word bank.
- Tell students that some of the words will be used more than once.

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 | U7 L4 |
| Activity Name | Solar and Lunar Eclipses |
| 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 the excerpt using domain-related vocabulary with support. |
| Expanding | Student asks and answers questions about the excerpt in full sentences. |
| Bridging | Student asks and answers questions about the excerpt in full sentences, using domain-related vocabulary. |

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



## 5

# The Big Bang Theory

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

Students will demonstrate active listening skills by listening and responding to a Read-Aloud about the Big Bang theory.

**Reading**

Students will evaluate the language the author uses to present an idea.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Evaluating the Author's Word Choice**

[Activity Page 5.2]

## LESSON AT A GLANCE

|                                     | Time    | Materials           |
|-------------------------------------|---------|---------------------|
| <b>Read About It</b>                |         |                     |
| The Big Bang                        | 20 min. | ☐ Activity Page 5.1 |
| <b>Talk Time</b>                    |         |                     |
| Evaluating the Author's Word Choice | 10 min. | ☐ Activity Page 5.2 |

## ADVANCE PREPARATION

### Read About It

- Post the vocabulary chart of domain-specific words that students compiled in Lesson 1.
- Display the following words on the board: *theory, universe, Big Bang*.
- Display the following sentence frames on the board. Students will be completing them as part of the Think-Pair-Share activity:
  - Our solar system has \_\_\_\_\_ planets. The universe is so big that \_\_\_\_\_ . Scientists have a \_\_\_\_\_ that the universe was formed by a \_\_\_\_\_ .

### Talk Time

- Display the following sentence from Activity Page 5.1 on the board:
  - Around fourteen billion years ago, something amazing happened to all that compressed stuff.
- Display the following sentence frames on the board:
  - Tiny speck makes me think of \_\_\_\_\_. I think this is a \_\_\_\_\_ (good/bad) word choice because \_\_\_\_\_ .
- Display the following sentence frames on the board for Bridging students:
  - The word \_\_\_\_\_ makes me think of \_\_\_\_\_. I like/dislike the author's word choice because \_\_\_\_\_ .

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share prior knowledge about the formation of the universe
- Demonstrate an understanding of the Big Bang theory by answering questions
- Collaborate to identify strong/weak language in an author's text

### Language Forms and Functions

Our solar system has \_\_\_\_\_ planets. The universe is so big that \_\_\_\_\_.

A theory is \_\_\_\_\_ (an idea or belief) \_\_\_\_\_.

In a science book, I expect to see \_\_\_\_\_ (formal) \_\_\_\_\_ language.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| Big Bang<br>matter              | theory<br>universe               |                                 |

## Lesson 5: The Big Bang Theory

## Read About It



**Primary Focus:** Students will demonstrate active listening skills by listening and responding to a Read-Aloud about the Big Bang Theory.

## THE BIG BANG (20 MIN.)

- Display the word *theory* for the class. Ask, *What is a theory?* Allow time for student responses, then say, *A scientific theory is an explanation supported by evidence.*
- Display the word *universe*. Say, *Our solar system is in the Milky Way galaxy. There are many galaxies in the universe. What tools do scientists use to study the universe?*
  - » They use telescopes and satellites.
- Explain that scientists have a theory about how the universe as we know it began. This theory is called the Big Bang Theory.
  - Explain that this is a popular theory because it is supported by a good amount of evidence, but it is not the only scientific theory of how the universe formed.
- **Think-Pair-Share:** Provide the following sentence frames. Have students think of responses on their own, then share aloud with a partner.
  - Our solar system has \_\_\_\_\_ planets. The universe is so big that \_\_\_\_\_. Scientists have a \_\_\_\_\_ that the universe was formed by a \_\_\_\_\_.
- Have students follow along as you read. Read slowly and encourage students to hold up their hands and ask questions if they don't understand something.
- Read aloud the following paragraph from the text on Activity Page 5.1.

## The Big Bang

Today, there is a common theory about how the universe first developed called the **Big Bang** Theory. It is a theory that is well-tested and widely accepted by many scientists, but not by everyone. The Big Bang Theory seeks to explain how the universe may have come to be. And it began with—a tiny speck!

## Activity Page 5.1



## Support

Provide synonyms for the word *compressed*—*pressed together, jam-packed, dense, and crowded*. Have students provide other words or phrases that might describe all this matter compressed together. (*thick, crammed, smashed together, squashed, crowded*)



## Listening Listening Actively

### Entering/Emerging

As you read, paraphrase text that directly relates to the Understanding questions. Provide students with prompts and substantial support as they respond to questions. If necessary, provide students with sentence frames.

### Transitioning/Expanding

Provide students with occasional prompts and moderate support as they respond to questions.

### Bridging

Provide students with minimal prompts and light support as they respond to questions.



### Check for Understanding

Use text-based questions to check for understanding:

- What is a theory?
  - » an idea or belief
- What is the Big Bang Theory?
  - » an idea on how the universe came to be

- Read aloud the second paragraph from the text on Activity Page 5.1.

That's right! According to the Big Bang Theory, before the universe was the way it is today, it was believed to be very different. There were *no* billions of galaxies. There was *no* Milky Way. There were *no* stars at all. *No* sun, *no* solar system, *no* planets, *no* Earth, *no* moons, *no* asteroids, *no* comets. There may *not* have even been time or space! All of the ingredients to make everything we see today were there; they were just in a very different form. It's hard to imagine, but the Big Bang Theory traces the universe back to a point where all of what we can now see in the universe was compressed into a teeny-tiny speck. This speck was jam-packed full of, well—everything! It was unbelievably dense and crowded. This speck was also super-hot. Hotter than anything on Earth. Hotter than the sun!



### Check for Understanding

Use text-based questions to check for understanding:

- What was the universe like before the Big Bang?
  - » a tiny speck

- Read aloud the next paragraph from the text on Activity Page 5.1.

---

Around fourteen billion years ago, something amazing happened to all that compressed stuff. *Kaboom!* A bursting forth! A moving outward! A rapid unfolding! It's been called many things by many people, but this amazing thing that happened is believed to be the “Big Bang”—the birth of the universe. It was hot and it was sudden and it was powerful. In a fraction of a second, space that had not been there before was suddenly everywhere all at once. Tiny new particles formed and began crashing into each other, creating energy and eventually joining to form larger bits of matter. The universe kept expanding and expanding—all of its matter spreading out as the universe kept getting larger! And as the universe expanded, it began cooling down a little at a time.

---



### Check for Understanding

Use text-based questions to check for understanding:

- What happened to all that compressed stuff?
  - » it exploded then expanded

## Activity Page 5.2



### Reading Evaluating Language Choices

#### Entering/Emerging

Provide substantial support by asking students questions: *Is it easy to see a speck of dirt on the floor? Does the word speck help you visualize the size of the universe when it began? What does a “jam-packed backpack” mean? What image comes to mind?*

#### Transitioning/Expanding

Offer students moderate support in evaluating language choices. Direct students to sentence frames on the board.

#### Bridging

Offer students light support, if needed, in evaluating language choices. Direct students to sentence frames on the board.

## Lesson 5: The Big Bang Theory

# Talk Time



**Primary Focus:** Students will evaluate the language the author uses to present an idea.

### EVALUATING THE AUTHOR’S WORD CHOICE (10 MIN.)

- Tell students that they will evaluate the author’s language.
- Ask students what type of language they expect to see in a science book—formal or informal.
  - They may suggest that formal language is more typical. Ask, *Why do you think the author uses certain words and phrases, such as teeny, tiny speck? What effect do these words have on the reader? Does this phrase help you visualize what is happening?*
- Direct attention to Activity Page 5.2. and help students identify any new vocabulary. Define new words as needed.
- Work with students to define the underlined words and phrases. Have students think of alternate words they would use if they were writing the passage.
- Model an example. Display the following sentence on the board:
  - Around fourteen billion years ago, something amazing happened to all that compressed stuff.
- Point out the word *stuff*. Say, *The author seems to have a casual tone. He does not want to make the writing sound too scientific. Stuff is not a very scientific word. The author could have used the word matter to make the writing more professional. The author could also have used the word goo, but that would be too casual. I think the word stuff is a good choice, because no one really knows what to call the compressed material. I can try to imagine all the material that our universe is made of that was squeezed into a small dot! Stuff is a good word choice!*
- Allow students to work with a partner to complete Activity Page 5.2.

## 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        | U7 L5                                                                                                             |
| Activity Name      | Evaluating the Author's Word Choice                                                                               |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student listens to their partner's instructions to complete the activity.                                         |
| Emerging           | Student contributes to the activity, but mostly listens to their partner's instructions to complete the activity. |
| Transitioning      | Student contributes to the activity with support.                                                                 |
| Expanding          | Student contributes to the activity.                                                                              |
| Bridging           | Student contributes to the activity and uses domain-specific vocabulary.                                          |

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


6

Nouns and Noun Phrases

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will review nouns and noun phrases and demonstrate understanding by using them in spoken and written sentences.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Nouns and Noun Phrases [Activity Page 6.1]**

LESSON AT A GLANCE

| | Time | Materials |
|------------------------|---------|-------------------|
| Rewind | | |
| Nouns and Noun Phrases | 30 min. | Activity Page 6.1 |

ADVANCE PREPARATION

Rewind

- Make a T-chart on the board with the headings: *nouns* and *noun phrases*.

| Nouns | Noun Phrases |
|---|--------------|
| Milky Way
stars
sun
planets
Earth
moons
asteroids
comets | solar system |

- Display the following text from Activity Page 5.1 to list nouns and noun phrases:
 - There was *no* Milky Way. There were *no* stars at all. *No* sun, *no* solar system, *no* planets, *no* Earth, *no* moons, *no* asteroids, *no* comets.
- Prepare a bank of adjectives for students to access when describing nouns.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Explain what nouns and noun phrases are
- Identify the nouns and noun phrases in a sentence
- Create more descriptive sentences brainstorming adjectives that can accompany nouns

Language Forms and Functions

Nouns are _____ (people, places, things, or ideas) _____. Noun phrases are _____ (nouns with words that describe them) _____.

In this sentence, the noun is _____.

Something that can be used to describe the sun is _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|---|--|
| Milky Way
solar system | | |

Lesson 6: Nouns and Noun Phrases

Rewind



Primary Focus: Students will review nouns and noun phrases and demonstrate understanding by using them in spoken and written sentences.

NOUNS AND NOUN PHRASES (30 MIN.)

- Ask students what they remember about nouns and noun phrases from Lesson 2. Ask, *What is a noun?*
 - » person, place, thing, or idea
- *What is a noun phrase?*
 - » a noun with a word that describes it
- Tell students that they will be using nouns and noun phrases to write what they have learned so far about astronomy.
- Direct students to the text from Activity Page 5.1, written on the board:
 - There was *no Milky Way*. There were *no stars* at all. *No sun*, *no solar system*, *no planets*, *no Earth*, *no moons*, *no asteroids*, *no comets*.
- Direct students to the chart on the board with the headings: *nouns* and *noun phrases*.
- Read the first sentence aloud. Tell students that this sentence has a noun. Point to the proper noun *Milky Way* as you say, *This word is a proper noun in the sentence*. Add “Milky Way” to the chart under *nouns*.
- Ask volunteers to identify the nouns and noun phrases in the remaining sentences. Explain that *solar system* is a noun phrase. The two words together function as a noun in the sentence. Add *solar system* to the chart under *noun phrases*.
- Ask students how they could make these sentences more interesting. Ask, *What kind of words could we add to the word stars so that the reader could visualize it better?*
 - » twinkling, shining, sparkling

Activity Page 5.1



Support

Give additional examples of proper and common nouns to help students understand the difference. Explain that proper nouns are capitalized, while common nouns are not.

Activity Page 6.1



Challenge

Challenge students to write or share sentences with all of the noun phrases.



Writing Using Nouns and Noun Phrases

Entering/Emerging

Provide an adjective bank for students to select from as they complete Activity Page 6.1. Offer 1:1 support to students, as needed. Assist students with writing a sentence.

Transitioning/Expanding

Offer moderate support to students as they complete Activity Page 6.1. Encourage students to use a variety of adjectives to create their noun phrases.

Bridging

Offer light support to students as they complete Activity Page 6.1. Encourage students to create unique noun phrases and provide students with a thesaurus.

- Explain to students that these descriptive words are called adjectives. By adding adjectives to nouns or noun phrases, the writing becomes more detailed.
- Brainstorm adjectives you could use to describe the sun. Write the adjectives on the board.
- Direct students to Activity Page 6.1. Read the directions and have students work independently.

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 | U7 L6 |
| Activity Name | Nouns and Noun Phrases |
| Proficiency Levels | |
| Entering | Student uses familiar adjectives to construct basic noun phrases with 1:1 support. |
| Emerging | Student uses common adjectives to construct noun phrases with substantial support. |
| Transitioning | Student uses a few descriptive adjectives to construct noun phrases with moderate support. |
| Expanding | Student uses descriptive adjectives to construct noun phrases with minimal support. |
| Bridging | Student uses descriptive adjectives to construct noun phrases independently. |

End Lesson

7

The Big Bang Sequence

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will complete a graphic organizer about the Big Bang theory using sequence words.

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

Understanding Text Structure: Using Connecting Words to Describe a Sequence [Activity Page 7.1]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| Write About It | | |
| Using Connecting Words to Describe a Sequence | 30 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Balloon, balloon pump (optional) |

ADVANCE PREPARATION

Write About It

- Bring in a balloon and two different colored markers to demonstrate the sequence of the Big Bang Theory.
- Post the following connecting words on the board/chart paper:
 - First
 - Next
 - Then
 - Finally

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Explain how details in a story should be organized
- Explain the main ideas of the Big Bang theory to a partner using first, next, then, and finally.

Language Forms and Functions

When you are telling a story, you should organize the details _____ (in the order in which the events happened) _____.

During the Big Bang, _____, then, _____, finally _____.

The Big Bang is like an expanding balloon because

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| matter | amazing
universe | |

Lesson 7: The Big Bang Sequence

Write About It



Primary Focus: Students will complete a graphic organizer about the Big Bang Theory using sequence words.

USING CONNECTING WORDS TO DESCRIBE A SEQUENCE (30 MIN.)

- Tell students that today they will learn about how paragraphs are organized.
- Ask students to think about different ways to express an idea. Ask students:
 - *When you tell a story about what happened, how should you organize the details?*
 - » in the order in which the events happened
 - *When you tell someone how to make a pie, how should you tell the story?*
 - » in the order of the steps
- Tell students that the text structure refers to how a text is organized. Scientific processes are typically told in sequential order, or the order in which the events happened.
- Tell students that they are going to observe you recreate a simple version of the Big Bang using a balloon.
- Hold up an uninflated balloon. Tell students to imagine that the balloon represents how some scientists believed the universe to be before the Big Bang; the balloon is a “speck” that contains all matter in its own mini-universe.
- Use a marker to draw small dots on the uninflated balloon to represent the galaxies that formed after the universe expanded.
- Ask students to name the galaxy in which our own solar system exists. (the Milky Way) Draw a dot for the Milky Way in a different color.
- Blow up the balloon. You may wish to inflate and deflate the balloon more than once so students can have multiple chances to watch the galaxies move as the universe (balloon) expands.

Challenge

Have students give their own presentation about the Big Bang Theory using their explanation of the process and a demonstration, such as the balloon demonstration.

Support

Assist students as they complete the graphic organizer with connecting words to show the sequence of events. Have students highlight events in the paragraph and use their own words to complete the chart.

Activity Page 7.1



Writing Understanding Text Structure

Entering/Emerging

Help students find sentences from the paragraph that explain the event. Have them number the events and decide which events can be combined together. If necessary, demonstrate the Big Bang sequence by using the balloon again.

Transitioning/Expanding

Have students number the events in the paragraph and provide moderate help in how to combine the steps to complete to the graphic organizer.

Bridging

Extend the activity by challenging students to compose a short paragraph using the information they used to complete the graphic organizer.

- As you demonstrate the Big Bang Theory with the balloon, use connecting words. Say, *First, all the compressed matter exploded. The matter was hot and started expanding. Then the matter started to cool. The matter was able to stick together. Finally, the planets were formed.*
- Explain that connecting words are helpful to show the order in steps.
- Write the words *first*, *next*, and *then* on the board.
- Tell students that these connecting words can be used to show how steps are ordered.



Check for Understanding

Have students tell a partner about the Big Bang Theory. Have students think about the balloon demonstration to help them explain the process. Support students in using connecting words, such as *first*, *next*, *then*, and *finally*.

- Direct students to Activity Page 7.1. Tell students that you will read aloud a paragraph about how the universe was formed.
- Explain that not all authors use connecting words when describing a sequence.
- Tell students to listen carefully for sequence, as there are no connecting words. Then read the directions for the activity.

Around fourteen billion years ago, something amazing happened to all that compressed stuff. *Kaboom!* A bursting forth! A moving outward! A rapid unfolding! It's been called many things by many people, but this amazing thing that happened is believed to be the "Big Bang"—the birth of the universe. It was hot and it was sudden and it was powerful. In a fraction of a second, space that had not been there before was suddenly everywhere all at once. Tiny new particles formed and began crashing into each other, creating energy and eventually joining to form larger bits of matter. The universe kept expanding and expanding—all of its matter spreading out as the universe kept getting larger! And as the universe expanded, it began cooling down a little at a time.

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 | U7 L7 |
| Activity Name | Understanding Text Structure: Using Connecting Words to Describe a Sequence |
| Proficiency Levels | |
| Entering | Student puts the steps in order. |
| Emerging | Student puts the steps in order using short phrases. |
| Transitioning | Student puts the steps in order, using phrases and simple sentences with support. |
| Expanding | Student puts the steps in order using phrases and simple sentences. |
| Bridging | Student uses temporal words first, next, then and finally to put the steps in order. |

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

## 8

# The Solar System

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

Students will read an informational text to identify the celestial bodies in our solar system.

**Writing**

Students will apply an understanding of suffixes to determine the meaning of new or unfamiliar words.

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

**Suffixes *-ful* and *-less*** [Activity Page 8.2]

## LESSON AT A GLANCE

|                                       | Time    | Materials           |
|---------------------------------------|---------|---------------------|
| <b>Read About It</b>                  |         |                     |
| Our Solar System                      | 20 min. | ☐ Activity Page 8.1 |
| <b>Looking at Language</b>            |         |                     |
| Suffixes <i>-ful</i> and <i>-less</i> | 10 min. | ☐ Activity Page 8.2 |

## ADVANCE PREPARATION

### Read About It

- Bring to class a yardstick, a lemon, and a marble. These items will be used to demonstrate the scale of the sun and planets in our solar system.
- Display the words *celestial bodies*, *asteroids*, and *comets* on the chart that began in Lesson 1.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                                |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss the information students know about the solar system thus far in the unit</li> <li>• Demonstrate understanding of the text by answering comprehension questions</li> <li>• Define the suffixes <i>-ful</i> and <i>-less</i> and use them in sentences</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                      |                                  |                                 |
| <p>Something I already know about the solar system is that ...</p> <p>There are _____ (eight) _____ planets in the solar system.</p> <p>Some words with the suffix <i>-ful</i> are ...</p>                                                                                                                        |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                        |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| asteroids<br>celestial bodies<br>comets<br>meteoroids                                                                                                                                                                                                                                                             | satellite                        |                                 |

## Lesson 8: The Solar System

## Read About It



**Primary Focus:** Students will read an informational text to identify the celestial bodies in our solar system.

## OUR SOLAR SYSTEM (20 MIN.)

- Ask students if they remember the meaning of the word root *astro*.
  - » star
- Tell students that today they will learn more about the planets and other objects in our solar system. Ask, *What kind of celestial body is at the center of our solar system?*
  - » a star
- *What do we call it?*
  - » the sun
- *What position is Earth in relation to the sun?*
  - » It is the third planet from the sun.
- **Turn and Talk:** Have students talk to a partner about what they know about the solar system. Encourage students to use the words they learned in the previous lesson that you have listed on the chart.
- Direct students to Activity Page 8.1 and have them look at the illustration.
- Tell students that drawings or models they see of our solar system are not to scale. Explain that scale is a way to compare actual sizes. Explain that our solar system is so huge that the distances between our sun and the planets are too large to show in a drawing.
- Use the yardstick to show that if the sun were the size of one yardstick across, Neptune would be the size of a lemon. Show students the lemon.
- Ask, *Using this scale, how big do you think Earth would be?* Show them the marble.
- Read Activity Page 8.1 aloud and have students follow along.

## Activity Page 8.1



## Support

Pause as you read and define *celestial bodies* (any objects, including planets, moons, stars, comets, or meteors, which can be found in outer space), *asteroids* (small rocky bodies that orbit the sun and that are smaller in size than a planet), and *comets* (frozen balls of dust and ice whose orbits take them far out in the solar system).

What exactly is our solar system? Think of our solar system as a gigantic neighborhood in space. But our solar system is made up of the sun and the **celestial bodies** that orbit around it rather than houses and apartments. Besides the sun, the solar system includes celestial bodies such as the planets and their moons, dwarf planets, **satellites, asteroids, meteoroids, and comets.** Our solar system is huge—so huge that some of the objects in it are billions of miles away from each other! In fact, most of the solar system is the vast amount of space between the celestial bodies.



As you have heard, the sun is the center of this neighborhood that we call our solar system. Our sun is a star. That's right—the sun is a gigantic, extremely hot mass of gas that makes light and heat for all the celestial bodies in its orbit. The sun is so gigantic that Earth could easily fit inside it—more than one million times!

Our solar system includes eight planets. The planet Mercury is the closest to the sun, followed by Venus, Earth, Mars, Jupiter, Saturn, Uranus [YUR-in-us], and Neptune. One easy way to remember the order of the planets is to remember this sentence or mnemonic device: **Many Very Energetic Mermaids Just Swam Under Neptune.**



## Reading Reading/Viewing Closely

### Entering/Emerging

As you read, paraphrase text that directly relates to the Understanding questions. If necessary, provide students with sentence frames.

### Transitioning/Expanding

Provide students with occasional prompts and moderate support as they respond to questions. Encourage students to use reading comprehension strategies, such as finger sweeping.

### Bridging

Provide students with minimal prompts and light support as they respond to questions. Encourage students to use a word bank to write down unfamiliar words. Assist students to define these words.



## Check for Understanding

- Name one thing besides planets and moons that you will find in our solar system.
  - » asteroid, comet, meteoroid
- What is the sun made of?
  - » hot gas
- How many planets are in our solar system?
  - » 8
- What are the names of the planets, in order?
  - » Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune





Writing  
Selecting  
Language Resources

**Entering/Emerging**

Provide 1:1 support in determining the meaning of suffixed words.

**Transitioning/Expanding**

Provide support as needed. Have students choose five words from Activity Page 8.2 to use in original sentences with a partner, if time permits.

**Bridging**

Challenge students to use the words from Activity Page 8.2 in original sentences. Have students share their sentences orally with a partner.

Activity Page 8.2



**Lesson 8: The Solar System**

# Looking at Language



**Primary Focus:** Students will apply understanding of suffixes to determine the meaning of new or unfamiliar words.

**SUFFIXES –FUL AND –LESS (10 MIN.)**

- Tell students that they have learned a lot so far about the sun.
- Explain to students that the sun has a lot of power. It is a powerful star.
- Write the word *powerful* on the board. Ask, *What does powerful mean?*
  - » full of power
- Tell students that scientists use powerful telescopes to see distant planets. Have students tell you something else that is powerful.
- Write *harm* on the board. Say, *You should never look directly at the sun. The sun's rays might harm your eyes. They are harmful.*
- Add the suffix *-ful* to the word *harm*.
- Draw a line that separates the word into its base and the suffix *-ful*. Ask, *What does the word harmful mean?*
  - » It means something can hurt you. Something is "full of harm."
- Ask volunteers for other words that have the suffix *-ful* and add to the list on the board.
  - » thoughtful, careful, helpful, playful, peaceful
- Introduce the suffix *-less*. Say, *Astronauts are weightless when they are on the International Space Station.*
- Write *weightless* on the board. Draw a line that separates the word base and the suffix *-less*. Ask, *What does the word weightless mean?*
  - » having no weight
- Ask volunteers for other words that have the suffix *-less* and write responses on the board. careless, thoughtless, powerless, harmless
- Have students complete Activity Page 8.2. Circulate as needed to offer guidance/clarification.
- Have students share their answers as time allows.

## 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        | U7 L8                                                                                    |
| Activity Name      | Suffixes <i>-ful</i> and <i>-less</i>                                                    |
| Proficiency Levels |                                                                                          |
| Entering           | Student puts an answer in each blank with 1:1 support.                                   |
| Emerging           | Student puts an answer in each blank with moderate support.                              |
| Transitioning      | Student puts an answer in each blank with correct spelling and occasional support.       |
| Expanding          | Student puts the correct answer in each blank with correct spelling and minimal support. |
| Bridging           | Student puts the correct answer in each blank with correct spelling.                     |

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

9

Choosing a Topic

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will select a topic about astronomy for paragraph writing and begin to generate ideas.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Astronomy Project: Write a Paragraph**

[Activity Page 9.1]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|------------------------------|
| Talk Time | | |
| Collaborative Paragraph Writing Introduction | 30 min. | ☐ Activity Pages 9.1 and 9.2 |

ADVANCE PREPARATION

Talk Time

- Group students in groups of four. Inform students that groups will work together for the remainder of the unit.
- Post the following sentence frames to the board/chart paper:
 - My favorite astronomy topic was _____.
 - I learned that _____.
 - I will write about _____.
- Students will need Activity Pages 1.1, 3.1, 4.1, 4.2, 4.3, and 5.1 from this unit.
- Post or project the diagram found on Activity Page 4.3.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Discuss the importance of collaborative work • Review key aspects of the various topics from this unit | | |
| Language Forms and Functions | | |
| <p>Working with classmates will help me write my paragraph because...</p> <p>I find the _____ eclipse most interesting because...</p> <p>When the moon casts a shadow on Earth, _____ (there is a solar eclipse) _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | diagram
label | |

Lesson 9: Choosing a Topic

Talk Time



Primary Focus: Students will select a topic about astronomy for paragraph writing and begin to generate ideas.

Activity Page 4.3



Support

As students review the topics, circulate and assist students with their choices. Ask students to explain why they found certain topics interesting. Encourage students to choose a topic that interests them.

Activity Page 9.1



COLLABORATIVE PARAGRAPH WRITING INTRODUCTION (30 MIN.)

- Tell students that today they will begin working on their final project for the astronomy unit: writing a paragraph about astronomy and drawing a labeled diagram.
- Tell students that a diagram is a simple drawing that shows how something works or identifies different parts. A label is word or phrase that identifies objects in the diagram.
- Direct students to Activity Page 4.3. Tell students that the illustrations on the page are examples of diagrams.
- Explain that the project will require them to listen, write, and speak.
- Tell students that after they write and revise their paragraphs, they will present their written work to the class.
- Direct students to the reading passages from the previous lessons (1.1, 3.1, 4.2, and 5.1).
- Point out that some of the passages contain images and diagrams.
- Tell students that today they will review the requirements for the final unit project, select a topic, and start a sketch of a diagram.
- Direct students to Activity Page 9.1 and closely review each aspect of the task with students.
- Ask students why it is important to work collaboratively with other students. Ask, *How will working with your classmates help you write your paragraph? What kind of help can you offer group members?*
- Remind students that working together does not mean that one person does all the work. Each student will write their own paragraph. Explain to students that group members will help one another as they work through each step of the writing process.

- Direct students to Activity Page 9.2 and read aloud the guidelines of group work.
- Break students into their groups and complete Activity Page 9.1.
- As students begin working, circulate and provide support.
- Model asking questions about a topic to motivate discussion about their paragraph.
- Ask students the following questions:
 - *What kind of eclipse did you find most interesting?*
 - *What happens when the moon casts a shadow on Earth?*
 - *Do you think you could draw a diagram of a solar eclipse?*

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 | U7 L9 |
| Activity Name | Astronomy Project: Write a Paragraph |
| 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 using domain-related vocabulary with support. |
| Expanding | Student asks and answers questions using domain-related vocabulary. |
| Bridging | Student asks and answers questions using domain-related vocabulary and follows group guidelines. |

End Lesson

Activity Page 9.2



Writing

Entering/Emerging

Offer students 1:1 support while they work with the group. Provide sentence starters on the board for group talk. Help students use sentence frames and respond in complete sentences. Review the vocabulary list begun in Lesson 1 to help students use domain specific words as they discuss.

Transitioning/Expanding

Offer students support, as needed, while they are work with the group. Review with students what they have learned. Review the vocabulary list.

Bridging

Support students, if necessary, while they are working with the group. Remind students to use domain specific vocabulary during group talk.

10

Completing a Graphic Organizer

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will practice using possessive nouns in spoken and written sentences.

Writing

Students will gather details from reading passages and complete a graphic organizer.

FORMATIVE ASSESSMENT

Writing

Possessive Nouns [Activity Page 10.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Astronomy Project: Write a Paragraph, Gathering Details [Activity Page 10.2]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|----------------------|
| Rewind | | |
| Possessive Nouns | 10 min. | ☐ Activity Page 10.1 |
| Write About It | | |
| Completing a Graphic Organizer | 20 min. | ☐ Activity Page 10.2 |

ADVANCE PREPARATION

Rewind

- Display the following sentences on the board:
 - Jupiter's largest moon is called Ganymede.
 - The astronauts' space suits are very bulky.

Write About It

- Students will need Activity Pages 1.1, 3.1, 4.1, and 5.1 from this unit.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Review the meaning of possessive nouns
- Ask questions to group members to help complete the graphic organizer

Language Forms and Functions

A possessive noun is _____ (a noun that shows ownership) _____.

The punctuation that possessive nouns have is an _____ (apostrophe) _____.

Earth is made of _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|--|--|
| | possessive noun
apostrophe
graphic organizer | |

Lesson 10: Completing a Graphic Organizer

Rewind



Primary Focus: Students will practice using possessive nouns in spoken and written sentences.

POSSESSIVE NOUNS (10 MIN.)

- Ask students what they remember about possessive nouns from Lesson 2.
- Ask students the following questions:
 - *What is a possessive noun?*
 - » a noun that shows ownership
 - *What punctuation mark do possessive nouns have?*
 - » an apostrophe
- Read the sentences on the board. Ask students to identify the possessive nouns.
 - » Jupiter's, astronauts'
- Ask students to say how the nouns are different.
 - » one has an 's; the other s'
- Tell students that both of these nouns are possessive nouns. They show ownership.
- Ask students:
 - *What does Jupiter own?*
 - » a large moon
 - *What do the astronauts own?*
 - » space suits
- Point out that the noun *Jupiter* is singular. There is only one Jupiter.
- Point out the word *astronauts*. Explain that the s' signifies that the noun is plural. Say, *The sentence is referring to more than one astronaut. The sentence also provides another clue: space suits—a plural noun. There is more than one astronaut and more than one space suit mentioned in this sentence.*
- Tell students to add an apostrophe and an s to make a singular noun possessive. Add an apostrophe after the s of a plural noun to make a plural noun possessive.

Activity Page 10.1



- Direct students to Activity Page 10.1.
- Distribute the activity page to each student. Read the directions and have students work independently.

Note: In Spanish and French, there are no possessive endings that are like 's. The sentence structure in Spanish is to use the word *de* (of). Students may say, "the pencil of Mike" instead of "Mike's pencil." Practice with students orally. Say, *That pencil belongs to Mike. That is _____* (Mike's pencil). *That bike belongs to Yolanda. That is _____* (Yolanda's bike).

Activity Page 10.2



Support

As students are rereading the selected passages (Activity Pages 1.1, 3.1, 4.1, and 5.1), circulate and assist students with finding relevant details. Tell students they should consider using *wh*-questions as they read.

Activity Pages 1.1, 3.1, 4.1, 4.2, and 5.1



Lesson 10: Completing a Graphic Organizer

Write About It



Primary Focus: Students will gather details from reading passages and complete a graphic organizer.

COMPLETING A GRAPHIC ORGANIZER (20 MIN.)

- Tell students that today they will begin to gather details and information to use in their paragraphs.
- Explain that at this stage, students are just rereading the passages (Activity Pages 1.1, 3.1, 4.1, 4.2, and 5.1) that are related to their topics and choosing details to add to their graphic organizer.
- Inform students that at this point, they should not worry about organizing the details. They are just trying to focus on identifying four or more details they can use in their paragraphs.
- Direct students to the appropriate reading passage (Activity Pages 1.1, 3.1, 4.1, 4.2, and 5.1) that matches their topic selection.
- Have students get into their groups and begin working on Activity Page 10.2.
- Explain how to use details to fill in the graphic organizer.
 - Say, *Write your topic in the center circle. Around the topic circle, write details related to your topic. A detail is something that describes or is related to the main idea.*
- Tell students that details can be words or short phrases. Encourage students to use their own words rather than copying directly from the reading passage.

- Tell students to ask questions about their topic as they reread their passages (Activity Pages 1.1, 3.1, 4.1, 4.2, and 5.1). Explain that by asking *wh*- questions, they can find details. Ask, *What is Earth made of? Why do we have night and day? What happens when the moon passes between the sun and Earth? When did the Big Bang occur?*
- Remind group members to ask each other questions. They can help one another find answers to their questions in the reading passages.
- Group members can also help each other to elaborate about details. Model active prompting in a group. Say, *I see you wrote that Earth rotates. Can you tell me how long it takes for Earth to make one complete revolution?*
- As students work, circulate and provide support. Encourage students to add more clusters to their organizer if they have too many details in one circle. Explain that each circle should contain only one or two related details.

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 | U7 L10 |
| Activity Name | Astronomy Project: Write a Paragraph, Gathering Details |
| Proficiency Levels | |
| Entering | Student contributes using sketches. |
| Emerging | Student contributes using sketches and labels copied from model. |
| Transitioning | Student contributes ideas and copies ideas onto a graphic organizer. |
| Expanding | Student contributes ideas and completes graphic organizer. |
| Bridging | Student completes graphic organizer with original ideas. |

End Lesson



Writing

Entering/Emerging

Offer students 1:1 support while they work with the group. Provide encouraging comments and help students with vocabulary as needed.

Transitioning/Expanding

Offer students support, as needed, while they are working with the group. Encourage students to use adjectives in order to enhance their writing.

Bridging

Support students if necessary. Encourage students to use adjectives and possessive nouns in order to enhance their writing. Ask group members to look over each organizer in their group and provide feedback.

11

Writing a Rough Draft

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will demonstrate an understanding of text structure by identifying connecting words in a text about our solar system.

Writing

Students will use key details from graphic organizers to write sentences for a rough draft.

FORMATIVE ASSESSMENT**Reading****Connecting Words and Text Structure**

[Activity Page 11.1]

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Astronomy Project: Write a Paragraph, Organizing Information** [Activity Page 11.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|----------------------|
| Looking at Language | | |
| Using Connecting Words | 10 min. | ☐ Activity Page 11.1 |
| Write About It | | |
| Writing a Rough Draft | 20 min. | ☐ Activity Page 11.2 |

ADVANCE PREPARATION

Looking at Language

- Display the sequencing words *first*, *then*, *next*, *finally* on the board.

Write About It

- Provide students access to the graphic organizer on Activity Page 10.2 so that students may begin to write their rough drafts.
- Ensure students have access to Activity Pages 1.1, 3.1, 4.1, 4.2, and 5.1 from this unit.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Explain the importance of connecting words in showing a sequence in text
- Use connecting words in a sentence
- Collaborate with group members to write sentences from the graphic organizer in order

Language Forms and Functions

It is important to show a sequence because...

First, I _____, then I...

These sentences are/aren't in order because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | sequence | planet
trip
visit |

Lesson 11: Writing a Rough Draft

Looking at Language



Primary Focus: Students will demonstrate an understanding of text structure by identifying connecting words in a text about our solar system.

USING CONNECTING WORDS (10 MIN.)

- Tell students that good writers use connecting words to show how ideas are related. Ask, *Do you remember some of the connecting words we learned that show the order of events?*
 - » first, then, next, finally
- Explain that by using sequencing or connecting words, writers help the reader to better understand the text. Ask, *Why it is important to show a sequence?*
 - » so that the reader knows which step/event happened first, second, and third, and so on
- **Turn and Talk:** Have students turn to a partner and use the connecting words written on the board to share three things they did this morning before school.
- Direct students to Activity Page 11.1. Tell students that you will read the paragraph aloud first.

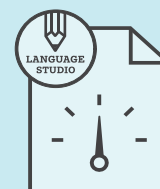
Our solar system has eight planets. Let's take a trip beginning at the sun and travel outward. First, we visit the planet of Mercury. Next, we stop at Venus. We fly by Earth and head toward Mars. Then, we encounter the fifth planet in our solar system, Jupiter. Jupiter is the largest planet in our solar system! We continue our journey and visit Saturn and Uranus. Finally, we arrive at the last planet, Neptune. What a great trip!

- Have students complete the activity independently.
- Have students review their answers with group members.

Support

Write the connecting words on sticky notes. Under each word, write the numerals 1, 2, 3, and 4. Explain that the words can take the place of the numbers.

Activity Page 11.1

Reading
Understanding
Text Structure

Entering/Emerging

Offer students 1:1 support. Guide students to use the connecting words listed on the board.

Transitioning/Expanding

Offer students support, as needed. Have students say how the connecting words helped them find the answers to the questions in Part 2 of Activity Page 11.1.

Bridging

Support students, if necessary. Encourage students to write the answers to Part 2 in complete sentences and read their answers aloud.

Lesson 11: Writing a Rough Draft

Write About It



Primary Focus: Students will use key details from graphic organizers to write sentences for a rough draft.

WRITING A ROUGH DRAFT (20 MIN.)

- Tell students that today they will use the details from their graphic organizers to write complete sentences. Then they will organize the sentences in sequential order.
- Explain to students that they will use the words or phrases from their graphic organizers and write complete sentences.
- Inform students that they should use their own words to write their sentences. They should not use exact sentences from the reading passages (Activity Pages 1.1, 3.1, 4.1, and 5.1).
- Model using a detail and writing a sentence. Draw students' attention to Activity Page 4.2.
 - Write "Earth's shadow" on the board. Say, *This detail is about a lunar eclipse. Now I need to write a sentence. I do not want to use the same sentence the author wrote in Activity Page 4.2. Instead, I am going to use my own words.*
- Write the following sentence on the board: When the moon moves behind Earth, the planet casts a shadow on the moon.
 - Say, *Do you see how my sentence is different from the author's sentence? I used my own words to write a sentence about a lunar eclipse.*
- Explain to students that they will begin writing their sentences.
- Arrange students into their groups and direct them to Activity Page 11.2.
- Explain how to use details from their graphic organizers. Say, *Choose a detail from your graphic organizer. Then write a sentence using the detail on the line provided.* Remind students to use their own words.
- Tell students once they have written their sentences, they should organize the sentences in the correct sequence.

Activity Pages 1.1,
3.1, 4.1, 4.2, and 5.1



Activity Page 11.2



Support

Assist students as they complete their rough drafts. If students write fragments, prompt them to add the subject or verb. Point out that sentences begin with capital letters and end with periods. Assist students by having them number the sentences before they write them in the boxes.

- Ask students to look at the sentences they wrote in Part 1 of Activity Page 11.1.
 - Ask students, *Are they in order?*
- Remind students to think of the sentences as steps that could be numbered and make sure to write the sentences in the boxes in sequential order.
- Tell students to share their work with group members. Remind groups that their role is to help each other. They should not do someone else's work.

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 | U7 L11 |
| Activity Name | Astronomy Project: Write a Paragraph, Organizing Information |
| Proficiency Levels | |
| Entering | Student explains simple information about a phenomenon with prompting and support. |
| Emerging | Student explains simple information about a phenomenon. |
| Transitioning | Student writes a sequence of events with support. |
| Expanding | Student writes a sequence of events. |
| Bridging | Student uses linking and temporal words to recount a coherent sequence of events. |

End Lesson



Writing

Entering/Emerging

Offer students 1:1 support while they are writing sentences. Talk with students about their ideas to help them use their own words to write sentences.

Transitioning/Expanding

Offer students support, as needed, while they are writing their sentences. Encourage students to use noun phrases in their writing.

Bridging

Support students, if necessary. Students may want to write more than four sentences. Help students decide which details are not necessary, as they are only writing one paragraph, not a composition.

12

Revising

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will link ideas and events together in paragraphs about astronomy.

Students will revise astronomy rough draft paragraphs

FORMATIVE ASSESSMENT

Writing

Revising Topic Sentences [Activity Page 12.1]

Writing

Drawing and Labeling a Diagram [Activity Page 12.3]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Writing a Final Paragraph [Activity Page 12.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Looking at Language | | |
| Connecting Words | 5 min. | |
| Write About It | | |
| Revising a Paragraph | 25 min. | <input type="checkbox"/> Activity Page 12.1
<input type="checkbox"/> Activity Page 12.2
<input type="checkbox"/> Activity Page 12.3 |

ADVANCE PREPARATION

Looking at Language

- Post the domain-specific word chart begun in Lesson 1.

Write About It

- Support students in choosing connecting words with this sentence frame:
 - I chose to use the connecting words _____ and _____ because _____.
- Return Activity Page 11.2 so that students may begin to revise their rough drafts.
- Ensure students have access to Activity Pages 1.1, 3.1, 4.1, 4.2, and 5.1 from this unit.
- Write the sequencing words *first*, *then*, *next*, *finally* on the board.



Writing Understanding Cohesion

Entering/Emerging

Offer students 1:1 support.

Explain to students that the rough draft has all the connecting words listed.

However, when they write their final paper, not all sentences need connecting words. Help students decide which connecting words would best suit their paragraphs.

Transitioning/Expanding

Offer students support, as needed. Have group members provide feedback to each student's selection and agree/disagree with the connecting word selections.

Bridging

Support students, if necessary. Encourage students to use other connecting words, and share with group members how other connecting words can be used in a sequence.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss appropriate placement of connecting words in final paragraphs
- Brainstorm captivating topic sentences

Language Forms and Functions

I chose to use the connecting words _____ and _____ because...

The topic sentence needs too _____ (capture the reader's attention) _____.

Our topic sentence should be _____ because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|---|---------------------------------|
| | topic sentence
revision
concluding sentence | |

Start Lesson

Lesson 12: Revising

Looking at Language



Primary Focus: Students will link ideas and events together in paragraphs about astronomy.

CONNECTING WORDS (5 MIN.)

- Draw students' attention to the connecting words on the board. Remind students that good writers use connecting words to show how ideas are related.
- Ask, *Do all your sentences need connecting words?*
 - » no
- *Why are connecting words needed in a paragraph?*
 - » to show how the ideas are related

- Have students circle the connecting words on Activity Page 11.2 that they want to use in their paragraphs.
- **Think-Pair-Share:** Have students in each group share the connecting words they plan to use in their paragraph. Have students explain why they chose those words. Provide a sentence frame: I chose to use the connecting words _____ and _____ because _____.

Activity Page 11.2



Lesson 12: Revising

Write About It

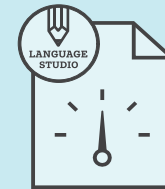


Primary Focus: Students will revise Astronomy rough draft paragraphs.

REVISING A PARAGRAPH (25 MIN.)

- Tell students that they will revise their rough drafts and work on a drawing to illustrate their paragraphs.
- Explain to students that a paragraph has only one main idea.
 - Say, *The first sentence should be the topic sentence. The topic sentence states the main idea of the paragraph.*
- Tell students that they can create a topic sentence from the title of their paragraph.
 - Say, *If your paragraph is about the Big Bang, your topic sentence might be, "Our universe began with a big bang!"*
- Tell students that the first sentence is what catches the reader's attention. Explain that one way to grab the reader's attention is to begin with a question. Say, *You might use a question for your topic sentence. For example, you might write, "Did you know our universe began with a big bang?"*
- Direct students to Activity Page 12.1 and tell students that they are going to practice writing topic sentences that grab a reader's attention.

Activity Page 12.1



Challenge

Invite each group to share their best topic sentence with the class. Write them on the board. Have the class discuss how each sentence on the board grabs the reader's attention.

Activity Page 12.2



Activity Page 12.3



Support

Assist students as they revise. Help students to decide which details might be elaborated and which details might be deleted. Assist students with spelling and using a dictionary. Remind students to begin sentences with capital letters and end with end punctuation, such as a period or question mark. Remind students to use an apostrophe and s to show possession for singular nouns.

- Read the topic sentences about Earth and explain why the first topic sentence is weak.
 - **Model:** *This first sentence doesn't grab my attention. The word great is overused. The second revision is better. It tells me more about Earth, but the sentence is not too exciting. The last sentence has my attention. I want to know what this writer has to say about Earth!*
- Have students work on the revisions as a group.
- **Think-Pair-Share:** Have students look at their rough drafts and brainstorm possible topic sentences with members in their group. Encourage group members to think of various ways to express the same ideas.
- Direct students to Activity Pages 12. 2 and 12.3.
- Tell students that now they will work on revising their rough drafts.
- Have students write their topic sentence on their papers.
 - Remind students that the rest of the sentences in the paragraph provide details that support this sentence.
- Have students read their supporting sentences from Activity Page 11.2 with the group. Students should decide how they might improve each of their sentences.
- Encourage students to think about the beginning of each sentence.
 - Ask, *Do all of your sentences begin with the word the? If so, how might you change the words around to vary the beginning of your sentences? Do all of your sentences have the same number of words? If so, try to vary the length of your sentences.*
- Challenge students to add adjectives to describe nouns.
- Explain to students that the last sentence should be a concluding sentence.
- Tell students that a concluding sentence is one that restates the topic sentence.
 - Say, *Your last sentence should be a new way of stating what you wrote as your topic sentence.*

- Instruct students to write their revisions on Activity Page 12.2.
- Have students use Activity Page 12.3 to draw their diagrams. Remind students to label their diagrams.
- Display the domain-specific word chart as students work on their writing.

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 | U7 L12 |
| Activity Name | Writing a Final Paragraph |
| Proficiency Levels | |
| Entering | Student identifies places in draft that has mistakes and corrects them with help from teacher. |
| Emerging | Student identifies places in draft that has mistakes and corrects them with minimal help from teacher. |
| Transitioning | Student identifies places in draft that has mistakes and corrects them with help from a peer. |
| Expanding | Student identifies places in draft that has mistakes and corrects them with minimal help from a peer. |
| Bridging | Student identifies additional items to check in draft and suggests a way to edit mistakes. |

End Lesson



Writing

Entering/Emerging

Offer students 1:1 support while they are revising. Encourage students to write longer sentences by using connecting words.

Transitioning/Expanding

Offer students support, as needed, while they are revising. Have students work together to create compound sentences.

Bridging

Support students if necessary. Review topic sentences to make sure each paragraph includes a main idea and supporting details.

13

Assessment and Presentation

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to and evaluate original paragraphs about astronomy.

Speaking

Students will present original paragraphs about astronomy.

FORMATIVE ASSESSMENT

Listening

Listening Evaluation Rubric [Activity Page 13.1]

Listening

Listening Note Guide [Activity Page 13.2]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Speaking Rubric [Activity Page 13.3]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------|---------|---|
| Talk Time | | |
| Listening with a Purpose | 5 min. | <input type="checkbox"/> Activity Page 13.1
(Listening Evaluation Rubric)
<input type="checkbox"/> Activity Page 13.2 |
| On Stage | | |
| Presenting a Paragraph | 25 min. | <input type="checkbox"/> Activity Page 13.3
(Speaking Rubric) |

ADVANCE PREPARATION

On Stage

- Assign student presentation order.
- Arrange desks so that all are facing a central location (ideas: semicircle, rows, or stadium seating).

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Review the components of active listening • Ask questions about peers' presentations | | |
| Language Forms and Functions | | |
| Active listening is when you are _____ (paying attention to the speaker/staying engaged/taking notes and asking questions) _____.

One question I have is...

One thing I am wondering is... | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | rubric
text structure | |

Lesson 13: Assessment and Presentation

Talk Time



Primary Focus: Students will listen to original paragraphs about astronomy.

LISTENING WITH A PURPOSE (5 MIN.)

- Tell students that today they will present their paragraphs to the group. Explain that the audience is an important part of a presentation. As a member of the audience, students are expected to listen actively.
- Ask students to explain their role while another student is presenting their paragraph.
- Ask, *What is the listener's job during an oral presentation?*
 - » listen, pay attention, look at the speaker
- Direct students to Activity Page 13.1. Explain to students that how well they listen during the presentations will also be evaluated.
- Read the Listening Rubric aloud to students.

Activity Page 13.1

Listening
Listening Actively

Entering/Emerging

While listening to oral presentations, provide substantial assistance to complete the listening note guide.

Transitioning/Expanding

While listening to oral presentations, provide moderate assistance to complete the listening note guide.

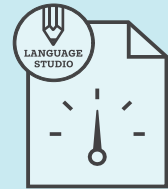
Bridging

While listening to oral presentations, provide light assistance to complete the listening note guide.

| | Attention | Engagement | Connection |
|---|---|--|---|
| 3 | Focuses fully on speaker; makes eye contact; does not talk while another is speaking | Takes notes; prepares questions for presenters | Asks interesting questions; remembers information in presentation |
| 2 | Focuses on speaker most of the time; rarely interrupts or talks while another is speaking | Takes some notes; prepares some questions for presenters | Asks one question; able to recall most of information in presentation |
| 1 | Does not focus on speaker; looks around; interrupts or talks to person sitting nearby | Takes no notes | Does not ask questions; does not recall information |

- Tell students that as each person presents, they will fill in a listening note guide (Activity Page 13.2).
- Direct students to Activity Page 13.2. Explain that students will complete a listening note guide for each presenter. Read the prompts aloud.
 - *Something I thought was interesting:*
 - *Something I'd like to know more about:*
 - *One question I have:*
- Explain the listening guide to students.
 - Say, *The first item is to write an idea about the presentation that you found interesting. The second item is to write an idea or sentence about something the presenter did not talk about, but about which you would like to have more information. The last item is to write a question you have for the presenter.*

Activity Page 13.2



Lesson 13: Assessment and Presentation

On Stage



Primary Focus: Students will present original paragraphs about astronomy.

PRESENTING A PARAGRAPH (25 MIN)

- Tell students that they will begin presenting their paragraphs to the group.
- Direct students to Activity Page 13.3 and have students look at the presentation rubric.
- Explain the presentation rubric to students.

| | Text Structure | Content | Delivery |
|---|--|--|--|
| 3 | Uses many key words for the chosen structure | Includes many specific details, including images, about the chosen topic | Speaks clearly at an appropriate pace, tone, and volume |
| 2 | Uses some key words for the chosen structure | Includes some specific details, including images, about the chosen topic | Speaks clearly most of the time at an appropriate pace, tone, and volume |
| 1 | Uses no key words for the chosen structure | Includes images but no specific details about the chosen topic | Speaks unclearly; pace, tone, and volume interfere with meaning |

- Next, begin the presentations. Call on students according to presentation order.
- As students present, have each student fill in the listening note guide (Activity Page 13.2).
- Allow time for student questions following each presentation.

Activity Page 13.3



Speaking
Presenting

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

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 | U7 L13 |
| Activity Name | Speaking Rubric |
| Proficiency Levels | |
| Entering | Student takes turns and gives a brief description of their project. |
| Emerging | Student takes turns and responds to simple questions about their project. |
| Transitioning | Student asks questions and responds to the questions and comments of others about their project. |
| Expanding | Student asks questions and makes comments about others' projects. |
| Bridging | Student asks and answers questions and builds on the ideas of others.. |

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



Language Studio 8

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# **Native Americans:** Regions and Cultures

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## 1

# The Earliest Americans

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

Students will discuss what they already know about Native Americans and work with a partner to complete a KWL chart.

**Listening**

Students will listen to a Read-Aloud about the first Americans and where they came from.

**FORMATIVE ASSESSMENT****Speaking****KWL Chart** [Activity Page 1.1]**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Key Ideas** [Activity Page 1.2]

## LESSON AT A GLANCE

|                            | Time    | Materials           |
|----------------------------|---------|---------------------|
| <b>Building Background</b> |         |                     |
| What Do You Know?          | 10 min. | ☐ Activity Page 1.1 |
| <b>Listen Closely</b>      |         |                     |
| The First Americans        | 20 min. | ☐ Activity Page 1.2 |

## ADVANCE PREPARATION

### Building Background

- Write *Native Americans* on the board.
- Prepare a map of North and South America that can be used to illustrate where the Native Americans settled.
- Draw a KWL chart on the board, with columns to record information:

| K           | W                   | L              |
|-------------|---------------------|----------------|
| What I Know | What I Want to Know | What I Learned |
|             |                     |                |

- Pair students for Activity Page 1.1.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss prior knowledge about Native Americans
- Demonstrate understanding of the text by answering comprehension questions

### Language Forms and Functions

I already know that Native Americans...

What I wonder about Native Americans is...

People traveled further into North America because...

### Vocabulary

#### Tier 3 Domain-Specific Words

nomadic  
prehistoric

#### Tier 2 General Academic Words

migration

#### Tier 1 Everyday Speech Words

hunter  
move

## Lesson 1: The Earliest Americans

## Building Background



**Primary Focus:** Students will discuss what they already know about Native Americans and work with a partner to complete a KWL chart.

## WHAT DO YOU KNOW? (10 MIN.)

- Tell students that today they will begin a new unit about Native Americans.
- Explain that Native Americans are the people who lived in North and South America long before the first Europeans arrived. They are sometimes called American Indians.
- Show a map of North and South America to illustrate where early Native Americans lived. Point out the Bering Land Bridge and other relevant information.
- Direct students to Activity Page 1.1.
- Introduce students to the purpose of a KWL chart and model how to complete the first two columns.
- Explain that this chart can help them organize their ideas before they begin learning about a topic. It can also help them keep track of information as they learn.
- Instruct that in the first column, “What I Know,” they should record what they already know about Native Americans.
- Provide an example, such as, *You know that Native Americans who live in the far North are called Inuit, and they sometimes lived in igloos. Write this under your K column on the board.*
  - Solicit more facts and ideas from students to record in the first column of the KWL chart.
- Then, tell students the middle column of the chart is for questions they may have about a topic.
- Provide an example, such as, “Do the Inuits still live in igloos today?” and write in the middle column on the board.

## Activity Page 1.1



## Support

Encourage students to use pictures, words, phrases, or sentences.



## Speaking Exchanging Information and Ideas

### Entering/Emerging

Provide students 1:1 support in answering questions and completing the KWL chart. Encourage students to ask each other yes/no and *wh-* questions and give one- or two-word responses. Students can add words and pictures to the KWL chart.

### Transitioning/Expanding

Provide students support in answering questions and completing the KWL chart. Encourage students to ask each other relevant questions, affirm their partner's responses, and add relevant information to discussion. Students can add words and phrases to the KWL chart.

### Bridging

Provide students support and prompting when needed to answer questions and complete the KWL chart. Students should ask relevant questions, affirm and build on their partner's responses, and provide useful feedback during discussion. Students can use phrases and complete sentences to add information to the KWL chart.

## Activity Page 1.2



- Explain that the third column is for information they have learned, so you will come back to that later.
  - Then say: *The middle column of the KWL chart is for questions about a topic. One question I have about the Inuit, for instance, is whether they still use igloos today. I will record this question in the "What I want to know" column. The final column—What I learned—is where you add information after you find out about a topic.*
- Have students pair up and discuss what they know about Native Americans. Have pairs record at least one fact or idea in each of the first two columns of the KWL chart.

## Lesson 1: The Earliest Americans

# Listen Closely



**Primary Focus:** Students will listen to a Read-Aloud about the first Americans and where they came from.

### THE AMERICANS (20 MIN.)

- Tell students that you are going to read about the first people who lived in America, thousands of years ago. As you read aloud, they should record key ideas from text on Activity Page 1.2. Encourage students to take notes with pictures, words, or both.
- After each paragraph, stop and give students a chance to record the key ideas they have heard.
- Read aloud paragraph 1:

Long, long ago—so long ago, that we cannot say for certain when—people began to move from one land to another. These prehistoric people were nomadic hunters who traveled in groups. They began to move from the land we now call Asia into the land we call North America. They did not *plan* to move. They were simply following the herds of animals they hunted in order to survive. Experts believe that various groups of hunters ventured on foot across a vast, cold area between Asia and North America called Beringia, following these prehistoric herds.



### Check for Understanding

Ask students the following questions:

- Where did the first Americans come from?
- Why did they move from one place to another?

- Stop reading and remind students to record key ideas on Activity Page 1.2. Encourage them to use words, phrases, sentences, or pictures.
- Read aloud paragraph 2:

This probably is not the only way people arrived in North America. It is likely that people also came to North America in boats, following the coastline in search of land and food, and then stayed because they discovered an abundance of new resources. This migration of people and animals did not happen all at once, nor did these people come from only one place. People moved from across Asia into North America over a long period.

- Stop reading and ask:
  - Why did people come to North America in boats? Why did they stay? Did all people come at one time?
- Remind students to record key ideas on Activity Page 1.2.
- Read aloud paragraph 3:

However they arrived, these people probably were the first to inhabit North America. Eventually, as the climate began to warm and the ice-covered land began to thaw, people could travel farther into North America. Large numbers of people continued to migrate, or move, in small groups. They lived a nomadic life as they followed the herds of animals on which they preyed.

### Support

To help students find key ideas, encourage them to ask questions such as *What is this mostly about?* and *What does the author want me to know?* as they listen to or read the text.



### 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 as needed to answer text-dependent questions and identify key ideas. Ask students to respond to questions in complete sentences.





### Check for Understanding

Ask students the following question:

- What happened that caused people to travel farther into North America?

- Remind students to record key ideas on Activity Page 1.2.
- Conclude by asking partners to return to their KWL chart and record one thing they learned from today's reading. If the reading brought up new questions, ask them to record these as well.

## 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        | U8 L1                                                                                                                 |
| Activity Name      | Key Ideas                                                                                                             |
| 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 using domain-related vocabulary with support.                                      |
| Expanding          | Student asks and answers questions using domain-related vocabulary.                                                   |
| Bridging           | Student asks and answers questions using domain-related vocabulary.                                                   |

End Lesson



## 2

# Who Are Native Americans?

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

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

**Writing**

Students will use general academic and domain-specific words to write about Native Americans.

**FORMATIVE ASSESSMENT****Reading**

**Key Terms** [Activity Page 2.2]

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

**Write About It: The First Native Americans**  
[Activity Page 2.3]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> |         |                                                                                          |
| Context Clues              | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 2.2 |
| <b>Write About It</b>      |         |                                                                                          |
| The First Native Americans | 10 min. | <input type="checkbox"/> Activity Page 2.3                                               |

## ADVANCE PREPARATION

### Vocabulary Building

- Organize students into small groups of three or four.
- Display the key vocabulary words on the board:
  - adapt
  - climate
  - migrate
  - nomadic
  - permanent
  - region
- Provide reference materials (print or online dictionaries) for small groups.

### Write About It

- Display sentence frames on the board:
  - The first people came many years ago across land from \_\_\_\_\_.
  - They were following \_\_\_\_\_.
  - They lived a \_\_\_\_\_ life because they were always on the move.
  - When the ice melted, these people \_\_\_\_\_ across North America.
  - Some Native Americans stopped moving to set up \_\_\_\_\_ settlements.
  - They \_\_\_\_\_ to the different \_\_\_\_\_ in which they lived.
- Display sentence starters on the board for Expanding students:
  - Many years ago, the first people came to \_\_\_\_\_.
  - They were \_\_\_\_\_.
  - After the ice melted, they began to \_\_\_\_\_.
  - Some Native Americans stopped moving and \_\_\_\_\_. Each Native American group is different because \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Collaborate to determine the meaning of unknown words
- Write about Native Americans using general academic and domain-specific words.

### Language Forms and Functions

The first people came many years ago across land from \_\_\_\_\_.

They lived a \_\_\_\_\_ life because they were always on the move.

They \_\_\_\_\_ to the different \_\_\_\_\_ in which they lived.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words        | Tier 1<br>Everyday Speech Words |
|---------------------------------|-----------------------------------------|---------------------------------|
|                                 | adapt<br>migrate<br>permanent<br>region | climate                         |

Start Lesson

## Lesson 2: Who Are Native Americans?

# Vocabulary Building



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

### CONTEXT CLUES (20 MIN.)

- Remind students that they learned about the first Native Americans in the last lesson.
- Tell students that historians often use words that are specific to the study of history. Knowing the meaning of these words is important to understanding the subject. Note that readers often can find clues in the text that help them understand the meaning of unfamiliar words.
- Explain that today students will focus on vocabulary that historians and others use to describe Native Americans.
- Direct students to Activity Page 2.1
- Read aloud while students read along on Activity Page 2.1.

### Activity Page 2.1



---

As the climate began to warm and the ice-covered land began to thaw, people could travel farther into North America. Large numbers of people continued to **migrate**, or move, in small groups. They lived a **nomadic** life as they followed the herds of animals on which they preyed.

Some animals were able to **adapt** to **climate** change. Buffalo, for example, became smaller and swifter over time. After the ice melted, new plants, grasses, and trees emerged and various animals adapted to a new diet. Native people adapted, too. They found other, smaller prey to hunt such as deer and rabbits, as well as new varieties of fruits, nuts, and seeds to gather and consume, or eat.

Over many years, people moved across the vast expanse of North America to various **regions**—the wide open grasslands of the Central Plains; the northeastern and southeastern woodlands, swamplands, and coastal regions; and the sun-drenched west coast and dry southwestern deserts. Some people settled in the Arctic and sub-Arctic regions of the far north. Others moved south into what we now call South America.

Eventually, many people stopped living nomadic existences and established **permanent** or semi-permanent settlements. They discovered regions where the food supplies were plentiful and there were natural resources such as fresh water to drink and wood or other materials to construct homes and build fires.

---

- Refer students to the words on the board. Break students into small groups and assign each group one of the words.
- Direct students to Activity Page 2.2.
- Students should refer to the text in Activity Page 2.1 and reference materials to write definitions on Activity Page 2.2 for their assigned word.
- Then have student groups pair up with another group that was assigned a different word. Have groups teach each other the words and work together to add information to their graphic organizers. Continue to pair groups until they have complete graphic organizers for all six words.

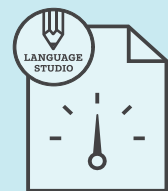
## Support

Tell students to find the word in the paragraphs on Activity Page 2.1 and to look for words or phrases that provide context clues.

## Challenge

Ask students to find at least one other word they don't know on Activity Page 2.1 and use context clues and reference materials to figure out the definition.

## Activity Page 2.2



## Support

If students are having difficulty, review Activity Pages 1.2, 2.1, and 2.2.

## Activity Page 2.3



### Writing Selecting Language Resources

#### Entering/Emerging

Provide students with sentence frames and ample support to write their paragraphs.

#### Transitioning/Expanding

Provide students with sentence starters and support to write their paragraphs.

#### Bridging

Provide students light support as they write original sentences for their paragraphs.



### Check for Understanding

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

## Lesson 2: Who Are Native Americans?

# Write About It



**Primary Focus:** Students will use general academic and domain-specific words to write about Native Americans.

### THE FIRST NATIVE AMERICANS (10 MIN.)

- Ask students what they have learned about the first Native Americans.
- Direct Students to Activity Page 2.3
- Review the writing prompt. Explain that they will use their new words to write a paragraph about the Native Americans.
- Explain the rubric on Activity Page 2.3 with students and answer any questions about the assignment.
- Remind students to use the key words listed on the board in their paragraphs.

### WRITING RUBRIC

|   | Key words                          | Organization                                                                               |
|---|------------------------------------|--------------------------------------------------------------------------------------------|
| 3 | Includes at least three key words. | Demonstrates a logical organization that includes a beginning, middle, and end.            |
| 2 | Includes one or two key words.     | Demonstrates some logical organization. May be missing a clear beginning, middle, and end. |
| 1 | Does not use key words.            | Demonstrates no clear plan of organization. Does not include a beginning, middle, or end.  |

## 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        | U8 L2                                                                                                                        |
| Activity Name      | Write About It: The First Native Americans                                                                                   |
| Proficiency Levels |                                                                                                                              |
| Entering           | Student expresses an opinion about a familiar topic by repeating a 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 expresses an opinion using key words and phrases.                                                                    |
| Bridging           | Student expresses an opinion using a short sentence about the topic.                                                         |

~~~~~  
End Lesson



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 part of the sentence that demonstrates meaning, and adding the definitions to Activity Page 2.2.

Transitioning/Expanding

Provide students support in finding the key words in the paragraphs on Activity Page 2.1, highlighting the part of the sentence that demonstrates meaning, and writing the definition in their own words on Activity Page 2.2.

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 Page 2.2.

3

Cultural Identity: Nouns and Noun Phrases

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will contribute to class and partner discussions about cultural identity.

Reading

Students will identify and use nouns and noun phrases related to Native Americans' cultural identity.

FORMATIVE ASSESSMENT

Speaking

Cultural Identity [Activity Page 3.1]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Nouns: People, Places, and Things [Activity Page 3.2]

LESSON AT A GLANCE

	Time	Materials
Talk Time		
Cultural Identity	20 min.	☐ Activity Page 3.1
Looking at Language		
Nouns: People, Places, and Things	10 min.	☐ Activity Page 3.2

ADVANCE PREPARATION

Talk Time

- Display *cultural identity* on the board.
- Students will need their completed Activity Page 2.2.
- Display this word bank on the board:
 - clothing
 - home
 - name
 - people
 - tribes
 - words

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Share aspects of students' personal culture
- Discuss the key idea of the paragraph on Activity Page 3.1
- Review new vocabulary terms and use them in sentences

Language Forms and Functions

Something that I practice/do in my culture is...

The key idea of this paragraph is that...

Many Native Americans lived in groups called _____ (tribes) _____.

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
cultural identity tribe	environment	belief habitat

Start Lesson

Lesson 3: Cultural Identity: Nouns and Noun Phrases

Talk Time



Primary Focus: Students will contribute to class and partner discussions about identity, culture, and cultural identity.

CULTURAL IDENTITY (20 MIN.)

- Ask students what they think of when they hear the word *identity*. Tell them that your identity tells who you are. For example, say: *I am a teacher*.
- Ask students what they think of when they hear the word *culture*. Tell them that our culture is the group of people who share our values. *Culture* can include the way people dress, what they eat, the holidays they celebrate, their religion, and how they live.
- Explain that *cultural identity* means the culture to which each of us belongs. Have volunteers share examples of their culture, such as a special holidays, food, dance, etc. You may wish to share your cultural identity as an example.
- **Turn and Talk:** Have students turn and share with a partner one thing about their culture. It might be a special holiday, food, etc.

- Tell students that today they will begin to learn about the cultural identity of Native Americans.
- Direct students to Activity Page 3.1.
- Tell students that you are going to read aloud a paragraph about Native Americans. Instruct them to read along on Activity Page 3.1 and fill in the blanks with the missing words.
- Tell students to listen for information related to the cultural identity of Native Americans.
- Read the paragraph slowly and clearly to allow students to read along and write the missing words in the blanks:

After a long period, many native people came to live in groups called tribes. Each tribe had its own name, language, set of beliefs, and overall **cultural identity**. How each tribe lived, the clothing the tribe members wore, the foods they ate, and the homes they lived in depended greatly on the **environment** in which they lived. This is especially true of language. People created different words that related specifically to regional beliefs and habitats. The languages of these native people became widely different from region to region, and from tribe to tribe within a region.



Check for Understanding

- Review the completed sentences on Activity Page 3.1.
- Discuss the key idea of the paragraph.

- Review vocabulary terms from this paragraph with which students may be unfamiliar: environment, beliefs, habitats. Review with students the definitions of these words and have them add the words and definitions to their list of Key Terms (Activity Page 2.2).
- Then have students focus on examples of cultural identity (food, clothing, housing, language) to write the key idea for this paragraph on the bottom of Activity Page 3.1.
- Have students work in small groups to use each of the words on Activity Page 3.1 in a sentence.

Activity Page 3.1



Reading Exchanging Information and Ideas

Entering/Emerging

Use the word bank on the board and provide students with ample support to complete the sentences.

Transitioning/Expanding

Use the word bank on the board and provide students with some support to complete the sentences.

Bridging

Support students by pointing out context clues in the text to find the missing words.



Challenge

Have students identify the proper nouns on Activity Page 3.2.



Reading Using Nouns and Noun Phrases

Entering/Emerging

Provide students 1:1 support to help students identify persons, places, and things in the sentences.

Transitioning/Expanding

Have students work in pairs. Remind them that nouns are words for people, places, and things.

Bridging

Ask students to show you the nouns in the first sentence on Activity Page 3.2. Confirm or correct, then have them work independently.

Lesson 3: Cultural Identity: Nouns and Noun Phrases

Looking at Language



Primary Focus: Students will identify and use nouns and noun phrases related to Native Americans' cultural identity.

NOUNS: PEOPLE, PLACES, AND THINGS (10 MIN.)

- Remind students that a noun is a person, place, or thing. Tell them that nouns can be specific names of people, places, and things, such as Mexico or the Cherokee. These nouns—called proper nouns—begin with a capital letter. Nouns can also be more general people, places, and things, such as a buffalo, our school, or this book.
- Direct students to Activity Page 3.1.
- Tell students that all the words they added to the paragraph are nouns.
- Say: *All of the words that you added to Activity Page 3.1 are nouns.*
- Have students read each of the nouns and determine whether it is a person, place, or thing.
- Direct students to Activity Page 3.2.
- Instruct students to read the sentences on Activity Page 3.2 and underline the nouns.
- Then have students draw a picture showing something they learned about the cultural identity of a Native American group.

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	U8 L3
Activity Name	Nouns: People, Places, and Things
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 and adds additional information about the topic.

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

## 4

# Using Adjectives

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

Students will expand and enrich sentences about Native Americans by adding adjectives to noun phrases.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Types of Adjectives** [Activity Page 4.1]**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Identifying and Using Adjectives** [Activity Page 4.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking At Language</b> |         |                                                                                          |
| Adding Adjectives to Nouns | 30 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 4.2 |

## ADVANCED PREPARATION

### Looking at Language

- Display some familiar objects that students can describe, such as a book, a fruit or vegetable, a laptop, or a set of magic markers. Write the names of the objects on the board.
- Prepare labels or chart paper with the following headings: opinion/ observation; size; age; shape; color; origin; material; purpose. Post these around the room.
- Prepare sticky notes for students.
- Prepare one set of adjective cutouts per group and place them in an envelope.
- Assign students to small groups (three to four students per group).
- You may choose to find images to help support Activity 4.2, such as: huts, corn, buffalo herds, and native clothing.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Collaborate to group adjectives into different categories
- Practice using adjectives in sentences by placing them before nouns

### Language Forms and Functions

This adjective falls under the \_\_\_\_\_ category because...

An adjective that describes the noun \_\_\_\_\_ would be \_\_\_\_\_.

An example of an age adjective is \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words             | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------------------|---------------------------------|
|                                 | adjective<br>category<br>noun<br>noun phrase |                                 |

## Lesson 4: Using Adjectives

## Looking at Language



**Primary Focus:** Students will expand and enrich sentences about Native Americans by adding adjectives to noun phrases.

### ADDING ADJECTIVES TO NOUNS (30 MIN.)

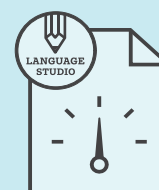
- Remind students that a noun is a person, place, or thing.
- Ask students to share a few examples of nouns.
  - Remind them of some of the examples of nouns from Lesson 3.
- Tell students that today they will add descriptions to nouns.
- Hold up familiar objects (e.g. a book, fruit, laptop, or set of magic markers) for students to describe.
- Ask students to share words that describe the objects. Write responses on the board around the names of the objects.
- Tell students that words that describe a noun are called *adjectives*. The words you are writing on the board are adjectives.
- Ask students to choose an adjective and write it on a sticky note. (This can be an adjective from the board or their own idea.)
- Direct students to Activity Page 4.1.
- Tell students that these are some categories of adjectives. Review the examples.

| Opinion/<br>Observation | Size | Age | Shape | Color | Origin       | Material | Quantity |
|-------------------------|------|-----|-------|-------|--------------|----------|----------|
| beautiful               | huge | old | round | red   | Northeastern | wooden   | many     |
|                         |      |     |       |       |              |          |          |
|                         |      |     |       |       |              |          |          |

### Support

If students are having difficulty thinking of adjectives, prompt them by asking what the object looks like or more specific questions about color, size, age, shape, etc.

### Activity Page 4.1



- Use the chart on the board to briefly review each category of adjectives to students.
  - Opinion—What you think of it
  - Size—How big it is
  - Age—How old it is
  - Shape—What it is shaped like
  - Color—What color it is
  - Origin—Where it is from
  - Material—What it is made of
  - Quantity—How many there are
- Ask students to look at the adjectives listed on the board.
  - Have students select one of the adjectives.
  - Write the adjective on a sticky note and work with students to identify the category the adjective fits in. Put the sticky note under the correct heading.
  - Repeat with a few other examples.
  - Then have students add the adjectives they wrote on their sticky notes to the correct category.
  - Ensure that you include an example of each category of adjective.
- Break students into small groups. Explain that in English, adjectives often come before nouns. Have a volunteer from the first group say a noun. Each person in the next group should tell an adjective that might describe this noun, using the appropriate noun phrase (e.g. the yellow pencil).
- When groups have had an opportunity to practice, tell them that more than one adjective can be used to describe a noun. Have the next group identify a noun, and have volunteers add the adjectives in order (e.g. the sharp, yellow pencil).
- Have students add adjectives to Activity Page 4.1 in pairs or individually.
- Direct students to Activity Page 4.2
- Explain that for part A, they should circle all the nouns, then underline the adjectives that describe the nouns.

## Activity Page 4.2



- Tell students for part B they should use nouns and adjectives to complete sentences about Native American life.
- Then have students use the list to complete Activity Page 4.2 in pairs or individually.
- Have students share their sentences from Activity Page 4.2, part B, with the rest of the group.



### Check for Understanding

As you listen to and observe students' group talk, look for understanding or lack of understanding of adjectives. Look at student's responses on Activity Page 4.2. Reteach concepts if needed.

## 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        | U8 L4                                                                                         |
| Activity Name      | Identifying and Using Adjectives                                                              |
| Proficiency Levels |                                                                                               |
| Entering           | Student describes images using familiar adjectives with prompting and support.                |
| Emerging           | Student describes images using familiar adjectives.                                           |
| Transitioning      | Student expands sentences by using a growing number of adjectives with prompting and support. |
| Expanding          | Student expands sentences by using a growing number of adjectives                             |
| Bridging           | Student expands a sentence using a variety of adjectives.                                     |

End Lesson

### Support

If additional practice is needed, hold up pictures representing Native American culture, such as maize or other food, a tipi or other dwelling, a spear or fishing net, a horse, etc. Ask students to volunteer adjectives describing the picture.

### Challenge

Have students write original sentences using noun phrases.



### Speaking Using Nouns and Noun Phrases

#### Entering/Emerging

Review the meaning of the adjectives. Then select a few of the adjectives for students to use when completing Activity 4.2 part B. Assist students with 1:1 support.

#### Transitioning/Expanding

Pair students to complete Activities 4.1 and 4.2. Assist pairs with moderate support.

#### Bridging

Give students light support. Encourage them to write sentences with complete noun phrases.

## 5

# Adverbs and Adverbial Phrases

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

Students will expand and enrich sentences with adverbials to provide details about Native American activities and cultures.

**Reading**

Students will identify main ideas and key details in a reading about the Mound Builders.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Adding Details** [Activity Page 5.2]

## LESSON AT A GLANCE

|                               | Time    | Materials                                                                                |
|-------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>    |         |                                                                                          |
| Adverbs and Adverbial Phrases | 10 min. |                                                                                          |
| <b>Read About It</b>          |         |                                                                                          |
| The Mound Builders            | 20 min  | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2 |

## ADVANCE PREPARATION

### Looking at Language

- Display on the board the following words: *Adverbs: Where? How? Why?*

### Read About It

- Prepare a map of North America or the United States that you can use to show the Mississippi River Valley, home of the Mound Builders.
- Provide a list of adjectives, adverbs, and prepositional phrases for Emerging students in Activity 5.2:
  - in the Mississippi River Valley
  - ceremonial
  - good
  - skilled, strong

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use adverbs in original sentences
- Make predictions about Mound Builders based on foundational knowledge of Native Americans
- Demonstrate understanding of the text by answering comprehension questions

### Language Forms and Functions

I am walking \_\_\_\_\_.

I predict that Mound Builders...

The author describes the mounds as \_\_\_\_\_ (amazing) \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words  | Tier 1<br>Everyday Speech Words |
|---------------------------------|-----------------------------------|---------------------------------|
| ceremonial<br>mound             | culture<br>developed<br>populated |                                 |

## Lesson 5: Adverbs and Adverbial Phrases

## Looking at Language



**Primary Focus:** Students will expand and enrich sentences with adverbials to provide details about Native American activities and culture.

## ADVERBS AND ADVERBIAL PHRASES (10 MIN.)

- Remind students that an adjective describes a noun. Explain that adjectives help give detail to sentences. Another part of speech used to add detail is the adverb. While adjectives describe nouns, adverbs describe verbs.
- Explain that anytime we describe a verb, we are using an adverb or an adverbial phrase.
- Walk slowly across the room.
- Ask, *Walk is a verb. How am I walking?*
  - » slowly
  - *I am walking slowly. Slowly is an adverb. (walk quickly) Now, how am I walking? Quickly or fast are also adverbs. Adverbs answer questions about where, why, and how something is done.*
- Ask students to share a few examples of verbs. Write their responses on the board. Then ask them to add a descriptive word to examples of these verbs. Guide students to understand that you can also add detail with a phrase. A prepositional phrase might be used to tell where someone lives or where they are going. A phrase might also be used to describe *why*. Give an example:
  - *I am walking quickly. (how?)*
  - *I am walking to the store. (where?)*
  - *I am walking because I need fresh air. (why?)*

## Support

Remind students that any word that describes a verb is an adverb. Point out that many—but not all—adverbs end in *-ly*. If students are having difficulty, prompt them by asking where, why, or how the action is being done.



## Lesson 5: Adverbs and Adverbial Phrases

# Read About It



**Primary Focus:** Students will identify main ideas and key details in a reading about the Mound Builders.

### Activity Page 5.1



#### THE MOUND BUILDERS (20 MIN.)

- Direct Students to Activity Page 5.1
- Tell students that they are going to read about a Native American group called the Mound Builders. Ask students to share information about other Native Americans they have read about.
- Show on a map of North America the region where the Mound Builders lived.
  - Ask students to make a prediction about the Mound Builders, based on where they live, the name by which refer to them, or previous knowledge of this or other Native American groups. Write responses on the board.
- Tell students as you read about the Mound Builders, you will stop to see if your predictions are correct.
- Explain that you will also look at the key ideas in this excerpt.
- Ask students to look and listen for adverbs and adverbial phrases to describe where, why, and how the Mound Builders lived.
- Ask students to follow along as you read the text aloud (or have a volunteer read it aloud). Encourage students to highlight important words as you read.
- Read aloud the first paragraph:

More than three thousand years ago, several groups of early Americans began to spread out and inhabit the river valleys north, south, east, and west of the Mississippi River. These three groups of Mound Builders, called the Adena, Hopewell, and Mississippians, lived at different times in and around this region of North America.



### Check for Understanding

Ask text-dependent questions, such as:

- What are the three groups of Mound Builders?
- Did the Mound Builders all live at the same time or at different times?

- Read aloud the second paragraph, or have a student read it aloud:

These Native Americans built amazing mounds. Some were burial mounds, whereas others were strictly for **ceremonial** purposes. There were mounds shaped like animals, too. Often the chief of the settlement, as the most important leader, had his home built on top of a mound. After thousands of years, the mounds—and the artifacts that have been discovered in and around them—speak to us of a time long ago before Europeans came to this continent. They speak of a time when native peoples worshipped many groups of nature gods and lived freely on this land.

- Direct attention to the word in bold: *ceremonial*. Explain that this word refers to actions that are often performed on important religious or social occasions. One example of a ceremony in our culture is a wedding.



### Check for Understanding

Ask text-dependent questions, such as:

- What word does the author use to describe the mounds?
- What were the mounds used for?
- According to the author, how did native peoples live their lives?

### Support

Remind students that adjectives are placed before the nouns they describe. Point out examples in the text on Activity Page 5.2, such as “The people were governed by powerful leaders and priests.” If students need extra practice, provide sample sentences and an adjective to add, e.g., have them add the word *huge* to “The Mound Builders built mounds.”

## Activity Page 5.2



### Reading Modifying to Add Details

#### Entering/Emerging

Have students work as a class to add detail to the paragraph in part B. Provide a list of adjectives, adverbs, and prepositional phrases to choose from.

#### Transitioning/Expanding

Work together as a class to brainstorm a list of adjectives, adverbs, and prepositional phrases to add to part B. Then have students work in small groups to select the details they want to include to their paragraph.

#### Bridging

Have students work in pairs. Encourage them to look at the examples on the activity page for words they could add to their paragraph. Students may also want to brainstorm with their partner to think of other words that might be used to describe the nouns and verbs in the paragraph.

- Tie the lesson back to adverbs by pointing out that the answer to the last question *how* points to an adverb: They lived *freely*.
- Direct students to Activity Page 5.2.
- Instruct students that in part A they will circle the verbs and underline the adverbs or phrase that describes the verb.
- Have students complete part A of Activity Page 5.2 individually or in pairs.
- Then read aloud the paragraphs on part B as students follow along. Stop after the first paragraph to work with students to define unfamiliar vocabulary words, such as *developed* and *populated*. Encourage them to use context clues to determine word meaning. Continue reading aloud the second paragraph as students follow along. Again, stop to clarify the meaning of any vocabulary words, such as *several*, *symbols*, *religious beliefs*, and *worship*. Check understanding by having students put each sentence in their own words.

---

The Mississippian Culture was perhaps the most developed mound culture of all. They relied on corn as their most important food crop. They lived in large towns, sometimes referred to as city-states. They were populated by hundreds, if not thousands, of people.

Mississippian mounds were several stories high and were symbols of the people's religious beliefs. The Mississippians worshipped the sun and their ancestors. They were good craftspeople, artists, and builders. The people were governed by powerful leaders and priests. Their religious beliefs touched every aspect of their lives.

---

- Instruct students to work in pairs to reread the text and add details to the paragraph that follow.

## 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        | U8 L5                                                                                                                                       |
| Activity Name      | Adding Details                                                                                                                              |
| Proficiency Levels |                                                                                                                                             |
| Entering           | Student identifies verbs and adverbs in a sentence and adds details to a paragraph with 1:1 teacher support.                                |
| Emerging           | Student identifies verbs and adverbs in a sentence with peer support and receives little teacher support to add details to a paragraph.     |
| Transitioning      | Student identifies verbs and adverbs in a sentence with little peer support and receives support from others to add details to a paragraph. |
| Expanding          | Student identifies verbs and adverbs in a sentence independently and receives support from others to add details to a paragraph.            |
| Bridging           | Student identifies verbs and adverbs in a sentence independently and works with others to add details to a paragraph.                       |

~~~~~  
End Lesson

6

The Ancestral Pueblo

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will contribute to class, group, and partner discussions about Native American dwellings, particularly those in the Southwest.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking**

Small Group Discussion: The Mystery of the Southwest [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Talk Time		
Native American Homes	30 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 6.2

ADVANCE PREPARATION

Talk Time

- Have available a map of North America or the United States to show students where the Native Americans of the Southwest lived.
- Gather pictures of the various homes in which Native Americans lived (e.g., tipis, hogans, longhouses, igloos, etc.), including the Pueblo Indian houses, the cliff dwellings, and the Hope Mesa pueblos. (Use images from books about Native Americans or reputable Internet sites.)
- Display on the board the following key terms:
 - adobe
 - pueblos
 - cliff dwellings
- Arrange students into small groups of four or five students each.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Build foundational knowledge by recalling key terms from previous lessons and answering questions
- Make inferences about Native American life based on the different styles of homes
- Answer discussion questions in groups

Language Forms and Functions

Some aspects of cultural identity are _____ (language, beliefs, food, etc.) _____.

This type of housing tells me that...

I think the Ancestral Pueblo left their cliff dwellings because...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
adobe cliff dwelling pueblo	abandon construct	

Start Lesson

Lesson 6: The Ancestral Pueblo

Talk Time



Primary Focus: Students will contribute to class, group, and partner discussions about Native American dwellings, particularly those in the Southwest.

Support

Provide pictures of the various types of dwellings in which we live today, if needed. Remind students of the meaning of vocabulary words *adapt* and *environment* from this unit. (Refer to Lesson 2.)

NATIVE AMERICAN HOMES (30 MIN.)

- Review past lessons by asking students to recall what cultural identity means.
 - Ask, *What are some of the aspects of cultural identity?*
 - » language, beliefs, clothing, food, and other aspects of how a group lives
- Tell students that today you are going to be talking about one of these aspects: the homes in which people live.
 - Ask, *What types of homes do people live in today?*
 - » Responses may include: houses, apartment buildings, townhouses, skyscrapers, etc.

- *What are these homes made of?*
 - » Responses may include: brick, wood, steel and glass, etc.
- *How do you think the homes we live in today are different from the homes of Native Americans who lived thousands of years ago?*
- Guide students to understand that the homes built by the Native Americans show ways they adapted to their environment. Ask students what this means. Ask, *What examples can you think of to describe how you have adapted to your environment?* Guide them to understand that they wear different clothes (e.g., winter coats, hats, etc.) to keep them warm and/or cool, go into the shade when it is hot, and their buildings have heat and/or air conditioning, etc.
- Show pictures of homes of various Native American groups. As you do so, encourage students to make connections between the homes and the environment of the people who lived in these homes. Explain, for instance, that people who lived in wooded areas built houses of wood; those who lived in areas where wood was scarce, built houses of mud, clay, or whatever other building materials were available.
- Ask students to use adjectives to describe the houses and predict what this suggests about the environment in which they lived.
- Guide students to recognize that the homes tell about the culture of the people who lived in them. Show a large longhouse and a smaller dwelling, such as a hogan.
- Ask, *What do you think these houses tell about the people who lived in them?* Guide students to recognize that the large Iroquois longhouse resulted from and/or contributed to the Iroquois' strong sense of family.
- Explain that fifty or more people might live in just one longhouse, but these people were all part of the same family. Then show a picture of a tipi.
- Tell students this house was made of animal hide. It was a temporary house that could be built and taken down quickly. This allowed the people who lived in the tipi—the people of the Great Plains—to follow the herds of buffalo.
- When you have discussed the various homes, focus attention on the homes of the people of the Southwest.
- Direct students to Activity Page 6.1.
- Tell students that you are going to read aloud information about Ancestral Pueblo homes. Tell them to look at the first picture of an Ancestral Pueblo home.

Activity Page 6.1



- Read aloud:

The Ancestral Pueblo built their homes on flat hills called mesas. They built their homes of a sun-dried brick made from clay called adobe. They became expert builders and made some of the first buildings with more than one story, or level.

- Write *adobe* on the board. Have students repeat the word *adobe* chorally after you.
- Direct students to look at the next photo on Activity Page 6.1.
- Read aloud:

The Ancestral Pueblo began to live in large settlements or villages. It was not unusual for hundreds of people to live in one village. These villages eventually became known as *pueblos*, the Spanish word for towns. The Ancestral Pueblo continued to construct rooms beneath the ground, but over time these underground rooms, called kivas, changed shape. They became round or keyhole-shaped.

- Write *pueblos* on the board. Have students repeat the word *pueblo* after you.
- Direct attention to the last photo on Activity Page 6.1.
- Read aloud:

Strangely, for reasons we cannot fully explain, the Ancestral Pueblo began to abandon their homes. They began to construct homes, called cliff dwellings, beneath or at the base of the cliffs.



Check for Understanding

Ask text-dependent questions, such as:

- What does it mean to *abandon* something?
 - Where did the Pueblo go when they abandoned their villages?
-

- Write *cliff dwellings* on the board and have students repeat the phrase *cliff dwelling* chorally after you.
- Direct students to Activity Page 6.2
- Break students into small groups. Have each small group read aloud the text excerpt on Activity Page 6.2 and discuss the two questions. Circulate to provide assistance as needed.
- Reconvene the class as a whole. Ask each group to report on its discussion of the two questions. Ask for a show of hands about who would like to live in a cliff dwelling.
- Then ask students to give reasons for their response.
- Ask students also to discuss what would be most difficult about living in a cliff dwelling.
 - » Answers may include the challenges related to space, getting in and out of the dwellings, transporting food and other items in and out of the dwellings, problems with getting water in the dwellings, etc.
- Then ask students if they think these challenges contributed to the decision of the Ancestral Pueblo to leave the cliff dwellings.

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	U8 L6
Activity Name	Small Group Discussion: The Mystery of the Southwest
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

Activity Page 6.2



Informal Observation



Challenge

Have students write sentences in response to the discussion questions.



Speaking Exchanging Information and Ideas

Entering/Emerging

Read aloud the paragraphs and questions on Activity Page 6.2 and review key ideas. Encourage full participation by asking and answering yes-no and *wh-* questions and to response using short phrases.

Transitioning/Expanding

Provide moderate support by asking relevant questions, affirming others, and adding relevant information.

Bridging

Provide light support for student conversation, as needed, by asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

7

Food of the Northeastern and Southeastern Peoples

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will draw on details of the text to describe the important foods of some Native American people.

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Native American Foods** [Activity Page 7.2]

LESSON AT A GLANCE

	Time	Materials
Read About It		
Food of the Northeastern and Southeastern Peoples	30 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Read About It

- Have available a map of North America or the United States to show where Northeastern and Southeastern Native Americans lived.
- Display the following sentence frames on the board or chart paper:
 - Native Americans living in the Northeast and Southeast both planted ____, ____, and _____. In _____, they went hunting.
 - They hunted with _____ and _____. They also gathered _____.
 - Native Americans living in the Northeast and the Southeast both _____.
 - In the winter, they _____ because _____.
 - They hunted for _____ with _____.
 - They also _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Review aspects of cultural identity established in past lessons
- Discuss prior knowledge about farms
- Demonstrate understanding of the text by answering comprehension questions

Language Forms and Functions

Some of the aspects of cultural identity are...

Some types of foods that are grown on farms are _____ and _____.

Native Americans living in the Northeast and Southeast both planted _____, _____, and _____. In _____, they went hunting. _____

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Iroquois	migrate	crop gathering sap

Lesson 7: Food of the Northeastern and Southeastern Peoples

Read About It



Primary Focus: Students will draw on details of the text to describe the important foods of some Native American peoples.

**FOOD OF THE NORTHEASTERN AND
SOUTHEASTERN PEOPLES (30 MIN.)**

- Connect to past lessons by asking students to recall what cultural identity means.
 - Ask, *What are some of the aspects of cultural identity?*
 - » language, beliefs, clothing, food, and other aspects of how a group lives
- Tell students that today you are going to be talking about one of these aspects: food. Ask, *What foods are associated with your culture?* Give an example, such as *My family came from Italy, and we eat a lot of pasta.*
- **Turn and Talk:** Have students turn and discuss the foods of their culture.
- Remind students that in earlier lessons they learned that early Native Americans followed the herds of animals they hunted. Over time they began to settle on the land and farm.
- Ask students to think about what they already know about farms.
 - Ask, *What types of foods are grown on farms?* List responses on the board. Then ask, *Which of these foods did Native Americans grow?* Explain that students will learn answers to this question in today's lesson.
- Direct attention to Activity Page 7.1. Ask students to follow along as you read. Read aloud the paragraphs, stopping after each to check for understanding by asking text-dependent questions. Encourage students to highlight key ideas and vocabulary words.
- Begin reading aloud:

The Iroquois grew different varieties of corn and beans. They also grew squash, sunflowers, and tobacco. They cleared the land of trees and shrubs and planted their crops. Corn, beans, and squash were particularly important crops, and the Iroquois referred to them as the “three sisters.”

Activity Page 7.1





Check for Understanding

Ask text-dependent questions, such as:

- What were the most important crops for the Iroquois?
- What did the Iroquois call these crops?

- Read aloud the second paragraph:

In the wintertime, when food was scarce, many Iroquois left their villages to hunt. They moved with the herds and often did not return to their villages until early spring. The Iroquois hunted deer using bows and arrows. They also hunted smaller mammals, setting traps to catch them. In addition, the Iroquois fished and gathered berries, and tapped the trees to get maple syrup.



Check for Understanding

Ask text-dependent questions, such as:

- Why did the Iroquois leave the village to hunt?
- What did the Iroquois use to hunt?
- What food did Iroquois get from trees?

- Continue reading aloud:

Like many other tribes, the Iroquois lived near water. Water was a source of life, and it provided a means of transportation. The Iroquois traveled in dugout canoes. They fished using nets and traps.

Support

Reread sections of the text and/or answer questions about content as needed to provide support for student writing.



Check for Understanding

Ask text-dependent questions, such as:

- How did the Iroquois travel?
- How did the Iroquois fish?

- Continue reading aloud:

For the Southeastern Indians, corn, beans, and squash (including pumpkin) were the most important crops. These crops were essential to the survival of Southeastern Indians. Sunflowers were grown for seeds and oil, and tobacco was harvested, too. All tribes fished and hunted, especially during the winter months. They used bows and arrows to hunt animals such as deer, rabbits, raccoons, and turkeys.



Check for Understanding

Ask text-dependent questions, such as:

- What were the most important crops of the Southeastern Indians?
- What tools did they use for hunting?

- Continue reading aloud:

The children of the tribes gathered nuts, berries, and sap. Again, several kinds of corn were grown and cooked in a variety of ways. Corn could also be dried and used during the months when food was less plentiful.

Challenge

Have students rewrite their paragraphs adding details with adjectives, adverbs, and adverbial phrases.

Activity Page 7.2



Reading
Reading/
Viewing Closely

Entering/Emerging

Direct students to the sentence frames on the board. Then have students listen carefully for information to complete the blanks as you reread the excerpt aloud.

Allow students to work collaboratively to develop their paragraph.

Transitioning/Expanding

Direct students to the sentence frames on the board. Then have students listen carefully for information to complete the sentences as you reread the excerpt aloud.

Encourage students to share their ideas of how to develop their paragraphs.

Bridging

Encourage students to write original sentences.

Have students think about what they want to write and highlight or take notes as you reread the excerpt aloud. Have students exchange papers with a partner to provide feedback and support to one another.



Check for Understanding

Ask text-dependent questions, such as:

- What is sap?
- Why did the tribes dry corn?

- Continue reading aloud:

Even though the Southeastern tribes farmed, it was still important for them to obtain food by hunting, fishing, and gathering. In the wintertime, when frost or snow coated the landscape and nothing could grow in the sleeping earth, hunting parties would leave home and go in search of much-needed food.



Check for Understanding

Ask text-dependent questions, such as:

- When did the tribes fish and hunt?
- What does *gathering* mean in this paragraph? What kinds of things were gathered?

- When you have finished reading the excerpt, direct attention to Activity Page 7.2. Read aloud the prompt. Then have students use the writing prompt on Activity Page 7.2 to write a paragraph about the Northeastern and Southeastern Indians.

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	U8 L7
Activity Name	Native American Foods
Proficiency Levels	
Entering	Student answers yes/no questions about the topic.
Emerging	Student uses short phrases to answer questions about the topic with support.
Transitioning	Student uses short phrases to answer questions about the topic.
Expanding	Student answers questions about the topic in complete sentences.
Bridging	Student answers questions about the topic in complete sentences, incorporating details from the text.

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

## 8

# Where It's Cold

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

Students will use suffixes *-ness* and *-ish* to change adjectives and nouns.

**Reading**

Students will have discussions about living conditions of the Arctic/sub-Arctic peoples, and define new vocabulary from the text

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Discussion of Arctic and sub-Arctic Peoples**

[Informal Observation]

## LESSON AT A GLANCE

|                                        | Time    | Materials           |
|----------------------------------------|---------|---------------------|
| <b>Vocabulary Building</b>             |         |                     |
| Suffixes <i>-ness</i> and <i>-ish</i>  | 10 min. | ☐ Activity Page 8.1 |
| <b>Read About It</b>                   |         |                     |
| People of the Arctic/sub-Arctic Region | 20 min. | ☐ Activity Page 8.2 |

## ADVANCE PREPARATION

### Vocabulary Building

- Display on the board: Suffixes: *-ness*, *-ish*
- Display the charts on the board, or have them available to review:

|                                                    |                                                                                                                                      |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Suffix:</b> <i>-ness</i>                        |                                                                                                                                      |
| <b>Definition:</b> state of being                  |                                                                                                                                      |
| <b>Change made:</b> Turns an adjective into a noun |                                                                                                                                      |
| <b>Examples</b>                                    | <b>Sentences</b>                                                                                                                     |
| rich + ness = richness                             | Because of the <u>richness</u> of the soil in the Mississippi River valley, there were many plants that could be harvested for food. |
| sick + ness = sickness                             | The Hopis believed that kachinas might help in times of <u>sickness</u> and disease.                                                 |

|                                                    |                                                                                              |
|----------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Suffix:</b> <i>-ish</i>                         |                                                                                              |
| <b>Definition:</b> related to or characteristic of |                                                                                              |
| <b>Change made:</b> Turns a noun into an adjective |                                                                                              |
| <b>Examples</b>                                    | <b>Sentences</b>                                                                             |
| Spain + ish = Spanish                              | Native American villages became known as <i>pueblos</i> , the <u>Spanish</u> word for towns. |
| child + ish = childish                             | When Native American boys became hunters, they viewed playing games as <u>childish</u> .     |

Read About It

- Have available a map of North America or the United States to show the Arctic region.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                            |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Define and provide examples of words with suffixes <i>-ness</i> and <i>-ish</i></li><li>• Use words with suffixes <i>-ness</i> and <i>-ish</i> in a sentence</li><li>• Demonstrate understanding of the text by answering comprehension questions in groups</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                  |                                  |                                 |
| <p>An example of a word that ends with <i>-ness</i> or <i>-ish</i> is _____. It means...</p> <p>The Thule moved from place to place because...</p> <p>A new word I learned is _____, which means...</p>                                                                                                       |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                    |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| caribou<br>kayak<br>Inuit<br>Thule                                                                                                                                                                                                                                                                            | relied                           | igloo<br>whale<br>sled          |

## Lesson 8: Where It's Cold

## Vocabulary Building



**Primary Focus:** Students will use suffixes *-ness* and *-ish* to change adjectives and nouns.

### SUFFIXES *-NESS* AND *-ISH* (10 MIN.)

- Tell students that many words in English are made up of word parts. Explain that knowing the meaning of these word parts can help you figure out the meaning of the word. Suffixes are word parts that come at the end of a word. Today, you will look at two suffixes, or word endings: *-ness* and *-ish*.
- Direct attention to Activity Page 8.1.
- Review the first chart. Read the suffix and the definition.
- Explain that the suffix *-ness* makes an adjective into a noun. So, if you have the adjective *rich* and add *-ness*, you end up with the state of being *rich*.
- Read the first sentence in the example: *Because of the richness of the soil in the Mississippi River valley, there were many plants that could be harvested for food.*
- Explain that the richness of the soil means simply that the soil was *rich*.
- Explain that *rich* means not that the soil had a lot of money but that it had a lot of nutrients—it was healthy. Read aloud the second example on this page.
- Explain that *sickness* is the state of being sick. Read, *The Hopis, a group of Native Americans that lived in the Southwest believed that kachinas might help in times of sickness.*
- Explain that a *kachina* is a doll that they believed to have spiritual or godlike qualities that would help them get well or protect them from sickness.
- Ask students if they can think of any other examples of words ending in *-ness*. Write examples on the board: *happiness, illness, shyness*.
  - Review word meanings and use in example sentences, e.g., *Happiness is the state of being happy. I have a lot of happiness when you do well in school.*

## Activity Page 8.1



### Challenge

Have students challenge themselves to use two or more of these words in a sentence.



### Speaking Reading/Viewing Closely

### Entering/Emerging

Have students use the words in a sentence or phrase spoken orally, with substantial support.

### Transitioning/Expanding

Have students use the words in a sentence spoken orally, with moderate support.

### Bridging

Have students use the words in an original written sentence, with minimal support.

- Then, turn attention to the suffix *-ish*.
- Explain that whereas *-ness* turns a base word from an adjective to a noun, *-ish* does the opposite. It makes nouns into adjectives. Review the two examples on the chart:
  - *Native American villages became known as pueblos, the Spanish word for towns.*
  - *When Native American boys became hunters, they viewed playing games as childish.*
- Ask students if they can think of any other examples of words ending in *-ish*. Write examples on the board: *English, babyish, foolish*.
  - Review word meanings and use in example sentences, e.g., *Foolish means having the characteristics of a fool. Throwing away my lunch was foolish because I was hungry later.*



### Check for Understanding

Have students choose one *-ness* word and one *-ish* word listed on the board. Have them work with a partner to write the “equation” for this word and use it in a sentence.

## Lesson 8: Where It's Cold

# Read About It



**Primary Focus:** Students will have detailed discussions about living conditions of the Arctic/sub-Arctic peoples, based on close reading.

### PEOPLE OF THE ARCTIC/SUB-ARCTIC REGION (20 MIN.)

- Connect to past lessons by asking students to recall what cultural identity means.
- Ask, *What are some of the aspects of cultural identity?*
  - » language, beliefs, clothing, food, and other aspects of how a group lives
- *What are some aspects of your culture that you practice? Many cultures have holidays for their religion or celebrate milestones, such as a special birthday. In the United States, for example, we celebrate our nation's birthday on July 4th by having fireworks, barbecues, and all sorts of fun activities. What holidays or milestones does your family celebrate?*
- **Turn and Talk:** Have students turn to the person next to them and talk about special holidays and celebrations.
- Tell students that today you are going to be talking about some of the cultural aspects of the people who live in the Arctic region.
- Point out on a map where the Arctic region is.
- Ask, *What do you think the climate or weather is like in this part of the world?*
- Guide students to recognize that it is cold.
- Explain that the farther you get from the equator, the colder the climate is, so this area is very cold. The Arctic people had to find smart ways to survive. The Thule settled in this region thousands of years ago. They were later joined by the Inuit. *Let's read about these groups.*
- Direct attention to Activity Page 8.2. Ask students to follow along as you read. Read aloud the paragraphs, stopping after each to check for understanding by asking text-dependent questions. Encourage students to highlight key ideas and vocabulary words.
- Begin reading aloud:

### Activity Page 8.2



### Informal Observation





## Support

Reread sections of the text and/or answer questions about content.

## Challenge

Have students write a paragraph about the Inuit.

Like most people who migrated a long, long time ago, the Thule moved from place to place in pursuit of food, shelter, and land to live on. The people of the Thule culture relied heavily on hunting a very large whale called the bowhead whale. Every part of the whale enabled the people of the Thule culture to survive. One whale could keep a village alive throughout an entire winter.



### Check for Understanding

Ask text-dependent questions, such as:

- Why did the Thule move from place to place?
- What was the most important animal for the Thule people?

- Read aloud the second paragraph:

The people of the Thule culture lived in villages of about six to thirty houses. The houses were dug into the ground. They built snow homes, or igloos, in the winter months as they moved from place to place, hunting as they went. The people of the Thule culture used dogs to pull sleds made out of driftwood and whale bones. They used the bones and teeth of the animals they hunted to hunt the same animals. They built boats out of walrus ribs and walrus hides, and hunted at sea in the icy waters. They used lamps powered by seal and whale oil.



### Check for Understanding

Ask text-dependent questions, such as:

- How many houses were in Thule villages?
- What were two types of houses the Thule people used?
- What are some of the ways they used parts of a whale?

- Read aloud the next paragraph:

The Inuit came after the Thule. They were a nomadic hunting and gathering people. In addition to whales, the Inuit relied heavily on fishing, catching seals and walruses, and hunting caribou and other smaller mammals. The Inuit hunted the caribou not only for meat, but also for its very warm fur. Caribou fur was used to make all kinds of clothes.



### Check for Understanding

Ask text-dependent questions, such as:

- What animals did the Inuit hunt?
- How did the Inuit use the parts of a caribou?

- Continue reading aloud:

The Inuit invented the kayak. A kayak is a light, one-person boat that can be used for hunting or transportation. The Inuit made well-crafted sleds. Inuit sleds were made out of animal bones and seal “rope.” The Inuit were skilled dog trainers, and these sleds were pulled by well-trained dogs.



### Check for Understanding

Ask text-dependent questions, such as:

- What is a kayak?
- What pulled an Inuit sled?

### Challenge

Have students use new vocabulary words in original sentences.



### Reading Reading/Viewing Closely

#### **Entering/Emerging**

Ask yes/no questions, such as *Is it warm or cold where these people live?* as well as questions with one-word answers, such as *What kind of animal did the Thule hunt?* Use gestures to show the meaning of words (e.g., cold) and pictures (e.g., igloos, dogsleds, kayaks, and caribou). Encourage students to respond with gestures, words, and phrases.

#### **Transitioning/Expanding**

Ask questions that require answers of just one word or short phrases, such as *What kind of animal did the Thule hunt?* and *What did the Inuit use to build their homes?* Provide pictures to support meaning, if needed. Encourage students to respond with words and phrases.

#### **Bridging**

Provide light support to students responding to questions about the reading and the ideas in the text. Check meaning by asking students to paraphrase sentences from the text and explain meaning where needed.

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Traditionally, in the wintertime, the Inuit lived in igloos. The word igloo is the Inuit word for shelter. The Inuit igloo was shaped like a dome. A tunnel entrance trapped cold air so that it could not enter the main part of the home. Igloos were made from hard blocks of snow. These homes were not made to last because the Inuit moved frequently, hunting and trapping animals. In the warmer months, the Inuit lived in tents made from caribou or sealskin.

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### Check for Understanding

Ask text-dependent questions, such as:

- What is an igloo?
  - How did the Inuit keep the igloo from getting too cold?
  - What other type of home did the Inuit live in?
- 

- When you have finished reading Activity Page 8.2, do a quick recap of vocabulary.
- Begin by looking at the word *migrated* in the first sentence. Say, *You learned the meaning of migrated in a past lesson. Who can tell me what it means?*
  - Remind students that to *migrate* means to move from one place to another. Then point to the word *nomadic* in the second sentence following the “Inuit” heading. Remind students they learned this word in another lesson. Have a student volunteer remind others of the meaning.
- Have students go back through the text and underline one word that is new to them. Select one or more words to work on as a class. (suggestions include *driftwood*, *caribou*, *kayak*, or *igloo*)
- Work with students to use context clues, a dictionary, or other resource to find the meaning of the words they identify. Encourage students to add these words to their vocabulary log on Activity Page 2.2.

## 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        | U8 L8                                                                                                 |
| Activity Name      | Discussion of Arctic and Sub-Arctic Peoples                                                           |
| 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~~~~~

9

Describing Native American Artifacts

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will have discussions and listen to readings about artifacts of Native American culture.

Writing

Students will use nouns, adjectives, and adverbial phrases to write detailed descriptions of Native American artifacts.

FORMATIVE ASSESSMENT**Speaking****What Is an Artifact?** [Activity Page 9.1]**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Look What I Just Found!** [Activity Page 9.3]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---------------------|
| Talk Time | | |
| Cultural Identity and Native American Artifacts | 20 min. | ☐ Activity Page 9.1 |
| Write About It | | |
| An Archaeologist's Find | 10 min. | ☐ Activity Page 9.3 |

ADVANCE PREPARATION

Talk Time

- Gather pictures of various dwellings, clothing, and cultural artifacts of Native American groups. Use images from Lessons 3–8 or from reputable sites on the Internet.
- Students should have available their completed Activity Page 4.1 (for support).
- Display on the board: *artifacts*.

Write About It

- Arrange students into small groups of four or five students each.
- Display the following sentence frames on the board or chart paper:
 - This artifact is a(n) ____.
 - It appears to be made of ____.
 - The Native Americans made ____ artifacts like this.
 - Another interesting detail is that it is ____.
 - Archaeologists can tell from this artifact that these were ____ people.
 - This artifact is ____.
 - It appears to be made of ____.
 - Another interesting detail is ____.
 - It is a(n) ____.
 - Many Native Americans made ____.
 - Archaeologists can tell from this artifact that ____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Define the word *artifact* and discuss elements of contemporary culture that may become artifacts
- Demonstrate understanding of the text by answering comprehension questions
- Discuss artifact descriptions in small groups

Language Forms and Functions

I think that something that will be an artifact in the future is _____ because...

Archaeologists can tell from this artifact that these were _____ people.

Some characteristics of the artifact I drew are...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|------------------------------------|----------------------------------|---------------------------------|
| artifact
kachina doll
wampum | design | basket
jewelry |

Lesson 9: Describing Native American Artifacts

Talk Time

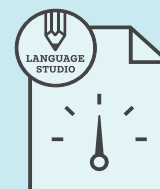


Primary Focus: Students will have discussions and listen to readings about artifacts of Native American culture.

CULTURAL IDENTITY AND NATIVE AMERICAN ARTIFACTS (20 MIN.)

- Connect to past lessons by asking students to recall what cultural identity means.
- Ask, *What are some of the aspects of cultural identity?*
 - » language, beliefs, clothing, food, and other aspects of how a group lives
- Ask, *How do we know about the cultures of people who lived in the past?* Guide students to recognize that archaeologists, historians, and others learn about people of the past by looking at what they left behind. These include ruins of the dwellings they lived in and cultural artifacts.
- Direct attention to Activity Page 9.1. Review the meaning of the word artifact.
- Ask, *What artifacts will our culture leave behind that historians many years from now will use as clues about our culture?* Have students share their responses with a partner. Then have volunteers make suggestions.
- Write student responses on the board.
 - Responses might include cars, computers, and other technologies, as well as art, jewelry, etc.
- Have students draw a picture of an artifact that they think will tell about our culture to future historians.
- Segue to a discussion of Native American artifacts by saying that some Native American artifacts are similar to those we have today.
- Review the artifacts on Activity Page 9.2.
- Read aloud the information about the Hopi kachina dolls:

Activity Page 9.1



Activity Page 9.2





Speaking Exchanging Information and Ideas

Entering/Emerging

Support students as they contribute to class discussions by asking and answering yes-no and *wh*- questions. Encourage responses using words and gestures.

Transitioning/Expanding

Support students as they contribute to class discussions by asking relevant questions, affirming others, and adding relevant information. Encourage responses using words and phrases.

Bridging

Provide support as needed by asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. Encourage responses using complete sentences.

Kachina dolls were hand-carved by men and given to boys and girls. Each doll represented a particular spirit. The doll's face revealed what spirit it was. At festivals, men wore a variety of masks and special clothes to represent the kachinas.



Check for Understanding

Ask text-dependent questions such as:

- *Who made kachina dolls?*
 - » Hopi men
- *What is their purpose?*
 - » they represented spirits

- Read aloud the information about the Ancestral Pueblo:

The Ancestral Pueblo became known for their stonework, their expert basket weaving, and their pottery. Their baskets were beautifully designed and woven. They were so carefully woven that after they were coated with mud and baked by the sun, they could be used for cooking, carrying water, and storing harvested crops. The Ancestral Pueblo also mined turquoise stone and used it in their jewelry.



Check for Understanding

Ask text-dependent questions, such as:

- *For what three things did the Ancestral Pueblo become known?*
 - » stonework, basket weaving, pottery
 - *How does the author describe their baskets?*
 - » beautiful, carefully woven
 - *What were the baskets used for?*
 - » cooking, carrying water, storing crops
 - *What kind of stone did the Ancestral Pueblo use in their jewelry?*
 - » turquoise
-

- Finally, read aloud the information about the Iroquois wampum:
-

Belts and necklaces made from colored shells were called wampum. The color and design of the beads could tell a story. Wampum was used for trading.



Check for Understanding

Ask text-dependent questions, such as:

- *What is wampum?*
 - » objects made from shells
 - *What was it used for?*
 - » trading, instead of money
-



Support

Remind students to use adjectives. Refer back to the categories introduced during Lesson 4 (see Activity Page 4.1) and review some of those words that they might use in their descriptions.

Challenge

Have students trade papers with a peer. Have them find another descriptive phrase or adjective that could be used to expand and add detail to the sentences.

Lesson 9: Describing Native American Artifacts

Write About It



Primary Focus: Students will use nouns, adjectives, and adverbial phrases to write detailed descriptions of Native American artifacts.

AN ARCHAEOLOGIST'S FIND (10 MIN.)

- Tell students that they are now going to write about a Native American artifact. Direct attention to Activity Page 9.3 and read the directions aloud:

Congratulations! You have found a Native American artifact. Write to describe this artifact to someone who cannot see it. Use descriptive adjectives to provide details about your find. Use vocabulary terms so others will see that you are an expert!

- Provide an example:
 - *This is a beautiful basket. The basket is small but well made. It is woven of blue and yellow straw. People made dye from plants. This means the people who made the basket must have lived where there were many interesting plants.*
- Answer any questions about the directions.
- Arrange students into small groups or have them work with a partner, if desired.
- Provide pictures of several different artifacts from which students can choose to write about. (These can be from the Internet or from Lessons 3–8.) Encourage students to focus on describing the artifact without worrying about its true history. The goal is to focus on using descriptive words and sentences with lots of detail.
- Have students read aloud their descriptions. As they read, encourage other students to identify the artifact they wrote about. Have them identify the nouns in each sentence and any adjectives or phrases that help describe those nouns.

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 | U8 L9 |
| Activity Name | Look What I Just Found! |
| Proficiency Levels | |
| Entering | Student writes basic descriptive words with 1:1 support. |
| Emerging | Student writes basic descriptive words with moderate support. |
| Transitioning | Student writes descriptive words in complete sentences with little support. |
| Expanding | Student writes descriptive words about the artifact in complete sentences. |
| Bridging | Student writes descriptive words about the artifact in complete sentences, using domain-related vocabulary. |

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



### Writing Using Nouns and Noun Phrases

#### Entering/Emerging

Review Activity Page 4.1 and identify adjectives that might be used to describe the artifact. Have students discuss the artifact as a class or in small groups before beginning to write. Provide sentence frames for support.

#### Transitioning/Expanding

Provide Activity Page 4.1 for support. Have students discuss the artifact with a partner before beginning to write. Provide sentence starters for support.

#### Bridging

Have students discuss the artifact with a partner before beginning to write. Give students light support in choosing precise vocabulary to describe the artifact.

## 10

# Native American Groups

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

Students will contribute to small group discussions about aspects of Native American cultures.

Students will negotiate with or persuade others in a conversation about the type of poem to write.

**FORMATIVE ASSESSMENT****Speaking****Native American Project Notes** [Activity Page 10.1]**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Small Group Discussions** [Informal Observation]

## LESSON AT A GLANCE

|                              | Time    | Materials                                                                                       |
|------------------------------|---------|-------------------------------------------------------------------------------------------------|
| <b>Talk Time</b>             |         |                                                                                                 |
| Summing It Up                | 20 min. | <input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> Activity Pages 10.1.A–F |
| <b>Talk Time</b>             |         |                                                                                                 |
| Determining the Type of Poem | 10 min. |                                                                                                 |

## ADVANCE PREPARATION

### Talk Time

- Write on the board the names of the following Native American groups:
  - Mound Builders
  - Ancestral Pueblo
  - Hopi
  - Iroquois
  - Cherokee
  - Inuit
- Have available a map of North America to show where these six groups were located.
- Students should have access to previous Activity Pages from this unit. Provide other research materials related to Native American groups for students to look at, if desired.
- Break students into six small groups of equal size or into small groups of four to six students each. Determine how you will assign groups different Native American groups to present on (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.).
- Activity 10.1 has six supplemental worksheets (A–F). Students should complete the worksheet for the specific Native American group they will present on.

**Note:** Students will work in their small groups for the duration of this unit.

- Write the following sentence frames on the board:
  - I think we should write a(n) \_\_\_\_\_ because \_\_\_\_\_.
  - I agree with \_\_\_\_\_, but I think \_\_\_\_\_.
  - That's a good idea, but I think we should \_\_\_\_\_.
- On board, post examples of acrostic poems and shape poems.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Review aspects of different Native cultures such as food, religion, and clothing
- Review information relevant to students' assigned group in small groups
- Discuss and negotiate which type of poem to use as their project

### Language Forms and Functions

Some materials that were used for clothing among Hopi people were...

Some interesting facts about the \_\_\_\_\_ people are...

I think we should make a \_\_\_\_\_ poem because...

### Vocabulary

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

## Lesson 10: Native American Groups

## Talk Time



**Primary Focus:** Students will contribute to small group discussions about aspects of Native American cultures.

## SUMMING IT UP (20 MIN.)

- Connect to past discussions by asking students about some of the elements that contribute to one's cultural identity. Lead a brief discussion of these elements:
  - *What types of housing did Native Americans use? How did their environment affect the types of dwellings they built?*
  - *What are some foods that different Native Americans ate? Did they grow food? How else did they get food?*
  - *What materials did Native Americans use for clothing?*
  - *How did Native Americans celebrate their religion? What types of celebrations did they enjoy?*
- Explain that students are going to work together in small groups to research and write a poem about the culture of one of the Native American groups that they have studied. Turn attention to the list of these cultures on the board. Review each one briefly. Ask a volunteer to point to where on the map the group once lived and tell one or more facts that they remember about the group (detailed notes about the groups may be found on Activity Pages 10.1.A–F).
  - Mound Builders: Mississippi River Valley
  - Ancestral Pueblo: area of Southwest that connects present-day Colorado, New Mexico, Arizona, and Utah
  - Hopi: area that is now Arizona
  - Iroquois: present-day New York and Ohio
  - Cherokee: Southeast
  - Inuit: Arctic/sub-Arctic

## Activity Page 10.1





## Support

Have groups highlight words and phrases that they want to use in their poem.



## Speaking Exchanging Information and Ideas

### Entering/Emerging

Provide significant 1:1 support to students as they contribute to small group discussions by asking and answering yes-no and *wh*- questions.

### Transitioning/Expanding

Provide moderate support to students as they contribute to small group discussions by asking relevant questions, affirming others, and adding relevant information.

### Bridging

Give students support as needed as students contribute to small group discussions by asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

- Arrange students into small groups. Assign each group one of the six Native American groups.
- Tell students that they are going to work together to write a poem about their Native American group and present it to the rest of the class.
- Direct students to Activity Page 10.1. Review the directions about the poetry project with students:

- 
- You are going to use what you know, as well as additional research, about Native Americans to write a poem. You will work in small groups to write your poem. This project has three important steps:
    1. Identify important or interesting facts to present.
    2. Decide what type of poem you want to write.
    3. Present your poem to the rest of the class.
  - Explain that students will write their poem tomorrow, but they should begin planning it today.
- 

- Tell students that they should use Activity Page 10.1 to write the ideas and details they want to include in their poem. Have students look back through previous activities and do additional research to find other information about their Native American group.
- Direct students to the specific pages (Activity Page 10.1.A–F) that relate to the Native American group assigned to them.
- Have students work in their small groups to review the information and identify the key points that they want to include in their poem.
- Circulate and provide guidance as students review and discuss the notes about their assigned Native American group.

## Lesson 10: Native American Groups

# Talk Time



**Primary Focus:** Students will negotiate with or persuade others in a conversation about the type of poem to write.

### DETERMINING THE TYPE OF POEM (10 MIN.)

- Tell students they will discuss different types of poems with their small group and decide which type they will use to present information about their assigned Native American group.
- Read aloud the sentence frames on the board to help students think about ways that they can express their ideas in their small group discussion.
- Review some of the different types of poems:
  - Acrostic—An acrostic is a poem that uses the first letter of a word or phrase—such as INUIT—as the first letter of words or phrases to form a poem; for example:
    - S – outheastern North America, such as present-day Florida
    - E – xpanded in size
    - M – atrilineal, so groups living together were related through their mothers and were organized around their mothers with Creek and other Southeastern tribes
    - I – nteracted and traded with Creek and other tribes
    - N – ative American baskets and wood carvings
    - O – rganized into towns
    - L – ived in houses called chickees
    - E – xist today mostly in Oklahoma

### Support

For emerging groups or if they are struggling with the language, encourage them to use an acrostic based on the name of their Native American group. This type of poem provides a clear structure. Students can then add a word, a phrase, or a sentence for each letter of the group that has been assigned. If the name of the Native American group is very short, have them add words to the title such as “The” or “Native Americans.”

### Informal Observation



## Challenge

Challenge students to write in blank verse (unrhymed iambic pentameter) or another form, such as sonnet.



## Speaking Offering Opinions

### Entering/Emerging

Provide significant 1:1 support to students as they offer their own opinions and give reasons for those opinions. Help them use the sentence frames in discussion.

### Transitioning/Expanding

Provide moderate support to students as they offer their own opinions and give reasons for those opinions. Point them to the sentence frames as needed.

### Bridging

Give students support as needed as they offer their own opinions and give reasons for those opinions. Have them think of other phrases to use in the discussion beyond those included in the sentence frames.

- Alphabet—The first letter of each line is a letter of the alphabet, in order; for example:

- A – grarian people
- B – uilt houses of wood
- C – corn was important
- D – eer were too

- Shape Poem—The poem itself forms a shape. For example, here is a poem in the shape of a diamond:

I  
enjoyed  
reading about  
early Native Americans.  
I learned where they lived.  
I learned about what they ate.  
I learned about the clothing they wore  
And the games that they played.  
They had much the same,  
Some were different.  
Same as you  
and  
I.

- Rap—The poem has a beat and rhymes; for example:

The first Americans came  
Across the Bering Strait  
They followed the animals  
They hunted and ate.  
They spread through the land  
Made it their home  
They built houses, farms, and  
Continued to roam.

- Encourage students to be creative and to pick a type of poem that will allow them to include some of what they learned about their Native American group.
- Emphasize that everyone in the group should discuss which kind of poem they would like to write, before the group chooses.
- Have students discuss and negotiate the type of poem they will write, using the sentence frames on the board as needed.



### Check for Understanding

Once groups have reached a consensus, have a spokesperson for each group tell what its choice was and some of the reasons the group made that choice. Have them state one main idea that the group will include in its poem and presentation.

## 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        | U8 L10                                                                                                       |
| Activity Name      | Small Group Discussions                                                                                      |
| Proficiency Levels |                                                                                                              |
| Entering           | Student responds to simple yes/no and wh- questions with 1:1 support.                                        |
| Emerging           | Student responds to simple yes/no and wh- questions with little support.                                     |
| Transitioning      | Student asks and answers questions using domain-related vocabulary with support.                             |
| Expanding          | Student asks and answers questions using domain-related vocabulary.                                          |
| Bridging           | Student asks and answers questions using domain-related vocabulary and invites others into the conversation. |

End Lesson

## 11

# Native American Poems

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

Students will write a poem about a Native American group.

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

**Native American Poem** [Activity Page 11.2]

## LESSON AT A GLANCE

|                       | Time    | Materials                                       |
|-----------------------|---------|-------------------------------------------------|
| <b>Write About It</b> |         |                                                 |
| Native American Poems | 30 min. | ☐ Activity Pages 2.2, 4.1, 10.1, 11.1, and 11.2 |

## ADVANCE PREPARATION

### Write About It

- Display the Native American Poems Rubric on Activity Page 11.1.
- Students should have access to Activity Pages from this unit, Activity Pages 2.2 and 4.1.
- Provide other research materials related to Native American groups for students to look at.
- Post examples of poems from Lesson 10.
- Break students into the small groups from Lesson 10.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                             |                                  |                                 |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Collaborate to write a poem</li><li>• Ask and answer clarification questions</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                   |                                  |                                 |
| Some vocabulary words we can include in the poem are...                                                                        |                                  |                                 |
| We can use precise language by...                                                                                              |                                  |                                 |
| Some adjectives we can include in the poem are...                                                                              |                                  |                                 |
| Vocabulary                                                                                                                     |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| precise language                                                                                                               |                                  |                                 |

## Lesson 11: Native American Poems

## Write About It



**Primary Focus:** Students will write a poem about a Native American group.

## NATIVE AMERICAN POEMS (30 MIN.)

- Tell students that today they will work in their small groups to write their poem.
- Direct students back to Activity Page 10.1 and review the project instructions.
- Ask if students understand the directions or need clarification.
- Then direct students to Activity Page 11.1 and read aloud the rubric.

|   | Vocabulary                                                                      | Content                                                                                           | Presentation                                                             |
|---|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 3 | Uses precise language, including vocabulary terms, adjectives, and adverbs      | Includes many specific facts and details that tell about the culture of the Native American group | Speaks clearly at an appropriate pace, tone, and volume                  |
| 2 | Uses some precise language, including vocabulary terms, adjectives, and adverbs | Includes some facts and details that tell about the culture of the Native American group          | Speaks clearly most of the time at an appropriate pace, tone, and volume |
| 1 | Uses little precise language, such as vocabulary terms, adjectives, or adverbs  | Includes just one fact or detail that tells about the Native American group                       | Speaks in an unclear manner at an inappropriate pace, tone, and volume   |

- Review the first part of the rubric. Discuss the term *precise language* and explain that this means choosing the words that convey the exact meaning the writer intended. It includes using technical terms and descriptive language.
- Explain that the vocabulary part of the rubric will assess whether they are using the appropriate vocabulary terms, such as the names of houses in which the Native Americans lived. It will also assess whether they are using descriptive words, such as those they discussed during Lessons 4 and 5.
- Direct attention to students' completed Activity Page 4.1. Remind students of the function of adjectives. Suggest that they select at least two of these adjectives for their poem.

## Activity Page 10.1



## Activity Page 11.1



## Activity Page 11.2



## Activity Page 4.1



- Encourage students to be creative. Remind them that they do not have to include everything they know about the Native American group, but that their poem should tell important and interesting facts and details about this group.
- Have groups write their poems.
- Tell students that they will also need to plan to present their poems, which they will do in the next lesson. They should all play a role in the presentation. Suggest that one option is for members of the group to take turns reading the lines.
- Circulate and provide assistance as students work on their poems.
- As groups finish, have them revisit Activity Page 11.1. Have them fill in the bottom half of the page. Then have them read over the rubric one last time before putting the final touches on their poems to be certain they have included all the necessary components.

## 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        | U8 L11                                                               |
| Activity Name      | Native American Poem                                                 |
| Proficiency Levels |                                                                      |
| Entering           | Student draws and labels ideas for a poem with support.              |
| Emerging           | Student draws and labels ideas for a poem..                          |
| Transitioning      | Student contributes ideas and copies ideas onto a graphic organizer. |
| Expanding          | Student contributes ideas and completes graphic organizer.           |
| Bridging           | Student completes graphic organizer with original ideas.             |

End Lesson



### Writing

#### Entering/Emerging

Provide students 1:1 support with prompting to write their poem. Direct students to Activity Pages 2.2, 4.1, and 10.1 for additional support.

#### Transitioning/Expanding

Provide moderate support with prompting to write their poem. Direct students to Activity Pages 2.2, 4.1, and 10.1 for additional support.

#### Bridging

Direct students to Activity Pages 2.2, 4.1, and 10.1 for support.



## 12

# Poem Presentations

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

Students will present a poem about a Native American group.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Native American Poem Presentations**

[Informal Observation]

## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                                                                |
|------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                    |         |                                                                                                                                          |
| Native American Poem Presentations | 30 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 11.1<br><input type="checkbox"/> Activity Page 11.2 |

## ADVANCE PREPARATION

### On Stage

- Students will need the poems they have written on Activity Page 11.2.
- Have a presentation rubric for each student or group (third column of the rubric on Activity Page 11.1).
- Determine the order of the presentations.
- Display sentence frames on the board for students to give feedback; e.g.,  
The thing I liked best about your poem was \_\_\_\_\_. One of the facts I liked was \_\_\_\_\_. One question I have is \_\_\_\_\_.
- Students will need Activity Page 1.1 that they began at the beginning of the unit.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                             |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Read poems aloud to the class</li> <li>• Provide feedback to others on their presentations</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                   |                                  |                                 |
| I liked how the _____ group did/used...<br>One thing I liked about the presentation was...<br>One thing I am wondering is...                   |                                  |                                 |
| Vocabulary                                                                                                                                     |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| precise language                                                                                                                               | feedback                         |                                 |

## Lesson 12: Poem Presentations

## On Stage



## Informal Observation



## Activity Page 1.1

Speaking  
Presenting

## Entering/Emerging

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

## Transitioning/Expanding

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

## Bridging

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

**Primary Focus:** Students will present a poem about a Native American group.

## NATIVE AMERICAN POEM PRESENTATIONS (30 MIN.)

- Break students into their small groups. Review the third column of the rubric on Activity Page 11.1, and clarify expectations as needed.

|   | Vocabulary                                                                      | Content                                                                                           | Presentation                                                             |
|---|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 3 | Uses precise language, including vocabulary terms, adjectives, and adverbs      | Includes many specific facts and details that tell about the culture of the Native American group | Speaks clearly at an appropriate pace, tone, and volume                  |
| 2 | Uses some precise language, including vocabulary terms, adjectives, and adverbs | Includes some facts and details that tell about the culture of the Native American group          | Speaks clearly most of the time at an appropriate pace, tone, and volume |
| 1 | Uses little precise language, such as vocabulary terms, adjectives, or adverbs  | Includes just one fact or detail that tells about the Native American group                       | Speaks in an unclear manner at an inappropriate pace, tone, and volume   |

- Allow groups time to finish preparing the presentation of their poems.
- Remind students that each student should play a role in the presentation.
- Have groups rehearse their presentation.
- Direct groups to take turns presenting their poems to the class.
- After each presentation, allow students to give feedback. Direct students to the sentence frames on the board.
- After all presentations have been completed, congratulate students on a job well done. Lead a round of applause.
- Have students return to Activity Page 1.1 and add at least three pieces of information about Native Americans under the “learned” category.

## LANGUAGE PROFICIENCY ASSESSMENT

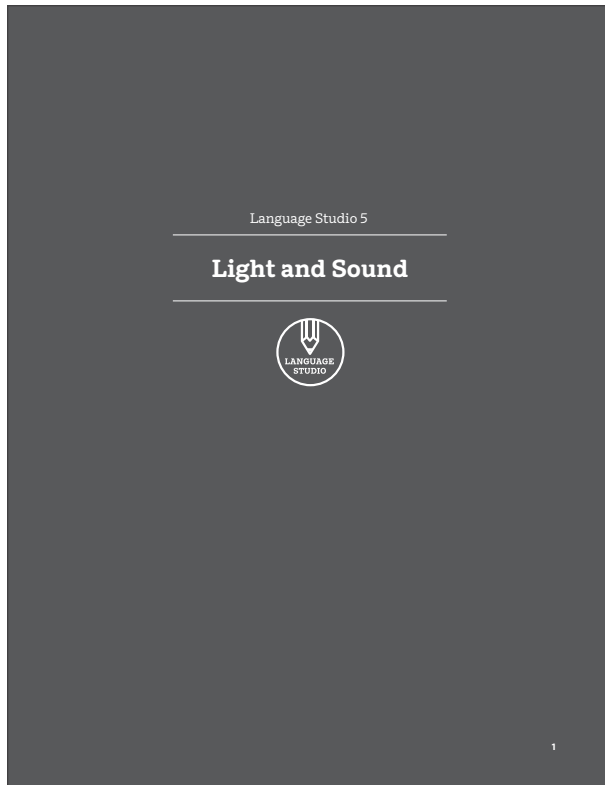
### Speaking

- 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        | U8 L12                                                                                        |
| Activity Name      | Native American Poem Presentations                                                            |
| Proficiency Levels |                                                                                               |
| Entering           | Student takes turns and gives a brief description of their poem.                              |
| Emerging           | Student takes turns and responds to simple questions about their poem.                        |
| Transitioning      | Student asks questions and responds to the questions and comments of others about their poem. |
| Expanding          | Student asks questions and makes comments about others' poems.                                |
| Bridging           | Student asks and answers questions and builds on the ideas of the poem.                       |

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

ACTIVITY BOOK ANSWER KEY



NAME: _____
DATE: _____

1.1 ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Thoughts About Light Discussion Guide

Directions: After discussing the following questions, record your answers below.

1. What comes to your mind when you think about light?

Answers will vary.

2. What are some reasons that light is important?

Answers will vary.

3. What is the main source of light on the earth?

Answers will vary.

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4. Name some natural light sources.

Answers will vary.

5. Name some man-made light sources.

Answers will vary.

6. Why do we experience sunlight for only part of the day?

Answers will vary.

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NAME: _____
DATE: _____

1.2 ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Idea Web—Light

Directions: Use the idea web below to help you brainstorm answers to the question: What is light? Think of words, ideas, drawings, or images that describe light. Write the words or draw the images in bubbles and connect the bubbles to the center circle.

Answers will vary.



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NAME: _____
DATE: _____

2.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

"Oh, I see," said Jack, "that makes sense. So reflected light is the light that bounces off the surface of an object."

"Right," agreed Samuel. "Most objects reflect some light. In fact, you are reflecting some light right now, Jack; otherwise, I wouldn't be able to see you," laughed Samuel.

Jack glanced over at Alfie, his dog. Alfie was staring at his reflection in the still water. Jack laughed and said, "Look at the way the smooth water reflects a perfect image of Alfie—just like a mirror!"

Samuel nodded. "Things like mirrors and smooth water reflect the light that bounces off their surfaces. That reflected light reaches our eyes, and we see a reflection."



"Why don't we see a reflection in a clear window?"

"Well, light passes right through a clear window," Samuel answered. "When light passes right through something, that light is called transmitted light."

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ACTIVITY PAGE

2.2

NAME: _____
DATE: _____



LANGUAGE STUDIO 5: LIGHT AND SOUND

Test Your Listening—Reflected Light

Directions: Answer the following questions based on the listening activity on Activity Page 2.1.

1. How are the two friends spending their afternoon?

They are fishing.

2. What is transmitted light?

light that passes through an object

3. What is reflected light?

light that bounces off the surface of an object

4. What is absorbed light?

light that is absorbed into an object

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NAME: _____
DATE: _____

2.2
CONTINUED

ACTIVITY PAGE

5. True or false: Light can sometimes do a combination of passing through, bouncing off, and soaking into an object?

True

6. Which object produces a clear reflection: a mirror or a clear window? Why?

The mirror produces a clear reflection, because it reflects the light. Light passes right through a clear window and does not produce a reflection.

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ACTIVITY PAGE

3.1

NAME: _____
DATE: _____



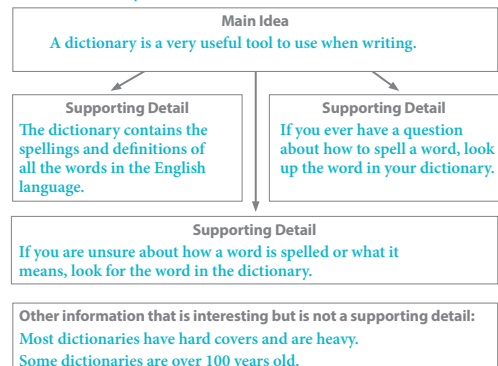
LANGUAGE STUDIO 5: LIGHT AND SOUND

Main Idea and Supporting Details Quick Practice

Directions: Using the main idea and supporting details from the passage below, complete the graphic organizer.

A dictionary is a very useful tool to use when writing. A dictionary contains the spellings and definitions, or meanings, of words in the English language. If you ever have a question about how to spell a word, look it up in your dictionary. Most dictionaries have hard covers and are heavy. Some dictionaries are over 100 years old. If you are unsure about how a word is spelled or what it means, look for the word in the dictionary.

Answers will vary.



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NAME: _____
DATE: _____

3.3

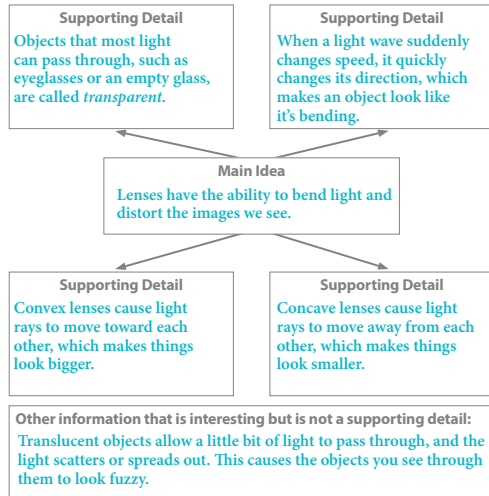
ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Main Idea and Supporting Details—How Lenses Work

Directions: Using the main idea and supporting details from the text on Activity Page 3.2, complete the graphic organizer.

Answers will vary.



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ACTIVITY PAGE

4.2

NAME: _____
DATE: _____

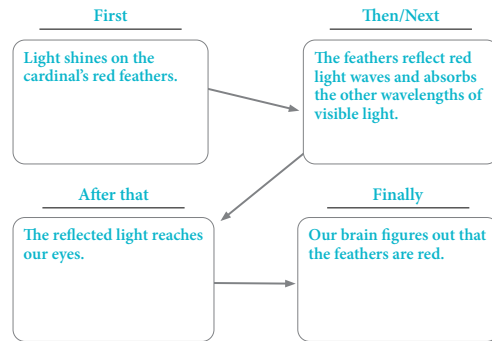
LANGUAGE STUDIO 5: LIGHT AND SOUND

The Red in a Cardinal

Directions: Using what you learned from Activity Page 4.1, describe the process of how we see colors using the graphic organizer below. Be sure to include connecting words and phrases, such as first, then, next, after that, and finally in the blanks provided to help explain the order in which things happen.

Derek and Tanisha are having lunch underneath a tree one day. As they eat, a red cardinal lands in the branches. Derek says how beautiful the red feathers are. Tanisha agrees. She explains to her friend the process by which light helps them enjoy the beautiful red color.

Answers will vary.



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NAME: _____
DATE: _____

5.2

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Draw the Verb, Write the Verb

Part 1: Choose an action verb from Activity Page 5.1. Use the space below to draw a picture of someone or something performing the action. Your picture can be about whatever you want it to be.



Part 2: Write a sentence about what you drew using the action verb you chose. Be sure the verb is in past tense to show that the events in the picture have already happened.

Answers will vary.

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ACTIVITY PAGE

6.2

NAME: _____
DATE: _____

LANGUAGE STUDIO 5: LIGHT AND SOUND

Creating Compounds

Directions: Complete the graphic organizer below using information you learned in Activity Page 6.1. Begin with two ideas from the text that you found interesting. Then write each idea in the form of a clause. After that, choose a coordinating conjunction to use to join the two clauses together into a compound sentence.

Answers will vary.

| |
|--|
| Ideas that I found interesting:
The loudness or softness of a sound is caused by the amount of energy being carried in the vibration. The greater the intensity, or power, of a sound wave, the louder the sound. |
| Clause 1: Sound waves with lots of power are loud. |
| Clause 2: Sound waves with less power are soft. |
| Coordinating Conjunction (and, but, or): but |
| Compound sentence: Sound waves with lots of power are loud, but sound waves with less power are soft. |

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NAME: _____
DATE: _____

7.1

ACTIVITY PAGE

LANGUAGE STUDIO 5: LIGHT AND SOUND

Suffix Morphology Charts

Directions: Complete each morphology chart for the words found in the text "Voice."
Answers will vary.

| | |
|--|---|
| Word: singer | |
| Base word: sing | Meaning: to make music with your voice |
| Suffix: -er | Meaning: someone who |
| Meaning of word: someone who sings | |
| Used in a sentence: The singer at the concert sang my favorite songs. | |

| | |
|--|---|
| Word: artist | |
| Base word: art | Meaning: something creative, like a painting or writing or music |
| Suffix: -ist | Meaning: someone who |
| Meaning of word: someone who makes art | |
| Used in a sentence: My friend Jane is an artist who likes to paint. | |

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ACTIVITY PAGE

7.1

CONTINUED

NAME: _____
DATE: _____



LANGUAGE STUDIO 5: LIGHT AND SOUND

| | |
|---|---|
| Word: easily | |
| Base word: easy | Meaning: simple, not difficult |
| Suffix: -ly | Meaning: describes how something is done |
| Meaning of word: something that is not difficult to do | |
| Used in a sentence: We practiced everyday, so we easily won the basketball game. | |

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Language Studio 6

The Viking Age



39



NAME: _____
DATE: _____

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE

Viking Dragon-Headed Longships

Directions: Read the text about Vikings, look at the illustration, and answer the question.

The Vikings were known for their magnificent longships. They used these ships to explore, trade, raid other countries, and invade new lands.

Why were the Vikings called the lords of the seas?

The Vikings ruled the seas and used longships to explore and invade other countries.



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2.2

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE

Linking Ideas

Directions: Choose words and phrases from the Word Bank to fill in the blanks below. Remember that these words are used to connect ideas and events. You do not have to use all of the words.

Word Bank

| | | | |
|-------------|-------------|------------|-------|
| first | since | next | after |
| for example | in addition | at the end | |

- The first thing the Vikings did was set sail in their longships.
- Next, the Vikings sailed to foreign lands.
- The Vikings raided countries in Europe such as Spain, for example.
- The Vikings returned home after the raids.
- In addition to stealing, the Vikings also used items from home for trading.
- Write your own sentence using one of the words or phrases from the Word Bank:

Answers will vary.

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5.1

ACTIVITY PAGE

LANGUAGE STUDIO 6: THE VIKING AGE

Cause and Effect Graphic Organizer

Directions: Choose ideas from your KWL Chart. Decide what was the cause and what was the effect. Write them in the organizer below. The first one is done for you.

| | | |
|--|---|---|
| CAUSE
The Vikings invaded other countries. | → | EFFECT
People were afraid of the Vikings. |
| CAUSE
Answers will vary. | → | EFFECT
Answers will vary. |
| CAUSE
Answers will vary. | → | EFFECT
Answers will vary. |
| CAUSE
Answers will vary. | → | EFFECT
Answers will vary. |

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Language Studio 7

Astronomy: Our Solar System and Beyond



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LANGUAGE STUDIO 7: ASTRONOMY

Earth Orbits the Sun

The Earth and the Sun

- What object does planet Earth orbit?
Earth orbits the sun
- How many planets orbit the sun?
Eight planets orbit the sun.
- Where is planet Earth in relation to the sun?
Earth is the third planet from the sun.
- Compare and contrast the sun and Earth.
Earth is made of rock. The sun is made of hot gases. Earth is a planet. The sun is a star.

Draw a picture of Earth orbiting the sun. Label Earth and the sun in your sketch.

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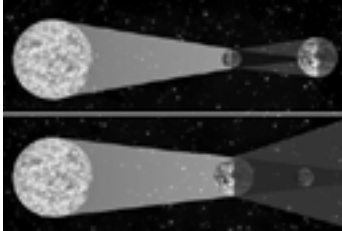
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LANGUAGE STUDIO 7: ASTRONOMY

Solar and Lunar Eclipses

Directions: Look at the two diagrams and then fill in the blanks below using words from the Word Box. Each word can be used more than once.



Word Bank

| | | | | |
|-----|-------|------|-------|-------|
| sun | Earth | moon | lunar | solar |
|-----|-------|------|-------|-------|

- Look at the top diagram. This is an example of a solar eclipse.
- Look at the bottom diagram. This is an example of a lunar eclipse.
- In a solar eclipse, the moon comes between the sun and Earth.
- In a lunar eclipse, Earth comes between the sun and the moon.



LANGUAGE STUDIO 7: ASTRONOMY

Evaluating the Author's Word Choice

Directions: Read the following sentences from the reading passage. Look at the underlined word or phrase.

What effect do the words or phrases have on the reader? Does the author's word choice help you visualize what is happening, or does the author's word choice confuse you? Write your response in the box and explain how the underlined words help or hinder your understanding and visualization of the Big Bang.

| Author's Choice | Effect of Word Choice |
|--|-----------------------|
| 1. The Big Bang Theory seeks to explain how the universe may have come to be. And it began with—a <u>tiny speck</u> ! | Answers will vary. |
| 2. It's hard to imagine, but the Big Bang Theory traces the universe back to a point where all of what we can now see in the universe was compressed into a teeny-tiny speck. This speck was <u>jam-packed</u> full of, well—everything! | Answers will vary. |
| 3. Around fourteen billion years ago, something amazing happened to all that compressed stuff. <u>Kaboom!</u> A bursting forth! A moving outward! A rapid unfolding! | Answers will vary. |



LANGUAGE STUDIO 7: ASTRONOMY

Nouns and Noun Phrases

There were *no* stars at all. *No* sun, *no* solar system, *no* planets, *no* Earth, *no* moons, *no* asteroids, *no* comets.

Part 1

Directions: Write down the eight nouns you identified from the sentences above. Next, add an adjective to the noun to create a noun phrase. Remember, the adjective should describe the noun for the reader. Be as detailed as you can!

adjective + noun = noun phrase

(example: beautiful + Milky Way = beautiful Milky Way)

| Adjective | Noun | Noun Phrase |
|--------------------|---------------------------------------|---|
| Answers will vary. | Noun 1:
stars | Answers will vary. Make sure the adjective is placed before the noun. |
| Answers will vary. | Noun 2:
sun | Answers will vary. Make sure the adjective is placed before the noun. |
| Answers will vary. | Noun Phrase 3:
solar system | Answers will vary. Make sure the adjective is placed before the noun. |



CONTINUED

| Adjective | Noun | Noun Phrase |
|--------------------|-----------------------------|---|
| Answers will vary. | Noun 4:
planets | Answers will vary. Make sure the adjective is placed before the noun. |
| Answers will vary. | Noun 5:
Earth | Answers will vary. Make sure the adjective is placed before the noun. |
| Answers will vary. | Noun 6:
moons | Answers will vary. Make sure the adjective is placed before the noun. |
| Answers will vary. | Noun 7:
asteroids | Answers will vary. Make sure the adjective is placed before the noun. |
| Answers will vary. | Noun 8:
comets | Answers will vary. Make sure the adjective is placed before the noun. |

Part 2

Directions: Write a sentence using one of the noun phrases from the chart.

ACTIVITY PAGE

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LANGUAGE STUDIO 7: ASTRONOMY

Understanding Text Structure: Using Connecting Words to Describe a Sequence

The Big Bang

~~~~~

Around 14 billion years ago, something amazing happened to all that compressed stuff. *Kaboom!* A bursting forth! A moving outward! A rapid unfolding! It's been called many things by many people, but this amazing thing that happened is believed to be the "Big Bang"—the birth of the universe. It was hot and it was sudden and it was powerful. In a fraction of a second, space that had not been there before was suddenly everywhere all at once. Tiny new particles formed and began crashing into each other, creating energy and eventually joining to form larger bits of matter. The universe kept expanding and expanding—all of its matter spreading out as the universe kept getting larger! And as the universe expanded, it began cooling down a little at a time.

~~~~~

Answers will vary.

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ACTIVITY PAGE

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CONTINUED

Directions: Describe the process of the Big Bang using the graphic organizer below. Be sure to include connecting words and phrases, such as first, then, next, and finally in the blanks provided to help explain the order in which things happen.

First

The compressed stuff exploded.

Then

Tiny particles began to form.

Next

The particles joined together and created matter.

Finally

The matter began expanding and cooling.

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LANGUAGE STUDIO 7: ASTRONOMY

Suffixes -ful and -less

Directions: Write a word on the line provided to complete the sentence.

The suffix -ful means "full of." The suffix -less means "without."

1. It is harmful to look at the sun (full of harm)

2. Maria was hopeful she would see the lunar eclipse. (full of hope)

3. Some people believe that astronauts are fearless. (without fear)

4. The sunrise was so beautiful. (full of beauty)

5. We live on a wonderful planet. (full of wonder)

6. The sun is an iceless celestial body. (without ice)

7. Tony was breathless when he saw the rings of Saturn through the telescope. (without breath)

8. Long ago, people were fearful of eclipses. (full of fear)

9. The pictures of our solar system are so colorful. (full of color)

10. It is difficult to imagine that the universe is endless (without end)

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CONTINUED

LANGUAGE STUDIO 7: ASTRONOMY

Astronomy Project: Write a Paragraph

Assignment: Your final project for the Astronomy Language Studio is to write a paragraph about one of the topics we read about in class. You will also include a labeled diagram that supports your paragraph. When you complete your final draft, you will present your work to the group.

Part 1:

With your group, discuss the topics that you learned about in class. Put a check mark by two topics that you found most interesting.

Astronomy Paragraph Topics

_____ Earth and the Sun

_____ Why Do We Have Day and Night?

_____ Solar Eclipses

_____ Lunar Eclipses

_____ The Big Bang Theory

_____ The Solar System

Part 2:

With your group, talk about the two topics you chose. Then narrow your choice to one topic. Write the topic you chose on the line provided.

Topics will vary.

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CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Part 3:

With your group, talk about what you want to include in your paragraph. Write notes in the area below as you talk. Remember to take notes about the ideas your group members discuss!

Notes will vary.

Part 4:

Sketch a diagram that you will include with your paragraph. Then label the objects.

Sketches will vary.

ACTIVITY PAGE

10.1

NAME: _____
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LANGUAGE STUDIO 7: ASTRONOMY

Possessive Nouns

Part 1

Directions: Underline the possessive noun in each sentence.

1. How many spacecraft have landed on the moon's surface?
2. Joey wanted to get all of the astronauts' autographs.
3. Earth's gravity keeps us from floating away.
4. Our sun's light shines on many planets.
5. What did you learn about the planets' orbits?
6. That bright star's name is Rigel.
7. All of the astronomers' telescopes were aimed at the comet.
8. Sunlight reflects off tiny particles of dust that are in a comet's tail.
9. Mercury's orbit is the smallest because it is closest to the sun.
10. The scientists' experiments were a huge success.



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10.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Part 2

Directions: Write the singular possessive nouns from Part 1 on the lines provided.

moon's
Earth's
sun's
star's
comet's
Mercury's

Part 3

Directions: Write the plural possessive nouns from Part 1 on the lines provided.

astronauts'
planets'
astronomers'
scientists'



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11.1

ACTIVITY PAGE

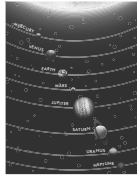
LANGUAGE STUDIO 7: ASTRONOMY

Connecting Words and Text Structure

Part 1

Directions: Circle the connecting words in the following paragraph.

Our solar system has eight planets. Let's take a trip beginning at the sun and travel outward. (First) we visit the planet of Mercury. (Next) we stop at Venus. We fly by Earth and head toward Mars. (Then) we encounter the fifth planet in our solar system, Jupiter. Jupiter is the largest planet in our solar system! We continue our journey and visit Saturn and Uranus. (Finally) we arrive at the last planet, Neptune. What a great trip!



Part 2

Directions: Read the questions. Then write your answer on the line provided.

1. What planet do we find first on our trip?

Mercury

2. What planet is the next stop after Mercury?

Venus

3. What is the fifth planet in our solar system?

Jupiter

4. What is the final planet on our trip?

Neptune

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12.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: ASTRONOMY

Revising Topic Sentences: From Weak to Great

(weak) Earth is a great place.

(better) Earth is the third planet from the sun.

(Great) What would an alien think about planet Earth?

Directions: For each weak topic sentence, write two improved ones. The goal is to grab the reader's attention, so be creative!

1. Our solar system is big.

Answers will vary.

2. Astronomers have good jobs.

Answers will vary.

3. The sun is a star.

Answers will vary.

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Language Studio 8

Native Americans: Regions and Cultures



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ACTIVITY PAGE

1.2

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LANGUAGE STUDIO 8: NATIVE AMERICANS

Key Ideas

Directions: After listening closely to each paragraph, record the key ideas in the space below. You may use sentences, words, or drawings.

Paragraph 1: Long, long ago—so long ago, that we cannot say for certain when—people began to move from one land to another. These prehistoric people were nomadic hunters who traveled in groups. They began to move from the land we now call Asia into the land we call North America. They did not *plan* to move. They were simply following the herds of animals they hunted in order to survive. Experts believe that various groups of hunters ventured on foot across a vast, cold area between Asia and North America called Beringia, following these prehistoric herds.

Key Ideas:

Possible response: People came to North America a long time ago. Hunters depended on animals to survive. People followed herds of animals across land from Asia to North America.

Paragraph 2: This probably is not the only way people arrived in North America. It is likely that people also came to North America in boats, following the coastline in search of land and food, and then stayed because they discovered an abundance of new resources. This migration of people and

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1.2
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

animals did not happen all at once, nor did these people come from only one place. People moved from across Asia into North America over a long period.

Key Ideas:

Possible response: Some people came to North America by boat. They did not all come at one time.

Paragraph 3: However they arrived, these people probably were the first to inhabit North America. Eventually, as the climate began to warm and the ice-covered land began to thaw, people could travel farther into North America. Large numbers of people continued to migrate, or move, in small groups. They lived a nomadic life as they followed the herds of animals on which they preyed.

Key Ideas:

Possible response: Ice once covered the land. When the ice thawed, people moved farther inland. They continued to follow the herds of animals that they hunted.

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3.1

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Cultural Identity

Directions: As you read this paragraph with your teacher, fill in the missing words.

After a long period, many native people came to live in groups called tribes. Each tribe had its own name, language, set of beliefs, and overall cultural identity. How each tribe lived, the clothing the tribe members wore, the foods they ate, and the homes they lived in depended greatly on the environment in which they lived. This is especially true of language. People created different words that related specifically to regional beliefs and habitats. The languages of these native people became widely different from region to region, and from tribe to tribe within a region.

Key Idea:

Possible answer: Different tribes came to have different cultures.

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ACTIVITY PAGE 3.2

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LANGUAGE STUDIO 8: NATIVE AMERICANS

Nouns: People, Places, and Things

Directions: Read each sentence. Find and underline the nouns.

Hint: Nouns are people, places, and things. Each of these sentences has more than one noun.

1. Some tribes living on the Great Plains made homes out of soil, grass, and roots.
2. Other tribes made tipis out of animal hides.
3. In the Southwest, the Pueblo used bricks and stones to make tall buildings.
4. The Iroquois of the Northeast built longhouses out of wood and bark.
5. The Iroquois hunted deer and rabbits.
6. Fishermen set nets and traps in the rivers and hunted fish with spears.
7. Farmers grew corn, beans, and squash.
8. Native tribes on the northwest coast caught fish, seals, porpoises, and whales.
9. In cold regions, clothes were made of fur and animal hides.
10. In warmer regions, clothes were made from plants.

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4.2

ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Identifying and Using Adjectives

Part A

Directions: Read each sentence. Circle the nouns. Then underline adjectives that describe the nouns.

1. Tribes on the Great Plains lived in grass huts.
2. The Pueblo used clay bricks to make tall buildings.
3. On the northwest coast, native tribes relied on the large supply of fish.
4. Tribes told different, unique tales to explain their world.
5. New rules helped large groups of people live in one place.

Part B

Directions: Read each sentence. Fill in the blanks with adjectives and nouns to describe early Native American life. Possible answers:

1. Native Americans in the southwestern region wore colorful clothing.
2. Some Native Americans built wooden huts.

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3. Some Native Americans ate delicious corn.
4. Native Americans of the Central Plains followed large herds of buffalo.

Challenge: Write a sentence using one of the adjectives from Activity Page 4.1.

Answers will vary.



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5.2 ACTIVITY PAGE

LANGUAGE STUDIO 8: NATIVE AMERICANS

Adding Details

Part A

Directions: Read each sentence. Circle the verbs. Then underline the adverb or phrase that describes where, how, or why the action in the sentence happened.

1. The Adena settled near the Ohio River. (where?)
2. The Adena lived in circular homes. (where?)
3. The Adena gradually joined with other cultures. (how?)
4. The Hopewell built villages along riverbanks. (where?)
5. They produced food by hunting, farming, and fishing. (how?)

Part B

Directions: Read the paragraphs about the Mississippian Culture. Then add details to the paragraph that follows. You may choose to add adjectives, adverbs, or phrases.

The Mississippian Culture

The Mississippian Culture was perhaps the most developed mound culture of all. They relied on corn as their most important food crop. They lived in large towns, sometimes referred to as city-states. They were populated by hundreds, if not thousands, of people.

Mississippian mounds were several stories high and were symbols of the people's religious beliefs. The Mississippians worshipped the sun and their ancestors. They were good craftspeople, artists, and builders. The people were governed by powerful leaders and priests. Their religious beliefs touched every aspect of their lives.

Add details to the following paragraph:

The people of the Mississippian Culture lived. They built mounds. They were craftspeople and artists. They had religious beliefs.

Answers will vary.

Core Knowledge Language Arts

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Credits

Language Studio 5

Lesson 2: Meghan Jean Kinder; Lesson 3 (Wavelengths): Core Knowledge Staff; Lesson 5-7: Meghan Jean Kinder

Language Studio 6

Lesson 1 (Ship, rough seas): Scott Hammond, (Viking ship): Shutterstock; Lesson 2 (Three famous vikings): Jacob Wyatt; Lesson 4 (People with giant): Brittany Tingey, (Tree with snake): Brittany Tingey

Language Studio 7:

Shutterstock

Language Studio 8

Lesson 2 (Two buffalo): Shutterstock; Lesson 5 (Building Wigwams): Becca Scholes, (Walking up Mound): Becca Scholes; Lesson 6 (Large Adobe Pueblo): Shari Griffiths, (Underground rooms): Shutterstock, (Abandoned Homes): Shari Griffiths, (Cliff dwellings): Shari Griffiths, (Abandoned cliff dwellings): Bryan Beus; Lesson 7 (Gathering corn): Carolyn Wouden, (Deer hunter, canoe): Carolyn Wouden, (Hunter and harvesters): Scott Hammond, (3 hunters, winter): Scott Hammond; Lesson 8: Daniel Hughes; Lesson 9 (Dolls with masks): Bryan Beus, (Weaving baskets): Shari Griffiths, (Family fashion): Carolyn Wouden

