



Language Studio

Teacher Guide

Grade 3

Volume 3

Grade 3

Language Studio 9–11

Volume 3

Teacher Guide



This file is provided exclusively for use by students and teachers for whom the corresponding materials have been purchased or licensed from Amplify. Any other distribution or reproduction of these materials is forbidden without written permission from Amplify.

ISBN 979-8-88576-583-1

© 2023 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any other language in any form or by any means without the written permission of Amplify Education, Inc.

Core Knowledge Language Arts and CKLA are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Contents

VOLUME 3

| | | |
|--------------------------|-------------------------------------|-----|
| Language Studio 9 | Early Explorations of North America | 1 |
| Language Studio 10 | Colonial America | 91 |
| Language Studio 11 | Ecology | 201 |
| Activity Book Answer Key | | 259 |

Language Studio 9

Early Explorations of North America



Contents

EARLY EXPLORATIONS OF NORTH AMERICA

Lesson 1 **1492: A Year That Changed the World** 4

Building Background (30 min.)

- 1492: A Year That Changed the World

Lesson 2 **Columbus and the Conquistadors** 8

Talk Time (20 min.)

- Phrases That Express Opinions

Looking at Language (10 min.)

- Noun Phrases

Lesson 3 **Juan Ponce de León** 16

Read About It (20 min.)

- Identifying Main Ideas

Vocabulary Building (10 min.)

- Root *trans-*

Lesson 4 **Hernando de Soto** 22

Listen Closely (20 min.)

- Hernando de Soto

Looking at Language (10 min.)

- Adverbials

Lesson 5 **Francisco Vasquez de Coronado** 30

Vocabulary Building (20 min.)

- Francisco Vasquez de Coronado

Looking at Language (10 min.)

- Adverbial Phrases

Lesson 6 **Spanish Settlements** 38

Write About It (20 min.)

- Spanish Settlements

Looking at Language (10 min.)

- Prepositional Phrases

Lesson 7 **John Cabot**

46

Listen Closely (30 min.)

- Taking Notes

Lesson 8 **Henry Hudson**

54

Read About It (30 min.)

- Comparing and Contrasting

Lesson 9 **Samuel de Champlain**

62

Listen Closely (20 min.)

- Listening to and Answering Questions

Looking at Language (10 min.)

- Nouns and Noun Phrases

Lesson 10 **Explorer Interview Prewriting**

72

Write About It (30 min.)

- Explorer Interview Prewriting

Lesson 11 **Explorer Interview Draft**

78

Write About It (30 min.)

- Explorer Interview Draft

Lesson 12 **Explorer Interview Presentations**

84

On Stage (30 min.)

- Explorer Interview Presentations

1

1492: A Year That Changed the World

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will build background knowledge about European exploration in North America through group discussion.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking**

European Exploration in North America KWL Chart
[Activity Page 1.1]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------------|---------|---------------------|
| Building Background | | |
| 1492: A Year That Changed the World | 30 min. | ☐ Activity Page 1.1 |

ADVANCE PREPARATION

Building Background

- Locate a world map or a globe.
- Divide students into groups of three to five (assign a designated recorder for each group and a marker in a designated color)
- Set up three Discussion Stations with the following questions posted on chart paper, one at each station:
 - What are some reasons that European explorers wanted to explore new lands?
 - What do you know about the European countries that were part of the Age of Exploration?
 - Why might someone *not* have chosen to join a voyage to a distant land?
- Display the following sentence starters on the board/chart paper:
 - Being an explorer means _____.
 - One thing I learned today about European exploration of North America is _____.
 - One thing I still wonder is _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss prior knowledge of European colonizers
- Discuss the things that students still wonder about European colonizers in groups

Language Forms and Functions

Being an explorer means...

One thing I learned today about European exploration of North America is...

One thing I still wonder is...

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---|----------------------------------|---------------------------------|
| Central America North America West Indies | | explorer |

Start Lesson

Lesson 1: 1492: A Year That Changed the World

Building Background



Primary Focus: Students will build background knowledge about European exploration in North America through group discussion.

1492: A YEAR THAT CHANGED THE WORLD (30 MIN.)

- Tell students that today they will begin a new Language Studio called *Early Explorations of North America*.
- Ask students if they can name our continent.
- Have a student volunteer locate the continent of North America on a world map or a globe. Have another volunteer point out the continent of Europe.
- Tell students that they will learn about European explorers who traveled to different parts of the Americas.
- On the world map or globe, point out the areas known as the Americas: North America, Central America, South America, and the West Indies.
- Ask students what they think it means to explore and to be an explorer.

- **Turn and Talk:** Ask students to fill in the sentence starter written on the board: Being an explorer means _____. Then ask students to turn to a partner and share their completed sentences.
- Tell students that you have set up Discussion Stations around the room and that they will rotate through the stations to talk about the posted questions. Direct students to travel to each station. Tell students that they will talk with group members about the questions posted at each station.
- Tell students to write ideas about each question on the chart paper. Encourage students to write any ideas they think of.
- Gather the Discussion Questions charts and post them where everyone can see them. Ask each group to share one or two ideas they posted on the chart.
- **Turn and Talk:** Refer students to the sentence starters on the board: One thing I learned today about European exploration of North America is _____. One thing I still wonder is _____. Have students share their ideas with their partners.
- Direct students to Activity Page 1.1. Guide students as they fill in the columns labeled “What I Know” and “What I Want to Know.” Inform students that at the end of each lesson they will have an opportunity to add new information to the column labeled “What I Learned.”

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 | U9 L1 |
| Activity Name | European Exploration in North America KWL Chart |
| Proficiency Levels | |
| Entering | Student offers an opinion with prompting and support. |
| Emerging | Student offers an opinion. |
| Transitioning | Student supports opinion with one textual reason with prompting and support. |
| Expanding | Student supports opinion with one textual reason. |
| Bridging | Student supports opinion with textual reason(s). |

Activity Page 1.1



Speaking Exchanging Information and Ideas

Entering/Emerging

Provide 1:1 support filling in the KWL chart. Refer students to the Discussion Questions charts. Act as a scribe if necessary.

Transitioning/Expanding

Provide students moderate support filling in the KWL chart. Refer students to the Discussion Questions charts.

Bridging

Provide students light support filling in the KWL chart.

2

Columbus and the Conquistadors

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will use learned phrases to express an opinion in group discussions.

Reading

Students will identify noun phrases used in sentences describing the exploration of North America.

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Noun Phrases** [Activity Page 2.2]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|---------------------|
| Talk Time | | |
| Phrases That Express Opinions | 20 min. | ☐ Activity Page 2.2 |
| Looking at Language | | |
| Noun Phrases | 10 min. | ☐ Activity Page 2.1 |

ADVANCE PREPARATION

Talk Time

- List these phrases on the board/chart paper:
 - I think . . .
 - I believe . . .
 - It seems to me . . .
 - I agree with X, but . . .
 - That's a good idea, however, . . .
- Display the following sentence starters on the board:
 - I think that the conquistadors (should or should not) have conquered the native people and their land because _____.
 - I _____ (agree/disagree), but _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate understanding by answering comprehension questions and filling in sentence starters
- Engage in group discussions expressing opinions
- Add adjectives to sentences in order to enhance them

Language Forms and Functions

It seems to me ...

Columbus punished many of the natives because ...

Christopher Columbus sailed on a _____ ship.

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| conquistador Taino | conquering disease immune | gold slaves |

Lesson 2: Columbus and the Conquistadors

Talk Time



Primary Focus: Students will use learned phrases to express an opinion in group discussions.

PHRASES THAT EXPRESS OPINIONS (20 MIN.)

- Ask students to recall something they learned about early explorations in North America in the last lesson.
- Tell students that today they will read about Christopher Columbus, a European explorer who is famous for his explorations of North America.
- Ask students if they know of an important event that took place in 1492 (*Columbus's voyage from Spain to North America*). Ask, *Why do you think this event is important?*
- Ask students if they are familiar with the word **conquistador**.
- Explain that *conquistador* is a Spanish word that means “conqueror.” Conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and gain control of land.
- Tell students that some people think that it was wrong for the Spanish conquistadors to take over, or conquer, the native peoples and their land. Tell students that you will have a discussion but first they are going to learn some phrases to use when expressing opinion in a discussion.
- Ask students to suggest phrases that they can use when they state their opinion during conversations and discussions.
- List these phrases on the board or on chart paper:
 - I think . . .
 - I believe . . .
 - It seems to me . . .
 - I agree with X, but . . .
 - That's a good idea, however, . . .

Activity Page 2.1



Speaking Offering Opinions

Entering/Emerging

Provide support for students by prompting them to use the provided sentence starters written on the board/chart paper.

Allow ample time for students to share with their partners.

Transitioning/Expanding

Encourage students to build on peer responses.

(For example: I agree/disagree but _____.) Allow students ample time to share with their partner.

Bridging

Work with students to create statements without using the sentence starters. Allow ample time for students to prepare statements. Encourage students to build on peer responses. (For example: I agree and also _____.)

- Tell students that they will use these phrases in a discussion about whether the Spanish conquistadors were right or wrong to conquer the native peoples and take over their lands. Tell students they will read about the conquistador Christopher Columbus.
- Tell students to listen carefully as you read and to pay close attention to how the native peoples were treated.
- Direct students to Activity Page 2.1.

Native Population as Slaves

Meanwhile, Columbus continued to look for gold, using cruel methods to get as much gold as he could. He made laws that enslaved and punished Hispaniola's native people, the Taino, if they didn't collect enough gold for the Spaniards. What made the laws even crueler was the fact that Hispaniola had only a little gold. There was no way the native people could supply the amount of gold Columbus demanded. As if this weren't bad enough, many of the Taino became infected with diseases to which many of the Spanish had become **immune**. The Taino on Hispaniola had never been exposed to the types of germs the Spanish carried in their bodies. Through interacting with the Spaniards, the Taino came in contact with germs that their bodies could not fight. Over the next several years, many of the Taino became sick, and hundreds of thousands of them died of diseases, the most common of which was smallpox. Before Columbus's voyage, the Taino had a population of around 2 million. After disease and Spanish conquest during the years following the arrival of Columbus and his men, the Taino population dropped to only a few thousand.

By 1496 it was clear that there was no more gold to be found on Hispaniola. Columbus made a new law declaring that the native people had to help develop large farms called plantations and work as slaves for the Spanish. In just a few years, the Spanish were firmly in control of Hispaniola. After that point, they began to spread out, exploring and **conquering** other nearby islands in the Caribbean. The many men who led these voyages of exploration and conquest were known as **conquistadors**, the Spanish word for *conquerors*. These conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native people, and gain control of land. They came to the Americas to find the same things Columbus had been looking for: gold, spices, land, slaves, fame, and power.



Check for Understanding

- What was Columbus searching for?
 - » gold
- Why did he punish some of the natives?
 - » They didn't collect enough gold.
- What did the Spanish accidentally give to the Taino?
 - » diseases, germs, smallpox

- Guide students to use the learned phrases to offer opinions about whether Christopher Columbus was right or wrong to conquer the native peoples and take over their lands.
- **Turn and Talk:** Pair students. Have one student fill in the sentence starter on the board: I think that the conquistadors (should or should not) have conquered the native people and their land because _____. Have the other student reply with the other sentence starter: I _____ (agree/disagree), but _____. Then have students switch roles.

Lesson 2: Columbus and the Conquistadors

Looking at Language



Primary Focus: Students will identify noun phrases used in sentences describing the exploration of North America.

NOUN PHRASES (10 MIN.)

- Tell students that in today's lesson they will learn how to add details to their sentences by adding adjectives to nouns. Remind students that a noun is a word that represents an idea, person, place, or thing.
- Write a sentence on the board that does not include adjectives, such as "Columbus sailed on a ship."
- Ask students how they might add details to that sentence to provide more information about the ship.
- Explain that they can use adjectives to add more information about the ship.
- Tell students that an adjective is a word that describes, or gives more information about a pronoun or a noun.
- Brainstorm with students several adjectives that might be used to describe the ship (*big, small, wooden, new, beautiful*).
- Rewrite the sentence using one of the adjectives to describe the ship. Explain that the adjective and the noun *ship* together form a noun phrase.
- Tell students that sometimes a noun phrase has more than one adjective.
- Rewrite the sentence using more than one adjective to describe the word *ship*. (beautiful wooden ship)
- **Turn and Talk:** Invite pairs to take turns using adjectives to fill in the blank in the sentence starter: Christopher Columbus sailed on a _____ ship to the New World. Encourage students to use more than one adjective.
- Direct students to Activity Page 2.2. Explain to students that they will practice identifying noun phrases.

Activity Page 2.2



Support

Provide additional nouns and adjectives, such as *sailors, eager*, and *interested*. Have students create noun phrases.

Challenge

Ask students to find nouns in the reading and add adjectives to them to create noun phrases.

- Explain that students should underline the noun phrases in each sentence on Activity Page 2.2. Note that some sentences have more than one noun phrase.
- Tell students that today they learned how to add details to their writing by using noun phrases. Emphasize that using noun phrases can make their writing more interesting.

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 | U9 L3 |
| Activity Name | Noun Phrases |
| Proficiency Levels | |
| Entering | Student underlines noun phrases with 1:1 teacher support. |
| Emerging | Student identifies noun phrases with moderate teacher support. |
| Transitioning | Student identifies noun phrases with little teacher support. |
| Expanding | Student identifies noun phrases with little peer support. |
| Bridging | Student identifies noun phrases independently. |

End Lesson



Reading Using Nouns and Noun Phrases

Entering/Emerging

Provide students 1:1 substantial support on for Activity 2.2. Read aloud text to model fluency. Remind students that a noun phrase includes a noun and the adjectives that describe the noun. Guide students to identify noun phrases.

Transitioning/Expanding

Offer students moderate support to underline noun phrases. Remind students that noun phrases include a noun and the adjectives that describe the noun.

Bridging

Offer students light support to underline noun phrases. Have them add additional adjectives to the noun phrases.

3

Juan Ponce de León

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will draw illustrations to represent the main ideas in informational text.

Students will use knowledge of word roots to determine the meaning of unknown words.

LANGUAGE PROFICIENCY ASSESSMENT**Reading**

“Juan Ponce De León’s Expeditions” Main Ideas
Drawings [Activity Page 3.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Read About It | | |
| Identifying Main Ideas | 20 min. | <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 3.2 |
| Vocabulary Building | | |
| Root <i>trans-</i> | 10 min. | |

ADVANCE PREPARATION

Read About It

- Find a map or a globe to show students where Florida is located.
- Display the following sentence on the board:
 - That all changed in the spring of 1493, when Christopher Columbus returned to Europe after his first transatlantic voyage.

Vocabulary Building

- Find scrap paper for students to use during the Think-Pair-Share activity.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Review information learned so far in previous lessons • Explain the main ideas of a paragraph • Define words with the <i>trans-</i> root and use them in sentences | | |
| Language Forms and Functions | | |
| So far, I've learned that... The main idea of this paragraph is that... The root <i>trans-</i> means _____, so the word <i>transatlantic</i> means... | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Puerto Rico transatlantic | fort treaty | bay island |

Lesson 3: Juan Ponce de León

Read About It



Primary Focus: Students will draw illustrations to represent the main ideas in informational text.

IDENTIFYING MAIN IDEAS (20 MIN.)

- Ask students to recall something that they learned about early explorations in North America.
 - Remind students that *conquistador* is a Spanish word that means “conqueror.”
- Tell students that in today’s lesson they will learn about a conquistador named Juan Ponce de León. Explain that Juan Ponce de León explored the coast of Florida. If you have a map or globe, point out Florida.
- Direct students to Activity Page 3.1. Say, “In this passage, we will learn about Juan Ponce de León’s expeditions to North America. As we read, we will pay special attention to the main ideas. After reading, you will choose two or three of the main ideas to illustrate.”
- Clarify that a main idea is the most important information in a text.
- Read aloud the passage on Activity Page 3.1. Have students explain the main ideas as you reach the end of each paragraph. Define difficult words as needed.

Activity Page 3.1



Support

Guide students to find the main idea in the first paragraph.

- Christopher Columbus and Juan Ponce de León conquered and settled Hispaniola.

Challenge

Have student pairs work together to determine the main idea in each paragraph.

Juan Ponce de León’s Expeditions

Christopher Columbus chose Juan Ponce de León to accompany him on his second voyage. They set sail in September of 1493. When the two explorers returned to the fort on Hispaniola, they found that the fort had been destroyed. Ponce de León helped Columbus to conquer the Hispaniola native people and later settled on the island.

Ponce de León enjoyed his life on the island, but he yearned for adventure. He heard stories about gold on the island of Puerto Rico. He led an expedition to Puerto Rico in 1506. Ponce de León met with the native people of the island and formed a treaty with one of the island’s chiefs. The

treaty permitted the Spaniards to hike across the island, where they found nuggets of gold in the rivers and streams. The Spaniards also found an excellent harbor, which is now known as San Juan Bay.

Ponce de León returned to Puerto Rico again in 1508. One of the island's leaders supplied him with workers. The workers built a settlement near San Juan Bay and cleared land for a plantation while the Spaniards searched for gold.

In 1509, Ponce de León was appointed governor of Puerto Rico. He encouraged the Spanish to settle on the island and to search for more gold. In 1511, the native people of Puerto Rico rebelled because they no longer wanted to be controlled by the Spaniards. Ponce de León and the Spanish crushed the rebellion. In the meantime, Diego Columbus, the son of Christopher Columbus, was in charge of Hispaniola. He didn't like Ponce de León, so he forced Ponce de León to leave office.

Ponce de León decided to explore new lands outside the territory governed by his enemy, Diego Columbus. In March of 1513, Ponce de León sailed from Puerto Rico. He and his crew sighted land on April 3rd. Ponce de León thought he had come upon another island, but in fact, it was a peninsula—an area of land that is almost completely surrounded by water. Ponce de León had arrived at the land that is now Florida!



Check for Understanding

- Who was Ponce de León?
- Where did he travel?
- What was the purpose of his expedition?

- Direct students to Activity Page 3.2. Tell students that they will draw three pictures to illustrate three of the main ideas in the reading.
- If time permits, have student volunteers share their drawings with the rest of the class.



Reading Reading/Viewing Closely

Entering/Emerging

Offer students 1:1 substantial support by reading aloud the text to model fluency and provide comprehension support. Guide identification of a main idea for each paragraph.

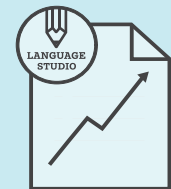
Transitioning/Expanding

Offer students moderate support, asking text-dependent questions at the end of each paragraph to help students identify the main idea.

Bridging

Offer students light support, asking text-dependent questions at the end of each paragraph to help students infer the main idea.

Activity Page 3.2



LANGUAGE PROFICIENCY ASSESSMENT

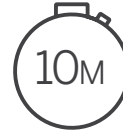
Reading

- 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 | U9 L3 |
| Activity Name | "Juan Ponce de León's Expeditions" Main Ideas Drawings |
| Proficiency Levels | |
| Entering | Student draws basic images with 1:1 support. |
| Emerging | Student draws basic images with moderate support. |
| Transitioning | Student draws basic images with little support. |
| Expanding | Student draws detailed images with little support. |
| Bridging | Student draws detailed images independently. |

Lesson 3: Juan Ponce de León

Vocabulary Building



Primary Focus: Students will use knowledge of word roots to determine the meaning of unknown words.

ROOT TRANS- (10 MIN.)

- Ask students how knowing the meaning of parts of words help us figure out their meaning.
 - » They can help us figure out the meanings of words. We can use a known root as a clue to the meaning of an unknown word with the same root.
- Say, *In the reading, “Juan Ponce de León’s Expeditions,” some words contain the root trans-. The root trans- means “across, over.”*
- Write the following sentence on the board: That all changed in the spring of 1493, when Christopher Columbus returned to Europe after his first transatlantic voyage.
- Ask students to look at the word *transatlantic*.
- Ask student what *trans* may mean.
- Tell students the root word *trans-* means “across, over.” Use hand motions to indicate the meaning of *over* or *trans* by placing one hand over the other.
- Ask students what they think the word *transatlantic* means.
 - » across the Atlantic Ocean
- For extra support, break apart the word the word *translate*.
 - » change over into a new language
- **Think-Pair-Share:** Provide pairs with paper. Have each partner write a sentence using *transatlantic* or *translate*. Have students share their sentence with their partner. Encourage students to use a dictionary to look up other words that begin with the root *trans-*.

End Lesson

Support

Give students additional examples of words with the root word *trans-*: *transportation* and *transform*. Help them understand how the root word helps you understand the meaning of the word.



Reading Reading/Viewing Closely

Entering/Emerging

Provide students substantial support in using *transatlantic* and *translate* in a sentence. Review with students the meaning of the root *trans-*.

Transitioning/Expanding

Provide students moderate support in using *transatlantic* and *translate* in a sentence. Have students recall the meaning of the root *trans-*.

Bridging

Provide students light support in using *transatlantic* and *translate* in a sentence. Have students brainstorm additional words with the root *trans-*.

4

Hernando de Soto

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to an informational passage and ask and answer questions about the text.

Reading

Students will identify adverbials used in sentences about Hernando de Soto.

LANGUAGE PROFICIENCY ASSESSMENT**Listening****Hernando de Soto Discussion** [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Listen Closely | | |
| Hernando de Soto | 20 min. | <input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 4.2 <input type="checkbox"/> Sticky Notes or Note Cards |
| Looking at Language | | |
| Adverbials | 10 min. | <input type="checkbox"/> Activity Page 4.3 |

ADVANCE PREPARATION

Listen Closely

- Students will need Sticky notes or note cards for Listen Closely.
- Label chart paper with “Hernando de Soto.”
- Create the following charts on the board or on chart paper:

| Wh– questions | | | | | |
|----------------------|-------|--------|-------|------------|------|
| Who? | What? | Where? | When? | Which one? | How? |

Looking at Language

| Types of Adverbs | | |
|-------------------------|--|---|
| Time | tell <i>when, how often, or how long</i> | Ponce de León had explored Florida <u>first</u> . |
| Place | tell <i>where</i> | Pánfilo de Narváez marched <u>inland</u> in search of gold. |
| Manner | tell <i>how</i> something is done | Juan Ortiz had been treated <u>cruelly</u> by one Native American chief. |
| Degree | tell <i>how much or how little</i> | Native Americans had learned that the arrival of Spaniards was <u>usually</u> bad news. |

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate understanding of the passage by answering comprehension questions
- Discuss original wh– questions written by each student
- Discuss how to include adverbs into sentences

Language Forms and Functions

Soto thought he could achieve more than Ponce de Leon Narvaez because...

I wonder why/where/who/what Soto...

We can describe how Mary walked by saying...

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---------------------------------|---------------------------------------|---------------------------------|
| scouting party | abandoned disastrous expedition | village |

Lesson 4: Hernando de Soto

Listen Closely



Primary Focus: Students will listen to an informational passage and ask and answer questions about the text.

HERNANDO DE SOTO (20 MIN.)

- Ask students to recall what they learned in the previous lessons about the conquistadors who traveled to North America.
- Tell students that today they will learn about another conquistador, Hernando de Soto.
- Tell students that before embarking on his own expedition, de Soto traveled to the continent of South America in the New World with Francisco Pizarro, another conquistador. De Soto learned from Pizarro just as Juan Ponce de León had traveled with and learned from Christopher Columbus.
- Tell students that as you read aloud, they should listen carefully and think about the information in the text.
- Remind students that one way to listen actively to a presentation or a story is to ask themselves questions or jot down questions to ask later.
- Tell students that asking questions while they listen will help them pay attention to the text.
- Explain to students that many questions begin with the letters *wh*. Tell students that these questions are called *wh*– questions.
- Refer to the chart on the board or chart paper.

| Wh– questions | | | | | |
|----------------------|-------|--------|-------|------------|------|
| Who? | What? | Where? | When? | Which one? | How? |

- Review each question word with students. Have students choral read each word from the chart.



- Read aloud the passage below from Activity Page 4.1.

Hernando de Soto Preparing for the Expedition

Hernando de Soto knew about the explorations of Ponce de León and Narváez. He knew it would be dangerous to explore Florida, but he felt he could achieve more than the men who had explored before him. After all, de Soto had been in Peru with Francisco Pizarro, one of the most successful of all the conquistadors, when Pizarro captured the Inca emperor Atahualpa [ah-tah-WAL-pa]. De Soto had helped collect the great ransom of silver and gold that made Pizarro very rich. De Soto, too, became a wealthy man through his relationship with Pizarro. De Soto believed he could make even more money by conquering Florida and gathering the gold that was rumored to be there. De Soto invested much of his own money in his Florida expedition, and he prepared for it carefully. De Soto signed up many other experts for the expedition, including soldiers, sailors, tailors, shoemakers, engineers, and priests. Most of the 700 men on his expedition were Spaniards, but there were a number of recruits from other countries in Europe. The expedition sailed from Spain in April of 1538. After a year in Cuba, de Soto and his men sailed to Florida, arriving at the end of May in 1539.

- **Model** asking *wh*- questions about the reading. Stop to explain any difficult vocabulary.
- Ask students the following questions:
 - Which explorers did de Soto know about their explorations?
 - » Ponce de León and Narváez
 - What did de Soto already know about Florida?
 - » that it would dangerous to explore
 - What did de Soto think that he could do that Ponce de León and Narváez hadn't done?
 - » achieve more in Florida
 - Why did de Soto think he could achieve more than Ponce de León and Narváez?
 - » He had been with Francisco Pizarro when he captured the Inca emperor and took his silver and gold.

- What types of experts did de Soto sign up to go with him to Florida?
 - » soldiers, sailors, tailors, shoemakers, engineers, and priests
 - Where did these experts come from?
 - » mostly Spain and other countries in Europe
 - When did de Soto arrive in Florida?
 - » 1539
- Provide each student with sticky notes or note cards.
 - Tell students that you will read another passage and pause during reading to give them time to write a *wh*- question on their sticky notes about the information you have just read.
 - Tell them that when you finish reading, they will use their *wh*- questions to discuss what they learned about Hernando de Soto.
 - Read aloud the passage below from Activity Page 4.2.

Hernando de Soto Finding Juan Ortiz at de Soto's Base Camp

De Soto sent a **scouting party** inland, and the men discovered an abandoned Native American village. Finding abandoned villages was not unusual. By this time, Native Americans had learned that the arrival of Spaniards was usually not good news. Many Native American chiefs decided the safest course of action was to abandon their village and avoid the Spanish. Sometimes the Native American groups would return to their village after the Spanish had moved away. De Soto and his men established a base in the abandoned village and began to explore the surrounding land. They made a remarkable discovery during their exploration. They found a Spaniard who had been living among the Native Americans and had learned a little of their language. His name was Juan Ortiz, and he had been a member of the **disastrous** Narváez expedition. Ortiz had been treated cruelly by one Native American chief and was later adopted by another Native American group. The Spanish were astonished to find him living like a Native American. Native Americans would sometimes adopt outsiders—including Europeans—into their groups, even though their experience taught them that Europeans were interested in conquering their lands. The Spanish listened to Ortiz's stories and made Ortiz one of their translators.

Informal Observation



Activity Page 4.2





Listening Listening Actively

Entering/Emerging

Ask students questions that begin with *wh*–.

Provide support to help them answer the questions correctly.

Transitioning/Expanding

Encourage students to ask *wh*– questions and then answer them.

Bridging

Ask students to make statements about the passage that answer *wh*– questions.

Challenge

Ask students to list words that are adverbs.

Support

Have students use the “Types of Adverbs” chart to help them understand and identify the types of adverbs.

- After reading, choose a student volunteer to read a question from a sticky note. Continue having students take turns reading and answering questions. Guide students to place sticky notes on the sheet of chart paper labeled “Hernando de Soto.”



Check for Understanding

- Who was Hernando de Soto?
 - » an explorer from Spain
- What did de Soto do?
 - » explored Florida looking for gold and silver

LANGUAGE PROFICIENCY ASSESSMENT

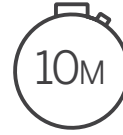
Listening

- 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 | U9 L4 |
| Activity Name | Hernando De Soto Discussion |
| Proficiency Levels | |
| Entering | Student creates <i>wh</i> – questions with 1:1 support. |
| Emerging | Student creates <i>wh</i> – questions with moderate support. |
| Transitioning | Student creates <i>wh</i> – questions with little support. |
| Expanding | Student creates <i>wh</i> – questions independently. |
| Bridging | Student creates <i>wh</i> – questions independently, referencing specific ideas from the passage. |

Lesson 4: Hernando de Soto

Looking at Language



Primary Focus: Students will identify adverbials used in sentences about Hernando de Soto.

ADVERBIALS (10 MIN.)

- Remind students that they have learned about noun phrases. Recall that a noun phrase includes a noun and the adjectives that help describe the noun.
- Tell students that today they will learn about another way to expand sentences.
- Clarify that a verb is a word that describes an action.
- Tell students that an adverb is a word that describes a verb.
- Say the sentence, *She walked*.
- Tell students that *walked* is a verb and that you can describe the verb *walked* with an adverb: "Mary walked quietly."
- **Think-Pair-Share:** Have student pairs brainstorm other words that could tell how Mary walked.
- Refer to the Adverb Chart and explain the different types of adverbs.

| Types of Adverbs | | |
|------------------|--|---|
| Time | tell <i>when, how often, or how long</i> | Ponce de León had explored Florida <u>first</u> . |
| Place | tell <i>where</i> | Pánfilo de Narváez marched <u>inland</u> in search of gold. |
| Manner | tell <i>how</i> something is done | Juan Ortiz had been treated <u>cruelly</u> by one Native American chief. |
| Degree | tell <i>how much or how little</i> | Native Americans had learned that the arrival of Spaniards was <u>usually</u> bad news. |

- Direct students to Activity Page 4.3. Tell students that they will underline the adverb in each sentence. Then they will name the type of adverb.

End Lesson



Reading
Modifying to Add Details

Entering/Emerging

Provide students 1:1 support in identifying adverbs in sentences. Remind students that adverbs provide more information about verbs, adjectives, or other adverbs. Help students use the adverb chart to identify the type of adverb.

Transitioning/Expanding

Offer students moderate support in identifying adverbs in sentences. Point out how the adverbs modify, or provide more information about verbs, adjectives, and other adverbs. Remind students to use the adverb chart to identify the type of adverb.

Bridging

Offer students light support in identifying adverbs in sentences. Remind students that adverbs modify, or provide more information about verbs, adjectives, and other adverbs.

5

Francisco Vasquez de Coronado

PRIMARY FOCUS OBJECTIVE(S)**Reading**

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

Students will identify adverbial phrases used in sentences regarding Francisco Vasquez de Coronado.

FORMATIVE ASSESSMENT**Reading**

Francisco Vasquez de Coronado Vocabulary Words
[Activity Page 5.2]

LANGUAGE PROFICIENCY ASSESSMENT**Reading**

Adverbial Phrases [Activity Page 5.3]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|--|
| Vocabulary Building | | |
| Francisco Vasquez de Coronado | 20 min. | <input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 5.2 |
| Looking at Language | | |
| Adverbial Phrases | 10 min. | <input type="checkbox"/> Activity Page 5.3 |

ADVANCE PREPARATION

Vocabulary Building

- Display a map of the United States.
- Organize students into small groups of three or four.
- Display the key vocabulary words on the board/chart paper: *forces, scouting, massive, observed, roamed, grazed, nomadic, dung*
- Provide small groups with reference materials (print or online dictionaries).

Looking at Language

- Display the following sentences on the board/chart paper:
 - Coronado and his men marched north through the hot, dry lands of northern Mexico.
 - In the following weeks, Coronado and his men continued to explore the region of Cibola.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss one fact learned about Hernando de Soto in the previous lesson
- Discuss the meaning of unknown words with partners based on context clues
- Identify adverbials in example sentences

Language Forms and Functions

One thing I learned about Hernando de Soto is ...

I think that this word means _____ because ...

The adverbial in this sentence is _____. It is a _____ adverbial.

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---------------------------------|--|---------------------------------|
| dung nomadic | forces grazed massie observed roamed scouting | |

Lesson 5: Francisco Vasquez de Coronado

Vocabulary Building



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

FRANCISCO VASQUEZ DE CORONADO (20 MIN.)

- Ask volunteers to share one fact they learned about Henry de Soto in the previous lesson. Possible responses:
 - Before exploring Florida, Henry de Soto knew that Florida could be dangerous.
 - De Soto thought he could achieve more than Ponce de León and Narváez because he had been with Francisco Pizarro when Pizarro captured the Inca emperor and took his silver and gold.
 - In addition to sailors, de Soto signed up soldiers, sailors, tailors, shoemakers, engineers, and priests to sail with him to Europe.
 - De Soto found a Spaniard in Florida who had been living among the natives who had learned a little of their language. His name was Juan Ortiz.
- Tell students that today they will read about another conquistador named Francisco Vasquez de Coronado.
- Explain to students that Coronado and his crew traveled approximately 4,000 miles in the southwestern region of what is now the United States.
- Tell them that Coronado and his crew were searching for gold and that it was a long, hard, frustrating trip.
- Point to the Southwest on a map of the United States.
- Ask students if they remember the meaning of *conquistador*?
 - » It is the Spanish word for conqueror. Conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and gain control of land.
- Tell students that as they read about Coronado, they will come across some difficult words.

Activity Page 5.1



Challenge

Ask students to find at least one other word they don't know on Activity Page 5.1 and use context clues and reference materials to determine the meaning of the word.

- Refer students to the words on the board/chart paper: *forces*, *scouting*, *massive*, *observed*, *roamed*, *grazed*, *nomadic*, and *dung*.
 - Say each word and have students repeat the word after you.
- Tell students that as they read, they should use context clues to help them figure out the meanings of these words.
- Ask students to explain what a “context clue” is.
 - » hints that the authors gives to help define a difficult word or unusual word
- Explain to students that when they are trying to figure the meaning of an unknown word, they should look at the words and phrases that come before and after the word.
- Tell students that the surrounding words and phrases often provide clues about the meaning and structure of the new word as well as how the word is used.
- Direct students to Activity Page 5.1. Ask students to listen attentively as you read aloud the passage. Tell them to pay special attention to the words in bold.
- After reading, break students into small groups and assign one or two of the bold words to each group.

Francisco Vasquez De Coronado

Francisco Vasquez de Coronado and his men explored the region of Cibola. They found many pueblo villages, but no gold. Coronado decided to split his **forces**. He sent **scouting** parties, or groups, off in several different directions. One party traveled northwest through Hopi territory in what is now northern Arizona. They continued until they came upon a **massive** canyon, more than a mile deep. The canyon was the Grand Canyon! These men from the Coronado expedition became the first Europeans known to see the Grand Canyon. Another party traveled southwest along the Colorado River. Today this section of the river forms the border between California and Arizona. A third party headed east from Cibola through eastern New Mexico. This party crossed the Rio Grande, a large river that runs south through New Mexico and now forms the border between the United States and Mexico.

Coronado and his men passed north through the land of the twelve Rio Grande Pueblos. They **observed** the Great Plains where great herds of buffalo **roamed**, or wandered. The shaggy buffalo fascinated the Spaniards. At first they found it difficult to hunt these massive animals. In time, however, they learned to hunt the animal with spears just like the Native Americans.

One of their native guides told them about a place far to the east called Quivira, a wealthy city. Hearing this, Coronado decided to march east, hoping to find Quivira and the gold he had missed in Cibola. Coronado and his men crossed into Texas, then onto the Great Plains, where tens of thousands of buffalo **grazed** around them.

During their journey, they met the Querechos [kuh-RAH-choes], **nomadic** natives of the Great Plains, who lived by following the buffalo herds. These Native Americans were buffalo hunters. They ate the meat of the buffalo. They used buffalo skins to make clothing and shoes. They used buffalo bones, as well as stones, to make tools. They burned buffalo **dung**, or manure, for fuel. Coronado and his men learned a lot about the Querechos' way of life, including the fact that the Querechos had no gold. Coronado and his men decided to move on and made their way through parts of Texas, Oklahoma, and Kansas.

Finally, Coronado and his men reached Quivira [KWAH-veer-ah]. Rather than a wealthy city, they found a few villages and some grass huts. Again, they did not find gold. Coronado and his men, who had been so confident that they would find gold, were unsuccessful. They returned to Mexico empty-handed and not one bit richer.

-
- Provide students with reference materials to complete the graphic organizer on Activity Page 5.2 for their assigned word(s).
 - Then have student groups partner with another group that was assigned to a different word. Have the partner groups teach each other the words and work together to add information to their graphic organizers. Continue to partner different groups until each student has completed a graphic organizer that includes the eight words.



Reading Selecting Language Resources

Entering/Emerging

Provide students 1:1 support in highlighting the words and phrases on Activity Page 5.1. Provide assistance in using the dictionary to search for the vocabulary words. Remind students that dictionaries are organized alphabetically.

Transitioning/Expanding

Provide students moderate support in highlighting the words and phrases on Activity Page 5.1. Provide assistance in using the dictionary to search for the vocabulary words.

Bridging

Provide students light support in highlighting the words and phrases that provide context to the meaning of the vocabulary words on Activity Page 5.1.

Activity Page 5.2



Lesson 5: Francisco Vasquez de Coronado

Looking at Language



Primary Focus: Students will identify adverbial phrases used in sentences regarding Francisco Vasquez de Coronado.

ADVERBIAL PHRASES (10 MIN.)

- Ask students what they have learned about adverbs in previous lessons.
 - Adverbs can describe verbs, adjectives, or other adjectives.
 - Adverbs expand sentences to provide details.
 - Adverbs of time tell *when*, *how often*, or *how long*.
 - Adverbs of place tell *where*.
 - Adverbs of manner tell *how* something is done.
 - Adverbs of degree tell *how much* or *how little*.
- Tell students that they have already practiced expanding sentences with adverbs and that in this lesson, they will expand sentences with adverbial phrases.
- Explain to students that an adverbial phrase includes two or more words together that do the work of an adverb.
 - Adverbial phrases also tell *when*, *how often*, or *how long*, *where*, *how*, and *how much* or *how little*. *Let's examine a sentence that includes an adverbial phrase.*
- Refer students to the following sentence on the board/chart paper: Coronado and his men marched north through the hot dry lands of northern Mexico.
- Ask students to identify an adverb or adverbial phrase in this sentence.
 - Invite students to come up and underline the adverb/adverbial phrases.
 - » Coronado and his men marched north through the hot dry lands of northern Mexico.
- Explain that the adverbs/adverbial phrases in this sentence add details about where Coronado marched.
- Refer students to the following sentence on the board/chart paper: In the following weeks, Coronado and his men continued to explore the region of Cibola.

Support

Have students work together to complete Activity Page 5.3.

Challenge

Have students write a short paragraph about Coronado that includes two to three adverbial phrases.

- Ask students to identify an adverb or adverbial phrase in this sentence.
 - Invite students to come up and underline the adverb/adverbial phrases.
 - » In the following weeks, Coronado and his men continued to explore the region of Cibola.
- Explain that the adverbial phrase in this sentence describes when and for how long the men explored.
- Tell students that they will practice creating adverbial phrases to expand, or add details, to sentences.
- Direct students to Activity Page 5.3. Read the directions and explain to students that they will underline the adverbial phrase in each sentence. Then they will identify the type of phrase by using the chart.
- Read the chart aloud to students and explain the four types of adverbial phrases.

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 | U9 L5 |
| Activity Name | Adverbial Phrases |
| Proficiency Levels | |
| Entering | Student identifies adverbial phrases with 1:1 support. |
| Emerging | Student identifies adverbial phrases with moderate support. |
| Transitioning | Student identifies and categorizes adverbial phrases with little support. |
| Expanding | Student identifies and categorizes adverbial phrases with peer support. |
| Bridging | Student identifies and categorizes adverbial phrases independently. |

End Lesson

Activity Page 5.3



Reading Modifying to Add Details

Entering/Emerging

Provide students 1:1 support in identifying adverbial phrases. Review with students that adverbial phrases tell *when*, *how often*, or *how long*, *where*, *how*, and *how much* or *how little*. Review using the Adverbial Phrase chart.

Transitioning/Expanding

Offer students moderate support in identifying adverbial phrases. Remind students that adverbial phrases modify verbs, adjectives, or other adverbs. Remind students to use the Adverbial Phrase chart.

Bridging

Offer students light support in identifying adverbial phrases in sentences. Remind students that adverbs/adverbial phrases modify verbs, adjectives, or other adverbs.

6

Spanish Settlements

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write summaries using complete sentences and key words.

Reading

Students will expand sentences with prepositional phrases to provide details to a sentence.

FORMATIVE ASSESSMENT**Reading**

Prepositional Phrases [Activity Page 6.3]

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

Summary of “Life in a Spanish Mission”
[Activity Page 6.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Write About It | | |
| Spanish Settlements | 20 min. | <input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 6.2 |
| Looking at Language | | |
| Prepositional Phrases | 10 min. | <input type="checkbox"/> Activity Page 6.3 |

ADVANCE PREPARATION

Write About it

- Display a world map or a globe.
- Write the following passage on chart paper: “The native peoples attended schools in the missions where they received instruction from priests, who included religious teachings in the lessons. They were taught about Christianity and the life, death, and resurrection of Jesus Christ. They learned to recite Christian prayers. A typical day in a mission usually involved religion classes and religious services. Adults and older children worked on the mission’s farms or orchards, while young children were taught to read, write, and speak in Spanish—not their native language.”
- Gather highlighters, one for each student.

Looking at Language

- Write the following sentences on the board or on chart paper:
 - The Spanish began establishing missions in the Southwest.
 - The Spanish built missions along the Pacific Coast of California.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Recall facts about Francisco Vasquez de Coronado
- Identify prepositional phrases in a sentence
- Share completed prepositional phrases

Language Forms and Functions

One thing I know about Francisco Vasquez de Coronado is ...

The prepositional phrase in this sentence is ...

Pirates attacked Spanish ships _____.

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|--|---|--|
| mission Spanish | religious | church farm orchard |

Lesson 6: Spanish Settlements

Write About It



Primary Focus: Students will write summaries using complete sentences and key words.

SPANISH SETTLEMENTS (20 MIN.)

- Ask students to recall one fact about the conquistador Francisco Vasquez de Coronado from the previous lesson.
- Tell students that they are going to read and summarize information about the settlements that were established by the Spanish in the Caribbean, Mexico, and South America.
 - Point out the Caribbean, Mexico, and South America on a world map or a globe.
- Explain to students that when they summarize a text, they should look for important ideas and the important details that support those ideas.
- Tell them that some information in the text may be interesting but not necessarily important to the main ideas.
- Tell students that when they write a summary, they should use their own words rather than copying the author's exact words.
- Tell students that you will read a passage from the text together, and that you will model how to highlight the important ideas and details in the passage. Then you will show them how you summarize the passage.
- Refer students to the passage on the board or on chart paper: "The native peoples attended schools in the missions where they received instruction from priests, who included religious teachings in the lessons. They were taught about Christianity and the life, death, and resurrection of Jesus Christ. They learned to recite Christian prayers. A typical day in a mission usually involved religion classes and religious services. Adults and older children worked in the mission's farms or orchards, while young children were taught to read, write, and speak in Spanish—not their native language."

Activity Page 6.1



- Model highlighting important ideas and phrases.
 - “The native peoples attended schools in the missions where they received instruction from priests, who included religious teachings in the lessons. They were taught about Christianity and the life, death, and resurrection of Jesus Christ. They learned to recite Christian prayers. A typical day in a mission usually involved religion classes and religious services. Adults and older children worked in the mission’s farms or orchards, while young children were taught to read, write, and speak in Spanish—not their native language.”
- Model summarizing the text.
 - The native peoples went to mission schools where they learned about Christianity. Adults and older children worked on the farms and orchards. Young kids learned to read, write, and speak in Spanish.
- Direct students to Activity Page 6.1.
- First, read aloud the passage to students. Discuss any vocabulary that might be difficult, such as the word “instruction.”

Life in a Spanish Mission

In the 1590s, the Spanish began establishing missions in the Southwest, in what we now call the states of New Mexico, Arizona, and Texas. In the 1700s, the Spanish built a string of missions along the Pacific Coast of California. The Spanish established the missions for two reasons. They wanted to convert the natives to Christianity, and they needed allies in North America. Many American cities in the Southwest began as missions named after Christian saints, including San Diego, San Francisco, San Jose, and Santa Barbara in California, and San Antonio in Texas. The center of each mission was a church. Churches were built of stone masonry or adobe—clay bricks—depending on the local materials. Missionaries often lived in one building, and the converted Native Americans lived within the mission in their own houses, which were also built of stone or adobe. Most missions included farms and orchards for growing food. The native peoples learned to grow crops, such as corn, wheat, and barley, using European farming techniques. Some natives also learned skills, such as carpentry, woodworking, weaving, soap-making, and candle-making. Livestock, including cattle and sheep, were raised on cattle ranches located just outside some missions. Most missions included bakeries, workshops, and storerooms for the crops that were grown there. Many missions included skilled tailors, carpenters, and blacksmiths.

- After reading, ask students to reread the passage independently and to highlight the important ideas and details in the passage.
- Direct students to Activity Page 6.2.
- Tell students they will be writing a summary of the passage they just read in Activity Page 6.1. Reemphasize to students that when they write their summary, they should use their own words rather than copy the author's exact words.
- Explain that they should refer to the ideas and details they highlighted to help guide their summary.

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 | U9 L6 |
| Activity Name | Summary of "Life in a Spanish Mission" |
| Proficiency Levels | |
| Entering | Student contributes basic ideas with 1:1 support. |
| Emerging | Student contributes basic ideas with moderate support. |
| Transitioning | Student writes a detailed summary with little support. |
| Expanding | Student writes a detailed summary independently. |
| Bridging | Student writes a detailed summary independently, synthesizing details from the text. |

Activity Page 6.2



Support

Circulate as students read and highlight the passage on Activity Page 6.1. Assist students with difficult words or concepts. Have students work together on Activity Page 6.2.



Writing

Entering/Emerging

Provide students 1:1 support by asking text-dependent questions (main idea and important details) about the passage on Activity Page 6.1. Read and identify text-dependent concepts, using finger sweeping.

Transitioning/Expanding

Provide students moderate support by asking text-dependent questions (main idea and important details) about the passage on Activity Page 6.1.

Bridging

Provide students light support by asking text-dependent questions (main idea and important details) about the passage on Activity Page 6.1.

Lesson 6: Spanish Settlements

Looking at Language



Primary Focus: Students will expand sentences with prepositional phrases to provide details to a sentence.

PREPOSITIONAL PHRASES (10 MIN.)

- Remind students that in previous lessons they learned about adverbs and adverbial phrases.
- Review what students have learned about adverbs and adverbial phrases.
 - Adverbs and adverbial phrases describe verbs, adjectives, or other adjectives.
 - Sentences can be expanded with adverbs and adverbial phrases to add details.
 - Adverbs and adverbial phrases of time tell *when*, *how often*, or *how long*.
 - Adverbs and adverbial phrases of place tell *where*.
 - Adverbs and adverbial phrases of manner tell *how* something is done.
 - Adverbs and adverbial phrases of degree tell *how much* or *how little*.
- Tell students that they have already learned to expand sentences with adverbial phrases and that now they will learn a different way to expand sentences.
- Explain to students that they can also add details to sentences with prepositional phrases.
 - Explain that a prepositional phrase includes a preposition (a preposition can show direction or position, such as *in*, *on*, *under*), the object of the preposition (a noun or pronoun), and any words that modify, or describe, the object.
- Refer students to the following sentence on the board/chart paper:
 - The Spanish established missions in the Southwest.
- Ask a student volunteer to identify the prepositional phrase in this sentence.
 - » The Spanish began establishing missions in the Southwest.

Support

Have students work together to complete Activity Page 6.3.

Challenge

Have students write a short paragraph about Spanish settlements in North America that includes two or three prepositional phrases.

- Explain that this prepositional phrase helps readers understand *where* the missions were established.
- Refer students to the next sentence on the board: The Spanish built missions along the Pacific Coast of California.
- Ask another student volunteer to identify the prepositional phrase in this sentence.

» The Spanish built missions along the Pacific Coast of California.

- Discuss that the prepositional phrase in this sentence describes *where* the Spanish built the missions.
- Direct students to Activity Page 6.3.
- Tell students they will now practice creating prepositional phrases to expand, or add details, to sentences.
- Explain to students that they will complete each sentence with a prepositional phrase. Remind them that the Word Box at the top of the page has prepositional phrases that they can choose from.
- Have students share their answers with the class.

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

## Activity Page 6.3



### Writing Modifying to Add Details

#### Entering/Emerging

Provide students 1:1 support in writing prepositional phrases in the sentences. Remind students that prepositional phrases can show direction or position. Refer students to the prepositional phrase chart for support.

#### Transitioning/Expanding

Offer students moderate support in writing prepositional phrases in the sentences. Remind students that prepositional phrases can show direction or position. Refer students to the prepositional phrase chart for help.

#### Bridging

Offer students light support in writing prepositional phrases in the sentences.

## 7

# John Cabot

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

Students will take notes while listening to an informational passage about Cabot's first two voyages.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Two-Column Note-Taking Chart** [Activity Page 7.2]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                                                              |
|-----------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listen Closely</b> |         |                                                                                                                                        |
| Taking Notes          | 30 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2<br><input type="checkbox"/> Activity Page 7.3 |

## ADVANCE PREPARATION

### Listen Closely

- Display the Note-Taking Guidelines Chart on the board/chart paper:

| Note-Taking Guidelines                                                                                                  |                                                                                                    |                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Listen carefully!                                                                                                       | Summarize!                                                                                         | Get organized!                                                                                                            |
| 1. Pay close attention.<br>2. Write down new vocabulary words.<br>3. Write questions about things you don't understand. | 1. Write down only the important ideas.<br>2. Draw pictures if they help you understand the ideas. | 1. Use numbers to organize your notes.<br>2. Add to your notes by drawing diagrams or charts.<br>3. Use two-column notes. |

- Display the Two-Column Note Chart on the board or on chart paper:

| Title of Passage |                   |
|------------------|-------------------|
| Main Ideas       | Important Details |



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate understanding by answering comprehension questions
- Compare two-column notes in pairs

### Language Forms and Functions

The phrase *active listening* means...

One thing I learned is...

Something John Cabot did was...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| Atlantic<br>Newfoundland        | channel<br>encountered<br>voyage | ship                            |

## Lesson 7: John Cabot

## Listen Closely



**Primary Focus:** Students will take notes while listening to an informational passage about Cabot's first two voyages.

**TAKING NOTES (30 MIN.)**

- Ask students volunteers to give one fact about what they have learned in previous lessons about Early Explorations of North America.
- Tell students that in this lesson, they will find out about John Cabot, an Italian explorer who sailed for England.
- Tell students that you will read a passage about John Cabot and that as you read, they will take notes about the important facts and ideas.
- Explain that taking notes will help them:
  - listen carefully.
  - pay attention.
  - remember what they hear.
  - review and study what they learned.
- Refer students to the Note-Taking Guidelines.

| Note-Taking Guidelines                                                                                                    |                                                                                               |                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Listen carefully!                                                                                                         | Summarize!                                                                                    | Get organized!                                                                                                            |
| 1. Pay close attention.<br>2. Write down new vocabulary words.<br>3. Write questions about anything you don't understand. | 1. Write down the important ideas.<br>2. Draw pictures if they help you understand the ideas. | 1. Use numbers to organize your notes.<br>2. Add to your notes by drawing diagrams or charts.<br>3. Use two-column notes. |

- Refer students to the Two-Column Note Chart.

| Title of Passage |                   |
|------------------|-------------------|
| Main Ideas       | Important Details |

- Tell students they will use a two-column chart to take notes as they listen closely to the reading.
  - A two-column chart has two columns. In the column on the left, you write the main ideas. In the column on the right, you write important details about those main ideas.
  - Tell students they can also draw pictures and write down any words they don't understand.
- Tell students that as they read aloud the passage about John Cabot, they will model using a two-column chart to take notes and that afterwards, they will listen to another passage and will use a two-column chart to take notes about the passage.



### Check for Understanding

Ask students to explain the meaning of the phrase “active listening” and tell why active listening is important. Ask them to relate a strategy they might use to listen actively.

- Begin reading Activity Page 7.1 paragraph 1.



### Cabot's First and Second Journeys

Cabot attempted three voyages across the Atlantic. The first voyage departed from Bristol, England and was not successful. Cabot and his men encountered terrible weather and ran short of supplies. In addition, Cabot and his crew disagreed about their route. Since they had so much trouble, Cabot decided to turn around and sail back to Bristol.

- Stop and model filling in the two-column chart with the main ideas and important details from paragraph 1.

| Cabot's First and Second Journeys |                                                                                                                                                                          |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Ideas                        | Important Details                                                                                                                                                        |
| First voyage unsuccessful         | <ul style="list-style-type: none"> <li>• bad weather</li> <li>• short of supplies</li> <li>• Cabot and crew disagree about route</li> <li>• return to England</li> </ul> |

- Read aloud paragraph 2.

Cabot's second voyage was more successful. Again, he had only one ship. It was a small ship, called the *Matthew*, with a crew of just eighteen men. Cabot and his men set sail from Bristol in May 1497. They sailed past Ireland and across the Atlantic. On June 24, they sighted land. Historians believe that Cabot landed his ship somewhere in the area of southern Labrador, Newfoundland, or Cape Breton Island in present-day Canada, but the exact location is not known for certain.

- Stop and model filling in the two-column chart with the main ideas and important details from paragraph 2.

| Cabot's First and Second Journeys |                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Ideas                        | Important Details                                                                                                                                                                                                                                                                                                     |
| First voyage unsuccessful         | <ul style="list-style-type: none"> <li>• bad weather</li> <li>• short on supplies</li> <li>• Cabot and crew disagree about route</li> <li>• return to England</li> </ul>                                                                                                                                              |
| Second voyage more successful     | <ul style="list-style-type: none"> <li>• one ship and a small crew</li> <li>• left England in May 1497</li> <li>• sailed across the Atlantic</li> <li>• sighted land on June 24</li> <li>• landed probably near Labrador, Newfoundland, or Cape Breton Island</li> <li>• exact location not known for sure</li> </ul> |

### Activity Page 7.2



### Activity Page 7.3



### Support

At stopping points, circulate to help students identify main ideas.

- Tell students that now they will listen to another passage and that as they listen, they will take notes about the information they hear.
- Direct students to Activity Pages 7.2 and 7.3.
- Read aloud Activity Page 7.3. Stop and provide ample time for students to take notes on Activity Page 7.2.

### Cabot on the Coast of North America

Cabot did not spend much time on land. It appears that he and his men left the ship only once and did not wander more than a few hundred feet inland. They did not encounter any Native Americans but did find signs of their settlement. Cabot claimed the land for England, collected some fresh water, and got back on board his ship. Cabot and his men explored the coast of the area now known as the Cabot Strait—a channel sixty miles wide between northern Cape Breton Island and southwestern Newfoundland. Cabot and his crew discovered some very good fishing grounds as they explored the coast. As far as we know, Cabot was the first European to set foot in this part of North America since the Vikings about 500 years earlier.

- **Think-Pair-Share:** Have student pairs share and compare their two-column notes. Encourage them to add important information they may have missed.

## 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        | U9 L7                                                    |
| Activity Name      | Two-Column Note-Taking Chart                             |
| Proficiency Levels |                                                          |
| Entering           | Student copies basic information with 1:1 support.       |
| Emerging           | Student copies basic information with moderate support.  |
| Transitioning      | Student copies basic information.                        |
| Expanding          | Student copies detailed information with little support. |
| Bridging           | Student copies detailed information independently.       |

End Lesson



### Listening Listening Actively

#### Entering/Emerging

Offer students 1:1 support by asking text-dependent questions about the main ideas and important details in the passage. Allow students ample time to write their notes.

#### Transitioning/Expanding

Offer students moderate support by asking text-dependent questions about the main ideas and important details in the passage. Allow students ample time to write their notes.

#### Bridging

Offer students light support by asking text-dependent questions about the main ideas and important details in the passage. Allow students ample time to write their notes.

## 8

# Henry Hudson

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

Students will read an informational text to compare and contrast the three voyages of Henry Hudson.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Henry Hudson's Three Voyages** [Activity Page 8.2]

## LESSON AT A GLANCE

|                           | Time    | Materials                                                                                |
|---------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>      |         |                                                                                          |
| Comparing and Contrasting | 30 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 8.2 |

## ADVANCE PREPARATION

### Read About It

- Find a world map or globe to refer to while discussing Hudson's three voyages.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                      |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>Relay facts previously learned about John Cabot</li> <li>Review what comparing and contrasting means</li> <li>Collaborate to fill out the graphic organizer and discuss important ideas from the text</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                            |                                  |                                 |
| Cabot's first journey across the Atlantic was _____ because...<br>When you compare, you _____, and when you contrast, you _____.<br>Hudson's voyages were similar because... They were different because...                                             |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                              |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                         | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| archipelago<br>east coast                                                                                                                                                                                                                               | narrowed<br>unfamiliar           | sailed                          |



## Lesson 8: Henry Hudson

## Read About It



**Primary Focus:** Students will read an informational text to compare and contrast the three voyages of Henry Hudson.

**COMPARING AND CONTRASTING (30 MIN.)**

- Ask student volunteers to provide facts about what they previously learned about John Cabot, such as the following:
  - Cabot attempted three voyages across the Atlantic Ocean.
  - Cabot's first voyage across the Atlantic was unsuccessful because of bad weather, short supplies, and fighting amongst the crew.
  - Cabot's second voyage was more successful; he made it across the Atlantic and sighted land.
  - Cabot discovered some good fishing grounds off the coast of Newfoundland.
- Tell students that in this lesson, they will learn about Henry Hudson, an English explorer.
  - John Cabot wanted to find a Northwest Passage to the Indies and so did Henry Hudson. Hudson made his first attempt to find the Northwest Passage in 1607, more than a hundred years after Cabot. Hudson and Cabot had similar ideas about how to sail to the Indies. Hudson's idea was to sail north, right over the North Pole. He knew the polar region was cold and icy but he also knew that the sun never set during the summer months. He thought the summer sun might melt the polar ice and make it possible to sail over the North Pole to Asia.
- Refer to a world map or a globe to show students the locations of England and the Indies. Refer to the map as you read about Hudson's three voyages.

- Tell students that the passage that they will be reading describes Henry Hudson’s three voyages to find the Northwest Passage to the Indies and that as they read, they will compare and contrast the three voyages, and then they will complete a compare and contrast chart about Hudson’s three voyages.
- Ask students what it means to compare and contrast something.
  - » When you compare, you find ways that things are alike; when you contrast, you find ways that things are different.
- Tell students that they will compare and contrast, or tell what was alike and different, about Hudson’s voyages.
- Direct students to Activity Page 8.1. Ask students to listen carefully as you read.

## Activity Page 8.1



### Henry Hudson’s Search for the Northwest Passage to the Indies

In May 1607, Hudson departed England with a small crew and a single ship named the *Hopewell*. Six weeks later, Hudson and his crew sighted the eastern coast of Greenland. They sailed along the eastern coast of Greenland then turned and sailed northeast. Hudson planned to travel north but the ice prevented him from traveling very far. As they continued their voyage, the men saw many **unfamiliar** creatures, including whales, seals, and walruses. In mid-July they reached the Spitsbergen **archipelago** [ahr-kuh-PELuh-goh], a chain of islands with an arctic climate. Hudson tried to navigate through the chain of islands but found that the chain was almost completely surrounded by pack ice—frozen seawater. Hudson’s ship was nearly stuck in the ice. For a while, it was “touch and go.” A few days later, Hudson gave up on his idea to reach the North Pole because the ice made it too difficult to continue. He turned around and returned to England.

- Stop and discuss the important details about Hudson's first voyage.
    - left England on the *Hopewell*
    - sighted Greenland
    - turned and sailed northeast
    - saw many unfamiliar creatures
    - almost got stuck in ice
    - didn't reach North Pole; returned to England
  - Continue reading Henry Hudson's second voyage.
- 

In 1608, Hudson tried once again to reach the East Indies by sailing the *Hopewell* across the North Pole. He sailed north of Scandinavia and Russia. He sailed more than 2,500 miles, reaching the islands off the coast of Russia known as *Novaya Zemlya* ("New Land"). Again, there was too much ice, and he had to turn back.

---

- Stop and discuss the important details about Hudson's second voyage.
    - left England on a the *Hopewell*
    - sailed north of Scandinavia and Russia
    - too much ice
    - didn't reach North Pole and had to turn back
  - Continue reading Henry Hudson's third voyage.
- 

In 1609, Hudson made a third attempt to find the Northwest Passage. This time he was hired by the Dutch and sailed for the Dutch East India Company. The Dutch East India Company was a trading company that was formed to protect Dutch trade in the East Indies. The company hired Hudson and told him to follow the same route that he had sailed on the previous voyage, sailing north of Scandinavia and Russia. They still

believed that he could sail over the North Pole and reach Asia. Hudson left Amsterdam, the Netherlands, in April 1609 onboard the Dutch ship, the *Half Moon*. As he headed north, the ice became thicker. By mid-May, there was so much ice that Hudson again gave up and turned around. However, rather than following directions and sailing back to Amsterdam, Hudson boldly decided to sail west. Hudson crossed the Atlantic and sighted Newfoundland on July 12. He sailed along the coast of North America, exploring much of what is now the east coast of United States. He and his men sailed as far south as Virginia, where the Jamestown settlement had recently been established. Then they turned north. On September 3, they came upon a large river that emptied into the Atlantic. Hudson and his men sailed upstream to explore the river. When the river became wider, Hudson thought it might be the Northwest Passage that would lead all the way through North America. As they traveled further, the river again **narrowed**. Hudson then realized that the river might not lead through the continent. Nevertheless, it was an interesting discovery. Hudson claimed the area for the Netherlands and the Dutch.

Hudson returned to Europe in late September. He would have preferred to spend the winter in the “New World” but his crew insisted on returning to Europe. So Hudson was forced to return.

- 
- Stop and discuss the important details about Hudson’s third voyage.
    - sailed for the Dutch on the *Half Moon*
    - sailed north of Scandinavia and Russia
    - saw too much ice and had to turn around
    - decided to sail west
    - sighted Newfoundland
    - sailed south as far as Virginia
    - again sailed north
    - discovered the Hudson River
    - claimed the area for the Netherlands and the Dutch

## Activity Page 8.2



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support to organize the ideas in the Venn diagram. Remind students to refer to the ideas about the three voyages on the board/chart paper.

#### Transitioning/Expanding

Offer students moderate support to organize the ideas in the Venn diagram. Remind students to refer to the ideas about the three voyages on the board/chart paper.

#### Bridging

Offer students light support to organize the ideas in the Venn diagram.

- Direct students to Activity Page 8.2. Tell students that they will complete the graphic organizer on Activity Page 8.2 to compare and contrast Hudson's three voyages.
  - Remind students that a lot of material was covered in the reading and they shouldn't include it all in the graphic organizer.
  - Tell them to choose three or four ideas to write in each section.
  - Model the use of the Venn diagram.
- **Think-Pair-Share:** Have students work together in pairs to fill in the graphic organizer.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                               |
|--------------------|-----------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                       |
| Unit/Lesson        | U9 L8                                                                                         |
| Activity Name      | Henry Hudson's Three Voyages                                                                  |
| Proficiency Levels |                                                                                               |
| Entering           | Student categorizes basic information with 1:1 support.                                       |
| Emerging           | Student categorizes basic information with moderate support.                                  |
| Transitioning      | Student categorizes basic information and contributes moderately to group discussion.         |
| Expanding          | Student categorizes more detailed information and contributes moderately to group discussion. |
| Bridging           | Student categorizes more detailed information and contributes strongly to group discussion.   |

End Lesson



## 9

# Samuel de Champlain

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

Students will listen to an informational passage and ask and answer questions about the text.

**Writing**

Students will expand nouns by adding adjectives to create noun phrases.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Asking and Answering Questions** [Activity Page 9.3]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                                                              |
|--------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listen Closely</b>                |         |                                                                                                                                        |
| Listening to and Answering Questions | 20 min. | <input type="checkbox"/> Activity Page 9.1<br><input type="checkbox"/> Activity Page 9.2<br><input type="checkbox"/> Activity Page 9.3 |
| <b>Looking At Language</b>           |         |                                                                                                                                        |
| Noun and Noun Phrases                | 10 min. | <input type="checkbox"/> Note Cards                                                                                                    |

## ADVANCE PREPARATION

### Listen Closely

- Create the following chart on the board or on chart paper.

| <b>Wh– questions</b> |       |        |       |            |      |
|----------------------|-------|--------|-------|------------|------|
| Who?                 | What? | Where? | When? | Which one? | How? |

- Divide students into groups of three or four to complete Activity Pages 9.2 and 9.3.
- Display this sentence starter on the board for emerging students:
  - One *wh–* question I have about the reading is, what \_\_\_\_\_?
- Display this sentence starter on the board for expanding students:
  - One *wh–* question I have about the reading is \_\_\_\_\_.

### Looking at Language

- Create a set of note cards for each group of students.
- Divide students into groups of three or four to complete the Noun Phrase Sort Game.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate understanding of the text by answering comprehension questions
- Answer wh- questions written by other students
- Discuss adjectives that could describe different nouns

### Language Forms and Functions

Champlain's goal in the 1603 exhibition was to...

The word *pelt* means...

One adjective that can be paired with this noun is \_\_\_\_\_ because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| colonist<br>pelt<br>settlement  | envisioned                       | fur                             |

## Lesson 9: Samuel de Champlain

## Listen Closely



**Primary Focus:** Students will listen to an informational passage and ask and answer questions about the text.

## LISTENING TO AND ANSWERING QUESTIONS (20 MIN.)

- Review with students what they learned in the last lesson about Henry Hudson.
- Tell students that today they will learn about another explorer named Samuel de Champlain.
- Explain to students that the French explorer Samuel de Champlain made his first voyages to North America at about the same that Henry Hudson was searching for the Northwest Passage and that he earned a reputation as a talented navigator by leading a two-year expedition to the West Indies and Central America.
- Tell students that Champlain was the son of a sea captain, meaning that he was not born into high social status in France. However, his accomplishments as a navigator and talented mapmaker earned him an honorary title of “royal geographer” from King Henry IV in his court.
- Tell students that they will learn more Samuel de Champlain. Advise students to listen carefully and think about the information as you read aloud from the text.
- Remind students that one way to listen actively to a Read-Aloud is to ask themselves questions or jot down questions to ask later.
- Remind students also that asking questions while they listen will help them stay attentive to what is being read.
- Remind students that many questions begin with the letters “wh” and that these questions are called *wh*– questions: Refer to the chart on the board/ chart paper.

| <b><i>Wh</i>– questions</b> |       |        |       |            |      |
|-----------------------------|-------|--------|-------|------------|------|
| Who?                        | What? | Where? | When? | Which one? | How? |

## Activity Page 9.1



- Tell students to listen carefully as you read aloud. Tell them that you will ask them *wh*- questions and they will answer the questions. Read aloud from Activity Page 9.1.

### Samuel de Champlain Part 1

In 1603, Champlain was invited to sail with a French fur-trading expedition to an area known at the time as “New France” in present-day Canada. Decades before Champlain’s expeditions, a French navigator and explorer named Jacques Cartier claimed the shores of the St. Lawrence River, the Gulf of St. Lawrence, and the areas now known as Newfoundland and Nova Scotia in honor of France. Cartier’s attempt to colonize an area around present-day Quebec failed at that time, but these explorations were only the beginning of a fur-trading relationship between France and the natives in the area of “New France.”



### Check for Understanding

Ask the following *wh*- questions about the reading.

- What kind of expedition did Champlain go on in 1603?
  - » fur-trading
- Where is present-day “New France”?
  - » Canada
- What is the name of the French navigator and explorer before Champlain who claimed areas in New France for France?
  - » Jacques Cartier

The goal of Champlain's 1603 expedition was to trade with the native people in the area of “New France” and return home with beaver **pelts** and other furs to sell in France. During this voyage, Champlain talked to fur traders and fishermen and met people native to the areas he visited. He made a map of the St. Lawrence River, a long river that flows away from the

Great Lakes and empties into the Atlantic Ocean. When he returned home to France, Champlain published a report on his expedition.

By 1604, Champlain took part in an attempt to start a French colony in “New France” with a small group of colonists. The group suffered through a difficult winter in their original settlement near the mouth of the St. Croix River, during which almost half of the colonists died. After Champlain and a few men scouted the surrounding area, the surviving colonists moved to the area presently known as Nova Scotia. This colonization attempt was not successful, but Champlain took this time to explore and map areas along the Atlantic coast. He eventually sailed as far south as Cape Cod.



### Check for Understanding

- What was Champlain’s goal in the 1603 expedition?
  - » to trade with the native people and to return to France with beaver pelts and other furs that could be sold
- What is the meaning of the word *pelt* as it is used in the passage?
  - » a skin or hide of an animal
- What is the name of the river that Champlain mapped?
  - » St. Lawrence
- What did Champlain try to do in 1604 in New France?
  - » start a colony
- What did Champlain do as he explored areas along the Atlantic coast?
  - » He mapped them.

After exploring several possible locations along the northeastern Atlantic coast, Champlain decided that the best place for a French colony was along the St. Lawrence River. Champlain **envisioned** this colony as a control center for the fur trade. This was a sign of an important change in European thinking about North America. John Cabot and Henry Hudson had been looking for a route *around* America or a way to go *through* it. They were not especially interested in America and its resources. They were interested in goods from Asia and the East Indies, such as spices and silk. They thought of America as land that was blocking their way. But Champlain thought about this in a new way. Champlain was still interested in finding a Northwest Passage. He went on several expeditions with that goal. But he and many of the men who came

after him began to think of North America as more than as an obstacle in the way. They began to think of America as a place that was profitable in its own right—and a place that might be worth settling.

## Activity Page 9.2



### Listening Listening Actively

#### Entering/Emerging

Provide support by directing students to the sentence starter on the board. Allow students ample time to prepare to share with a partner.

#### Transitioning/Expanding

Direct students to the sentence starter on the board. Encourage students to build on peer responses. Allow students ample time to prepare to share with a partner.

#### Bridging

Work with students to create *wh*- questions without the use of the sentence starters. Allow ample time for students to prepare questions. Encourage students to build on peer responses.



### Check for Understanding

- How did Champlain's view of North America differ from those of previous explorers like John Cabot and Henry Hudson?
  - » He viewed it as a place of opportunities.

- Assign student groups a paragraph from Activity Page 9.2. Have students read the paragraph.

### Samuel de Champlain Part 2

In 1608, Champlain received permission to lead an expedition of three ships and about thirty-two colonists from France. He sailed up the river and established a settlement, which he named Quebec City. Only nine of the original colonists, including Champlain, survived the first cold winter in Quebec City, but more settlers arrived the following June. At first, Quebec City was little more than a fort, but Champlain had a dream—he hoped that Quebec City would be the capital of a large and prosperous French colony. He spent the rest of his life working to make that dream come true. Champlain set up a fur-trading station in Quebec City. Native Americans could bring animal furs to the city, and French traders would buy the furs and ship them back to France.

In order to make sure that the settlers at Quebec City would not be attacked by the local native people, Champlain made an alliance with some of the tribes who lived along the St. Lawrence, including the Huron and the Algonquin people. He supported these tribes in a war against the Iroquois,

a large confederacy of tribes who lived to the south, in what is now New York State. Champlain led expeditions against the Iroquois. During the first of these expeditions in 1609, he became the first European to visit the lake that is now named for him, Lake Champlain. In 1615, he became the first known European to arrive at the Great Lakes. There was more than just a military alliance between Champlain and the tribes, however; they learned things from each other as well. Even the name of the new city, Quebec, was borrowed from the Algonquian language spoken by many Native Americans throughout North America. The word *Quebec* comes from the Algonquian word *kebek* meaning “where the river narrows.”

Champlain made several trips to France to recruit new settlers and secure French government support of his colony. He eventually married and brought his new wife to settle with him in Quebec City. He also brought missionaries to “New France” to teach the native people about Christianity. The missionaries worked with the fur traders and the settlers to extend French settlements farther inland. In the end, Champlain was successful. The colony of Quebec did not just survive; it prospered. It became the first permanent French settlement on the continent of North America. The areas that made up “New France” remained part of the French empire for more than a hundred years and in time became part of a larger country now known as Canada.

- 
- Have students write three *wh*– questions on Activity Page 9.3. Have students exchange papers with each and then answer the questions.
  - Reconvene and have students ask their *wh*– questions to the rest of the class. Allow ample time for students to answer.

### Activity Page 9.3



### Support

As students are answering and asking questions about the passage, circulate and assist students who are struggling.

## 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        | U9 L9                                                                                                    |
| Activity Name      | Asking and Answering Questions                                                                           |
| Proficiency Levels |                                                                                                          |
| Entering           | Student creates and answers wh- questions with 1:1 support.                                              |
| Emerging           | Student creates and answers wh- questions with moderate support.                                         |
| Transitioning      | Student creates and answers wh- questions with moderate support, using domain related vocabulary.        |
| Expanding          | Student creates and answers detailed wh- questions independently.                                        |
| Bridging           | Student creates and answers detailed wh- questions independently, integrating domain-related vocabulary. |

## Lesson 9: Samuel de Champlain

# Looking At Language



**Primary Focus:** Students will expand nouns by adding adjectives to create noun phrases.

### NOUNS AND NOUN PHRASES (10 MIN.)

- Review with students what they previously learned about noun phrases. (Noun phrases are phrases that contain a noun that is preceded by a least one adjective, for example “beaver pelt.”)
- Remind students that a noun is a word that represents an idea, person, place, or thing and that an adjective is a word that describes, or modifies, a noun.
- **Turn and Talk:** Have students think of a noun and an adjective that could describe that noun. Have them share their noun and adjective with each other.
- Reconvene and have students share their noun phrases with the rest of the class. Choose two or three of the noun phrases and ask students to use them in sentences. Write the sentences on the board.

### Noun Phrase Game

- Have students join their assigned group. Provide each group with a set of Noun note cards and a set of Adjective note cards. Have students create noun phrases using the cards.
- Tell students that today they learned how to add details to their writing by using noun phrases. Emphasize that using noun phrases can make their writing more interesting.

End Lesson

### Support

Provide additional nouns and adjectives for students, such as winter, difficult, and cold. Have students create noun phrases.

### Challenge

Ask students to add adjectives to nouns they find in the reading to create noun phrases.

Have students create sentences that include the noun phrases they make with the cards.



### Writing Using Nouns and Noun Phrases

#### Entering/Emerging

Provide students substantial support in making noun phrases using the Noun and Adjective note cards.

#### Transitioning/Expanding

Provide students moderate support in making noun phrases using the Noun and Adjective note cards.

#### Bridging

Provide students light support in making noun phrases using the Noun and Adjective note cards. Have them add additional adjectives to their nouns.



## 10

# Explorer Interview Prewriting

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

Students will use a prewriting strategy to plan an interview.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Explorer Interview Graphic Organizer**

[Activity Page 10.2]

## LESSON AT A GLANCE

|                               | Time    | Materials                                                                                  |
|-------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Write About It</b>         |         |                                                                                            |
| Explorer Interview Prewriting | 30 min. | <input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> Activity Page 10.2 |

## ADVANCE PREPARATION

### Write About It

- Create the following chart on the board or on chart paper.

| <b>Wh– questions</b> |       |        |       |            |      |
|----------------------|-------|--------|-------|------------|------|
| Who?                 | What? | Where? | When? | Which one? | How? |

- List the following questions on the board:
  - What country are you from?
  - When did you leave your country to explore?
  - How long were you gone?
  - Where did you explore?
  - What is your proudest accomplishment?
  - Which one of your expeditions was most exciting? Why?

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Review prior knowledge of European colonizers

### Language Forms and Functions

One thing I know about Christopher Columbus is...

One thing I know about Francisco Vasquez de Coronado is...

One thing I know about John Cabot is...

### Vocabulary

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

## Lesson 10: Explorer Interview Prewriting

# Write About It



**Primary Focus:** Students will use a prewriting strategy to plan an interview.

### EXPLORER INTERVIEW PREWRITING (30 MIN.)

- Review briefly with students what they have learned about Early Explorations of North America during the previous lessons.
- Direct students to Activity Page 10.1. Guide students to review the facts about each explorer and what each explorer accomplished.
- Tell students that they will work in pairs. Explain that one person will pretend to be a newspaper reporter interviewing the other person who will pretend to be one of the European explorers.
- Explain to students that newspaper reporters interview people. Ask students what it means to interview someone.
- Explain that when you interview someone, you ask that person to respond to questions about himself/herself. Explain that the best questions are *wh*-questions because they get the best information.
- Refer to the *wh*-questions chart.

| Wh- questions |       |        |       |            |      |
|---------------|-------|--------|-------|------------|------|
| Who?          | What? | Where? | When? | Which one? | How? |

- Assign student pairs an explorer. Tell them that in this lesson, they will plan their interview.

### Activity Page 10.1



## Activity Page 10.2



### Writing

#### Entering/Emerging

Provide support by directing students to the chart and example questions on the board. Encourage students to use Activity Page 10.1 for ideas about their explorer.

#### Transitioning/Expanding

Provide moderate support by directing students to the chart and example questions on the board. Encourage students to use Activity Page 10.1 for ideas about their explorer.

#### Bridging

Provide light support by reminding students about the chart and example questions on the board. Remind students they can use Activity Page 10.1 for ideas about their explorer.

- Discuss with students that before they actually write their interview, they need to plan what questions the reporter will ask and what answers the explorer will give.
  - What country are you from?
  - When did you leave your country to explore?
  - How long were you gone?
  - Where did you explore?
  - What is your proudest accomplishment?
  - Which one of your expeditions was most exciting? Why?
- Tell them that they can get ideas about their explorer by referring to Activity Page 10.1.
- Direct students to Activity Page 10.2. Have students complete the graphic organizer to plan their interview.

## 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        | U9 L10                                                                                                                               |
| Activity Name      | Explorer Interview Graphic Organizer                                                                                                 |
| Proficiency Levels |                                                                                                                                      |
| Entering           | Student copies ideas onto a graphic organizer with 1:1 support.                                                                      |
| Emerging           | Student completes graphic organizer with moderate support.                                                                           |
| Transitioning      | Student completes graphic organizer with information from the previous passages.                                                     |
| Expanding          | Student completes a detailed graphic organizer with information from the previous passages.                                          |
| Bridging           | Student completes a detailed graphic organizer with information from the previous passages and integrates domain related vocabulary. |

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

11

Explorer Interview Draft

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write a draft for an interview.

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

Explorer Interview Draft [Activity Page 11.1]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------|---------|----------------------|
| Write About It | | |
| Explorer Interview Draft | 30 min. | ☐ Activity Page 11.1 |

ADVANCE PREPARATION

Write About It

- Create the following chart on the board or on chart paper.

| Wh– questions | | | | | |
|----------------------|-------|--------|-------|------------|------|
| Who? | What? | Where? | When? | Which one? | How? |

- Students will need Activity Page 10.2.
- Display the following on the board or on chart paper:
Newspaper Reporter/Explorer Interview Questions and Answers
 - Question: What country are you from?
Answer: I am from Italy.
 - Question: When did you leave your country to explore?
Answer: I sailed from Italy in 1492.
 - Question: Why did you want to sail west?
Answer: I thought I could reach the East Indies by sailing west.
- Display the following Editing Checklist on the board or on chart paper.

| Editing Checklist |
|---|
| Punctuation |
| • Did the writer use end punctuation in all the sentences? |
| Capitalization |
| • Did the writer start all the sentences with a capital letter? |
| • Did the writer capitalize the names of people and places? |
| Spelling |
| • Did the writer spell all the words correctly? |
| Clarity |
| • Do the writer's sentences read smoothly? |

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss questions about and review grammar for sample interviews

Language Forms and Functions

The sentences read smoothly because ...

The sentences (did/did not) have correct capitalization and punctuation because ...

Vocabulary

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

Lesson 11: Explorer Interview Draft

Write About It



Primary Focus: Students will write a draft for an interview.

EXPLORER INTERVIEW DRAFT (30 MIN.)

- Tell students that today they and their partner will use the graphic organizer they created in the previous lesson to draft their Explorer Interview.
- Remind students that when you interview someone, you ask that person questions and that often the questions are *wh*– questions.
- Refer to the *wh*– questions chart.

| <i>Wh</i>– questions | | | | | |
|-----------------------------|-------|--------|-------|------------|------|
| Who? | What? | Where? | When? | Which one? | How? |

- Discuss with students the types of *wh*– questions the newspaper reporter can ask and the answers the explorer can give.
- Refer students to the Newspaper Reporter/Explorer Interview Questions and Answers.
 - Question: What country are you from?
Answer: I am from Italy.
 - Question: When did you leave your country to explore?
Answer: I sailed from Italy in 1492.
 - Question: Why did you want to sail west?
Answer: I thought I could reach the East Indies by sailing west.
- Direct students to Activity Page 11.1. Tell students to write their interview *wh*– questions and answers based on the graphic organizer they created in Activity Page 10.2.

Activity Page 11.1





Writing

Entering/Emerging

Provide students 1:1 support by directing students to write their *wh*– questions based on their graphic organizers.

Refer them to the Newspaper Reporter/Explorer Interview Questions and Answers posted on the board or chart paper.

Transitioning/Expanding

Provide students with moderate support by directing them write *wh*– questions based on their graphic organizers. Refer them to the Newspaper Reporter/Explorer Interview Questions and Answers posted on the board or chart paper.

Bridging

Provide students with light support by reminding them to create *wh*– questions based on their graphic organizers.

- If time permits, have student pairs exchange papers with another student pair. Have them check each other's interview for correct punctuation, capitalization, spelling, and clarity. Refer students to the following checklist posted on the board/checklist:

| Editing Checklist |
|---|
| Punctuation |
| <ul style="list-style-type: none">• Did the writer use end punctuation in all the sentences? |
| Capitalization |
| <ul style="list-style-type: none">• Did the writer start all the sentences with a capital letter?• Did the writer capitalize the names of people and places? |
| Spelling |
| <ul style="list-style-type: none">• Did the writer spell all the words correctly? |
| Clarity |
| <ul style="list-style-type: none">• Do the writer's sentences read smoothly? |

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 | U9 L11 |
| Activity Name | Explorer Interview Draft |
| Proficiency Levels | |
| Entering | Student writes questions and answers with 1:1 support. |
| Emerging | Student writes questions and answers with moderate support. |
| Transitioning | Student writes basic questions and answers independently. |
| Expanding | Student writes detailed questions and answers independently. |
| Bridging | Student writes detailed questions and answers independently and provides and receives peer feedback. |

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

## 12

# Explorer Interview Presentations

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

Students will deliver an oral presentation.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Presentation Rubric** [Activity Page 12.1]

## LESSON AT A GLANCE

|                                  | Time    | Materials            |
|----------------------------------|---------|----------------------|
| <b>On Stage</b>                  |         |                      |
| Explorer Interview Presentations | 30 min. | ☐ Activity Page 12.1 |

## ADVANCE PREPARATION

### On Stage

- Post the following on the board or on chart paper:  
Things to Do during a Presentation
  - Speak clearly.
  - Speak loud enough so that others can hear you.
  - Speak with expression.
  - Use hand and face gestures.
  - Listen attentively.
  - Sit up straight while listening.
  - Keep your eyes on the speaker.
  - Show your appreciation by clapping at the end of the presentation.
- Display the Presentation Rubric.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Reflect about what has been learned throughout the unit

### Language Forms and Functions

One thing I did/did not enjoy learning about this Language Studio was \_\_\_\_\_ because ...

One thing I am still wondering about is ...

I learned that ...

### Vocabulary

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

## Lesson 12: Explorer Interview Presentations

# On Stage



**Primary Focus:** Students will deliver an oral presentation.

## EXPLORER INTERVIEW PRESENTATIONS (30 MIN.)

- Tell students that today they will present their Explorer Interviews to the class, but before they do, you would like to briefly review some things they can do while they are presenting and while they are listening.
- Refer students to Things to Do during a Presentation and discuss each suggestion. Model each of the behaviors for students.
  - Speak clearly.
  - Speak loud enough so that others can hear you.
  - Speak with expression.
  - Use hand and face gestures.
  - Listen attentively.
  - Sit up straight while listening.
  - Keep your eyes on the speaker.
  - Show your appreciation by clapping at the end of the presentation.



## Activity Page 12.1



### Speaking Presenting

#### Entering/Emerging

Provide support by prompting students to include all aspects of the rubric during their oral presentations.

#### Transitioning/Expanding

Provide light support by reminding students to include aspects of the rubric before their oral presentations begin.

#### Bridging

Provide light support, if necessary, by reminding students to include aspects of the rubric before their oral presentations begin.

- Direct students to the Presentation Rubric on Activity Page 12.1 and discuss what is expected.

|          | <b>Newspaper Reporter<br/><i>wh</i>– Questions</b>                                                             | <b>Explorer Answers</b>                                                         | <b>Formal Language<br/>Delivery</b>                                             |
|----------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>3</b> | Writes a variety of <i>wh</i> – questions that ask who, what, where, when, why, and how                        | Writes answers to the <i>wh</i> – questions that are specific and detailed      | Speaks clearly at an appropriate pace, tone, and volume.                        |
| <b>2</b> | Writes a variety of <i>wh</i> – questions that ask who, what, where, when, why, or how but may not include all | Writes some answers to the <i>wh</i> – questions that are specific and detailed | Speaks clearly most of the time at mostly an appropriate pace, tone, and volume |
| <b>1</b> | Writes only one or two types of <i>wh</i> – questions                                                          | Writes few answers to the <i>wh</i> – questions that are specific and detailed  | Speaks in an unclear manner at an inappropriate pace, tone, and volume          |

- Invite student pairs to perform their interviews in front of the class.
- Tell students congratulations on demonstrating through their interviews how much they have learned about European exploration in North America.
- Provide students time to reflect about what they have learned about Early Explorations in North America, and then invite volunteers to share what they learned.

## 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        | U9 L12                                                                                                                                                 |
| Activity Name      | Presentation Rubric                                                                                                                                    |
| Proficiency Levels |                                                                                                                                                        |
| Entering           | Student takes turns and presents key ideas from their interview.                                                                                       |
| Emerging           | Student takes turns, presents their interview, and responds to simple questions.                                                                       |
| Transitioning      | Student asks questions and provides simple responses to the questions and comments of others about their paragraph.                                    |
| Expanding          | Student asks questions and provides detailed responses to the questions and comments of others about their paragraph.                                  |
| Bridging           | Student asks questions and provides detailed responses to the questions and comments of others about their paragraph, using domain related vocabulary. |

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



Language Studio 10

---

# Colonial America

---



# Contents

## COLONIAL AMERICA

### Lesson 1 The English Colonies 90

#### Building Background (25 min.)

- The English Colonies KWL Chart

#### Vocabulary Building (5 min.)

- The Word *Colony*

### Lesson 2 The Founding of Jamestown 100

#### Read About It (20 min.)

- The Founding of Jamestown

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

- Pronouns That Refer Back to Nouns

### Lesson 3 Jamestown and the Powhatan 108

#### Read About It (20 min.)

- Jamestown and the Powhatan

#### Vocabulary Building (10 min.)

- Prefixes: *over-*, *under-*, *mi-*

### Lesson 4 Cash Crops 114

#### Listen Closely (20 min.)

- Listening and Answering Questions

#### Talk Time (10 min.)

- Language Choices

### Lesson 5 The Founding of Maryland and Georgia 120

#### Listen Closely (20 min.)

- Asking and Answering Questions

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

- Noun Phrases

### Lesson 6 Religious Freedom and the First Thanksgiving 128

#### Read About It (30 min.)

- Identifying Evidence in Text

## Lesson 7 Religious Dissent and the New England Colonies 134

### Read About It (30 min.)

- Text Structure

## Lesson 8 The Middle Colonies 142

### Read About It (15 min.)

- The Middle Colonies

### Write About It (15 min.)

- Using Transitions

## Lesson 9 Pennsylvania and the Quakers 152

### Write About It (30 min.)

- Summarizing

## Lesson 10 Colonial America 160

### Write About It (30 min.)

- Writing a Friendly Letter

## Lesson 11 The Road to the Revolution, Part 1 170

### Read About It (20 min.)

- The Road to the Revolution, Part 1

### Looking at Language (10 min.)

- Shades of Meaning

## Lesson 12 The Road to the Revolution, Part 2 180

### Listen Closely (30 min.)

- On the Road to Revolution

## Lesson 13 Colonial America Journals 188

### Write About It (30 min.)

- My Colonial Life Journal

## Lesson 14 Journal Presentations 194

### On Stage (30 min.)

- Journal Presentations

## 1

# The English Colonies

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

Students will build background knowledge about the English colonies through group discussion.

Students will use knowledge of morphology to study and define the word *colony*.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****The English Colonies KWL Chart [Activity Page 1.1]**

## LESSON AT A GLANCE

|                                | Time    | Materials           |
|--------------------------------|---------|---------------------|
| <b>Building Background</b>     |         |                     |
| The English Colonies KWL Chart | 25 min. | □ Activity Page 1.1 |
| <b>Vocabulary Building</b>     |         |                     |
| The Word <i>Colony</i>         | 5 min.  |                     |

## ADVANCE PREPARATION

### Building Background

- Find a map of Colonial America to display.
- Post the following sentence on the board:
  - King James I of England established the first English colony in the Americas in 1607.
- Prepare a KWL chart on chart paper

#### The English Colonies

| What I Know | What I Want to Learn | What I Have Learned |
|-------------|----------------------|---------------------|
|             |                      |                     |

- Post the following sentence starters on the board.
  - “One thing I wonder about the English colonies is why \_\_\_\_.”
  - “One thing I wonder about the English colonies is how \_\_\_\_.”



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss prior knowledge about English colonies and ask questions in pairs
- Discuss the meaning of the word *colonize*
- Use *colony*, *colonist*, and *colonize* in a sentence

### Language Forms and Functions

One thing I would like to learn about English colonies is \_\_\_\_\_.

The word *colonize* probably means \_\_\_\_\_ because ...

A colonizer is someone who ...

### Vocabulary

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

Start Lesson

## Lesson 1: The English Colonies

# Building Background



**Primary Focus:** Students will build background knowledge about the English Colonies through group discussion.

## THE ENGLISH COLONIES (25 MIN.)

- Tell students that today they will begin a new Language Studio called *Colonial America*.
- Show students a map of Colonial America.
- Write the word *colony* on the board and ask students what they think this word might mean.

- Tell students that a colony is “an area in one part of the world that is governed, or controlled, by a distant country.”
- Write the words *colony*, *colonist*, and *colonies* on the board. Explain that the word *colonies* is the plural of *colony*.
- Direct students to the sentence on the board using the word *colony*: King James I of England established the first English colony in the Americas in 1607.
- Tell students that in this unit, they will learn about the English colonies that were established in what is now the United States.
- Direct students to Activity Page 1.1.
- Ask students to explain what they know already about the English colonies. Guide the discussion with *wh*- questions, such as:
  - What were the names of the English colonies?
  - How many colonies were there?
  - Why were people from England willing to leave England for a distant land?
  - When were the colonies established?
  - How did the colonists survive and take care of their daily needs?
- Write student responses in the first column on the KWL chart. Have students record the responses on their chart.
- **Think-Pair-Share:** Have student pairs think about what they would like to learn about the English colonies. Have them fill in the sentence starter, “One thing I would like to learn about the English colonies is \_\_\_\_.” Then have them share their ideas with their partner.
- Next, have students share their responses with the group. Record their responses in the second column on the KWL chart.
- As you write each student response on the chart, prompt students to add to their initial response.
- Tell students that they will add information to the third column in the chart as they learn more about the English colonies.

## Activity Page 1.1



## Speaking Exchanging Information and Ideas

### Entering/Emerging

Read the sentence starter from the board. Allow students ample time to prepare to share with a partner.

### Transitioning/Expanding

Read the sentence starter from the board. Encourage students to build on peer responses. Allow students ample time to prepare to share with a partner.

### Bridging

Work with students to create statements without using the sentence starters. Allow ample time for students to prepare statements. Encourage students to build on peer responses.

## 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        | U10 L1                                                                                       |
| Activity Name      | The English Colonies KWL Chart                                                               |
| Proficiency Levels |                                                                                              |
| Entering           | Student answers basic wh- questions with 1:1 support.                                        |
| Emerging           | Student answers basic wh- questions with moderate support.                                   |
| Transitioning      | Student asks and answers basic wh- questions.                                                |
| Expanding          | Student asks and answers more detailed wh- questions.                                        |
| Bridging           | Student asks and answers more detailed wh- questions, integrating domain-related vocabulary. |

## Lesson 1: The English Colonies

# Vocabulary Building



**Primary Focus:** Students will use knowledge of morphology to study the word *colony*.

### THE ENGLISH COLONIES (5 MIN.)

- Write the word *colony* on the board/chart paper.
- Tell students the following: *In our lesson today we discussed the word colony. We said that the word colony means “an area in one part of the world that is governed, or controlled, by a distant country.” The word colony comes from the Latin word colonia, which means “settled land or a farm.” So, we could say that a colony is a settled land.*
- Write the word *colonist* on the board/chart paper.
- Ask students the following question: *Using what we know about the Latin word colonia, what do you think the word colonist means?*
  - » a person who settles land
- **Turn and Talk:** Have student pairs discuss what they think the word *colonize* means.
- Have student pairs share what they decided the word *colonize* means.
  - » to establish or form a colony on; to settle
- Explain to students that knowing the meaning of the word *colony*, and its related words, is important because the words will come up several times in future lessons.



**Speaking**  
Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support to help them understand the use of the word *colony* through explaining the relation it has to other words throughout the lesson.

### Transitioning/Expanding

Offer students moderate support by asking questions about the word *colony*.

### Bridging

Support students as needed. Encourage them to discuss words related to *colony*.



### Check for Understanding

Have students use the words *colony*, *colonist*, and *colonize* in sentences.

End Lesson

## 2

# The Founding of Jamestown

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

Students will read and share information about the founding of Jamestown.

Students will identify pronouns that refer back to nouns in sentences about living in colonial America.

**FORMATIVE ASSESSMENT**

Reading

**Pronouns that Refer Back to Nouns** [Activity Page 2.3]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**“The Founding of Jamestown”: What’s it All About?**  
[Activity Page 2.2]

## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                |
|-----------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>              |         |                                                                                          |
| The Founding of Jamestown         | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 2.2 |
| <b>Looking at Language</b>        |         |                                                                                          |
| Pronouns that Refer Back to Nouns | 10 min. | <input type="checkbox"/> Activity Page 2.3                                               |

## ADVANCE PREPARATION

### Read About It

- Find and display a world map or globe.
- Display the map of Colonial America from Lesson 1.
- Display the following sentence on the board or chart paper:  
As the men sailed up the river, they looked for a place to dock their ships.

### Looking at Language

- Create the following chart on the board or chart paper:

| Pronouns |      |       |        |
|----------|------|-------|--------|
| he       | him  | his   |        |
| she      | her  | her   | hers   |
| they     | them | their | theirs |
| we       | us   | our   | ours   |
| you      |      | your  | yours  |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Recall information learned in the previous lesson
- Explain the role of England in colonization
- Recall the definitions of nouns and pronouns

### Language Forms and Functions

Something that I learned in lesson 1 was ...

England is important to this topic because \_\_\_\_\_ (they colonized the United States) \_\_\_\_\_.

A noun is \_\_\_\_\_ (a person, place, or thing) \_\_\_\_\_. A pronoun is \_\_\_\_\_ (a word that takes the place of a noun) \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words    | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------------------|----------------------------------|---------------------------------|
| Jamestown<br>settlement<br>settler | charter<br>company               | gold<br>king                    |

## Lesson 2: The Founding of Jamestown

# Read About It



**Primary Focus:** Students will read and share information about the founding of Jamestown.

### THE FOUNDING OF JAMESTOWN (20 MIN.)

- Ask students to recall something that they learned in the last lesson about the English colonies.
- Tell students that today they will read about the founding of Jamestown, the first permanent settlement in the English colonies.
- Show a map of the world or a globe. Show students the location of England and ask, “Why is England important to this discussion?”
  - Remind students that England established the original 13 colonies that formed the United States.
- Tell students that England was under the rule of King James I. Explain that King James was hoping that gold would be found in the New World and that it would be brought back to England. To accomplish this goal, he gave a group of English businessmen a charter. A charter is a document given by a government, or in this case, the king, that allows a group of people to form a company. The group of English businesses formed the Virginia Company of London. The charter given by the king gave permission to the company to settle a large area of land in Virginia. In return, the king expected the company to return to England with gold.
- Show students the Regional Map of Colonial America. Point to the area that stretches from what is now the state of South Carolina all the way up the east coast to Canada. Tell students that this is the area of land that King James gave to the Virginia Company.
- Tell students they will now closely read a passage about the founding of Jamestown.
- Encourage students to pay attention to the main ideas, or the most important information in each paragraph, while reading independently.

### Support

Remind students that they looked at the map in the previous lesson. Review what they know about colonies, the number of colonies, and their names.

### Challenge

Have students trace the path from England to the colonies.





- Direct students to read Activity Page 2.1.

---

### **The Founding of Jamestown**

King James I of England had heard stories about the gold discovered in the New World by the Spanish. He wanted some of that gold for England. So, in December 1606, three English ships set sail for Virginia. More than 100 men and a few boys were on board.

A company called the Virginia Company of London paid for the voyage. The main purpose of the expedition was to make money by trading. The Virginia Company planned to trade with the native people and to find precious metals, such as gold. King James had also given the men a charter. A charter is an official document. It allowed them to claim a very large area of land in the New World. This area of land stretched from what is now the state of South Carolina all the way up the east coast to Canada.

The journey was long and hard; the group finally spotted land in May 1607, five months after leaving England. Rather than stopping right away, however, they decided to sail up a wide river, which they named the James River in honor of King James. They sailed upriver, looking for a good place to dock their ships. After traveling upriver for about sixty miles, they found an area of land with deep water near the shoreline. They decided to drop anchor.

The settlers set to work. They built homes, a storehouse, and a chapel. To protect their settlement, they surrounded it with high walls made of logs and placed a cannon nearby. They named their new settlement Jamestown. Jamestown became England's first permanent settlement in America.

Before long a group of Powhatan Indians, led by Chief Powhatan, came to investigate. As the days went by, the Powhatan became angry because it seemed that the English settlers meant to stay. Eventually the Powhatan took action and attacked the settlers.

The settlers had not chosen the site of their settlement very wisely. The land was marshy and full of mosquitoes because it was too close to the water. The water was undrinkable because it was salty.

To make things worse, some of the settlers preferred to search for gold and silver rather than plant seeds to grow crops. The group began to argue. The settlers of Jamestown needed a leader.

During the summer, a small group of men sailed back to England planning to return with more men and supplies. Someone needed to take charge of those who stayed behind. The men argued about what to do and how to survive. Then as the weather warmed, some settlers became sick with fever and disease that could not be cured. People began to die.

With death, sickness, and daily arguments, no one was preparing for the cold winter months ahead. One man took the lead to prepare a plan. His name was Captain John Smith.

- 
- Tell students that now that they have read the passage, they will answer some questions about the main ideas and details that support those main ideas.
  - Direct students to Activity Page 2.2.
  - Explain that the main idea is the most important information in a passage or text. The main idea is the central or key idea in each paragraph. Sometimes the first or last sentence tells the main idea.
  - Explain that the other sentences in the paragraph are called “details.” The details support the main idea.
  - Tell students that they will answer the questions in Activity Page 2.2 about main ideas and details.

## Support

As students are independently reading, circulate and help students with difficult vocabulary and monitor their reading.

## Activity Page 2.2



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support, asking text dependent questions (main ideas, supporting details). Read and identify text dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text dependent questions (main, ideas, supporting details, etc.). Read and help students identify text dependent concepts, using finger sweeping.

### Bridging

Support independent reading as needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool        |                                                                                                       |
|------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Language Domain</b> | Reading                                                                                               |
| <b>Unit/Lesson</b>     | U10 L2                                                                                                |
| <b>Activity Name</b>   | "The Founding of Jamestown": What's It All About?                                                     |
| Proficiency Levels     |                                                                                                       |
| <b>Entering</b>        | Student identifies basic ideas and details with 1:1 support.                                          |
| <b>Emerging</b>        | Student identifies basic ideas and details with moderate support.                                     |
| <b>Transitioning</b>   | Student identifies detailed ideas from the text with little support.                                  |
| <b>Expanding</b>       | Student identifies detailed ideas from the text independently.                                        |
| <b>Bridging</b>        | Student identifies detailed ideas from the text independently, integrating domain-related vocabulary. |



### Reading Understanding Cohesion

#### Entering/Emerging

Provide students with heavy support in identifying the noun to which a pronoun refers. Support students by assisting while they answer questions.

#### Transitioning/Expanding

Provide students with light support in identifying the noun to which a pronoun refers.

#### Bridging

Provide students with light support in identifying the noun to which a pronoun refers. Have students make up their own examples and share with a partner.

#### Support

Direct students to the list of pronouns written on the board or chart paper.

#### Challenge

Have students find and circle five nouns and their pronoun antecedents in the passage on Activity Page 2.1.

## Lesson 2: The Founding of Jamestown

# Looking at Language



**Primary Focus:** Students will identify pronouns that refer back to nouns in sentences about living in Colonial America.

### PRONOUNS THAT REFER BACK TO NOUNS (10 MIN.)

- Ask students to recall the definition of a noun (*a person, place, thing, or idea*) and a pronoun (*a word that takes the place of a noun*).
- Ask for student volunteers to provide an example of a noun and a pronoun.
- Read the following sentence from the board:
  - As the men sailed up the river, they looked for a place to dock their ships.
- Point to the pronoun *they* and ask students to identify the part of speech (*pronoun*). Ask students what *they* refers to (*men*). Ask students to identify the part of speech *men* is (*noun*).
- Provide another example for extra support if necessary.
- Tell students that it is time to practice identifying nouns and the pronouns that refer back to those nouns.
- Direct students to Activity Page 2.3.
- Read the directions aloud and explain that students are going to circle the nouns that the underlined pronouns refer to.

End Lesson

## 3

# Jamestown and the Powhatan

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

Students will identify cause and effect relationships in informational text about captain John Smith.

Students will use knowledge of the prefixes *over-*, *under-*, and *mid-* to determine the meaning of unknown words.

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

**Cause and Effect Relationships in “Jamestown and the Powhatan”** [Activity Page 3.1]

## LESSON AT A GLANCE

|                                                      | Time    | Materials                                                                                       |
|------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------|
| <b>Read About It</b>                                 |         |                                                                                                 |
| Jamestown and the Powhatan                           | 20 min. | <input type="checkbox"/> Balloon and straight pin<br><input type="checkbox"/> Activity Page 3.1 |
| <b>Vocabulary Building</b>                           |         |                                                                                                 |
| Prefixes: <i>over-</i> , <i>under-</i> , <i>mid-</i> | 10 min. | <input type="checkbox"/> Prefixes Note Cards<br><input type="checkbox"/> Roots Note Cards       |

## ADVANCE PREPARATION

### Read About It

- Bring in a balloon and a straight pin to demonstrate cause and effect.
- Display the following sentence on the board:
  - When the cold winter months arrived, many of John Smith's fellow settlers became sick.

### Vocabulary Building

- Provide one set of three Prefix Note Cards per student. Each set should have one card with the prefix *over-*, one card with the prefix *under-*, and one card with the prefix *mid-*.
- Provide one set of Roots Note Cards with roots in which prefixes *over-*, *under-*, and *mid-* can be added.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Recall information about Jamestown learned in the previous lesson
- Discuss which prefixes (*over-*, *under-*, or *mid-*) are appropriate for creating new words

Language Forms and Functions

Jamestown was founded in \_\_\_\_\_.  
One thing I remember about Jamestown is ...  
The prefix \_\_\_\_\_ can be added to the word \_\_\_\_\_ to make the word \_\_\_\_\_.

Vocabulary

| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------|----------------------------------|---------------------------------|
| colonist<br>homeland<br>Powhatan | construct<br>survived            | arrived<br>help                 |

## Lesson 3: Jamestown and the Powhatan

## Read About It



**Primary Focus:** Students will identify cause and effect relationships in informational text about Captain John Smith.

**JAMESTOWN AND THE POWHATAN (20 MIN.)**

- Ask students to recall what they learned about the founding of Jamestown in the previous lesson.
- Tell students that today they will read more about Jamestown and identify cause and effect relationships.
- Blow up a balloon and tie it securely. Ask, *What caused the balloon to expand?*
  - » I blew air into it.
  - *What was the effect of my blowing air into the balloon?*
    - » The balloon expanded.
- Now hold up the balloon and poke it with a pin. Ask, *What caused the balloon to pop?*
  - » I poked it with a pin.
  - *What was the effect of my poking the balloon with a pin?*
    - » It popped.
- Explain that blowing up the balloon is the cause and the balloon expanding is the effect; poking the balloon with the pin is the cause, and the balloon popping is the effect.
- Tell students that the ability to identify cause and effect relationships in text helps them to become better readers.
- Direct students to the following sentence on the board:
  - When the cold winter months arrived, many of John Smith's fellow settlers became sick.





### Support

As students are independently working, circulate and ensure that students are correctly identifying cause and effect relationships from the text.

### Challenge

Invite students to write cause and effect statements, such as, "If I don't eat a nutritious breakfast before I come to school, I won't be able to concentrate."



Reading  
Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support, asking text-dependent questions (causes, effects). Read and identify text-dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (causes, effects). Read and help students identify text dependent concepts, using finger sweeping.

### Bridging

Offer students light support to identify causes and effects in the text.

- Ask students, *What caused the settlers to become sick?*
  - » cold winter months
  - *What was the effect on the settlers of the cold winter months?*
    - » They became sick.
- Tell students they will now practice identifying cause and effect relationships in text.
- Explain that students will read paragraphs about Jamestown and the Powhatan and then identify the causes and effects in each one.
- Direct students to Activity Page 3.1.
- Explain to students that they will read the paragraphs and then look for cause and effect relationships in each paragraph.
- Instruct student to complete the chart.

## 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        |                                                                                  |
|------------------------|----------------------------------------------------------------------------------|
| <b>Language Domain</b> | Reading                                                                          |
| <b>Unit/Lesson</b>     | U10 L3                                                                           |
| <b>Activity Name</b>   | Cause and Effect Relationships in "Jamestown and the Powhatan"                   |
| Proficiency Levels     |                                                                                  |
| <b>Entering</b>        | Student identifies cause and effect with 1:1 support.                            |
| <b>Emerging</b>        | Student identifies cause and effect with moderate support.                       |
| <b>Transitioning</b>   | Student identifies cause and effect with little support.                         |
| <b>Expanding</b>       | Student identifies cause and effect independently.                               |
| <b>Bridging</b>        | Student identifies cause and effect independently and writes detailed sentences. |

### Lesson 3: Jamestown and the Powhatan

# Vocabulary Building



**Primary Focus:** Students will use knowledge of the prefixes *over-*, *under-*, and *mid-* to determine the meaning of unknown words.

## PREFIXES *OVER-*, *UNDER-*, *MID-* (10 MIN.)

- Tell students that understanding the meaning of word parts helps readers figure out the meaning of challenging words.
- Write the prefixes *over-*, *under-*, and *mid-* on the board. Explain that these word parts are prefixes and that prefixes come at the beginning of words.
- Say the prefix *over-* and have students repeat after you. Repeat the process with the prefixes *under-*, and *mid-*.
- Discuss the meanings of the prefixes.
  - *over-*: excessive, too much
  - *under-*: less, not enough
  - *mid-*: middle
- Brainstorm words that begin with the prefixes *over-*, *under-*, and *mid-*. (*overjoyed*, *overboard*, *overcome*, *overconfident*, *overdone*, *underage*, *undercharge*, *underway*, *underrated*, *midday*, *midnight*, *midpoint*, *midsize*, *midweek*)
- Give each student a set of Prefix Note Cards.
  - Say, *When I hold up one of my cards, I want you to hold up one of your prefix cards if you think your prefix makes a new word when added to the beginning of my word. Sometimes you might be able to hold up two cards.* Model the process for students.
- Have students say each word aloud that is created with the two cards. Ask them to explain the meaning of the new word.

End Lesson

## Challenge

Provide students with root words and ask them to use the root word with more than one of the prefixes to form new words, e.g., *cook* (*overcook*/*undercook*), *size* (*midsize*/*undersize*/*oversize*), *weight* (*overweight*/*underweight*/*midweight*)



## Reading Reading/Viewing Closely

### Entering/Emerging

Assist students in selecting a prefix to add to a word to create a new word.

### Transitioning/Expanding

Ask students to select a prefix to add to a word to create a new word.

### Bridging

Ask students to select two prefixes to add to a word to create new words.

## 4

# Cash Crops

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

Students will listen to an informational passage about John Rolfe and ask and answer questions about the text.

**Reading**

Students will distinguish between informal and formal language and appropriate use of each type of language.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****John Rolfe Presenting Tobacco to King James**

[Activity Page 4.1]

## LESSON AT A GLANCE

|                                   | Time    | Materials                            |
|-----------------------------------|---------|--------------------------------------|
| <b>Listen Closely</b>             |         |                                      |
| Listening and Answering Questions | 20 min. | ☐ Activity Page 4.1                  |
| <b>Talk Time</b>                  |         |                                      |
| Language Choices                  | 10 min. | ☐ Informal and Formal Language Cards |

## ADVANCE PREPARATION

### Listen Closely

- One *wh*-question I have about the reading is, Why \_\_\_\_\_?
- One *wh*-question I have about the reading is \_\_\_\_\_?

### Talk Time

- Create a set of informal and formal language cards.
- Create a T-chart on the board/chart paper with examples of informal and formal language, similar to this:

| Informal Language | Formal Language                |
|-------------------|--------------------------------|
| Hey, man!         | Hello, Your Highness.          |
| See ya.           | Farewell.                      |
| Whatcha thinking? | What do you think about this?  |
| Thanks a lot.     | You have my deepest gratitude. |
| What's up dude?   | How are you?                   |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share information learned about Colonial America thus far in the Language Studio
- Ask and answer *wh*- questions about the passage in pairs
- Discuss contexts in which formal or informal language would be used

### Language Forms and Functions

So far, I have learned...

Which crops did the Europeans want to get rich from?

With his friends, John Rolfe probably talked \_\_\_\_\_ (informally) \_\_\_\_\_, but to the king, he probably talked \_\_\_\_\_ (formally) \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| tobacco                         | contribution<br>economy          | marry<br>smoking                |

Start Lesson

## Lesson 4: Cash Crops

# Listen Closely



**Primary Focus:** Students will listen to an informational passage about John Rolfe and ask and answer questions about the text.

## LISTENING AND ANSWERING QUESTIONS (20 MIN.)

- Ask students what they have learned about Colonial America so far.
- Tell students that today they will learn a strategy that will help them listen actively to a presentation or story. Remind students that active listening means they are thinking about the information as they listen.
- Explain that one way to listen actively to a presentation or a story is to ask yourself *wh*- questions or jot down *wh*- questions to ask later. Asking questions helps you stay attentive to what is being read.
- Tell students that *wh*- questions are questions that begin with the letters *wh* or contain the letter "h". They tell *who*, *what*, *where*, *when*, *which*, and *how*.
- Read aloud the first paragraph on Activity Page 4.1.

### Activity Page 4.1



- Model how to ask *wh*– questions about the reading. Make sure to explain difficult vocabulary.
  - What two things is John Rolfe known for?
    - » marrying Chief Powhatan’s daughter and making Jamestown an important economic center
  - How did John Rolfe help make Jamestown an important economic center?
    - » by growing and exporting tobacco

As you heard, John Rolfe is well-known for marrying Chief Powhatan’s daughter, Pocahontas—also known as Matoaka [MAH-toe-AH-kah]—and for making Jamestown (and therefore Virginia) an important economic center. John Rolfe did this by growing and exporting tobacco, and then shipping it out of the area to places that wanted to buy it.

- Begin reading aloud the next paragraph from the selection but this time, stop periodically to allow students to ask *wh*– questions. The following are possible questions that students might ask:
  - What did King James think about smoking?
    - » It was harmful to the body and smelled bad.
  - Why did tobacco become a big part of the Southern economy?
    - » People wanted tobacco and were willing to pay for it.

You might be thinking—yuck! *Tobacco* means smoking, and we all know that is a very unhealthy habit. Even land-greedy King James thought so. He once said that smoking is “a custom loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs . . .” However, because many people still wanted tobacco, and were willing to pay for it, tobacco became a huge part of the Southern colonies’ economy.

- **Think-Pair-Share:** Have student pairs take turns reading aloud the last two paragraphs on Activity Page 4.1. Then have them ask each other *wh*– questions about what they read. Have them write down one or two questions as they read to share with the class.
- Have the class reconvene. Have students share their *wh*– questions with the rest of the class.



## Listening Listening Actively

### Entering/Emerging

Support students by directing them to the sentence starter on the board. Allow students ample time to prepare to share with a partner.

### Transitioning/Expanding

Provide support by reminding students about the sentence starter on the board. Encourage students to build on peer responses. Allow students ample time to prepare to share with a partner.

### Bridging

Work with students to create *wh*– questions without using the sentence starters. Allow ample time for students to prepare questions. Encourage students to build on peer responses.

## Support

As students are independently answering and asking questions about the passage, circulate and assist students as needed.

The Spanish were the first to bring tobacco to Europe from the Americas. They had discovered that Native Americans in various parts of Central and South America used tobacco in a variety of ways; it was chewed, smoked, used as medicine, and was an important part of many religious ceremonies. In fact, when Christopher Columbus first set foot in the New World, he was greeted by local natives carrying gifts of fruit, spears, and dried leaves that had a strong fragrance. Those leaves were tobacco.

When the English arrived in North America, they, too, found that many Native Americans grew and used tobacco. The English settlers' get-rich plan had not succeeded when they failed to find gold. Some settlers had also experimented with growing crops such as rice and grapes, but they, too, were unsuccessful. However, John Rolfe, with the guidance of the Powhatan, made a pivotal contribution to the doomed Jamestown economy.

## 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        | U10 L4                                                                                                               |
| Activity Name      | John Rolfe Presenting Tobacco to King James                                                                          |
| Proficiency Levels |                                                                                                                      |
| Entering           | Student responds to simple yes/no and wh- questions with prompting and support.                                      |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary with prompting and support. |
| Transitioning      | Student asks and answers simple who questions about a passage using domain-related vocabulary with little support.   |
| Expanding          | Student asks and answers detailed wh- questions about a passage using domain-related vocabulary with little support. |
| Bridging           | Student asks and answers detailed wh- questions about a passage using domain-related vocabulary independently.       |

## Lesson 4: Cash Crops

# Talk Time



**Primary Focus:** Students will distinguish between formal and informal language and appropriate use of each type of language.

### LANGUAGE CHOICES (10 MIN.)

- Ask students to describe how the way John Rolfe might have talked with his friends would have been different from the way he would have talked to the king.
- Tell students that it is important to think about the type of language they use, based on the social setting.
- Explain that John Rolfe probably used informal language when talking with his friends and formal language when talking to the king.
- Use the T-chart on the board listing examples of both types of language.
- Give each student two note cards. Have them write *formal* on one and *informal* on the other.
- Ask students why it might be important to know when to use formal and informal language.
- Read each of the following ideas. Have students hold up the “informal” or “formal” card to describe the type of language used.
  - a meeting with Chief Powhatan
  - the servants’ quarters
  - a presentation at the king’s house
  - the tobacco fields
  - the family dinner table
  - a Virginia Company of London business meeting

End Lesson

### Support

Help students understand the difference between informal and formal language by comparing the language in an email message and in a report written for school.

### Challenge

Have students write an informal sentence then rewrite it in formal language.



### Reading Adapting Language Choices

#### Entering/Emerging

Offer students substantial support in selecting formal versus informal language. Use the T-chart as a guide.

#### Transitioning/Expanding

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

#### Bridging

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



## 5

# The Founding of Maryland and Georgia

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

Students will ask and answer questions to demonstrate an understanding of an informational text about the founding of Maryland and Georgia.

**Writing**

Students will add adjectives to sentences about the colony of Maryland in order to create noun phrases.

**FORMATIVE ASSESSMENT****Listening****Nouns and Noun Phrases** [Activity Page 5.2]**LANGUAGE PROFICIENCY ASSESSMENT****Listening****The Founding of Maryland and Georgia**  
[Activity Page 5.1]

## LESSON AT A GLANCE

|                                | Time    | Materials           |
|--------------------------------|---------|---------------------|
| <b>Listen Closely</b>          |         |                     |
| Asking and Answering Questions | 20 min. | ☐ Activity Page 5.1 |
| <b>Looking at Language</b>     |         |                     |
| Noun Phrases                   | 10 min. | ☐ Activity Page 5.2 |

## ADVANCE PREPARATION

### Listen Closely

- Display the regional map of Colonial America.
- Display the following questions on the board/chart paper:
  - How was Maryland different from Virginia?
  - Who led the first group of Catholics to Maryland?
  - When did Calvert journey to Maryland?

### Looking at Language

- Display the following question on the board/chart paper:
  - The ships were laden with cargo.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Recall information learned in the previous lesson about Colonial America
- Ask and answer wh- questions about the passage in pairs
- Share different adjectives used to complete a sentence starter

### Language Forms and Functions

In the last lesson, I learned ...

What happened to the debtors?

The \_\_\_\_\_ ships were laden with \_\_\_\_\_ cargo.

### 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 |
|----------------------------------------|-----------------------------------------|----------------------------------------|
| Catholic<br>Christian<br>colony        | debtor<br>founding                      | freedom<br>jail<br>pay                 |

## Lesson 5: The Founding of Maryland and Georgia

# Listen Closely



**Primary Focus:** Students will ask and answer questions to demonstrate an understanding of an informational text about the founding of Maryland and Georgia.

**ASKING AND ANSWERING QUESTIONS (20 MIN.)**

- Ask students questions to help them recall what they learned about Colonial America in the last lesson.
  - What cash crop saved Jamestown and helped other Southern colonies to prosper?
    - » tobacco
  - What group of people was forced to come to North America from Africa, work hard for no pay, and denied the freedom to live their lives as they chose?
    - » enslaved Africans
- Tell students that today they will learn about two more colonies: Maryland and Georgia.
- Point to Maryland and Georgia on the map of the colonies.
- Ask students what they already know about Maryland and Georgia.
  - » Possible responses: Maryland is small. Georgia is the most southern of the colonies. They both border the Atlantic Ocean.
- Tell students to listen carefully as you read aloud the first paragraph from the selection today about the founding of Maryland and Georgia.
- Tell students that as you read, you will model asking and answering questions about the text.

## The Founding of Maryland and Georgia

### The Founding of Maryland

Maryland was different from Virginia. The people that governed Maryland wanted it to be a safe place for Catholics. In 1634, Leonard Calvert led the first group of Catholics to this colony. Calvert became the first governor of Maryland.

## Activity Page 5.1



### Listening Listening Actively

#### Entering/Emerging

Offer students 1:1 support by reading aloud from the text to model fluency and then asking questions about the main ideas and details. Remind students that questions often begin with the words *who*, *what*, *why*, *when*, *where*, and *how*. If extra support is needed, provide sentence starters such as, \_\_\_\_\_ *lead the first group of colonists to the colony?*

#### Transitioning/Expanding

Offer students moderate support by asking text-dependent questions. Remind students that questions often begin with the words *who*, *what*, *why*, *when*, *where*, and *how*.

#### Bridging

Offer students light support by asking text-dependent questions. Have students generate an additional question and answer.

- After reading aloud the first paragraph, ask the following questions:
  - How was Maryland different from Virginia?
    - » It was a safe place for Catholics.
  - Who led the first group of Catholics to Maryland?
    - » Leonard Calvert
  - When did Calvert journey to Maryland?
    - » 1634
- Ask for a student volunteer to provide another question that could be asked about the paragraph. (*Who was the first governor of Maryland?*)
- Direct students to Activity Page 5.1. Instruct students to listen carefully as you read aloud. Tell students that you will stop after each paragraph or two to ask questions and to allow them to answer the questions and ask questions of their own.

The colonists in Maryland made peace with the local Native Americans right away. They did not waste time searching for gold. They established farms and trading posts.

People in Europe heard that Maryland was a nice place to live. Many Europeans journeyed to the Maryland colony. They hoped to escape poverty and practice their religion without fear. Roman Catholics and Christians who belonged to different churches came to Maryland. Maryland became known as a place of religious freedom for Christians of many faiths. In 1649, the Act of Toleration was passed. This law stated that all Christians in Maryland would be tolerated, or allowed the freedom to worship.

- Pause to ask students questions and to allow students to answer the questions and ask questions of their own.

### The Founding of Georgia

The last Southern colony to be founded was Georgia. A man named James Oglethorpe had an idea. He noticed that the English jails were filled with debtors. In England at this time, people were sent to a jail called a debtor's prison if they were unable to pay their debts, or money that they owed to people. Oglethorpe noticed that many debtors remained in jail for the rest of their lives. This meant that they could never pay back the money that

they had borrowed. Oglethorpe had the idea to establish a new colony in North America to give debtors another chance. They would be given land in the colony to help them begin a new life. Then they could work to pay back the money they owed.

---

- Pause to ask students questions and to allow students to answer the questions and ask questions of their own.
- 

King George II liked this idea. He gave Oglethorpe a charter and permission to take debtors from England to the area of land in the New World between South Carolina and Spanish Florida. When Oglethorpe arrived, he named the area Georgia in honor of the king.

It was difficult to persuade many debtors to leave their homeland to go to America. They didn't know what to expect. Once they arrived, the debtors would have to build their own homes and would have to gather, hunt, and grow their own food. Many debtors decided they would rather stay in jail in England than face the unknown in the New World. Only about 100 debtors agreed to go to North America.

---

- Pause to ask students questions and to allow students to answer the questions and ask questions of their own.
- **Turn and Talk:** Have student pairs take turns asking and answering questions about the text on Activity Page 5.1. Have each pair choose one of the questions and the answer to the question to share with the class.
- Tell students that today they learned a useful strategy that will help them listen actively to a Read-Aloud or a presentation. Remind them that listening actively will help them better comprehend and remember what they hear.

## 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        | U10 L5                                                                                                               |
| Activity Name      | The Founding of Maryland and Georgia                                                                                 |
| Proficiency Levels |                                                                                                                      |
| Entering           | Student responds to simple yes/no and wh- questions with prompting and support.                                      |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary with prompting and support. |
| Transitioning      | Student asks and answers simple who questions about a passage using domain-related vocabulary with little support.   |
| Expanding          | Student asks and answers detailed wh- questions about a passage using domain-related vocabulary with little support. |
| Bridging           | Student asks and answers detailed wh- questions about a passage using domain-related vocabulary independently.       |

### Support

Write nouns on note cards of one color and adjectives on note cards of a second color. Have students create noun phrases using one card from the noun group and one or two cards from the adjective group.

### Challenge

Have students brainstorm a list of nouns and adjectives. Then have them write sentences using the nouns and adjectives.

### Lesson 5: The Founding of Maryland and Georgia

## Looking at Language



**Primary Focus:** Students will add adjectives to sentences about the colony of Maryland in order to create noun phrases.

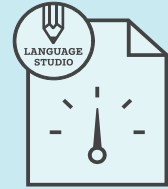
### NOUN PHRASES (10 MIN.)

- Review the purpose of a noun.
  - » a word that names an idea, person, place, or thing
- Direct students to the following sentence on the board:
  - The ships were laden with cargo.

- Ask a volunteer to come up and circle the nouns in the sentence.
  - » *ships, cargo*
- Tell students they can add more information to the sentence by creating noun phrases.
- Explain that a noun phrase includes a noun and one or more adjectives that describe, or give more information, about that noun.
- Tell students that adjectives answer four main questions: What kind? How many? How much? or Which one?
- Write the modified sentence on the board:
  - The three ships were laden with valuable cargo.
- Ask, *What two adjectives did I add to the sentence?*
  - » *three and valuable*
- What do the adjectives tell about the nouns?
  - » how many ships and what kind of cargo
- Tell students that by adding the adjective *three* to the noun ships and the adjective *valuable* to the noun cargo, we have created a sentence that provides more information about the ships and cargo.
- Direct students to Activity Page 5.2.
- Tell students to complete Activity Page 5.2 by choosing adjectives from the Word Bank to complete the sentences.
- **Think-Pair-Share:** Have student pairs use different adjectives from the Word Bank to complete the sentence starter: *The \_\_\_\_\_ ships were laden with \_\_\_\_\_ cargo.* Let them share with their partners.

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

## Activity Page 5.2



### Reading Using Nouns and Noun Phrases

#### Entering/Emerging

Provide students support in identifying the nouns. Ask questions about the noun such as, *What kind? Which one? and How many?* Help students choose an adjective from the Word Bank to fill in the blank. Have them read the sentence aloud. Ask questions to help students determine whether the sentence makes sense.

#### Transitioning/Expanding

Offer students moderate support in identifying nouns in the sentences. Remind students that they can ask questions such as *What kind? Which one? and How many?* before choosing a word from the Word Bank.

#### Bridging

Allow students to work independently with minimal assistance. Challenge them to add additional adjectives to the Word Bank and their sentences.



## 6

# Religious Freedom and the First Thanksgiving

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

Students will examine the language in an informational text about religious freedom to evaluate how well the language supports the author's opinions and ideas.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Evidence in Informational Text** [Activity Page 6.2]

## LESSON AT A GLANCE

|                              | Time    | Materials                                                                                |
|------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>         |         |                                                                                          |
| Identifying Evidence in Text | 30 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 6.2 |

## ADVANCE PREPARATION

### Read About It

- Post the following sentence starter on the board/chart paper:
  - Religious freedom means \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                     |                                  |                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate understanding of Language Studio so far by answering comprehension questions</li> <li>• Discuss the meaning of religious freedom</li> <li>• Demonstrate understanding of the text by answering comprehension questions</li> </ul> |                                  |                                    |
| Language Forms and Functions                                                                                                                                                                                                                                                           |                                  |                                    |
| <p>The first permanent English settlement was established in _____ (Jamestown, Virginia) _____.</p> <p>Religious freedom means ...</p> <p>The author supports the idea that many people were unhappy with the king's laws by ...</p>                                                   |                                  |                                    |
| Vocabulary                                                                                                                                                                                                                                                                             |                                  |                                    |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words    |
| Pilgrim<br>Mayflower Compact<br>religious freedom<br>Separatist<br>Wampanoag                                                                                                                                                                                                           | celebration                      | believed<br>Thanksgiving<br>winter |

## Lesson 6: Religious Freedom and the First Thanksgiving

## Read About It



**Primary Focus:** Students will examine the language in an informational text about religious freedom to evaluate how well the language supports the author's opinions and ideas.

## IDENTIFYING EVIDENCE IN TEXT (30 MIN.)

- Review information learned about Colonial America in Lesson 5 and this lesson by asking the following questions:
  - Which Southern colony was the first permanent English settlement established?
    - » Jamestown, Virginia
  - In which Southern colony did the English settlers interact with a Native American tribe called the Powhatan and have contact with a Powhatan named Pocahontas?
    - » Jamestown, Virginia
  - In which Southern colonies were rice, indigo, and tobacco grown as cash crops?
    - » South Carolina and North Carolina
  - Which Southern colony was founded as a safe haven for Catholics?
    - » Maryland
  - Which Southern colony was founded as a place for people in debtors' prisons to start a new life?
    - » Georgia
- Direct students to Activity Page 6.1 and the first picture. Ask students to describe what they see in this image.
- Ask students who they think the people in the picture are and where might they be going.
  - » Pilgrims; they are going to America
- Tell students that today they will learn about the Pilgrims and about religious freedom and the first Thanksgiving in Colonial America.
- **Turn and Talk:** Have student pairs fill in the following sentence starter: *Religious freedom means* \_\_\_\_\_. Have them share their sentence with their partner.

## Activity Page 6.1



- Reconvene and prompt student pairs to share ideas about the meaning of religious freedom.
- Tell students that on a September day in 1620, about 100 men, women, and children boarded a small wooden ship that was docked in the English harbor known as Plymouth and that this ship, called the *Mayflower*, was bound for North America.
- Ask students if they have an idea why people would risk their lives to sail across a huge ocean in an overcrowded ship to North America.
- Tell students that the Pilgrims came to North America for the freedom to practice their religion and that they wanted to leave England because the English king allowed people to follow only one religion, the Church of England.
- Tell students that when they read today about the Pilgrims and religious freedom in the colonies, they should pay close attention to the words and phrases the author uses to support the ideas presented in the text.
- Explain to students that when authors present ideas in informational text, they support those ideas with evidence, or facts.
- Tell students, for example, that they might read that blue whales are the largest mammals that live on Earth. Explain that the author could support that statement by adding that the blue whale's tongue weighs as much as an elephant. The information about the blue whale's tongue is a detail, or evidence, that supports the statement about the blue whale's size.
- Instruct students to listen carefully as you read aloud the first paragraph of the text on Activity Page 6.1.

---

### **Religious Freedom and the First Thanksgiving**

In 1620, King James was the king of England. He was also the head of the Church of England. He took his job seriously. He believed that people who did not support the Church of England might not support the king. So King James did not allow people to practice any other religion. People who didn't obey this law could be punished or even killed.

---

- Model asking and answering questions by reading the following question aloud and then answering it:
  - *The author says that the king took his job very seriously. What evidence does the author give to support this statement?*
    - » Anyone that did not support the Church of England could be punished.

## Activity Page 6.2



### Challenge

Encourage students to add their own ideas from the text and the evidence that supports the ideas.



### Reading Evaluating Language Choices

#### Entering/Emerging

Offer students 1:1 support by reading aloud from the text to model fluent reading and aid comprehension. Ask text dependent questions to help students identify specific evidence that supports ideas in the text.

#### Transitioning/Expanding

Offer students moderate support by asking text dependent questions to aid comprehension. Have students identify specific evidence to support ideas stated in the text.

#### Bridging

Offer students light support by asking text dependent questions to help them to identify specific evidence that supports ideas in the text.

- Begin reading the second paragraph of the text aloud.

This law upset many people, including two groups known as the Puritans and the Separatists. The Puritans were unhappy because they believed that the Church of England was not strict enough. The Separatists were unhappy because they believed that people should have the freedom to worship as they pleased.



### Check for Understanding

- *How does the author support the idea that many people were unhappy with the king's laws?*
  - » The Puritans believed that the Church of England was not strict enough. And the Separatists believed that people should have the freedom to worship as they please.

- Direct students to Activity Page 6.2.
- Instruct students to take turns reading, with a partner, paragraphs three through seven on Activity Page 6.1.

The Separatists grew very frustrated and unhappy with the king. So, in September 1620, a group of Separatists called Pilgrims set sail for North America on the *Mayflower*. Not everyone on board the *Mayflower* was a Pilgrim. There were military officers, adventurers, merchants, craftsmen, indentured servants, and would-be farmers, too. During the trip, the two leaders, William Bradford and William Brewster, wrote the Mayflower Compact. The Mayflower Compact was a plan outlining how the new colony would be governed. Today, the Mayflower Compact is a very important document because it was the first document in the English colonies to guarantee self-government.

The *Mayflower* sailed to an area the Pilgrims named Plymouth. They reached Plymouth in the middle of winter on December 21, 1620. The settlers were not prepared for the bitter cold of New England. Many of the settlers were already sick. Without warm clothing and shelter, and with very little food, many settlers became sick and died. Almost half of the group died during that first winter.

A Native American named Squanto decided to help the Pilgrims. Squanto, who had once lived in England and Spain, was a member of the Wampanoag tribe. He taught the settlers how to grow crops such as corn, squash, and beans in the New England soil. Squanto also showed the settlers where to hunt and fish and pointed out the local plants that were good to eat.

As their crops grew in the warm New England sunshine, and the men hunted and fished in the woods and rivers, the settlers became more hopeful. When the first fall arrived, the settlers had enough food to see them safely through the next winter. They were very grateful.

The settlers invited the Wampanoag Indians who lived nearby to a thanksgiving celebration to thank them for their help. The event lasted for several days as the settlers and their guests feasted on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They hunted, played games, and ran races. This Pilgrim and Wampanoag celebration is often called “the first Thanksgiving.”

- Direct students to work together to fill in the Evidence Chart on Activity Page 6.2.

## 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        | U10 L6                                                                                          |
| Activity Name      | Evidence in Informational Text                                                                  |
| Proficiency Levels |                                                                                                 |
| Entering           | Student recalls basic information with prompting and support.                                   |
| Emerging           | Student recalls basic information with little support.                                          |
| Transitioning      | Student recalls basic information independently.                                                |
| Expanding          | Student recalls information highlighted from the text to answer a question with little support. |
| Bridging           | Student recalls information highlighted from the text to answer a question independently.       |

End Lesson

## 7

# Religious Dissent and the New England Colonies

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

Students will demonstrate their understanding of the structure of a historical text about the cause of the founding of the different colonies.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Religious Dissent and the New England Colonies**

[Activity Page 7.1]

## LESSON AT A GLANCE

|                      | Time    | Materials           |
|----------------------|---------|---------------------|
| <b>Read About It</b> |         |                     |
| Text Structure       | 30 min. | ☐ Activity Page 7.1 |

## ADVANCE PREPARATION

### Read About It

- Display a regional map of Colonial America.
- Display the following riddles on the board/chart paper:
  - I am the colony that began after about 100 people boarded the Mayflower and came across the Atlantic Ocean.
  - I am a Native American who spoke English and had been to England and Spain.
  - I am the set of rules that was written aboard the Mayflower to help the Pilgrims govern their new colony.
  - I am the man who became the governor of Plymouth.
- Display the following transition words on the board/chart paper:
  - *first, next, then, soon after, and eventually*



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Review information learned in previous lessons about pilgrims
- Brainstorm words and phrases that indicate time order
- Share two or three transition words identified in the text

### Language Forms and Functions

Something I learned about pilgrims is that ...

Some words that show time order are \_\_\_\_\_ (before, first, after, last, etc.) \_\_\_\_\_.

Some transition words the author used were \_\_\_\_\_ (then, before, eventually, etc.) \_\_\_\_\_.

### Vocabulary

| <b>Tier 3</b><br><b>Domain-Specific Words</b>            | <b>Tier 2</b><br><b>General Academic Words</b> | <b>Tier 1</b><br><b>Everyday Speech Words</b> |
|----------------------------------------------------------|------------------------------------------------|-----------------------------------------------|
| Massachusetts Bay Colony<br>Puritan<br>religious freedom | dissenter<br>historical text                   | law<br>leader                                 |

## Lesson 7: Religious Dissent and the New England Colonies

## Read About It



**Primary Focus:** Students will demonstrate their understanding of the structure of a historical text about the cause of the founding of different colonies.

**TEXT STRUCTURE (30 MIN.)**

- Briefly review with students the information they learned about the Pilgrims in the previous lesson. To guide the review, pose the following riddles:
  - I am the colony that began after about 100 people boarded the Mayflower and came across the Atlantic Ocean.
    - » Plymouth
  - I am a Native American who spoke English and had been to England and Spain.
    - » Squanto
  - I am the set of rules that was written aboard the *Mayflower* to help the Pilgrims govern their new colony.
    - » Mayflower Compact
  - I am the man who became the governor of Plymouth.
    - » William Bradford
- Show students the map of the New England Colonies.
- Tell students that today they will learn how differing ideas and beliefs about religion resulted in the founding of different colonies and that they will also learn about some people who were religious dissenters.
- Explain to students that a “dissenter” is someone who dissents, or disagrees, with the people in power. Dissenters might disagree with the government or a church.
- Tell students that before they begin reading the passage for today, you will discuss with them some ways authors use structure to organize historical texts.
- Ask students if anyone can explain the meaning of *historical text*.
  - » a text that is based on events in history and facts
- Tell students that authors organize, or structure, ideas in texts in different ways, depending on what type of text it is.

- Tell students that time order is one structure that authors use to organize ideas.
- Explain that when authors organize ideas according to time order, they present the details in the order in which they happened. They use words and phrases called transitions to help connect their ideas.
- Refer students to the transition words on the board/chart paper: *first, next, then, soon after, and eventually*.
- Ask students what texts these words might be used in.
  - » historical, narrative, steps in a process
- Ask students to brainstorm other words and phrases that show time order. Make a list on the board or on chart paper
  - » *later, following, before*
- Tell students that authors also use dates to indicate time order.



### Check for Understanding

- *What are some clues we should look for when we are reading to determine if a text is written in time order?*
  - » We should look for dates and words and phrases such as *first, then, next, finally, after that*, etc.

### Activity Page 7.1



- Tell students that today they will read a historical text about the differing ideas and beliefs about religion that resulted in the founding of different colonies.
- Ask students how they think the text will probably be organized.
  - » time order
- Tell students that as they read, they will circle words and phrases that show time order.
- Tell students that you will model the first example.
- Direct students to Activity Page 7.1. Instruct students to follow along as you read the first paragraph.

---

## Religious Dissent and the New England Colonies

In England, a religious group known as the Puritans was unhappy with the Church of England. They didn't like the strong influence of the Catholics. In 1628, some Puritans decided to leave England and travel to America. John Winthrop was their leader. Then, in 1629, the Puritans and some merchants formed the Massachusetts Company. The purpose of the company was to make money for the Puritan colony by trading furs, fishing, and shipbuilding.

---

- As you read aloud, draw students' attention to the following transitions: *In 1628*, *then*, and *in 1629*. Explain that these transitions show time order. Have students circle these time-order transitions.
  - Instruct students to read the rest of the passage independently, circling transition words or phrases that show time order.
- 

Finally, in 1630, John Winthrop set sail for New England with three ships and about seven hundred colonists. The ships carried a large amount of food, as well as cows, horses, and tools. They were better prepared than any of the other English settlers who had gone before them. When they arrived, they found some small buildings from Salem, an earlier English settlement. Other settlements were established later. This Puritan colony was named the Massachusetts Bay Colony, and John Winthrop became its governor.

The Massachusetts Bay Colony differed from the colonies in the South. Its laws were very strict. For example, one law required that everyone attend church. The colony was soon successful, and it grew quickly. Each family received land on which to build a home and farm. The Puritans also believed in the power of education. They wanted their children to be able to read, so they could read the Bible.

In 1631, Roger Williams, a minister from London, arrived at the Massachusetts Bay Colony. Williams did not agree with some of the colony's leaders. He believed that the leaders of the colony had too much control over people's lives. He thought the church and government were too close. He noticed that the laws seemed very similar to the English system they had left behind. The leaders of the Massachusetts Bay Colony felt threatened

## Support

Review with students how transitions connect ideas. Remind them that time-order transitions help readers to understand the order of events in a text.

## Challenge

Have students brainstorm additional words and phrases that indicate time order. Have them write a short paragraph that includes three to five transitions.



### Reading Understanding Text Structure

#### Entering/Emerging

Allow students to work in pairs to take turns reading the rest of the passage. Read the text aloud if necessary to model fluent reading and aid comprehension. Refer students to the list of time order words and phrases on the board.

#### Transitioning/Expanding

Allow students to work independently or in pairs. Encourage students to build on peer responses.

#### Bridging

Encourage students to work independently, providing light support when needed.

by his views. Williams also believed that Native Americans should be paid for the land that was taken from them. Before long, the leaders of the Massachusetts Bay Colony decided that Williams was a troublemaker. They called him a religious dissenter and forced him to leave the colony.

However, in 1636, before they could send him back, Roger Williams and some of his supporters left the colony in the middle of the night in the dead of winter. It was bitterly cold, and the group had nowhere to go. They survived in the woods for three months with the help of some Native Americans. Eventually, Williams made his way south to what would become Providence, Rhode Island where he purchased land from a local Native American tribe. This area became the colony of Rhode Island. Gradually, other settlers who found it difficult to follow the strict Puritan way of life also followed Williams. Rhode Island became a place for people who wanted the freedom to practice their faith, or religious beliefs, in their own way. Rhode Island became the first English colony to allow people complete religious freedom. The colony welcomed Puritans as well as Quakers, Roman Catholics, Jewish people, and others.



## Check for Understanding

- *Who was Roger Williams?*
  - » A minister who established a colony in Rhode Island for people of all faiths
- *What did Williams accomplish?*
  - » Rhode Island was the first colony to allow religious freedom

- **Turn and Talk:** Have students share with each other two or three transitions words or phrases they circled in the text.
- Reconvene and have students share with the class the words and phrases they circled.

## 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        | U10 L7                                                                  |
| Activity Name      | Religious Uissent and the New England Colonies                          |
| Proficiency Levels |                                                                         |
| Entering           | Student recalls basic information with prompting and support.           |
| Emerging           | Student recalls basic information with moderate support.                |
| Transitioning      | Student recalls basic information independently.                        |
| Expanding          | Student recalls detailed information from the text with little support. |
| Bridging           | Student recalls detailed information from the text independently.       |

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

8

The Middle Colonies

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will read closely to identify important ideas and details in an informational text about the Middle Colonies.

Writing

Students will use transitions to connect ideas in a paragraph about the Middle Colonies.

FORMATIVE ASSESSMENT**Writing****Transitions** [Activity Page 8.2]**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Using Transitions** [Activity Page 8.3]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------|---------|--|
| Read About It | | |
| The Middle Colonies | 15 min. | <input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Chart paper |
| Write About It | | |
| Using Transitions | 15 min. | <input type="checkbox"/> Activity page 8.2 <input type="checkbox"/> Activity page 8.3 |

ADVANCE PREPARATION

Read About It

- Display a regional map of Colonial America.
- Divide students into Discussion Groups of four to five.
- Provide chart paper for Discussion Groups.
- Display the following sentence starters on the board or chart paper:
 - _____ people moved to the Middle colonies because the land was good for farming.
 - _____ people moved to the Middle colonies because the land was good for farming.
 - _____ people moved to the Middle colonies because the area was easy to farm.

Write About It

- Create the following Transitions Chart on the board or on chart paper:

| Transitions | | | | | | |
|-----------------------------------|-------------|-------------------|-----------------|--------------|-------------|----------------|
| Words that show location | above | on top of | to the right | against | down | between |
| Words that show time | before long | soon after | meanwhile | next | then | now |
| Words that compare | as | also | in the same way | yet | while | similarly |
| Words that contrast | not only | on the other hand | although | but | however | otherwise |
| Words that summarize | as a result | finally | in conclusion | lastly | because | therefore |
| Words that add information | and | also | for example | for instance | in addition | another reason |

- Write the following Transition Sentences on the board or on chart paper:
 - Hudson did not find a route to the Northwest Passage.
 - He did find an area that is now part of the greater New York City area.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|---|---------------------------------|
| <ul style="list-style-type: none"> • Review information learned in the previous lesson • Discuss the main ideas of a text • Explain the importance of transitions in writing | | |
| Language Forms and Functions | | |
| <p>In the last lesson, I learned that the Puritans were led by _____ (John Winthrop) _____.</p> <p>The main ideas in this passage are...</p> <p>It is important to use transitions in writing because...</p> | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Middle colonies | commercial dependence diverse occupation | crops farming flour |

Lesson 8: The Middle Colonies

Read About It



Primary Focus: Students will read closely to identify important ideas and details in an informational text about the Middle colonies.

THE MIDDLE COLONIES (15 MIN.)

- Ask students questions about what they learned in the last lesson, such as the following:
 - *Why were the Puritans unhappy with the Church of England?*
 - » They didn't like the influence of the Catholics.
 - *Who led the Puritans to North America?*
 - » John Winthrop
 - *How did the Puritans prepare for the long journey across the Atlantic Ocean?*
 - » They brought along a good amount of food as well as cows, horses, and tools.
 - *What did the Puritans name their colony?*
 - » Massachusetts Bay Colony
 - *How was the Massachusetts Bay Colony different from the Southern colonies?*
 - » It had very strict laws.
 - *How were Roger Williams's views different from those of John Winthrop?*
 - » He was less strict and thought the Native Americans should be paid for their land.
 - *Who established the colony of Rhode Island?*
 - » Roger Williams
 - *Which colony was the first to allow people complete religious freedom?*
 - » Rhode Island
- Tell students that in this lesson they will learn about the Middle colonies. Point to the Middle colonies on a regional map of Colonial America. Say their names (*Delaware, New Jersey, Pennsylvania, and New York*) and have students repeat the names of the colonies after you.

Support

Have students refer to Activity Page 7.1 to refresh their memories about religious dissent and the New England colonies.

Activity Page 8.1



- Direct students to Activity Page 8.1. Tell students to pay close attention as they read to determine important idea and details. Instruct students to use their finger to track the words as you read aloud to them. Tell students that after each paragraph or two you will stop to check for understanding.

The Middle Colonies

The population in the Middle colonies grew rapidly. These colonies attracted not only people from England but people from many other European countries, too. In fact, the population in all of the English colonies increased steadily. Within 100 years after King Charles II reclaimed his throne, the population in the colonies grew to two million! Two of the most populous cities in North America at this time were located in the Middle Atlantic region: New York City and Philadelphia. These cities became bustling **commercial** centers.



Check for Understanding

Ask text-dependent questions, such as:

- *Who came to the Middle colonies?*
 - » English people as well as people from other countries
- *What two big cities were located in the Middle colonies?*
 - » New York and Philadelphia
- *What are commercial centers?*
 - » places of business

People who moved to the Middle colonies from other countries brought their own languages, culture, and range of skills. The people who settled in the Middle colonies were particularly **diverse**, or varied. The new arrivals spoke different languages, wore different styles of clothing, built different types of homes, and ate many different kinds of food. Despite their differences, however, the people who moved to North America shared the same hope: they all wanted a better life.

There were also a variety of reasons that people chose to come to the Middle colonies. First of all, the harbors were good for ships and the rivers were long and wide. The English knew that this region would be good for trade. Also, people knew that they were free to practice their religions in the Middle colonies. People also liked the fact that elected officials made most of the day-to-day decisions in the Middle colonies; however, the Duke of York, George Carteret, and John Berkeley had the final say.



Check for Understanding

Ask text-dependent questions, such as:

- *What did people bring with them from their countries?*
 - » their languages, cultures, and different skills
- *What did the people in the Middle colonies have in common?*
 - » They all wanted a better life.
- *Why was the region of the Middle colonies good for trade?*
 - » The region had good harbor areas and long, wide rivers.
- *What was another reason people moved to the Middle colonies?*
 - » They were free to practice their religion.

Another reason people moved to the Middle colonies was because the area was easy to farm. The climate and soil in the Middle colonies were perfect for farming, especially when compared to the climate and soil of the Northern and Southern colonies. In terms of climate, it was neither too hot nor too cold. Wheat grew well in these conditions. As a result, these Middle colonies became known as “the breadbasket” because the area supplied large amounts of flour to England, as well as to other English colonies—particularly in the West Indies.

Many mills were built in this region to grind the wheat into flour. The flour was packaged and exported. Other crops, such as rye, potatoes, peas, and flax, also thrived. Farming became the main **occupation**, or job. There were other occupations, too. There was also a need for sailors, trappers, lumbermen, merchants, and craftsmen. Shipbuilding became an important industry, too.



Reading Reading/Viewing Closely

Entering/Emerging

Provide students 1:1 support as they determine the important ideas in their paragraph(s). Ask students text-dependent questions about the information in their paragraph(s).

Transitioning/Expanding

Provide students moderate support as they determine the important ideas in their paragraph(s). Ask students text-dependent questions about the information in their paragraph(s).

Bridging

Provide students light support as they determine the important ideas in their paragraph(s).



Check for Understanding

Ask text-dependent questions, such as:

- *Why were the Middle colonies a good place to farm?*
 - » The soil and climate were perfect for farming.
- *Why were the Middle colonies nicknamed “the breadbasket”?*
 - » because they grew a lot of wheat and supplied flour to England
- *What were some other occupations in the Middle colonies besides farming?*
 - » sailors, trappers, lumbermen, merchants, craftspeople, shipbuilders

There were some enslaved Africans in the Middle colonies, just as there were in the Southern colonies. Unlike the Southern colonies, however, people in the Middle colonies used the rapidly increasing population as the main source of workers, and they paid them wages. As a result, there was less **dependence** on slavery in this region.

Builders were needed in the Middle colonies, too. People built houses of different styles, which often reflected the culture of their homeland. Networks of roads, though very basic, slowly developed. The Great Wagon Road became an important “highway,” stretching from Pennsylvania, south through Maryland, Virginia, and North Carolina. Workshops, stores, and coffee shops opened. Thanks to an English king three thousand miles away who needed money, a vibrant new culture began to emerge.



Check for Understanding

Ask text-dependent questions, such as:

- *How was slavery different in the Middle colonies than in the South?*
 - » All workers were paid wages.
- *Why were builders needed in the Middle colonies?*
 - » to build houses, workshops, stores, coffee shops, and roads
- *Why was the Great Wagon Road important?*
 - » It was a “highway” that went from Pennsylvania to North Carolina.

- **Turn and Talk:** Assign each discussion group a paragraph or two to reread. Assign each group a scribe. Provide each group with a sheet of chart paper. Ask each group to reread their paragraph(s) to determine two or three of the most important ideas in the text. Have the scribe write the ideas on chart paper. Remind scribes to use large letters so they will be easily visible to the class.
- Reconvene and have other members of the group share with the rest of the class the important ideas from their paragraph(s).

Lesson 8: The Middle Colonies

Write About It



Support

Have students look for other words in the chart to connect the Transition Sentences.

Challenge

Have students brainstorm additional words for each category in the chart.

Primary Focus: Students will use transitions to connect ideas in a paragraph about the Middle colonies.

USING TRANSITIONS (15 MIN.)

- Tell students that writers use words and phrases called transitions to connect their ideas when they write. Transitions help readers to follow ideas.
- Refer students to the Transitions Chart. Discuss with students the different types of transitions.

| Transitions | | | | | | |
|-----------------------------------|-------------|-------------------|-----------------|--------------|-------------|----------------|
| Words that show location | above | on top of | to the right | against | down | between |
| Words that show time | before long | soon after | meanwhile | next | then | now |
| Words that compare | as | also | in the same way | yet | while | similarly |
| Words that contrast | not only | on the other hand | although | but | however | otherwise |
| Words that summarize | as a result | finally | in conclusion | lastly | because | therefore |
| Words that add information | and | also | for example | for instance | in addition | another reason |

- Refer students to the transition sentences written on the board/chart paper. Have students refer to the chart to choose a transition word or phrase to connect the two sentences.
- Write their responses on the board/chart paper.
 - » Possible response: Although Hudson did not find a route to the Northwest Passage, he did find an area that is now part of the greater New York City area.

- Ask students to explain why it is important that they use transitions when they write.
 - » Using transitions helps to connect ideas and makes it easier for readers to follow their writing.
- Direct students to Activity Pages 8.2 and 8.3. Explain to students that on Activity Page 8.2, they will choose transitions from the Transitions chart to complete sentences. Then on Activity Page 8.3, they will write a paragraph about the Middle colonies, using transitions to connect their ideas.

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 | U10 L8 |
| Activity Name | Using Transitions |
| Proficiency Levels | |
| Entering | Student writes basic transitions with 1:1 support. |
| Emerging | Student writes basic transitions with moderate support. |
| Transitioning | Student writes basic transitions with little support. |
| Expanding | Student writes detailed transitions independently. |
| Bridging | Student writes detailed transitions independently, integrating domain-related vocabulary. |

End Lesson

Activity Page 8.2



Activity Page 8.3



Writing Understanding Cohesion

Entering/Emerging

Direct students to the sentence starters on the board. Help students choose a word or phrase from the Transitions Chart to add to the sentence.

Transitioning/Expanding

Direct students to the sentence starters on the board. Have students work with a partner to choose a word or phrase from the Transitions Chart to add to the sentence.

Bridging

Work with students to create sentences using transitions without the sentence starters on the board. Encourage students to build on peer responses.

9

Pennsylvania and the Quakers

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will read an informational text about Pennsylvania and the Quakers and then write a summary.

FORMATIVE ASSESSMENT**Writing****Pennsylvania and the Quakers Idea Cluster**

[Activity Page 9.2]

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Summary of “Pennsylvania and the Quakers”**

[Activity Page 9.3]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------|---------|--|
| Write About It | | |
| Summarizing | 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

- Display a regional map of Colonial America.
- Create a simple drawing of an idea cluster on the board or on chart paper. In the center circle, write Pennsylvania and the Quakers.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Review information learned in the previous lesson • Demonstrate understanding of the text by answering comprehension questions • Discuss facts learned from the passage | | |
| Language Forms and Functions | | |
| <p>The Middle Colonies attracted _____ (the English and other Europeans) _____.</p> <p>Quakers believe that all people _____ (are equal) _____.</p> <p>Something I learned about Pennsylvania and the Quakers is ...</p> | | |
| Vocabulary | | |
| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
| Philadelphia Quaker settlement | challenged | planned view |

Lesson 9: Pennsylvania and the Quakers

Write About It



Primary Focus: Students will read an informational text about Pennsylvania and the Quakers and then write a summary.

SUMMARIZING (30 MIN.)

- Ask students questions, such as the following, about what they learned in the last lesson.
 - *Who did the Middle colonies attract?*
 - » the English as well as people from other European countries
 - *What did most of the people who moved to the Middle colonies have in common?*
 - » They wanted a better life.
 - *What are some reasons that people chose to come to the Middle colonies?*
 - » The region had good harbor areas and long, wide rivers, which would be good for trade. They were tolerant of different religions. It was a good place to farm.
 - *What was the main occupation, or job, in the Middle colonies?*
 - » farming
- Tell students that today they will learn about Pennsylvania and a religious group called Quakers. Point to Pennsylvania on regional map of Colonial America.
- Tell students that they will also be writing a summary of the reading.
- Before reading the text, explain that in 1681, King Charles II, the king of England, gave William Penn an area of land to pay back a debt that the king owed to William's father. The king named this area Pennsylvania, which means "Penn's Woods." William was very happy about receiving this land. Why did he want this land? He wanted it for religious reasons. Penn's father was a Puritan, but William was a member of the Society of Friends, more commonly known as Quakers.



- Direct students to Activity Page 9.1. Tell students to listen carefully as they read because they will write a summary of the text afterwards. Instruct students to use their finger to track the words as you read aloud to them. Tell students that after each paragraph or two you will stop to check for understanding.

Pennsylvania and the Quakers

Quakers believe that all people of every race, religion, and gender are equal. They do not believe in war. Quakers do not believe that people need to go to church to worship God; they believe that people can pray to God directly and therefore do not need priests or pastors to help them do this. Quakers also encouraged women to speak out, which was considered shocking at the time!



Check for Understanding

Ask text-dependent questions such as:

- *What do the Quakers believe about all people?*
 - » They are equal.
- *What do the Quakers not believe in?*
 - » war
- *What unusual belief for the time did Quakers have about women?*
 - » They should speak out.

As a result of their religious views, Quakers refused to support the Church of England, to swear oaths in court, or to fight in wars. These beliefs not only challenged the Church of England, but some of the laws of the land, too. Some regarded the Quakers as disloyal and troublesome. Quakers who lived in England were often persecuted, or treated unfairly. Many English people, including the king, wanted the Quakers to simply leave England, but even some of the first English colonies in North America did not welcome Quakers.



Check for Understanding

Ask text-dependent questions, such as:

- *Why did the Quakers refuse to support the Church of England or fight in wars?*
 - » because of their religious beliefs
- *How were the Quakers viewed in England?*
 - » as disloyal and troublesome
- *How were the Quakers treated in England?*
 - » unfairly
- *What did the king of England think the Quakers should do?*
 - » leave England

Over the years, William Penn was arrested and placed in jail many times because of his Quaker views. When he received the gift of land from the king, he knew exactly what he wanted to do with it—he planned to create a colony that would be a “holy experiment.” Penn planned to welcome people of all faiths and those from different countries to his colony. Prior to this, a small group of Quakers had already settled in what is now New Jersey.

However, unlike some other colonists, William Penn intended to pay for his land. He wrote to the Lenni-Lenape [*LEN-ee-LEN-ah-pee*] Native Americans of Pennsylvania and told them he would do so. He also told them that he hoped they could be good neighbors to each other.



Check for Understanding

Ask text-dependent questions, such as:

- *Why was William Penn put in jail many times?*
 - » for his religious beliefs
- *What did Penn want to do with the land that he had received as a gift from the king?*
 - » make it a place that welcomed everybody
- *What did Penn say in his letter to the Lenni-Lenape?*
 - » that he would pay them for the land and that he planned to be a good neighbor

William Penn had a clear idea about how to govern his colony. He also had a vision of how the main settlement in his colony should look. A plan for this future city was drawn up before it was built. He decided to develop the main settlement on some land between two rivers, the Schuylkill [SKOO-kull] and the Delaware, near one of the largest freshwater harbors in the world. He planned to name the settlement Philadelphia—the City of Brotherly Love. Penn wanted Philadelphia to have a grid pattern of wide, tree-lined streets. He planned open areas where people could walk. Philadelphia was the very first English settlement to be planned before it was built.



Check for Understanding

Ask text-dependent questions, such as:

- *Where did Penn plan for his future new settlement to be located?*
 - » between two rivers
- *What is important about the Delaware River?*
 - » It was near one of the largest freshwater harbors in the world.
- *What did Penn plan to call the new settlement?*
 - » Philadelphia
- *What does Philadelphia mean?*
 - » City of Brotherly Love

-
- **Turn and Talk:** Have student pairs tell each other one fact they learned about Pennsylvania and the Quakers.
 - Reconvene and have students share the facts they learned about Pennsylvania and the Quakers.
 - Tell students that one way to respond to nonfiction, or informational text, is to summarize it.
 - Explain that the first step to writing a summary is to create an idea cluster.
 - Refer students to the idea cluster on the board. Ask students to think about the most important information they learned from the reading and to phrase their ideas into their own words. Emphasize that in an idea cluster, words and phrases are used rather than long sentences. Give an example, such as “Quakers persecuted.” Choose two or three student responses to write in the idea cluster.

Support

Have students create an idea web for just one paragraph. Have them refer to the example on the board/chart paper for guidance.

Challenge

Have students check to make sure their paragraph contains a topic sentence that states the passage's main idea, three to four details, and a concluding sentence that makes a final point.

Activity Page 9.2



Activity Page 9.3



Writing

Entering/Emerging

Provide students 1:1 support as they create their idea cluster on Activity Page 9.2. Underline important ideas in Activity Page 9.1 and help students turn the words and phrases from their idea cluster into sentences to write their summary.

Transitioning/Expanding

Provide students moderate support as they create their idea cluster on Activity Page 9.2. Show them how to turn the words and phrases from their idea cluster into sentences to write their summary in Activity Page 9.3.

Bridging

Provide students light support as they create their idea cluster on Activity Page 9.2 and their summary on Activity Page 9.3.

- Direct students to Activity Page 9.2. Tell students that they will create an idea cluster with the most important information they learned from the reading on Activity Page 9.1. Tell students to draw a circle in the center for the topic. Then write ideas around the circle.
- Tell students to use the idea web they created in Activity Page 9.2. to write a one-paragraph summary of Pennsylvania and the Quakers on Activity Page 9.3.

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 | U10 L9 |
| Activity Name | Summary of "Pennsylvania and the Quakers" |
| Proficiency Levels | |
| Entering | Student writes a basic paragraph with 1:1 support. |
| Emerging | Student writes a basic paragraph with moderate support. |
| Transitioning | Student writes a basic paragraph independently. |
| Expanding | Student writes a more detailed paragraph with little support. |
| Bridging | Student writes a more detailed paragraph independently, integrating domain-related vocabulary. |

End Lesson

10

Colonial America

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will read about Colonial America and then write a friendly letter.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Friendly Letter about Colonial Life**

[Activity Page 10.2]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------|---------|--|
| Write About It | | |
| Writing a Friendly Letter | 30 min. | <input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Activity Page 10.2 |

ADVANCE PREPARATION

Write About It

- Display the following Prediction Questions on the board or on chart paper.
 - How did the people of the colonial era support themselves?
 - What did the colonists manufacture, or make?
 - How did the colonists dress?
 - What did the colonists eat?
 - What were the colonists' schools like?
 - What did the colonists do in their free time?
 - What was medical care like for the colonists?
- Display the Parts of a Friendly Letter on the board or on chart paper.
 - salutation—a greeting such as “Dear Aunt Ann” followed by a comma
 - body—paragraphs indented with no spaces between
 - closing—first word capitalized with a comma at the end, such as “Your niece,”
 - signature—written signature

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Review information learned in the previous lesson
- Answer prediction questions
- Share information learned from the passage

Language Forms and Functions

I learned that William Penn was put in jail because _____ (of his religious beliefs) _____.

I predict that in their free time, the colonists ...

Something that I learned from the passage is ...

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| apprentice artisan timber | public skill | education |

Lesson 10: Colonial America

Write About It



Primary Focus: Students will read about Colonial America and then write a friendly letter.

WRITING A FRIENDLY LETTER (30 MIN.)

- Ask students questions such as the following about what they learned in the previous lesson.
 - *What do the Quakers believe about all people?*
 - » They are equal.
 - *What do the Quakers not believe in?*
 - » war, swearing oaths in court
 - *How were the Quakers viewed in England?*
 - » as disloyal and troublesome
 - *Why was William Penn put in jail many times?*
 - » for his religious beliefs
 - *What did Penn say in his letter to the Lenni-Lenape?*
 - » that he would pay them for the land and that he planned to be a good neighbor
 - *What did Penn plan to call his new settlement and what does it mean?*
 - » Philadelphia, City of Brotherly Love
- Tell students that they have already learned a lot about the founding of the colonies in North America and that they're going to learn about life in colonial America.
- Explain that students will then write a letter to a friend pretending to be a colonist in colonial America.
- Ask students to make predictions using their prior knowledge about what they think it might have been like to live in colonial America.

Activity Page 10.1



- Refer students to the Prediction Questions. Write student responses on the board/chart paper.
 - How did the people of the colonial era support themselves?
 - What did the colonists manufacture, or make?
 - How did the colonists dress?
 - What did the colonists eat?
 - What were the colonists' schools like?
 - What did the colonists do in their free time?
 - What was medical care like for the colonists?
- Direct students to Activity Page 10.1. Tell students to follow along as you read the passage on Activity Page 10.1 about colonial life.
- Instruct students to use their finger to track the words as you read aloud to them, and tell students that after each paragraph or two, you will stop to check for understanding.

Colonial Life

People from England and other parts of Europe settled in different regions for different reasons. Slowly, these regions—and the colonies within them—began to take shape. The weather was warm weather and the rainfall was adequate in the South. Small farms and large plantations began to dot the landscape. Enslaved Africans did most of the work on the large plantations. The economy in the South was based on farming cash crops such as tobacco, rice, and indigo. They were called “cash crops” because farmers made a lot of money from selling them. Tobacco, rice, and indigo, a plant used to dye cloth blue, were exported to England and the West Indies and sold by merchants there. Trade among the thirteen colonies also began to grow. The soil in the New England colonies was not as suitable for farming. There were some small farms, but timber from the many forests in the area became an important trade good. By the time the colonies were established, the forests in England had largely disappeared. As a result, timber to make ships and homes in England was exported from the colonies. Other colonies also needed timber to build fishing and trading ships, homes, and barrels.

Farming was a main source of income in the Middle colonies. So much wheat was grown in this area that the region was named the “breadbasket,” since wheat is used to bake bread. Mills were built to grind the wheat into flour, and the flour was sold to other colonies. Large amounts of flour were also sold to England and its colonies in the West Indies. Settlers from around the world came to this region, which made the Middle colonies very diverse.



Check for Understanding

Ask text-dependent questions, such as:

- *What was the economy in the South based on?*
 - » farming cash crops, such as tobacco, rice, and indigo
- *What important trade good in New England resulted from the many forests there?*
 - » timber
- *Where was the timber shipped?*
 - » England, to build ships and homes
- *How did the colonies use the timber?*
 - » to build fishing and trading ships, homes, and barrels
- *What was the main source of income in the Middle colonies?*
 - » farming, especially wheat

Can you imagine what it was like to grow up back then? Let’s find out what life was like in the English colonies. In the early days, only boys who lived in Massachusetts were sent to school. The first schools were one-room schoolhouses. Boys of different ages learned reading, writing, and math all in the same classroom. Sometimes the older boys helped to teach the younger ones. In 1647, a law was passed in Massachusetts that required every town with fifty or more families to support an elementary school. Towns with more than one hundred families supported a grammar school, where boys would learn Latin to prepare for college. This was the beginning of **public** education in America. Over time, every colony began to provide a basic public education. The very first college, Harvard, was founded in New England in 1636. In 1693, the second college, College of William and Mary, was founded in Virginia. It was named after King William III and Queen Mary II of England.



Check for Understanding

Ask text-dependent questions, such as:

- *In the early days in the colonies, who went to school?*
 - » boys
- *What did boys learn in school?*
 - » reading, writing, math, and Latin
- *When and where was the first college, Harvard, founded?*
 - » 1636 in New England

Some boys attended private schools, and others were educated at home. Puritan girls were taught to read, so they could read the Bible. For many children, the goal of an education was to learn a skill, so that they could grow up and support a family. Girls learned household skills, such as cooking, vegetable gardening, sewing, candle making, and child-raising. Some girls learned dressmaking skills.

Boys mostly learned how to farm. Boys might also become apprentices. Boys as young as eleven served as apprentices and learned a skill from an experienced artisan. They could learn to be shoemakers, blacksmiths, carpenters, shipbuilders, printers, surveyors, millers, merchants, and glassmakers, among other things. Boys could also train to become lawyers, doctors, or teachers.



Check for Understanding

Ask text-dependent questions, such as:

- *Why were Puritan girls taught to read?*
 - » so they could read the Bible
- *What skills did girls learn?*
 - » household skills, such as cooking, gardening, sewing, making candles, raising children, and dressmaking
- *What skills did boys learn?*
 - » farming, shoemaking, blacksmithing, carpentry, shipbuilding, printing, surveying, glassmaking

Boys who became apprentices left home to live with the skilled artisans who were responsible for their training. Apprentices usually worked twelve hours every day. Apprentices received food and a place to live but were not paid. Apprenticeships usually lasted for several years. At end of their apprenticeship, the young man either joined an existing business or started his own.



Even young children had many chores. If you lived on a farm—and many people did—you would gather firewood, tend to the farm animals, milk the cows, collect eggs from the chickens, make candles, plant and harvest vegetables, and carry water from the well. Almost all of your food came from your farm. No one had electricity, indoor plumbing, or central heating and air conditioning, of course!



Check for Understanding

Ask text-dependent questions, such as:

- *At what age did boys often leave home to learn a skill?*
 - » 11
- *How long was their work day?*
 - » often 12 hours
- *How did apprentices get paid?*
 - » with food and a place to live
- *How long were apprenticeships?*
 - » several years
- *What kinds of chores did young children do?*
 - » gathered firewood, tended to farm animals, milked the cows, collected eggs, made candles, gardened, and carried water from the well

However, colonial children also had fun! They found ways to make games out of their work. For instance, a game of hide and seek might follow a day of weeding the garden or picking the vegetables. Carding wool, carrying firewood, or churning butter could be turned into races to the finish line! Children might also sing songs, tell stories, and ask each other riddles as they worked. Games such as blind man's bluff, hopscotch, tag, and a form of jacks using rocks were popular end-of-the-day activities. Colonists made toys from the things they found around their homes or farms. Dolls were made from cornhusks or rags. Scraps of wood, leather, or left over string might become tops or spinners or a cup-and-ball game. Colonists also made board games. One favorite toy was a hoop left over from barrel making. Children would turn the hoops on their sides and roll them with a stick through the streets.



Check for Understanding

Ask text-dependent questions, such as

- *How did colonial children make fun out of work?*
 - » played hide-and-seek, raced to see who would finish their work first, sang and told stories and riddles
 - *What were some games colonial children played?*
 - » blind man's bluff, hopscotch, tag, and a form of jacks using rocks
 - *What toys did colonial children play with?*
 - » dolls made from corn husks or rags, tops or spinners and cup-and-ball games made from leftover wood, leather, and string, and hoops
-

- **Turn and Talk:** Have student pairs share something they learned about colonial life in America.
- Reconvene and have students share the facts they learned about the Middle colonies.

- Direct students to Activity Page 10.2. Tell students that they will write a friendly letter to a family member or friend from the point of view of a colonial child. Refer students to The Parts of a Friendly Letter.
 - salutation—a greeting such as “Dear Aunt Ann” followed by a comma
 - body—paragraphs indented with no spaces between
 - closing—first word capitalized with a comma at the end, such as “Your niece,”
 - signature—written signature
- Tell students to refer to Activity Page 10.1 as a reference and to think about the answers to the Checking for Understanding questions.

LANGUAGE PROFICIENCY ASSESSMENT

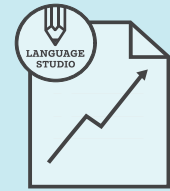
Writing

- 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 | U10 L10 |
| Activity Name | Friendly Letter about Colonial Life |
| Proficiency Levels | |
| Entering | Student writes basic sentences with 1:1 support. |
| Emerging | Student writes basic sentences with moderate support. |
| Transitioning | Student writes basic sentences with moderate support, using correct grammar. |
| Expanding | Student writes more detailed sentences independently, using correct grammar. |
| Bridging | Student writes more detailed sentences independently, using correct grammar and integrating key ideas from the passage. |

End Lesson

Activity Page 10.2



Writing Reading/Viewing Closely

Entering/Emerging

Provide students 1:1 support while they are writing the friendly letter. Ask text-dependent questions about the reading, and guide students to include the answers to these questions in their letter. Have students write only one paragraph.

Transitioning/Expanding

Provide students moderate support while writing the friendly letter. Ask text-dependent questions about the reading. Encourage students to include the answers to these questions in their letter.

Bridging

Provide students light support while writing the friendly letter. Ask text-dependent questions about the reading.

11

The Road to the Revolution, Part 1

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will read and share information about the American Revolutionary War.

Speaking

Students will distinguish how different words with similar meanings produce shades of meaning.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Shades of Meaning** [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------------|---------|--------------------------------|
| Read About It | | |
| The Road to the Revolution, Part 1 | 20 min. | ☐ Activity Page 11.1 |
| Looking at Language | | |
| Shades of Meaning | 10 min. | ☐ Shades of Meaning Note Cards |

ADVANCE PREPARATION

Looking at Language

- Display the following words on the board/chart paper: annoyed, angered, infuriated.
- Display the following sentences on the board or on chart paper:
 - The colonists were annoyed.
 - The colonists were angered.
 - The colonists were infuriated.
- Create each student one set of Shades of Meaning Note Cards using sets of words such as:
 - big, huge, gigantic
 - scary, frightening, terrifying
 - smart, intelligent, brilliant
 - eat, gobble, chomp
 - whisper, mutter, shout

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Recall information learned in the previous lesson
- Share how students may have felt during this time in American history
- Describe how words have different shades of meaning

Language Forms and Functions

I learned that some of the skills that girls learned were (dressmaking, gardening, sewing, etc.) _____.

During this time in America, I might have felt _____ because ...

I chose to arrange my word cards in this order because ...

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| act British Parliament | debt outspoken | expensive tax |

Lesson 11: The Road to the Revolution, Part 1

Read About It



Primary Focus: Students will read and share information about the American Revolutionary War.

THE ROAD TO THE REVOLUTION (20 MIN.)

- Ask students to recall information they learned about colonial life in the previous lesson. For example:
 - Boys went to school where they learned reading, writing, math, and Latin, and Puritan girls learned to read so that they could read the Bible.
 - Some of the skills boys learned were farming, shoemaking, blacksmithing, carpentry, shipbuilding, printing, surveying, and glassmaking.
 - Some of the skills girls learned were household skills such as cooking, gardening, sewing, making candles, raising children, and dressmaking.
 - Some games colonial children played were blind man's bluff, hopscotch, tag, and a form of jacks using rocks.
- Tell students that today they will learn about the American Revolutionary War.
- Direct students to Activity Page 11.1.
- Tell students to follow along as you read the passage on Activity Page 11.1 about the road to the Revolutionary War.
- Instruct students to use their finger to track the words as you read aloud to them. Tell students that after each paragraph or two you will stop to check for understanding.

Activity Page 11.1**The Road to the Revolution, Part 1**

Organized attacks on British settlers continued under the leadership of Chief Pontiac of the Ottawa tribe. These assaults were known as Pontiac's Rebellion. They involved a vast network of at least thirteen Native American tribes that joined together to resist the British settlers. The British soon realized that they did not have the strength to defend this land or protect the settlers. Instead, the British Parliament and King George III decided that settlers could not live on land west of the Appalachian Mountains. In

1763, King George issued a proclamation forbidding settlement west of the Appalachian Mountains. The colonists were furious. Many ignored the proclamation and moved west anyway.

The French and Indian War had been very expensive for the British. Once the war ended, the British Parliament had to figure out some way to raise money to pay its debts. The Parliament asked George Grenville, the prime minister, to come up with a plan to pay off Britain's debt. "How about **taxing** the colonists?" he thought to himself. "After all, Great Britain fought the war to defend the colonists against the French and the Native Americans!" Grenville presented his plan to King George III and Parliament. They agreed that it was a great plan.



Check for Understanding

Ask text-dependent questions about the reading, such as:

- *What was Pontiac's Rebellion?*
 - » organized attacks on British settlers by 13 Native America tribes under the leadership of Chief Pontiac
- *As a result of the attacks, what did the British Parliament and King George III decide?*
 - » that settlers couldn't live west of the Appalachian Mountains
- *How did King George plan to pay the British war debts from the French and Indian War?*
 - » tax the colonists

The British Parliament passed the Sugar Act in 1764. This law placed a tax on sugar and molasses that came from countries that were not controlled by the British. Since foreign sugar and molasses were now more expensive, the colonists were forced to buy these goods from the British producers in the West Indies. However, sugar was not the only product that was taxed. Colonists also had to pay taxes on wine, cloth, coffee, and silk if they bought those items from other nations.



Check for Understanding

Ask text-dependent questions about the reading, such as:

- *What was the Sugar Act?*
 - » a law that placed a tax on foreign sugar and molasses
- *What was the effect of the Sugar Act on the colonists?*
 - » it forced them to buy more expensive sugar and molasses from British producers
- *What other goods were also taxed under the Sugar Act?*
 - » wine, cloth, coffee, and silk

The Sugar Act was followed by the Stamp Act in 1765. According to the Stamp Act, all printed materials produced in the colonies would be taxed. Newspapers, magazines, legal documents, and—believe it or not—even cards, would cost more because of the tax. People were required to buy a stamp and place it on any paper item they had purchased. That same year, the British Parliament passed the Quartering Act. The Quartering Act forced the colonists to provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies, such as food, bedding, candles, and firewood.

For many years, the colonists had taken care of their own business. Suddenly, the British government, which was three thousand miles away across the Atlantic Ocean, had voted to tax the colonists. The colonists did not vote for these British leaders, so they had no say in these decisions. Many colonists thought it was unfair that they had to pay so many taxes. The British responded that the colonies were not independent. They were part of the entire British empire. Although most colonists had accepted the Sugar Act and the Quartering Act, the Stamp Act was just too much! Some **outspoken** colonists suggested that they should not pay that tax. They cried, “No taxation without representation!”



Reading Reading/Viewing Closely

Entering/Emerging

Offer students 1:1 support asking text-dependent questions (main ideas, supporting details). Read and identify text-dependent concepts for students using finger sweeping.

Transitioning/Expanding

Offer students moderate support and ask text-dependent questions (main, ideas, supporting details, etc.). Read and help students identify text-dependent concepts using finger sweeping.

Bridging

Support independent reading as needed.



Check for Understanding

Ask text-dependent questions about the reading, such as:

- *What was the Stamp Act?*
 - » a tax on all printed materials produced in the colonies
 - *What was the Quartering Act?*
 - » It said that the colonists had to provide places to live for the British soldiers stationed in the colonies as well as food, bedding, candles, and firewood.
 - *What did the colonists think was unfair?*
 - » They had to pay taxes but did not have representation, or a say, in the British Parliament.
 - *What did some outspoken colonists suggest?*
 - » to not pay the taxes
-

- **Turn and Talk:** Have student pairs describe to each other how they might have felt during this time in Colonial America.
 - Would they have been on Britain's side or on the colonists' side?
 - Would they have been scared or excited that a war might start?
 - Would they have liked strangers staying in their house?
 - Would they have thought the taxes were fair or unfair?
- Reconvene and have students share their ideas about how they might have felt during this time in Colonial history.
- Tell students that in this lesson they learned about some of the key events that led up to the American Revolutionary War. Ask individual students to recap the important events and ideas covered in today's lesson.

Lesson 11: The Road to the Revolution, Part 1

Looking at Language



Primary Focus: Students will distinguish how different words with similar meanings produce shades of meaning.

SHADES OF MEANING (10 MIN.)

- Direct students to the following words on the board or on chart paper:
annoyed, angered, infuriated.
- Ask students how these words might be related.
 - » They have nearly the same meaning.
- Refer to the sentences on the board/chart paper.
 - The colonists were annoyed.
 - The colonists were angered.
 - The colonists were infuriated.
- Ask students to think of a common word people use to express how the colonists might have felt.
 - » *mad*
- Ask students which word they think expresses the most emotion or is the maddest.
 - » *infuriated*
 - The least.
 - » *annoyed*
- Tell students that good writers use a variety of words to make their writing more interesting and more accurate.

Support

Provide students with a list of words that mean “happy.” (*glad, cheerful, joyful, pleased, content, blissful, delighted*) Have them order the words from weakest to strongest.

Challenge

Have student pairs create a set of Shades of Meaning Note Cards. Have pairs exchange sets to order.

Informal Observation





Speaking Analyzing Language Choices

Entering/Emerging

Provide students 1:1 support in arranging the words according to shades of meaning. Have students use the words in sentences.

Transitioning/Expanding

Provide students moderate support in arranging the words according to shades of meaning. Have students use the words in sentences.

Bridging

Provide students light support in arranging the words according to shades of meaning. Have students use the words in sentences.

- Give each student a set of the Shades of Meaning Note Cards and have them arrange the cards according to shades of meaning.
 - Which word has the strongest meaning?
 - Which word has the weakest meaning?
 - Which word is in the middle?
 - Which word gives the most detail? The least?
- **Turn and Talk:** Have student pairs describe to their partner how they decided to order their set of cards.
- Reconvene and have two or three students share with the whole class the reasoning they used to order their set of cards.

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 | U10 L11 |
| Activity Name | Shades of Meaning |
| Proficiency Levels | |
| Entering | Student shares card order without explanation. |
| Emerging | Student shares card order with a basic explanation and support. |
| Transitioning | Student shares card order with a basic explanation. |
| Expanding | Student shares card order with a detailed explanation. |
| Bridging | Student shares card order with a detailed explanation and uses words in sentences. |

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



## 12

# The Road to the Revolution, Part 2

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

Students will listen to an informational passage about the revolution and ask and answer questions about the text.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Asking and Answering Questions** [Activity Page 12.3]

## LESSON AT A GLANCE

|                           | Time    | Materials                                                                                                                                 |
|---------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listen Closely</b>     |         |                                                                                                                                           |
| On the Road to Revolution | 30 min. | <input type="checkbox"/> Activity Page 12.1<br><input type="checkbox"/> Activity Page 12.2<br><input type="checkbox"/> Activity Page 12.3 |

## ADVANCE PREPARATION

### Listen Closely

- Create the following chart on the board or on chart paper:

| <b>Wh– questions</b> |       |        |       |            |      |
|----------------------|-------|--------|-------|------------|------|
| Who?                 | What? | Where? | When? | Which one? | How? |

- Divide students into groups of three or four to complete Activity Pages 12.2 and 12.3.
- Write the following sentence starters on the board/chart paper:
  - One *wh*– question I have about the reading is what \_\_\_\_\_?
  - One *wh*– question I have about the reading is \_\_\_\_\_?

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Recall information from the previous lesson
- Demonstrate understanding of the text by answering comprehension questions
- Exchange wh- questions about the passage in groups

### Language Forms and Functions

I learned that the three acts passed by the Parliament were \_\_\_\_\_ (the Sugar, Stamp, and Quartering Acts) \_\_\_\_\_.

Many women began \_\_\_\_\_ (making their own cloth) \_\_\_\_\_.

One question I have about the passage is why...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words         | Tier 1<br>Everyday Speech Words |
|---------------------------------|------------------------------------------|---------------------------------|
| boycott                         | horrified<br>repeal<br>tension<br>unjust | tea                             |

Start Lesson

## Lesson 12: The Road to the Revolution, Part 2

# Listen Closely



**Primary Focus:** Students will listen to an informational passage about the Revolution and ask and answer questions about the text.

### ON THE ROAD TO REVOLUTION (30 MIN.)

- Ask students to recall what they learned about causes of the American Revolution in the previous lesson. Ask the following questions:
  - *What were the three acts passed by Parliament that taxed the colonists?*
    - » Sugar Act, Stamp Act, and Quartering Act
  - *Why were these acts passed?*
    - » Britain was trying to find ways to raise money to help pay their war debts.

- Tell students that today they will learn more about the causes of the American Revolution. Tell students that as you read aloud, they should listen carefully and think about the information in the text.
- Remind students that one way to listen actively to a Read-Aloud is to ask themselves questions in their minds as they listen or jot down questions to ask later.
- Explain to students that asking questions while they listen helps them to pay attention and think about the information in the text.
- Remind students that many questions begin with the letters *wh* and that these questions are called *wh*– questions. Refer to the chart on the board/ chart paper.

| <b>Wh– questions</b> |       |        |       |            |      |
|----------------------|-------|--------|-------|------------|------|
| Who?                 | What? | Where? | When? | Which one? | How? |

- Remind students to listen carefully as you read aloud. Tell them that you will ask *wh*– questions for them to answer. Tell them that afterwards they will have an opportunity to ask and answer questions about another text.
- Read aloud from Activity Page 12.1.

## Activity Page 12.1



### The Road to the Revolution, Part 2

As you have heard, the colonists were in strong opposition to the taxes Great Britain kept heaping on them. Their famous words were, “No taxation without representation!”

One man in particular, Patrick Henry, began to speak up. Patrick Henry was a Virginia lawyer. In Williamsburg, Virginia, he stood before the House of Burgesses and spoke out against the king and the new tax. Patrick Henry stated that only colonial governments should have the power to introduce new taxes in the colonies.

In 1765, the twenty-seven elected leaders of nine colonies made their way to New York. They met to discuss what could be done about the Stamp Act. This meeting became known as the Stamp Act Congress. Members of the Congress informed the British Parliament that this tax was **unjust**.





### Check for Understanding

Ask the following *wh*– questions about the reading:

- *What did Patrick Henry say before the House of Burgesses?*
  - » only colonial governments should have the power to introduce new taxes to the colonies
- *What conclusion did the Stamp Act Congress come to?*
  - » that the Stamp Act was unjust
- *What do you think the meaning of the word unjust is?*
  - » unfair

- Ask a student volunteer to provide one question that could be asked about the passage you just read. Have another volunteer give the answer.
- Continue reading aloud to students.

Another outspoken leader at this time was a man named Samuel Adams from Massachusetts. He organized a group of people who became known as the Sons of Liberty. These men protested in the streets, burned the stamps, and threatened the agents whose job it was to collect the taxes. It soon became impossible to impose the Stamp Act. And so in 1766, the British Parliament was forced to **repeal** it. When the colonists heard this news, they celebrated their victory.

Members of Parliament were not happy. King George insisted that it was Britain's right to tax the colonies. A new plan was needed. This time a man named Charles Townshend had another idea. They would put a tax on items that they knew the colonists really needed. These items, which were used daily in colonial times to make many things—including paint, paper, glass, lead, tea, wool, and silk.



### Check for Understanding

Ask the following *wh*– questions about the reading:

- *What group did Samuel Adams organize?*
  - » the Sons of Liberty

- *What did the Sons of Liberty do to show their disapproval of the new laws and taxes?*
  - » protested in the streets, burned the stamps, and threatened the tax collectors
- *What do you think the word repeal means as it is used in the passage?*
  - » to take back

- 
- Ask a student volunteer to provide one question that could be asked about the passage that you just read. Have another volunteer give the answer.
  - Continue reading aloud to students.
- 

In response, the colonists decided to **boycott** these items from Britain. They began to make their own products. Colonists purchased tea from other sources or drank “liberty tea” made from herbs and berries. Many women even began making their own cloth. This hurt British manufacturers, and before long, this tax was also removed—that is, all except for the tax on tea. So, the colonists’ boycott of British tea continued.

Alarmed by the level of protests, Britain sent troops to the colonies. They arrived in Boston Harbor in 1768. The colonists did not like the presence of British soldiers, especially because the soldiers had been sent to control them. **Tension** between the colonists and Britain continued to grow.



### Check for Understanding

Ask the following *wh*- questions about the reading:

- *What do you think the word boycott means as it is used in this passage?*
    - » to refuse to buy
  - *What did many women begin doing?*
    - » make their own cloth
  - *What product did the British continue to tax?*
    - » tea
  - *Why did the British send troops to the colonies?*
    - » the protest worried them
-

- Ask a student volunteer to provide one question that could be asked about the passage that you just read. Have another volunteer give the answer.
- Continue reading aloud to students.

### Activity Page 12.2



### Activity Page 12.3



### Support

As students are answering and asking questions about the passage, circulate and assist students by guiding them to form *wh*- questions.

In 1770, a scuffle, or brief fight, broke out in Boston between British soldiers and a group of colonists. In the confusion, British soldiers fired their guns into the crowd and killed five colonists, injuring six others. The first to die was a man named Crispus Attucks. People were **horrified**. The soldiers were immediately arrested. This terrible event became known as the Boston Massacre. The relationship between the colonists and Britain was becoming much worse.

It would not be fair to say that tea caused the American Revolution, but it played a part. The colonists were still refusing to buy tea from Britain. And King George and his government were refusing to listen to the colonists. In 1773, the British Parliament introduced a new law called the Tea Act. This time they said that only the British East India Company could sell tea to the colonies—and the tea would still be taxed.

The colonists responded that, not only did they not want this tea, they didn't want trade ships bringing it into the colonies, either. In other words, they would give up drinking British tea altogether.



### Check for Understanding

Ask the following *wh*- questions about the reading:

- *What started the Boston Massacre?*
  - » a brief fight
- *What does the word massacre mean?*
  - » the killing of a large group of people in a cruel and violent way
- *How did the colonists respond to the Tea Act?*
  - » They gave up drinking tea.

- Ask a student volunteer to provide one question that could be asked about the passage that you just read. Have another volunteer give the answer.
- Assign student groups a paragraph from Activity Page 12.2.
- Have students read the paragraph and write three or four *wh*- questions on Activity Page 12.3.

- Have students exchange papers with each other and then answer the questions.
- Reconvene and have students ask their *wh*- questions to the rest of the class. Allow ample time for students to answer.



## Listening Listening Actively

### 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        | U10 L12                                                                                                       |
| Activity Name      | Asking and Answering Questions                                                                                |
| Proficiency Levels |                                                                                                               |
| Entering           | Student responds to simple <i>wh</i> - questions with 1:1 support.                                            |
| Emerging           | Student responds to simple <i>wh</i> - questions with moderate support.                                       |
| Transitioning      | Student responds to more detailed <i>wh</i> - questions with moderate support.                                |
| Expanding          | Student responds to more detailed <i>wh</i> - questions independently.                                        |
| Bridging           | Student responds to more detailed <i>wh</i> - questions independently, integrating domain-related vocabulary. |

#### Entering/Emerging

Direct students to the sentence starter on the board. Allow students ample time to share with a partner.

#### Transitioning/Expanding

Direct students to the sentence starter on the board. Encourage students to build on peer responses. Allow students ample time to prepare to share with a partner.

#### Bridging

Work with students to create *wh*- questions without using the sentence starters. Allow ample time for students to prepare questions. Encourage students to build on peer responses.

~~~~~  
End Lesson

13

Colonial America Journals

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write journal entries from the point of view of a Colonial American.

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

My Colonial Life Journal [Activity Page 13.1]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------|---------|----------------------|
| Write About It | | |
| My Colonial Life Journal | 30 min. | ☐ Activity Page 13.1 |

ADVANCE PREPARATION

Write About It

- Post the following titles on the board/chart paper, students will base their journal writings on one of the titles:
 - The Founding of Jamestown
 - Religious Freedom and the First Thanksgiving
 - Pennsylvania and the Quakers
 - The Road to the Revolution
- Display the Presentation Rubric on the board or on chart paper.

| | Content | Speaking |
|---|---|---|
| 3 | <ul style="list-style-type: none">• Wrote five to six journal entries from the point of view of a colonist.• Includes drawings that illustrate two or more journal entries. | Speaks clearly at an appropriate pace, tone, and volume. |
| 2 | <ul style="list-style-type: none">• Wrote three to four journal entries from the point of view of a colonist.• Includes at least one drawing that illustrates a journal entry. | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | <ul style="list-style-type: none">• Wrote only one or two journal entries that may or may not be from the point of view of a colonist.• Does not include any drawings. | Speaks in an unclear manner. Pace, tone, and volume interfere with meaning. |

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe the purpose of a journal

Language Forms and Functions

Journals are important because ...

Lesson 13: Colonial America Journals

Write About It



Primary Focus: Students will write journal entries from the point of view of a Colonial American.

MY COLONIAL LIFE JOURNAL (30 MIN.)

- Remind students that they have learned a lot about Colonial America. Have students share some of the things they have learned.
- Tell students that today they are going to write journal entries from the point of view of a colonist in Colonial America.
- Ask students to describe the purpose of a journal.
 - » It is a special place to explore ideas, feelings, and experiences. In a journal, you can write about people, events, and how you feel about things.
- Refer students to the list of titles written on the board:
 - The Founding of Jamestown
 - Religious Freedom and the First Thanksgiving
 - Pennsylvania and the Quakers
 - The Road to the Revolution
- Tell students that four subjects have been chosen and they can select the one they would like to write about in their journals.
- Explain, for example, if they choose the founding of Jamestown, they might write about their experiences crossing the Atlantic Ocean and how it felt to see Native Americans for the first time.
- Direct students to Activity Page 13.1. Tell students that they should write five to six journal entries and include illustrations. Encourage students to refer back to previous lesson activities that relate to the title they chose.

Activity Page 13.1



Writing

Entering/Emerging

Provide students 1:1 support by directing them to previous lessons that will assist them in writing their journal entries.

Transitioning/Expanding

Provide students moderate support as they complete their journal entries by reminding them where they can find additional information regarding their topic.

Bridging

Encourage students to be as creative as possible when writing their journal entries. If necessary, remind students to utilize previous lessons for additional information.

- Go over the Presentation Rubric with students so they will know what to include in their journals.

| | Content | Speaking |
|---|---|---|
| 3 | <ul style="list-style-type: none">• Wrote five to six journal entries from the point of view of a colonist.• Includes drawings that illustrate two or more journal entries. | Speaks clearly at an appropriate pace, tone, and volume. |
| 2 | <ul style="list-style-type: none">• Wrote three to four journal entries from the point of view of a colonist.• Includes at least one drawing that illustrates a journal entry. | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | <ul style="list-style-type: none">• Wrote only one or two journal entries that may or may not be from the point of view of a colonist.• Does not include any drawings. | Speaks in an unclear manner. Pace, tone, and volume interfere with meaning. |

- Tell students that tomorrow they will have an opportunity to share their journal entries with the rest of the class.

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 | U10 L13 |
| Activity Name | My Colonial Life Journal |
| Proficiency Levels | |
| Entering | Student copies basic ideas onto a graphic organizer with 1:1 support. |
| Emerging | Student copies basic ideas onto a graphic organizer with moderate support. |
| Transitioning | Student copies basic ideas onto a graphic organizer. |
| Expanding | Student copies more detailed ideas onto a graphic organizer. |
| Bridging | Student copies more detailed ideas onto a graphic organizer, integrating domain related vocabulary. |

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

## 14

# Journal Presentations

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

Students will deliver an oral presentation of their journal entries.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Presentation Rubric** [Activity Page 14.1]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                  |
|-----------------------|---------|--------------------------------------------------------------------------------------------|
| <b>On Stage</b>       |         |                                                                                            |
| Journal Presentations | 30 min. | <input type="checkbox"/> Activity Page 13.1<br><input type="checkbox"/> Activity Page 14.1 |

## ADVANCE PREPARATION

### On Stage

- Post the following on the board or on chart paper:  
Things to Do during a Presentation
  - Speak clearly.
  - Speak loudly enough so that others can hear you.
  - Speak with expression.
  - Use hand and face gestures.
  - Listen attentively.
  - Sit up straight while listening.
  - Keep your eyes on the speaker.
  - Show your appreciation by clapping at the end of the presentation.
- Display the Presentation Rubric on the board or on chart paper.

|   | Content                                                                                                                                                                                                  | Speaking                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 3 | <ul style="list-style-type: none"> <li>• Wrote five to six journal entries from the point of view of a colonist.</li> <li>• Includes drawings that illustrate two or more journal entries.</li> </ul>    | Speaks clearly at an appropriate pace, tone, and volume.                    |
| 2 | <ul style="list-style-type: none"> <li>• Wrote three to four journal entries from the point of view of a colonist.</li> <li>• Includes at least one drawing that illustrates a journal entry.</li> </ul> | Speaks clearly most of the time at an appropriate pace, tone, and volume.   |
| 1 | <ul style="list-style-type: none"> <li>• Wrote only one or two journal entries that may or may not be from the point of view of a colonist.</li> <li>• Does not include any drawings.</li> </ul>         | Speaks in an unclear manner. Pace, tone, and volume interfere with meaning. |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Review how to listen attentively
- Review major themes and information from the Language Studio

### Language Forms and Functions

Something you can do to show you are engaged is...

A major thing I learned from this Language Studio was...

## Lesson 14: Journal Presentations

# On Stage



**Primary Focus:** Students will deliver an oral presentation of their journal entries.

## JOURNAL PRESENTATIONS (30 MIN.)

- Tell students that today they will have an opportunity to present their journals to the class, but before they do so, you would like to briefly discuss some things they can do while they are presenting and while they are listening.
- Refer students to the board/chart paper to discuss what they should do during their presentations:
  - Speak clearly.
  - Speak loudly enough so that others can hear you.
  - Speak with expression.
  - Use hand and face gestures.
  - Listen attentively.
  - Sit up straight while listening.
  - Keep your eyes on the speaker.
  - Show your appreciation by clapping at the end of the presentation.

Activity Page 14.1



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

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

Activity Page 13.1



- Direct students to Activity Page 14.1, and explain each category of the rubric.

|   | Content                                                                                                                                                                                               | Speaking                                                                    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 3 | <ul style="list-style-type: none"><li>• Wrote five to six journal entries from the point of view of a colonist.</li><li>• Includes drawings that illustrate two or more journal entries.</li></ul>    | Speaks clearly at an appropriate pace, tone, and volume.                    |
| 2 | <ul style="list-style-type: none"><li>• Wrote three to four journal entries from the point of view of a colonist.</li><li>• Includes at least one drawing that illustrates a journal entry.</li></ul> | Speaks clearly most of the time at an appropriate pace, tone, and volume.   |
| 1 | <ul style="list-style-type: none"><li>• Wrote only one or two journal entries that may or may not be from the point of view of a colonist.</li><li>• Does not include any drawings.</li></ul>         | Speaks in an unclear manner. Pace, tone, and volume interfere with meaning. |

- Give students a chance to look over their journals in Activity Page 13.1 and check against the rubric. Allow students have a little time to prepare to share their journals.
- Invite students to share their journals in front of the class.
- Take a few minutes to congratulate students on a job well done. Tell students that their journal entries demonstrate to you that they learned a lot about Colonial America.
- Recap with students some of the most important ideas covered during the Colonial America Unit, such as the following:
  - People came to America for religious freedom and to start a better life.
  - The colonists faced many challenges in establishing colonies in North America.
  - Relationships with the Native Americans differed in the various colonies.
  - The three colonial regions, New England, the Middle colonies, and the Southern colonies, had different industries and other characteristics.
  - Jamestown was the first permanent English colony established in North America.
  - The three cash crops of the South were tobacco, rice, and indigo.
  - Unjust taxation led to the Revolutionary War.

## 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        | U10 L14                                                                                                                                |
| Activity Name      | Presentation Rubric                                                                                                                    |
| Proficiency Levels |                                                                                                                                        |
| Entering           | Student takes turns and gives a brief description of their journal.                                                                    |
| Emerging           | Student takes turns and gives a brief description of their journal, asking and responding to simple questions.                         |
| Transitioning      | Student takes turns and gives a detailed description of their journal, asking and responding to simple questions.                      |
| Expanding          | Student takes turns and gives a detailed description of their journal, asking and responding to more detailed questions.               |
| Bridging           | Student takes turns and gives a detailed description of their journal and asks and answers questions, building on the ideas of others. |

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





Language Studio 11

---

# Ecology

---



# Contents

## ECOLOGY

### Lesson 1 Introduction to Ecology 204

#### Building Background (10 min.)

- Ecology Concept Map

#### Read About It (20 min.)

- Animals and Their Habitats

### Lesson 2 Food Chains 212

#### Read About It (20 min.)

- Food Chains

#### Write About It (10 min.)

- Food Chain Sequence Diagram

### Lesson 3 Ecosystems Review 222

#### Looking at Language (20 min.)

- Prefixes That Signify Numbers

#### Rewind (10 min.)

- What Have You Learned?

### Lesson 4 Balance of Nature 228

#### Talk Time (10 min.)

- Fact or Opinion?

#### Read About It (20 min.)

- Balance of Nature

### Lesson 5 Natural Disasters 236

#### Read About It (15 min.)

- Natural Disaster Cause and Effect

#### Write About It (15 min.)

- Cause and Effect Graphic Organizer

### Lesson 6 Human Changes to the Environment 240

#### Listen Closely (15 min.)

- Human Changes to the Environment

#### Looking at Language (15 min.)

- Using Clauses in Sentences

## Lesson 7 **Opinion Paragraph Prewriting**

248

Write About It (30 min.)

- Prewriting Graphic Organizer

## Lesson 8 **Opinion Paragraph**

252

Write About It (30 min.)

- Opinion Paragraph

## 1

# Introduction to Ecology

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

Students will discuss whether or not they agree or disagree with statements about the environment.

**Listening**

Students will listen to a Read-Aloud passage.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Ecology: True or False?** [Activity Page 1.1]

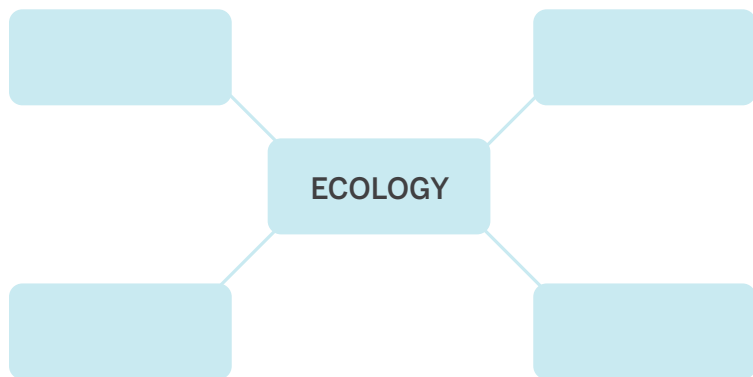
## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                        |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Background</b> |         |                                                                                                                                  |
| Ecology Concept Map        | 10 min. | <input type="checkbox"/> Concept Map                                                                                             |
| <b>Read About It</b>       |         |                                                                                                                                  |
| Animals and Their Habitats | 20 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Highlighter |

## ADVANCE PREPARATION

### Building Background

- Display a concept map on the board with the word *ecology* in the center.



### Read About It

- Display the following sentences on the board:
  - A *habitat* is an animal's home.
  - An *ecosystem* is a home for a variety of species.
  - An *organism* is a living thing.
  - A *species* is a classification of organisms that share traits in common.
  - *Tolerance* is an organism's ability to endure harsh conditions.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share prior knowledge about ecology and ecosystems
- Share statements written about ecology
- Demonstrate understanding of the text by answering comprehension questions

### Language Forms and Functions

One thing I know about ecosystems/ecology is...

I learned that ecology is...

The nonliving parts of an ecosystem are \_\_\_\_\_ (sunlight, water, air, sand, rocks, and soil) \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------|----------------------------------|---------------------------------|
| ecosystem<br>organism<br>species | tolerance                        | habitat                         |

## Lesson 1: Introduction to Ecology

## Building Background



**Primary Focus:** Students will discuss whether or not they agree or disagree with statements about the environment.

## ECOLOGY CONCEPT MAP (10 MIN.)

- Ask students to think about what they know about *ecology* or the study of *ecosystems*.
- Have students **Turn and Talk** with a peer to share ideas.
- Draw a concept map on the board/chart paper and in the center of the map write *ecology*.
- Have students share aloud their thoughts and ideas about *ecology* and record these on the concept map.
- Write the words *ecosystem*, *tolerance*, *habitat*, *species*, and *organism* on the board. Direct students to the definitions on the board.
- Read aloud each vocabulary word. Have students repeat back each word to practice correct pronunciation.
- Review the definition of each vocabulary word and discuss examples as appropriate. (e.g., *species*: *groups of living plants and animals*; humans/dogs/sun flowers)
- Redirect students' attention back to the concept map. Prompt students to add more information to the concept map following the vocabulary review.
- Ask students questions to support them in generating ideas for the concept map:
  - *What is an ecosystem?*
  - *What kinds of things are in an ecosystem?*
  - List other domain-specific words, such as *species*, *traits*, and *living/nonliving*. Have students brainstorm definitions and examples for each.
- Have students reflect on the completed concept map and develop a statement using one of the vocabulary terms. (e.g., A habitat is an animal's home. An ecosystem is a community of plants and animals that live within several habitats.)
- Have students **Turn and Talk** with a peer to share their statements about ecology.

## Support

For students struggling with the vocabulary terms, review the definitions and pair words with a picture or other visual representation.

## Challenge

Have students use the vocabulary words in sentences.

Speaking  
Exchanging  
Information and Ideas

## Entering/Emerging

Redirect students to the definitions written on the board. Provide students with sentence frames for constructing and sharing their statement.

## Transitioning/Expanding

Redirect students to the definitions written on the board. Provide students with sentence frames for constructing and sharing their statement.

## Bridging

Work with students to create statements without using the sentence frames. Allow students ample time to prepare to share with a partner. Encourage students to build on peer responses.



## Lesson 1: Introduction to Ecology

# Read About It



### Activity Page 1.1



### Activity Page 1.2



**Primary Focus:** Students will listen to a Read-Aloud passage.

### ANIMALS AND THEIR HABITATS (20 MIN.)

- Direct students' attention to Activity Page 1.1 and have students read aloud the five statements about ecology and ecosystems.
- Explain that the students will listen to a teacher read aloud about ecology and ecosystems and determine if the statement in each row is true or false.
- Explain that after listening to the teacher read aloud, students will write "true" or "false" for each statement and provide evidence from the text to support their claims.
- Explain that in the event the students determine a statement to be "false" they will revise the existing statement to reflect fact, based upon evidence from the text.
- Direct students to Activity Page 1.2. As you read aloud the selection, identify the vocabulary words and redefine the vocabulary as you read.
- Read aloud the first four paragraphs as students follow along.

Hi, my name is Zeke, and I am one of those people who never stops wondering and asking questions. When I was your age, I asked, "What do worms eat? Why do some animals migrate from place to place? Where do mosquitoes live? How do flowers live in the desert? Who can survive on glaciers?" When I grew up, I decided to become a scientist to try and find the answers to my growing number of questions.

The science that I studied in college is called **ecology**. Its name comes from the Greek language: the word oikos [OY-kos], meaning "house" or "household," spelled 'eco' in English; and the suffix *-ology*, meaning "the study of." Ecology is the study of households—the households of living things such as plants and animals, that is. Plants and animals do not live alone. They are part of a system of households, communities called **ecosystems**.

As an ecologist, I study ecosystems all over the world. I learn about plant and animal relationships, and how they interact with one another and with their environment. I love my job because I help others understand how everything on Earth is connected.

Ecosystems exist on plains and in deserts, forests, lakes, rivers, and oceans. They may be as small as a puddle or as large as a rainforest. They may occupy water or land. No matter their size or location, ecosystems always include living **organisms**.



### Check for Understanding

Ask students the following questions:

- What does the prefix *eco-* mean?
  - » household
- What does the suffix *-ology* mean?
  - » study of
- What is the meaning of the word *ecology*?
  - » the study of households of living things
- What are ecosystems?
  - » communities of households
- What does an ecologist do?
  - » studies ecosystems and how plants and animals interact with their environments
- Where do ecosystems exist?
  - » everywhere—on water or land

- Read aloud the remaining paragraphs as students follow along.

Organisms are sorted by species. For example, you are a member of the human species. You may look quite different from the person sitting next to you, but you are similar enough so that nobody will mistakenly think that you may be a member of the cat or dog species. Ants belong to their own species, quite different from humans. Jellyfish and elephants each



### Listening Listen Actively

#### Entering/Emerging

As you read and guide students through the text, provide substantial support to clarify difficult concepts and vocabulary.

#### Transitioning/Expanding

As you read and guide students through the text, provide moderate support to clarify difficult concepts and vocabulary.

#### Bridging

As you read and guide students through the text, provide light support to clarify difficult concepts and vocabulary.

have their own separate species, too. Each species is unique and has characteristics or traits unlike any other species.

An ecosystem is home to a variety of species, groups of living plant and animal organisms. But an ecosystem includes lots more than just living things, and many parts of an ecosystem are hidden from view. Sunlight, water, air, sand, rocks, and soil are all important parts of an ecosystem. These nonliving parts help determine what kinds of plants and animals are able to live in each different ecosystem. For example, plants needing shade and plenty of water would not be very **tolerant** of, or able to endure, hot desert climates. Each species has its own **habitat**, or special home, within the ecosystem.



### Check for Understanding

Ask students the following questions:

- How are organisms like humans and animals organized?
  - » by species; each species is different or unique and has its own traits
- What is the difference between an ecosystem and a habitat?
  - » A habitat is an animal's home; an ecosystem is a home for a variety of species, including plants and animals, as well as nonliving things.
- What are the nonliving parts of an ecosystem?
  - » sunlight, water, air, sand, rocks, soil
- Can plants and animals survive in any ecosystem? Why or why not?
  - » No; they can only survive in a specific ecosystem that has the nonliving parts they need to survive.

- Direct students to the completed Anticipation Guides on Activity Page 1.1.
- Review each statement with the students.
- Ask students to determine if the statement is true or false, and highlight evidence in the text on Activity Page 1.2 to support their answers.

- Direct students to write “true” or “false” in the proper column for each statement.
- Explain to students that they will revise false statements to make them true, using evidence from the text on Activity Page 1.2.
- **Model:** Tell students to look at the first statement: “Ecosystems include living organisms and nonliving things.” Ask students if that is true or false.
- Explain to students that they will revise false statements to make them true, using evidence from the text on Activity Page 1.2.
- **Model:** Tell students to look at statement 4: “Ecosystems only occur on land, not on water.” Ask students if that is true or false. Ask students to cite the evidence that makes the statement false. Direct students to the fourth paragraph: “They may occupy water or land.” Model writing a revision that makes this statement true: *Ecosystems occur on both land and water.*
- Direct students to complete Activity Page 1.2. Students may choose to work in pairs or independently while completing Activity Page 1.2.
- Have students share their revisions to statements 3 and 4 with the group.

## Support

Encourage students to discuss their ideas and text evidence with a peer.

## 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        | U11 L1                                                                                            |
| Activity Name      | Ecology: True or False?                                                                           |
| Proficiency Levels |                                                                                                   |
| Entering           | Student recalls basic information with 1:1 support.                                               |
| Emerging           | Student recalls basic information independently.                                                  |
| Transitioning      | Student recalls information highlighted from the text to answer a question with 1:1 support.      |
| Expanding          | Student recalls information highlighted from the text to answer a question with moderate support. |
| Bridging           | Student recalls information from the text to answer a question independently.                     |

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

2

Food Chains

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to a Read-Aloud and identify elements of a basic food chain.

Writing

Students will complete a food chain diagram with information from the Read-Aloud and write the sequence of events in a basic food chain.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Food Chain Diagram [Activity Page 2.2]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------|---------|--|
| Read About It | | |
| Food Chains | 20 min. | <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Highlighter |
| Write About It | | |
| Food Chain Sequence Diagram | 10 min. | <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 2.2 |

ADVANCE PREPARATION

Read About It

- Display the following sentence frames on the board/chart paper:
 - First _____.
 - Next _____.
 - Finally _____.
- Display the terms *photosynthesis*, *consumers*, *producers*, and *decomposers* on the board/chart paper.

Write About It

- Pair students for Activity Page 2.2

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Review information learned in the previous lesson
- Infer the meaning of new words
- Demonstrate understanding of the text by answering comprehension questions

Language Forms and Functions

I learned that *ecology* is _____ (the study of the environment and earth systems).

I think *photosynthesis* might mean ...

Producers are _____ (the first step in the food chain) _____.

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---|----------------------------------|---------------------------------|
| consumers food chain decomposers herbivore carnivore photosynthesis producers | energy | |

Lesson 2: Food Chains

Read About It



Primary Focus: Students will listen to a Read-Aloud and identify the elements of a basic food chain.

FOOD CHAINS (20 MIN.)

- Review with students what they learned about environments and ecosystems. List the following key details and redefine terms if necessary:
 - *Ecology* is the study of the environment and the earth systems.
 - *Ecosystems* are communities of habitats. All kinds of animals and plants coexist within an ecosystem.
 - All organisms are organized by *species*. Species are defined by their different traits and characteristics.
- Plants and animals that are not *tolerant* of their habitats do not survive.
- Direct students to Activity Page 2.1.
- Read aloud the directions: *As you read, underline or highlight key details that tell you about the three tiers of the food chain.*
- Preview the key vocabulary in the Read-Aloud.
- Direct students' attention to the vocabulary terms written on the board/chart paper (photosynthesis, consumers, producers, and decomposers).
- Ask students to share ideas about what each of these words might mean.
- Record students thoughts and ideas on the board/chart paper and tell students that as we read, we will revise and add to our definitions as needed.
- Read the following passage with students, pausing frequently to clarify unfamiliar vocabulary and concepts.

Activity Page 2.1



- As you read, restate and model the language of sequence for students.
For example:
 - *First, sunlight and water help plants grow. These plants are called producers.*
 - *Next, animals consume the plants. Animals that gain energy from plants, either through the plants or oxygen, are called the consumers.*
 - *Finally, decomposers break down animals and plants.*
- As you read, model comprehension strategies and guide students to annotate their passages along with you.
 - Tell students to circle the key vocabulary and highlight the definitions as you read aloud.
 - Use context clues to show students how to find definitions and explanations for each term.
 - In the margins, write questions. For example, What is the first trophic level?
 - What is the second trophic level? Third? Underline the answers within the text.
 - Summarize each paragraph with one sentence. For example, “Producers begin the food chain and help living things grow.”

Tier 1: Producers

All food chains begin with living things that produce their own food. On land, green plants are the main **producers**. Plants are the only living things that make their own food. How do they do that? That’s right, they depend on the sun. The sun’s energy enters the plants’ leaves. Plants absorb water through their underground roots, and take in carbon dioxide, a gas, from the air. With the help of the sun’s energy, plants change water and carbon dioxide into the food they need to grow. This is called **photosynthesis**. Producers include algae, lichens, and mosses, in addition to plants like trees and grasses. Plants are the first feeding step, or trophic level, of every food chain. All animals depend on plants to live, even if they do not eat plants themselves. Producers, at the bottom of every food chain, perform another very important job in an ecosystem. As they take in water, sunlight, and carbon dioxide, they also release oxygen into the air. Oxygen is a gas that is essential for all organisms to live. There are producers in every ecosystem. Without them, there would be no life on Earth.



Check for Understanding

Ask students the following questions:

- What are producers?
 - » first step in the food chain
- What living things make their own food?
 - » plants
- What is photosynthesis?
 - » the process that plants use to make food
- How does photosynthesis work?
 - » Plants absorb water through their roots and carbon dioxide from the air. This is turned into food with the help of energy from the sun.
- What are examples of producers?
 - » trees, grass, algae, lichens, and mosses
- What important thing do producers do?
 - » release oxygen into the air
- Why is oxygen important?
 - » all organisms need it to live

Tier 2: Consumers

The next trophic level is composed of **consumers**. Animals cannot make their own food. Even though animals and humans receive some energy directly from the sun, they also must consume, or eat, food to get the energy and nutrients they need to survive. Sometimes this trophic level is broken into more than one level, or feeding step, because there are several different types of consumers, or eaters. The consumers in this image are the mouse, the boar, and the wolf. Some consumers eat only plants, some eat only animals, and others eat both plants and animals. These three types of consumers have specific names. Who remembers what we call animal consumers who consume only plants? Yes, plant-eaters are called herbivores. Herbivores may be as small as squirrels or as large as elephants. Can you name some other herbivores, consumers who eat only

Support

Help students understand that there are three groups in the food chain and each has a specific role. Restate information in the passage using different words.

Challenge

Ask students to explain what would happen if one of the tiers in the food chain disappeared. Students should point out how each part of the food chain is dependent upon the others.



Listening Reading/Viewing Closely

Entering/Emerging

Use substantial support, such as visuals and gestures, to help students identify key details and clarify vocabulary. Finger sweep for students as you read.

Transitioning/Expanding

Use moderate support, such as visuals and gestures, to help students identify key details and clarify vocabulary. Finger sweep for students if needed.

Bridging

Use light support, such as visuals and gestures, to help students identify key details and clarify vocabulary.

producers? The second type of consumers belongs to the group called carnivores. Carnivores are primarily meat-eaters. Carnivores usually do not eat producers, but instead eat other consumers. Examples of carnivorous animals include lions, polar bears, and sharks. Omnivores are the third type of consumers. They eat both producers and other consumers. Rats, raccoons, skunks, and pigs are all omnivores. Many humans are omnivores, too, eating both plants and animals.



Check for Understanding

Ask students the following questions:

- What are consumers?
 - » animals that eat food to get the energy and nutrients they need to survive
- What do consumers eat?
 - » plants, animals, or both
- What are herbivores?
 - » plant-eaters
- What are carnivores?
 - » meat-eaters
- What are omnivores?
 - » plant- and meat-eaters

Tier 3: Decomposers

When plants and animals die, they sometimes become food for other animals. Have you ever seen a vulture or a crow eating dead animals by the roadside? These consumers are animals called scavengers. But scavengers rarely finish the job. For that, nature relies upon another essential part of the food chain. Who remembers the name of the organisms that work together with the producers and the consumers? They are the decomposers. Decomposers are a special type of consumer that continues the work of

scavengers if parts are left behind. Decomposers decompose, or break down, dead plants and animals and their wastes. By doing so, they feed themselves while returning valuable nutrients back into the soil to be reused by other organisms in the food chain. Just as with scavengers, some decomposers also eat living plants and animals. Decomposers—worms, slugs, snails, beetles and other insects, microscopic bacteria, and fungi—are some of Earth's greatest recyclers. They are very important to an ecosystem. Without decomposers, plants would not get the nutrients they need, and Earth would be crowded with the dead remains of plants and animals.



Check for Understanding

Ask students the following questions:

- What do decomposers do?
 - » They break down dead plants and animals and their wastes.
 - What are some examples of decomposers?
 - » animals, insects, bacteria, and fungi
 - Why are decomposers important to the ecosystem?
 - » They return nutrients to the soil so that plants get the nutrition they need.
-



Support

To reinforce the importance of sequence in a food chain, ask students for a sequence of events they do in their everyday life, such as their morning routine when they get up. Have them use the sentence frames to describe their morning routine.



Writing

Entering/Emerging

Provide students substantial support in writing and sharing the steps in a food chain. Allow students to draw the steps in the diagram. Use a sentence frame on board.

Transitioning/Expanding

Provide students moderate support in writing and sharing the steps in a food chain. Allow students to draw the steps in the diagram, if needed. Use a sentence frame on board, if needed.

Bridging

Provide students light support in writing and sharing the steps in a food chain.

Lesson 2: Food Chains

Write About It



Primary Focus: Students will complete a food chain diagram with information from the Read-Aloud and write the sequence of events in a basic food chain.

FOOD CHAIN SEQUENCE DIAGRAM (10 MIN.)

- Direct students to Activity Page 2.2.
- Using their annotated passages, students then complete the diagrams with key details and terms.
- **Model:** *The food chain consists of actions that happen in order, or sequence.*
 - Direct students' attention to the circle that describes Trophic Level 1.
 - Say, *This is the first level of the food chain.*
 - Ask, *What happens in the first level of the food chain?*
 - Use the annotated passage to find the key information.
 - Record the information in the Trophic Level 1 circle.
- Have students work independently to record key information from the passage in the Trophic Level circles 2 and 3 using their annotated passages.
- Have partners describe the food chain using sequence language. Use sentence frames you wrote on the board, as needed. Refer to sequence language provided in the instruction in Activity Page 2.1

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 | U11 L2 |
| Activity Name | Food Chain Diagram |
| Proficiency Levels | |
| Entering | Student puts images of the steps in order with support. |
| Emerging | Student puts images of the steps in order and labels them using basic words or short phrases with 1:1 support. |
| Transitioning | Student puts images of the steps in order and labels them using basic words or short phrases with moderate support. |
| Expanding | Student puts images of the steps in order and labels images using detailed phrases and simple sentences with support. |
| Bridging | Student puts images of the steps in order and labels images using detailed phrases and simple sentences using temporal phrases. |

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

3

Ecosystems Review

PRIMARY FOCUS OBJECTIVE(S)

Writing

Students will determine the meaning of words with the prefixes *uni-*, *bi-*, *tri-*, and *mult-* and write sentences using these words.

Listening

Students will discuss what they have learned about ecology and ecosystems, including domain-specific vocabulary terms, with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Prefixes That Signify Numbers [Activity Page 3.1]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|---|
| Looking at Language | | |
| Prefixes that Signify Numbers | 20 min. | <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Online or print dictionaries and thesauruses |
| Rewind | | |
| What Have You Learned? | 10 min. | |

ADVANCE PREPARATION

Looking at Language

- Set up four stations, one for each prefix (*uni-*, *bi-*, *tri-*, and *multi-*). Post four pieces of chart paper in four corners of the room. At the top of each piece of chart paper, write the prefix and the meaning.
- Separate students into four groups (one group to each station).
- Include online or print reference materials at each station for students to use as they complete the activity. These can be dictionaries, thesauruses, or visuals.

Rewind

- Write these words on the board: *habitat*, *environment*, *ecology*, *ecosystem*, *food chain*, *static*, *balance of nature*.
- Write a sentence starter for emerging and expanding students on the board:
 - I learned that _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss potential meaning of numerical prefixes
- Review information learned about ecology and ecosystems thus far
- Discuss the most interesting fact students have learned so far

Language Forms and Functions

The prefix *uni-* probably means...

So far, I've learned that ecology ...

The most interesting thing I've learned is that...

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---|----------------------------------|---------------------------------|
| balance of nature ecology ecosystem food chain | environment static | habitat |

Lesson 3: Ecosystems Review

Looking at Language



Primary Focus: Students will determine the meaning of words with the prefixes *uni-*, *bi-*, *tri-*, and *multi-* and write sentences using these words.

PREFIXES THAT SIGNIFY NUMBERS (20 MIN.)

- Explain to students that a prefix is a word part that comes at the beginning of the word. A prefix adds to or changes the meaning of the word.
- Introduce the prefix *tri-* and ask students if they know what it means. Use examples of words with the *tri-* prefix to prompt ideas. Explain that some prefixes have meanings that pertain to numbers. Say, *A tricycle has three wheels. Tri-means "three."*
- Display the chart paper and work with students to define the meanings of each number prefix: *bi* (two), *tri* (three), *uni* (one), and *multi* (many).
 - Write the meaning of each prefix on the appropriate piece of chart paper and place one piece at each station.
- Tell students that they will rotate through each station and add five new words to the chart paper at each station using the prefix on that paper. They can use the dictionaries and thesauruses provided to help find new words that begin with each prefix. Give each group 5 minutes to add to each list.
- Direct attention to Activity Page 3.1. After they have rotated through the stations, groups will work together to complete this page using what they learned in the activity.
- Have each group report out their answers to Activity Page 3.1.

Activity Page 3.1



Support

Show students pictures (triangles, unicycles) to help students understand the meanings of the prefixes. They can use these to create drawings on Activity Page 3.1.

Challenge

Have students draw illustrations and write captions using words from the charts.

Writing
Reading/Viewing Closely

Entering/Emerging

Provide students 1:1 support in identifying the meanings of prefixes. Help students write simple sentences using the prefixes.

Transitioning/Expanding

Offer students moderate support in identifying the meanings of prefixes and writing more complex sentences using the words.

Bridging

Offer students light support in identifying the meanings of prefixes and writing complex sentences using the words.

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 | U11 L3 |
| Activity Name | Prefixes That Signify Numbers |
| Proficiency Levels | |
| Entering | Student writes simple answers with 1:1 support. |
| Emerging | Student writes simple answers with moderate support. |
| Transitioning | Student writes more detailed answers with moderate support. |
| Expanding | Student writes more detailed answers independently. |
| Bridging | Student writes more detailed answers and integrates domain-related vocabulary. |

Lesson 3: Ecosystems Review

Rewind



Primary Focus: Students will discuss what they have learned about ecology and ecosystems, including domain-specific vocabulary terms, with a partner.

WHAT HAVE YOU LEARNED? (10 MIN.)

- Remind students that they have learned a lot about ecosystems and food chains up to this point.
- List the following terms on the board and have students help you define each one: *habitat, environment, ecology, ecosystem, food chain, static, and balance of nature.*
- **Turn and Talk:** Pair students. Have students turn and talk to answer the following question: What is the most interesting fact you learned about the environment?
- **Model:** *I learned that all species have their own characteristics. No two species have the same characteristics.*
- Have partners share responses.

End Lesson



Listening
Exchanging
Information and Ideas

Entering/Emerging

Direct students to the sentence starter on the board. Allow students ample time to review the word banks for each concept.

Transitioning/Expanding

Direct students to the sentence starter on the board. Encourage students to build on peer descriptions and ask questions. Give students ample time to review the word banks for each concept.

Bridging

Encourage students to build on peer responses and ask questions. Allow ample time for students to prepare their responses and to review word banks.

4

Balance of Nature

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will determine if a given statement is fact or opinion and explain their reasoning.

Listening

Students will listen to a Read-Aloud about the balance of nature and answer comprehension questions related to the reading.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Fact or Opinion?** [Activity Page 4.1]

LESSONS AT A GLANCE

| | Time | Materials |
|----------------------|---------|---------------------|
| Talk Time | | |
| Fact or Opinion? | 10 min. | ☐ Activity Page 4.1 |
| Read About It | | |
| Balance of Nature | 20 min. | ☐ Activity Page 4.2 |

ADVANCE PREPARATION

Talk Time

- Display “balance of nature” on the board.
- Display opinion statement starters on the board:
 - I think _____.
 - I don’t think _____.
 - In my opinion, _____.
- Word Bank:
 - *equilibrium, interference, thrive, survive, adapt, static, gradual, stable disruptions*

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss the potential meaning of “Balance of Nature”
- Discuss examples of imbalances in nature
- Discuss whether a series of statements are fact or opinion in pairs

Language Forms and Functions

I think that *balance of nature* means...

An example of an imbalance in nature is when _____ (a new species ruins a habitat, etc.) _____.

I think this statement is a fact/opinion because...

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|------------------------------------|--|---------------------------------|
| balance of nature trophic level | adapt disruptions stable static | change insect |

Lesson 4: Balance of Nature

Talk Time



Primary Focus: Students will determine if a given statement is fact or opinion and explain their reasoning.

FACT OR OPINION? (10 MIN.)

- Remind students that ecosystems are complex communities of habitats that work together to stay balanced.
- Write the term “balance of nature” on the board.
 - Ask students what they think “balance of nature” means.
 - Ask, Think about what you know about ecosystems and food chains. What kinds of imbalances can occur in nature?
 - » Animals can lose a food source. Habitats can be destroyed by a new species and leave or enter a new habitat or ecosystem.
- Explain that ecosystems must remain balanced in order to thrive.
- Tell students that there are two types of ways that nature is thrown off balance: human interference and natural interference.
 - Provide real-life examples of each, such as forest fires started by humans and tornadoes caused by atmospheric forces.
 - Ask students to suggest additional examples of both human and natural interference.
- Explain that students will now read statements about the balance of nature and determine which statements are facts and which are opinions.
- Tell students that a fact is always true. It can be proven. For example: There are three parts to the food chain—producers, consumers, and decomposers.
- Tell students that an opinion is one person’s point of view. You cannot prove an opinion. For example: Ecology is not something I need to worry about.
- Direct students to Activity Page 4.1.
 - Tell students that they will be asked to determine which statements are facts and which are opinions.
 - Explain how to determine the difference between fact and opinion by modeling the first example with students.
 - Say, *A fact is always true. An opinion is a belief a person holds.*

Support

Ensure students understand the meaning of *interference*. As needed, clarify meaning: *unwanted involvement in other people’s activities or concerns; to get in the way of.*

Support

If students confuse fact and opinion, ask them to give additional examples of each.

Activity Page 4.1



Support

Help students define the words. Review the definitions with students before they begin the activity.

- Model using the first item: *This statement says that human beings are the reason the balance of nature is upset. Is this true? (no) There are other reasons that nature becomes imbalanced. This is not a fact. This is the author's opinion.*
- Before students begin, have them look at the Word Bank at the top of the page and look up definitions for the words.

equilibrium—a state of balance

interference—something that blocks or gets in the way

thrive—grow, improve, or be successful

survive—to live or exist longer

adapt—to change or adjust

- Have students work in pairs to read the statements and then decide if they are facts or opinions. As students share, have them explain their reasoning.

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 | U11 L4 |
| Activity Name | Fact or Opinion? |
| Proficiency Levels | |
| Entering | Student offers an opinion with prompting and support. |
| Emerging | Student offers an opinion. |
| Transitioning | Student supports opinion with one textual reason with prompting and support. |
| Expanding | Student supports opinion with one textual reason. |
| Bridging | Student supports opinion with multiple textual reasons. |

Lesson 4: Balance of Nature

Read About It



Primary Focus: Students will listen to a Read-Aloud about the balance of nature and answer comprehension questions related to the reading.

BALANCE OF NATURE (20 MIN.)

- Direct students' attention to Activity Page 4.2. Tell students that they are going to read about several ways that nature maintains its balance.
- Refer to the vocabulary words *static*, *gradual*, *stable* and *disruptions* on the board/chart paper and at the top of the activity page.
 - Assign each student or groups of students to look up the definition of one word.
 - Have students share definitions with the whole group.
 - Record definitions on the board/chart paper.

static—showing little or no change or progress

gradual—changing or moving slowly or over a long period of time

stable—showing little or no change or progress

disruptions—interruptions or breaks in a pattern or an activity

- Read the passage aloud with students. As students read, have them highlight or underline any key details. Encourage students to take notes with words, pictures, or both.

Ecosystems are not **static**, meaning that they never stay the same. Rather ecosystems change over time. All plant and animal species adapt to their environments. Like the desert cacti and the arctic fox, many species have adapted in response to certain changes. In this image, the grass has adapted, which causes the lemmings to adapt as they eat it, which causes the fox to adapt as it eats the lemmings. In nature, these changes are

Activity Page 4.2



Listening Listening Actively

Entering/Emerging

Provide students 1:1 support in answering questions and identifying facts and details. Ask yes-no questions. *Are ecosystems static?* (no).

Transitioning/Expanding

Provide students moderate support in answering questions and identifying facts and details. Ask questions that prompt one-word answers. *Are changes in ecosystems fast or gradual?* (gradual).

Bridging

Provide students support and prompting when needed. Ask questions that require answers in complete sentences. *How do ecosystems change over time?* (Ecosystems change gradually.)

generally **gradual**. Conditions in the environment change very slowly, over hundreds and thousands of years, allowing plants and animals to adapt gradually as well. When these changes occur slowly, the cycle of energy remains in balance, or in equilibrium, with nature. One **stable** condition gradually changes into another stable condition over a long period of time and with very few **disruptions**, or disturbances, to nature's cycles. This is called the balance of nature.

All ecosystems need a variety of species at each trophic level to ensure the health of the whole community. Diversity, or variety, in food webs increases the survival of each species—from the spiny cacti and deadly scorpions of the desert, to the hairy apes and brightly colored toucans of the rainforest. The more varied the animal's diet, the stronger its chances of survival. Some animals have a very limited diet. Can you think of an animal that eats only one thing? The koala eats only eucalyptus leaves from gum trees. The panda bear eats only bamboo. Imagine what happens if that one food source is wiped out. Changes to one species in an ecosystem can affect the entire ecosystem. No food, no life. Think about it. Humans survive in large part because of having a varied diet. Humans eat many different things, meaning they are not dependent on one source for food—they are adaptable.

This connection is dependent on the balance of nature. Think back to the energy pyramid. There are more insects than any other group of living organisms at the second trophic level of the energy pyramid. Insects are kept in balance by feeding on one another, as well by feeding on plants. We sometimes think of insects as pests, yet they perform many important jobs. Bees are examples of important insects. They can deliver a painful sting, but we depend upon their role in the food chain. Bees feed on nectar from flowers, pollinating plants to ensure the growth of new fruits and vegetables. Both the bee and the plants need one another to exist. They are an example of nature's wonderful balancing act.



Check for Understanding

Ask students the following questions:

- Do ecosystems change over time or do they remain the same?
 - » Ecosystems change.
- What happens to plants and animals in an environment?
 - » They adapt to changes.
- What is one main reason that humans are able to survive in an environment?
 - » Humans eat a varied diet.
- How are bees and other insects important to the balance of nature?
 - » Bees pollinate plants and feed on one another.
- Have students **Turn and Talk** with a partner to discuss each question before sharing answers aloud as a group.

End Lesson

5

Natural Disasters

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify cause and effect relationships in the text about natural disasters.

Writing

Students will write cause and effect sentences about natural disasters.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Cause and Effect Graphic Organizer [Activity Page 5.2]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------------|---------|---------------------|
| Read About It | | |
| Natural Disaster Cause and Effect | 15 min. | ☐ Activity Page 5.1 |
| Write About It | | |
| Cause and Effect Graphic Organizer | 15 min. | ☐ Activity Page 5.2 |

ADVANCE PREPARATION

Read About It

- Post the following sentences on the board:
 - Floods (cause) cause water damage (effect) to people's homes.
 - The neighborhood was destroyed (effect) by a tornado (cause).

Write About It

- Post the following sentence frames on the board/chart paper:
 - Tsunamis cause _____.
 - Droughts cause _____.
 - Tsunamis cause _____.
 - This happens because _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Generate examples of natural disasters
- Demonstrate understanding of the text by answering comprehension questions

Language Forms and Functions

One example of a natural disaster is...

Some results of flooding are _____ (destruction of homes, villages, and breeding grounds) _____.

Natural disasters affect plant life because _____ (they change the condition of the soil) _____.

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|--|----------------------------------|--|
| drought mudslide tsunami wind erosion | cause disaster result | destroy earthquake flooding volcano |

Lesson 5: Natural Disasters

Read About It



Primary Focus: Students will identify cause and effect relationships in the text about natural disasters.

NATURAL DISASTER CAUSE AND EFFECT (15 MIN.)

- Introduce the term, “natural disaster.”
- Explain that a natural disaster is a dramatic event caused by nature or natural processes of the earth that cause great harm or damage to humans and the environment. such as a flood.
- Have students generate other examples of natural disasters and record responses on the board/chart paper.
 - Guide students to list other natural disasters. (*tsunami, avalanche, landslide*)
- Tell students that today they will learn about the causes and effects of natural disasters.
- Explain that a *cause* is what happens first and an *effect* is the outcome, or what happens as a result of the cause.
- Refer to these statements on the board:
 - Floods (cause) cause water damage (effect) to people’s homes.
 - The neighborhood was destroyed (effect) by a tornado (cause).
- Point out that language, such as “cause” and “because,” are sometimes clues to a cause-effect sentence. Another way to explain it is that “the tornado (cause) destroyed the neighborhood (effect).”
- Have students underline the cause of the disaster and the effect of the disaster on the environment in each sentence. Point out that sometimes the cause comes after the effect in a sentence.
- Direct students to Activity Page 5.1.
- Explain to students that they will listen to the read aloud and identify the causes and effects of natural disasters. Have students circle the words that describe the cause and underline the words that describe the effects of natural disasters.

Activity Page 5.1



Support

Point out the language used to indicate “effect”: *results in*, and *changes*.

- Model circling the cause, and underlining the effect, using a Think-Aloud:

In the first sentence, I see the word “cause.” This tells me that drought is the cause of a natural change. I will circle the word “drought.” What does drought cause? Drought causes wind erosion because bodies of water dry up. This is the effect of drought. I will underline “wind erosion” as the effect.

- Point to the images in the text to help students clarify the natural disaster vocabulary before they work independently.
- Pause during the reading to check that students understand the text.

Drought causes ponds, streams, and puddles to dry up. The earth develops cracks from lack of rain. Without water, crops shrivel and die, and the soil turns to dust. The wind then blows the dust into the air causing dust storms. This effect is known as wind erosion. Sometimes dust storms cover hundreds of miles and last many days, resulting in great damage to homes and businesses.



Check for Understanding

Ask students the following questions:

- What is a drought?
 - » lack of rain
- What are some effects of drought?
 - » water dries up; dust storms form
- What is wind erosion?
 - » wind blowing dust into the air causing dust storms

- Read aloud the paragraphs about earthquakes and flooding.
- Have students circle the causes and underline the effects of each natural disaster within the text.

Earthquakes are among the deadliest of natural disasters if they occur in populated areas. Earthquakes cause buildings to collapse. Sometimes earthquakes also crack underground gas pipes, which results in fires. Collapsing buildings and fires are more damaging than the quake itself.

Flooding results in disaster when it destroys homes and villages. Sometimes rivers and streams in a flooded area become polluted. Polluted water destroys the natural breeding grounds of fish. Flooding can change the entire food chain in an area.



Check for Understanding

Ask students the following questions:

- What can cause cracks in the ground and underground pipes?
 - » earthquakes
- What are some results of flooding?
 - » water destroys homes, villages, breeding grounds

- Read aloud the paragraphs about volcanoes, tsunamis, and mudslides.
- Have students circle the causes and underline the effects of each natural disaster within the text.

Volcanoes result when hot lava, gases, and ash suddenly erupt from an opening in the earth's crust. The hot lava forms a mountain and destroys the plant and animal life in the area. Some plants and animals are poisoned by the extra carbon dioxide in the air caused by the sudden release of hot gases.

Sometimes an earthquake results in a tsunami. A tsunami is a large, dangerous wave that picks up speed as it moves across the ocean. Floods, hurricanes, and tsunamis all create breeding grounds for mosquitoes, an insect that reproduces near water. Some mosquitoes carry dangerous diseases, such as malaria.

Challenge

Have students develop their own cause and effect sentences about a natural disaster.



Reading Reading/Viewing Closely

Entering/Emerging

Provide students with substantial support in understanding cause and effect statements. Use examples that students are familiar with, such as, *The rain caused a flood.*

Transitioning/Expanding

Provide students with moderate support in understanding cause and effect statements. Ask, *What is the cause and what is the effect?*

Bridging

Provide students with light support in understanding cause and effect statements. Ask students to identify the words that indicate cause and effect.

Support

Check graphic organizers and work with students who need additional help in understanding cause and effect relationships.

Natural disasters, such as flood or fire, change the condition of the soil. These changes affect the ability of plants and animals to survive. For example, when a fire destroys the plant life that holds the soil together, the soil is no longer protected. When the soil becomes soaked in a heavy rainfall, it starts sliding down the hill, creating a mudslide.



Check for Understanding

Ask students the following questions:

- What are the effects of volcanoes on plant and animal life?
 - » They are destroyed or poisoned.
- What damage is caused by a tsunami?
 - » floods, dangerous insects
- How do natural disasters affect plant life?
 - » They change the condition of the soil.

Lesson 5: Natural Disasters

Write About It



Activity Page 5.2



Primary Focus: Students will write cause and effect sentences about natural disasters.

CAUSE AND EFFECT GRAPHIC ORGANIZER (15 MIN.)

- Direct students' attention to Activity Page 5.2.
- Explain to students that they will work with a partner to complete the graphic organizer, identifying the effects of each natural disaster, using their annotated reading passages from Activity Page 5.1.
- Explain to students that once their graphic organizers are complete, they may work with their partner or independently to draft cause/effect statements about each natural disaster.
- Remind students to use cause and effect language when developing sentences (*because, as a result, causing*).
- As time allows, have students share aloud one cause/effect sentence they drafted on Activity Page 5.2.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U11 L5 |
| Activity Name | Cause and Effect Graphic Organizer |
| Proficiency Levels | |
| Entering | Student writes basic cause and effect statements with 1:1 support. |
| Emerging | Student writes basic cause and effect statements. |
| Transitioning | Student writes more detailed cause and effect statements with support. |
| Expanding | Student writes more detailed cause and effect statements. |
| Bridging | Student writes more detailed cause and effect statements, recalling information from the text and integrating domain related vocabulary. |

End Lesson



Writing

Entering/Emerging

Provide students with substantial support in writing cause and effect statements. Use the sentence frames, such as the ones on the board, for students to write cause and effect statements.

Transitioning/Expanding

Provide students with moderate support in writing cause and effect statements. Use the sentence frames, such as the ones on the board, for students to write cause and effect statements.

Bridging

Provide students with light support in writing cause and effect statements. Challenge students to write two sentences that are related by cause and effect. One sentence is the cause, and the second sentence is the effect.

6

Human Changes to the Environment

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will support opinions with text evidence and relevant background knowledge.

Writing

Students will identify clauses in sentences and condense sentences using embedded clauses.

FORMATIVE ASSESSMENT

Writing

Using Clauses in Sentences [Activity Page 6.2]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Human Changes to the Environment
[Activity Page 6.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------------|---------|---------------------|
| Listen Closely | | |
| Human Changes to the Environment | 15 min. | ❑ Activity Page 6.1 |
| Looking at Language | | |
| Using Clauses in Sentences | 15 min. | ❑ Activity Page 6.2 |

ADVANCE PREPARATION

Listen Closely

- Display the following sentence starters on the board/chart paper:
 - Humans cause _____.
 - Humans cause _____ because _____.
 - Humans are responsible because _____.

Looking at Language

- Display the following information on the board/chart paper:
 - Clause:
 - An independent clause uses a subject and a verb.
 - A dependent clause is not a complete thought.
- Display the following information on the board/chart paper:
 - Our town planted new trees after the old ones were destroyed.
 - Examples of conjunctions that often begin clauses: *if, when, where, after, before, because*

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Brainstorm human activities that can change the environment
- Differentiate between fact and opinion statements and explain why
- Demonstrate understanding of the text by answering comprehension questions

Language Forms and Functions

Some human activities that change the environment are _____ (pollution, etc.) _____, because...

The first statement is an _____ (opinion) _____, because... The second statement is a _____ (fact) _____, because ...

Pesticides are dangerous because _____ (they are unsafe for humans) _____.

Vocabulary

| Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|---|----------------------------------|---------------------------------|
| fertilizer fossil fuels invasive species pesticide | population toxic | factory |

Start Lesson

Lesson 6: Human Changes to the Environment

Listen Closely



Primary Focus: Students will support opinions with text evidence and relevant background knowledge.

HUMAN CHANGES TO THE ENVIRONMENT (15 MIN.)

- Ask students to brainstorm human activities that can change the environment.
 - » littering, cutting down forests, polluting the air.
- Guide students to understand that human activity often affects the natural environment in drastic ways.
- Remind students that ecosystems are balanced and changes occur naturally. Then ask, *What would happen if humans destroyed the environment with littering and pollution? How would these activities affect the ecosystem?*
 - » The ecosystem would change rapidly.

- Tell students that in today’s reading they will find text evidence that supports the opinion that humans are responsible for drastic changes to ecosystems.
- Introduce text evidence: *Text evidence are details in the text that an author uses to support an idea or opinion.*
- Ask students to tell you which statement is an opinion and which is the evidence:
 - *Storms are ruining my neighborhood.*
 - *Storms are ruining my neighborhood and over 50 trees were destroyed.*
- Explain that the first statement gives an opinion that is personal. It uses language such as “my” or “I” that tells what the author thinks. The second statement gives a fact that supports that opinion. Facts help make the opinion stronger.
- Direct students to Activity Page 6.1.
- Read the opinion at the top of the page with students: Humans are responsible for disruptions to ecosystems.
- Tell students that they will find evidence in the text that supports the author’s opinion and record the evidence on Activity Page 6.1.
- Model the activity by guiding students through the first example, clarifying unknown vocabulary or unfamiliar concepts.
- Have students work in pairs and take turns reading the remaining paragraphs of text about human threats to the environment. Pause after each paragraph to make sure students understand the text.

The human population has exploded. There are two babies born every second somewhere in the world. In 2011, the world’s population reached seven billion! That’s a lot of mouths to feed! More homes are needed to house all those people, and more natural resources are required to meet their energy needs. Deforestation takes place, and this cleared-out space is used to grow food and to build cities and towns. Grasslands and wetlands are also being destroyed for cultural purposes, making space for crops.

Activity Page 6.1





Check for Understanding

Ask students the following questions:

- How does the population affect the environment?
 - » More natural resources are used, forests are destroyed to build cities and towns, and grasslands are destroyed to grow crops.

Fertilizers can be extremely damaging, sometimes causing toxic algae to grow. When fertilizers enter streams, they help form large blooms of algae. When the algae blooms die, they deplete oxygen in water that is needed to feed animal life. Some algae have toxins in them. A toxic or poisoned food chain is created. Tiny aquatic animals feed on the poisonous algae. Then, large fish eat the small poisoned fish and end up being poisoned as well. Birds and other animals that eat the large fish end up being poisoned.



Check for Understanding

Ask students the following question:

- How are fertilizers damaging?
 - » They cause toxic algae to grow, which can poison the food chain.

When pesticides were first introduced, farmers welcomed them with open arms. . . . But it was too good to be true. The pesticides killed more than they were intended to kill. . . . Pesticides are unsafe for humans, too. . . . As the toxins build up over time, they produce cancers and other diseases in humans.



Check for Understanding

Ask students the following question:

- Why are pesticides dangerous?
 - » They are unsafe for humans.

Invasive species are living things that invade a habitat by expanding rapidly, often affecting the organisms around them. Invasive species are moved from their native habitat to a foreign one, usually by humans. . . . With all of the different modes of transportation today—such as cargo ships, planes, and trains—it is very easy to have plants and animals enter into habitats other than their own. Invasive species have the ability to change whole ecosystems upon their arrival.



Check for Understanding

Ask students the following question:

- What are invasive species?
 - » plants and animals that threaten ecosystems

We have also built large factories for manufacturing, or creating, all sorts of goods. Many of these manufacturing plants, often built beside rivers, have caused water pollution from the chemicals they dumped into the rivers for many years, resulting in killing and contaminating fish. Pollutants from these manufacturing plants are carried up the food chain, and even humans become sick from their own poisonous practices. Some rivers that were once a source of food for many people have become unsafe places to fish.



Check for Understanding

Ask students the following question:

- How can factories be dangerous?
 - » Poisons can enter the water.

Humans burn lots of fossil fuels—such as gas, coal, and oil—for energy. These fuels release toxic gas into the air and that becomes trapped in earth's natural cycles. Mixing with water in the air, chemicals form acid rain. In the same way,

Support

Use the photos on Activity Page 6.1 to help support text. Discuss text with students to help explain difficult concepts.

Challenge

Ask students for additional examples of the problems explained in each paragraph.



Reading Supporting Opinions

Entering/Emerging

Provide students with substantial support in writing sentences that include text evidence. Use simple sentence frames, such as those on the board.

Transitioning/Expanding

Provide students with moderate support in writing sentences that include text evidence. Provide a variety of sentence frames, if needed, such as those on the board.

Bridging

Provide students with light support in writing sentences that include text evidence. Challenge students to restate the opinion using cause and effect sentences.

anything that you pour down the drain may end up polluting Earth's water or air. As you have learned, water is constantly being cycled through Earth's atmosphere, and all water eventually makes its way back to the ocean.



Reading Condensing Ideas

Entering/Emerging

Provide students with 1:1 support in identifying embedded clauses and relative pronouns. (e.g., *who*, *that*). Point out how combining sentences creates more precise and detailed sentences.

Transitioning/Expanding

Provide students with moderate support in finding dependent clauses. Point out how combining sentences creates more precise and detailed sentences.

Bridging

Provide students with light support, if necessary, in finding dependent clauses.



Check for Understanding

Ask students the following question:

- Why are fossil fuels a threat?
 - » They release toxins, form acid rain, and pollute water.

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 | U11 L6 |
| Activity Name | Human Changes to the Environment |
| Proficiency Levels | |
| Entering | Student identifies author evidence with 1:1 support. |
| Emerging | Student identifies author evidence with moderate support. |
| Transitioning | Student identifies author evidence. |
| Expanding | Student identifies author evidence and makes strong connections to the opinion. |
| Bridging | Student identifies multiple examples of author evidence and makes strong connections to the opinion. |

Lesson 6: Human Changes to the Environment

Looking at Language



Primary Focus: Students will identify clauses in sentences and condense sentences using embedded clauses.

USING CLAUSES IN SENTENCES (15 MIN.)

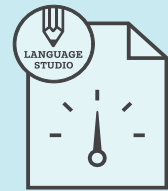
- Introduce the idea that good writers create sentences with precise or exact details that provide additional information.
- Direct students to the word *clause* on the board. Tell students that there are two types of clauses: independent (uses a subject and a verb) and dependent (is not a complete thought). Explain that we use clauses in sentences to give more information about a subject.
- Direct students to the following on the board: *Our town planted new trees after the old ones were destroyed.*
- Ask students to tell you which part of this sentence is a complete thought and which part is not.
- Tell students that, “Our town planted new trees” is a complete or independent thought. The second part of the sentence, “after the old ones were destroyed,” is a dependent clause. It is not a complete thought, but it does give more information about the planting of the trees.
- Break the sentence into two sentences by removing the conjunction. (Our town planted new trees. The old ones were destroyed.) Ask students which idea sounds more precise or exact.
- Point out common conjunctions on the board that often begin subordinate clauses. (*if, when, where, after, before, because*)
- Have students identify the dependent clauses on the page. Read the directions with students and read the example. Identify the dependent clause in the example:

Tsunamis that are caused from earthquakes can be very deadly.

- Read through the directions to divide the sentences into two sentences by removing the conjunction.
- Have students share their answers with a partner.

End Lesson

Activity Page 6.2



Challenge

Ask students for examples of sentences with dependent and independent clauses.

Support

Provide additional examples of sentences with dependent clauses, such as *Pollution can affect the food chain then make humans sick.*

7

Opinion Paragraph Prewriting

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will organize text about protecting the environment using an opinion paragraph pre-writing graphic organizer.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Opinion Paragraph Graphic Organizer**

[Activity Page 7.1]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------|---------|---------------------|
| Write About It | | |
| Prewriting Graphic Organizer | 30 min. | ▢ Activity Page 7.1 |

ADVANCE PREPARATION

Write About It

- Students will need Activity Pages 5.1, 5.2, and 6.1 for this lesson.
- Display the following sentence starters on the board/chart paper:
 - I think that _____.
 - I believe that _____.
 - In my opinion _____.
- Display the following sentence starters on the board/chart paper:
 - An example of this is _____.
 - For example, _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Define text evidence
- Provide examples of language that might be used when stating an opinion
- Review graphic organizers and provide feedback with peers

Language Forms and Functions

Text evidence is _____ (facts or details that support ideas) _____.

Some language that might be used when stating an opinion is _____ (I think, etc.) _____.

This graphic organizer does/does not have a conclusion that restates the opinion because ...

Vocabulary

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

Lesson 7: Opinion Paragraph Prewriting

Write About It



Primary Focus: Students will organize text about protecting the environment using an opinion paragraph prewriting graphic organizer.

PREWRITING GRAPHIC ORGANIZER (30 MIN.)

- Review students' completed Activity Pages 5.1, 5.2, and 6.1. Tell students that they will use the information in these pages as text evidence to support an opinion they have about the environment.
- Define text evidence as facts or details that support ideas.
- Remind students that when they state an opinion, it is important to support that opinion with text evidence.
- Encourage students to tell you why supporting their opinions with real facts might be important. (Facts make the opinions seem more trustworthy, or credible.)
- Define and provide examples of language they might use when stating an opinion and supporting that opinion with evidence.
 - Opinion—This is what the author believes: *"I think that . . ."* or *"I believe that . . ."*
 - Support with evidence—These are the details that support the author's opinion: *"An example of this is . . ."* or *"For example . . ."*
- Direct students to Activity Page 7.1.
- Review the graphic organizer with students. Tell students that they will provide evidence to support an idea or opinion and record it in the graphic organizer. Remind students to use complete sentences.
- Explain that students must first state an opinion about ways humans can protect the environment.
- Tell students that they must support their opinion with two pieces of evidence or details.
- Instruct students to write a conclusion that restates their opinion.

Activity Page 7.1



Support

Provide students with two claims/opinions and guide them to choose the one they prefer, rather than having students write their own.

Challenge

Have students write at least three reasons or facts as evidence to support their claim. Encourage them to vary their sentence structure.



Writing

Entering/Emerging

Provide students with substantial support in writing sentences that include text evidence and reasoning. Provide simple sentence starters like the one on the board.

Transitioning/Expanding

Provide students with moderate support in writing sentences that include text evidence and reasoning. Provide a variety of sentence starters, if needed, such as the one on the board.

Bridging

Provide students with light support in writing sentences that include text evidence reasoning.

Model:

Opinion: Humans should not pollute rivers.

Evidence: Pollution in rivers can kill fish. Pollution in rivers can get into the water that people drink.

Conclusion: Humans can protect the environment by not polluting rivers.

- After students have completed their graphic organizers, have them share with their peers and provide feedback.



Check for Understanding

Ask students the following questions:

To check that students have completed their graphic organizers correctly, ask the following questions:

- Does your opinion restate the question or give relevant details about topic?
- Do you have at least two details that provide evidence or support?
- Does your text evidence support your reasoning?
- Do you have a conclusion that restates your opinion?

- If students are missing elements in their graphic organizers, work with them 1:1 to ensure that they complete the organizers 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 | U11 L7 |
| Activity Name | Opinion Paragraph Graphic Organizer |
| Proficiency Levels | |
| Entering | Student offers an opinion with prompting and support. |
| Emerging | Student offers an opinion with moderate support. |
| Transitioning | Student offers an opinion and identifies basic textual reasoning. |
| Expanding | Student offers an opinion and identifies detailed textual reasoning. |
| Bridging | Student offers an opinion and identifies detailed textual reasoning and provides a strong conclusion. |

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

# 8

# Opinion Paragraph

## PRIMARY FOCUS OBJECTIVE(S)

### Writing

Students will draft and revise an opinion paragraph.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

**Opinion Paragraph** [Activity Page 8.1]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                                                              |
|-----------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b> |         |                                                                                                                                        |
| Opinion Paragraph     | 30 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 8.2 |

## ADVANCE PREPARATION

### Write About It

- Students will need their graphic organizers on Activity Page 7.1 to write their paragraph.
- Post the following steps on the board explaining how to write an opinion paragraph:
  - Restate the question in an introductory or beginning sentence.
  - Use two pieces of evidence to support your opinion.
  - Restate your opinion in the conclusion or ending sentence.
  - Include at least one embedded clause to combine two sentences in your paragraph.
  - Check that your work is organized and uses correct grammar and spelling.
- Display these sentences on the board:
  - The mayor built a new park. The old park was destroyed in a hurricane.
  - The mayor built a new park after the old one was destroyed in a hurricane.
- Display the following paragraph revision checklist on the board/chart paper:
  - Is the opinion clearly stated?
  - Are there at least two pieces of evidence to support the opinion?
  - Are the sentences complete?
  - Do they include correct grammar, spelling, and punctuation?
  - Is the conclusion clear? Does it restate the opinion?

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Review embedded clauses
- Review paragraphs in pairs by asking questions related to the rubric guidelines

### Language Forms and Functions

An embedded clause is \_\_\_\_\_ (when two sentences are combined into one by adding the word after) \_\_\_\_\_.

The opinion is/isn't clearly stated because...

The sentences are/aren't complete because...

### Vocabulary

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

## Lesson 8: Opinion Paragraph

## Write About It



**Primary Focus:** Students will draft and revise an opinion paragraph.

### OPINION PARAGRAPH (30 MIN.)

- Review students' completed graphic organizers in Activity Page 7.1. Tell students that they will use the information in their graphic organizer to write the draft of their paragraph.
- Review examples of language used in opinions and evidence, such as *I think that, I believe that, In my opinion, For example, An example of this is . . .*
- Direct students to Activity Page 8.1. Explain that they will refer to their graphic organizers to write a draft of their paragraph. They will then revise the draft and write a final paragraph.
- Direct students to these steps on the board and explain them to students:
  - Restate the question in an introductory or beginning sentence.
  - Use two pieces of evidence to support your opinion.
  - Restate your opinion in the conclusion or ending sentence.
  - Include at least one embedded clause to combine two sentences in your paragraph.
  - Check that your work is organized and uses correct grammar and spelling.
- **Model:** *I am going to use my opinion as the first sentence of my paragraph. Then I am going to write the two pieces of evidence next in my paragraph. Last, I am going to write a conclusion to end my paragraph. Then I am going to revise my paragraph. I am going to make sure that my sentences are written correctly and make sense. I am going to add sentences if I have more to explain. I am going to look at my sentences and see if I can condense them by using an embedded clause. If one of my sentences is not clear, I can add an embedded clause to add a new detail. Finally, I will reread my paragraph and make sure that my ideas are organized and that I used correct grammar and spelling.*

### Activity Page 7.1



### Activity Page 8.1



## Activity Page 8.2



### Support

Help students review each other's paragraphs. Point out any errors you see. Make suggestions on how to revise the paragraph.

- Review embedded clauses with students. Read the sentences on the board:
  - The mayor built a new park. The old park was destroyed in a hurricane.
  - The mayor built a new park after the old one was destroyed in a hurricane.
- Explain that the two sentences can be combined into one sentence by adding the word *after* to connect the two clauses.
- Direct students to Activity Page 8.2.

### Opinion Paragraph Rubric

|   | Content                                                                                                             | Organization                                                                                            | Conventions                                                                    | Language                                                 |
|---|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------|
| 3 | Clearly states an opinion and understands the topic. Text evidence provides clear support.                          | Ideas are organized logically. Paragraph includes an introduction and a conclusion.                     | Writes in complete sentences. Uses correct grammar and spelling.               | Uses a dependent clause to condense language correctly.  |
| 2 | Opinion or ideas are vague or do not stay on the topic. Evidence is limited and does not adequately support ideas.  | Ideas are not well organized. The introduction and/or conclusion are unclear.                           | Writes in mostly complete sentences. Uses mostly correct grammar and spelling. | Attempts to use an embedded clause to condense language. |
| 1 | Opinion is unclear or demonstrates almost no understanding of the topic. Evidence is unrelated to topic or missing. | Does not introduce the opinion or create an organizational structure. Conclusion is unclear or missing. | Includes some incomplete sentences. Grammar and spelling are mostly incorrect. | Does not use an embedded clause to condense language.    |

- Review the rubric with students. Explain each of the categories:
  - Content: State your opinion and support it with evidence.
  - Organization: Begin with your opinion, state your evidence, and write a conclusion.
  - Conventions: Write in complete sentences. Use correct grammar and spelling.
  - Language: Use a dependent clause in one of your sentences.

- Instruct students to write their draft paragraph.
- Peer Review—Guide students to use the rubric to assess a partner's paragraph. Have partners suggest changes and revisions that might improve the paragraphs.
- Then have students make revisions to their writing by rereading the writing steps listed on the board, and asking:
  - Is the opinion clearly stated?
  - Are there at least two pieces of evidence to support the opinion?
  - Are the sentences complete?
  - Do they include correct grammar, spelling, and punctuation?
  - Is the conclusion clear? Does it restate the opinion?

## 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        | U11 L8                                                                                                                                  |
| Activity Name      | Opinion Paragraph                                                                                                                       |
| Proficiency Levels |                                                                                                                                         |
| Entering           | Student writes a basic opinion with 1:1 support.                                                                                        |
| Emerging           | Student writes a basic opinion and identifies one textual reason with support.                                                          |
| Transitioning      | Student writes a basic opinion and identifies one textual reason with support.                                                          |
| Expanding          | Student writes a stronger opinion and integrates multiple pieces of textual evidence.                                                   |
| Bridging           | Student writes a stronger opinion, integrates multiple pieces of textual evidence, and includes an embedded clause with clear language. |

End Lesson



### Writing

#### Entering/Emerging

Provide students with substantial support in writing sentences that include text evidence, an introduction, and a conclusion.

#### Transitioning/Expanding

Provide students with moderate support in writing sentences that include text evidence, an introduction, and a conclusion.

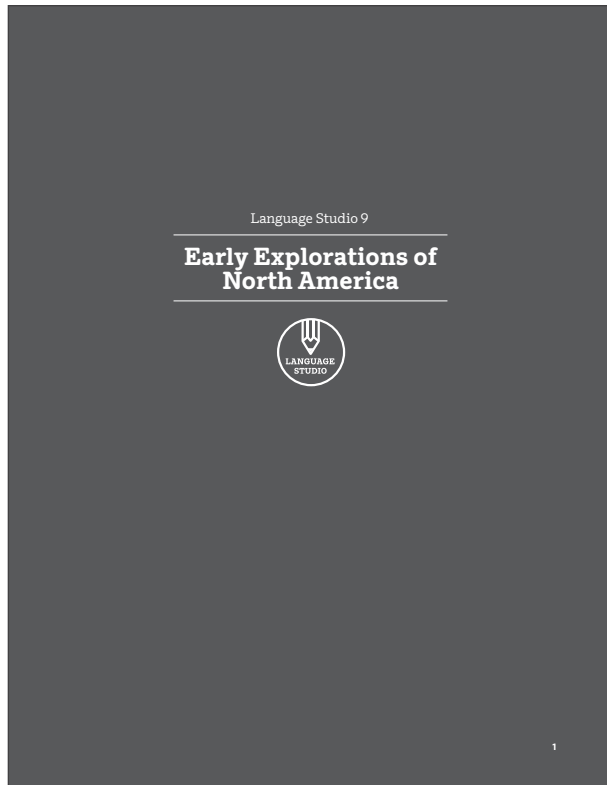
#### Bridging

Provide students with light support in writing sentences that include text evidence, an introduction, and a conclusion.





# ACTIVITY BOOK ANSWER KEY



ACTIVITY PAGE

**2.2**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA**

**Noun Phrases**

*Directions: Underline the noun phrases in the sentences below. Some sentences contain more than one noun phrase.*

- The conquistadors took a long voyage across the Atlantic Ocean, from Spain to the Americas.
- Christopher Columbus completed four voyages to the West Indies.
- The second voyage involved many more brave adventurers than the first voyage.
- Columbus commanded a fleet of three ships and about 100 men for his first voyage. On the second voyage, he commanded a fleet of 17 ships and more than 1,000 men!
- When recruiting sailors for his first voyage, Columbus had a hard time finding sailors who were willing to sail west into uncharted waters.
- When recruiting men for his second voyage, he found many eager, interested sailors who wanted to sign up.

6 Language Studio 9 | Activity Book

Grade 3 | Core Knowledge Language Arts

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA**

**“Juan Ponce de León’s Expeditions” Main Ideas Drawings**

*Directions: Illustrate three of the main ideas from the text “Juan Ponce de León’s Expeditions.”*

|                    |                    |                    |
|--------------------|--------------------|--------------------|
| Main Idea 1        | Main Idea 2        | Main Idea 3        |
| Answers will vary. | Answers will vary. | Answers will vary. |

Core Knowledge Language Arts | Grade 3

Activity Book | Language Studio 9

9

ACTIVITY PAGE

**4.3**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA**

**Identifying Adverbials**

| Types of Adverbs |                                          |                                                                                         |
|------------------|------------------------------------------|-----------------------------------------------------------------------------------------|
| Time             | tell <i>when, how often, or how long</i> | Ponce de León had explored Florida <u>first</u> .                                       |
| Place            | tell <i>where</i>                        | Pánfilo de Narváez marched <u>inland</u> in search of gold.                             |
| Manner           | tell <i>how</i> something is done        | Juan Ortiz had been treated <u>cruelly</u> by one Native American chief.                |
| Degree           | tell <i>how much or how little</i>       | Native Americans had learned that the arrival of Spaniards was <u>usually</u> bad news. |

*Directions: Underline the adverb in each sentence and identify the type of adverb: time, place, manner, or degree. Refer to the chart above for help.*

- Conquistador Hernando de Soto led a group of Spaniards ashore.  
Type of adverb: place
- Narváez and his men hurriedly constructed makeshift boats.  
Type of adverb: manner

12 Language Studio 9 | Activity Book

Grade 3 | Core Knowledge Language Arts



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.3**  
(CONTINUED)

ACTIVITY PAGE

### LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

3. Pizarro and de Soto became very rich men.  
Type of adverb: degree
4. Later de Soto arrested the Lady of Cofitachequi and held her hostage.  
Type of adverb: time
5. He had lost many of his men, and his horses could barely walk.  
Type of adverb: degree



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**5.3**

ACTIVITY PAGE

### LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

#### Adverbial Phrases

| Types of Adverbial Phrases |                                          |                                                                                                                          |
|----------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Time                       | tell <i>when, how often, or how long</i> | For the next few weeks, Coronado and his men continued to explore the region of Cibola.                                  |
| Place                      | tell <i>where</i>                        | Don Antonio de Mendoza, viceroy of New Spain, sat in his office in Mexico City.                                          |
| Manner                     | tell <i>how something is done</i>        | The Spanish listened <u>very closely</u> to Friar Marcos.                                                                |
| Degree                     | tell <i>how much or how little</i>       | While they were living with the Native Americans, Cabeza de Vaca had heard much talk about a land that was rich in gold. |

*Directions: Underline the adverbial phrase in each sentence and identify the type of adverbial phrase. Refer to the chart above for help.*

1. Coronado discovered extremely quickly that Hawikuh was not a vast city.  
What type? manner
2. Mendoza was fascinated by Cabeza de Vaca's amazing tale of adventure and survival in foreign lands.  
What type? place

3. But the part of the story that interested Mendoza the very most was Cabeza de Vaca's report about golden cities.  
What type? degree
4. In February of 1540, Coronado assembled an expedition.  
What type? time
5. Coronado and his men, who had started out with so much confidence, never found gold.  
What type? manner



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

#### Highlighting Important Ideas and Details

*Directions: First, highlight the important ideas and details in the passage. Then, on Activity Page 6.2, you will use your highlights to write a short summary of the passage.*

#### Life in a Spanish Mission


In the 1590s, the Spanish began establishing missions in the Southwest, in what we now call the states of New Mexico, Arizona, and Texas. In the 1700s, the Spanish built a string of missions along the Pacific Coast of California. The Spanish established the missions for two reasons. They wanted to convert the natives to Christianity, and they needed allies in North America. Many American cities in the Southwest began as missions named after Christian saints, including San Diego, San Francisco, San Jose, and Santa Barbara in California, and San Antonio in Texas. The center of each mission was a church. Churches were built of stone masonry or adobe—clay bricks—depending on the local materials. Missionaries often lived in one building, and the converted Native Americans lived within the mission in their own houses, which were also built of stone or adobe. Most missions included farms and orchards for growing food. The native peoples learned to grow crops, such as corn, wheat, and barley, using European farming techniques. Some natives also learned skills, such as carpentry, woodworking, weaving, soap-making, and candle-making. Livestock, including cattle and sheep, were raised on cattle ranches located just outside some missions. Most missions included bakeries, workshops, and storerooms for the crops that were grown there. Many missions included skilled tailors, carpenters, and blacksmiths.



ACTIVITY PAGE

6.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

Summary of “Life in a Spanish Mission”

Directions: Refer to your highlights on Activity 6.1 and write a summary about the passage “Life in a Spanish Mission.”

Answers will vary. Acceptable answers include: The Spanish began building missions in the Southwest in the 1590s. They also built missions in California in the 1700s. They built these missions to convert the native people to Christianity, and so they would have allies. The church was very important to life at a mission. Most missions had farms and orchards. The native peoples learned many skills, including farming.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

20

Language Studio 9 | Activity Book

Grade 3 | Core Knowledge Language Arts

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



6.3

ACTIVITY PAGE

LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

Prepositional Phrases

Directions: Complete each sentence below with a prepositional phrase. If you need help, use the prepositional phrases in the Word Box.

| Prepositional Phrases |                                             |                           |
|-----------------------|---------------------------------------------|---------------------------|
| in one building       | from Spain                                  | around a church           |
| in their own houses   | in the regions                              | on the farms and orchards |
| in the Caribbean      | in the Caribbean, Mexico, and South America | at the local missions     |

1. The Spaniards decided that there was no gold to be found \_\_\_\_\_  
Possible answer: in the regions of the North American mainland explored by de Soto and Coronado.

2. The Spaniards decided to focus most of their attention on the colonies they had established farther south \_\_\_\_\_  
Possible answer: in the Caribbean, Mexico, and South America

3. Some Native Americans accepted Christianity and lived \_\_\_\_\_  
Possible answer: at the local missions.

4. Pirates attacked Spanish ships \_\_\_\_\_  
Possible answer: in the Caribbean

21

Activity Book | Language Studio 9

Core Knowledge Language Arts | Grade 3

5. Some missionaries made slaves of the natives and put them to work \_\_\_\_\_  
Possible answer: on the farms and orchards

6. Every mission was centered \_\_\_\_\_  
Possible answer: around a church

7. Missionaries would often live \_\_\_\_\_  
and the converted Native Americans would live within the mission \_\_\_\_\_  
Possible answers: in one building; in their own houses

8. Menéndez insisted that any ships coming \_\_\_\_\_  
Possible answer: from Spain must include a priest who could serve as a missionary.

22


Language Studio 9 | Activity Book

Grade 3 | Core Knowledge Language Arts

ACTIVITY PAGE

7.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 9: EARLY EXPLORATIONS OF NORTH AMERICA

Two-Column Note-Taking Chart

Directions: As you listen to the passage, fill in the two-column chart below with main ideas and important details from the passage. Draw a picture if that helps you understand the ideas. Note difficult vocabulary words, so that you can look them up later.

| Title of Passage: Cabot on the Coast of North America                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Main Ideas                                                                                                                                                      | Important Details                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Answers will vary. Acceptable answers include: <ul style="list-style-type: none"> <li>- didn't spend much time on land</li> <li>- explored the coast</li> </ul> | Answers will vary. Acceptable answers include: <ul style="list-style-type: none"> <li>- only got off ship once</li> <li>- only walked on land a few 100 feet</li> <li>- did not see any Native Americans but saw signs of them</li> <li>- Cabot claimed the land for England known now as Cabot Strait.</li> <li>- found good fishing grounds</li> <li>- probably first to set foot on this part of North America since the Vikings</li> </ul> |


24

Language Studio 9 | Activity Book

Grade 3 | Core Knowledge Language Arts

Language Studio 10

**Colonial America**



49

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **2.2** ACTIVITY PAGE


**LANGUAGE STUDIO 10: COLONIAL AMERICA**

**“The Founding of Jamestown”: What’s It All About?**

Directions: After reading the passage on Activity Page 2.1, answer the following questions.

1. What is the main idea in the first paragraph?  
King James sent a group of men to the Americas to find gold.
2. Write one detail from the first paragraph that supports the main idea.  
King James heard stories about the Spanish finding gold; he sent three ships to Virginia.
3. What is the main idea of the sixth paragraph?  
The settlers had not chosen the site of their settlement wisely.
4. Write one detail from paragraph six that supports the main idea.  
The land was marshy and full of mosquitoes; the water was undrinkable because it was salty.
5. Write a new title that describes the main idea of the passage.  
Answers will vary.

Core Knowledge Language Arts | Grade 3 Activity Book | Language Studio 10 55

ACTIVITY PAGE **2.3** NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 

**LANGUAGE STUDIO 10: COLONIAL AMERICA**

**Pronouns that Refer Back to Nouns**

Directions: Read the sentences below and circle the nouns that the underlined pronouns refer to.

1. Many explorers thought they would discover new trade routes to the East Indies.
2. Spain focused most of its energy on getting as much gold and silver from Central and South America as it could.
3. King James I of England had given the men a charter, or official document, that allowed them to claim a very large area of land in the New World.
4. King James had not considered that other people might be living on this land who might not want him to claim it as his own.
5. However, the passengers and crew survived, and five months later, in May 1607, they finally caught a glimpse of land.
6. The Eastern Woodland Indians had lived in this region for many, many years. No one really knows what they thought when these uninvited visitors arrived.
7. Although some Native Americans had heard about and come in contact with Europeans, they did not know or trust this particular group.
8. When the settlers dug down into the earth to find drinking water, they found the water was undrinkable because it was salty.


56 Language Studio 10 | Activity Book Grade 3 | Core Knowledge Language Arts

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **3.1** ACTIVITY PAGE


**LANGUAGE STUDIO 10: COLONIAL AMERICA**

**Cause-and-Effect Relationships in “Jamestown and the Powhatan”**

Directions: Read each paragraph below. Look for a cause and an effect, and then fill in the chart.

| Paragraph                                                                                                                                                                                                              | Causes                                                   | Effects                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Captain John Smith was hardworking and organized. Many historians believe that without him, Jamestown would not have survived.<br> | <u>Captain John Smith was hardworking and organized.</u> | Jamestown survived.                                                                           |
| When Smith returned to the Jamestown settlement, the colonists had stopped working. They were fighting among themselves again. Snow was on the ground, and their food supply was very low.                             | The colonists had stopped working.                       | <u>The colonists were fighting with each other.</u><br><u>Their food supply was very low.</u> |

Core Knowledge Language Arts | Grade 3 Activity Book | Language Studio 10 57

| Paragraph                                                                                                                                                                                                                                                                                                                                          | Causes                                                                                                                   | Effects                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <p>The Powhatan took pity on the colonists. They brought them much needed food. They also taught the English new hunting and farming techniques. The food the Powhatan provided was enough to keep the English alive until help from their homeland arrived.</p>  | <p>The Powhatan brought the colonists food.</p> <p>The Powhatan taught the colonists hunting and farming techniques.</p> | <p>The colonists survived until help from their homeland arrived.</p>      |
| <p>For a while, the situation for Smith and his men improved. With more food to eat, they had energy to work. With more men, they had more hands to help construct the much-needed homes.</p>                                                                                                                                                      | <p>The colonists had more food to eat.</p> <p>There were more men.</p>                                                   | <p>The colonists had energy to work.</p> <p>The colonists built homes.</p> |



### LANGUAGE STUDIO 10: COLONIAL AMERICA

#### Nouns and Noun Phrases

Directions: Read each sentence. Fill in each blank with an adjective from the Word Bank below to create a noun phrase.

| Adjectives |       |           |
|------------|-------|-----------|
| safe       | first | local     |
| better     | this  | religious |
| new        | these | second    |
| many       | poor  | other     |

- The people who governed Maryland wanted it to be a safe place for Catholics.
- Leonard Calvert led the first group of Catholics who came to this colony.
- The colonists in Maryland thought it important to make peace with the local Native Americans right away.
- Europeans searching for a better life free of poverty and religious persecution journeyed to this colony.



### LANGUAGE STUDIO 10: COLONIAL AMERICA

- Maryland became known as a place that practiced religious freedom.
- Oglethorpe's idea was to set up a new colony in North America where these debtors would be given a second chance.
- Many poor Europeans from other countries began to arrive and establish farms in this colony.



### LANGUAGE STUDIO 10: COLONIAL AMERICA

#### Evidence in Informational Text

Directions: With a partner, take turns reading paragraphs three through seven on Activity Page 6.1. Then work together to fill in the Evidence Chart below.

| Evidence Chart                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Separatists grew very frustrated and unhappy with the king.                                                                                                                                                                                                   | The Puritans were unhappy because they believed that the Church of England was not strict enough. The Separatists were unhappy because they believed that people should have the freedom to worship as they pleased. |
| Not everyone on the Mayflower was a Pilgrim.                                                                                                                                                                                                                      | There were military officers, adventurers, merchants, craftsmen, indentured servants, and would-be farmers.                                                                                                          |
| The settlers were not prepared for the bitter cold of New England.                                                                                                                                                                                                | Without warm clothing and shelter and with very little food, many settlers became sick and died. Almost half of the group died during that first winter.                                                             |
| Squanto helped the settlers survive. It is believed that Squanto showed the settlers how to grow crops such as corn, squash, and beans in the New England soil. Squanto also showed the settlers where to hunt and fish, and which local plants were good to eat. |                                                                                                                                                                                                                      |
| The settlers were grateful for Squanto's help.                                                                                                                                                                                                                    | The settlers invited the Wampanoag to a thanksgiving celebration.                                                                                                                                                    |



## LANGUAGE STUDIO 10: COLONIAL AMERICA

## Religious Dissent and the New England Colonies

Directions: As you read the passage, circle the words and phrases that indicate time order.

In England, a religious group known as the Puritans was unhappy with the Church of England. They didn't like the strong influence of the Catholics. In 1628, some Puritans decided to leave England and travel to America. John Winthrop was their leader. Then, in 1629, the Puritans and some merchants formed the Massachusetts Company. The purpose of the company was to make money for the Puritan colony by trading furs, fishing, and shipbuilding.

Finally, in 1630, John Winthrop set sail for New England with three ships and about 700 colonists. The ships carried a large amount of food, as well as cows, horses, and tools. They were better prepared than any of the other English settlers who had gone before them. When they arrived, they found some small buildings from Salem, an earlier English settlement. Other settlements were established later. This Puritan colony was named the Massachusetts Bay Colony, and John Winthrop became its governor.



The Massachusetts Bay Colony differed from the colonies in the South. Its laws were very strict. For example, one law required that everyone attend



## LANGUAGE STUDIO 10: COLONIAL AMERICA

church. The colony was soon successful, and it grew quickly. Each family received land on which to build a home and farm. The Puritans also believed in the power of education. They wanted their children to be able to read, so they could read the Bible.

In 1631, Roger Williams, a minister from London, arrived at the Massachusetts Bay Colony. Williams did not agree with some of the colony's leaders. He believed that the leaders of the colony had too much control over people's lives. He thought the church and government were too close. He noticed that the laws seemed very similar to the English system they had left behind. The leaders of the Massachusetts Bay Colony felt threatened by his views. Williams also believed that Native Americans should be paid for the land that was taken from them. Before long, the leaders of the Massachusetts Bay Colony decided that Williams was a troublemaker. They called him a religious dissenter and forced him to leave the colony.

However, in 1636, before they could send him back to England, Roger Williams and some of his supporters left the colony in the middle of the night in the dead of winter. It was bitterly cold, and the group had nowhere to go. They survived in the woods for three months with the help of some Native Americans. Eventually, Williams made his way south to what would become Providence, Rhode Island, where he purchased land from a local Native American tribe. This area became the colony of Rhode Island. Gradually, other settlers who found it difficult to follow the strict Puritan way of life also followed Williams. Rhode Island became a place for people who wanted the



## LANGUAGE STUDIO 10: COLONIAL AMERICA

1. The harbor area was named New Amsterdam, and the colony was named New Netherlands. Hudson did, however, name the Hudson River after himself.
2. Henry Hudson was hired by the Dutch East India Company to find a northwest passage but instead claimed some land in the New World for the Dutch. as a result, a Dutch colony in North America was established. before long, this Dutch colony began to develop as an important fur-trading center.
3. Not only was New Amsterdam poorly defended, but the townspeople did not particularly like their overbearing governor at the time, Peter Stuyvesant.
4. Soon after, the English took an area known as Delaware away from the Dutch, too.

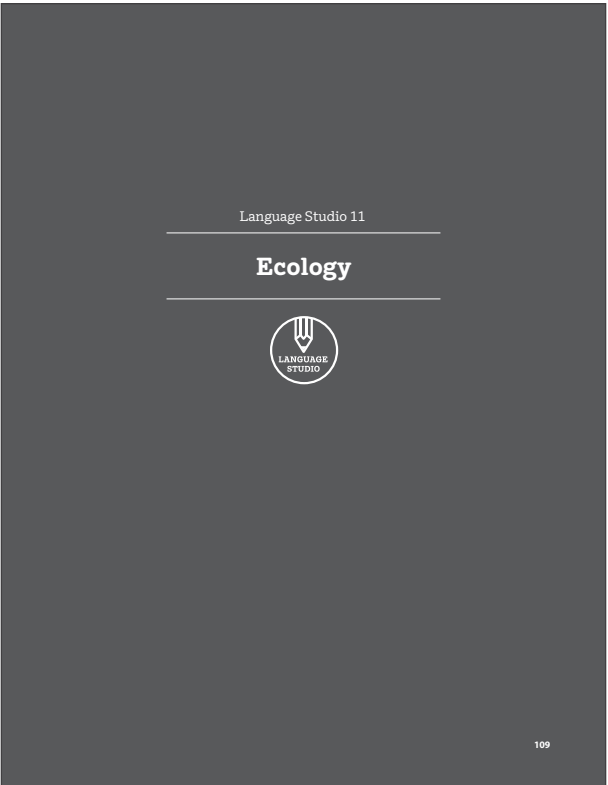


## LANGUAGE STUDIO 10: COLONIAL AMERICA

## Pennsylvania and the Quakers Idea Cluster

Directions: Create an idea cluster that includes the most important information from "Pennsylvania and the Quakers." Make sure to use only words or phrases, not sentences.

Answers will vary.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**1.1** ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY**

**Ecology: True or False?**

Directions: Part 1: Read the statements. Write True or False in the center column.

| Statement                                                                                       | True or False? | Rewritten Statement                                                                |
|-------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------|
| 1. Ecosystems include living organisms and nonliving things.                                    | True           |                                                                                    |
| 2. All organisms are organized by species. Each species has its own traits and characteristics. | True           | An ecosystem is a community of habitats. It includes groups of plants and animals. |
| 3. An ecosystem is an animal's or plant's habitat.                                              | False          | An ecosystem is a community of habitats. It includes groups of plants and animals. |
| 4. Ecosystems only occur on land, not on water.                                                 | False          | Ecosystems occur on both land and water.                                           |
| 5. The nonliving parts of an ecosystem help the plants and animals survive.                     | True           |                                                                                    |

Directions: Part 2: After listening to the passage on Activity Page 1.2, rewrite your false statements to make them true. Highlight or underline the statements in the passage that make your rewritten statements true.

Core Knowledge Language Arts | Grade 3 Activity Book | Language Studio 11 111

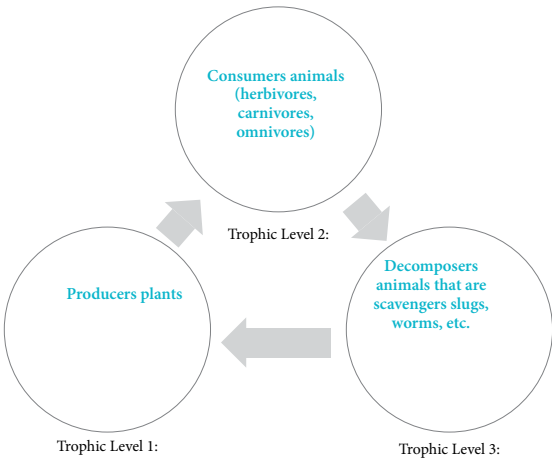
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**2.2** ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY**

**Food Chain Diagram**

Directions: Illustrate the three parts of the food chain. Use words, pictures, and sentences to describe each level and its relationship.



Core Knowledge Language Arts | Grade 3 Activity Book | Language Studio 11 119

Describe the sequence of a food chain, beginning with the producers. Start your sentences with the words *first*, *next*, *then*, and *finally*.

First, sunlight helps plants grow. Plants are called producers. All  
living animals survive with the help of plants. These plants can be  
eaten as food, or provide oxygen to other living organisms. Next,  
consumers eat the plants, or get energy from the oxygen plants  
produce. There are three kinds of consumers: carnivores, herbivores  
and omnivores. Then, once the animals die, they become food for  
other animals. Decomposers break down animals and plants and  
make them into valuable nutrients for the soil. Finally, the process  
begins all over again.

120 Language Studio 11 | Activity Book Grade 3 | Core Knowledge Language Arts





NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 11: ECOLOGY

#### Prefixes that Signify Numbers

Directions: Complete the chart using prefixes that signify numbers.

1. Write the meaning of each prefix.
2. Write a word that begins with each prefix.
3. Draw a picture that illustrates the word.
4. Write a sentence that includes the word.

| <u>Uni-</u>                                                    | <u>Bi-</u>                                                    |
|----------------------------------------------------------------|---------------------------------------------------------------|
| Meaning: <u>one</u>                                            | Meaning: <u>two</u>                                           |
| Word beginning with <u>uni-</u> :<br><u>Answers will vary.</u> | Word beginning with <u>bi-</u> :<br><u>Answers will vary.</u> |
| Drawing: <u>Answers will vary.</u>                             | Drawing: <u>Answers will vary.</u>                            |
| Sentence:<br><u>Answers will vary.</u>                         | Sentence:<br><u>Answers will vary.</u>                        |

Core Knowledge Language Arts | Grade 3

Activity Book | Language Studio 11 121



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 11: ECOLOGY

| <u>Tri-</u>                                                    | <u>Multi-</u>                                                    |
|----------------------------------------------------------------|------------------------------------------------------------------|
| Meaning: <u>three</u>                                          | Meaning: <u>many</u>                                             |
| Word beginning with <u>Tri-</u> :<br><u>Answers will vary.</u> | Word beginning with <u>Multi-</u> :<br><u>Answers will vary.</u> |
| Picture: <u>Answers will vary.</u>                             | Picture: <u>Answers will vary.</u>                               |
| Sentence:<br><u>Answers will vary.</u>                         | Sentence:<br><u>Answers will vary.</u>                           |

122 Language Studio 11 | Activity Book

Grade 3 | Core Knowledge Language Arts



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 11: ECOLOGY

#### Fact or Opinion?

##### Word Bank

|             |              |        |
|-------------|--------------|--------|
| equilibrium | interference | thrive |
| survive     | adapt        |        |

Directions: Read the following statements. Which are facts and which are opinions?

| Statement                                                                                                           | Fact or Opinion? |
|---------------------------------------------------------------------------------------------------------------------|------------------|
| 1. Human beings upset the balance of the environment.                                                               | <u>Opinion</u>   |
| 2. If it wasn't for human beings, ecosystems would thrive and the equilibrium of nature would be stable.            | <u>Opinion</u>   |
| 3. All ecosystems need a variety of species at each level.                                                          | <u>Fact</u>      |
| 4. When an ecosystem is out of balance, it is best to allow human interference to maintain the ecosystem's balance. | <u>Opinion</u>   |
| 5. Gradual changes to the ecosystem allow the ecosystem time to adapt in order to survive.                          | <u>Fact</u>      |

Core Knowledge Language Arts | Grade 3

Activity Book | Language Studio 11 123



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_


**5.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 11: ECOLOGY

#### Natural Disasters

Directions: Underline the main effects that each natural disaster has.

| Natural Changes to the Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Drought</b></p>  <p><u>Drought</u> causes ponds, streams, and puddles to dry up. The earth develops cracks from lack of rain. Without water, crops shrivel and die, and the soil turns to dust. The wind then blows the dust into the air causing dust storms. This effect is known as wind erosion. Sometimes dust storms cover hundreds of miles and last many days, resulting in great damage to homes and businesses.</p> |

Core Knowledge Language Arts | Grade 3

Activity Book | Language Studio 11 127

LANGUAGE STUDIO

5.1


ACTIVITY PAGE

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 11: ECOLOGY

Natural Changes to the Environment

Earthquakes



**Earthquakes** are among the deadliest of natural disasters if they occur in populated areas. Earthquakes cause buildings to collapse. Sometimes earthquakes also crack underground gas pipes, which results in fires. Collapsing buildings and fires are more damaging than the quake itself.

128    Language Studio 11 | Activity Book    Grade 3 | Core Knowledge Language Arts

LANGUAGE STUDIO

5.1


ACTIVITY PAGE

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 11: ECOLOGY

Natural Changes to the Environment

Flooding



**Flooding** results in disaster when it destroys homes and villages. Sometimes rivers and streams in a flooded area become polluted. Polluted water destroys the natural breeding grounds of fish. Flooding can change the entire food chain in an area.

Core Knowledge Language Arts | Grade 3    Activity Book | Language Studio 11    129

LANGUAGE STUDIO

5.1


ACTIVITY PAGE

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 11: ECOLOGY

Natural Changes to the Environment

Volcano



**Volcanoes** result when hot lava, gases, and ash suddenly erupt from an opening in the earth's crust. The hot lava forms a mountain and destroys the plant and animal life in the area. Some plants and animals are poisoned by the extra carbon dioxide in the air caused by the sudden release of hot gases.

130    Language Studio 11 | Activity Book    Grade 3 | Core Knowledge Language Arts

LANGUAGE STUDIO

5.1


ACTIVITY PAGE

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 11: ECOLOGY

Natural Changes to the Environment

Tsunami



Sometimes an earthquake results in a tsunami. A **tsunami** is a large, dangerous wave that picks up speed as it moves across the ocean. Floods, hurricanes, and tsunamis all create breeding grounds for mosquitoes, an insect that reproduces near water. Some mosquitoes carry dangerous diseases, such as malaria.

Core Knowledge Language Arts | Grade 3    Activity Book | Language Studio 11    131

Activity Book Answer Keys

273

Activity Page

5.2


Continued

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Language Studio 11: Ecology

Natural Changes to the Environment

Mudslide



Natural disasters, such as flood or fire, change the condition of the soil. These changes affect the ability of plants and animals to survive. For example, when a fire destroys the plant life that holds the soil together, the soil is no longer protected. When the soil becomes soaked in a heavy rainfall, it starts sliding down the hill, creating a mudslide.

132

Language Studio 11 | Activity Book

Grade 3 | Core Knowledge Language Arts

Activity Page

5.2

Continued

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Language Studio 11: Ecology

Directions: Complete the graphic organizer using information from the 5.1.

Cause and Effect Graphic Organizer

Natural Disaster

1. Drought

2. Earthquake

3. Flooding

4. Volcano

5. Tsunami

6. Mudslide

→

Effects on the Environment

1. Crops die, leaving nothing to hold the soil together. The wind carries the dried soil from the fields causing dust storms.

2. Buildings collapse and underground gas pipes crack.

3. Lava destroys homes and villages. Water becomes polluted and damages fish habitats. Entire food chains are affected.

4. Extra carbon dioxide from the released gases can poison plants and animals.

5. Tsunamis create breeding grounds for mosquitos. Mosquitos carry malaria. Malaria makes people very sick.

6. Soil becomes heavy from rain and slides down hills. Plant and animal habitats are destroyed.

Core Knowledge Language Arts | Grade 3

Activity Book | Language Studio 11

133

Activity Page

5.2

Continued

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Language Studio 11: Ecology

Cause and Effect Sentences:

Answers will vary, but responses should include cause and effect language.

1. Crops die because of drought. Wind carries the dried soil from the fields, causing dust storms that destroy plant and animal life.

2. Earthquakes cause buildings to collapse and underground gas pipes to crack.

3. Flooding destroys homes and villages. Pollution of nearby rivers and streams causes damage to fish habitats.

4. Volcanoes result in the sudden release of hot gases. This causes plants and animals to die.

5. Dangerous diseases, such as malaria, are caused by mosquitos, which reproduce quickly in areas flooded by tsunamis and hurricanes.

6. When the plants that cover the soil are destroyed by fire, the soil becomes too heavy in the rain, causing it to slide down hills in a mudslide.

134

Language Studio 11 | Activity Book

Grade 3 | Core Knowledge Language Arts

Activity Page

6.1

Continued

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Language Studio 11: Ecology

Directions: List text evidence from the paragraphs, to support the opinion: Humans are responsible for disruptions to ecosystems.

1. Deforestation:  
Humans destroy animal and plant habitats with deforestation.

2. Water pollution:  
Toxins cause water pollution that destroy the food chain.

3. Pesticides:  
Farmers use pesticides on crops. Pesticides cause cancer and other diseases.

4. Invasive species:  
Humans bring invasive species into habitats. These species destroy the ecosystem.

Core Knowledge Language Arts | Grade 3

Activity Book | Language Studio 11

141

274

5. Manufacturing:

Humans have built large factories that produce pollutants that affect the food chain.

6. Air pollution:

Humans burn fossil fuels that release toxic gas into the air and eventually end up in the water cycle.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.2** ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

### Using Clauses in Sentences

*Directions: Look for groups of words that tell you there is a dependent clause: which, that, and who. Then underline the dependent clause.*

Example: Tsunamis that are caused from earthquakes can be very deadly.

1. Mudslides, which are common in California, destroy houses and trees.
2. Denmark relies on windmills for wind power, which are an efficient way to produce electric power.
3. New resources that are inexpensive and sustainable are needed in this country.
4. The river that we just walked past was polluted.
5. The senator, who is very concerned with ecology, is introducing a bill that supports new energy policies.

*Directions: Now divide the sentences with embedded clauses into two sentences.*

1. Mudslides are common in California. They destroy houses and trees.

2. Denmark relies on windmills for wind power. Windmills are efficient ways to produce power.
3. New resources are needed in this country. Inexpensive and sustainable resources are needed in this country.
4. The river was polluted. That is the river we just walked past.
5. The senator is concerned with ecology. The senator is introducing a bill that supports new energy policies.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.1** ACTIVITY PAGE

## LANGUAGE STUDIO 11: ECOLOGY

### Opinion Paragraph Graphic Organizer

*Directions: Answer the question below.*

**Question:** In what ways can humans protect the environment?

Opinion:

Answers will vary.

Give two pieces of evidence: Answers will vary.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Answers will vary.

[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 8.1

ACTIVITY PAGE

**LANGUAGE STUDIO 11: ECOLOGY**

*Directions: Draft your opinion paragraph below.*

**Draft Paragraph**

Paragraphs will vary.

[illegible]

Paragraphs will vary.

[illegible]

# Core Knowledge Language Arts

## Amplify

### Senior Vice President and General Manager, K-8 Humanities

LaShon Ormond

#### Chief Product Officer

Alexandra Walsh

#### Chief Academic Officer

Susan Lambert

#### Content and Editorial

Elizabeth Wade, PhD, Vice President, Editorial  
Genya Devoe, Executive Director  
Patricia Erno, Associate Director  
Maria Oralia Martinez, Associate Director  
Baria Jennings, EdD, Senior Content Developer  
Sean McBride, Content and Instructional Specialist  
Arysteja Szymanski, Content and Instructional Specialist  
Mabel Zardus, Content and Instructional Specialist  
Christina Cox, Managing Editor

#### Design and Production

Tory Novikova, Senior Director, Product Design  
Erin O'Donnell, Director, Product Design  
Julie Kim, Senior Product Design Manager  
Ian Horst, Product Design Manager  
Max Reinhardsen, Product Design Manager  
Tara Pajouhesh, Senior Visual Designer

#### Product and Project Management

Nishi Ludwig, Vice President, Humanities  
Amber Ely, Director, Product  
Katherine Bazley, Associate Product Manager  
Leslie Johnson, Director, Commercial Operations  
Millie Triana, Operations Specialist  
Melissa Cherian, Executive Director, Strategic Projects  
Catherine Alexander, Associate Director, Project Management  
Stephanie Melinger, Senior Project Manager  
Zara Chaudhury, Project Manager  
Patricia Beam Portney, Project Coordinator  
Tamara Morris, Project Coordinator

#### Contributors

Cletis Allen, Nanyamka Anderson, Raghav Arumugan, Rosalie Asia, Dani Aviles, Olioli Buika, Bill Cheng, Sherry Choi, Stuart Dalgo, Claire Dorfman, Angelica Escalante, Edel Ferri, Rebecca Figueroa, Nicole Galuszka, Rodrigo Garcia, Parker-Nia Gordon, Danae Grandison, Ken Harney, Elisabeth Hartman, Molly Hensley, David Herubin, Isabel Hetrick, Sara Hunt, Sarah Kanu, Ashna Kapadia, Jagriti Khirwar, Kristen Kirchner, James Mendez-Hodes, Emily Mendoza, Francine Mensah, Christopher Miller, Lisa McGarry, Marguerite Oerlemans, Lucas De Oliveira, Melisa Osorio Bonifaz, Emmely Pierre-Louis, Jackie Pierson, Sheri Pineault, Diana Projansky, Dominique Ramsey, Todd Rawson, Darby Raymond-Overstreet, Max Reinhardsen, Jessica Roodvoets, Mia Saine, Zahra Sajwani, Natalie Santos, Meena Sharma, Jennifer Skelley, Nicole Stahl, Julia Sverchuk, Flore Thevoux, Elizabeth Thiers, Jeanne Thornton, Amanda Tolentino, Julie Vantrease, Paige Womack, Amy Xu, Jules Zuckerberg

# Core Knowledge Language Arts

## Core Knowledge Foundation

### Series Editor-in-Chief

E. D. Hirsch Jr.

### President

Linda Bevilacqua

### Editorial Staff

Mick Anderson  
Robin Blackshire  
Laura Drummond  
Emma Earnst  
Lucinda Ewing  
Sara Hunt  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Tonya Ronayne  
Deborah Samley  
Kate Stephenson  
Elizabeth Wafler  
James Walsh  
Sarah Zelinke

### Design and Graphics Staff

Kelsie Harman  
Liz Loewenstein  
Bridget Moriarty  
Lauren Pack

### Consulting Project Management Services

ScribeConcepts.com

### Additional Consulting Services

Erin Kist  
Carolyn Pinkerton  
Scott Ritchie  
Kelina Summers

### Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

### Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

## Credits

### Language Studio 9

Lesson 2 (Slaves with axes): Dustin Mackay; (Ship, man on horse): Jacob Wyatt; Lesson 3 (Pilgram Man): Shari Griffiths; Lesson 4 (3 men water): Tyler Pack; (Men, spears, dog): Becca Scholes; Lesson 5 (Map, cactus, buffalo): Shari Griffiths; (Herd of buffalo): Shari Griffiths; Lesson 6 (Spanish courtyard): Matthew Clark; Lesson 7 (Man w/sash and hat): Public Domain; (Map England Newfoundland): Core Knowledge Staff; Lesson 8 (Ship icy water): Michelle Weaver; (1610 Voyage map): Michelle Weaver; Lesson 9 (Man, mustache, goatee): Scott Hammond; (Native and Pilgrim): Erika Baird; (Pilgrim in snow): Scott Hammond; (North America, Atlantic Ocean map): Erika Baird; (Big house, dock): Scott Hammond; (Man bowing, natives): Scott Hammond; (Pilgrim talking, natives): Scott Hammond

### Language Studio 10

Lesson 2 (Men building roof): Bryan Beus; (Men talking): Bryan Beus; Lesson 3 (John Smith talking): Bryan Beus; (Natives offering food): Bryan Beus; Lesson 4 (Offering to king): Durga Bernhard; Lesson 5 (Men, desk, papers): Daniel Hughes; (People in jail): Daniel Hughes; Lesson 6 (Crowd and ship): Shari Griffiths; (Men and Native): Shari Griffiths; Lesson 7 (Village from above): Shari Griffiths; (Pilgrims in forest): Shari Griffiths; Lesson 8 (Village people water): Sharae Petterson; (Harvesting wheat): Sharae Petterson; Lesson 9 (Men jail cell): Becca Scholes; (City of Philadelphia): Becca Scholes; Lesson 10 (Industry Map): Core Knowledge Staff; (Teacher and students): Tyler Pack; (Careers): Tyler Pack; (Building barrels): Tyler Pack; (Farming): Michelle Weaver; (Homemade dolls): Shutterstock; Lesson 11 (King looking paper): Scott Hammond; (Stamp, people reading): (left): Pantheon/SuperStock, (right): SuperStock; Lesson 12 (Man speaking): Scott Hammond; (Protest): Scott Hammond; (Men with guns): Scott Hammond; (Ships at night): Scott Hammond; (President faces): Public Domain; (Paul Revere): Scott Hammond

### Language Studio 11

Lesson 1 (Man and chalkboard): David Habben; (Animals, people, river): Dustin Mackay; Lesson 2 (Sun rays, flower): Brittany Tingey; (Mouse, boar, wolf): Brittany Tingey; (Snail, wolf, boar): Brittany Tingey; Lesson 4 (Food chain): Michelle Weaver; (Koala, panda, kids): Shutterstock; (Bee on flower): Shutterstock; Lesson 5 (Extreme weather): Shutterstock, David Habben; (Earthquake): Shutterstock; (Flood): Shutterstock; (Volcano): Shutterstock; (Tsunami, mosquito, cows): Shutterstock; (Mudslide): Shutterstock; Lesson 6 (Deforestation): Shutterstock; (Pollution, bird, river): Erika Baird; (Farm, pesticides): Shutterstock; (Frog): Shutterstock; (Waste dumping water): Shutterstock; (Air Pollution): Shutterstock



