



# Language Studio

Teacher Guide

Grade 4

## Volume 2

Grade 4

Language Studio 3-5

## Volume 2

### Teacher Guide



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Language Studio 3

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# Poetry

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## 1

# An Introduction to Poetry

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

Students will actively participate in a brainstorming conversation and record their predictions about “Little Red Riding Hood and the Wolf” using a graphic organizer.

**Listening**

Students will listen to a Read-Aloud and identify key details about the poem.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Introduction to Poetry Exit Ticket** [Activity Page 1.3]



## LESSON AT A GLANCE

	Time	Materials
<b>Building Background</b>		
Poetry Introduction	15 min.	☐ Activity Page 1.1
<b>Listen Closely</b>		
Poem Read-Aloud	15 min.	☐ Activity Page 1.2 ☐ Activity Page 1.3

## ADVANCE PREPARATION

### Building Background

- Read the poem *Little Red Riding Hood and the Wolf*. The text can be found at the end of the lesson.
- It would be helpful to have a short list of poems you enjoy to help guide the discussion if the students do not have much to contribute. Write this list on the board/chart paper.
- Gather images related to the story of Little Red Riding Hood, especially an image of a wolf.
- Write the following sentence starters on the board/chart paper:
  - I predict that . . .
  - My prediction is . . .

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss prior knowledge about poetry
- Brainstorm the outcome of the poem “Little Red Riding Hood and the Wolf”
- Identify key details about the poem

### Language Forms and Functions

I predict that...

My prediction is...

The main characters are...

Was the ending what you expected? Why or why not?

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
caviar	decent leer prediction	poem

## Lesson 1: An Introduction to Poetry

# Building Background



**Primary Focus:** Students will actively participate in a brainstorming conversation and record their predictions using a graphic organizer.

## POETRY INTRODUCTION (15 MIN.)

- Tell students they will be starting a new Language Studio about poetry.
- Read the following short poem aloud to the class:
  - Roses are red,  
Violets are blue.  
This is a clue  
And I hope it helps you!
- Ask students to identify what you just read:
  - Is it a book, a story, or a poem? (poem)
  - How can you tell it is a poem?
- Explain that what you recited is a very basic poem.
- Write the word *poet* on the board.
- Ask students what a poet does.
  - Explain that a poet is a person who writes poems.
- **Turn and Talk:** Have students brainstorm about poetry and where they might find it, or where they might have seen or heard it before.
- Call on pairs to share what they know about poems.
- Ask students what poems have to be about and how long they think poems are.
  - Reinforce the idea that poems can be about anything.
  - Reinforce the idea that poems can be long or short.
- Ask students if anyone has a favorite poem.
- Call on students to discuss their favorite poems.

## Support

Provide an oral example of how to phrase a prediction:  
*I predict that today . . .*

## Activity Page 1.1



### Support

Students may need additional examples of how to make a prediction.

» Example: I predict that the story is going to end in a similar manner.



### Speaking Exchanging Information/Ideas

#### Entering/Emerging

Repeat the sentence starters for students about to share their predictions:

*I predict that . . . , my prediction is . . .*

#### Transitioning/Expanding

Remind students about the sentence starters on the board/chart paper, and repeat them aloud if necessary.

#### Bridging

Ensure that the students are using full sentences beginning with the sentence starters.

**Note:** It would be helpful to have a short list of poems you enjoy to help guide the discussion if the students do not have much to contribute. Write this list on the board/chart paper.

### Poetry Read-Aloud

- Ask students if they have heard of the story of Little Red Riding Hood.
- Encourage students to share what they know about Little Red Riding Hood.
  - Prompt students by asking about characters, setting, plot, etc.
- Explain what a *prediction* is to the students.
  - A prediction is a statement about what might happen in the future.
- Ask students what we can make predictions about.
- Tell students that predictions can be made about everything: You can make predictions about the weather, what you will learn at school, even about who will win sporting events.
- Tell the students they will be making predictions about a version of the story of Little Red Riding Hood called *Little Red Riding Hood and the Wolf*, written by Roald Dahl.
- Show students the gathered images related to the story of Little Red Riding Hood.
- Direct students to the graphic organizer on Activity Page 1.1.
- Explain to students that before reading the poem they will be writing their predictions about *Little Red Riding Hood and the Wolf* on Activity Page 1.1.
- Tell students they will make predictions about three different aspects of the poem:
  - The characters: Who do you predict will be in the poem?
  - The setting: Where do you predict the poem will take place?
  - The ending: What is your prediction about the end of the poem?
- Direct students to the sentence starters on the board/chart paper, and explain that all three predictions should begin with either “I predict that” or “My prediction is.”
- Direct students to work with a partner sitting next to them and to write down their predictions about *Little Red Riding Hood and the Wolf*.
- After students complete Activity Page 1.1, have pairs share their predictions with the class.

## Lesson 1: An Introduction to Poetry

# Listen Closely



**Primary Focus:** Students will listen to a Read-Aloud and identify key details about the poem.

### POEM READ-ALoud (15 MIN.)

- Inform the students that you are going to read the poem *Little Red Riding Hood and the Wolf* aloud.
- Direct students to Activity Page 1.2 where they will be able to follow along with the poem.
- Instruct the students to listen carefully while you read *Little Red Riding Hood and the Wolf* aloud to the class
- Begin reading the poem aloud as students follow along on Activity Page 1.2.

### Activity Page 1.2



### Check for Understanding

- What happened in the poem?
  - » Encourage the students to share main points of the poem, including information about characters.
- Was the poem similar to what you predicted?
  - » Remind students that they recorded their predictions on Activity Page 1.1; encourage students to revisit their predictions.
- Have students reflect on the predictions they made and then determine whether or not they were accurate.

- Ask the students to share their opinions about the ending of the poem.
  - Remind students that their opinions will vary and that all opinions are valuable.
- Tell the students that throughout the Language Studio they will be completing Exit Tickets.
- Direct students to Activity Page 1.3 and explain that this is their first Exit Ticket.

### Activity Page 1.3







## Listening Listening Actively

### Entering/Emerging

Prepare students to share aloud by helping them 1:1 to practice and review information.

### Transitioning/Expanding

Prepare students to share aloud by offering light support with practicing and reviewing information.

### Bridging

Prepare students to share aloud by offering light support with practicing and reviewing information if needed.

- Read the questions on Activity Page 1.3 aloud:
  - Who are the main characters in *Little Red Riding Hood and the Wolf*?
  - Was the ending what you expected? Why or why not?
- Tell students to complete Activity Page 1.3 independently.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

Evaluation Tool	
Language Domain	Listening
Unit/Lesson	U3 L1
Activity Name	Introduction to Poetry
Proficiency Levels	
Entering	Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support.
Emerging	Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.
Transitioning	Student asks and answers questions about a poem using domain-related vocabulary with support.
Expanding	Student asks and answers questions about a poem using domain-related vocabulary.
Bridging	Student asks and answers questions using domain-related vocabulary.

End Lesson

### *Little Red Riding Hood and the Wolf*

As soon as Wolf began to feel  
That he would like a decent meal,  
He went and knocked on Grandma's door.  
When Grandma opened it, she saw  
The sharp white teeth, the horrid grin,  
And Wolfie said, "May I come in?"  
Poor Grandmamma was terrified,  
"He's going to eat me up!" she cried.  
And she was absolutely right.

He ate her up in one big bite.  
 But Grandmamma was small and tough,  
 And Wolfie wailed, "That's not enough!  
 I haven't yet begun to feel  
 That I have had a decent meal!"  
 He ran around the kitchen yelping,  
 "I've got to have a second helping!"  
 Then added with a frightful leer,  
 "I'm therefore going to wait right here  
 Till Little Miss Red Riding Hood  
 Comes home from walking in the wood."  
 He quickly put on Grandma's clothes,  
 (Of course he hadn't eaten those).  
 He dressed himself in coat and hat.  
 He put on shoes, and after that  
 He even brushed and curled his hair,  
 Then sat himself in Grandma's chair.  
 In came the little girl in red.  
 She stopped. She stared. And then she said,  
  
 "What great big ears you have, Grandma,"  
 "All the better to hear you with," the Wolf replied.  
 "What great big eyes you have, Grandma."  
 said Little Red Riding Hood.  
 "All the better to see you with," the Wolf replied.  
 He sat there watching her and smiled.  
  
 He thought, I'm going to eat this child.  
 Compared with her old Grandmamma  
 She's going to taste like caviar.  
  
 Then Little Red Riding Hood said, "But Grandma,  
 what a lovely great big furry coat you have on."  
 "That's wrong!" cried Wolf. "Have you forgot  
 To tell me what BIG TEETH I've got?  
 Ah well, no matter what you say,  
 I'm going to eat you anyway."  
 [.....]  
  
 A few weeks later, in the wood,  
 I came across Miss Riding Hood.  
 But what a change! No cloak of red,  
 No silly hood upon her head.  
 She said, "Hello, and do please note  
 My lovely furry wolfskin coat."

## 2

# All About Stanzas

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

Students will discuss the characteristics of stanzas with a partner.

**Reading**

Students will identify key details about stanzas using an Exit Pass.

**FORMATIVE ASSESSMENT**

Reading

**Stanza Ordering** [Activity Page 2.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**All About Stanzas** [Activity Page 2.2]

## LESSON AT A GLANCE

	Time	Materials
<b>Building Background</b>		
Stanza Introduction	10 min.	<input type="checkbox"/> Floor plan of house
<b>Read About It</b>		
Stanza Labeling	20 min.	<input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 2.2

## ADVANCE PREPARATION

### Building Background

- On the board/chart paper draw a basic floor plan of a house with four rooms and label the rooms as follows:

Kitchen	Bathroom
Living room	Bedroom

**Note:** Make sure the rooms are all different sizes but still fit together to form a rectangle.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss characteristics of stanzas with a partner
- Identify key details about stanzas

### Language Forms and Functions

A stanza is...

Characteristics of stanzas include...

I noticed that the poem...

### Vocabulary

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



## Lesson 2: All About Stanzas

## Building Background



**Primary Focus:** Students will discuss characteristics of stanzas with a partner.

## STANZA INTRODUCTION (10 MIN.)

- Ask for a student volunteer to remind the class what they are learning about in this unit.
- Ask students who remembers what the writer of a poem is called.
- Explain to students that today they will be learning about stanzas.
- Direct students to Activity Page 1.2.
- Ask students what they notice about how the poem looks.
  - Students will likely say there are different paragraphs in the poem.
- Tell students that in poems the sections of text that look like paragraphs are called *stanzas*.
- Write *stanza* on the board/chart paper.
- Reiterate that stanzas are the different sections of a poem, and tell students that stanzas are separated by spaces.
- Direct students to the basic floor plan of a house on the board/chart paper.
- Point to the floor plan of the house while explaining that a house is made up of the rooms inside of it; all of the rooms are separate, but together they form a house. A house does not have just a kitchen or a bathroom; it has both.
- Trace the outlines of the rooms with your finger while explaining that the rooms are all different sizes but still make a house.
- Tell students that houses and poems are developed in similar ways.
  - Explain that each stanza in a poem is like a room in a house: just as the rooms form a house, together the stanzas form a poem.
  - Explain that stanzas may be different lengths, much like rooms are different sizes.
- Have students discuss with a partner how they can spot a stanza and how stanzas are separated.

## Activity Page 1.2



## Support

Instruct students to point to the first stanza of the poem.

## Support

Explain to students that a floor plan is a drawing of what the rooms of a house look like from above.

Reading  
Understanding  
Text Structure

## Entering/Emerging

Provide partners with support to identify stanzas in the text. Reiterate the house simile and remind students that stanzas are the “rooms” that make up the poem.

## Transitioning/Expanding

Provide partners with light support to identify stanzas in the text. Remind students that stanzas can be compared to individual rooms in a house.

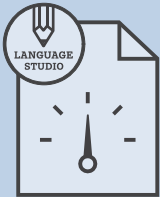
## Bridging

Provide partners with light support to identify stanzas in the text.

## Support

Repeat this reading activity if needed.

### Activity Page 2.1



### Reading/Viewing Closely

#### Entering/Emerging

Provide 1:1 support for students when they are trying to describe stanzas on Activity Page 2.2 by reminding students of the house simile and Activity Page 2.1.

#### Transitioning/Expanding

Provide light support for students describing a stanza by reminding students of the house simile.

#### Bridging

Provide light support in describing what a stanza is by referring students to Activity Page 2.1.

## Lesson 2: All About Stanzas

# Read About It



**Primary Focus:** Students will identify key details about stanzas using an Exit Ticket.

### STANZA LABELING (20 MIN.)

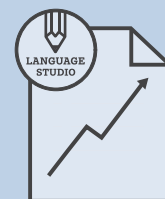
- Direct students to Activity Page 1.2.
  - Remind students that they have read this poem during a previous lesson.
- Explain that you are going to start reading the poem and then students will take turns reading.
- Begin reading *Little Red Riding Hood and the Wolf* aloud to the students.
  - After the first stanza, choose a student to read the second stanza.
  - Continue with this process until a different student has read each stanza.
- Ask students how many stanzas they think there are in the poem.
  - There are five stanzas.
- Explain to students that they will label all of the stanzas in the poem on Activity Page 2.1.
- Tell the students that they will draw a box around each stanza and write Stanza 1, Stanza 2, etc., next to the boxes.
- Direct students' attention to the board/chart paper.
- Demonstrate what the students will be doing by writing a sample stanza on the board, drawing a box around it, and labeling it Stanza 1.



### Check for Understanding

- After giving the students time to complete this activity, ask students how many stanzas there are.
- Reiterate that there are five, and make sure students found the same number of stanzas.

### Activity Page 2.2



- Direct students to Activity Page 2.2, the Exit Ticket for the lesson.
- Give students remaining time in the lesson to complete the Exit Ticket.
  - After students complete the Exit Ticket, review student responses and reteach concepts in the following lesson, if necessary.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U3 L2
Activity Name	All About Stanzas
Proficiency Levels	
Entering	Student identifies stanzas in the text with 1:1 support.
Emerging	Student identifies stanzas in the text with moderate support.
Transitioning	Student identifies stanzas in the text with occasional support.
Expanding	Student identifies stanzas in the text with minimal support.
Bridging	Student identifies stanzas in the text.

End Lesson

## 3

# It's Time to Rhyme!

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

Students will review the organizational structure of poems by correctly ordering stanzas.

**Speaking**

Students will participate in a discussion about rhyming and will contribute their own rhymes.

**FORMATIVE ASSESSMENT**

Reading

**Stanza Assembling Activity: Part II** [Activity Page 3.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Rhyming Activity** [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Rewind</b>		
Stanza Review	15 min.	<input type="checkbox"/> Activity Pages 1.2, 3.1, and 3.2 <input type="checkbox"/> scissors, tape, or glue
<b>Talk Time</b>		
Rhyming	15 min.	

## ADVANCE PREPARATION

### Rewind

- Provide students with:
  - glue and/or tape
  - scissors

### Talk Time

- Create a list of words that rhyme; this will be convenient when playing the rhyming game. (blue, you, two, clue, shoe; stick, lick, pick, tick; jam, ham, clam, ram, dam)



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Explain the organizational structure of poems
- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information

### Language Forms and Functions

What did we compare stanzas to during the last lesson?

\_\_\_\_\_ and \_\_\_\_\_ are/are not rhyming words because...

Words rhyme because...

### Vocabulary

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

### Activity Page 3.1



### Activity Page 3.2



### Support

Remind students that they may reread the poem if they have trouble remembering the order of the stanzas.

Start Lesson

### Lesson 3: It's Time to Rhyme!

## Rewind



**Primary Focus:** Students will review the organizational structure of poems by correctly ordering stanzas.

### STANZA REVIEW (15 MIN.)

- Ask for a volunteer who can remind the class about stanzas.
- Review stanzas by prompting with guiding questions such as, "What did we compare stanzas to during the last lesson?" and "How many stanzas are there in *Little Red Riding Hood and the Wolf?*" (five)
- Direct students to Activity Page 3.1.
- Tell students that the stanzas are not in the correct order and they will be responsible for cutting out the stanzas and gluing or taping them in the correct order on Activity Page 3.2.
- Have students check their work using Activity Page 1.2.

### Lesson 3: It's Time to Rhyme!

# Talk Time



**Primary Focus:** Students will participate in a discussion about rhyming and will contribute their own rhymes.

#### RHYMING (15 MIN.)

- Display the following words on the board/chart paper while saying them aloud:
  - Hot, pot, cot
- Say and point to each word one more time, being sure to enunciate each one.
- Have the whole class say the words together.
- Ask students what they notice about the three words.
  - Students should recognize that the words sound similar.
- Tell the students that these words all *rhyme*.
  - Write *rhyme* on the board.
- Explain that when words sound like other words, it means they *rhyme*.
- Do all words rhyme?
  - Clarify that all words do not rhyme.
- Ask students to think of more words that rhyme with three on the board/chart paper (hot, pot, cot).
  - Examples: lot, jot, not, bot, dot, tot
- Encourage students to share their words aloud.

**Note:** As students think of rhyming words, add them to the list on the board/chart paper.

#### Support

If students are stuck, encourage them ask a peer for help.

#### Challenge

Begin using longer, multisyllable words that are more difficult to rhyme with. When students run out of words that rhyme, have the game switch directions.



#### Speaking Exchanging Information/Ideas

#### Entering/Emerging

Provide students with additional examples of words that rhyme and encourage them to expand on their list.

#### Transitioning/Expanding

Provide students with a starting word and encourage them to create a list of words that rhyme.

#### Bridging

Encourage students to reread the list of words on the board/chart paper to refresh the idea of what it means for words to rhyme.



### Speaking Understanding Text Structure

#### Entering/Emerging

Provide 1:1 support for students by directing them back to Activity Page 1.2, where they can refresh their memories about the correct order of the stanzas.

#### Transitioning/Expanding

Provide light support in identifying the order of stanzas by directing students to reread the poem.

#### Bridging

Offer light support in identifying the order of stanzas by asking guiding questions. ("Where in the poem did you find the stanza? Were there other sections of the poem before it?")

#### Informal Observation



#### • Think-Pair-Share:

- Have students independently think of any other words that rhyme with *hot*.
- Have students talk with a partner (someone sitting next to them) about the words they have brainstormed.
- Have each pair share their favorite words that rhyme with the class.
- Direct students to form a circle because the class is going to play a rhyming game.
  - Tell students that you will start the game by saying one word.
  - Each student will then say a word that rhymes until the class runs out of rhyming words.
  - If a student cannot think of a word that rhymes, have that student choose a new word and have the next student in the circle continue the game.
- Tell students you will move clockwise around the circle and that only one student should speak at a time.
  - (Optional elimination round: If a student cannot come up with a word that rhymes, they will sit down.)
- If there is time after the first round, allow students to take your place in choosing the starting word for their classmates.

**Note:** The teacher should participate in the second round as a student, instead leading the class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U3 L3
Activity Name	Rhyming
Proficiency Levels	
Entering	Student identifies rhyming words with 1:1 support.
Emerging	Student identifies rhyming words with substantial support.
Transitioning	Student identifies multiple rhyming words for a given word with moderate support.
Expanding	Student identifies multiple rhyming words for a given word with light support.
Bridging	Student identifies multiple rhyming words for a given word with no support.

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

## 4

# Wishes

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

Students will listen to a Read-Aloud of “Wishes” and identify the rhymes in the poem.

**Writing**

Students will create a wish list using adjectives and nouns to describe personal wishes.

**FORMATIVE ASSESSMENT**

Listening

**Color-Coding Rhymes** [Activity Page 4.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**My Wish List** [Activity Page 4.2]

## LESSON AT A GLANCE

	Time	Materials
<b>Listen Closely</b>		
Read “Wishes” Color-Coding Rhymes	10 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> colored pencils
<b>Write About It</b>		
Wishful Thinking Activity	20 min.	<input type="checkbox"/> Activity Pages 4.1 and 4.2

## ADVANCE PREPARATION

### Listen Closely

- Read the poem “Wishes.”
- Prepare an example of color-coding words that rhyme on the board/chart paper. Keep this example covered until reaching the color-coding activity.
  - Ex: My car is blue.  
And yours is too.
  - I like to drive  
From 9 to 5.
  - *Blue* and *too* should be circled in one color, and *drive* and *5* should be circled in a different color.
- Students will need colored pencils.
- Develop a short list of things you wish for. (Ex. puppy, cheese, dark chocolate)

### Write About It

- Create a short list of adjectives and a short list of nouns.
- Display the sentences frames on the board/chart paper:
  - *I wish I could have a* \_\_\_\_\_ *.*  
(adjective) (noun)
  - *I have always wished for a* \_\_\_\_\_ *.*  
(adjective) (noun)

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>Identify rhyming words in a text</li> <li>Ask and answer basic questions about the Read-Aloud “Wishes”</li> <li>Describe personal wishes using nouns and adjectives</li> </ul>		
Language Forms and Functions		
<p>I wish I could have a _____. _____.</p> <p>Two words that rhyme are _____ and _____.</p> <p>Right now, I wish that...</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
steed	crave lack	

Start Lesson

### Lesson 4: Wishes

# Listen Closely



**Primary Focus:** Students will listen to a Read-Aloud of “Wishes” and identify the rhymes in the poem.

### READ “WISHES” (10 MIN.)

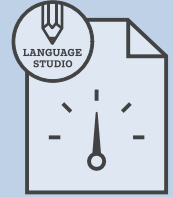
- Tell students that today you are going to be reading a poem called “Wishes” by Norman Ault.
- Turn and Talk:** Have students talk with a neighbor about one thing they have wished for in their lives. Why did they wish for it?
- Select a few students to share what they have wished for in their lives.
- Ask students what people can wish for. (They can wish for anything.)
- Direct students to Activity Page 4.1, where they will find the poem “Wishes.”
- Tell students to listen closely for any words that rhyme.
- Begin reading the poem.

**Note:** Read the poem slowly and clearly, being sure to emphasize the rhyming words.

## COLOR-CODING RHYMES

- Direct students to read through the poem on Activity Page 4.1 and underline the words that rhyme.
- Ask students for an example of two words that rhyme in the poem.
- Explain to students that their next activity will be color-coding the words that rhyme in the poem:
  - Using Activity Page 4.1, read through the poem one more time.
  - Have students use colored pencils to circle each set of rhyming words in a *different* color.
- Show students the example of color-coding on the board/chart paper.
- After students finish this activity independently, instruct them to check their neighbor's work.

## Activity Page 4.1



### Support

If students are having trouble identifying words that rhyme, direct them to the end of each line. Have students say the last word of each line; this will pinpoint the rhyming words for the students.

### Support

Keep a running list of nouns and adjectives on the board for students to reference.



### Listening Listening Actively

### Entering/Emerging

Provide support by reading the directions aloud and finger sweeping the end of the lines, where students will find the words that rhyme.

### Transitioning/Expanding

Provide students with light support by explaining orally where they might look for words that rhyme.

### Bridging

Offer light support as needed by explaining activity in more detail.

## Lesson 4: Wishes

# Write About It



**Primary Focus:** Students will create a wish list using nouns and adjectives to describe personal wishes.

## WISHFUL THINKING ACTIVITY (20 MIN.)

- Write *Nouns* and *Adjectives* on the board/chart paper.
- **Turn and Talk:** Tell students to turn and talk to their neighbor about what they think a noun is and what they think an adjective is. Ask students to have an example of each ready to share with the class.
- Have students share what they know about nouns and adjectives.
- Tell students that a noun is a person, place, thing, or idea.
- Ask students to share their examples of nouns (the park, ocean, fire, animal, doctor). Write all examples on the board/chart paper.
- Explain that an adjective is a word that helps describe a person, place, thing, or idea.
  - Ask students to share their examples of adjectives (hot, cold, mean, happy, angry, tall, short). Write all examples on the board/chart paper.



## Activity Page 4.2



### Writing Using Nouns and Noun Phrases

#### Entering/Emerging

Provide students 1:1 support in identifying adjectives and nouns.

Point out to students how the adjectives add details about the noun.

Help students transfer adjectives and nouns to

Activity Page 4.2.

#### Transitioning/Expanding

Offer support by reminding students that adjectives add details about the noun. Assist students in developing a short list of adjectives and nouns to use for the activity.

#### Bridging

Offer students support by reminding them that adjectives add details about the noun.

- Ask students if anyone has something they are wishing for right now?
  - **Model** answering this question by saying: Right now, I am wishing for a       cake      .
  - Write the sentence on the board/chart paper.
- Ask students what adjectives could be used before *cake* to make a better sentence.
  - Allow students to provide examples; prompt if needed.
- Ask students, *What about* delicious, sweet, or big? *Are those adjectives?*
  - » yes
- Direct students to the sentence starters you previously wrote on the board/chart paper.
  - *I wish I could have a* \_\_\_\_\_ *.*  
(adjective) (noun)
  - *I have always wished for a* \_\_\_\_\_ *.*  
(adjective) (noun)
- Explain that the word in the first blank will be an adjective, and the word in the second blank will be a noun.
- Fill in the blanks together; complete both sentence starters a few times, using examples of adjectives and nouns provided by students.
- Direct students to Activity Page 4.2
- Explain that students will be completing the Activity Page.
- Tell students they may work together, but express that students should come up with different answers than their partners.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U3 L4
Activity Name	My Wish List
Proficiency Levels	
Entering	Student identifies and copies adjectives and nouns to complete a sentence, with substantial support.
Emerging	Student identifies and copies adjectives and nouns to complete a sentence, with moderate support.
Transitioning	Student uses multiple adjectives to add details to nouns, with limited support.
Expanding	Student uses multiple adjectives to add details to nouns.
Bridging	Student uses multiple adjectives and nouns to write complete, detailed sentences.

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

### Wishes

#### Norman Ault

What do you look for, what do you seek?  
A silver bird with a golden beak.  
What do you long for, what do you crave?  
Golden gems in a silver cave.  
What do you lack, and what do you need?  
A silver sword and a golden steed.  
What do you want, of what do you dream?  
A golden ship on a silver stream.  
What do you have, and what do you own?  
A silver robe and a golden crown.  
What would you be? Oh, what would you be?  
Only the king of the land and the sea.

## 5

# Memories

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

Students will share their favorite memory and make predictions about “My First Memory (of Librarians).”

**Writing**

Students will write a reflection about a favorite memory.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Memory Reflection** [Activity Page 5.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                    |
|----------------------------|---------|------------------------------|
| <b>Building Background</b> |         |                              |
| Memories Introduction      | 15 min. | ☐ Activity Page 5.1          |
| <b>Write About It</b>      |         |                              |
| Memory Reflection Activity | 15 min. | ☐ Activity Pages 5.1 and 5.2 |

## ADVANCE PREPARATION

### Building Background

- Read the poem “My First Memory (of Librarians).”
- Think of a memory to share with the class; include minor details (e.g., I remember when I was 10 years old and went skiing for the first time. I had so much fun, but it was very cold).

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                    |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Express ideas and opinions or temper statements using expressions</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                          |                                  |                                 |
| I remember when...<br>My first memory is...<br>I felt...                                                              |                                  |                                 |
| Vocabulary                                                                                                            |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| bankers' lights<br>card catalog<br>foyer<br>quilt rack                                                                | anticipation<br>preside          | memory<br>librarian             |

## Lesson 5: Memories

## Building Background



**Primary Focus:** Students will share their favorite memory and make predictions about “My First Memory (of Librarians).”



### Speaking Supporting Opinions

#### Entering/Emerging

Offer students 1:1 support by asking explicit questions that prompt students to make a prediction (What do the words in the title tell you about the poem?).

#### Transitioning/Expanding

Provide light support by encouraging students to explain why they made the predictions they did.

#### Bridging

Offer light support by encouraging students to use expressions such as *probably/certainly* while discussing their predictions about the poem.

### MEMORIES INTRODUCTION (15 MIN.)

- Write the word *memory* on the board/chart paper.
- Share a memory with the class. (For example, I remember when I was 10 years old and went skiing for the first time. I had so much fun, but it was very cold).
- Explain that what you just told the students was a memory from when you were younger.
- Ask students who can tell you what a memory is. Prompt if necessary.
  - A memory is something you remember from the past. It can be an event, a person, a place, or anything else you remember.
- Tell students to take a moment and think of a memory from their life.
- **Turn and Talk:** Have students turn and talk with a partner about a memory they have.
  - Have volunteers share their memories with the class.
- Tell students that today they are going to read a poem about a memory.
- Choose a student to read the title of the poem aloud.
- Ask students what they think the poem is going to be about based on the title.
  - Guide students to make sure they think about the word *librarians* when making predictions about the poem.
- Write students' predictions on the board/chart paper.
- Tell students they are going to read “My First Memory (of Librarians)” with a partner.

- Direct students to Activity Page 5.1.
- Pair students in one of the following ways: strong readers with readers who need more support, or readers of similar skill levels.
- Explain that both students will read the poem silently, and then each partner will take a turn reading the poem aloud.
- After students finish reading, discuss any unfamiliar vocabulary (for example, card catalogue, anticipation).
- Ask students what they think the author was feeling during the memory?
- Have the class determine whether their predictions were accurate.

## Activity Page 5.1



### Lesson 5: Memories

# Write About It



**Primary Focus:** Students will write a reflection about a favorite memory.

## MEMORY REFLECTION (15 MIN.)

- Direct students to Activity Page 5.2.
- Tell students they will be writing a paragraph about a memory they have.
- Explain the directions to the class:
  - Write about one of your memories! Memories can be happy, sad, scary, or exciting. Different memories make you feel different emotions. Use details to describe your memory and include how it made you feel. Be sure to use plenty of adjectives in your paragraph!

## Activity Page 5.2



## Writing

### Entering/Emerging

Provide students 1:1 support by providing sentence frames (as needed) as they develop their paragraph. (My favorite memory is \_\_\_\_\_. This memory makes me feel \_\_\_\_\_.)

### Transitioning/Expanding

Have students tell you orally about their memory and then offer organizational support while they write.

### Bridging

Offer limited organizational support for students while they are writing.



### Check for Understanding

Ask students if they understand the directions and if they are ready to begin. Have students use thumbs up/thumbs down to answer.

- Have students complete Activity Page 5.2 independently.
- After students finish the writing activity, explain that during the next lesson each student will be writing an autobiographical poem. Tell students that their poems will be personalized and will be all about them!

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                |
| Unit/Lesson        | U3 L5                                                                                                  |
| Activity Name      | Memory Reflection                                                                                      |
| Proficiency Levels |                                                                                                        |
| Entering           | Student writes short phrases to explain their first memory, with 1:1 support.                          |
| Emerging           | Student writes simple sentences to explain their first memory, with moderate support.                  |
| Transitioning      | Student writes simple sentences, using some adjectives to explain their first memory.                  |
| Expanding          | Student writes simple and complex sentences, using adjectives to explain their first memory in detail. |
| Bridging           | Student writes full complex sentences, using many adjectives to explain their first memory in detail.  |

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

## **My First Memory (of Librarians)**

**Nikki Giovanni**

This is my first memory:

A big room with heavy wooden tables that sat on a creaky  
wood floor

A line of green shades—bankers' lights—down the center  
Heavy oak chairs that were too low or maybe I was simply  
too short

For me to sit in and read

So my first book was always big

In the foyer up four steps a semi-circle desk presided

To the left side of the card catalogue

On the right newspapers draped over what looked like  
a quilt rack

Magazines face out from the wall

The welcoming smile of my librarian

The anticipation in my heart

All those books—another world—just waiting

At my fingertips.



## 6

# Autobiographical Poem

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

Students will create an autobiographical poem.

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

**My Autobiographical Poem** [Activity Page 6.2]

## LESSON AT A GLANCE

|                       | Time    | Materials                  |
|-----------------------|---------|----------------------------|
| <b>Write About It</b> |         |                            |
| Autobiographical Poem | 30 min. | Activity Pages 6.1 and 6.2 |

## ADVANCE PREPARATION

### Write About It

- Complete an autobiographical poem as a model for the class.
- Write your poem on the board/chart paper, but keep it covered.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss the similarities and differences of a biography and autobiography</li> <li>• Dictate and/or write an autobiographical poem</li> <li>• Elaborate on ideas orally and in writing</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <p>Two things I love are...</p> <p>One thing I dream about is...</p> <p>Three characteristics that describe me are...</p>  |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| autobiographical<br>biography  |                                  |                                 |

## Lesson 6: Autobiographical Poem

## Write About It



## Support

Guide the students toward the answer (it is a poem that someone writes about themselves) by reminding the students what the two parts of the word mean.

**Primary Focus:** Students will create an autobiographical poem.

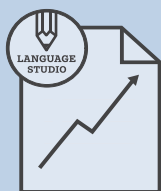
## AUTOBIOGRAPHICAL POEM (30 MIN.)

- Write *autobiographical biography* on the board/chart paper.
- Underline *biography* in the phrase and tell students that a biography is about a person.
- Explain that when authors write a biography, they are writing about another person.
- Circle *auto-* in the word and tell students that when the prefix *auto-* is added to the root word *biography*, it means that the author is writing about themselves.
- Have students infer the definition of an autobiographical poem.
  - Reinforce that it is a poem that a person writes about themselves.
- Tell students that today they will be planning and writing their own autobiographical poem.
- Explain that all of their poems will be different because everyone has different likes, dislikes, and ideas.
- Direct students' attention to the board/chart paper where you wrote your autobiographical poem.
- Reveal and read aloud your poem to students.
- Tell students that their final poem will look like this, but before they write it, they will have to fill out a poem planner.
- Direct students to Activity Page 6.1.
- Instruct students to follow along as you read the directions aloud.
- Explain to students that they will fill in the blanks with the appropriate responses.
- Tell students that when they finish filling in the blanks on the poem planner, they need to raise their hand to have their work checked.
- Check student work for the appropriate responses.
- Explain that after you check their Poem Planner, they will write the completed sentence frames on Activity Page 6.2.

## Activity Page 6.1



## Activity Page 6.2



- Express that the students must write their poem on Activity Page 6.2 in the order it appears on the poem planner.
  - Example: The sentence frame labeled Line #1 will be the first line of the poem.
- Remind students that their poems will be 10 lines long.
- Remind students that their poems will be structured like the sample poem written on the board/chart paper.
- Have students complete their poems.
- Inform students that during the next lesson everyone will present their poems to the class.
  - Explain that before presenting, the students will be told exactly how they will be evaluated.

**Note:** Activity Page 7.1 includes a rubric that will be used to evaluate poems.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Writing  |
| Unit/Lesson        | U3 L6  |
| Activity Name      | My Autobiographical Poem   |
| Proficiency Levels |  |
| Entering           | Student communicates ideas for an autobiographical poem by drawing pictures and dictating single words or phrases, with support. |
| Emerging           | Student communicates ideas for an autobiographical poem by drawing pictures and writing related words and phrases.               |
| Transitioning      | Student communicates ideas for an autobiographical poem by writing simple phrases.   |
| Expanding          | Student communicates ideas for an autobiographical poem by writing simple and compound phrases.                                  |
| Bridging           | Student communicates ideas for an autobiographical by writing a combination of simple, compound, and complex phrases.            |

End Lesson



### Writing

#### Entering/Emerging

Provide students 1:1 support as they fill in the poem planner by explaining what information each line requires. Provide examples when necessary.

#### Transitioning/Expanding

Assist students by clarifying any uncertainty about the required information and by providing examples when necessary.

#### Bridging

Direct students' attention back to the sample poem on the board and provide examples when necessary.

## 7

# Presentation of Autobiographical Poems

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

Students will present their autobiographical poems to the class.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Poem Presentation Rubric [Activity Page 7.1]

## LESSON AT A GLANCE

|   | Time    | Materials                    |
|---|---------|------------------------------|
| <b>On Stage</b>                                       |         |                              |
| Autobiographical Poem Completion<br>Poem Presentation | 30 min. | ☐ Activity Pages 6.2 and 7.1 |

## ADVANCE PREPARATION

### On Stage

- Prepare an area of the classroom that will act as a stage where students will present their poems.
- Prepare the rubric, have a rubric ready to evaluate each student's presentation as they read their poems.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Deliver and ask for feedback on an oral presentation</li> <li>• Demonstrate active listening of oral presentations by providing positive feedback</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| I liked...<br>I thought...<br>You did a great job at...   |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|   |                                  | audience                        |

## Lesson 7: Presentation of Autobiographical Poems

## On Stage






**Primary Focus:** Students will present their autobiographical poems to the class.

## Activity Page 7.1


**AUTOBIOGRAPHICAL POEM PRESENTATION (30 MIN.)**

- Direct students to Activity Page 7.1.
- Remind students that they will be presenting their poems to the class.
- Explain that you will use the rubric on Activity Page 7.1 to evaluate students during their presentation.
- Read through the entire rubric with the students. Make sure to thoroughly explain each aspect of the rubric.

| Autobiographical Poem Presentation Rubric  |  |  |  |
|--|--|--|--|
|  | Needs Some Work.   | You're Getting There.  | Awesome Job!   |
| <b>Fluency:</b><br>Did you read through the poem confidently and without pausing for extended periods of time? |  |  | ✓  |
| <b>Voice:</b><br>Did you speak loudly and clearly?   |  |  | ✓  |
| <b>Eye Contact:</b><br>Did you try to make eye contact with the class while presenting?                        |  |  | ✓  |

- Model the parts of the rubric for the students.
  - Tell students you are going to read a short poem and you want them to use their rubric to decide if you did a good job presenting.
- Use the following poem:

---

My car is blue,  
and yours is too.  
I like to drive  
from 9 to 5.

---

- Read the poem quickly, quietly, and while looking only at the ground or paper.
  - Ask students to read the Voice and Eye Contact parts of the rubric.
  - Ask students if you did a good job with these two parts.
  - Explain that if you did a great job speaking loudly and making eye contact, students should give you a thumbs-up. If your performance was average they should give you a sideways thumb, and if you need to work on voice and eye contact, they should give you a thumbs-down.
    - Students should give you a thumbs-down or a sideways thumb because you did not meet the requirements.
  - Read the poem again, this time meeting all of the requirements (reading slowly and clearly while making eye contact).
  - Ask students to evaluate your performance using the thumb scale.
  - Express that the second way you read the poem is how the students should read their poems while presenting.
- 



### Check for Understanding

Ask students to demonstrate the sections of the rubric they will use to evaluate themselves: Fluency, Voice, and Eye Contact.

---

- Direct students to Activity Page 6.2.
- Tell students they will have a few minutes to finish writing their autobiographical poems if they have not finished.



### Speaking Presenting

#### **Entering/Emerging**

Prepare students to share aloud by providing 1:1 help with fluency; have students to read their poem aloud to you, and provide feedback before they present to the entire class.

#### **Transitioning/Expanding**

Provide support for students by encouraging students to read their poem aloud to you so that you can offer feedback before they present to the entire class.

#### **Bridging**

Offer light support with fluency by encouraging students to read their poems aloud to a partner before presenting to the entire class; provide feedback if necessary.

### Activity Page 6.2





- Encourage students who have finished writing their poems to practice reading them aloud, quietly, to prepare for their presentation.

### Poetry Presentation

- Call the class together and tell students you are going to begin the presentations.
- Tell students that they will each read their poem to the class.
- Remind students of the three areas of evaluation on the rubric: Fluency, Voice, and Eye Contact.
- Explain that after students read their poems, they should go back to their desks and self-evaluate by filling out the rubric on Activity Page 7.1.
- Have each student read their poem aloud.




**Note:** Make sure to provide positive reinforcement and encourage students to applaud one another.




## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Speaking  |
| Unit/Lesson        | U3 L7   |
| Activity Name      | Poem Presentation Rubric  |
| Proficiency Levels |   |
| Entering           | Student expresses ideas by asking and answering yes/no and wh- questions and responds using single words or sentence fragments.   |
| Emerging           | Student expresses ideas by asking and answering yes/no and wh- questions and responds using short phrases.  |
| Transitioning      | Student expresses ideas by asking and answering questions, responding using short phrases, and adding relevant information.   |
| Expanding          | Student contributes to discussions by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.  |
| Bridging           | Students contributes to discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. |

| Autobiographical Poem Presentation Rubric  |  |  |  |
|--|---|--|---|
|  | Needs Some Work.  | You're Getting There.  | Awesome Job!  |
| <b>Fluency:</b><br>Did you read through the poem confidently and without pausing for extended periods of time? |   |  |   |
| <b>Voice:</b><br>Did you speak loudly and clearly?   |   |  |   |
| <b>Eye Contact:</b><br>Did you try to make eye contact with the class while presenting?                        |   |  |   |

| Autobiographical Poem Presentation Rubric  |  |  |  |
|--|---|--|---|
|  | Needs Some Work.  | You're Getting There.  | Awesome Job!  |
| <b>Fluency:</b><br>Did you read through the poem confidently and without pausing for extended periods of time? |   |  |   |
| <b>Voice:</b><br>Did you speak loudly and clearly?   |   |  |   |
| <b>Eye Contact:</b><br>Did you try to make eye contact with the class while presenting?                        |   |  |   |

## 8

# Tone, Part 1

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

Students will actively participate in a conversation about emotion and tone.

**Listening**

Students will listen to the poem “Why We Play Basketball” and discuss the tone of the poem.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Tone Game** [Informal Observation]

## LESSON AT A GLANCE

|                                     | Time    | Materials           |
|-------------------------------------|---------|---------------------|
| <b>Talk Time</b>                    |         |                     |
| Learning About Emotion and Tone     | 20 min. |                     |
| <b>Read About It</b>                |         |                     |
| “Why We Play Basketball” Read-Aloud | 10 min. | ☐ Activity Page 8.1 |

## ADVANCE PREPARATION

### Talk Time

- Print out or draw at least five faces expressing different emotions on individual sheets of paper (or cards) to hold up in front of the class.
- Assign the students to small groups for the tone game they will play at the end of the lesson.
- Write the words for different emotions on small slips of paper and place in bags (have an equal number of bags and groups). Feel free to add as many emotions as you would like: the more slips in the bag, the better the game will be.
- Emotion examples:
  - happy
  - sad
  - mad
  - grumpy
  - annoyed
  - sarcastic
  - excited
  - bored
  - scared
  - embarrassed
  - hurt

### Read About It

- Read the poem “Why We Play Basketball.”
  - The tone of the poem focuses around anger.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the correlation between emotion and tone
- Discuss how to express emotion through tone

### Language Forms and Functions

The tone of the poem is...

I can tell they feel \_\_\_\_\_ because...

The poem seems \_\_\_\_\_. I think this because \_\_\_\_\_.

### Vocabulary

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

## Lesson 8: Tone

# Talk Time



**Primary Focus:** Students will actively participate in a conversation about emotion and tone.

## LEARNING ABOUT EMOTIONS (20 MIN.)

- Write the word *emotion* on the board.
- Ask students how they are feeling today.
- Have several or all students respond to the question.
  - Encourage students to share how they are actually feeling, whether it is happy, sad, grumpy, angry, etc.
- Highlight the fact that the students are not all feeling the same way.
- Tell students that it is okay to not feel the same way someone else feels. Explain that everyone feels different emotions.
- Ask students for examples of emotions.
- Write the emotions that students list on the board/chart paper.
- Tell students they will play a quick emotion game; explain that you will hold up a card with a face on it and the students will tell you what emotion the face is expressing. (Use the cards prepared before the lesson.)
  - When students guess the emotion, they should make the corresponding face.
- Model the game before beginning:
  - Hold up one of the cards, say the name of the emotion, and model the appropriate facial expression; do this one to two times.
- Start the activity with the students: go through the set of papers/cards a few times.
- Tell the students that they are now going to practice expressing different emotions.
- Explain that when people feel a certain way (happy, sad, etc.), they often express the emotion expressed through their *tone* of voice.

## Informal Observation



- Write *tone* on the board/chart paper.
- Ask who can demonstrate how a happy person's voice might sound. What about a sad person's voice?

**Note:** You may need to model these first few questions for students.

- Tell the students they will be playing a game to practice tone.
- Explain that each student will choose a slip of paper from the prepared bag.
- Tell the students that an emotion is written on each slip of paper.
- Explain that each student will have to say a sentence, or a few sentences, to express the tone written on the slip of paper.
- Explain that the rest of their group will have to guess the emotion being acted out.
  - Demonstrate the activity by going first. Be sure to be overly dramatic so students can easily pick up on the emotion the tone of your voice expresses.
- Tell students which group they are in and have them rearrange chairs so that groups are sitting together.
- Have each student go at least once.
- Before the lesson ends, play one round of this game as a whole class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Listening   |
| Unit/Lesson        | U3 L8   |
| Activity Name      | Tone Game   |
| Proficiency Levels |   |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with substantial prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.   |
| Transitioning      | Student asks and answers questions with moderate support, using domain-related vocabulary with support.                           |
| Expanding          | Student asks and answers questions with limited support, using domain-related vocabulary.   |
| Bridging           | Student asks and answers questions using domain-related vocabulary.   |



## Lesson 8: Tone

# Read About It



### Activity Page 8.1



Reading  
Analyzing  
Language Choices

#### Entering/Emerging

Provide 1:1 support by directing students to lines in the poem where tone is especially evident. Use finger sweeping to draw attention to areas to these lines.

#### Transitioning/Expanding

Offer support for the students by directing students to lines in the poem where tone is especially evident.

#### Bridging

Offer light support to the students by reminding them about the earlier part of the lesson when the class talked about the use of tone.

### “WHY WE PLAY BASKETBALL” READ-ALOUD (15 MIN.)

- Explain to the students that poets often use a certain tone to help the reader feel the emotion being expressed in the poem.
- Tell students they are going to listen to a Read-Aloud of a poem called “Why We Play Basketball.”
- Direct students to Activity Page 8.1.
- Instruct students to follow along while listening to the poem being read aloud.
- Begin reading the poem.
  - Be sure to emphasize the tone of the poem—anger—while reading.
- Ask students to identify the tone of the poem.
  - Prompt the students if necessary: Did the poem seem happy? Sad? Something else?



#### Check for Understanding

Ask students to explain what made them decide on the tone they think the poem expresses. Encourage students to select words and/or lines from poem to support their decision.

- Tell students that during the next lesson, they will discuss the tone of the poem more thoroughly.

End Lesson

## Why We Play Basketball

**Sherman Alexie**

It is just a game  
we are told by those  
who cannot play it  
unless it is play.  
For us, it is war,

often desperate  
and without reason.  
We throw our body  
against another  
body. We learn to

hate each other, hate  
the ball, hate the hoop,  
hate the fallen snow,  
hate our clumsy hands,  
hate our thirsty mouths

when we drink from  
the fountain. We hate  
our fathers. We hate  
our mothers. We hate  
the face in our mirror.

We play basketball  
because we want to  
separate love from  
hate, and because we  
know how to keep score.

## 9

# Tone, Part 2

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

Students will discuss their opinions regarding the tone of “Why We Play Basketball.”

**Writing**

Students will answer questions about the tone of “Why We Play Basketball.”

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Tone Questions** [Activity Page 9.1]

## LESSON AT A GLANCE

|   | Time    | Materials           |
|---|---------|---------------------|
| <b>Talk Time</b>                                    |         |                     |
| Revisit “Why We Play Basketball”<br>Tone Discussion | 20 min. | ☐ Activity Page 8.1 |
| <b>Write About It</b>                               |         |                     |
| Tone Questions                                      | 10 min. | ☐ Activity Page 9.1 |

## ADVANCE PREPARATION

### Write About It

- Display the following sentence frames on the board:
  - The tone of “Why We Play Basketball” is \_\_\_\_\_.
  - An example of a word or line from the poem that supports this is \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss opinions regarding a topic</li> <li>• Contribute to conversations and express ideas by asking and answering questions about tone</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <p>The tone of “Why We Play Basketball” is _____.</p> <p>An example of a word or line from the poem that supports this is _____.</p> <p>In my opinion _____, because...</p>                  |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|  |                                  |                                 |

## Lesson 9: Tone Continued

# Talk Time



**Primary Focus:** Students will discuss their opinions regarding the tone of “Why We Play Basketball.”

### REVISIT “WHY WE PLAY BASKETBALL” (20 MIN.)

- Ask students to define tone.
  - Tone is the attitude or mood the author wants the reader to feel.
- Ask students how they can determine the tone of a poem.
- Direct students to Activity Page 8.1 and tell them they will be reading “Why We Play Basketball.”
- Give students a few minutes to scan the poem one more time.
- Tell students they will take turns reading one line of the poem aloud to the class.
- Explain that students will have to stress the tone they believe the author is using.
  - Tell students they can stress the tone by making their voices sound the way they feel while reading the line. Model this for students: “If a line of the poem seems angry, then I will make my voice sound angry.”
- Tell students that some lines have a more obvious tone than others do.
- Make sure each student reads at least one line of the poem, even if you have to read the poem twice.
- **Turn and Talk:** Instruct students to turn to their neighbor and discuss the poem. Tell students to decide what tone is used throughout the poem and to discuss their opinions about the tone of the poem.

### Activity Page 8.1





### Check for Understanding

Ask students what their opinion is on the tone. Use guiding questions if necessary:

- What do you think the poet was trying to make you feel?
- How did the tone make you feel?

- Remind students that poems can be interpreted in several different ways and that the tone of poems can also be interpreted differently.



### Speaking Evaluating Language Choices

#### Entering/Emerging

Provide 1:1 support for students by providing limited sentence frames: The tone of “Why We Play Basketball” is \_\_\_\_\_. An example from the poem that supports this is \_\_\_\_\_. Remind students to also include line numbers.

#### Transitioning/Expanding

Offer support for students by verbally discussing their answers and providing feedback.

#### Bridging

Offer light support for students by reading their answers and providing formative feedback, if necessary.

## Lesson 9: Tone Continued

# Write About It



**Primary Focus:** Students will answer questions about the tone in “Why We Play Basketball.”

### Activity Page 9.1



Writing  
Offering Opinions

#### Entering/Emerging

Provide support for students by prompting them with questions such as, “What do you think the poet was trying to make you feel?” and “How did the tone make you feel?”

#### Transitioning/Expanding

Offer support for students by encouraging them to discuss their opinions regarding tone with you before the class discussion.

#### Bridging

Offer light support for students by encouraging them to support their opinions with words or lines from the poem.

### TONE QUESTIONS (10 MIN.)

- Direct students to Activity Page 9.1.
- Tell students they will be answering the questions on Activity Page 9.1.
- Instruct students to write their answers in complete sentences.
- Explain that this Activity Page will be an opportunity to show what they know about tone.
- Give the students the remainder of the lesson to answer the 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        | U3 L9   |
| Activity Name      | Tone Questions  |
| Proficiency Levels |   |
| Entering           | Student writes an opinion with prompting and 1:1 support.                     |
| Emerging           | Student writes an opinion.  |
| Transitioning      | Student writes an opinion with one textual reason with prompting and support. |
| Expanding          | Student writes an opinion with one textual reason.                            |
| Bridging           | Student writes an opinion with textual reason(s).                             |

End Lesson





## 10

# Similes

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

Students will decipher the meaning of the similes in the poem “Harlem.”

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Simile Connection Activity** [Activity Page 10.2]

## LESSON AT A GLANCE

|   | Time    | Materials                      |
|---|---------|--------------------------------|
| <b>Read About It</b>  |         |                                |
| Partner Read “Harlem” and Simile Introduction<br>Simile Connection Activity | 30 min. | ☐ Activity Pages 10.1 and 10.2 |

## ADVANCE PREPARATION

### Read About It

- Read the poem “Harlem.”
- Prepare three or four sentences that include similes, and one or two that do not have similes. Sentences can be about anything and do not need to be related. Examples:
  - Eva is as busy as a bee.
  - They fought like cats and dogs.
  - The ocean is as blue as the sky.
  - The cars are blue.
  - I love to eat peanut butter.
- Split the class into pairs: pair strong readers with readers who need more support, or pair readers of similar skill levels.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss how different words with similar meanings produce different effects on an audience

### Language Forms and Functions

A simile is...

This line means...

The simile in this line is...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| figurative language<br>simile   | defer<br>fester<br>sag           |                                 |

## Lesson 10: Similes

## Read About It



**Primary Focus:** Students will decipher the meaning of the similes in the poem “Harlem.”

**PARTNER READ AND SIMILE INTRODUCTION (30 MIN.)**

- Direct students to Activity Page 10.1.
- Tell students they are going to read the poem “Harlem,” by Langston Hughes, with a partner.
  - Pair students in one of the following ways: strong readers with readers who need more support, or readers of similar skill levels.
- Explain that both students will read the poem silently, and then each partner will take a turn reading the poem aloud.
- After students finish reading, discuss any unfamiliar vocabulary (for example, deferred, fester, sag).
  - Defer: to postpone or put off an action or event
  - Fester: to become infected
  - Sag: to sink or fall downward because of weight or pressure
- Ask students to look at the first line of the poem.
- Read the line aloud:
 

“What happens to a dream deferred?”
- Ask students who can explain what this means.
  - It means, “What happens to a dream that is put off or postponed?”
- Tell students that this poem uses *figurative language*.
- Write *figurative language* on the board/chart paper.
- Explain that in “Harlem,” Langston Hughes uses a type of figurative language called simile.
- Write *simile* on the board/chart paper.

**Activity Page 10.1**

**Support**

Assist students by breaking down the similes:

- Example: What are bees like? Are they fast or slow? Are they constantly working? What is another way to say that bees are always doing something? (They are busy.) This breakdown will help students piece together the simile.

- Tell students that similes are common and that they have probably heard them used or read them before.
- Tell students that a simile is a comparison of two things using the words *like* or *as*.
- Write *like/as* on the board/chart paper.
- Write two examples on the board/chart paper (one using *like* and one using *as*):
  - Eva is as busy as a bee.
  - They fought like cats and dogs.
- **Turn and Talk:** Instruct students to turn to a partner and talk about what these two similes might mean. Direct students to discuss the following:
  - What could “as busy as a bee” mean?
  - What could “they fought like cats and dogs” mean?
  - Have you ever read these similes or heard them in conversation?
- Ask partners to share what they think these two similes mean and whether they have ever heard them.
- Explain that similes are *figurative* comparisons:
  - Example: The people were not actually *physically* fighting like cats and dogs; they were just having a big argument or fight.



### Check for Understanding

**Thumbs-Up, Thumbs-Down**—Read aloud to the class the sentences with and without similes you prepared before the lesson. Explain to students that if the sentence you read has a simile in it, they should give you a thumbs-up. If the sentence does not have a simile, they should give you a thumbs-down.

- Direct students to Activity Page 10.1.
- Tell students to circle and count the similes in the poem.
  - Model this task by circling the similes you wrote on the board and numbering them.
- Ask students to scan the poem and pick out any similes they see.
- Ask students how many similes they found. (There are five.)
- Read the five similes in the poem aloud.
- Instruct students to make sure they have circled all five similes on Activity Page 10.1.

### Simile Connection Activity

- Direct students to Activity Page 10.2.
- Explain that all five similes have been put into a chart. Example shown below:

| 1   | 2                                | 3                                | 4  | 5                                     |
|---|----------------------------------|----------------------------------|--|---------------------------------------|
| Does it dry up like a raisin in the sun?        | Or fester like a sore            | Does it stink like rotten meat?  | Or crust and sugar over—like a syrupy sweet? | Maybe it just sags like a heavy load. |
| 1<br>Draw image here.                           | 2<br>Draw image here.            | 3<br>Draw image here.            | 4<br>Draw image here.                        | 5<br>Draw image here.                 |
| 1<br>Ex. This means does the dream get smaller. | 2<br>Answers will vary slightly. | 3<br>Answers will vary slightly. | 4<br>Answers will vary slightly.             | 5<br>Answers will vary slightly.      |

- Tell students they will work with a partner to draw a picture of what they think the simile would look like and will then write what they think the simile actually means.

### Activity Page 10.2



### Reading Analyzing Language Choices

#### Entering/Emerging

Provide heavy support for students by walking them through the similes. Guide students by breaking down the similes: Ex. *Does it dry up like a raisin in the sun?*—Prompt students to explain what a raisin once was and what happened to it. (It dried up and became shriveled.)


#### Transitioning/Expanding

Provide support for students through assisting with deciphering the similes. Lightly prompt the students: Ex. Tell me about raisins. What are they? How are they made?

#### Bridging

Provide light support by encouraging partners to collaborate with another pair.

- Model this activity on the board/chart paper with a different simile:

|  |
|--|
| Eva is as busy as a bee.   |
|  |
| This means that Eva is a very busy person and is always doing something.           |

- Read the predetermined list of partners aloud.
- Tell students to sit with their partner.
- Remind students that even though they are working with a partner, they will need to complete the activity page in their own activity book.
- Instruct students to complete on Activity Page 10.2.

## 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        | U3 L10   |
| Activity Name      | Simile Connection Activity   |
| Proficiency Levels |  |
| Entering           | Student describes the specific language author used through drawings with prompting and 1:1 support.         |
| Emerging           | Student describes the specific language author used through drawings with prompting and substantial support. |
| Transitioning      | Student describes the specific language author used in one to two words with prompting and moderate support. |
| Expanding          | Student describes the specific language author used in complete sentences with limited prompting.            |
| Bridging           | Student describes the specific language author used in complete sentences.                                   |

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

### Harlem

#### Langston Hughes

What happens to a dream deferred?

Does it dry up  
like a raisin in the sun?  
Or fester like a sore—  
And then run?  
Does it stink like rotten meat?  
Or crust and sugar over—  
like a syrupy sweet?

Maybe it just sags  
like a heavy load.

*Or does it explode?*



## 11

# Simile Poem

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

Students will collaborate in small groups to write a simile poem.

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

**Group Simile Poem** [Activity Page 11.1]

## LESSON AT A GLANCE

|                       | Time    | Materials            |
|-----------------------|---------|----------------------|
| <b>Write About It</b> |         |                      |
| Simile Poem           | 30 min. | ☐ Activity Page 11.1 |

## ADVANCE PREPARATION

### Write About It

- Prepare a list of adjectives to have as a backup if students are unable to come up with enough.
- Write the following stanza of the simile poem on the board/chart paper as a model for students:
  - As red as a robin.
  - As blue as a bluebird.
  - As fast as a fish.
  - As loud as a lion.
  - As quiet as a mouse.
- Create a list of the small group assignments (three to four students per group); these groups will collaborate on the simile poem.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Brainstorm and share potential topics for a simile poem
- Write a simile poem that follows a sequence and includes appropriate elements

### Language Forms and Functions

As \_\_\_\_\_ as a \_\_\_\_\_.

A simile is a \_\_\_\_\_ of two things using like or as.

### Vocabulary

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

Start Lesson

## Lesson 11: Simile Poem

# Write About It



**Primary Focus:** Students will collaborate in small groups to write a simile poem.

### SIMILE POEM (30 MIN.)

- Ask students what a simile is.
  - It is a comparison of two things using *like* or *as*.
- Tell students that today they will be collaborating in small groups to write a simile poem.
- Explain that the poem will be created completely from similes.
- Direct student's attention to the board/chart paper where the model stanza is written.
- Read the stanza aloud to the students:

As red as a robin.

As blue as a bluebird.

As fast as a fish.

As loud as a lion.

As muffled as a mouse.

- **Turn and Talk:** Instruct students to turn to the nearest person and discuss the following questions.
  - What type of figurative language is used in the stanza? (simile)
  - What do you notice about the vocabulary used in the poem?
- Ask the students to share what they discussed.
  - Ask what type of figurative language was used in the stanza.
  - Ask what students notice about the vocabulary used.



### Check for Understanding

- Ask students to tell you what a stanza is.
- » A stanza is a section of a poem.

- Reinforce the concept that similes make up every line of the stanza.
- Tell students that when they write their group poem, it will follow the same form as the stanza on the board; each line will be a simile.
- Explain that each line of the poem will have an adjective that describes the noun.
- Write the following two sentence frames on the board/chart paper:
  - As \_\_\_\_\_ as a \_\_\_\_\_.  
(adjective) (noun)
  - As \_\_\_\_\_ as an \_\_\_\_\_.  
(adjective) (noun)
- Explain to students that the first blank in each line will be an adjective that describes the noun in the second blank.
- Tell students to think of any adjectives they can.
- Ask students to share adjectives aloud.
- Write all the adjectives in a list on the board/chart paper.
- Choose one adjective and write it in the first blank.
  - Ex. As happy as a \_\_\_\_\_.



### Speaking Interacting via Written English

#### Entering/Emerging

Provide support by helping students come up with more adjectives as well as with logical examples for the second blank in the sentence frames. Encourage groups to talk through ideas with one another.

#### Transitioning/Expanding

Offer support for students by redirecting their attention to the previously brainstormed adjectives and encouraging them to ask every group member for ideas.

#### Bridging

Offer light support by subtly reminding students about the list of adjectives on the board and prompting them to talk more about ideas within their group.

## Activity Page 11.1



- Ask students for a word that fits in the second blank.
  - Explain that the second word could be almost anything (an object, animal, or an idea, as long as it fits grammatically).
- Fill in the second blank with a word that fits.
  - Ex. As happy as a clam.
- Select a different adjective from the list for the second sentence frame.
  - Ex. As cold as an \_\_\_\_\_.
- Ask students for a word that fits in the second blank.
  - Ex. As cold as an ice cube.
- Reiterate that there are many options for each blank and that all students will have different ideas, which will lead to different poems.
- Direct students to Activity Page 11.1.
- Tell students they are going to work in groups that you have already chosen to complete Activity Page 11.1.
- Read the list of groups and instruct the students to rearrange themselves so they are sitting with their group members.
- Explain that the students will be filling in the blanks on Activity Page 11.1 as a group.
- Explain that each student in the group will be writing the same answers as the other members in their group, but on their own activity pages.
- Tell students that **each** blank must be different. They cannot use the same word twice.
- Remind students about the list of adjectives on the board/chart paper but encourage them to be creative and use other adjectives they think of.
- Express that the more creativity the students use, the better their poems will be.
- Stress that each group member should contribute to the poem.
- Instruct the students to begin working on their poems.
- If students finish the activity page with additional time remaining in the class, have a few groups read their poems aloud.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                            |
| Unit/Lesson        | U3 L11                                                                             |
| Activity Name      | Group Simile Poem                                                                  |
| Proficiency Levels |                                                                                    |
| Entering           | With 1:1 support, student can copy adjectives to complete the simile poem.         |
| Emerging           | With moderate support, student can copy adjectives to complete the simile poem.    |
| Transitioning      | With limited support, student can refer to adjectives to complete the simile poem. |
| Expanding          | Student can refer to adjectives to complete the simile poem.                       |
| Bridging           | Student can use adjectives to complete the simile poem.                            |

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

## 12

# Shape Poems

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

Students will discuss the influence language has on shape poems.

**FORMATIVE ASSESSMENT**

Writing

**Shape Poem Planner** [Activity Page 12.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Discussion on the Influence of Language**  
[Informal Observation]

## LESSON AT A GLANCE

|                            | Time    | Materials                      |
|----------------------------|---------|--------------------------------|
| <b>Building Background</b> |         |                                |
| Shape Poems                | 30 min. | ☐ Activity Pages 12.1 and 13.1 |

## ADVANCE PREPARATION

### Building Background

- A shape poem is a poem that is written inside a shape. The poem itself uses words and phrases that are representative or descriptive of the shape.
- Find multiple examples of shape poems, and hang them around the room.
- Make a list of words and phrases that are descriptive of apples; this will be used when the class creates a shape poem. Refer to the list below:
  - **Sight:** What does the apple look like?
  - **Touch:** What does the apple feel like?
  - **Taste:** What does the apple taste like?
  - **Hearing:** What does the apple sound like when you bite into it?
  - **Scent:** What does the apple smell like?



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Evaluate the language choices that writers make
- Discuss how language impacts texts

### Language Forms and Functions

The poem was about...

The poem looked like...

Language is important because...

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

discussion  
audience

Start Lesson

## Lesson 12: Shape Poems

# Building Background



**Primary Focus:** Students will discuss the influence language has on shape poems.

### SHAPE POEMS (30 MIN.)

- Direct student's attention to the examples of shape poems.
- Tell students that the poems hanging around the room are called shape poems.
- Explain that the students will have a brief amount of time to walk around the room and examine the shape poems up close.
- Tell students to look closely at the examples and to consider the shape of the poems and the vocabulary used in the poems.
- Instruct students to return to their seats after they have had time to look at the shape poems.
- Ask students what they noticed about the poems.

- Prompt with guided questions if needed: What did the poem look like? What were the words in the poem about?
- Ask students why the specific language used by the writers is important.
  - It is important because if the writers were not using vocabulary that was connected to the shape, they would not be creating a shape poem. The vocabulary part of what makes the poem a shape poem.
- Choose one of the shape poem examples and read it aloud to the students.
- Reiterate that every poem is a different shape and that the words actually describe the shape they are in.
- Tell students that the class is going to create a short shape poem.
- Draw an apple on the board/chart paper. Ask students for words and phrases that are associated with apples. Encourage them to incorporate all five senses.
  - **Sight:** What does the apple look like?
  - **Touch:** What does the apple feel like?
  - **Taste:** What does the apple taste like?
  - **Hearing:** What does the apple sound like when you bite into it?
  - **Scent:** What does the apple smell like?
- As the students answer the above questions and give their own ideas, write them in the apple on the board/chart paper.
- Tell the students that the class has just created a shape poem about apples!



### Check for Understanding

Ask students to describe a shape poem to you. Make sure they include what a shape poem can look like and the importance of the vocabulary that is used.

- Direct students to Activity Page 12.1
- Tell students that they will be completing the Shape Poem Planner for their own shape poem.
- Explain to students that they will first choose a shape for their poem. Explain that it can be any shape they wish, but remind them that the shape they choose is what they will have to write about.



### Reading Evaluating Language Choices

#### **Entering/Emerging**

Provide support for students by redirecting their attention to the shape poems around the room and reinforcing the fact that the vocabulary used in all of the poems is what makes them shape poems.

#### **Transitioning/Expanding**

Provide support for students by guiding their attention back to the shape poems. Prompt the students to tell you why the vocabulary used is important.

#### **Bridging**

Offer light support for students by reminding them to use the resources they have around the room, guide them to the shape poems if necessary.

### Activity Page 12.1






Activity Page 13.1



Informal Observation



- Tell students that they need to fill Activity Page 12.1 with as much detail as possible.
- Direct students to Activity Page 13.1.
- Tell students that after they finish writing their poem during the next lesson, they will evaluate it using the rubric on Activity Page 13.1.
- Instruct students to read through the rubric.
- Explain the three sections of the rubric to the students:
  - Shape: Does your poem match the shape? For example: If your poem is about an apple, it must be in the shape of an apple.
  - Poem: Does all of your text fit inside of your shape?
  - Effort: Were you creative? Is your poem original? Are you proud of your poem?

| Shape Poem Rubric   |  |  |  |
|---|---|---|---|
|   | Needs Some Work.  | You're Getting There.   | Awesome Job!  |
| <b>Shape:</b><br>Does your poem match the shape?<br>(Example: The poem about apples is written in the shape of an apple.) |   |   |   |
| <b>Poem:</b><br>does all of your text fit inside of your shape?   |   |   |   |
| <b>Effort:</b><br>Were you creative?<br>Is your poem original? Are you proud of your poem?                                |   |   |   |

- Tell students to keep this rubric in mind while they are planning and writing their poems.
- Inform students that they have the rest of the lesson to complete the Shape Poem Planner and that they will write their poems during the next lesson.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Speaking  |
| Unit/Lesson        | U3 L12  |
| Activity Name      | Discussion on the Influence of Language   |
| Proficiency Levels |   |
| Entering           | Student asks and answers basic questions with prompting and substantial support.            |
| Emerging           | Student asks and answers basic questions with prompting and moderate support.               |
| Transitioning      | Student asks and answers detailed questions with prompting and substantial support.         |
| Expanding          | Student asks and answers detailed questions with occasional prompting and moderate support. |
| Bridging           | Student asks and answers detailed questions with minimal prompting and light support.       |

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

## 13

# Shape Poem Writing

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

Students will finish writing their shape poems using notes from their graphic organizers.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Shape Poem** [Activity 13.2]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                                                 |
|-----------------------|---------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b> |         |                                                                                                                           |
| Shape Poem Completion | 30 min. | <input type="checkbox"/> Activity Pages 12.1, 13.1, 13.2<br><input type="checkbox"/> pencils, and colored pencils/markers |

## ADVANCE PREPARATION

### Write About It

- Students will need regular pencils and colored pencils/markers for this lesson.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                 |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Write a shape poem</li> <li>• Listen to and provide feedback by asking and answering questions</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                       |                                  |                                 |
| <p>My poem is about...</p> <p>_____ is an example of a figurative language.</p> <p>I noticed that...</p>                                           |                                  |                                 |
| Vocabulary                                                                                                                                         |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                    | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| stanza                                                                                                                                             |                                  |                                 |

## Lesson 13: Shape Poem Writing

## Write About It



## Activity Page 12.1



## Activity Page 13.1



## Activity Page 13.2



## Activity Page 14.1






**Primary Focus:** Students will finish writing their shape poems using notes from their graphic organizers.

## SHAPE POEM COMPLETION (30 MIN.)

- Tell students that during today's lesson they will be completing their shape poems.
- Direct students to Activity Page 12.1.
- Tell students to read over their Shape Poem Planner and add anything they may have forgotten or anything they thought of outside of class.
- Remind students to use the rubric on 13.1 to make sure they have met all of the requirements.
- Explain to students that their first step after completing the Shape Poem Planner is to sketch their shape, in pencil, on Activity Page 13.2.
- Remind students that their shape must be big enough to fit all of their text from the Shape Poem Planner.
- Tell students to add their text to the shape and adjust if necessary; this is why they drew in pencil first.
- Explain to students that after they are happy with the way their poem looks in pencil, they will go over them using colored pencils/markers.
- Encourage students to decorate their papers in the theme of the shape they chose. Remind them that this will make their poems even more creative.
- Tell students they will have until the end of the lesson to complete their poems.
- Instruct students to evaluate their finished poems using the rubric on Activity Page 13.1.
- At the end of the lesson, direct students to Activity Page 14.1.

- Tell students that this is the rubric they will use during the next lesson to self-evaluate after they present their poems to the class.
- Read through the rubric with the class, telling them that this is the same rubric they used to prepare for the last presentation.

| Shape Poem Presentation Rubric                                                                                 |  |  |  |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|                                                                                                                | Needs Some Work.                                                                  | You're Getting There.                                                             | Awesome Job!                                                                       |
| <b>Fluency:</b><br>Did you read through the poem confidently and without pausing for extended periods of time? |                                                                                   |                                                                                   |                                                                                    |
| <b>Voice:</b><br>Did you speak loudly and clearly?                                                             |                                                                                   |                                                                                   |                                                                                    |
| <b>Eye Contact:</b><br>Did you try to make eye contact with the class while presenting?                        |                                                                                   |                                                                                   |                                                                                    |

- Tell the students that during the next lesson, before the presentations, you will briefly review the rubric guidelines with them by demonstrating a good poetry reading and a bad poetry reading. Language Proficiency Assessment



## Writing

### Entering/Emerging

Provide 1:1 support for the students by guiding them through the process of writing their poem on Activity Page 13.2 and by reminding them of the components of the rubric.

### Transitioning/Expanding

Provide light support for students by reminding them of the components of the rubric.

### Bridging

Offer light support for students by encouraging them to review the rubric while completing their poems.



## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                |
| Unit/Lesson        | U3 L13                                                                                                 |
| Activity Name      | Shape Poem                                                                                             |
| Proficiency Levels |                                                                                                        |
| Entering           | Student draws pictures and writes short phrases to represent their poem stanzas with 1:1 support.      |
| Emerging           | Student draws pictures and writes short phrases to represent their poem stanzas with moderate support. |
| Transitioning      | Student writes simple sentences to represent their poem stanzas.                                       |
| Expanding          | Student writes simple, complete sentences with adjectives to represent their poem stanzas.             |
| Bridging           | Student writes simple, complete sentences with adjectives and similes to represent their poem stanzas. |

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



## 14

# Shape Poem Presentation

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

Students will present their shape poem to the class.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Shape Poem Presentation Rubric** [Activity Page 14.1]

## LESSON AT A GLANCE

|  | Time    | Materials  |
|--|---------|--|
| <b>On Stage</b>                          |         |  |
| Rubric Review<br>Shape Poem Presentation | 30 min. | <input type="checkbox"/> Activity Pages 13.2 and 14.1<br><input type="checkbox"/> tape |

## ADVANCE PREPARATION

### On Stage

- Prepare an area of the classroom that will act as a stage where students will present their poems.
- Prepare the rubric, have a rubric ready to evaluate each student's presentation as they read their poems.
- Have tape available to hang up students' poems after they present.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Deliver and ask for feedback on an oral presentation</li><li>• Demonstrate active listening of oral presentations by providing positive feedback</li></ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| I liked how...<br>My favorite part...<br>I think that...   |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|  | rubric                           |                                 |

## Lesson 14: Shape Poem Presentation

## On Stage



**Primary Focus:** Students will present their shape poem to the class.

## SHAPE POEM PRESENTATION (30 MIN.)

## Activity Page 14.1



- Direct students to Activity Page 14.1
- Remind students that this is the rubric the students will use to evaluate their presentations.
- Model the parts of the rubric for the students. Tell students you are going to read a short poem and you want them to use their rubrics to decide if you did a good job presenting.
- Use the following poem:
 

My car is blue,  
and yours is, too.  
I like to drive  
from 9 to 5.
- Read the poem quickly, quietly, and while looking only at the ground or paper.
- Ask students to rate you using a thumbs-up, sideways thumb, or thumbs-down depending on how you did.
- Read the poem again, this time meeting all of the requirements (reading slowly and clearly while making eye contact).
- Ask students to evaluate your performance using the thumb scale.
- Express that the second way you read the poem is how the students should read their poems while presenting.

## Shape Poem Presentations

- Tell students they will have a few minutes to read over their poems on Activity Page 13.2 before presenting them to the class.
- Call the class together and tell students you are going to begin the presentations.
- Tell students that they will each read their poem to the class.
- Remind students of the three areas of evaluation on the rubric: Fluency, Voice, and Eye Contact.

- Explain that after students read their poems they should go back to their desks and self-evaluate by filling out the rubric on Activity Page 14.1.
- Have each student read their poem aloud.
- After each student reads their poem, tape it to the board or wall.
- When every student has presented, have students walk around and look at everyone's shape poems so they have an opportunity to see them up close.

**Note:** Make copies of the rubric on the following page. There will be two rubrics per page; cut each page in half and use one rubric per student. These rubrics are for your records; they do not need to be given to the students.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Listening  |
| Unit/Lesson        | U3 L14   |
| Activity Name      | Shape Poem Presentation Rubric   |
| Proficiency Levels |  |
| Entering           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and substantial support.            |
| Emerging           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and moderate support.               |
| Transitioning      | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with prompting and substantial support.         |
| Expanding          | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with occasional prompting and moderate support. |
| Bridging           | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with minimal prompting and light support.       |

End Lesson



### Speaking Presenting

#### Entering/Emerging




Prepare students to share aloud by providing 1:1 help with fluency; have students to read their poem aloud to you so you can provide feedback before they present to the entire class.




#### Transitioning/Expanding

Provide support for students by encouraging students to read their poem aloud to you so you can offer feedback before they present to the entire class.

#### Bridging

Offer light support with fluency by encouraging students to read their poems aloud to a partner before presenting to the entire class; provide feedback if necessary.

| <b>Autobiographical Poem Presentation Rubric</b>   | <br>Needs Some Work. | <br>You're Getting There. | <br>Awesome Job! |
|--|---|---|---|
| <b>Fluency:</b><br>Did you read through the poem confidently and without pausing for extended periods of time? |   |   |   |
| <b>Voice:</b><br>Did you speak loudly and clearly?   |   |   |   |
| <b>Eye Contact:</b><br>Did you try to make eye contact with the class while presenting?                        |   |   |   |

| <b>Autobiographical Poem Presentation Rubric</b>   | <br>Needs Some Work. | <br>You're Getting There. | <br>Awesome Job! |
|--|---|---|---|
| <b>Fluency:</b><br>Did you read through the poem confidently and without pausing for extended periods of time? |   |   |   |
| <b>Voice:</b><br>Did you speak loudly and clearly?   |   |   |   |
| <b>Eye Contact:</b><br>Did you try to make eye contact with the class while presenting?                        |   |   |   |







Language Studio 4

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# **Eureka!**

## Student Inventor

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- Adjusting Language Choices

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144

|   |   |
|---|---|
| <div>Read About It (20 min.)</div> <ul style="list-style-type: none"><li>Simple Machines Stations</li></ul> | <div>Looking at Language (10 min.)</div> <ul style="list-style-type: none"><li>Adjusting Language Choices</li></ul> |
|---|---|

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|  |
|--|
| <div>Write About It (30 min.)</div> <ul style="list-style-type: none"><li>Demonstration Speech Writing</li></ul> |
|--|

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158

|  |
|--|
| <div>Write About It (30 min.)</div> <ul style="list-style-type: none"><li>Demonstration Speech Writing</li></ul> |
|--|

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164

|   |
|---|
| <div>On Stage (30 min.)</div> <ul style="list-style-type: none"><li>Demonstration Speech Assessment</li></ul> |
|---|

## 1

# What Is an Invention?

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

Students will demonstrate an understanding of invention using an image and graphic organizer.

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

**What Is an Invention?** [Activity Page 1.1]

## LESSON AT A GLANCE

|                            | Time    | Materials           |
|----------------------------|---------|---------------------|
| <b>Building Background</b> |         |                     |
| What Is an Invention?      | 30 min. | ☐ Activity Page 1.1 |

## ADVANCE PREPARATION

### Building Background

- Prepare a list of simple inventions to discuss with students.
  - Have a paper clip, a water bottle, and scissors to demonstrate simple inventions.
- Prepare an image of a tree and an image of a painting.
- Prepare an image of a telephone to demonstrate the difference between nature and inventions.
- Display the following sentence starter on the board or chart paper:
  - One invention I know is \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Define the term <i>invention</i></li> <li>• Discuss the characteristics of inventions</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| One invention I know is _____<br>An invention is...   |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| eureka  | invention                        |                                 |



Speaking  
Selecting Language  
Resources

### Entering/Emerging

Write the sentence starter,  
“One invention I know  
is \_\_\_\_\_” on the board.  
Allow students ample time  
to prepare to share  
with a partner.

### Transitioning/Expanding

Write, “One invention I  
know is \_\_\_\_\_” 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 statements without  
using the sentence  
starters. Allow ample time  
for students to prepare  
statements and to build on  
peer responses.

Start Lesson

## Lesson 1: What Is an Invention?

# Building Background



**Primary Focus:** Students will develop an understanding of *invention* using an image and graphic organizer.

### WHAT IS AN INVENTION? (30 MIN.)

- Tell students that today they will begin a new Language Studio called *Eureka!*
- Have students repeat the word *eureka* (with enthusiasm) after you.
- Ask students to brainstorm what *eureka* might mean.
- Gather student answers on the board.
- Tell students the word *eureka* is used to express excitement when a discovery has been made.
- Ask students what types of people may make discoveries.
  - Guide students toward scientists, explorers, and inventors.
- Tell students that they will be studying inventions during this unit, but first they will learn about what an invention is and what it is not.
- **Think-Pair-Share:** Ask students to think about a few inventions they know and to share them with a partner; then have students share responses; write responses on the board.
- As you write each student response on the board, ask questions about each idea.
  - Ask: Is it human-made?
  - Does it make a process faster, easier, smaller, bigger?
  - Did it change how people lived their everyday lives? How?

- Show students an image of a telephone.



- Ask students the following questions:
  - Is it human-made?
  - Does it make a process faster or easier?
  - Does it make something smaller or more efficient?
  - Did it change how people lived their everyday lives? How?
- Ask students to help you write a definition of *invention* on the board. Be sure the students' definition includes the key words underlined below.
  - » **Invention:** an object or process that someone makes, that is new and different, and that was created to do something.
- Show students an image of a tree. Ask, "Is this an invention? Why or why not?"
  - Explain to students that nature is not an invention because it is created or improves on a process or other invention.



### Check for Understanding

Show students a picture of a painting. Ask, "Is the painting an invention? Why or why not?" Follow the same process with classroom items (pencil, desk, paper, computer, etc.).

### Support

Encourage students to use the key words in their definition of *invention* to answer the question.



## Activity Page 1.1



- Be sure to inform students that items found in nature are not inventions.
- Direct students to Activity Page 1.1, and have them complete the graphic organizer.
- Encourage students to use the definition on the board to describe what is and what is not an invention.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Speaking  |
| Unit/Lesson        | U4 L1   |
| Activity Name      | What is an Invention?   |
| Proficiency Levels |   |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions about an invention using domain-related vocabulary with support.                   |
| Expanding          | Student asks and answers questions about an invention using domain-related vocabulary.                                |
| Bridging           | Student asks and answers questions using domain-related vocabulary.   |

End Lesson



## 2

# Discovering Famous Inventions, Day 1

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

Students will identify key ideas and details about inventions from an informational text.

**Writing**

Students will identify nouns and noun phrases and use adjectives to add detail.

**FORMATIVE ASSESSMENT**

Reading

**My Expert Invention** [Activity Page 2.4]

Listening

**Invention Information** [Activity Page 2.5]

Writing

**Noun Descriptions** [Activity Page 2.7]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Invention Information** [Activity Page 2.6]

## LESSON AT A GLANCE

|   | Time    | Materials  |
|---|---------|--|
| <b>Read About It</b>                          |         |  |
| Invention Jigsaw: Paper, Telephone, and Clock | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 2.2<br><input type="checkbox"/> Activity Page 2.3<br><input type="checkbox"/> Activity Page 2.4<br><input type="checkbox"/> Activity Page 2.5<br><input type="checkbox"/> Activity Page 2.6 |
| <b>Looking at Language</b>                    |         |  |
| Noun Phrases                                  | 10 min. | <input type="checkbox"/> Activity Page 2.7   |

## ADVANCE PREPARATION

### Read About It

- Assign students to groups of three.
- Assign each member of the group a reading: “Paper” 2.1, “The Telephone” 2.2, or “The Clock” 2.3.

### Looking at Language

- On the board or chart paper, create a word bank with descriptive adjectives:
  - fragile
  - old
  - hard
  - first
  - better
  - worse
  - light
  - clean
- Have piece of paper for students to make observations about and describe using adjectives.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by identifying key ideas and details
- Contribute to conversations and express ideas by asking and answering questions
- Identify nouns and noun phrases

### Language Forms and Functions

\_\_\_\_\_ invented \_\_\_\_\_.

This invention happened in \_\_\_\_\_.

This invention changed things because...

### Vocabulary

| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------|----------------------------------|---------------------------------|
| diaphragm<br>pendulums<br>sundial | evaporated<br>tinkering          |                                 |

## Lesson 2: Discovering Famous Inventions, Day 1

## Read About It

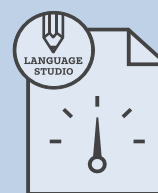


**Primary Focus:** Students will identify key ideas and details about inventions from an informational text.

**INVENTION JIGSAW: PAPER, TELEPHONE, AND CLOCK (20 MIN.)**

- Ask students what they learned about inventions in the last lesson.
  - Ask students what key words they discussed that help us understand what is and what is not an invention.
  - Invention: an object or process that someone makes, that is new and different, and that was created to do something.
- Tell students that today they will be reading about some very important inventions.
- Explain that they will each become an expert on one invention and will teach their small group what they learned.
- Place students in predetermined groups of three.
- Assign each student in the three-person group an invention; have students turn to their assigned activity page (“Paper” 2.1, “The Telephone” 2.2, or “The Clock” 2.3).
- Students should complete Activity Page 2.4 for their assigned invention. Tell students they will share the information on this page with their group members.
- After students complete Activity Page 2.4, ask them to share the information with their group. As students listen, direct them to complete Activity Pages 2.5 and 2.6 with the information from their group expert.
- Remind students who are sharing their information that they are the experts and should speak slowly and clearly so their group members can listen to and understand the information.
- Each student should rotate into the role of expert.

**Activity Pages  
2.1, 2.2, and 2.3**

**Activity Pages  
2.4 and 2.5**

**Activity Page 2.6**


---

## **Paper**

### **Before Paper:**

Throughout most of history, only a very small amount of human knowledge was ever written down. Most knowledge was communicated through spoken words. This meant that what a person knew was limited to what they could remember.

One reason for this is that writing was very inconvenient. The writing surface made from the papyrus plant in ancient Egypt was extremely fragile.

Almost two thousand years ago, around the year 105 CE, a man named Cai Lun believed he could come up with a better option—a writing surface that was light, cheap, and easy to make.

### **Inventing Paper:**

Cai Lun experimented with lots of different materials and methods before discovering his winning formula: He mixed tree bark, old cloth, and discarded pieces of rope and fishing nets in a big kettle of boiling water. As the water evaporated, he mashed up the mush that was left into a paste, which he then set to dry on screens in thin layers. As they dried, these layers of Cai Lun's strange mixture hardened into the first sheets of paper! Cai Lun's lightweight invention made writing, transporting, and storing records much easier. Neither of them could have predicted that a few hundred years later the Chinese would find two new uses for Cai Lun's invention that would become hugely popular: paper money and toilet paper.

### **How Paper Changed Things:**

#### **Portable Knowledge**

Cai Lun's invention changed civilization. People could now spread knowledge of science, literature, and art over great distances. Paper also helped people communicate across thousands of years because stories, poems, artwork, and history could now be written down, stored, and copied for many years.

#### **Fun**

Paper is also used for fun—coloring books, comics, crosswords, and novels would not exist without paper! Through the spread of books, paper has enabled billions of people to learn to read, receive an education, and read for pleasure.

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## The Telephone

### Before the Telephone:

For thousands of years, the only way for most people to communicate with those who lived far from them was through the mail, and letters could take weeks or even months to arrive. In the middle of the nineteenth century an invention called the telegraph was revolutionizing long-distance communication around the world. With the telegraph, an operator in one city could send a message to an operator in another city in minutes by sending an electric current over a wire, but the telegraph could not transmit sound—only a complicated code of clicks that few people could understand. People couldn't have back-and-forth conversations over a telegraph line. They had to go to special telegraph offices to give their messages to an operator to send.

### Inventing the Telephone:

Alexander Graham Bell's goal was to send the human voice across a wire by turning it into electrical signals. In 1875 he was tinkering in his lab when he accidentally spilled acid on his pants. He called to his assistant, Thomas Watson, who was in the next room, where the receiver of Bell's invention sat on a table. Eureka! Watson heard Bell's voice coming out of the machine. The first phone call!

Bell worked on improving the invention and in 1876; he and Watson had a telephone conversation over a distance of two miles. When Bell spoke into the telephone, his voice caused a thin piece of parchment (the diaphragm) to vibrate. A magnet turned those vibrations into electricity that traveled over the telephone line. At Watson's end of the call, a second magnet and diaphragm turned the electrical signal back into sound vibrations.

### How the Telephone Changed Things:

By 1886 more than one hundred thousand Americans had telephones in their homes. The country, and eventually the world, became much more connected because people were able to pick up their phones and speak to anyone anywhere.

People who lived in isolated areas were now able to call for help in an emergency. News traveled more quickly. Eventually the telephone became one of the most successful inventions of all time.

---

## Support

As students read independently, circulate and ensure students are filling in the correct responses on Activity Page 2.4.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Prepare students to share aloud by helping them 1:1 to practice and review expert information.

#### Transitioning/Expanding

Prepare students to share aloud by offering light support with practicing and reviewing expert information.

#### Bridging

Prepare students to share aloud by offering light support with practicing and reviewing expert information, if needed.



---

## The Clock

### Before the Clock:

Even prehistoric men and women kept track of the passing of time. They noted the sunrise and sunset, the locations of the stars and planets, the changes in weather, and the cycle of the moon. These clues helped them know when to plant, when to hunt, and perhaps when to move to someplace warmer. As time went on, people began measuring smaller units of time with sundials, which told time using the direction and size of shadows cast by the sun. But sundials could not tell the exact time. People eventually divided the day into twenty-four hours and needed more accurate ways of keeping track of those hours.

### Inventing the Clock:

The next great innovation in timekeeping was the water clock. The first water clocks, which the Egyptians started using about 1400 BCE, were simple bowls with holes carved into them. If you knew how long it took for all the water to flow out of a full bowl, you could measure the passage of time by checking the water level. Over time water clocks improved, and in the eleventh century a Chinese engineer named Su Song built a water clock that was very advanced. Su Song's clock was powered by a waterwheel and stood forty feet high. Puppets playing musical instruments emerged from five different doors to announce each hour. It also displayed the positions of the planets. Water clocks like Su Song's were the most accurate timepieces for hundreds of years.



### Keeping Time at Sea:

As centuries passed, clocks became more accurate as waterpower was replaced by springs and pendulums. However, these early clocks were very breakable and didn't work on ships because of all the motion caused by the sea. Knowing the time at home by using such a clock, and the time on board, which they could calculate using the stars, would let sailors figure out their ship's exact location. Not knowing the ships' location often led to

shipwrecks or ships becoming lost at sea. After many sailors were killed at sea in 1707, a carpenter named John Harrison spent almost fifty years designing clocks and watches that kept time at sea and helped sailors navigate safely.

### How the Clock Changed Things:

As the number of clocks in the world continued to grow, more and more people were better able to coordinate with one another because of their shared understanding of time. Clocks also made workplaces run more smoothly because bosses could plan and assign work knowing exactly when their employees would be arriving and leaving. Railroads and airlines, which need to operate according to schedules, would not have been possible without clocks.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Listening   |
| Unit/Lesson        | U4 L2   |
| Activity Name      | Invention Information   |
| Proficiency Levels |   |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions about an invention using domain-related vocabulary with support.                   |
| Expanding          | Student asks and answers questions about an invention using domain-related vocabulary.                                |
| Bridging           | Student asks and answers questions using domain-related vocabulary.   |

## Activity Page 2.1



## Activity Page 2.7



### Reading Using Nouns and Noun Phrases

#### Entering/Emerging

Provide 1:1 support in finding nouns. While searching for nouns, ask, “Is this a person, place, thing, or idea?” Direct students to the word bank on the board as a reference.

#### Transitioning/Expanding

Provide students moderate support in finding nouns. As they search for nouns, ask, “Is this a person, place, thing, or idea?” Allow students to use the word bank as needed.

#### Bridging

Provide students light support in finding nouns. Allow students to use the word bank if needed.

### Lesson 2: Discovering Famous Inventions, Day 1

# Looking at Language



**Primary Focus:** Students will identify nouns and noun phrases and use adjectives to add detail.

## NOUN PHRASES (10 MIN.)

- Ask students what things they would do or add to a piece of writing if they planned to make it more interesting and detailed for a reader.
- Tell students that one thing they could do is add adjectives to nouns or noun phrases.
- Ask students to recall the definition of a noun.
  - » a person, place, thing, or idea
- Then, ask students to recall the definition of an adjective.
  - » a word that describes a noun
- Hold up a piece of paper for students to see.
- Ask students to make observations about the paper.
- Brainstorm adjectives that could be used to describe paper (blank, lined, smooth, etc.).
- Direct students to Activity Page 2.1.
- Have students circle at least five nouns on Activity Page 2.1 and copy those five nouns onto Activity Page 2.7.
- Have students complete Activity Page 2.7 by identifying adjectives to describe the nouns they circled.
- Remind students that the goal is to make the descriptions of the nouns as detailed as possible.

End Lesson



## 3

# Discovering Famous Inventions, Day 2

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

Students will identify key ideas and details about inventions from an informational text.

**Writing**

Students will identify nouns and noun phrases and use adjectives to add detail.

**FORMATIVE ASSESSMENT**

Reading

**My Expert Invention** [Activity Page 3.4]

Reading

**Invention Information** [Activity Page 3.6]

Writing

**My Mystery Present** [Activity Page 3.7]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Invention Information** [Activity Page 3.5]

## LESSON AT A GLANCE

|  | Time    | Materials  |
|--|---------|--|
| <b>Read About It</b>                               |         |  |
| Invention Jigsaw: Lightbulb, Microscope, and Radio | 20 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.2<br><input type="checkbox"/> Activity Page 3.3<br><input type="checkbox"/> Activity Page 3.4<br><input type="checkbox"/> Activity Page 3.5<br><input type="checkbox"/> Activity Page 3.6 |
| <b>Looking at Language</b>                         |         |  |
| Noun Phrases: Mystery Present                      | 10 min. | <input type="checkbox"/> Activity Page 3.7   |

## ADVANCE PREPARATION

### Read About It

- Assign students to groups of three.
- Assign each member of the group a reading: “The Lightbulb” 3.1, “The Microscope” 3.2, or “The Radio” 3.3.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by identifying key ideas and details
- Contribute to conversations and express ideas by asking and answering questions
- Identify nouns and noun phrases

### Language Forms and Functions

One reason \_\_\_\_\_ was invented is...

\_\_\_\_\_ was invented in...

One thing I learned about the radio is...

### Vocabulary

| Tier 3<br>Domain-Specific Words                                       | Tier 2<br>General Academic Words                 | Tier 1<br>Everyday Speech Words |
|---|--|---------------------------------|
| ecosystems<br>English Channel<br>organisms<br>transmitter<br>vaccines | charred<br>illumination<br>isolated<br>potential | dim                             |

## Lesson 3: Discovering Famous Inventions, Day 2

## Read About It



**Primary Focus:** Students will identify key ideas and details about inventions from an informational text.

**INVENTION JIGSAW: LIGHTBULB, MICROSCOPE, AND RADIO (20 MIN.)**

- Ask students what they remember about the inventions they read about during the last lesson.
- Tell students that today they will be reading more about some very important inventions.
- Explain they will each become an expert on one invention and will teach their small group what they learned.
- Place students in predetermined groups of three.
- Assign each student in the three-person group an invention; have them turn to that activity page: “The Lightbulb” 3.1, “The Microscope” 3.2, or “The Radio” 3.3.
- Students should complete Activity Page 3.4 for their assigned invention.
- After students complete Activity Page 3.4, ask them to share the information with their group. As students listen, direct them to complete Activity Pages 3.5 and 3.6.
- Remind students that they are the experts and should speak slowly and clearly so their group members can listen and understand the information.
- Each student should rotate into the role of expert.

**Activity Pages  
3.1, 3.2, and 3.3**

**Activity Pages  
3.4 and 3.6**

**Support**

As students read independently, circulate and ensure they are filling in the correct responses on Activity Page 3.4


**Reading  
Reading/Viewing Closely**
**Entering/Emerging**

Prepare students to share aloud by helping them 1:1 to practice and review expert information.

**Transitioning/Expanding**

Prepare students to share aloud by offering light support with practicing and reviewing expert information.

**Bridging**

Prepare students to share aloud by offering light support with practicing and reviewing expert information, if needed.



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## The Light Bulb

### Before the Lightbulb:

For most of human history, people got up at sunrise and didn't do much after sunset because there wasn't much light indoors and traveling in the dark was dangerous—people could easily get lost or fall and hurt themselves. Of course people lit their homes before the lightbulb. Candles, however, didn't give off much light. Wood fires took a lot of effort to build and gave off unwanted heat when the weather was warm. Accidental fires were a problem with all of these light sources and with the gas lamps that became popular in the nineteenth century.

### Inventing the Lightbulb:

Electric lights existed before Thomas Edison's lightbulb, but they were expensive and unreliable, and the lighting was very dim. One reason is that early inventors could not come up with a proper filament, which is the tiny wire that runs through the center of a lightbulb. When the filament heats up, it glows, which is the source of the bulb's light. Before Edison, inventors made filaments from metals that would catch fire at the slightest heat. As a result the bulbs burned out very quickly, or the filament would burn so hot that the bulb would explode. Starting in 1880, Edison came up with a charred bamboo filament that provided 1,200 hours of illumination.



### How the Lightbulb Changed Things:

As a smart businessman, Edison realized the potential in selling both lightbulbs and electricity. He quickly started a company to supply electricity to customers, and in 1882 his first power station lit up fifty-nine homes in New York City.

Almost every part of our lives has been affected by electric light. Think about all the things people do before sunrise or after sunset that would not have been possible before the lightbulb. The headlights on all sorts of vehicles, including ambulances and fire engines, allow for safe travel after dark. And nighttime activities that we take for granted, from sleepovers to concerts to reading in bed, would be more difficult or impossible without electric light.

The lightbulb also led to lots of other inventions, because once electric outlets were installed in homes, many inventors realized that things other than lamps could be plugged into these outlets. They then got busy inventing all sorts of home appliances—like the toaster, dishwasher, and electric fan—that make our lives easier and more comfortable.

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## **The Microscope**

### **Before the Microscope:**

One reason doctors and scientists had difficulty curing many diseases before the invention of the microscope is that they couldn't see the tiny organisms that often spread sickness. Until about 150 years ago, most people believed that dirty, smelly air rising from rotting plants or dead animals formed a poisonous gas that spread illness. This idea of bad air causing disease made some sense at the time. After all, people could smell the bad odor of rotten meat, but could not see germs.

A few scientists in ancient and medieval times suggested the existence of tiny living organisms, but not many people believed them. "Seeing is believing," they thought. And by the middle of the seventeenth century, no one had figured out how to examine tiny objects and organisms.

### **Inventing the Microscope:**

In 1654 a young man named Antonie van Leeuwenhoek opened up a shop in Holland selling cloth and textiles. Although he was a successful salesman, he was more interested in science, and began experimenting with glass lenses, like those used in eyeglasses. Van Leeuwenhoek manufactured a tiny lens that was double convex, which means the glass bulged out on both sides of the lens, like two tiny domes. He attached his lens to a brass plate and eureka!, he'd made a microscope. He started studying the tiniest details of organisms like mold, bees, and lice, while working on improving his lenses. By 1676 he had invented a microscope so powerful that he was able to see single-celled organisms, like bacteria.

### **How the Microscope Changed Things:**

Over the years the microscope has been an important tool in great scientific and medical discoveries. Thanks to the microscope, nineteenth-century scientists like Robert Koch and Louis Pasteur were able to see the bacteria that cause many deadly diseases. Once these bacteria had been identified,

scientists invented vaccines that saved millions of lives by preventing these diseases. The microscope has also helped the environment. Scientists have been able to analyze and improve the health of ecosystems.

Van Leeuwenhoek's most powerful microscope had a magnification of 270, which means tiny objects appeared 270 times their actual size. Today's most powerful microscopes can achieve a magnification of ten million. Modern microscopes have more uses than van Leeuwenhoek could have imagined. They are used to manufacture tiny computer parts. They also make possible many complicated medical procedures.

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## **The Radio**

### **Before the Radio**

For most of the nineteenth century, many Americans lived fairly isolated lives. They may not have ever traveled more than twenty or thirty miles from their homes. For entertainment they visited with neighbors, played cards and games, and maybe danced, sang, and played music together. Concerts and the theater were mostly for those who lived in cities. People didn't have much reason to communicate with those outside their communities, and when they did it was by mail, which could take weeks or months to arrive. In 1861 the Western Union Company completed the first transcontinental electric telegraph, connecting the East and West Coasts of the United States. The telegraph was a machine that sent coded messages over a wire in the form of electricity in a matter of minutes. A telegraph operator tapped out the message in code in one city, and then a second operator decoded and wrote down the message in another city. At the time the telegraph was the fastest and most efficient means of communicating over long distances, but putting up the wires (and making sure they stayed up) was so expensive that telegraph companies did it only where there were significant populations. This left many Americans who lived far from big cities out of reach of the telegraph.

## **Inventing the Radio: Wireless**

In 1894 a young man in Italy named Guglielmo Marconi read a book that explained electromagnetic waves—that's electricity that travels through the air. He reasoned that if electricity could travel through the air without a wire, then he could send telegraph messages wirelessly. He quickly got to work in his attic building a wireless transmitter (to send messages) and a wireless receiver (to receive messages). Soon Marconi was sending wireless signals across the room, and by 1895 he was sending them over a distance of a mile and a half.

Marconi wrote to an Italian official asking the government for money to help him further develop his invention. The official thought he was crazy, so Marconi moved to England, where he found people who believed in him. In 1898 Marconi sent a wireless message across the English Channel to France, and in 1902—only eight years after he built his first machine in the attic—Marconi sent a wireless message all the way across the Atlantic Ocean! Soon scientists and businesspeople realized that the future of Marconi's technology was in sending sound directly to receivers in people's homes. These receivers were called radios.

## **How the Radio Changed Things:**

The first commercial radio station began broadcasting in 1920, and by 1930, long before televisions were available, radios were in twelve million American homes. Radio stations broadcast news, music, comedies, adventure shows, game shows, soap operas, talent contests—almost everything you can see on TV today. Lots of families gathered in the evenings to listen to the radio the same way many families now watch TV together. Today the electromagnetic waves that Marconi first sent across his attic are also used for cell phones, GPS, radar, and TV, and even to control satellites in outer space.

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## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

#### Activity Page 3.5



| Evaluation Tool        |   |
|------------------------|---|
| <b>Language Domain</b> | Reading   |
| <b>Unit/Lesson</b>     | U4 L3   |
| <b>Activity Name</b>   | Invention Information   |
| Proficiency Levels     |   |
| <b>Entering</b>        | Student answers yes/no questions about the invention.   |
| <b>Emerging</b>        | Student uses short phrases to answer questions about the invention.                                       |
| <b>Transitioning</b>   | Student uses sentence frames to answer questions about the invention.                                     |
| <b>Expanding</b>       | Student answers questions about the invention in complete sentences.                                      |
| <b>Bridging</b>        | Student asks questions about what their partner says and adds additional information about the invention. |

### Lesson 3: Discovering Famous Inventions, Day 2

# Looking at Language



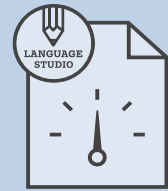
**Primary Focus:** Students will identify nouns and noun phrases and use adjectives to add detail.

## NOUN PHRASES: MYSTERY PRESENT (10 MIN.)

- Tell students they will continue to explore how to make writing more detailed by adding adjectives.
- Remind students what a noun is (a person, place, thing or idea).
- Then remind students what an adjective is (a word that describes a noun).
- Direct students to Activity Page 3.7.
- Have students fill in adjectives around the mystery box.
- As students work, remind them that the goal is to make the descriptions of the nouns as detailed as possible.
- After students write adjectives around the mystery box, pair students have students try to guess what is inside the mystery box.
- If pairs are unable to guess, have students write more adjectives to provide more details.
- Encourage students to give as much detail as possible without telling what is inside the box.
- After each student has had a chance to give clues and guess, ask students how the adjectives helped them to make informed guesses.
  - Explain to students that adding details with adjectives is very important in writing.
- Have students share with the class the items inside the mystery boxes on Activity Page 3.7.

End Lesson

## Activity Page 3.7



## Writing Nouns and Noun Phrases

### Entering/Emerging

Give students 1:1 support in completing Activity Page 3.7. Assist students in selecting adjectives to describe the nouns.

### Transitioning/Expanding

Give students light support in completing Activity Page 3.7. Assist students in selecting adjectives to describe the nouns.

### Bridging

Encourage students to add both general and academic adjectives to their nouns and noun phrases.

## 4

# Inventions!

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

Students will watch a video about the invention of the airplane and answer questions.

**Writing**

Students will complete an invention storyboard about an imagined invention.

**FORMATIVE ASSESSMENT**

Listening

**Video Viewing Guide** [Activity Page 4.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Invention Storyboard** [Activity Page 4.2]

## LESSON AT A GLANCE

|                                    | Time    | Materials  |
|------------------------------------|---------|--|
| <b>Listen Closely</b>              |         |  |
| Airplane Invention Video           | 10 min. | <input type="checkbox"/> Short video about the invention of the airplane<br><input type="checkbox"/> Activity Page 4.1 |
| <b>Write About It</b>              |         |  |
| Pair Writing: Inventing Inventions | 20 min. | <input type="checkbox"/> Activity Page 4.2   |

## ADVANCE PREPARATION

### Listen Closely

- Select a video online about the invention of the airplane. Be sure the video is lesson, language, and grade appropriate. The video should include information about the who, what, where and why of the invention of the airplane.

### Write About It

- Pair students or allow students to select a partner for partner writing about an imagined invention.
- Prepare the Group Talk Sentence Frames.



## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate comprehension of a video by answering questions</li> <li>• Dictate/write about an imagined invention</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <p>The airplane was invented in...</p> <p>_____ invented the airplane.</p> <p>The invention of the airplane solved...</p>  |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| invention<br>pilot   | existing                         |                                 |

Start Lesson

### Lesson 4: Inventions!

# Listen Closely



**Primary Focus:** Students will watch a video about the invention of the airplane and answer questions.

### AIRPLANE INVENTION VIDEO (10 MIN.)

- Ask students what they remember about the inventions they have been learning about over the past few lessons.
- Write student responses on the board/chart paper.
- Tell students that today they will learn about one more invention: the airplane.
- Ask students what they know about airplanes:
  - Have they been on one?
  - Seen one before?
  - Do they know a pilot?

- Direct students to Activity Page 4.1.
- Explain to students that they will watch a short video about the invention of the airplane.
- Ask students what information they will be listening and looking for.
  - Guide students to when it was invented, who invented the airplane and what problem it helped to solve.
- Show students the selected short video about the invention of the airplane.
- **Turn and Talk:** Have students turn to a neighbor and retell what they learned from the video using the information from Activity Page 4.1. Ask students to talk about how the airplane was invented and who invented it.

## Activity Page 4.1



## Support

Replay the video for students, pausing on each key idea to assist students with filling in their video viewing guide.

### Lesson 4: Inventions!

# Write About It



**Primary Focus:** Students will complete an invention storyboard about an imagined invention.

### PAIR WRITING: INVENTING INVENTIONS (20 MIN.)

- Ask students recall the definition of an invention, using key ideas.
  - » An object or process that someone makes, that is new and different, and that was created to do something
- Remind students that the main purpose for new inventions is to improve on an old invention, process, or way of doing something. Tell students that inventions should aim to solve a problem.
- Tell students that today they will work with a partner to create their own invention.
- Direct students to Activity Page 4.2. Tell students that they will work with a partner to identify a problem and create an imagined invention to solve the problem.
- Brainstorm problems students face in their lives, notice in their communities, or have seen in the world.
  - List student responses on the board/chart paper.
- Tell pairs they may choose a problem on the board/chart paper or come up with their own problem to solve.
- After pairs have chosen a problem, have students brainstorm inventions that can solve this problem.

## Activity Page 4.2



### Writing Interacting via Written English

#### Entering/Emerging

Give students 1:1 support by guiding them in using the sentence starters on the activity page. Help students talk with peers by providing them the group talk sentence frames.

#### Transitioning/Expanding

Give students moderate support as they work to fill in the activity page. Guide students to write using complete sentences and to talk with peers by providing them the group talk sentence frames.

#### Bridging

Encourage students to write using complete sentences, and assist students in talking with peers.

- Encourage students to be creative! Remind student this is an imagined invention and does not have to be realistic.
- Explain that students should think about how their inventions can solve the problem they chose.
- Tell students on Activity Page 4.2 they will need to do the following:
  - Explain what problem the intention will solve.
  - Explain how the invention solves the problem.
  - What is the invention.
  - How does it work.
  - Draw a picture.
  - Who will use the invention.
  - Would friends like this invention.
  - Does it improve on an existing invention.
- Instruct students to complete Activity Page 4.2 using the Group Talk Sentence Starters as needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Writing  |
| Unit/Lesson        | U4 L4  |
| Activity Name      | Invention Storyboard   |
| Proficiency Levels |  |
| Entering           | Student contributes ideas and copies ideas onto a graphic organizer. |
| Emerging           | Student contributes ideas and completes graphic organizer.           |
| Transitioning      | Student completes graphic organizer with original ideas.             |
| Expanding          | Student writes simple sentences.                                     |
| Bridging           | Student writes more detailed sentences.                              |

End Lesson

## Group Talk Sentence Frames

I believe \_\_\_\_\_ because \_\_\_\_\_.

I agree with \_\_\_\_\_ because \_\_\_\_\_.

I disagree with \_\_\_\_\_ because \_\_\_\_\_.

I respectfully agree/disagree with what \_\_\_\_\_ said  
because \_\_\_\_\_.

I'm confused. What did you mean when you  
said \_\_\_\_\_?

On page \_\_\_\_\_, it says \_\_\_\_\_, so I  
think \_\_\_\_\_.

I understood that you said \_\_\_\_\_.

May I point out \_\_\_\_\_?

I would like to add \_\_\_\_\_.

Do you mind explaining \_\_\_\_\_?

Could you please tell me more about \_\_\_\_\_?

## 5

# Invention Storyboard

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

Students will finish their storyboards about their imagined invention.

**Speaking**

Students will present storyboards about an imagined invention.

**FORMATIVE ASSESSMENT**

Writing

**Invention Storyboard** [Activity Page 4.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Oral Presentations** [Informal Observation]

## LESSON AT A GLANCE

|                                    | Time    | Materials  |
|------------------------------------|---------|--|
| <b>Write About It</b>              |         |  |
| Pair Writing: Inventing Inventions | 15 min. | <input type="checkbox"/> Activity Page 4.2<br><input type="checkbox"/> Activity Page 5.1 |
| <b>On Stage</b>                    |         |  |
| Whole Class Share-Out              | 15 min. | <input type="checkbox"/> Activity Page 5.1   |

## ADVANCE PREPARATION

### Write About It

- Students will work with the same partners from the last lesson.
- Have extra copies of the Group Talk Sentence Frames, found at the end of the Lesson 4, for students who may need another copy.

### On Stage

- Display the presentation rubric, found on Activity Page 5.1, to review with students.

|          | Graphic Organizer  | Content  | Delivery  |
|----------|--|--|---|
| <b>3</b> | Shares all sections of the graphic organizer, using complete sentences               | Includes many specific details—including a problem, solution, and images—about the invention | Speaks clearly and uses an appropriate pace, tone, and volume                   |
| <b>2</b> | Shares few sections of the graphic organizer, using incomplete sentences             | Includes some specific details—including a problem, solution, or images—about the invention  | Speaks clearly most of the time and uses an appropriate pace, tone, and volume  |
| <b>1</b> | Shares only one or two sections of the graphic organizer, using incomplete sentences | Includes no specific details—including a problem, solution, and images—about the invention   | Speaks in an unclear manner and uses an inappropriate pace, tone, and/or volume |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss ideas and thoughts for an invention
- Elaborate on ideas in writing by adding details to expand on an imagined invention

### Language Forms and Functions

My invention will improve...

Others will use my invention because...

My invention works by...

### Vocabulary

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

## Lesson 5: Invention Storyboard

## Write About It



**Primary Focus:** Students will finish their storyboards about their imagined inventions.

**PAIR WRITING: INVENTING INVENTIONS (15 MIN.)**

- Tell students that today they will work with their partner to finish writing about their imagined invention.
- Direct students to Activity Page 4.2.
- Tell students that they should work with their partner to finish the storyboard.
- Direct students to Activity Page 5.1, the presentation rubric.
- Review each aspect of the rubric with students. As you review each section, model for students what the section may look and sound like.

|          | Graphic Organizer  | Content  | Delivery  |
|----------|--|--|---|
| <b>3</b> | Shares all sections of the graphic organizer, using complete sentences               | Includes many specific details—including a problem, solution, and images—about the invention | Speaks clearly and uses an appropriate pace, tone, and volume                   |
| <b>2</b> | Shares few sections of the graphic organizer, using incomplete sentences             | Includes some specific details—including a problem, solution, or images—about the invention  | Speaks clearly most of the time and uses an appropriate pace, tone, and volume  |
| <b>1</b> | Shares only one or two sections of the graphic organizer, using incomplete sentences | Includes no specific details—including a problem, solution, and images—about the invention   | Speaks in an unclear manner and uses an inappropriate pace, tone, and/or volume |

- Tell students they are going to work with their partner to complete their storyboard and present their invention to the class.
- After reviewing the rubric with students, tell them to prepare for the short presentation.
- Tell students to divide the boxes of Activity Page 4.2 and decide which partner will share each box.
- Tell students to practice saying each box aloud.

## Activity Page 4.2



## Activity Page 5.1



## Support

As student present, ask guiding questions from the rubric.



## Speaking Presenting

## Entering/Emerging

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

## Transitioning/Expanding

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

## Bridging

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





Writing  
Interacting via  
Written English

#### Entering/Emerging

Provide 1:1 support by guiding students to write using complete sentences, using the sentence starters on the activity page. Help students talk with peers by providing them the Group Talk Sentence Frames.

#### Transitioning/Expanding

Provide moderate support by guiding students to write using complete sentences, using sentence starters. Help students talk with peers by providing them the Group Talk Sentence Frames.

#### Bridging

Encourage students to write using complete sentences. Help students talk with peers by providing them the Group Talk Sentence Frames.

### Lesson 5: Invention Storyboard

# On Stage



**Primary Focus:** Students will present their storyboard about their imagined invention.

#### WHOLE CLASS SHARE-OUT (15 MIN.)

- Review the Invention Storyboard Rubric on Activity Page 5.1 with students. Pay close attention to column three, the delivery section of the rubric.
- Have each pair take a turn presenting their invention to the class.
- After each presentation, allow for questions from the audience.
- After students are finished presenting, congratulate students on becoming inventors!
- Ask students to share their favorite part of the invention process.
- Tell students in the next lessons they will continue to learn about more inventions.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Speaking   |
| Unit/Lesson        | U4 L5  |
| Activity Name      | Oral Presentations   |
| Proficiency Levels |  |
| Entering           | Student takes turns and gives a brief description of their invention.                              |
| Emerging           | Student takes turns and responds to simple questions about their invention.                        |
| Transitioning      | Student asks questions and responds to the questions and comments of others about their invention. |
| Expanding          | Student asks questions and makes comments about others' inventions.                                |
| Bridging           | Student asks and answers questions and builds on the ideas of others.                              |

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

## 6

# Simple Machine Stations, Day 1

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

Students will identify key ideas and details from close reading texts about simple machines.

**Writing**

Students will adjust language choices based on social setting and audience.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Simple Machines Graphic Organizer**

[Activity Page 6.4]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                              |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>       |         |                                                                                                                                        |
| Simple Machines Stations   | 20 min. | <input type="checkbox"/> Activity Page 6.2<br><input type="checkbox"/> Activity Page 6.3<br><input type="checkbox"/> Activity Page 6.4 |
| <b>Looking at Language</b> |         |                                                                                                                                        |
| Adjusting Language Choices | 10 min. | <input type="checkbox"/> Note cards                                                                                                    |

## ADVANCE PREPARATION

### Read About It

- Prepare the simple machine stations by placing one reading at each station.
- At each station, prepare a manipulative representation of the simple machine discussed in the reading at the station.
- Prepare examples of each simple machine to place at the appropriate station.
  - inclined plane—ramp
  - lever—scissors, shovel
  - pulley—flag pole, curtain rod
- Divide students into three groups.

**Note:** If students are unable to rotate from station to station, the readings are located on Activity Pages 6.1, 6.2, and 6.3.

### Looking at Language

- Create the following T-chart on the board:

| Formal Language | Informal Language |
|-----------------|-------------------|
|                 |                   |

- Provide two notecards for each student for the Looking at Language lesson segment. Students will need to write *formal* and *informal* on each card.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details
- Contribute to conversations and express ideas using domain-specific vocabulary
- Distinguish between formal and informal language

### Language Forms and Functions

A simple machine is something that...

Three simple machines I learned about are...

I use formal language with \_\_\_\_\_ and informal language with \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------------------------|----------------------------------|---------------------------------|
| inclined plane<br>lever<br>pulley<br>simple machine |                                  |                                 |

## Lesson 6: Simple Machine Stations, Day 1

## Read About It



**Primary Focus:** Students will identify key ideas and details from close reading texts about simple machines.

## SIMPLE MACHINES STATIONS (20 MIN.)

- Tell students that today they will learn about a type of invention called *simple machines*.
- **Turn and Talk:** Ask students to brainstorm ideas about what they think a simple machine might be. Have students focus on words *simple* and *machine*.
- Explain to students that a simple machine is something that helps move an object.
- Tell students that today they will learn about three simple machines: the inclined plane (Activity Page 6.1), the lever (Activity Page 6.2) and the pulley (Activity Page 6.3).
- Divide students into three groups, and tell them they will participate in an information-gathering activity involving stations. Direct each group to one of the three stations.
- Tell students that at each station they are going to read the information about the simple machine and complete the appropriate part of Activity Page 6.4.
- After 5–7 minutes, have students rotate to another station. Students should try to complete each station.

Activity Pages  
6.1, 6.2, and 6.3

## Activity Page 6.4

Reading  
Reading/Viewing Closely

## Entering/Emerging

As students move through each station, read passages aloud to model fluency and provide comprehension support as needed.

## Transitioning/Expanding

Read passages aloud to model fluency and provide comprehension support as needed. Encourage students to use reading comprehension strategies, such as finger sweeping or highlighting.

## Bridging

Read passages aloud to model fluency and provide comprehension support, if necessary. Encourage students to use reading comprehension strategies, such as finger sweeping or highlighting.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                    |
| Unit/Lesson        | U4 L6                                                                                                      |
| Activity Name      | Simple Machines Graphic Organizer                                                                          |
| Proficiency Levels |                                                                                                            |
| Entering           | Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support.           |
| Emerging           | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning      | Student conveys key information in simple sentences with moderate support.                                 |
| Expanding          | Student conveys key information in complete sentences with occasional support.                             |
| Bridging           | Student conveys key information in complete, detailed sentences independently.                             |

---

## **The Inclined Plane**

An inclined plane is really just a ramp—a flat surface tilted so that one side is higher than the other, just like a seesaw. It is the one simple machine that does not move, but it makes moving things a lot easier. An inclined plane supports a lot of the weight of an object, so when rolling or pushing something up a ramp, it is much easier for you. When you want to move a heavy object onto something you start from the lowest end and work your way to the highest end.

Imagine you were moving from one house to another and the movers had to take your couch and put it into a moving truck. A couch can be very heavy, so sliding the couch up a flat inclined plane, onto a truck, would make it much easier for the movers than lifting a couch onto a truck.

You probably encounter inclined planes all the time. A winding trail up a mountain is an inclined plane. A wheelchair ramp is an inclined plane. Humans have been using inclined planes to move heavy things throughout history.

The ancient Egyptians used inclined planes to move heavy stones to build the pyramids.

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## **The Lever**

A lever is a simple machine made of a beam or rod. The lever must be supported on a fulcrum, which is something it needs to pivot on in order to work. A lever allows you to lift weights or carry a heavy load with less effort. There are three types of levers that exist.

The first kind of lever consists of a fulcrum supporting a beam or rod between the load and the effort, so that the two arms of the beam or rod are equal. When the two arms of the lever are balanced, the effort must be equal to the weight in order to lift it. Kids on either end of a seesaw, lifting one another's weight is an example of this. If the effort side of the lever is longer than the load arm, the effort will travel farther than the load while being less than the load. A crowbar prying open the lid of a wooden box is an example of this.

The second type of lever carries the load between the effort and fulcrum. A wheelbarrow is the most common example of this lever. The axle of the wheel is the fulcrum, the effort is focused at the handles and the heavy load is placed in the center of the wheelbarrow. For this type of lever, the effort will travel farther than the load while also being less than the load.

The third type of lever, has the effort placed between the load and the fulcrum. The effort must be greater than the load and always travel a shorter distance than the load. You use this lever everyday. Imagine you see an apple and you pick it up. Your elbow is the fulcrum, you apply effort with your bicep and the apple, which is the load in your hand, is lifted.

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## **The Pulley**

A pulley is a simple machine that has been used throughout history. Pulleys make it easier to lift heavy loads and supports movement. A pulley is made of a wheel and rope. A rope goes around a fixed and grooved wheel (usually on an axle) and one end is tied to a load.

The pulley is a very useful tool that is used in a number of inventions. A simple example of a pulley system is a well. Attached to one end of a rope is a bucket filled with water and you pull on the other end of the rope with equal or greater force to move the heavy load.

If you have hung wet clothes to dry on a clothesline, you have used a pulley. If you have ever raised a flag up a pole, you have used a pulley. Theatre curtains also move apart with the help of a pulley system.

An elevator is another important invention that uses a pulley system. Attached above every elevator is a strong cable or rope that runs through a grooved wheel on an axle. On the other end of the rope is a weight that is almost as heavy as the elevator. A motor turns the wheel so the elevator can move up or down as the weight does the opposite. You activate this motor when you push a button in the elevator.

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## Lesson 6: Simple Machine Stations, Day 1

# Looking at Language



**Primary Focus:** Students will adjust language choices based on social setting and audience.

### ADJUSTING LANGUAGE CHOICES (10 MIN.)

- Ask students to describe how the way they talk to their friends is different from the way they talk to a teacher.
- **Turn and Talk:** Ask students to turn to a partner and act out talking to friend on the playground or outside of school. Then ask students to take turns addressing each other as the teacher.
- Tell students that it is important to think about the type of language they use based on social setting.
- Explain that they likely use informal language when talking with friends and formal language when talking to a teacher.
- Model informal and formal language for the students and have student share out the language they used in the Turn and Talk.
- Create a T-chart on the board, and on it list examples of both types of language. (Possible examples are shown below.)

| Formal Language                                                                                  | Informal Language                                                 |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Hello, Mrs. McWilliams.<br>Please calm down.<br>Goodbye.<br>Thank you very much.<br>How are you? | Hey, man!<br>Chill out!<br>See ya.<br>Thanks a lot.<br>What's up? |

- 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 when to use informal language.
  - Guide students to understand that both formal and informal language are important to know. Ensure that students understand neither is wrong, and different situations call for different types of English.
  - Ask students if they know of any examples of this in their home language.
- Read each of the following situations. Have students hold up the *informal* or *formal* card to represent which type of language they think should be used.
  - a party with friends
  - the school playground
  - a presentation to the president or a king
  - a school presentation
  - the family dinner table
- Tell students that at the end of this Language Studio they will be giving a short speech.



### Check for Understanding

Ask students if they think that during the speech they should use formal or informal language and why.

End Lesson



### Listening 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.

## 7

# Simple Machine Stations, Day 2

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

Students will identify key ideas and details from close reading texts about simple machines.

**Writing**

Students will adjust language choices based on social setting and audience.

**FORMATIVE ASSESSMENT**

Writing

**Formal vs. Informal Language** [Activity Page 7.5]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Simple Machines Graphic Organizer**  
[Activity Page 7.4]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                            |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>       |         |                                                                                                                                                                                      |
| Simple Machines Stations   | 20 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2<br><input type="checkbox"/> Activity Page 7.3<br><input type="checkbox"/> Activity Page 7.4 |
| <b>Looking at Language</b> |         |                                                                                                                                                                                      |
| Adjusting Language Choices | 10 min. | <input type="checkbox"/> Activity Page 7.5                                                                                                                                           |

## ADVANCE PREPARATION

### Read About It

- Prepare the simple machine stations, by placing one reading at each station.
- Prepare examples of each simple machine to place at the appropriate station:
  - screw—water bottle, lightbulb
  - wheel and axle—doorknob, fishing pole, pencil sharpener
  - wedge—doorstop, fork
- Divide students into three groups.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details
- Contribute to conversations and express ideas using domain-specific vocabulary
- Distinguish between formal and informal language

### Language Forms and Functions

One thing I learned about the screw is...

Did you know that the wheel and axle...

The invention of the \_\_\_\_\_ is important because...

### Vocabulary

| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------|----------------------------------|---------------------------------|
| screw<br>wedge<br>wheel and axle | cylinder                         |                                 |

Start Lesson

## Lesson 7: Simple Machine Stations, Day 2

# Read About It



**Primary Focus:** Students will identify key ideas and details from close reading texts about simple machines.

### SIMPLE MACHINES STATIONS (20 MIN.)

- Ask students what they remember about simple machines, especially the ones they learned about in the previous lesson.
- Remind students that a simple machine is something that helps move an object.
- Tell students that today they will learn about three more simple machines: the screw, the wedge, and the wheel and axle.
- Divide students into the three groups, and tell them they will participate in an another information-gathering activity involving stations. Direct each group to one of the three stations.

Activity Pages  
7.1, 7.2, and 7.3



- Tell students that at each station they are to read the information about the simple machine and complete the appropriate part of activity. Tell students to read the information about each simple machine, view the examples, and complete Activity Page 7.4.
- After 5–7 minutes, have students rotate to another station. Students should try to complete each station

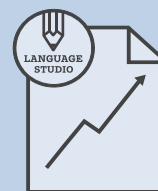
## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Unit/Lesson        | U4 L7                                                                                                  |
| Activity Name      | Simple Machine Graphic Organizer                                                                       |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

## Activity Page 7.4



### Reading Reading/Viewing Closely

#### Entering/Emerging

As students move through each station, read passages aloud to model fluency and provide comprehension support.

#### Transitioning/Expanding

As students move through each station, read passages aloud to model fluency and provide comprehension support as needed. Encourage students to use reading comprehension strategies, such as finger sweeping or highlighting.

#### Bridging

As students move through each station, encourage them to use reading comprehension strategies, such as finger sweeping or highlighting.



---

## The Screw

The screw has existed for thousands of years and can be found everywhere you look. A screw is a rod that has an inclined plane, also called a thread, which spirals around the rod. The screw should not be taken for granted since it is a simple machine that makes tough jobs a lot easier.

Screws are remarkable simple machines. Any force you apply when you rotate a screw around and around in one spot will be converted by the thread into a force that travels up and down. The most common example of this is the way you can pass a screw through wooden objects to hold them together. Screws can be used to hold down metal objects too. A metal nut must be attached to a metal object. The screw can then be rotated around and around to fasten into the metal nut, allowing metal objects to be held together.

Screws are found in many different forms. The end of a light bulb uses a screw to fasten into a lamp or a ceiling. Even the inside of a jar lid is made like a screw so the lid can seal the jar. This machine may be simple, but it is an ingenious aspect to many other machines, large and small.

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## The Wedge

A wedge is a piece of material (usually hard) with two sloping or inclined planes that meet to create an edge (usually sharp). Wedges are used to split things apart. A knife, is an example, of a wedge. The two inclined planes meet to create a sharp edge used for cutting things, like slicing an apple in half. If you force a wedge into something hard enough, it will split that something apart.

When a lumberjack takes an axe and pounds it into the side of a tree, eventually that tree will split all the way through and fall down.

Like all the simple machines, the wedge offers a mechanical advantage. It takes whatever effort you put into it and provides an output that is greater. The wedge shape of the axe's sharp edge turns the force the lumberjack puts into each swing into an even stronger force when the axe's sharp edge makes contact with the tree. A chisel works the same way. A chisel's wedge turns the force of an artist's hammer into an even greater force and chips apart the rock. Wedges are also used to hold objects in place; a doorstopper, for example, holds doors open.

Whether you use a shovel to dig through dirt or a fork to break apart food, wedges are long-standing simple machines that continue to appear everywhere.

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## **The Wheel and Axle**

The wheel is one of the most famous inventions in human history. The wheel and axle, together, are just as special. A wheel and axle is made up of a thin cylinder or rod, called an axle, which is attached to the center of a wheel. The faster the rod turns, the faster the wheel turns. Similarly, the faster the wheel turns, the faster the rod turns.

The wheel and axle provide the mechanical advantage of moving heavy objects around at a faster speed. Rollerblades, for example, are made up of little wheels and axles that help you move around faster.

You can identify this simple machine in many other forms. A bicycle operates with a wheel and axle. So do wagons, cars and, skateboards. You even use a wheel and axle every day to open doors. The knob of the door is the wheel, and the metal rod that connects the door to the knob is the axle. This machine truly makes living life more simple.

---

## Lesson 7: Simple Machine Stations, Day 2

## Looking at Language



**Primary Focus:** Students will adjust language choices based on social setting and audience.

## ADJUSTING LANGUAGE CHOICES (10 MIN.)

- Ask students why it is important to think about the type of language to use in different situations.
- Ask students to recall the two types of language they learned about in the previous lesson.
  - » formal and informal
- Ask students what type of language they should use when talking to
  - a teacher.
  - a friend.
  - a police officer.
- Remind students that at the end of this Language Studio they will be giving a short presentation using formal language.
- Direct students to Activity Page 7.5.
- Have students complete the activity page independently.

End Lesson



Reading  
Adapting  
Language Choices

**Entering/Emerging**

Give students 1:1 assistance in completing the activity page. Allow students to use the T-chart as an aid.

**Transitioning/Expanding**

Give students light assistance in completing the activity page. Allow students to use the T-chart as an aid, if necessary.

**Bridging**

Assist students as needed. Allow students to use the T-chart as an aid, if necessary.

## 8

# Planning a Demonstration Speech

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

Students will organize short demonstration speeches using a graphic organizer

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Demonstration Speech Planning Guide**

[Activity Page 8.1]

## LESSON AT A GLANCE

|                              | Time    | Materials         |
|------------------------------|---------|-------------------|
| <b>Write About It</b>        |         |                   |
| Demonstration Speech Writing | 30 min. | Activity Page 8.1 |

## ADVANCE PREPARATION

### Write About It

- Be sure each student has Activity Pages 6.1–6.3 and 7.1–7.3 to use as references.
- Create a list of a few famous speeches, for example
  - “I Have a Dream” by Martin Luther King Jr.
  - “Women’s Rights to the Suffrage” by Susan B. Anthony
- Prepare examples of each simple machine.
  - inclined plane—ramp
  - lever—scissors, shovel
  - screw—water bottle, lightbulb
  - pulley—flag pole, theatre curtain
  - wheel and axle—doorknob, fishing pole, pencil sharpener
  - wedge—doorstop, fork
- Write the following sentence starters on the board:
  - First,
  - Next,
  - Then,
  - After that,
  - Finally,

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Brainstorm a list of famous speeches
- Discuss simple machines
- Write a demonstration speech explaining the functionality of a simple machine invention

### Language Forms and Functions

My simple machine is...

The steps to use the simple machine are...

First... Next... Then... After that... Finally...

This invention improves overall society by...

### Vocabulary

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

## Lesson 8: Planning a Demonstration Speech

## Write About It



**Primary Focus:** Students will organize short demonstration speeches using a graphic organizer.

**DEMONSTRATION SPEECH WRITING (30 MIN.)**

- Tell students that they will begin to prepare their demonstration speech about a simple machine.
- Ask students to share what they already know about the words *speech* and *demonstration*. Write student responses on the board.
- Guide students to the idea that a speech is a formal talk given to an audience.
- Ask students if they know of any famous speeches.
  - Discuss famous speeches with students. Encourage students to talk about any speeches they know. Provide examples as needed.
  - Ask students what makes a speech famous.
- Ask students if they think they will need to use formal or informal language for their demonstration speech.
- Tell students that in a demonstration you show how something works.
- Explain that in this speech each student will show the class how a simple machine works.
- Review with students each simple machine from the previous two lessons (inclined plane, lever, pulley, screw, wedge, and wheel and axle).

**Support**

Remind students about the difference between formal and informal language.

**Check for Understanding**

As you are reviewing each of the simple machines, have students identify which problem each simple machine solves.



## Activity Page 8.1



### Support

Have students refer to Activity Pages 6.1–6.3 and 7.1–7.3 as needed.



### Writing

#### Entering/Emerging

Provide 1:1 support as students fill in Activity Page 8.1. Help students organize their speech using the sentence starters on Activity Page 8.1.

#### Transitioning/Expanding

Offer students 1:1 support as they fill in Activity Page 8.1. Help students organize their speech using the sentence starters on Activity page 8.1, as needed.

#### Bridging

If necessary, help students organize their speech using the sentence starters on Activity Page 8.1. Encourage students to work independently.

- Direct students to Activity Page 8.1. Using the screw as an example, model for students how to complete the planning guide.
  - **Turn and Talk:** Have students brainstorm with a partner the simple machine they would like to demonstrate in their speech.
  - Have students select a simple machine and complete Activity Page 8.1.
- Include the text from Activity Page 8.1.

### Demonstration Speech Planning Guide

1. Simple machine: \_\_\_\_\_
2. Process you will demonstrate: \_\_\_\_\_

Introduction:

Formal Language Greeting:

Problem:

Body:

How this invention helps solve the problem:

Steps to use the simple machine:

1. First,
2. Next,
3. Then,
4. After that,
5. Finally,

Conclusion:

How this invention improves a process and overall society:

Formal Language Closing:

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                    |
| Unit/Lesson        | U4 L8                                                                                      |
| Activity Name      | Demonstration Speech Planning Guide                                                        |
| Proficiency Levels |                                                                                            |
| Entering           | Student dictates simple words and phrases with 1:1 support.                                |
| Emerging           | Student answers wh- questions and writes keywords with substantial support.                |
| Transitioning      | Student asks and answers simple questions with short sentences with moderate support.      |
| Expanding          | Student asks and answers questions with complete, detailed sentences with minimal support. |
| Bridging           | Student answers open-ended questions with complete, detailed sentences independently.      |

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

## 9

# Writing a Demonstration Speech

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

Students will organize short demonstration speeches using a graphic organizer.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Demonstration Speech Planning Guide**

[Activity Page 8.1]

## LESSON AT A GLANCE

|                              | Time    | Materials   |
|------------------------------|---------|---|
| <b>Write About It</b>        |         |   |
| Demonstration Speech Writing | 30 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 9.1<br><input type="checkbox"/> Note cards<br><input type="checkbox"/> Simple machine examples |

## ADVANCE PREPARATION

### Write About It

- Be sure each student has Activity Pages 6.1–6.3 and 7.1–7.3 to use as a reference.
- Assign partners for speech practice.
- Gather note cards for students.
- Review the presentation rubric.
- Prepare examples of each simple machine.
  - inclined plane—ramp
  - lever—scissors, shovel
  - screw—water bottle, lightbulb
  - pulley—flag pole, theatre curtain
  - wheel and axle—doorknob, fishing pole, pencil sharpener
  - wedge—doorstop, fork
- Display the following sentence starters on the board:
  - First,
  - Next,
  - Then,
  - After that,
  - Finally,

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss characteristics of a speech
- Write a demonstration speech explaining the functionality of a simple machine invention

### Language Forms and Functions

Hello, my name is...

Good afternoon, everyone...

Thank you very much. I hope...

### Vocabulary

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

## Lesson 9: Writing a Demonstration Speech

# Write About It



**Primary Focus:** Students will organize short demonstration speeches using a graphic organizer.

### DEMONSTRATION SPEECH WRITING (30 MIN.)

- Tell students that they will finish preparing their demonstration speeches about a simple machine.
- Remind students that they will need to use formal language in this speech.
- Direct students to Activity Page 8.1.

### Activity Page 8.1



Introduction:

Formal Language Greeting:

Problem:

Body:

How this invention helps solve the problem:

Steps to use the simple machine:

1. First,
2. Next,
3. Then,
4. After that,
5. Finally,

Conclusion:

How this invention improves a process and overall society:

Formal Language Closing:

## Activity Page 9.1



### Writing

#### Entering/Emerging

Provide students 1:1 support as they fill in Activity Page 8.1. Help students organize their speech, using the sentence starters on Activity Page 8.1.

#### Transitioning/Expanding

Offer students 1:1 support as they fill in Activity Page 8.1. Help students organize their speech, using the sentence starters on Activity Page 8.1.

#### Bridging

Help students organize their speech, using the sentence starters on Activity Page 8.1. Encourage students to work independently.

- Guide students to the “Introduction” section of Activity Page 8.1.
- Ask students what they think a formal introduction should include for this speech.
- Have students to brainstorm ideas. Write student answers on the board.
  - Provide a few examples for students, if necessary (“Good morning, class.” “Hello, my name is . . .” “Good afternoon, everyone.”).
- Ask students what they think a formal closing should include for this speech.
- Brainstorm student ideas. Write student answers on the board.
  - Provide a few examples for students, if necessary (“Thank you for listening.” “Thank you very much.” “Thank you for your time.”).
- **Turn and Talk:** Have students turn to a partner and review the problem they plan to solve with their invention. Ensure students explain how this invention will benefit society.
- Allow students to continue to work on Activity Page 8.1. As students finish, direct them to Activity Page 9.1, the presentation rubric.

|   | Invention Graphic Organizer  | Content  | Formal Language Delivery  |
|---|--|--|---|
| 3 | Shares all sections of the graphic organizer, using complete sentences               | Includes many specific details—including a problem, solution, and images—about the invention | Speaks clearly and uses an appropriate pace, tone, and volume. Includes formal language in greeting and closing                           |
| 2 | Shares few sections of the graphic organizer, using incomplete sentences             | Includes some specific details—including a problem, solution, or images—about the invention  | Speaks clearly most of the time and uses an appropriate pace, tone, and volume. Includes formal language in greeting or closing           |
| 1 | Shares only one or two sections of the graphic organizer, using incomplete sentences | Includes no specific details—including a problem, solution, and images—about the invention   | Speaks in an unclear manner and uses an inappropriate pace, tone, and/or volume. Does not include formal language in greeting and closing |

- Explain each section of the rubric to students.
- Tell students that this speech is something they will read aloud to the class.
- Instruct students to practice their speech with a partner. Tell students they can write their speech on note cards if they would like.
- Encourage students to take turns reading and modeling their demonstration speech.
- Encourage students to practice as much as possible with an adult or peer at home.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Writing   |
| Unit/Lesson        | U4 L9   |
| Activity Name      | Demonstration Speech Planning Guide   |
| Proficiency Levels |   |
| Entering           | Student writes a brief speech using simple sentences and keywords with 1:1 support.   |
| Emerging           | Student writes a brief speech using complete sentences and keywords with moderate support.  |
| Transitioning      | Student writes an increasingly concise speech using complete sentences and keywords with moderate support.                              |
| Expanding          | Student writes simple and complex sentences, with details, to explain how to use the simple machine in sequential order.                |
| Bridging           | Student writes full complex sentences, with a formal introduction/closing and details, to explain the importance of the simple machine. |

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



## 10

# Demonstration Speech Presentations

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

Students will deliver and listen closely to demonstration speeches on simple machines.

**Writing**

Students will write a short paragraph about geology.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Listening Note Guide** [Activity Page 10.1]

## LESSON AT A GLANCE

|                                 | Time    | Materials                                                                                                                                                                                                                                                                                              |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                 |         |                                                                                                                                                                                                                                                                                                        |
| Demonstration Speech Assessment | 30 min. | <ul style="list-style-type: none"><li><input type="checkbox"/> Activity Page 8.1</li><li><input type="checkbox"/> Activity Page 9.1</li><li><input type="checkbox"/> Activity Page 10.1</li><li><input type="checkbox"/> Note cards</li><li><input type="checkbox"/> Simple machine examples</li></ul> |

## ADVANCE PREPARATION

### On Stage

- Assign student presentation order.
- Prepare examples of each simple machine for students to use during the presentation.
  - inclined plane—ramp
  - lever—scissors, shovel
  - screw—water bottle, lightbulb
  - pulley—flag pole, theatre curtain
  - wheel and axle—doorknob, fishing pole, pencil sharpener
  - wedge—doorstop, fork

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Deliver an oral presentation, using general academic and domain-specific language
- Demonstrate active listening of oral presentations by providing positive, specific feedback

### Language Forms and Functions

I liked the way you \_\_\_\_\_.

My favorite part of the demonstration was...

I am proud of...

### Vocabulary

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

## Lesson 10: Demonstration Speech Presentations

## Write About It



**Primary Focus:** Students will deliver and listen closely to demonstration speeches on simple machines.

**DEMONSTRATION SPEECH ASSESSMENT (30 MIN.)**

- Tell students that today each group will present their demonstration speech about a simple machine.
- Direct students to Activity Page 9.1, and review the presentation rubric.

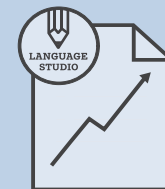
|   | <b>Invention Graphic Organizer</b>                                                   | <b>Content</b>                                                                               | <b>Formal Language Delivery</b>                                                                                                           |
|---|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Shares all sections of the graphic organizer, using complete sentences               | Includes many specific details—including a problem, solution, and images—about the invention | Speaks clearly and uses an appropriate pace, tone, and volume. Includes formal language in greeting and closing                           |
| 2 | Shares few sections of the graphic organizer, using incomplete sentences             | Includes some specific details—including a problem, solution, or images—about the invention  | Speaks clearly most of the time and uses an appropriate pace, tone, and volume. Includes formal language in greeting or closing           |
| 1 | Shares only one or two sections of the graphic organizer, using incomplete sentences | Includes no specific details—including a problem, solution, and images—about the invention   | Speaks in an unclear manner and uses an inappropriate pace, tone, and/or volume. Does not include formal language in greeting and closing |

- Explain that as groups present, each student should fill in the Listening Note Guide on Activity Page 10.1.
- Tell students that on the guide they will write questions for the presenters.
  - Ask students what types of questions they will write.
- Tell students the presentations will now begin. Call on each group to present, using the order you assigned earlier.

## Activity Page 9.1



## Activity Page 10.1





## Speaking Presenting

### Entering/Emerging

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

### Transitioning/Expanding

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

### Bridging

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

- Make sure students understand they will be both showing and telling
- Encourage students to practice moving the simple machine before the presentation.
- Ensure each group has the appropriate simple machine prop.
- After each presentation, allow time for student questions.
- At the conclusion of the presentations, congratulate students on demonstrating simple machines.
- Ask students what moments they from this Language Studio were *eureka!* worthy. Remind students that *eureka* is an expression people say when they make a discovery.
- Have students all say *Eureka!* in unison.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                                                                |
| Unit/Lesson        | U4 L10                                                                                                                                                   |
| Activity Name      | Listening Note Guide                                                                                                                                     |
| Proficiency Levels |                                                                                                                                                          |
| Entering           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and substantial support.            |
| Emerging           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and moderate support.               |
| Transitioning      | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with prompting and substantial support.         |
| Expanding          | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with occasional prompting and moderate support. |
| Bridging           | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with minimal prompting and light support.       |

End Lesson





Language Studio 5

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# Geology

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- Group Work Time

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- Group Work Time

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- Geology Presentations

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- Geology Presentations
- Student Self-Assessments

## 1

# Geology Introduction

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

Students will listen to a text read aloud and identify key details about geology.

**Writing**

Students will record key ideas of geology using a graphic organizer.

**FORMATIVE ASSESSMENT**

Writing

**Magnet Summary** [Activity Page 1.3]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Geology Key Ideas** [Activity Page 1.2]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Building Background</b> |         |                                                                                          |
| Geology Read-Aloud         | 15 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 1.2 |
| <b>Vocabulary Building</b> |         |                                                                                          |
| Magnet Summary: Geology    | 15 min. | <input type="checkbox"/> Activity Page 1.3                                               |

## ADVANCE PREPARATION

### Building Background

- Create a What I Already Know/What I Would Like to Know More About T-chart on the board or chart paper.

| What I Already Know | What I Would Like to Know More About |
|---------------------|--------------------------------------|
|                     |                                      |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by identifying key ideas and events
- Elaborate on ideas orally and in writing

### Language Forms and Functions

What I know about geology is...

What I would like to learn about geology is...

Geology is...

### Vocabulary

| Tier 3<br>Domain-Specific Words                  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|--------------------------------------------------|----------------------------------|---------------------------------|
| continental drift<br>fossil<br>geology/geologist | catastrophes<br>erupted          |                                 |

## Lesson 1: Geology Introduction

# Building Background



**Primary Focus:** Students will listen to a text read aloud and identify key details about geology.

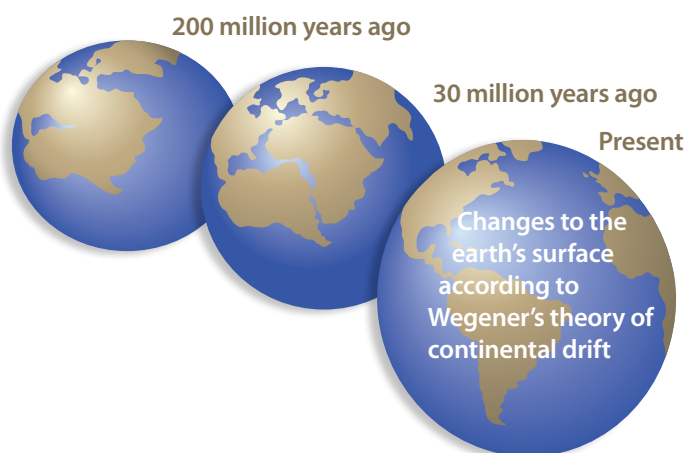
## GEOLOGY READ-ALOUD (15 MIN.)

- Tell students that today they will start a Language Studio about geology by learning some important background information.
- Ask students what they already know about geology. Record student answers in the What I Already Know section of the T-Chart.
- Tell students that geology is the study of the earth and the forces and processes that shape and change it. Write the definition on the board/chart paper.
- Direct students' attention to the image of Earth on Activity Page 1.1.
- Ask students how the earth changed over time. (*the continents spread apart*)
- Tell students that as you read aloud the text, they will be recording key ideas from text on Activity Page 1.2. Encourage students to record pictures, words, or both.
- Read aloud:

## Activity Page 1.1



If you had lived in Europe during the Middle Ages, the idea that the earth changes would have seemed crazy. At that time, people believed that mountains, valleys, and other landscape features had always been there. True, rare natural catastrophes sometimes occurred. Earthquakes, for example, shook the ground and triggered landslides. In some places,



volcanoes erupted and sent up fountains of lava, or red-hot melted rock. However, people viewed these catastrophes as punishments from God, not as the earth changing.

## Activity Page 1.2



### Support

Have students provide an example of a key idea.



### Listening Listening Actively

#### Entering/Emerging

Provide students 1:1 support in answering questions and identifying key ideas from the text using prompting and rereading.

#### Transitioning/Expanding

Provide students support in answering questions and identifying key ideas from the text using prompting and rereading if needed.

#### Bridging

Provide students support and prompting when needed to answer text-dependent questions and key ideas.

- Ask students text-dependent questions, such as:
  - What evidence of the earth's changes did people living in the Middle Ages observe?
  - What did they believe was the cause of the earth's changes?
- Remind students to record key ideas on their Activity Page 1.2.
- Read aloud:

Geology is the study of the makeup of the earth and the forces and processes that shape and change it. Rocks are very important in geology. That's because rocks hold clues to how Earth's surface has changed over time. Together with fossils, rocks provide information about the history of the earth.

- Ask:
  - What is geology?
- Remind students to record key ideas on their Activity Page 1.2.
- Read aloud:

During the 1700s and 1800s, many people skilled in scientific observation became convinced that Earth's surface features do indeed change. They noticed how great masses of rock appeared to have been lifted up to form cliffs and mountains over time. They began to believe that once-tall mountains had been worn down by wind, rain, and ice, and that, over thousands of years, valleys had been carved by rivers flowing through them.

These scientists found evidence that seemed to show that sea levels had been higher—and lower—at different times in the past. They found layers of rock on mountain peaks that contained fossils, the preserved remains of things that lived long ago. These scientists observed how big rocks gradually broke down into tiny pieces called sediments. They saw how new rocks formed as they observed volcanic lava cool and harden.

---

- **Turn and Talk:** Have students turn to a partner and share ideas from the passage that they would like to know more about.
  - Read aloud:
- 

During the 1800s and early 1900s, geologists studied rock layers on the continents. They made many intriguing discoveries. For example, rock layers along the northern and eastern coasts of South America match rock layers along Africa's western coast. Also, deposits of coal and salt in eastern North America are similar to those in southern Europe.

---

- Ask:
  - What is one discovery geologists made in the 1800s and early 1900s?
- Tell students to add any final key ideas from the text. Reread any passages as necessary.
- Ask students what they would like to know about geology, or the study of the earth. Record student responses in the Things I Would Like to Know More About section of the T-chart.



## Activity Page 1.3



### Support

Allow students to use Activity Pages 1.1 and 1.2 as a resource.



### Writing Selecting Language Resources

#### Entering/Emerging

Provide students 1:1 support in selecting key words and images to add to the magnet summary. Reread and provide finger sweeping of key ideas on Activity Pages 1.1 and 1.2.

#### Transitioning/Expanding

Provide students support in selecting key words and images to add to the magnet summary. Reread and provide finger sweeping of key ideas on Activity Page 1.1 and 1.2.

#### Bridging

Provide students light support in selecting key words and images to add to the magnet summary. Reread and provide finger sweeping of key ideas on Activity Page 1.1 and 1.2 if necessary.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                       |
| Unit/Lesson        | U5 L1                                                                                           |
| Activity Name      | Geology Key Ideas                                                                               |
| Proficiency Levels |                                                                                                 |
| Entering           | Student responds to simple questions about the Read-Aloud with support.                         |
| Emerging           | Student responds to simple questions about the Read-Aloud.                                      |
| Transitioning      | Student responds to wh- questions and identifies one reason from an image or text with support. |
| Expanding          | Student responds to wh- questions and identifies one reason from an image or text.              |
| Bridging           | Student asks and answers questions and provides evidence from the images and text.              |

### Lesson 1: Geology Introduction

# Vocabulary Building



**Primary Focus:** Students will record key ideas of geology using a graphic organizer.

### MAGNET SUMMARY: GEOLOGY (15 MIN.)

- Ask students what comes to mind when they hear the word *geology*.
- Guide students to the underlined words in the definition.
  - Geology is the study of the earth and the forces and processes that shape and change it.

- Direct students to Activity Page 1.3. Explain to students that magnet summaries can include both images and words. They will add any words or images that stick in their mind, like magnets stick to metal, to their magnet summary. The goal is to help them gain a deeper understanding of the concept.
- Ask students what types of images they think of when they hear the word *geology*. Tell students these are the types of words they will add to their magnet summary.
- Tell students that they will have a chance to add words and images to their magnet summary as they learn more throughout the unit.
- Have students complete Activity Page 1.3 independently.

---

End Lesson

## 2

# Geologists' Observations

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

Students will select domain-specific vocabulary words to write about geology using sentence starters.

Students will write a short paragraph about geology.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Geologists' Observations** [Activity Page 2.1]

## LESSON AT A GLANCE

|                               | Time    | Materials           |
|-------------------------------|---------|---------------------|
| <b>Rewind</b>                 |         |                     |
| Magnet Summary: Observe       | 10 min. | ☐ Activity Page 1.2 |
| <b>Write About It</b>         |         |                     |
| How Does a Geologist Observe? | 20 min. | ☐ Activity Page 2.1 |

## ADVANCE PREPARATION

### Rewind

- Prepare a video of an earthquake eruption for students to view.
- Display the following sentence starters on the board.
  - *Geology* means \_\_\_\_\_.
  - A geologist is \_\_\_\_\_.
  - Evidence is \_\_\_\_\_.

### Write About It

- Display the paragraph frame on the board.
  - Geologists' observations help solve problems by \_\_\_\_\_. Some of the problems they help solve are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. This is important because \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Write about geology using domain-specific vocabulary
- Collaborate to identify the main idea and supporting details of a text

### Language Forms and Functions

Geologists' observations help solve problems by \_\_\_\_\_.

Some of the problems they help solve are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

This is important because \_\_\_\_\_.

### Vocabulary

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

## Lesson 2: Geologists' Observations

## Rewind



**Primary Focus:** Students will select domain-specific vocabulary words to write about geology using sentence starters.

**MAGNET SUMMARY: OBSERVE (10 MIN.)**

- Have students take out their magnet summaries of **geology** from Activity Page 1.3 and look over them independently and add any new ideas.
- Tell students they will be writing and talking about the vocabulary words they learned in the last lesson and one new word. (*evidence*)
- Ask students what comes to mind when they hear the word *evidence*.
- Write student ideas on the board or chart paper.
- Direct students to the sentence starters on the board. Have students fill in the sentences using what they learned in the previous lesson.
  - *Geology* means \_\_\_\_\_.
  - A geologist is \_\_\_\_\_.
  - Evidence is \_\_\_\_\_.
- **Turn and Talk:** Have students turn to a partner and share using the sentence starters on the board. Give students time to prepare their statements as needed.


**Check for Understanding**

Listen to and observe pairs as they talk, watch for student behaviors, and listen for talk that demonstrates understanding or lack of understanding of the vocabulary words. Reteach words if needed.

**Support**

Allow students to write responses on scrap paper before sharing aloud.

**Challenge**

Tell students to use more than one word in a sentence.


**Speaking  
Selecting  
Language Resources**
**Entering/Emerging**

Tell students to copy down sentence starters and assist them with filling in the details. Prompt students when talking with a peer to use complete sentences.

**Transitioning/Expanding**

Tell students to copy sentence starters. Check progress by observing responses. Assist students when necessary.

**Bridging**

Encourage students to respond without writing sentence starters. Assist students when necessary. Challenge students to write their own sentences. Prompt students to use complete sentences when talking with a peer.



### Support

If students are having trouble, prompt them with examples of sand, rocks, fossils, earthquakes, volcanoes, the ocean, and others.

## Lesson 2: Geologists' Observations

# Write About It



**Primary Focus:** Students will write a short paragraph about geology.

### HOW DOES A GEOLOGIST OBSERVE? (20 MIN.)

- Tell students they will learn another new vocabulary word to help them talk about the work of a geologist.
- Ask students if they were going to observe an earthquake, what would they be doing?
- Guide students to the idea that observation means paying careful attention to gather information.
- Tell students that you are going to show them a short video of an earthquake and you want them to make observations.
- Show students the prepared short video of an earthquake.
- Ask students what they observed. Encourage students to use details in their explanation.
- Record student observations on the board or chart paper.
- Tell students that this type of observation is what a geologist might do.

### Writing About Geologists

- Ask students why a geologist needs to make observations. (*to solve problems*)
- Make a list with students of problems that the earth's changing surface may cause. (*earthquakes, volcanoes*)
- Ask students for solutions that a geologist's observations may help create.
- Direct students to the paragraph sentence frame on the board or chart paper.
- Explain the rubric on Activity Page 2.1 with students. Read through each section with students.

- Tell students that they can use their magnet summaries for key words.
- Have students write the paragraph on Activity Page 2.1.

| Writing Rubric |                                                     |                                                                                                                              |
|----------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|                | Key Words                                           | Organization                                                                                                                 |
| <b>3</b>       | Includes at least three relevant geology key words. | Demonstrates a logical, clear plan of organization; includes all of the following: a beginning, middle, and end.             |
| <b>2</b>       | Includes two or one relevant geology key words.     | Demonstrates some logical, clear plan of organization; is missing one or two of the following: a beginning, middle, and end. |
| <b>1</b>       | Does not use geology key words.                     | Demonstrates no logical or clear plan of organization; does not contain a beginning, middle, or end.                         |

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                      |
|--------------------|----------------------------------------------------------------------|
| Language Domain    | Writing                                                              |
| Unit/Lesson        | U5 L2                                                                |
| Activity Name      | Geologists' Observations                                             |
| Proficiency Levels |                                                                      |
| Entering           | Student contributes ideas and copies ideas onto a graphic organizer. |
| Emerging           | Student contributes ideas and completes graphic organizer.           |
| Transitioning      | Student completes graphic organizer with original ideas.             |
| Expanding          | Student writes simple sentences.                                     |
| Bridging           | Student writes more detailed sentences.                              |

End Lesson



### Writing Reading/Viewing Closely

#### Entering/Emerging

Assist students in their responses by providing the sentence starter: I observed \_\_\_\_\_. Then as students share, repeat their responses, correcting any grammar as needed.

#### Transitioning/Expanding

Assist students in their responses by providing the sentence starter: I observed \_\_\_\_\_. Then as students share, build on their responses and solicit more information by asking, "What else . . . ?" "How do you know?"

#### Bridging

Assist students in their responses by providing the sentence starter: I observed \_\_\_\_\_. Then as students share, build on their responses and solicit more information by asking, "What else . . . ?" "How do you know?" in addition to having students talk about their observations without sentence starters.



## 3

# Adjectives in Order

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

Students will expand noun phrases in writing by adding adjectives in order.

**FORMATIVE ASSESSMENT**

Speaking

**Adjective Order Chart** [Activity Page 3.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Adjective Order Chart** [Activity Page 3.1]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                              |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                                                                        |
| Adjectives in Order        | 30 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.2<br><input type="checkbox"/> Adjective cutouts |

## ADVANCE PREPARATION

### Looking at Language

- Prepare a classroom object for students to describe. This should be something that students are familiar with (e.g., scissors, favorite book, folder).
- Assign students to small groups (3–4 students per group).
- Write Adjective Order Chart on the board or project the chart.
- Prepare a list of adjectives for groups to use to complete Activity Page 3.2. The adjectives should describe the nouns in activity (earthquake, magma, rock, ocean).

| Opinion/<br>Observation | Physical Description |         |       |       | Origin   | Material | Purpose  | Noun    |
|-------------------------|----------------------|---------|-------|-------|----------|----------|----------|---------|
|                         | Size                 | Age     | Shape | Color |          |          |          |         |
|                         |                      | old     | round | black |          | rubber   | watering | hose    |
|                         | huge                 | ancient |       |       | Chilean  |          |          | volcano |
| beautiful               |                      |         |       | red   | volcanic |          |          | lava    |
| dirty                   | small                |         |       | gray  |          |          | building | rocks   |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Visualize an image and brainstorm sensory details to describe it
- Describe objects using details
- Elaborate on ideas orally and/or in writing

### Language Forms and Functions

The \_\_\_\_\_ (object) is \_\_\_\_\_.

One word I would use to describe \_\_\_\_\_ is \_\_\_\_\_.

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are adjectives that describe the noun \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------|----------------------------------|---------------------------------|
| magma<br>earthquake<br>lava<br>ancient |                                  |                                 |

## Lesson 3: Adjectives in Order

## Looking at Language



**Primary Focus:** Students will expand noun phrases by adding adjectives in order.

## ADJECTIVES IN ORDER (30 MIN.)

- Have students share a few examples of nouns and write student responses on the board.
- Then tell students that today they will be looking at adding description to nouns/noun phrases.
- Hold up the classroom object for students. Ensure each student has an opportunity to view the object closely.
- Ask students to give descriptions of the object. Encourage students to give as much detail as possible.
- Tell students that these descriptions are called adjectives.
- Write the students' descriptions (4–5) on the board in a list.
- Then tell students that in English, adjectives have a special order before nouns, and in this lesson they will learn the order.
- Display the chart on the board and ask students to look at the chart on Activity Page 3.1.

| Opinion/<br>Observation | Physical Description |         |       |       | Origin   | Material | Purpose  | Noun    |
|-------------------------|----------------------|---------|-------|-------|----------|----------|----------|---------|
|                         | Size                 | Age     | Shape | Color |          |          |          |         |
|                         |                      | old     | round | black |          | rubber   | watering | hose    |
|                         | huge                 | ancient |       |       | Chilean  |          |          | volcano |
| beautiful               |                      |         |       | red   | volcanic |          |          | lava    |
| dirty                   | small                |         |       | gray  |          |          | building | rocks   |

## Support

Remind students that a noun is a person, place, thing, or idea.

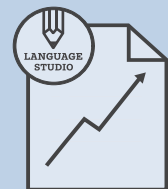
## Challenge

Have students write sentences using the noun phrase.

## Support

Have students use Activity Page 3.1 as support.

## Activity Page 3.1





## Speaking Using Nouns and Noun Phrases

### Entering/Emerging

Allow students to use the chart in the activity page as support. Assist groups with 1:1 support, providing examples for students to use.

### Transitioning/Expanding

Allow students to use the chart in the activity page as support. Assist groups with moderate support, providing examples for students to use as needed.

### Bridging

Give students light support. Encourage students to complete the challenge of writing sentences with complete noun phrases.

## Activity Page 3.2



### Support

On the board, generate examples with students to fill in the blank spaces on the chart.

- Explain each adjective classification to students.
  - **Opinion:** What you think of it
  - **Physical Description:** What it/they look or feel like
  - **Origin:** Where it is from
  - **Material:** What it is made from
  - **Purpose:** What it is used for
- Tell students it's common for only two or three adjectives to be used at a time.
- Tell students that from left moving right is the order in which adjectives are spoken.
- Return to the list of adjectives on the board. Ask students to order the words, using the chart as support.
- Using the chart, ask students to order the adjectives used to describe the classroom object on the board in order to create a noun phrase.
- After the students have ordered the adjectives, have a student volunteer to read the description aloud.
- After the noun phrase is created, model writing a sentence using the noun phrase for students.

## Adjective-Ordering Practice Group Activity

- Assign students to groups of 3–4.
- Distribute a list of adjectives to each group.
- Assign each small group a noun (earthquake, magma, rock, or ocean) from Activity Page 3.2.
- Have students work together to place the adjectives into the chart.
- After students categorize the adjectives, have them write the noun phrases on Activity Page 3.2.
- When students have finished with one noun, have them move onto another.



### Check for Understanding

Observe students' group talk, watch for student behaviors, and listen for talk that demonstrates understanding or lack of understanding of the adjective order. Look at students' responses on Activity Page 3.2. Reteach concepts if needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                   |
|--------------------|---------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                          |
| Unit/Lesson        | U5 L3                                                                                             |
| Activity Name      | Adjective Order Chart                                                                             |
| Proficiency Levels |                                                                                                   |
| Entering           | Student describes an image by dictating familiar nouns and/or adjectives with 1:1 support.        |
| Emerging           | Student describes an image by adding adjectives to common nouns with substantial support.         |
| Transitioning      | Student describes an image by adding demonstratives to nouns with moderate support.               |
| Expanding          | Student describes an image by using a variety of noun and adjective phrases with minimal support. |
| Bridging           | Student independently describes an image by using a variety of noun and adjective phrases.        |

End Lesson

## 4

# More Adjectives in Order

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

Students will expand noun phrases by adding adjectives in order.

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

**Expanding Noun Phrases** [Activity Page 4.1]

## LESSON AT A GLANCE

|                                                 | Time    | Materials                                                                                                                                      |
|-------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>                      |         |                                                                                                                                                |
| Adjective Ordering Review and Practice Activity | 30 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Index card or sticky note |

## ADVANCE PREPARATION

### Looking at Language

- Display adjective order chart.
- Provide one index card or sticky note to each student for an exit ticket.
- Draw the T-chart on the board:

| Adjectives                 | Nouns      |
|----------------------------|------------|
| young, adventurous         | geologist  |
| red and gold, brand new    | jacket     |
| hot, red                   | lava       |
| black, shiny, sharp        | rock       |
| changing, old, complicated | rock cycle |



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Brainstorm a list of words and phrases to describe a noun
- Elaborate on ideas orally and/or in writing
- Identify nouns and noun phrases

### Language Forms and Functions

The \_\_\_\_\_ glacier is in Antarctica.

\_\_\_\_\_ magma erupts from the earth's surface during a volcano.

\_\_\_\_\_ is an adjective that describes a geologist.

### Vocabulary

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

## Lesson 4: More Adjectives in Order

## Looking at Language



**Primary Focus:** Students will expand noun phrases by adding adjectives in order.

**ADJECTIVE ORDERING REVIEW AND PRACTICE ACTIVITY (30 MIN.)**

- Ask students what they remember about adjective ordering.
- Remind students that there is a special order to use when adding adjectives to a noun.
- Review adjective order with students.
- Direct students to the chart on Activity Page 3.1.
- Remind students that sentences usually have only two or three adjectives.

| Opinion/<br>Observation | Physical Description |         |       |       | Origin   | Material | Purpose  | Noun    |
|-------------------------|----------------------|---------|-------|-------|----------|----------|----------|---------|
|                         | Size                 | Age     | Shape | Color |          |          |          |         |
|                         |                      | old     | round | black |          | rubber   | watering | hose    |
|                         | huge                 | ancient |       |       | Chilean  |          |          | volcano |
| beautiful               |                      |         |       | red   | volcanic |          |          | lava    |
| dirty                   | small                |         |       | gray  |          |          | building | rocks   |

- Review each adjective classification with students.
  - **Opinion:** what you think of it
  - **Physical description:** what it/they look or feel like
  - **Origin:** where it is from
  - **Material:** what it is made from
  - **Purpose:** what it is used for

**Activity Page 3.1**

**Support**

Have students write and then say noun phrases.

- Direct students' attention to the T-chart on the board
- Read each of the nouns and adjectives with students, clarifying any definitions as needed.
- Tell students that they are going to order the adjectives using the Adjective Order Chart on Activity Page 3.1.

| Adjectives                 | Nouns      |
|----------------------------|------------|
| young, adventurous         | rock cycle |
| red and gold, brand new    | geologist  |
| hot, red                   | jacket     |
| black, shiny, sharp        | rock       |
| changing, old, complicated | lava       |

- **Model:** Select a noun from the column on the right. Then identify which adjectives best suit that noun. You may wish to talk aloud about your thinking. Think aloud as you identify the category of each adjective. Consult the Adjective Order Chart and then place them in order, responding to students' questions if they arise.
- Have student volunteers repeat the process, ordering the adjectives to describe the nouns.

### Adjective Ordering Practice

- Have students complete Activity Page 4.1 independently.
- If there is time, have students share their responses from Activity Page 4.1 with a partner.

#### Activity Page 4.1



## 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        | U5 L4                                                                                       |
| Activity Name      | Expanding Noun Phrases                                                                      |
| Proficiency Levels |                                                                                             |
| Entering           | Student can identify adjectives and nouns to complete a sentence, with substantial support. |
| Emerging           | Student can identify adjectives and nouns to complete a sentence, with moderate support.    |
| Transitioning      | Student can use multiple adjectives to add details to nouns, with limited support.          |
| Expanding          | Student can use multiple adjectives to add details to nouns.                                |
| Bridging           | Student can use multiple adjectives and nouns to write complete, detailed sentences.        |

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



### Writing Using Nouns and Noun Phrases

#### Entering/Emerging

Provide a noun bank for students to create their own sentences about. Offer 1:1 support to students as they complete Activity Page 4.1 (noun bank options: house, earthquake, book, classroom). Encourage students to use one or two adjectives in their sentences.

#### Transitioning/Expanding

Provide a noun bank for students to create their own sentences about. Offer support to students as they complete Activity Page 4.1 (noun bank options: house, earthquake, book, classroom). Encourage students to use one or two adjectives in their sentences.

#### Bridging

Provide a noun bank for students to create their own sentences about. Offer light support to students as they complete Activity Page 4.1 (noun bank options: house, earthquake, book, classroom). Encourage students to create their own nouns/noun phrases. Encourage students to use two or three adjectives in their sentences.

## 5

# Introducing Text Structure

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

Students will demonstrate an understanding of how different texts are organized by identifying key words

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Identifying Text Types** [Activity Page 5.2]




## LESSON AT A GLANCE

|                            | Time    | Materials  |
|----------------------------|---------|--|
| <b>Looking at Language</b> |         |  |
| Text Structure Word Splash | 30 min. | <input type="checkbox"/> Adjective cutouts<br><input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2 |

## ADVANCE PREPARATION

### Looking at Language

- Copy and cut out the word boxes located at the end of the lesson. Each student should have one word.
- Prepare the classroom for students to move around the room.
- Pair students.
- Display Text Structures Chart.

| <b>Text Structures:</b><br><b>How does the author organize information in a text?</b> |  |  |  |
|---|--|--|--|
| Different types of text structures  | Defined  | Clue words   | Image  |
| Sequence  | Explains the order in which events happened                              | First<br>Next<br>Then<br>After<br>Last<br>Finally      | <b>1 → 2 → 3</b>   |
| Cause and effect  | Explains why things happen   | Because<br>Then<br>If<br>So<br>As a result<br>When     |  |
| Comparison  | Shows difference and similarities between two or more things             | However<br>On the other hand<br>Like<br>Unlike<br>Same |  |
| Problem/solution  | Introduces and describes a problem and then offers one or more solutions | Problem<br>Solution<br>Solve<br>Plan                   |  |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify and classify different text structures
- Analyze text structures, using clue words

### Language Forms and Functions

Different types of text structures are...

Cause and effect text structures explain...

\_\_\_\_\_ and \_\_\_\_\_ are clue words of a comparison text structure.

### Vocabulary

#### Tier 3 Domain-Specific Words

faults  
seismograph  
tectonic plates  
tsunami

#### Tier 2 General Academic Words

hypothesis  
release

#### Tier 1 Everyday Speech Words

earthquakes  
volcano

## Lesson 5: Introducing Text Structure

## Looking at Language



**Primary Focus:** Students will demonstrate an understanding of how different texts are organized by identifying key words.

**TEXT STRUCTURE WORD SPLASH (30 MIN.)**

- Give each student one cutout word.
- Ask students to WORD SPLASH: move around the room and talk with peers to find words that are similar to theirs.
- Students should stand with students who have words that are similar to their word.
- After allowing students to talk with the majority of their peers, have students share why they grouped together.
- Ask students why they chose to stand where they did. Ask how they made the decision they made. Ask students to think about the similarities between the words.
- Invite students to return to their seats.

**Note:** It is not important that students correctly label and sort all words.

- Tell students that they will be learning about how different texts are organized.
- Explain that, as readers, we can look for key words to figure out what type of text we are reading.
- Ask students how the words of the word sort may be an example of how an author may organize a text.

**Support**

Assist students as necessary in moving around the room and talking with peers.

**Reading Understanding Text Structure****Entering/Emerging**

Provide students 1:1 support in reading the passages. Allow students to use Activity Page 5.1 as a word bank for identifying words to highlight and underline.

**Transitioning/Expanding**

Provide students support in reading the passages. Allow students to use Activity Page 5.1 as a word bank for identifying words to highlight and underline.

**Bridging**

Allow students to use Activity Page 5.1 as a word bank for identifying words to highlight and underline.



## Activity Page 5.1



- Point to the Text Structures Chart and direct students to Activity Page 5.1.

| <b>Text Structures:</b><br><b>How does the author organize information in a text?</b> |  |  |              |
|---|--|--|--------------|
| <b>Different types of text structures</b>   | <b>Defined</b>   | <b>Clue words</b>                                      | <b>Image</b> |
| Sequence  | Explains the order in which events happened                              | First<br>Next<br>Then<br>After<br>Last<br>Finally      | 1 → 2 → 3    |
| Cause and effect  | Explains why things happen   | Because<br>Then<br>If<br>So<br>As a result<br>When     |              |
| Comparison  | Shows difference and similarities between two or more things             | However<br>On the other hand<br>Like<br>Unlike<br>Same |              |
| Problem/solution  | Introduces and describes a problem and then offers one or more solutions | Problem<br>Solution<br>Solve<br>Plan                   |              |

- Direct students to Activity Page 5.1
- Explain to students each of the text structures in the chart. Read the text structure and explain how the images support the definition and key words.

### Text Structure Identification Activity

- Direct students to Activity Page 5.2.
- In pairs, students should underline or highlight key words in each of the short passages.
- After they identify key words, have students label each of the texts.

### Moving Faults

A fault is a fracture or crack in the Earth's crust. Most faults occur along the boundaries of tectonic plates. When the plates move, the huge blocks of rock along the fault get stuck together. While this is happening, the material in the mantle keeps moving. Because of the moving in the mantle, the plates are also forced to keep moving. As a result a large amount of energy can be released.

### Tsunamis vs. Earthquakes

A tsunami is caused by an earthquake at sea. Like an earthquake, a tsunami starts with a release of energy when tectonic plates slip past each other. However, the tectonic plates that slip past each other are located in the oceanic crust at the bottom of the sea. As there are faults along the boundaries of tectonic plates on land, there are also faults along the boundaries of tectonic plates in the ocean. The shift of the seafloor causes the tsunami. The release of energy during a tsunami causes ocean water to move. A tsunami may form a gigantic wave in the ocean that crashes with tremendous force against the shore.

### Volcanic Eruptions

A volcano is a hill or mountain that forms over a crack in Earth's crust. An active volcano is one that has erupted in the past 10,000 years and is likely to erupt again. A volcanic eruption follows these steps: first, the pressure and heat in the mantle become too great. Then, the pressure forces the magma in the chamber upward through the crack in the Earth's crust. Next, the magma erupts as lava from the crater at the top of the volcano. The lava oozes down the sides of the volcano. Finally, the lava cools and hardens, forming a new layer of volcanic rock.

### Invention of the Seismograph

Alfred Wegener's continental drift hypothesis explained why many continents seem to fit together like a puzzle. However, the problem was that many geologists did not believe his hypothesis because there was no proof.

Oddly enough earthquakes helped scientists solve this problem. Earthquakes' shaking is caused by the waves of energy called **seismic waves**. Geologists began using the seismograph. This solution helps scientist prove Wegener's continental drift hypothesis.



- After students have completed the Activity Page, share out as a whole group.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Reading  |
| Unit/Lesson        | U5 L5  |
| Activity Name      | Identifying Text Types   |
| Proficiency Levels |  |
| Entering           | Student can identify key words to highlight and underline to determine text structure with 1:1 support.          |
| Emerging           | Student can identify key words to highlight and underline to determine text structure with substantial support.  |
| Transitioning      | Student can identify key words to highlight and underline to determine the text structure with moderate support. |
| Expanding          | Student can identify key words to highlight and underline to determine the text structure with limited support.  |
| Bridging           | Student can identify key words to highlight and underline to determine the text structure.                       |

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



|                 |                          |                    |                |
|-----------------|--------------------------|--------------------|----------------|
| <b>First</b>    | <b>Then</b>              | <b>Last</b>        | <b>Finally</b> |
| <b>Next</b>     | <b>After</b>             | <b>Plan</b>        | <b>Solve</b>   |
| <b>However</b>  | <b>On the other hand</b> | <b>If</b>          | <b>So</b>      |
| <b>Solution</b> | <b>Same</b>              | <b>As a result</b> | <b>Because</b> |
| <b>Problem</b>  | <b>Unlike</b>            | <b>Then</b>        |                |
| <b>Like</b>     | <b>When</b>              |                    |                |

## 6

# Volcanoes

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

Students will review text features in pairs.

Students will identify text features in a close reading about volcanoes

**FORMATIVE ASSESSMENT**

Reading

**Volcanoes** [Activity Page 6.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Volcanoes Sequence** [Activity Page 6.2]

## LESSON AT A GLANCE

|                         | Time    | Materials                                                                                                                               |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>           |         |                                                                                                                                         |
| Text Structure Matching | 10 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2<br><input type="checkbox"/> Definition cutouts |
| <b>Read About It</b>    |         |                                                                                                                                         |
| Reading About Volcanoes | 20 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 6.2                                                |

## ADVANCE PREPARATION

### Rewind

- For every two students, copy the Text Structures Chart and cut out each square and place in an envelope. The chart is located at the end of this lesson.
- Students will work on this activity in pairs.
- Possible Support for students: display Activity Page 5.1

Activity Pages  
5.1 and 5.2



### Support

If needed, display Activity Page G.5.1, covering the definition while leaving the key words and/or images visible to students.

| <b>Text Structures:</b><br><b>How does the author organize information in a text?</b> |                                                                          |                                                        |                  |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------|------------------|
| <b>Different types of text structures</b>                                             | <b>Defined</b>                                                           | <b>Clue words</b>                                      | <b>Image</b>     |
| Sequence                                                                              | Explains the order in which events happened                              | First<br>Next<br>Then<br>After<br>Last<br>Finally      | <b>1 → 2 → 3</b> |
| Cause and effect                                                                      | Explains why things happen                                               | Because<br>Then<br>If<br>So<br>As a result<br>When     |                  |
| Comparison                                                                            | Shows difference and similarities between two or more things             | However<br>On the other hand<br>Like<br>Unlike<br>Same |                  |
| Problem/solution                                                                      | Introduces and describes a problem and then offers one or more solutions | Problem<br>Solution<br>Solve<br>Plan                   |                  |

## Read About It

- Display or write the paragraph on Activity Page 6.1 on the board.

A volcano is a hill or mountain that forms over a crack in Earth's crust. An active volcano is one that has erupted in the past 10,000 years and is likely to erupt again. A volcanic eruption follows these steps: first, the pressure and heat in the mantle become too great. Then, the pressure forces the magma in the chamber upward through the crack in the Earth's crust. Next, the magma erupts as lava from the crater at the top of the volcano. The lava oozes down the sides of the volcano. Finally, the lava cools and hardens, forming a new layer of volcanic rock.



Reading  
Understanding  
Text Structure

### Entering/Emerging

Provide students 1:1 support. Allow students to use Activity Page 5.1 as an aid. Read aloud definitions for students as needed.

### Transitioning/Expanding

Give students light support. Allow students to use Activity Page 5.1 as an aid.

### Bridging

Encourage students to recall definitions without Activity Page 5.1. Assist students as needed.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify text structure keywords, during close reading
- Discuss clue words associated with different text structures
- Demonstrate comprehension of a text by asking and answering questions

### Language Forms and Functions

I know that volcanoes...

The steps of a volcanic eruption are...

The keywords \_\_\_\_\_ and \_\_\_\_\_ tell me that this is a sequence text structure.

### Vocabulary

| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------|----------------------------------|---------------------------------|
| crater<br>crust<br>lava<br>magma | crack<br>pressure                | volcano                         |



## Lesson 6: Volcanoes

## Rewind



**Primary Focus:** Students will review text features.

**TEXT STRUCTURE MATCHING (10 MIN.)**

- Ask students what comes to mind when they hear the term *text structure*.

| Different types of text structures | Defined                                                                  | Clue words                   |                           |
|------------------------------------|--------------------------------------------------------------------------|------------------------------|---------------------------|
| Sequence                           | Explains the order in which events happened                              | First<br>Next<br>Then        | After<br>Last<br>Finally  |
| Cause and effect                   | Explains why things happen                                               | Because<br>Then<br>If        | So<br>As a result<br>When |
| Comparison                         | Shows difference and similarities between two or more things             | However<br>On the other hand | Like<br>Unlike<br>Same    |
| Problem/solution                   | Introduces and describes a problem and then offers one or more solutions | Problem<br>Solution          | Solve<br>Plan             |

- Distribute text structure matching cards.


**Informal Observation**

In pairs, have students match the text structure type, definition, key words, and image.


**Check for Understanding**

Observe if students are able to correctly pair the cards. If not, review Activity Pages 5.1 and 5.2 and reteach text structure as needed.

## Lesson 6: Volcanoes

# Read About It



**Primary Focus:** Students will identify text features in a close reading about volcanoes.

### READING ABOUT VOLCANOES (20 MIN.)

- Explain to students that today they will be reading about a change in the earth called a *volcano*.
- Ask students what they already know about volcanoes.
- Record responses on the board or chart paper.
- Direct students to Activity Page 6.1. In pairs, have students read the Activity Page.

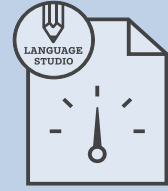
### Partner Reading: *Volcanoes*

- Pair students in any of the following ways: strong readers with readers who need more support; readers of similar skill levels.
- Explain that both students will read the paragraph silently and then both students will read that paragraph aloud, alternating sentences.
- Students can ask their partner for help to sound out or define words as necessary.
- Tell students that they will underline text structure key words as they read with a partner.
- Tell students to use the text structure words they underlined to identify the text type of the paragraph.

### Volcano Text

A volcano is a hill or mountain that forms over a crack in Earth's crust. An active volcano is one that has erupted in the past 10,000 years and is likely to erupt again. A volcanic eruption follows these steps: first, the pressure and heat in the mantle become too great. Then, the pressure forces the magma in the chamber upward through the crack in the Earth's crust. Next, the magma erupts as lava from the crater at the top of the volcano. The lava oozes down the sides of the volcano. Finally, the lava cools and hardens, forming a new layer of volcanic rock.

## Activity Page 6.1



### Support

Display the Text Structure chart and remind students of the key words. Ask students to list the key words for sequence text structure.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support asking guiding questions. Read and identify text feature key words for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support and ask guiding questions. Read and help identify text feature key words for students, using finger sweeping.

#### Bridging

Offer students occasional support and help identify text features if necessary.

## Activity Page 6.2



### Check for Understanding

Observe if students are able to identify the text type. If students are not able, review the Text Structures chart and help students identify the key words in the text.

- After all partners are finished reading, ask student volunteers to share the words they underlined and the text type.
- Direct students to Activity Page 6.2
- Have students independently complete the activity page using the reading on Activity Page 6.1.
- If there is time, have students share out Activity Page 6.2.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing


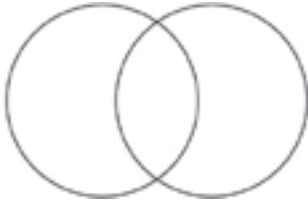

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                                                     |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                                                             |
| Unit/Lesson        | U5 L6                                                                                                                                                               |
| Activity Name      | Volcano Sequence                                                                                                                                                    |
| Proficiency Levels |                                                                                                                                                                     |
| Entering           | Student uses sentence fragments and one-word answers to respond to text-dependent questions about events (beginning, middle, end, etc.) with prompting and support. |
| Emerging           | Student uses short phrases and/or simple sentences to sequence the events of the story.                                                                             |
| Transitioning      | Student uses sentence starters to sequence the events of the story.                                                                                                 |
| Expanding          | Student uses simple or compound sentences to sequence the events of the story.                                                                                      |
| Bridging           | Student uses compound and complex sentences to sequence the events of the story.                                                                                    |

End Lesson

**Text Structure Cutout**

- Cut each of the boxes into separate squares.

|                         |                                                                                 |                                                                                              |                                                                                       |
|-------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Sequence</b>         | <b>Explains the order in which events happened</b>                              | <b>First</b><br><b>Next</b><br><b>Then</b><br><b>After</b><br><b>Last</b><br><b>Finally</b>  | <b>1 → 2 → 3</b>                                                                      |
| <b>Cause and effect</b> | <b>Explains why things happen</b>                                               | <b>Because</b><br><b>Then</b><br><b>If</b><br><b>So</b><br><b>As a result</b><br><b>When</b> |    |
| <b>Comparison</b>       | <b>Shows difference and similarities between two or more things</b>             | <b>However</b><br><b>On the other hand</b><br><b>Like</b><br><b>Unlike</b><br><b>Same</b>    |  |
| <b>Problem/solution</b> | <b>Introduces and describes a problem and then offers one or more solutions</b> | <b>Problem</b><br><b>Solution</b><br><b>Solve</b><br><b>Plan</b>                             |  |



## 7

# Earthquakes

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

Students will identify text features in a close reading about earthquakes.

**FORMATIVE ASSESSMENT**

Reading

**Earthquakes** [Activity Page 7.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Cause and Effect Graphic Organizer** [Activity Page 7.2]




## LESSON AT A GLANCE

|                                                       | Time    | Materials                                                                                |
|-------------------------------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>                                  |         |                                                                                          |
| Earthquake Reading Cause and Effect Graphic Organizer | 30 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2 |

## ADVANCE PREPARATION

### Read About It

- Possible support for students: Display Activity Page 5.1.

| <b>Text Structures</b><br><b>How does the author organize information in a text?</b> |                                                                          |                                                        |                                                                                      |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b><i>Different Types of Text Structures</i></b>                                     | <b><i>Defined</i></b>                                                    | <b><i>Clue Words</i></b>                               | <b><i>Image</i></b>                                                                  |
| Sequence                                                                             | Explains the order in which events happened                              | First<br>Next<br>Then<br>After<br>Last<br>Finally      | <b>1 + 2 + 3</b>                                                                     |
| Cause and Effect                                                                     | Explains why things happen                                               | Because<br>Then<br>If<br>So<br>As a result<br>When     |  |
| Comparison                                                                           | Shows difference and similarities between two or more things             | However<br>On the other hand<br>Like<br>Unlike<br>Same |  |
| Problem /Solution                                                                    | Introduces and describes a problem and then offers one or more solutions | Problem<br>Solution<br>Solve<br>Plan                   |  |

- Display or write the paragraph on Activity Page 7.1 on the board.

Earthquakes occur at faults, or fractures, in Earth’s crust. Faults most often form along the boundaries of tectonic plates. As tectonic plates move underneath the Earth’s crust, huge rough blocks of rock on either side of the fault get stuck against each other. Because the material beneath the plates keeps moving, the plates press harder and harder together. As the plates press together, the pressure builds and builds. If the pressure becomes too great, the blocks of rock suddenly break and slip past one another. When the rocks break and slip past one another, a gigantic burst of energy is released in every direction. As a result of this release of energy, the ground shakes. A powerful earthquake causes the ground to shake dangerously.

**FEATURES OF ACADEMIC LANGUAGE**

| Discourse Features                                                                                                                                                                                                                                                           |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Use academic and domain-specific vocabulary in a discussion about the causes and effects of earthquakes</li> <li>• Demonstrate comprehension of a text by answering text-dependent questions and identifying key details</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                 |                                  |                                 |
| <p>Earthquakes are caused by....</p> <p>The effects of an earthquake include....</p> <p>The key words _____ and _____ tell me this is a cause and effect text structure.</p>                                                                                                 |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                   |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                              | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| fault<br>tectonic plates                                                                                                                                                                                                                                                     | energy<br>slip                   | earthquake<br>rock<br>shake     |

## Lesson 7: Earthquakes

# Read About It



**Primary Focus:** Students will identify text features in a close reading about earthquakes.

## EARTHQUAKE READING CAUSE AND EFFECT GRAPHIC ORGANIZER (30 MIN.)

- Explain to students that today they will be reading about a change in the earth called an earthquake.
- Ask students what they know about earthquakes.
- Record responses on the board or chart paper.
- Direct students to Activity Page 7.1.
- Have students preview the text by skimming the reading and underlining text structure key words.
- **Turn and Talk:** Have students turn to a partner and share a prediction about the type of text they will be reading. Call on a few students to share their predictions with the class.
- In pairs have students read Activity Page 7.1.

### Partner Reading: “Earthquakes”

- Pair students in any of the following ways: strong readers with readers who need more support; readers of similar skill levels.

Earthquakes occur at faults, or fractures, in Earth’s crust. Faults most often form along the boundaries of tectonic plates. As tectonic plates move underneath the Earth’s crust, huge rough blocks of rock on either side of the fault get stuck against each other. Because the material beneath the plates keeps moving, the plates press harder and harder together. As the plates press together, the pressure builds and builds. If the pressure becomes too great, the blocks of rock suddenly break and slip past one another. When the rocks break and slip past one another, a gigantic burst of energy is released in every direction. As a result of this release of energy, the ground shakes. A powerful earthquake causes the ground to shake dangerously.

### Activity Page 7.1



### Support

Display Text Structures Chart and remind students of the key words.



## Activity Page 7.2



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support asking guiding questions. Read and identify text feature key words for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support and ask guiding questions. Read and help identify text feature key words for students, using finger sweeping.

#### Bridging

Offer students occasional support and help identify text features if necessary.

- Explain that both students will read the paragraph silently and then both students will read that paragraph aloud alternating sentences.
- Students can ask their partners for help to sound out or define words as necessary.
- Tell students that as they read with a partner they will underline text structure key words.
- Tell students to use the text structure words they underlined to identify the text type of the paragraph.
- Students can ask their partners for help to sound out or define words as necessary.
- After all partners are finished reading, ask students if their predictions were correct.
- Have students expand on their answers by asking, “Why or why not?”
- Direct students to Activity Page 7.2.
- Have students independently complete the activity page using the reading on Activity Page 7.1.
- If there is time, have students share Activity Page 7.2.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                      |
|--------------------|----------------------------------------------------------------------|
| Language Domain    | Writing                                                              |
| Unit/Lesson        | U5 L7                                                                |
| Activity Name      | Cause and Effect Graphic Organizer                                   |
| Proficiency Levels |                                                                      |
| Entering           | Student contributes ideas and copies ideas onto a graphic organizer. |
| Emerging           | Student contributes ideas and completes graphic organizer.           |
| Transitioning      | Student completes graphic organizer with original ideas.             |
| Expanding          | Student writes simple sentences.                                     |
| Bridging           | Student writes more detailed sentences.                              |

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

## 8

# Earthquakes vs. Tsunamis

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

Students will listen to a Read-Aloud text and identify the text structure through key words.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Compare and Contrast Graphic Organizer**

[Activity Page 8.2]




## LESSON AT A GLANCE

|  | Time    | Materials  |
|--|---------|--|
| <b>Read About It</b>                   |         |  |
| Reading About Earthquakes vs. Tsunamis | 30 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 8.2 |

## ADVANCE PREPARATION

### Read About It

- Possible support for students: Display Activity Page 5.1.

| <b>Text Structures</b><br><b>How does the author organize information in a text?</b> |  |  |  |
|--|--|--|--|
| <b>Different Types of Text Structures</b>  | <b>Defined</b>   | <b>Clue Words</b>                                      | <b>Image</b>   |
| Sequence   | Explains the order in which events happened                              | First<br>Next<br>Then<br>After<br>Last<br>Finally      | <b>1 → 2 → 3</b><br><b>1 → 2 → 3</b>   |
| Cause and Effect   | Explains why things happen   | Because<br>Then<br>If<br>So<br>As a result<br>When     |  |
| Comparison   | Shows difference and similarities between two or more things             | However<br>On the other hand<br>Like<br>Unlike<br>Same |  |
| Problem /Solution  | Introduces and describes a problem and then offers one or more solutions | Problem<br>Solution<br>Solve<br>Plan                   |  |

- Display or write the paragraph on Activity Page 8.1 on the board.

A tsunami is caused by an earthquake at sea. Like an earthquake, a tsunami starts with a release of energy when tectonic plates slip past each other. However the tectonic plates that slip past each other are located in the oceanic crust at the bottom of the sea. As there are faults along the boundaries of tectonic plates on land, there are also faults along the boundaries of tectonic plates in the ocean. Unlike an earthquake caused by shaking ground, a tsunami is caused by a shift in the seafloor. Also, unlike an earthquake, the release of energy during a tsunami causes ocean water to move. A tsunami may form a gigantic wave in the ocean that crashes with tremendous force against the shore.

| Features of Academic Language   |                                  |                                 |
|---|----------------------------------|---------------------------------|
| Discourse Features  |                                  |                                 |
| <ul style="list-style-type: none"> <li>• Demonstrate active listening of Read-Alouds by asking and answering basic questions</li> <li>• Compare and contrast earthquakes vs tsunamis</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| Tsunamis are caused by...<br>Earthquakes and tsunamis are similar because...<br>They are different because...   |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| fault<br>tectonic plates<br>tsunami   | boundaries<br>release            | ocean                           |

## Lesson 8: Earthquakes vs. Tsunamis

## Read About It



**Primary Focus:** Listen to a Read-Aloud text and identify the text structure through key words.

### READING ABOUT EARTHQUAKES VS. TSUNAMIS (30 MIN.)

- Ask students about the two major Earth changes they have learned about in the previous lessons.
- Explain to students that today they will be listening about a change in the earth called a *tsunami*.
- Quick Write: Have students write down everything they know about tsunamis. Encourage students to use images and words.
- Have students share their quick write with a partner.
- Have students preview the text, by skimming the reading and underlining text structure key words.
- Ask students to make a prediction about the type of text they will be reading.
- Direct students to Activity Page 8.1.
- Read Activity Page 8.1 aloud to students as they follow along in their activity books. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Have students follow along as you read and use finger sweeping.

A tsunami is caused by an earthquake at sea. Like an earthquake, a tsunami starts with a release of energy when tectonic plates slip past each other. However the tectonic plates that slip past each other are located in the oceanic crust at the bottom of the sea. As there are faults along the boundaries of tectonic plates on land, there are also faults along the boundaries of tectonic plates in the ocean. Unlike an earthquake caused by shaking ground, a tsunami is caused by the shifting seafloor. Also, unlike an earthquake, the release of energy during a tsunami causes ocean water to move. A tsunami may form a gigantic wave in the ocean that crashes with tremendous force against the shore.

### Support

Display Text Structures Chart and remind students of the key words.

### Activity Page 8.1



### Listening Listening Actively

### Entering/Emerging

Offer students 1:1 support asking guiding questions. Read and identify text feature key words for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask guiding questions. Read and help identify text feature key words for students, using finger sweeping.

### Bridging

Offer students occasional support and help identify text features if necessary.

## Activity Page 8.2



### Challenge

Encourage students to complete the challenge on Activity Page 8.2.



### Check for Understanding

Ask students to identify the text type of "Earthquakes vs. Tsunamis."

- Expand on student responses by asking, "How do you know"? "Can you point to anything in the text that proves your answer is correct"?
- Observe if students are able to identify the text type. If students are not able, review the Text Structures Chart and help students identify the key words in the text.

### Compare and Contrast Graphic Organizer

- Direct students to Activity Page 8.2.
- Ask students what type of graphic organizer they notice on Activity Page 8.2. (*Venn diagram*)
- Ask students what is the purpose of a Venn diagram. (*compare and contrast*)
- Have students independently complete Activity Page 8.2, using Activity Page 8.1 as a reference.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Writing  |
| Unit/Lesson        | U5 L8  |
| Activity Name      | Compare and Contrast Graphic Organizer                               |
| Proficiency Levels |  |
| Entering           | Student contributes ideas and copies ideas onto a graphic organizer. |
| Emerging           | Student contributes ideas and completes graphic organizer.           |
| Transitioning      | Student completes graphic organizer with original ideas.             |
| Expanding          | Student writes simple sentences.                                     |
| Bridging           | Student writes more detailed sentences.                              |

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



## 9

# Adding Adverbs and Exploring Magazines

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

Students will expand sentences to write descriptions of actions using adverbs.

**Reading**

Students will identify text structure in magazine articles.

**FORMATIVE ASSESSMENT**

Writing

**Adding -ly** [Activity Page 9.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Text Structures in Magazines** [Activity Page 9.2]

## LESSON AT A GLANCE

|                             | Time    | Materials                                                                            |
|-----------------------------|---------|--------------------------------------------------------------------------------------|
| <b>Looking at Language</b>  |         |                                                                                      |
| Adding -ly                  | 15 min. | <input type="checkbox"/> Picture Cards<br><input type="checkbox"/> Activity Page 9.1 |
| <b>Looking at Language</b>  |         |                                                                                      |
| Text Structure in Magazines | 15 min. | <input type="checkbox"/> Picture Cards<br><input type="checkbox"/> Activity Page 9.2 |

## ADVANCE PREPARATION

### Looking at Language

- Prepare Image Cards for students.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                            |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Describe images using adverbs orally and/or in writing</li><li>• Discuss text structures found in magazines</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                  |                                  |                                 |
| You can find magazines...                                                                                                                                     |                                  |                                 |
| People read magazines...                                                                                                                                      |                                  |                                 |
| What I noticed in the magazine was...                                                                                                                         |                                  |                                 |
| Vocabulary                                                                                                                                                    |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| adverb                                                                                                                                                        |                                  |                                 |

## Lesson 9: Adding Adverbs and Exploring Magazines

## Looking at Language



**Primary Focus:** Students will expand sentences to write descriptions of actions manner using adverbs.

### ADDING ADVERBS (15 MIN.)

- Ask student volunteers to name verbs. Record responses on the board or chart paper. (*walk, run, sneeze*)
- Ask students what a verb is. (*a verb is a word that shows action*)
- Tell students that sometimes we want to describe more about the action.
- Return to the list of verbs on the board or chart paper, ask students how they could give more information about the verb (*walk slowly, run quickly, sneeze loudly*). Guide students toward *-ly* words.
- Ask students what type of words describes verbs. (*adverbs*)
- Write the word *adverb* on the board. Circle the word *verb* inside of the word to emphasize how the words are connected.
- Tell students that any time adverbs are created this is done by adding *-ly* to an adjective.
- Tell student the *-ly* means “in a \_\_\_\_\_ way.”
- Write the word *quick* on the board.
  - Ask a student to do something in a quick way such as put a book away or take out a pencil.
- Transfer the action into writing.
  - (student) \_\_\_\_\_ quickly took out a pencil. Repeat this with other student names and actions.
- Repeat this with other student names and actions using the *-ly*: *slowly, happy, softly* and others of your choice.
- Ask students to read the sentences aloud.

### Support

Remind students that an adjective is a describing word.

- Direct students to Activity Page 9.1.
- Tell students they will look at images and write descriptions on the activity page.
- Ask students what types of words they can use to add description. (*adverbs*)
- Direct students to image 1:

## Activity Page 9.1



- **Model:** Write a description of the image on the board or chart paper: *The woman carefully hands the necklace to the man.*
- Have students copy this onto their Activity Page or create their own sentence.
- Have students work in pairs to write descriptions of the images using adverbs.

- Direct students to image 2:



- Direct students to work in pairs to write descriptions of the images using adverbs on Activity Page 9.1.
- Direct students to image 3:



- Direct students to work in pairs to write descriptions of the images using adverbs on Activity Page 9.1.

### Support

Allow students to use Activity Page 5.1 for support.

- Direct students to image 4:



- Have students complete Activity Page 9.1. When students are finished, have them share with a partner.

| Word Bank |          |
|-----------|----------|
| Slowly    | Silently |
| Quickly   | Happily  |
| Easily    |          |

## Support

Write the Word Bank chart on the board.

## Activity Page 9.2



## Support

Allow students to use Activity Page 5.1 to assist in identifying key words.



## Reading Understanding Text Structure

### Entering/Emerging

Provide students 1:1 support. Allow students to use Activity Page 5.1 as an aid. Read articles aloud for students as needed.

### Transitioning/Expanding

Give students light support. Allow students to use Activity Page 5.1 as an aid. Read articles aloud for students as needed.

### Bridging

Encourage students to recall definitions without Activity Page 5.1. Assist students with reading as needed.

## Lesson 9: Adding Adverbs and Exploring Magazines

# Looking at Language



**Primary Focus:** Students will identify text structure in magazine articles.

### TEXT STRUCTURE IN MAGAZINES (15 MIN.)

- Ask students what they know about magazines.
  - Where can you find them?
  - Why do people read them?
  - What type of information?
- Show students the magazine examples. Allow all students to view and look through the magazine examples.
- Ask students what they notice about the magazines. Encourage students to notice that the articles each contain images and text.
- In pairs, have students look closely at the texts of the magazine articles.
- Tell students to circle any text structure key words and identify the text type of the article.
- Tell students to review the article and have them complete Activity Page 9.2.
- Tell students that it is not important they understand the article completely. Remind them that the goal is to identify the text type.
- If time permits, have pairs share aloud.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                         |
| Unit/Lesson        | U5 L9                                                                           |
| Activity Name      | Identifying Text Structures in Magazines                                        |
| Proficiency Levels |                                                                                 |
| Entering           | Student matches keywords and phrases to the text structure with support.        |
| Emerging           | Student identifies a few keywords and phrases that relate to the text structure |
| Transitioning      | Student answers questions using clue words from the text with support.          |
| Expanding          | Student answers questions using key details from the text.                      |
| Bridging           | Student tells how key details/clue words support the structure of the text.     |

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



### Writing Modifying to Add Details

#### Entering/Emerging

Assist in choosing adverbs from the Word Bank. Assign them if needed and allow students to work in pairs to write descriptions.

#### Transitioning/Expanding

Assist in choosing adverbs from the Word Bank. Encourage students to write longer sentences.

#### Bridging

Assist in choosing adverbs from the Word Bank or creating original sentences without the Word Bank.



## 10

# Magazine Project Introduction

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

Students will collaborate in groups to write a magazine.

**FORMATIVE ASSESSMENT**

|          |   |
|----------|---|
| Speaking | <b>Text Structure: Compare and Contrast</b><br>[Activity Page 10.2] |
| Speaking | <b>Text Structure: Cause and Effect</b><br>[Activity Page 10.3]     |
| Speaking | <b>Text Structure: Sequence</b><br>[Activity Page 10.4 ]            |
| Speaking | <b>Text Structure: Problem Solution</b><br>[Activity Page 10.5]     |

**LANGUAGE PROFICIENCY ASSESSMENT**

|          |  |
|----------|--|
| Speaking | <b>Group Collaboration</b><br>[Informal Observation] |
|----------|--|

## LESSON AT A GLANCE

|  | Time    | Materials   |
|--|---------|---|
| <b>Talk Time</b>                                     |         |   |
| Magazine Project Introduction:<br>Let's Collaborate! | 30 min. | <input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> Activity Page 10.2<br><input type="checkbox"/> Activity Page 10.3<br><input type="checkbox"/> Activity Page 10.4<br><input type="checkbox"/> Activity Page 10.5 |

## ADVANCE PREPARATION

### Talk Time

- Group students in project groups of four. For this project, groups will work together for the remainder of the unit.

**Note:** You may want to preview and assign group roles.

- Gather all project materials and make them available for students.
  - scissors
  - glue
  - images from online
  - Internet access
  - magazine samples

**Note:** Students will need all Activity Pages from this unit.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Collaborate with peers to brainstorm ideas
- Begin writing the introduction for a magazine with group members

### Language Forms and Functions

I believe \_\_\_\_\_ because \_\_\_\_\_.

I respectfully agree/disagree with what \_\_\_\_\_ said because \_\_\_\_\_.

Could you please tell me more about \_\_\_\_\_?

I would like to add \_\_\_\_\_.

### Vocabulary

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

## Lesson 10: Magazine Project Introduction

# Talk Time



**Primary Focus:** Students will collaborate in groups to write a magazine.

## MAGAZINE PROJECT INTRODUCTION: LET'S COLLABORATE! (30 MIN.)

- Tell students that today they will begin working on their final project for the geology unit.
- Explain that the project will require them to listen, write, and speak.
- Inform students that the final project will be to write a magazine about geology.
- Show students the magazine examples from the previous lesson.
- Ask students what they remember about the magazines they reviewed in the last lesson. Encourage students to notice that the articles each contain images and text.
- Tell students that together you will review all the requirements of the final unit project.
- Direct students to Activity Page 10.1 and closely review each aspect of the task with students:
- Text Structure:
  - Compare and Contrast
  - Cause and Effect
  - Sequence
  - Problem and Solution
- Ask students why it is important to work collaboratively with other students.
- Ask students to identify what positive collaboration looks like (e.g. taking turns, everyone participating, listening closely).
- Tell students that to be successful on this final task, they will need to collaborate.

## Support

Review with students the text structures and geology topics.

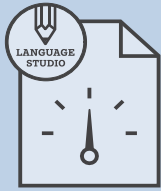
## Activity Page 10.1



## Informal Observation



Activity Pages 10.2,  
10.3, 10.4, 10.5



Speaking  
Exchanging  
Information and Ideas

### Entering/Emerging

Provide students with support while they are working with the group.

Group-talk sentence frames can be printed and distributed to students or displayed on the board.

### Transitioning/Expanding

Offer students support as needed while they are working with the group.

Group-talk sentence frames can be printed and distributed to students or displayed on the board.

### Bridging

Support students if necessary while they are working with the group.

Group-talk sentence frames can be printed and distributed to students or displayed on the board.

- Have students get into their groups of four and complete Activity Page 10.1.
- Depending on the text structure type they have chosen, students should write their geology topic on the appropriate Activity Page (10.2, 10.3, 10.4, or 10.5). For example if they choose the text structure *sequence* and the geology structure *faults*, they should write *faults* on Activity Page 10.4.
- Use all remaining class time to allow students to begin completing Geology magazine Activity Pages (10.2, 10.3, 10.4, or 10.5).
- As students begin working, circulate, and provide support.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Speaking  |
| Unit/Lesson        | U5 L10  |
| Activity Name      | Group Collaboration   |
| Proficiency Levels |   |
| Entering           | Student offers an opinion with prompting and support.                           |
| Emerging           | Student offers an opinion.  |
| Transitioning      | Student supports an opinion with one textual reason with prompting and support. |
| Expanding          | Student supports an opinion with one textual reason.                            |
| Bridging           | Student supports an opinion with textual reason(s).                             |

End Lesson

## Group-Talk Sentence Frames

I believe \_\_\_\_\_ because \_\_\_\_\_.

I agree with \_\_\_\_\_ because \_\_\_\_\_.

I disagree with \_\_\_\_\_ because \_\_\_\_\_.

I respectfully agree/disagree with what \_\_\_\_\_ said  
because \_\_\_\_\_.

I'm confused. What did you mean when you said \_\_\_\_\_?

On page \_\_\_\_\_, it says \_\_\_\_\_, so I think \_\_\_\_\_.

I understood that you said \_\_\_\_\_.

May I point out \_\_\_\_\_?

I would like to add \_\_\_\_\_.

Do you mind explaining \_\_\_\_\_?

Could you please tell me more about \_\_\_\_\_?

## 11

# Connecting Clauses and Writing Magazine Articles

## PRIMARY FOCUS OBJECTIVE(S)

### Reading

Students will identify coordinating conjunctions in magazine writing.

### Writing

Students will collaborate in groups to write a magazine.

## FORMATIVE ASSESSMENT

|          |   |
|----------|---|
| Speaking | <b>Text Structure: Compare and Contrast</b><br>[Activity Page 10.2] |
| Speaking | <b>Text Structure: Cause and Effect</b><br>[Activity Page 10.3]     |
| Speaking | <b>Text Structure: Sequence</b><br>[Activity Page 10.4 ]            |
| Speaking | <b>Text Structure: Problem Solution</b><br>[Activity Page 10.5]     |

## LANGUAGE PROFICIENCY ASSESSMENT

|         |  |
|---------|--|
| Writing | <b>Connecting Clauses</b> [Informal Observation] |
|---------|--|

## LESSON AT A GLANCE

|                            | Time    | Materials  |
|----------------------------|---------|--|
| <b>Looking at Language</b> |         |  |
| Connecting Clauses         | 10 min. |  |
| <b>Talk Time</b>           |         |  |
| Group Work Time            | 20 min. | <input type="checkbox"/> Activity Pages 10.1; 10.2;<br>10.3; 10.3; 10.4; 10.5;<br>11.1;11.2;11.3; 11.4 |

## ADVANCE PREPARATION

### Looking at Language

- Copy or display the Coordinating Conjunction Chart on the board or chart paper.

| F   | A   | N   | B   | O  | Y   | S  |
|-----|-----|-----|-----|----|-----|----|
| For | And | Nor | But | Or | Yet | So |

### Talk Time

- Group students in project groups of four.  
**Note:** These project groups will work together for the remainder of the unit.
- Gather all project materials and make them available for students.
  - scissors
  - glue
  - images from online
  - Internet access
  - magazine samples**Note:** Students will need all Activity Pages from this unit.
- As a possible support, distribute the Group-Talk Sentence Frames. You may also write the frames on the board for students.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify connecting clauses in magazines
- Elaborate on ideas orally and/or in writing
- Collaborate to complete the magazine

### Language Forms and Functions

Coordinating conjunctions are...

An example of a coordinating conjunction is the word...

### Vocabulary

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

Start Lesson

## Lesson 11: Connecting Clauses and Writing Magazine Articles

# Looking at Language



**Primary Focus:** Students will identify coordinating conjunctions in magazine writing.

### CONNECTING CLAUSES (10 MIN.)

- Tell students that as you continue the geology magazine project, you will explore ways to improve sentences so the writing will be more concise.
- Tell students that today you will focus on coordinating conjunctions.
- Tell students that a coordinating conjunction is a word that connects parts of sentences.
- Explain that they can also help writers express ideas like cause and effect, comparison, sequence, and problem solution.
- Show students the Coordinating Conjunctions chart.
- Explain that FANBOYS is a mnemonic device to help them remember all the coordinating conjunctions. Show students how each letter in FANBOYS represents the first letter of one of the coordinating conjunctions.

| F   | A   | N   | B   | O  | Y   | S  |
|-----|-----|-----|-----|----|-----|----|
| for | and | nor | but | or | yet | so |

- Distribute magazine samples to students.
- In their group, ask students to skim the magazines and circle any coordinating conjunctions they find. Then ask student to underline the parts of the sentences they are connecting.
  - **Model:** I like to eat broccoli and carrots for dinner.
- Tell students that tomorrow, they will continue to work with coordinating conjunctions.

## Lesson 11: Connecting Clauses and Writing Magazine Articles

# Talk Time



**Primary Focus:** Students will collaborate in groups to write a magazine.

### GROUP WORK TIME (20 MIN.)

- Have students get in their magazine groups of four.
- Remind students that each article in the magazine must use a specific text structure.
- Ask students why they may want to include coordinating conjunctions in their article writing.
- Direct students to Activity Page 11.1, the presentation rubric section and explain the presentation rubric with students.
- Explain that this is how they will be assessed on their final project.
- Explain each aspect of the rubric with students.
  - Text Structure: Uses key words.
  - Content: Specific details about geology topics.
  - Delivery: Speak in a clear voice.

### Challenge

Students may also check adjective order using Activity Page 5.1.



### Speaking Connecting Ideas

#### Entering/Emerging

Give students 1:1 assistance in circling coordinating conjunctions. Focus students' attention on finding *and*, *but* and *so*.

#### Transitioning/Expanding

Give students assistance in finding and circling coordinating conjunctions.

#### Bridging

Assist students as needed. Help students make connections between text structure and coordinating conjunctions.

### Challenge

Encourage students to use at least three coordinating conjunctions in their Geology Magazine Articles.

### Activity Page 11.1



Informal Observation



Activity Pages 10.2,  
10.3, 10.4, and 10.5



Activity Pages 11.2,  
11.3, and 11.4



Check for Understanding

- Ask students for an example of a text structure keyword.
- Ask students for topics in geology.
- Ask a student to model speaking in a clear voice.

|   | Text Structure   | Content   | Delivery  |
|---|--|---|---|
| 3 | Uses many key words for the chosen structure (look at AP 5.1). | Includes many specific details, including images, about the chosen topic. | Speaks clearly at an appropriate pace, tone, and volume.                  |
| 2 | Uses some key words for the chosen structure (look at AP 5.1). | Includes some specific details, including images, about the chosen topic. | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | Uses no key words for the chosen structure (look at AP 5.1).   | Includes no specific details, except images, about the chosen topic.      | Speaks in an unclear manner at an inappropriate pace, tone, and volume.   |

- After reviewing the rubric, have students work on completing Activity Pages 10.2, 10.3, 10.4, 10.5.
- After students complete the planning documents, have student groups work on their final drafts on Activity Pages 11.2, 11.3, and 11.4.
- Remind students they will need to include images on the final draft.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Writing   |
| Unit/Lesson        | U5 L11  |
| Activity Name      | Connecting Clauses  |
| Proficiency Levels |   |
| Entering           | Student can combine clauses in a few basic ways to make connections between and join ideas in sentences with 1:1 support.                   |
| Emerging           | Student can combine clauses in a few basic ways to make connections between and join ideas in sentences with substantial support.           |
| Transitioning      | Student can combine clauses in an increasing variety of ways to make connections between and join ideas in sentences with moderate support. |
| Expanding          | Student can combine clauses in an increasing variety of ways to make connections between and join ideas in sentences with limited support.  |
| Bridging           | Student can combine clauses in a variety of ways to make connections between and join ideas in sentences.                                   |

~~~~~  
End Lesson



### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Offer students 1:1 support while they are working with the group. Give students sentence starters on the board for group talk. Group-Talk sentence frames can be printed and distributed to students or displayed on the board.

#### Transitioning/Expanding

Offer students support as needed while they are working with the group. Give students sentence starters on the board for group talk. Group-Talk sentence frames can be printed and distributed to students or displayed on the board.

#### Bridging

Support students if necessary while they are working with the group. Give them sentence starters on the board for group talk. Group-Talk sentence frames can be printed and distributed to students or displayed on the board.

## 12

# Coordinating Conjunctions and Writing a Magazine

## PRIMARY FOCUS OBJECTIVE(S)

### Writing

Students will combine words and phrases using coordinating conjunctions in writing.

### Speaking

Students will combine words and phrases using coordinating conjunctions in writing.

## FORMATIVE ASSESSMENT

Speaking	<b>Text Structure: Compare and Contrast</b> [Activity Page 10.2]
Speaking	<b>Text Structure: Cause and Effect</b> [Activity Page 10.3]
Speaking	<b>Text Structure: Sequence</b> [Activity Page 10.4]
Speaking	<b>Text Structure: Problem Solution</b> [Activity Page 10.5]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing	<b>Coordinating Conjunctions</b> [Activity Page 12.1]
---------	----------------------------------------------------------

## LESSON AT A GLANCE

	Time	Materials
<b>Looking at Language</b>		
Connecting Clauses	10 min.	☐ Activity Page 12.1
<b>Talk Time</b>		
Group Work Time	20 min.	☐ Activity Pages 10.1–10.5, 11.1–11.4

## ADVANCE PREPARATION

### Looking at Language

- Display the coordinating conjunction chart.

### Talk Time

- Group students in project groups of four.

**Note:** These project groups will work together for the remainder of the unit.

- Prepare Group-Talk Examples.
- Prepare group scripts for student participants.
- Gather all project materials.
  - scissors
  - glue
  - images from online
  - Internet access
  - magazine samples
- As a possible support, copy and distribute the Group-Talk sentence frames located at the end of Lesson 10. You may also write the frames on the board for students.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss how to use coordinating conjunctions to combine words and phrases
- Elaborate on ideas orally and/or in writing
- Collaborate to write a magazine article, using text structures

### Language Forms and Functions

I remember coordinating conjunctions...

I can use conjunctions to express ideas like cause and effect by...

It is important to connect ideas because...

### Vocabulary

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

## Lesson 12: Coordinating Conjunctions and Writing a Magazine

## Looking at Language



**Primary Focus:** Students will combine words and phrases using coordinating conjunctions in writing.

## CONNECTING CLAUSES (10 MIN.)

- Tell students that as you continue the geology magazine project, they will continue to explore ways to improve sentences so their writing will be more concise.
- Ask students what they remember about coordinating conjunctions. (*words that connect parts of sentences*)
- Explain that they can also help writers express ideas like cause and effect, comparison, sequence, and problem solution.
- Ask students why it is important to connect ideas. Call on students to share ideas with the whole class.
- **Turn and Talk:** Have students turn to a partner and recall what F-A-N-B-O-Y-S represents.

	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

- Direct students to Activity Page 12.1
- Have students complete the Activity Page independently.

## Support

Show students the Coordinating Conjunctions chart.

## Challenge

Encourage students to use at least three coordinating conjunctions in their Geology Magazine Articles.

## Activity Page 12.1

Writing  
Connecting Ideas

## Entering/Emerging

Give students 1:1 assistance in completing Activity Page 12.1. Focus students' attention on using *and*, *but* and *so*.

## Transitioning/Expanding

Give students assistance in finding coordinating conjunctions.

## Bridging

Assist students as needed. Help students make connections between text structure and coordinating conjunctions.





### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Offer students 1:1 support while they are working with the group. Give students sentence starters on the board for group talk. Group-talk sentence stems can be printed and distributed to students or displayed on the board.

#### Transitioning/Expanding

Offer students support as needed while they are working with the group. Give students sentence starters on the board for group talk. Group-talk sentence stems can be printed and distributed to students or displayed on the board.

#### Bridging

Support students if necessary while they are working with the group. Give them sentence starters on the board for group talk. Group-talk sentence stems can be printed and distributed to students or displayed on the board.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U5 L12
Activity Name	Coordinating Conjunctions
Proficiency Levels	
Entering	Student can combine clauses in a few basic ways to make connections between and join ideas in sentences with 1:1 support.
Emerging	Student can combine clauses in a few basic ways to make connections between and join ideas in sentences with substantial support.
Transitioning	Student can combine clauses in an increasing variety of ways to make connections between and join ideas in sentences with moderate support.
Expanding	Student can combine clauses in an increasing variety of ways to make connections between and join ideas in sentences with limited support.
Bridging	Student can combine clauses in a variety of ways to make connections between and join ideas in sentences.

## Lesson 12: Coordinating Conjunctions and Writing a Magazine

# Talk Time



Activity Pages  
5.1 and 10.1



**Primary Focus:** Students will collaborate in groups to write a magazine

### GROUP WORK TIME (20 MIN.)

- Tell students they will now work in their groups on the geology magazine.
- If necessary, review Activity Page 10.1 with students and remind students that each article in the magazine must use a specific text structure. Tell students that as they write they should add coordinating conjunctions to make their articles more concise and clear.
- Tell students they should also check adjective order using Activity Page 5.1.
- Review the presentation rubric on Activity Page 11.1 with students.

Activity Page 11.1



	Text Structure	Content	Delivery
3	Uses many key words for the chosen structure (look at AP 5.1).	Includes many specific details, including images, about the chosen topic.	Speaks clearly at an appropriate pace, tone, and volume.
2	Uses some key words for the chosen structure (look at AP 5.1).	Includes some specific details, including images, about the chosen topic.	Speaks clearly most of the time at an appropriate pace, tone, and volume.
1	Uses no key words for the chosen structure (look at AP 5.1).	Includes no specific details, except images, about the chosen topic.	Speaks in an unclear manner at an inappropriate pace, tone, and volume.

Activity Pages 10.2,  
10.3, 10.4, 10.5



- Have students work on completing Activity Pages 10.2, 10.3, 10.4 and 10.5.

End Lesson

## 13

# Connecting Clauses and Evaluating Presentations

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

Students will view and listen to a presentation and evaluate it using a rubric.

**Speaking**

Students will contribute to group conversations to write a magazine.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Presentation Rubric Example** [Activity Page 13.1]

## LESSON AT A GLANCE

	Time	Materials
<b>Listen Closely</b>		
Viewing a Presentation	10 min.	☐ Activity Page 13.1
<b>Talk Time</b>		
Group Work Time	20 min.	☐ Activity Pages 10.1; 10.2; 10.3; 10.4; 10.5; 10.6; 10.7

## ADVANCE PREPARATION

### Listen Closely

- Prepare the Eureka “Good Pitch/Bad Pitch” video from the CKLA Resource Site, [ckla.amplify.com](http://ckla.amplify.com).

### Talk Time

- Prepare Group-Talk Examples.
- Display the Coordinating Conjunction chart
- Group students in project groups of four.

**Note:** These project groups will work together for the remainder of the unit.

- Prepare group scripts for student participants.
- Gather all project materials:
  - scissors
  - glue
  - images from online
  - Internet access
  - magazine samples

**Note:** Students will need all activity pages from this unit.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate active listening of oral presentations by providing positive, specific feedback
- Collaborate with peers to write a magazine article

### Language Forms and Functions

I noticed...

One thing I would do differently...

I liked the way you...

### Vocabulary

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

## Lesson 13: Connecting Clauses and Evaluating Presentations

## Listen Closely



**Primary Focus:** View and listen to a presentation and evaluate it using a rubric.

## VIEWING A PRESENTATION (10 MIN.)

- Ask students what things they will need to think about when preparing to present their magazine to the class.
- Tell students that they will look closely at the presentation rubric.
- Explain the presentation rubric to students.

	Text Structure	Content	Delivery
3	Uses many key words for the chosen structure (look at AP 5.1).	Includes many specific details, including images, about the chosen topic.	Speaks clearly at an appropriate pace, tone, and volume.
2	Uses some key words for the chosen structure (look at AP 5.1).	Includes some specific details, including images, about the chosen topic.	Speaks clearly most of the time at an appropriate pace, tone, and volume.
1	Uses no key words for the chosen structure (look at AP 5.1).	Includes no specific details, except images, about the chosen topic.	Speaks in an unclear manner at an inappropriate pace, tone, and volume.

- Direct students to Activity Page 13.1.
- As students view the presentation “Good Pitch/Bad Pitch” and tell them to evaluate the presentation using the rubric.
- **Turn and Talk:** Have students turn to a partner and talk about what they noticed. Ask students:
  - What did they do well?
  - What would you do differently?
- Have students think about how this can apply to their presentation.



Speaking  
Exchanging  
Information and Ideas

**Entering/Emerging**

Offer students 1:1 support while they are working with the group. Give students sentence starters on the board for group talk. Group-Talk sentence frames can be printed and distributed to students or displayed on the board.

**Transitioning/Expanding**

Offer students support as needed while they are working with the group. Give students sentence starters on the board for group talk. Group-Talk sentence frames can be printed and distributed to students or displayed on the board.

**Bridging**

Support students if necessary while they are working with the group. Give them sentence starters on the board for group talk. Group-Talk sentence frames can be printed and distributed to students or displayed on the board.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

Evaluation Tool	
Language Domain	Listening
Unit/Lesson	U5 L13
Activity Name	Presentation Rubric
Proficiency Levels	
Entering	Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and substantial support.
Emerging	Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and moderate support.
Transitioning	Student demonstrates active listening of an oral presentation by asking and answering detailed questions with prompting and substantial support.
Expanding	Student demonstrates active listening of an oral presentation by asking and answering detailed questions with occasional prompting and moderate support.
Bridging	Student demonstrates active listening of an oral presentation by asking and answering detailed questions with minimal prompting and light support.

## Lesson 13: Connecting Clauses and Evaluating Presentations

# Talk Time



**Primary Focus:** Contribute to group conversations to write a magazine.

### GROUP WORK TIME (20 MIN.)

- Tell students they will now work in their groups on the geology magazine.
- Remind students of the group roles, using Activity Page 10.2.
- If necessary review Activity Page 10.1 with students, remind students that each article in the magazine must use a specific text structure. Tell students that as they write they should add coordinating conjunctions to make their articles more concise and clear.
- Tell students they should also check adjective order using Activity Page 5.1.
- Tell students that part of being at a presentation is being in the audience. As a member of the audience, students are expected to be good listeners.
- Show students the listening rubric. Explain to students that they will also be evaluated on their listening during the presentations.

### Listening Rubric

	Attention	Engagement	Connection
3	Focuses on speaker; shows strong listening behaviors—head nodding, eye contact; does not talk while another is speaking.	Takes notes; prepares questions for presenters; makes thoughtful suggestions for presenters.	Asks authentic, thought-provoking questions; considers multiple points of view.
2	Focuses on speaker for most of the presentation; rarely interrupts or talks while another is speaking.	Takes some notes; prepares some questions and suggestions for presenters.	Asks relevant questions; able to recall what has been said.
1	Lack of focus on speaker; looks around; interrupts or talks to person sitting nearby.	Takes no notes.	Does not ask questions; does not recall what the speaker has said

Activity Pages  
5.1, 10.1 and 10.2



End Lesson



## 14

# Geology Magazine Presentations, Day 1

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

Students will deliver and listen to oral presentations on geology topics.

**FORMATIVE ASSESSMENTS**

Listening

**Listening Note Guide** [Activity Page 14.1]

Speaking

**Geology Magazine** [Activity Page 11.2]

Speaking

**Geology Magazine** [Activity Page 11.3]

Speaking

**Geology Magazine** [Activity Page 11.4]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Geology Magazine Presentations**

[Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>On Stage</b>		
Geology Presentations	30 min.	<input type="checkbox"/> Activity Page 11.1: Presentation and Listening Rubric <input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Activity Page 11.2 <input type="checkbox"/> Activity Page 11.3 <input type="checkbox"/> Activity Page 11.4

## ADVANCE PREPARATION

### On Stage

- Prepare any technology needed by students for their presentations.
- If possible, arrange the room so all desks are facing a central location (ideas: semi-circle, rows, or stadium seating).
- Display the Presentation and Listening Rubrics for students to refer to during the presentations.

### Speaking Rubric

	Text Structure	Content	Delivery
3	Uses many key words for the chosen structure (look at AP 5.1).	Includes many specific details, including images, about the chosen topic.	Speaks clearly at an appropriate pace, tone, and volume.
2	Uses some key words for the chosen structure (look at AP 5.1).	Includes some specific details, including images, about the chosen topic.	Speaks clearly most of the time at an appropriate pace, tone, and volume.
1	Uses no key words for the chosen structure (look at AP 5.1).	Includes no specific details, except images, about the chosen topic.	Speaks in an unclear manner at an inappropriate pace, tone, and volume.

## Listening Rubric

	Attention	Engagement	Connection
3	Focuses on speaker; shows strong listening behaviors—head nodding, eye contact; does not talk while another is speaking.	Takes notes; prepares questions for presenters; makes thoughtful suggestions for presenters.	Asks authentic, thought-provoking questions; considers multiple points of view.
2	Focuses on speaker for most of the presentation; rarely interrupts or talks while another is speaking	Takes some notes; prepares some questions and suggestions for presenters.	Asks relevant questions; able to recall what has been said.
1	Lack of focus on speaker; looks around; interrupts or talks to person sitting nearby.	Takes no notes.	Does not ask questions; does not recall what the speaker has said.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Present group geology magazines</li> <li>• Deliver an oral presentation, using general academic and domain-specific language.</li> <li>• Demonstrate active listening of oral presentations by providing positive, specific feedback.</li> </ul>		
Language Forms and Functions		
<p>This magazine follows the _____ text structure.</p> <p>I liked the way you...</p> <p>I'm proud of...</p> <p>Did you think about...</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words

## Lesson 14: Geology Magazine Presentations, Day 1

## On Stage

Speaking  
Presenting

**Primary Focus:** Students will deliver and listen to oral presentations on geology topics.

**GEOLOGY PRESENTATIONS (30 MIN.)**

- Tell students that over the next two lessons, each group will take turns presenting their geology magazine in an oral presentation.
- Review the presentation rubric with the class.

	Text Structure	Content	Delivery
3	Uses many key words for the chosen structure (look at AP 5.1).	Includes many specific details, including images, about the chosen topic.	Speaks clearly at an appropriate pace, tone, and volume.
2	Uses some key words for the chosen structure (look at AP 5.1).	Includes some specific details, including images, about the chosen topic.	Speaks clearly most of the time at an appropriate pace, tone, and volume.
1	Uses no key words for the chosen structure (look at AP 5.1).	Includes no specific details, except images, about the chosen topic.	Speaks in an unclear manner at an inappropriate pace, tone, and volume.

**Entering/Emerging**

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

**Transitioning/Expanding**

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

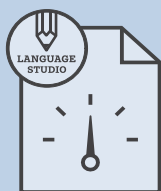
**Bridging**

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

## Informal Observation



Activity Pages 11.2,  
11.3, 11.4, 14.1



- Then remind students of the listening expectations by reviewing the listening rubric.

	Attention	Engagement	Connection
3	Focuses on speaker; shows strong listening behaviors—head nodding, eye contact; does not talk while another is speaking.	Takes notes; prepares questions for presenters; makes thoughtful suggestions for presenters.	Asks authentic, thought-provoking questions; considers multiple points of view.
2	Focuses on speaker for most of the presentation; rarely interrupts or talks while another is speaking.	Takes some notes; prepares some questions and suggestions for presenters.	Asks relevant questions; able to recall what has been said.
1	Lack of focus on speaker; looks around; interrupts or talks to person sitting nearby.	Takes no notes.	Does not ask questions; does not recall what the speaker has said.

- Next, begin the first half of the presentations. Call on each group to present in order. After each presentation, allow for student questions.
- As groups present, have each student fill in the listening note guide.
- Have students prepare to ask and answer after each presentation.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U5 L14
Activity Name	Geology Magazine Presentations
Proficiency Levels	
Entering	Student takes turns and gives a brief description of their magazine.
Emerging	Student takes turns and responds to simple questions about their magazine.
Transitioning	Student asks questions and responds to the questions and comments of others about their magazine.
Expanding	Student asks questions and makes comments about others' magazines.
Bridging	Student asks and answers questions and builds on the ideas of others.

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

## 15

# Geology Magazine Presentations, Day 2

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

Students will deliver and listen to oral presentations on geology topics.

**FORMATIVE ASSESSMENTS**

Speaking

**Geology Magazine** [Activity Page 11.2]

Speaking

**Geology Magazine** [Activity Page 11.3]

Speaking

**Geology Magazine** [Activity Page 11.4]

Speaking

**Self Assessment Slip** [Activity Page 15.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Listening Note Guide** [Activity Page 14.1]

## LESSON AT A GLANCE

|                          | Time    | Materials   |
|--------------------------|---------|---|
| <b>On Stage</b>          |         |   |
| Geology Presentations    | 30 min. | <input type="checkbox"/> Activity Page 11.1<br><input type="checkbox"/> Activity Page 11.2<br><input type="checkbox"/> Activity Page 11.3 |
| Student Self-Assessments |         | <input type="checkbox"/> Activity Page 11.4<br><input type="checkbox"/> Activity Page 14.1<br><input type="checkbox"/> Activity Page 15.1 |

## ADVANCE PREPARATION

### On Stage

- Prepare any technology needed by students for their presentations.
- If possible, arrange the room so all desks are facing a central location (ideas: semi-circle, rows, or stadium seating).
- Display the presentation and listening rubric for students to reference during the presentations.

### Speaking Rubric

|   | Text Structure   | Content   | Delivery  |
|---|--|---|---|
| 3 | Uses many key words for the chosen structure (look at AP 5.1). | Includes many specific details, including images, about the chosen topic. | Speaks clearly at an appropriate pace, tone, and volume.                  |
| 2 | Uses some key words for the chosen structure (look at AP 5.1). | Includes some specific details, including images, about the chosen topic. | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | Uses no key words for the chosen structure (look at AP 5.1).   | Includes no specific details, except images, about the chosen topic.      | Speaks in an unclear manner at an inappropriate pace, tone, and volume.   |



## Listening Rubric

|   | Attention  | Engagement   | Connection  |
|---|--|--|---|
| 3 | Focuses on speaker; shows strong listening behaviors—head nodding, eye contact; does not talk while another is speaking. | Takes notes; prepares questions for presenters; makes thoughtful suggestions for presenters. | Asks authentic, thought-provoking questions; considers multiple points of view. |
| 2 | Focuses on speaker for most of the presentation; rarely interrupts or talks while another is speaking.                   | Takes some notes; prepares some questions and suggestions for presenters.                    | Asks relevant questions; able to recall what has been said.                     |
| 1 | Lack of focus on speaker; looks around; interrupts or talks to person sitting nearby.                                    | Takes no notes.  | Does not ask questions; does not recall what the speaker has said.              |

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Deliver an oral presentation, using general academic and domain-specific language</li> <li>• Demonstrate active listening of oral presentations by providing positive, specific feedback</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <p>My favorite part of the presentation...</p> <p>Could you please explain...</p> <p>You did a good job at...</p>  |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|  |                                  |                                 |

## Lesson 15: Geology Magazine Presentations, Day 2

## On Stage



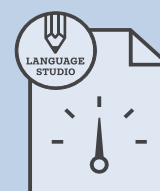
**Primary Focus:** Students will deliver and listen to oral presentations on geology topics.

## GEOLOGY PRESENTATIONS (30 MIN.)

- Tell students that today each group will finish presenting their geology topic in an oral presentation.
- Ask students to recall a few details from the previous lessons presentations.
- Have students list moments of the presentation they enjoyed listening.
- Review the presentation rubric with the class.

|   | Text Structure   | Content   | Delivery  |
|---|--|---|---|
| 3 | Uses many key words for the chosen structure (look at AP 5.1). | Includes many specific details, including images, about the chosen topic. | Speaks clearly at an appropriate pace, tone, and volume.                  |
| 2 | Uses some key words for the chosen structure (look at AP 5.1). | Includes some specific details, including images, about the chosen topic. | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | Uses no key words for the chosen structure (look at AP 5.1).   | Includes no specific details, except images, about the chosen topic.      | Speaks in an unclear manner at an inappropriate pace, tone, and volume.   |

Activity Pages  
11.2, 11.3, 11.4



Listening  
Presenting

**Entering/Emerging**

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

**Transitioning/Expanding**

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

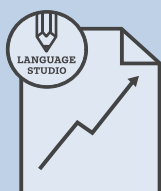
**Bridging**

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

- Then remind students of the listening expectations by reviewing the listening rubric.

|   | <b>Attention</b>   | <b>Engagement</b>  | <b>Connection</b>   |
|---|--|--|---|
| 3 | Focuses on speaker; shows strong listening behaviors—head nodding, eye contact; does not talk while another is speaking. | Takes notes; prepares questions for presenters; makes thoughtful suggestions for presenters. | Asks authentic, thought-provoking questions; considers multiple points of view. |
| 2 | Focuses on speaker for most of the presentation; rarely interrupts or talks while another is speaking.                   | Takes some notes; prepares some questions and suggestions for presenters.                    | Asks relevant questions; able to recall what has been said.                     |
| 1 | Lack of focus on speaker; looks around; interrupts or talks to person sitting nearby.                                    | Takes no notes.  | Does not ask questions; does not recall what the speaker has said.              |

## Activity Page 14.1



- Next, finish each presentation. Call on each group to present in order. After each presentation, allow for student questions.
- As groups present, have each student fill in Activity Page 14.1.

## STUDENT SELF-ASSESSMENT

- Ask students why it is important to reflect on their presentations.
- Ask students how thinking about their work can help make changes in the future.
- Have students complete Activity Page 15.1.

## Activity Page 15.1



## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

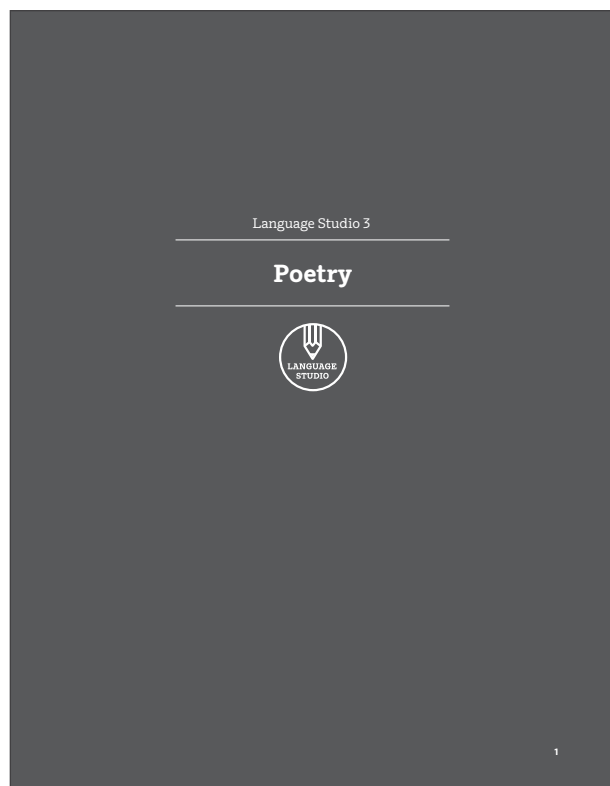
- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.


| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Listening  |
| Unit/Lesson        | U5 L15   |
| Activity Name      | Listening Note Guide   |
| Proficiency Levels |  |
| Entering           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and substantial support.            |
| Emerging           | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and moderate support.               |
| Transitioning      | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with prompting and substantial support.         |
| Expanding          | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with occasional prompting and moderate support. |
| Bridging           | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with minimal prompting and light support.       |

End Lesson



# ACTIVITY BOOK ANSWER KEY





NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_


**1.1** ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

*Directions: Fill in the prediction chart with three of your predictions about Little Red Riding Hood and the Wolf. Use complete sentences beginning with I predict or My prediction.*

| My Predictions  |
|---|
| <p>Prediction #1 (Characters):</p> <p><b>Ex. I predict that Little Red Riding Hood will meet a wolf (answers will vary).</b></p>                                    |
| <p>Prediction #2 (Setting):</p> <p><b>Ex. My prediction is that Little Red Riding Hood will go to her grandmother's house in the woods (answers will vary).</b></p> |
| <p>Prediction #3 (Ending):</p> <p><b>Ex. I predict that Little Red Riding Hood will be eaten by a wolf (answers will vary).</b></p>                                 |

Core Knowledge Language Arts | Grade 4
Activity Book | Language Studio 3 **3**



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.3** ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**


**An Introduction to Poetry**

**Exit Ticket**

*Directions: Answer the following questions using complete sentences.*

- Who are the main characters in *Little Red Riding Hood and the Wolf*?  
The main characters in Little Red Riding Hood and the Wolf are Little Red Riding Hood, the Wolf, and Little Red Riding Hood's grandmother.
- Was the ending of *Little Red Riding Hood and the Wolf* what you expected? Why or why not? Refer to your prediction on Activity Page 1.1.  
Answers will vary depending on what prediction the student made.

Core Knowledge Language Arts | Grade 4
Activity Book | Language Studio 3 **7**



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.1** ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

**Stanza Ordering Activity**

*Directions: Draw a box around each new stanza. Correctly label each stanza (Ex. Stanza 1, Stanza 2, etc.).*

**Stanza 1**

As soon as Wolf began to feel  
That he would like a decent meal,  
He went and knocked on Grandma's door.  
When Grandma opened it, she saw  
The sharp white teeth, the horrid grin,  
And Wolfie said, "May I come in?"  
Poor Grandmamma was terrified,  
"He's going to eat me up!" she cried.

**Stanza 2**

And she was absolutely right.  
He ate her up in one big bite.  
But Grandmamma was small and tough,  
And Wolfie wailed, "That's not enough!  
I haven't begun to feel  
That I have had a decent meal!"  
He ran around the kitchen yelping,  
"I've got to have a second helping!"  
Then added with a frightful leer,  
"I'm therefore going to wait right here  
Till Little Miss Red Riding Hood  
Comes home from walking in the wood!"  
He quickly put on Grandma's clothes,  
(Of course he hadn't eaten those).  
He dressed himself in coat and hat.  
He put on shoes, and after that  
He even brushed and curled his hair,  
Then sat himself in Grandma's chair.  
In came the little girl in red.  
She stopped. She stared. And then she said,

**Stanza 3**

"What great big ears you have, Grandma,"  
"All the better to hear you with," the Wolf replied.  
"What great big eyes you have, Grandma,"  
said Little Red Riding Hood.  
"All the better to see you with," the Wolf replied.

**Stanza 4**

He sat there watching her and smiled.  
He thought, I'm going to eat this child.  
Compared with her old Grandmamma  
She's going to taste like caviar.

**Stanza 5**

Then Little Red Riding Hood said, "But  
Grandma,  
what a lovely great big furry coat you have on."  
"That's wrong!" cried Wolf. "Have you forgot  
To tell me what BIG TEETH I've got?  
Ah well, no matter what you say,  
I'm going to eat you anyway."  
[.....]  
A few weeks later, in the wood,  
I came across Miss Riding Hood.  
But what a change! No cloak of red,  
No silly hood upon her head.  
She said, "Hello, and do please note  
My lovely furry wolfskin coat."

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Grade 4 | Core Knowledge Language Arts



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

**All About Stanzas**

**Exit Ticket**

Directions: Answer the following questions using complete sentences.

1. What is a stanza?

A stanza is a section of a poem. Stanzas are separated by spaces in the poems.

---

---

---

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2. How many stanzas are there in *Little Red Riding Hood and the Wolf*?

There are five stanzas in *Little Red Riding Hood and the Wolf*.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

**Stanza Assembling Activity: Part II**

**STANZA ONE**

As soon as Wolf began to feel  
That he would like a decent meal,  
He went and knocked on Grandma's door.  
When Grandma opened it, she saw  
The sharp white teeth, the horrid grin,  
And Wolfie said, "May I come in?"  
Poor Grandmamma was terrified,  
"He's going to eat me up!" she cried.

**STANZA TWO**

And she was absolutely right.  
He ate her up in one big bite.  
But Grandmamma was small and tough,  
And Wolfie wailed, "That's not enough!  
I haven't begun to feel  
That I have had a decent meal!"  
He ran around the kitchen yelping,  
"I've got to have a second helping!"  
Then added with a frightful leer,  
"I'm therefore going to wait right here  
Till Little Miss Red Riding Hood  
Comes home from walking in the wood."  
He quickly put on Grandma's clothes,  
(Of course he hadn't eaten those).  
He dressed himself in coat and hat.  
He put on shoes, and after that  
He even brushed and curled his hair,  
Then sat himself in Grandma's chair.  
In came the little girl in red.  
She stopped. She stared. And then she said,



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.2**

ACTIVITY PAGE

CONTINUED

**LANGUAGE STUDIO 3: POETRY**

**STANZA THREE**

"What great big ears you have, Grandma,"  
"All the better to hear you with," the Wolf replied.  
"What great big eyes you have, Grandma,"  
said Little Red Riding Hood.  
"All the better to see you with," the Wolf replied.

**STANZA FOUR**

He sat there watching her and smiled.  
He thought, I'm going to eat this child.  
Compared with her old Grandmamma  
She's going to taste like caviar.

### STANZA FIVE

Then Little Red Riding Hood said,  
 "But Grandma, what a lovely great big furry  
 coat you have on."  
 "That's wrong!" cried Wolf. "Have you forgot  
 To tell me what BIG TEETH I've got?  
 Ah well, no matter what you say,  
 I'm going to eat you anyway."  
 [.....]  
 A few weeks later, in the wood,  
 I came across Miss Riding Hood.  
 But what a change! No cloak of red,  
 No silly hood upon her head.  
 She said, "Hello, and do please note  
 My lovely furry wolfskin coat."



NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

## 4.2 ACTIVITY PAGE

### LANGUAGE STUDIO 3: POETRY

#### My Wish List

Directions: Fill in the blanks below. The first blank of each line will be an adjective (big, small, beautiful, soft, delicious, etc.). The second blank will be a noun (person, place, thing, or idea). Question 6 is a personal question and should be answered in complete sentences.

My name is Leslie, and this is my wish list!

(Answers will vary)

- I wish that I could have a delicious cake.  
 (adjective) (noun)
- My entire life I have wished for a \_\_\_\_\_.  
 (adjective) (noun)
- I wish I could give people a \_\_\_\_\_.  
 (adjective) (noun)
- I wish that I could invent a \_\_\_\_\_.  
 (adjective) (noun)
- I wish everyone in the world could have a \_\_\_\_\_.  
 (adjective) (noun)
- Please write about your own personal wish:

I wish that . . .

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### ACTIVITY PAGE

## 5.2

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_



### LANGUAGE STUDIO 3: POETRY

#### Memory Reflection

Directions: Write about one of your memories! Memories can be happy, sad, scary, or exciting. Different memories make you feel different emotions. Use *details* to describe your memory and include how it made you feel. Be sure to use *plenty of adjectives* in your paragraph!

Answers will vary for this reflection. Students must use details

to describe the chosen memory and how it made them feel.

Students must use several adjectives throughout the reflection.

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NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

## 6.1 ACTIVITY PAGE

### LANGUAGE STUDIO 3: POETRY

#### Autobiographical Poem Planner

Directions: Complete the autobiographical poem planner below by filling in the blanks.


| Line # | Information                             | Sentence Frames  |
|--------|---|--|
| 1      | First name                              | <u>Leslie</u>  |
| 2      | Gender, age                             | <u>Girl</u> , <u>10</u> years old                        |
| 3      | Three characteristics that describe you | <u>Happy</u> , <u>optimistic</u> , and <u>helpful</u>    |
| 4      | Brothers or sisters and their names     | Brother/Sister of <u>Alec and Anna</u>                   |
| 5      | Parents/guardians names                 | <u>Daughter/Son</u> of <u>Harold</u> (and <u>Susan</u> ) |
| 6      | Two things you love                     | Lover of <u>dogs</u> and <u>popcorn</u>                  |
| 7      | Two things you are afraid of            | Who fears <u>the dark</u> and <u>popping balloons</u>    |
| 8      | Two places you would like to visit      | Who wants to visit <u>Malaysia</u> and <u>Laos</u>       |
| 9      | One thing you dream about               | Who dreams of <u>traveling the world</u>                 |
| 10     | Last name                               | <u>Johnson</u>   |



ACTIVITY PAGE

6.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 3: POETRY

My Autobiographical Poem

Directions: Write your completed autobiographical poem on the lines below.

Leslie

Girl, 10 years old

Happy, optimistic, and helpful

Sister of Alec and Anna

Daughter of Harold and Susan

Lover of dogs and popcorn

Who fears the dark and popping balloons

Who wants to visit Malaysia and Laos


Who dreams of traveling the world

Johnson

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_


7.1

ACTIVITY PAGE

LANGUAGE STUDIO 3: POETRY

Awesome Job!

You're Getting There.


Needs Some Work.


Autobiographical Poem Presentation Rubric


Fluency:  
Did you read through the poem confidently and without pausing for extended periods of time?

Voices:  
Did you speak loudly and clearly?

Eye Contact:  
Did you try to make eye contact with the class while presenting?







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ACTIVITY PAGE

9.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 3: POETRY

Directions: Answer the questions below using complete sentences.

1. What do you think the tone of "Why We Play Basketball" is? Provide words or lines from the poem to support your answer.

The tone seems angry because . . .

2. If you wrote a poem right now, what tone would you use? Why?

Answers will vary.

3. Write three sentences using different tones.

1. Answers will vary.


2. Answers will vary.

3. Answers will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

10.2

ACTIVITY PAGE

LANGUAGE STUDIO 3: POETRY

1

Does it dry up like a raisin in the sun?

1

Draw image here.

2

Or fester like a sore

2

Draw image here.

3

Does it stink like rotten meat?

3

Draw image here.

4

Or crust and sugar over — like a syrupy sweet?

4

Draw image here.

5

Maybe it just sags like a heavy load.

5

Draw image here.

This means, "Does the dream get smaller?"

1

Answers will vary slightly.

2

Answers will vary slightly.

3

Answers will vary slightly.

4

Answers will vary slightly.

5

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ACTIVITY PAGE

11.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 3: POETRY

Group Simile Poem

Directions: Fill in the blanks to complete the simile poem. Use a different word for each blank. Remember, the first blank will be an adjective!

As \*cold as a \*freezer

As \* as a \*

As \* as a \*

As \* as a \*

As \* as a \*

As \*hot as an \*oven

As \* as an \*

As \* as an \*

As \* as an \*

As \* as an \*

As \*slippery as a \*snake

As \* as a \*

As \* as a \*

As \* as a \*


As \* as a \*

**\*Answers will vary.**

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.1

ACTIVITY PAGE

LANGUAGE STUDIO 3: POETRY

Shape Poem Planner

Directions: Complete the Shape Poem Planner below with as much detail, and as much creativity, as possible.

1. Shape: Any shape is acceptable.

2. Fill out the six areas of the chart.

|   |   |
|---|---|
| <p>Sight: What does your shape look like?</p> <p><b>Answers will vary.</b></p>  | <p>Touch: What does your shape feel like?</p> <p><b>Answers will vary.</b></p>    |
| <p>Scent: What does your shape smell like?</p> <p><b>Answers will vary.</b></p> | <p>Hearing: What does your shape sound like?</p> <p><b>Answers will vary.</b></p> |
| <p>Taste: What does your shape taste like?</p> <p><b>Answers will vary.</b></p> | <p>Anything else about your shape:</p> <p><b>Answers will vary.</b></p>           |

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ACTIVITY PAGE







13.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 3: POETRY


Shape Poem Rubric

|  |   |   |   |
|--|---|---|---|
|  <p>Awesome Job!</p>  |  |  |  |
|  <p>You're Getting There.</p>   |   |   |   |
|  <p>Needs Some Work.</p>  |   |   |   |
| <p><b>Shape:</b> Does your poem match the shape? (Example: The poem about apples is written in the shape of an apple.)</p> <p><b>Poem:</b> Does all of your text fit inside of your shape?</p> <p><b>Effort:</b> Were you creative? Is your poem original? Are you proud of your poem?</p> |   |   |   |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

13.2

ACTIVITY PAGE

LANGUAGE STUDIO 3: POETRY

Shape Poem

Directions: Complete your Shape Poem below.

Name of Shape

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ACTIVITY PAGE

14.1







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



LANGUAGE STUDIO 3: POETRY

Shape Poem Presentation Rubric

|  |   |   |   |
|--|---|---|---|
| <br>Awesome Job!  |  |  |  |
| <br>You're Getting There.   |   |   |   |
| <br>Needs Some Work.  |   |   |   |
| Shape Poem Presentation Rubric<br><br><b>Fluency:</b> Did you read through the poem confidently and without pausing for extended periods of time?<br><br><b>Voice:</b> Did you speak loudly and clearly?<br><br><b>Eye Contact:</b> Did you try to make eye contact with the class while presenting? |   |   |   |

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Language Studio 4

Eureka!

Student Inventor



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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: EUREKA!

What Is an Invention?

|  |   |
|--|---|
| <b>An invention is ...</b><br><br>an object or process that someone makes, that is new and different, and that was created to do something | <b>An invention is not ...</b><br><br>Answers will vary. (e.g., found in nature.) |
| <b>Inventions are important because ...</b><br><br>They improve upon a process and make things better and/or easier.                       | <b>Draw an image that represents an invention:</b><br><br>Answers will vary.      |

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ACTIVITY PAGE

2.4

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



LANGUAGE STUDIO 4: EUREKA!

My Expert Invention: \_\_\_\_\_

- What did people do before this invention?  
Answers will vary depending on invention.
- Who was the inventor?  
Answers will vary depending on invention.
- What year was it invented?  
Answers will vary depending on invention.
- How did the invention change things? List 3 changes.
  - Answers will vary depending on invention.
  - 
  -
- One thing I thought was interesting:  
Answers will vary depending on invention.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.5**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: EUREKA!**

**Invention Information**

Invention: Answers will vary.

1. The year it was invented: \_\_\_\_\_
2. It was invented by \_\_\_\_\_
3. Before the \_\_\_\_\_ was  
invented people used \_\_\_\_\_
4. How did this invention change things?

1. Answers will vary.
2. \_\_\_\_\_
3. \_\_\_\_\_

5. An interesting thing the expert told me was:  
Answers will vary.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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ACTIVITY PAGE

**2.6**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**LANGUAGE STUDIO 4: EUREKA!**

**Invention Information**

Invention: Answers will vary.

1. The year it was invented: \_\_\_\_\_
2. It was invented by \_\_\_\_\_
3. Before the \_\_\_\_\_ was  
invented people used \_\_\_\_\_
4. How did this invention change things?

1. Answers will vary.
2. \_\_\_\_\_
3. \_\_\_\_\_

5. An interesting thing the expert told me was:  
Answers will vary.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.7**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: EUREKA!**

**Noun Descriptions**

*Directions: Write down the five nouns you found on Activity Page 2.1: Paper.*

Nouns: Answers will vary.

1. materials
2. money
3. books
4. person
5. formula

*Directions: Next, use adjectives to add descriptions to the nouns. Remember to make the descriptions as detailed as you can!*

| Noun                            | Description               |
|---------------------------------|---------------------------|
| <b>Noun 1:</b> <u>materials</u> | <u>Answers will vary.</u> |
| <b>Noun 2:</b> <u>money</u>     | <u>Answers will vary.</u> |
| <b>Noun 3:</b> <u>books</u>     | <u>Answers will vary.</u> |
| <b>Noun 4:</b> <u>person</u>    | <u>Answers will vary.</u> |
| <b>Noun 5:</b> <u>formula</u>   | <u>Answers will vary.</u> |

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ACTIVITY PAGE

**3.4**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**LANGUAGE STUDIO 4: EUREKA!**

My Expert Invention: \_\_\_\_\_

1. What did people do before this invention?  
Answers will vary depending on invention.

2. Who was the inventor?  
Answers will vary depending on invention.

3. What year was it invented?  
Answers will vary depending on invention.

4. How did the invention change things? List 3 changes.  
1. Answers will vary depending on invention.

2. \_\_\_\_\_
3. \_\_\_\_\_

5. One thing I thought was interesting:  
Answers will vary depending on invention.

\_\_\_\_\_  
\_\_\_\_\_

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.5**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: EUREKA!**

**Invention Information**

Invention: Answers will vary.

1. The year it was invented in: \_\_\_\_\_
2. It was invented by: \_\_\_\_\_
3. Before the \_\_\_\_\_ was invented people used \_\_\_\_\_
4. How did it change things?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
5. An interesting thing the expert told me was: \_\_\_\_\_

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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ACTIVITY PAGE

**3.6**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**LANGUAGE STUDIO 4: EUREKA!**

**Invention Information**

Invention: Answers will vary.

1. The year it was invented in: \_\_\_\_\_
2. It was invented by: \_\_\_\_\_
3. Before the \_\_\_\_\_ was invented people used \_\_\_\_\_
4. How did it change things?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
5. An interesting thing the expert told me was: \_\_\_\_\_

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.7**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: EUREKA!**

**My Mystery Present**

*Directions: In the space around the mystery present, describe the present (noun) in detail using as many adjectives as you can. Then, show your paper to a partner and see if they can guess your present. If they cannot, add more adjectives!*

small

plastic and metal



silver and orange

sharp

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: EUREKA!**

**Invention Storyboard**

**Explain WHAT problem your invention will solve.**

Answers will vary.

**Explain HOW your invention will solve the problem.**

Answers will vary.

**What is your invention?**

Answers will vary.

**How does it work?**

Answers will vary.


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|   |   |
|---|---|
| <b>Draw a picture of your invention.</b><br>Answers will vary.              | <b>Who will use your invention?</b><br>Answers will vary.                           |
| <b>Would your friends like to use your invention?</b><br>Answers will vary. | <b>Does your invention improve on any existing invention?</b><br>Answers will vary. |

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 NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**6.4** ACTIVITY PAGE

**LANGUAGE STUDIO 4: EUREKA!**

**Simple Machines Graphic Organizer**

*Directions: After reading about each simple machine, fill in the chart below.*

|                               |                    |
|-------------------------------|--------------------|
| Name of simple machine:       | Name of machine.   |
| Example:                      | Answers will vary. |
| How does it work?             | Answers will vary. |
| What process does it improve? | Answers will vary. |
| Image representation:         | Answers will vary. |


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|                               |                    |
|-------------------------------|--------------------|
| Name of simple machine:       | Name of machine.   |
| Example:                      | Answers will vary. |
| How does it work?             | Answers will vary. |
| What process does it improve? | Answers will vary. |
| Image representation:         | Answers will vary. |

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 NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**6.4** ACTIVITY PAGE  
CONTINUED

**LANGUAGE STUDIO 4: EUREKA!**

|                               |                    |
|-------------------------------|--------------------|
| Name of simple machine:       | Name of machine.   |
| Example:                      | Answers will vary. |
| How does it work?             | Answers will vary. |
| What process does it improve? | Answers will vary. |
| Image representation:         | Answers will vary. |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.4**

ACTIVITY PAGE

**LANGUAGE STUDIO 4: EUREKA!**

**Simple Machines Graphic Organizer**

Directions: After reading about each simple machine, fill in the chart below.

|                               |  |
|-------------------------------|--|
| Name of simple machine:       | Machine will vary.                     |
| Example:                      | Answer will vary depending on machine. |
| How does it work?             | Answer will vary depending on machine. |
| What process does it improve? | Answer will vary depending on machine. |
| Image representation:         | Answer will vary depending on machine. |

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|                               |                    |
|-------------------------------|--------------------|
| Name of simple machine:       | Name of machine.   |
| Example:                      | Answers will vary. |
| How does it work?             | Answers will vary. |
| What process does it improve? | Answers will vary. |
| Image representation:         | Answers will vary. |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.4**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 4: EUREKA!**

|                               |                    |
|-------------------------------|--------------------|
| Name of simple machine:       | Name of machine.   |
| Example:                      | Answers will vary. |
| How does it work?             | Answers will vary. |
| What process does it improve? | Answers will vary. |
| Image representation:         | Answers will vary. |

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ACTIVITY PAGE

**7.5**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



**LANGUAGE STUDIO 4: EUREKA!**

**Formal vs. Informal Language**

- "Hello, how are you?" This is an example of  
a. formal language b. informal language
- "Hey!" I would most likely NOT say this to  
a. my sister b. my friend c. my teacher
- I would most likely use informal language if I were having a conversation with  
a. my principal b. my friend c. my teacher
- I would most likely use formal language if I were having a conversation with  
a. my brother b. my teacher c. my friend
- "See ya!" You might say this to your friend. Below, write what you might say to your teacher instead of "See ya!"

For example: "Goodbye!"


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ACTIVITY PAGE

# 10.1

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_



## LANGUAGE STUDIO 4: EUREKA!

### Listening Note Guide

Presenting Group: \_\_\_\_\_

Something I thought was interesting is:

I thought (Answers will vary) was interesting.

\_\_\_\_\_

\_\_\_\_\_

Something I'd like to know more about is:

I'd like to know more about (Answers will vary)

\_\_\_\_\_

\_\_\_\_\_

One question I have is:

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.2**

**ACTIVITY PAGE**

## LANGUAGE STUDIO 5: GEOLOGY

### Geology Key Ideas

*Directions: As your teacher reads the paragraphs aloud, take notes on the key ideas in the space provided below each paragraph.*

**Paragraph 1:** If you had lived in Europe during the Middle Ages, the idea that the earth changes would have seemed crazy. At that time, people believed that mountains, valleys, and other landscape features had always been there. True, rare natural catastrophes sometimes occurred. Earthquakes, for example, shook the ground and triggered landslides. In some places, volcanoes erupted and sent up fountains of lava, or red-hot melted rock. However, people viewed these catastrophes as punishments from God, not as the earth changing.

**Key Ideas:**

During the Middle Ages, the earth changing would be a crazy idea! People during the Middle Ages thought earthquakes and changes in the earth were punishments from God.

**Paragraph 2:** Geology is the study of the makeup of the earth and the forces and processes that shape and change it. Rocks are very important in geology. That's because rocks hold clues to how Earth's surface has changed over time. Together with fossils, rocks provide information about the history of the earth.

**Key Ideas:**

Geology is the study the earth and the forces and processes that shape and change it. Rocks are very important. Fossils and rocks provide information about the history of the earth.

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**Key Ideas:**

During the 1700s and 1800s, people decided that the earth changes. They found layers of rock on mountain peaks that contained fossils, the preserved remains of things that lived long ago. These scientists observed how big rocks gradually broke down into tiny pieces called sediments.

**Paragraph 4:** During the 1800s and early 1900s, geologists studied rock layers on the continents. They made many intriguing discoveries. For example, rock layers along the northern and eastern coasts of South America match rock layers along Africa's western coast. Also, deposits of coal and salt in eastern North America are similar to those in southern Europe.

### Key Ideas:

During the 1800s and early 1900s, geologists studied rock layers on the continents. Rock layers along the northern and eastern coasts of South America match rock layers along Africa's western coast. Deposits of coal and salt in eastern North America are similar to those in southern Europe.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### 1.3

ACTIVITY PAGE

## LANGUAGE STUDIO 5: GEOLOGY

### Magnet Summary

*Directions: Add any words or images that come to mind when you think of geology.*

Answers will vary but should include words or images from the reading.

# Geology

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ACTIVITY PAGE

## 2.1

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**LANGUAGE STUDIO 5: GEOLOGY**

### Geologists' Observations

*Directions: Write a paragraph in response to the prompt below.*

Prompt: How do geologists' observations help solve problems caused by the earth's changing surface?

Answers will vary but should include at least three

key words and have a clear organization plan.

Noun Phrase 1: **Answers will vary.**

Noun Phrase 2: **Answers will vary.**

Noun Phrase 3: **Answers will vary.**

Noun Phrase 4: **Answers will vary.**



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.1

ACTIVITY PAGE

## LANGUAGE STUDIO 5: GEOLOGY

### Expanding Noun Phrases

#### Helpful Guide:

| Opinion/<br>observation | Physical description |     |       |       | Origin | Material | Purpose | Noun |
|-------------------------|----------------------|-----|-------|-------|--------|----------|---------|------|
|                         | Size                 | Age | Shape | Color |        |          |         |      |

Directions: Choose the correct answer.

- The a glacier is in Antarctica.  
A. slow ancient  
B. ancient slow
- In California the b San Andreas Fault causes many earthquakes.  
A. large dangerous  
B. dangerous large
- a magma erupts from the earth's surface during a volcano.  
A. red hot  
B. hot red
- In the 1960s, Wegener developed the a theory of plate tectonics.  
A. controversial new  
B. new controversial
- b rocks give geologists information about how the earth changes.  
A. volcanic black  
B. black volcanic

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Directions: Now that you have practiced ordering adjectives, write three of your own sentences describing three different nouns.

- Noun: \_\_\_\_\_

Answers will vary but should include adjectives used in the

correct order.

- Noun: \_\_\_\_\_

- Noun: \_\_\_\_\_

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ACTIVITY PAGE

5.2

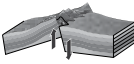
NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



## LANGUAGE STUDIO 5: GEOLOGY

### Identifying Text Types

Directions: Underline or highlight the key words in the passages. Then label the text type in the right-hand column.

|   |   |                    |
|---|---|--------------------|
|  | <b>Moving Faults</b><br>A fault is a fracture or crack in the Earth's crust. Most faults occur along the boundaries of tectonic plates. <u>When the plates move, the huge blocks of rock along the fault get stuck together. While this is happening, the material in the mantle keeps moving. Because of the moving in the mantle, the plates are also forced to keep moving. As a result a large amount of energy can be released.</u>  | [cause and effect] |
|   | <b>Tsunamis vs. Earthquakes</b><br>A tsunami is caused by an earthquake at sea. Like an earthquake, a tsunami starts with a release of energy when tectonic plates slip past each other. However, the tectonic plates that slip past each other are located in the oceanic crust at the bottom of the sea. As there are faults along the boundaries of tectonic plates on land, there are also faults along the boundaries of tectonic plates in the ocean. <u>Unlike an earthquake caused by shaking ground, a tsunami is caused by a shift in the seafloor. Also unlike an earthquake, the release of energy during a tsunami causes ocean water to move. A tsunami may form a gigantic wave in the ocean that crashes with tremendous force against the shore.</u> | [compare/contrast] |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.2

CONTINUED

ACTIVITY PAGE

## LANGUAGE STUDIO 5: GEOLOGY

|  |  |                    |
|--|--|--------------------|
|  | <b>Volcanic Eruptions</b><br>A volcano is a hill or mountain that forms over a crack in Earth's crust. An active volcano is one that has erupted in the past 10,000 years and is likely to erupt again. A volcanic eruption follows these steps: <u>first</u> , the pressure and heat in the mantle become too great. <u>Then</u> , the pressure forces the magma in the chamber upward through the crack in the Earth's crust. <u>Next</u> , the magma erupts as lava from the crater at the top of the volcano. The lava oozes down the sides of the volcano. <u>Finally</u> , the lava cools and hardens, forming a new layer of volcanic rock. | [sequence]         |
|  | <b>Invention of the Seismograph</b><br>Alfred Wegener's continental drift hypothesis explained why many continents seem to fit together like a puzzle. However, the problem was that many geologists did not believe his hypothesis because there was no proof. Oddly enough earthquakes helped scientists <u>solve this problem</u> . Earthquakes' shaking is caused by the waves of energy called <b>seismic waves</b> . Geologists began using the seismograph. <u>This solution</u> helps scientist prove Wegener's continental drift hypothesis.  | [problem/solution] |

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## LANGUAGE STUDIO 5: GEOLOGY

## Volcanoes

Directions: Read the paragraph below with a partner. As you read, underline the text structure key words. Use those to help identify and write the text type on the lines below.

A volcano is a hill or mountain that forms over a crack in Earth's crust. An active volcano is one that has erupted in the past 10,000 years and is likely to erupt again. A volcanic eruption follows these steps: first, the pressure and heat in the mantle become too great. Then, the pressure forces the magma in the chamber upward through the crack in the Earth's crust. Next, the magma erupts as lava from the crater at the top of the volcano. The lava oozes down the sides of the volcano. Finally, the lava cools and hardens, forming a new layer of volcanic rock.

Text Type: \_\_\_\_\_

Sequence



## LANGUAGE STUDIO 5: GEOLOGY

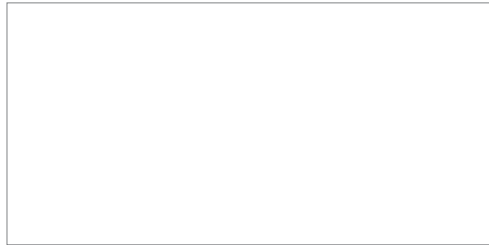
## Volcanoes Sequence

Directions: Illustrate and describe the sequence of a volcanic eruption.

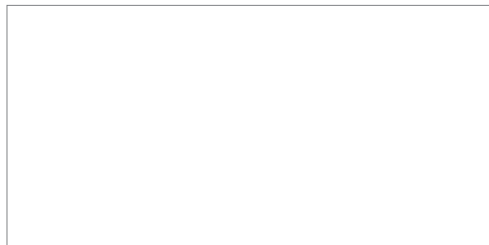
Images will vary.

First, the pressure and heat in the mantle become too great.

Next, the pressure forces the magma in the chamber upward through the crack in the Earth's crust.



Then, the magma erupts as lava from the crater at the top of the volcano



Finally, the lava cools and hardens, forming a new layer of volcanic rock

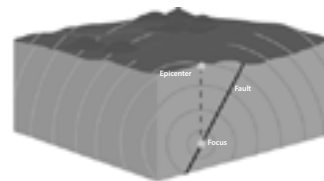


## LANGUAGE STUDIO 5: GEOLOGY

## Earthquakes

Directions: Read the paragraph below with a partner. As you read, underline the text structure key words. Use those to help identify and write the text type on the lines below.

Earthquakes occur at faults, or fractures, in Earth's crust. Faults most often form along the boundaries of tectonic plates. As tectonic plates move underneath the Earth's crust, huge rough blocks of rock on either side of a fault get stuck against each other. Because the material beneath the plates keeps moving, the plates press harder and harder together. As the plates press together, the pressure builds and builds. If the pressure becomes too great, the blocks of rock suddenly break and slip past one another. When the rocks break and slip past one another, a gigantic burst of energy is released in every direction. As a result of this release of energy, the ground shakes. A powerful earthquake causes the ground to shake dangerously.


Text Type: Cause and effect

ACTIVITY PAGE

7.2

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



LANGUAGE STUDIO 5: GEOLOGY

Cause and Effect Graphic Organizer

Directions: Fill in the graphic organizer using the "Earthquakes" reading on Activity Page. 7.1.

Main Cause of an Earthquake:  
As tectonic plates move underneath the Earth's crust, huge rough blocks of rock on either side of a fault get stuck against each other.

Effect 1  
As a result of this release of energy, the ground shakes.

Effect 2  
The plates press harder and harder together.

Effect 3  
When the rocks break and slip past one another, a gigantic burst of energy is released in every direction.

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ACTIVITY PAGE

8.2

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



LANGUAGE STUDIO 5: GEOLOGY

Compare and Contrast Graphic Organizer

Directions: Fill in the Venn diagram below. Then summarize your comparison in the space provided.

Tsunamis

causes the seafloor to shift

causes ocean water to move

may form a gigantic wave in the ocean that crashes with tremendous force against the shore

Both

release of energy when tectonic plates slip past each other

Earthquakes


faults along the boundaries of tectonic plates on land

causes the ground to shake

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.2

ACTIVITY PAGE

LANGUAGE STUDIO 5: GEOLOGY

Challenge: Write a short paragraph comparing earthquakes and tsunamis.

Answers will vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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ACTIVITY PAGE

9.1

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



LANGUAGE STUDIO 5: GEOLOGY


Adding -ly

Directions: Write a description of the image.

Word Bank

Slowly Silently Quickly Happily

Image 1:



The woman carefully hands the necklace to the man.

\_\_\_\_\_

\_\_\_\_\_

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.1**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 5: GEOLOGY**

**Image 2:**



Answers will vary.

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**Image 3:**



Answers will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.1**  
CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 5: GEOLOGY**

**Image 4:**



Answers will vary.

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ACTIVITY PAGE

**9.2**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



**LANGUAGE STUDIO 5: GEOLOGY**

**Text Structure in Magazines**

*Directions: Fill in the information below based on the article(s) you read.*

**Article 1:** Answers will vary depending on magazines

**Title:** students will view. Words should center on

**Text structure words I circled:** text structure words.

**Text type:** \_\_\_\_\_

**Article 2:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Text structure words I circled:** \_\_\_\_\_

**Text type:** \_\_\_\_\_

**Article 3:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Text structure words I circled:** \_\_\_\_\_

**Text type:** \_\_\_\_\_


**Article 4:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Text structure words I circled:** \_\_\_\_\_

**Text type:** \_\_\_\_\_

[illegible][illegible][illegible]



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.4  
(CONTINUED)

ACTIVITY PAGE

**LANGUAGE STUDIO 5: GEOLOGY**

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(Article Title)

Answers will vary.

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ACTIVITY PAGE

12.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 5: GEOLOGY

Coordinating Conjunctions

|     |     |     |     |    |     |    |
|-----|-----|-----|-----|----|-----|----|
| F   | A   | N   | B   | O  | Y   | S  |
| For | And | Nor | But | Or | Yet | So |

Directions: Circle the coordinating conjunctions and underline the parts of the sentence that are being connected.

- Flowing water picks up sediments and carries them to new locations.
- As wind slows down, the sediments it carries fall back to Earth. They are deposited on land and in water.
- Gravity is a very strong force, so it can pull sediments out of wind and water.
- Weathering and erosion work neither quickly nor are the effects obvious right away.
- The tall mountains we know today will not last forever, but new mountains will take their places.

Now, create three of your own sentences using coordinating conjunctions.

- Answers will vary.
- 
-

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ACTIVITY PAGE

13.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 5: GEOLOGY

Presentation Rubric Example

Directions: Use the rubric to evaluate the presentation. Then explain your scores on the lines provided below.

|   | Text Structure   | Content   | Delivery  |
|---|--|---|---|
| 3 | Uses many key words for the chosen structure (look at AP 5.1). | Includes many specific details, including images, about the chosen topic. | Speaks clearly at an appropriate pace, tone, and volume.                  |
| 2 | Uses some key words for the chosen structure (look at AP 5.1). | Includes some specific details, including images, about the chosen topic. | Speaks clearly most of the time at an appropriate pace, tone, and volume. |
| 1 | Uses no key words for the chosen structure (look at AP 5.1).   | Includes no specific details, except images, about the chosen topic.      | Speaks in an unclear manner at an inappropriate pace, tone, and volume.   |

Explanation of Text Structure Score:  
Answers will vary.

Explanation of Content Score:  
Answers will vary.

Explanation of Delivery Score:  
Answers will vary.

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ACTIVITY PAGE

14.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 5: GEOLOGY

Listening Note Guide

Directions: Fill in the information below as your classmates present their magazines.

Presenting Group: \_\_\_\_\_

Something I thought was interesting is:  
Answers will vary.

Something I'd like to know more about is:  
Answers will vary.

One question I have is:  
Answers will vary.

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ACTIVITY PAGE

14.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 5: GEOLOGY

Listening Note Guide

Directions: Fill in the information below as your classmates present their magazines.

Presenting Group: \_\_\_\_\_

Something I thought was interesting is:  
Answers will vary.

Something I'd like to know more about is:  
Answers will vary.

One question I have is:  
Answers will vary.

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### Listening Note Guide

Directions: Fill in the information below as your classmates present their magazines.

Presenting Group: \_\_\_\_\_

Something I thought was interesting is:

Answers will vary.

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Something I'd like to know more about is:

Answers will vary.

---

---

---

One question I have is:

Answers will vary.

---

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**14.1**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 5: GEOLOGY

### Listening Note Guide

Directions: Fill in the information below as your classmates present their magazines.

Presenting Group: \_\_\_\_\_

Something I thought was interesting is:

Answers will vary.

---

---

---

Something I'd like to know more about is:

Answers will vary.

---

---

---

One question I have is:

Answers will vary.

---

---

---

### Listening Note Guide

Directions: Fill in the information below as your classmates present their magazines.

Presenting Group: \_\_\_\_\_

Something I thought was interesting is:

Answers will vary.

---

---

---

Something I'd like to know more about is:

Answers will vary.

---

---

---

One question I have is:

Answers will vary.

---

---

---



# Core Knowledge Language Arts

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# Core Knowledge Language Arts

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