



Language Studio

Teacher Guide

Grade 5

Volume 1

Grade 5

Language Studio 1-3

Volume 1

Teacher Guide



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Language Studio 1

Personal Narratives



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1

Introduction to Personal Narratives

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will actively listen to a model personal narrative paragraph and answer questions about characteristics.

Writing

Students will brainstorm personal narrative topics with a partner.

FORMATIVE ASSESSMENT

Listening

Define Personal Narrative [Activity Page 1.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Brainstorming for Personal Narratives
[Writing Journal]

LESSON AT A GLANCE

	Time	Materials
Building Background		
Characteristics of a Personal Narrative	15 min.	☐ Activity Pages 1.1 and 1.2
Write About It		
Getting Ready to Write	15 min.	☐ Poster-size paper (Word Wall) ☐ Writing Journal Activity Pages

ADVANCE PREPARATION

Write About It

- Label poster-size paper with the heading “Personal Narrative Word Wall.”
- Begin collecting age-appropriate comic books and comic strips to use as examples for the final writing task in Lessons 9–14.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Define the word *personal* as it relates to personal narratives
- Discuss the characteristics of personal narratives using domain-specific vocabulary
- Brainstorm and share potential topics for personal narratives

Language Forms and Functions

The word *personal* makes me think of the word _____.

A personal narrative is...

The word *narrative* makes me think of the word _____.

I felt happy/sad when I...

That makes me think of a time when I...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
first person personal narrative torrential	characteristic event involved	camping canoe chatter cooperate squirm

Lesson 1: Introduction to Personal Narratives

Building Background



Primary Focus: Students will actively listen to a model personal narrative paragraph and answer questions about characteristics.

CHARACTERISTICS OF A PERSONAL NARRATIVE (15 MIN.)

- Tell students they are going to begin a unit on personal narratives.
- Tell students they will be reading personal narratives and writing a personal narrative of their own.
- Write the word *personal* on the board.
- Facilitate a whole-class discussion around words and ideas students associate with the word *personal*.
- Encourage students to listen actively to the discussion and to what their classmates think about the word *personal*.
- Have students focus on what the word *personal* means for writers and writing.
- Discuss responses and guide students toward the following class definition of *personal narrative*:
 - A personal narrative is a true story told in the first person by someone who was involved in the events being described.
- Direct students to Activity Page 1.1.
- Have students write the definition of *personal narrative* on Activity Page 1.1.
- Direct students to the “My First Camping Trip” paragraph on Activity Page 1.2.
- Tell students they are going to listen to the paragraph and track the words with their fingers.
- Tell students their purpose for listening and following along is to recognize how the definition of *personal narrative* applies to writing.
- Read “My First Camping Trip” aloud twice.

Support

Prompt students to associate words such as *diaries*, *notes between friends*, and *autobiographies* with the word *personal*.

Activity Page 1.1



Activity Page 1.2



My First Camping Trip

I'll never forget the first time I went camping. We drove several hours to the wilds of Pennsylvania. My sister and I squirmed and chattered in the back seat for the whole drive. Our campsite was right next to a beautiful lake, and I was really looking forward to swimming and taking out a canoe. But as soon as we set up our tent, a torrential rainstorm began. It didn't stop pouring all weekend, and my family's first outdoor adventure was spent cooped up in a tent playing gin rummy. I did not experience much nature, but I did have fun and became very skilled at gin rummy. I'm looking forward to camping again and hope the weather cooperates next time.



Check for Understanding

Have students discuss with a partner the following questions:

- Is the story told in first person? How do you know?
 - » Yes, the pronoun *I* is used.
 - What was the person doing in the story?
 - » The person was going camping with family.
 - Could this story really happen? Is it true or false?
 - » Yes, it could really happen. It is true.
-

- Tell students that they are going to break down the definition of *personal narrative* into characteristics so it will be easier to remember.
- On the board/chart paper, write the following characteristics:
 - a true story
 - told in the first person
 - by someone involved in the events described
- Have students copy these characteristics on Activity Page 1.1.



Listening Listening Actively

Entering/Emerging

Provide students with 1:1 support as they complete the activity page. Direct students' attention to the board/chart paper to copy the definition and characteristics.

Transitioning/Expanding

Offer students light support by checking in with their progress with copying the definition and characteristics on activity page 1.1.

Bridging

Encourage students to discuss and rephrase the definition and characteristics with a partner, and offer support if needed.

Lesson 1: Introduction to Personal Narratives

Write About It



Primary Focus: Students will brainstorm personal narrative topics with a partner.

GETTING READY TO WRITE (15 MIN.)

- On poster-size paper, create a Personal Narrative Word Wall.
- Tell students they are going to create a word wall that lists words that mean the same as *personal*.
- Tell them to think about the definition and characteristics they have written about personal narratives and the “My First Camping Trip” paragraph they read to help associate words for the word wall.
- Ask students to express their ideas.
- Write the responses on the poster as students offer them. Possible responses: *private, person, people, individual, secret, and owning*.
- Add a second word to the word wall: *narrative*. Ask students to think about words that are associated with *narrative*.
- Write the responses on the poster as students offer them. Possible student responses: *narrator, narration, story, history, telling, and describing*.
- Tell students they are going to get ready to write their first personal narrative paragraph. The first step is to brainstorm a list of ideas to write about.
- Direct students to the Writing Journal pages of the Activity book.
 - Tell students that the purpose of the Writing Journal is to have a special place to keep their personal writing.
- Explain that the list of ideas should be things that happened to them personally and involved feelings such as happiness, sadness, or another emotion.
- Tell students that, as the writer of “My First Camping Trip” paragraph did, they will be writing about events that have actually happened to them.
- Ask students to think about ideas they could write about and list them in the Writing Journal.
- Encourage them to brainstorm at least five personal experiences.
- If time allows, have students share their list with a partner.

Support

Prompt students by asking what word they see inside the word *personal*.

Challenge

Ask students for non-examples of the word *personal*.

Writing Journal



LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U1 L1
Activity Name	Brainstorming for Personal Narratives
Proficiency Levels	
Entering	Student answers wh- questions about a personal event in single words or short phrases with 1:1 support.
Emerging	Student answers wh- questions about a personal event in short phrases or sentences with substantial support.
Transitioning	Student writes simple sentences with moderate support.
Expanding	Student writes simple and compound sentences with minimal support.
Bridging	Student writes a combination of simple, compound, and complex sentences independently.

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

### Support

Provide examples for the students to help them get started—for example, the time I went fishing, my favorite birthday present, my lost-and-found dog.



**Writing**  
Exchanging  
Information/Ideas

#### Entering/Emerging

Provide students with 1:1 support by modeling additional examples to get them started, such as my new bike, a trip to the mall, winning a game.

**Transitioning/Expanding**  
Allow students to work with a partner to share ideas and create a list.

#### Bridging

Encourage students to contribute to the class by affirming others' ideas using prompt such as "I like your idea. It makes me think of a time when I..." and "That's a good idea."

## 2

# Writing a Personal Narrative Paragraph, Take 1

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

Students will discuss and identify the characteristics of a personal narrative in a mentor text.

**Writing**

Students will independently write a personal narrative paragraph.

**FORMATIVE ASSESSMENT**

Reading

**My First Camping Trip** [Activity Page 2.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Writing a Personal Narrative Paragraph**  
[Writing Journal]

## LESSON AT A GLANCE

|                                                | Time    | Materials                        |
|------------------------------------------------|---------|----------------------------------|
| <b>Rewind</b>                                  |         |                                  |
| Review Characteristics of a Personal Narrative | 10 min. | ☐ Activity Page 2.1              |
| <b>Write About It</b>                          |         |                                  |
| Writing a Personal Narrative Paragraph, Take 1 | 20 min. | ☐ Writing Journal Activity Pages |

## ADVANCE PREPARATION

### Rewind

- Display Personal Narrative Word Wall from the previous lesson.
- Prepare to display Activity Page 2.1: “My First Camping Trip.”

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the characteristics of personal narratives using domain-specific vocabulary
- Share ideas, thoughts, and feelings about a personal experience
- Explain how evidence from a text supports a claim
- Dictate and/or write a personal narrative paragraph that follows a logical sequence

### Language Forms and Functions

The characteristics of a personal narrative are...

I felt happy/sad when I...

I know a person is the narrator of the paragraph because...

One time I...

The first time I...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words                    |
|---------------------------------|----------------------------------|----------------------------------------------------|
| torrential                      | pronoun                          | camping<br>canoe<br>chatter<br>cooperate<br>squirm |



## Lesson 2: Writing a Personal Narrative Paragraph, Take 1

## Rewind



**Primary Focus:** Students will discuss and identify in a mentor text the characteristics of a personal narrative.

### Challenge

While students are reading their lists with a partner, have them identify ideas that are similar and ask relevant questions to find out how the ideas are alike.

### Activity Page 2.1



#### REVIEW CHARACTERISTICS OF A PERSONAL NARRATIVE (10 MIN.)

- Tell students they are going to review what they learned in the previous lesson about the characteristics of personal narratives.
- Direct students' attention to the Personal Narrative Word Wall.
- Ask students to use words from the word wall to describe a personal narrative.
- Remind students that they started brainstorming ideas during the previous lesson in their Writing Journal.
  - The goal was to list at least five events that made them feel happy or sad to help them prepare to write their first personal narrative paragraph.
- Allow time for students to finish brainstorming a list of ideas in their Writing Journal if students have not already done so.
- **Turn and Talk:** When students are finished, tell students to find a partner and read their lists to each other.
- Direct students to Activity Page 2.1.
- Tell students that “My First Camping Trip” is the mentor text for a personal narrative. This means that characteristics described on the word wall appear in this paragraph.
- Ask all students to choral read “My First Camping Trip.”
- Ask students to underline evidence in the mentor text that supports the claim that the paragraph is a personal narrative.
  - Class definition of *personal narrative*:
    - A personal narrative is a true story told in the first person by someone who was involved in the events being described.

- Call on students to share the evidence that they have underlined and ask why they chose to underline it.
- Display Activity Page 2.1 for use in modeling evidence that students should underline to identify personal narrative characteristics.

## My First Camping Trip

I'll never forget the first time I went camping. We drove several hours to the wilds of Pennsylvania. My sister and I squirmed and chattered in the back seat for the whole drive. Our campsite was right next to a beautiful lake, and I was really looking forward to swimming and taking out a canoe. But as soon as we set up our tent, a torrential rainstorm began. It didn't stop pouring all weekend, and my family's first outdoor adventure was spent cooped up in a tent playing gin rummy. I did not experience much nature, but I did have fun and became very skilled at gin rummy. I'm looking forward to camping again and hope the weather cooperates next time.

- Pronouns should be underlined as support for first-person narration. *Camping* should be underlined as evidence that this is a true story that happened to the person telling the story.

## Support

Direct students' attention to the word *person* on the word wall. Ask students how they knew a person is the narrator of the paragraph.



## Reading Exchanging Information/Ideas

### Entering/Emerging

Provide students with 1:1 support as they underline characteristics in the mentor text. Prompt students by asking what words in the paragraph give readers a clue about who is telling the story.

### Transitioning/Expanding

Offer students moderate support as they underline characteristics in the mentor text by directing their attention to the words listed on the word wall to prompt thinking.

### Bridging

Check for accuracy and partner students with other students to provide useful feedback on underlining accurately.

## Lesson 2: Writing a Personal Narrative Paragraph, Take 1

# Write About It



**Primary Focus:** Students will independently write a personal narrative paragraph.

### Writing Journal



### Support

To help students get started, ask them to orally tell the teacher or a partner the story. Then ask them to write what happened first in the story the student told orally.

### Support

Review pronouns with students. A pronoun is a word that takes the place of a noun. Examples are: *I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody*, etc.

### WRITING A PERSONAL NARRATIVE PARAGRAPH, TAKE 1 (20 MIN.)

- Tell students now they are ready write a personal narrative paragraph similar to the “My First Camping Trip” paragraph.
- Ask them to circle one of the ideas to write about from the brainstorming page in their Writing Journal.
- Remind students to use pronouns like the mentor text to demonstrate first person.
  - Encourage students to describe the events that happen in their story like the mentor text when the family went camping.
- Direct students to the next blank page in the Writing Journal where they are to write their paragraph.
- Have students write their first personal narrative paragraph independently.
  - Circulate and help students as needed.



### Check for Understanding

As students are writing, check for personal narrative characteristics by asking the following questions:

- Are you using the pronouns *I, my, we, our* in your writing?
- Are you describing events that happened to *you* in the story?

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                                |
|--------------------|----------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                        |
| Unit/Lesson        | U1 L2                                                                                                          |
| Activity Name      | Writing a Personal Narrative Paragraph                                                                         |
| Proficiency Levels |                                                                                                                |
| Entering           | Student draws pictures and/or dictates single words and short phrases with 1:1 support.                        |
| Emerging           | Student answers wh- questions about a personal experience and writes short sentences with substantial support. |
| Transitioning      | Student writes simple sentences, referring to models as needed.                                                |
| Expanding          | Student writes a paragraph in simple and compound sentences, referring to models as needed.                    |
| Bridging           | Student independently writes a paragraph with varying sentence lengths and structures.                         |

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



Writing

Entering/Emerging

Provide student with 1:1 support writing a personal narrative by jointly writing the paragraph together. Ask the student to orally tell the personal narrative and have the teacher write the story as the student is telling it.

Transitioning/Expanding

Provide a sentence starter to get the writing flowing for the personal narrative paragraph. An example could be: One time I _____, or The first time I _____.

Bridging

Provide support to students as needed to independently write a personal narrative paragraph.

3

Share Personal Narrative Paragraph

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to classmates read aloud personal narrative paragraphs and ask questions.

Writing

Students will use appropriate text structure when writing a paragraph.

FORMATIVE ASSESSMENT

Writing

Personal Narrative Checklist [Activity Page 3.1]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Partner Feedback [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------------------|---------|---|
| Talk Time | | |
| Sharing Personal Narrative Paragraphs | 15 min. | ☐ Activity Page 3.1 |
| Building Background | | |
| Identify Elements of a Good Paragraph | 15 min. | ☐ Activity Page 3.2
☐ Colored pencils or crayons |

ADVANCE PREPARATION

Talk Time

- Pair students for peer feedback.
- Display on board/chart paper the following questions to be used during Talk Time:
 - What was my story about?
 - What pictures did you think of when listening to my story?
 - Is there anything I should add to my story?

Building Background

- Provide colored pencils or crayons, enough for each student to have three different colors.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- With a partner, listen to and provide feedback about personal narratives by asking and answering questions
- Clarify and elaborate on ideas orally and in writing

Language Forms and Functions

Your story was about...

While listening to your story, I thought about...

Maybe you can add/explain...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---|------------------------------------|---------------------------------|
| topic sentence
supporting sentences
concluding sentence | criteria
guideline
paragraph | |

Lesson 3: Share Personal Narrative Paragraph

Talk Time



Primary Focus: Students will listen to classmates read aloud personal narrative paragraphs and ask questions.

SHARING PERSONAL NARRATIVE PARAGRAPHS (15 MIN.)

- Tell students in today's lesson they will be sharing their personal narrative paragraph with a partner. The goal is to listen to feedback so that students can improve their writing in future lessons.
- Direct students' attention to the board/chart paper, pointing out questions that were written in advance.
- Tell students to ask these questions when they are done reading aloud their paragraph to a partner.
 - What was my story about?
 - What pictures did you think of when listening to my story?
 - Is there anything I should add to my story?
- Tell students to pay close attention when it is their turn to listen to the story because they will be asked to answer the questions to help their partner improve their writing.
- Model for the class how to participate in this activity using the "My First Camping Trip" paragraph from Activity Page 2.1. Pick a student to be the reader. Have the student read the paragraph and ask the teacher the questions on the board. Possible answers:
 - What was my story about? *My first camping trip.*
 - What pictures did you think of when listening to my story? *I thought about the heavy rain falling and what that looked like.*
 - Is there anything I should add to my story? *Maybe you could explain what gin rummy is.*
- Point out to students that if their partner cannot answer the first or second question, it may mean that their Personal Narrative—Take 1 was not clear or descriptive enough.

Activity Page 2.1

Activity Page 3.1



Informal Observation



Listening Listening Actively

Entering/Emerging

Provide students with 1:1 support as they answer the feedback questions for partners. Jointly answer feedback questions.

Transitioning/Expanding

Offer students moderate support as they answer feedback questions by listening to their answers and modeling responses if needed—for example, “Your story was about . . .”

Bridging

Offer minimal support only as needed, such as redirection if answers to feedback questions veer off-topic.

- Have students begin sharing personal narrative paragraphs.
- Walk around to monitor pairs, providing redirection and support when needed.
- After each pair has shared their paragraphs and received feedback, organize class into whole group.
- Tell students they will now use a checklist to make sure their writing has the characteristics of a personal narrative that they learned in the previous two lessons.
- Direct students to the Personal Narrative Checklist on Activity Page 3.1.
- Read aloud the first three sentences on Activity Page 3.1.

1. It is written in first person using *I, me, my, we, our*, and so on.

I, me, my, we, our, and so on.

2. It is a true story.

3. It has events that are described

- Ask students what type of writing these sentences describe.
 - » Personal Narrative
- Tell students they are going to apply the first three sentences to their personal narrative paragraph.
- Tell students they will place an X on the characteristics that are present in their paragraph.
- Model how to use the checklist with the “My First Camping Trip” paragraph.
 - Think aloud with the class as you read the first three sentences on the checklist. For example, you may say, “‘My First Camping Trip’ is written in first person because *I* and *my* are used in the sentences. That means the writer would put an X next to that characteristic.”
- Now have students apply checklist to their writing.
- Let students know that they will get a chance in future lessons to edit their paragraph if they were not able to place an X next to the first three criteria on the checklist.

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 | U1 L3 |
| Activity Name | Partner Feedback |
| Proficiency Levels | |
| Entering | Student answers basic feedback questions by pointing to drawings and providing single-word responses with 1:1 support. |
| Emerging | Student answers basic feedback questions in simple sentences and phrases with substantial support. |
| Transitioning | Student answers feedback questions in complete sentences with moderate support. |
| Expanding | Student answers feedback questions in complete sentences with minimal support. |
| Bridging | Student independently answers feedback questions in detailed, complete sentences. |

Lesson 3: Share Personal Narrative Paragraph

Building Background



Primary Focus: Students will use appropriate text structure when writing a paragraph.

IDENTIFY ELEMENTS OF A GOOD PARAGRAPH (15 MIN.)

- Direct students to the three sentences below the line on the Narrative Writing Checklist on Activity Page 3.1.
- Call on a student to read the three sentences.
- Tell students these sentences have to do with the organization of a good paragraph and that they will now learn the elements of a good paragraph that they should always include in their writing.
- Direct students to Activity Page 3.2, Elements of a Good Paragraph.
- Read Activity Page 3.2 to the class.
- Pass out colored pencils or crayons so that each student has three different colors.
- Explain to class that the three different colors are going to represent the three different elements of a good paragraph as described on Activity Page 3.2.
- Reread Activity Page 3.2 to class.

Writers often organize good paragraphs using a common set of guidelines.

First, writers include a topic sentence to introduce the topic, main idea, or event of the paragraph. The topic sentence tells what the paragraph will be about.

Next, writers include supporting sentences to explain the topic, main idea, or event.

Writers usually include at least three to five sentences to give the reader supporting details and facts. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic, main idea, or event.

Activity Page 3.2



Support

Have students practice color-coding with the “My First Camping Trip” paragraph on Activity Page 2.1 before they apply it to their own writing.

- Tell students to pick one color and then underline the words *topic sentence* in the second paragraph on Activity Page 3.2.
- Tell students to pick a different color and underline the words *supporting sentences* and *three to five* in the third paragraph on Activity Page 3.2.
- Tell students to pick the third color and underline the words *concluding sentence* in the last paragraph on Activity Page 3.2.
- Explain to students that they are going to use this color-coding to identify the elements of a good paragraph in their personal narrative paragraph.
- Model for the class how to use the color-coding on “My First Camping Trip” paragraph. Explain to the class the topic sentence, “I’ll never forget the time I went camping.” will be underlined in the first color because camping is introduced as the topic. Then model underlining three to five supporting sentences in the second color. Explain how the supporting sentences give details about the topic of camping. Then model underlining the concluding sentence with the third color. Explain that the sentence “I’m looking forward to camping again and hope the weather cooperates next time.” is a concluding sentence because it is a final thought on the topic of camping.
- Ask students to complete the same color-coding technique with their personal narrative writing in their Writing Journal. Point out that if they do not have all the elements, it is okay for their first try and they will have an opportunity in the future to improve their writing.
- Walk around to monitor students’ work and provide support when needed.
- Ask students to turn back to Activity Page 3.1 and reread the three sentences below the line.
- Ask students to apply the sentences below the line to their personal narrative paragraph. Have them place an X on the sentences that are present in their paragraph.
- Explain to class they can now use this checklist to improve their writing in the future.

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

## Support

Point out the words on the checklist—*topic sentence*, *describing*, and *concluding sentence*—correspond to the color-coding used in Activity Page 3.2.



## Writing

### Entering/Emerging

Provide students with 1:1 support as they read and reread their personal narrative and collaborate as they color-code the topic sentence, supporting sentences, and concluding sentence.

### Transitioning/Expanding

Provide moderate support with color-coding personal narratives by asking prompting questions such as “Do you have a sentence at the beginning that states what you are writing about?”, “Do you have sentences that describe what you are talking about?”, and “Do you have a sentence at the end that includes a final thought about your topic?”

### Bridging

Provide support as needed while students independently check whether their personal narrative includes the elements of a good paragraph.



## 4

# Using Details to Tell a Story

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

Students will use feedback from their Narrative Writing Checklist to set a goal to improve their writing.

**Reading**

Students will read a mentor text to understand how writers use details to tell a story.

**FORMATIVE ASSESSMENT****Writing**

**Setting a Writing Goal** [Activity Page 3.1]

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

**“Hello, My Name Is” Excerpt—Using Details in a Story** [Activity Page 4.1]

## LESSON AT A GLANCE

|                               | Time    | Materials           |
|-------------------------------|---------|---------------------|
| <b>Talk Time</b>              |         |                     |
| Goal Setting                  | 5 min.  | ☐ Activity Page 3.1 |
| <b>Building Background</b>    |         |                     |
| Using Details to Tell a Story | 25 min. | ☐ Activity Page 4.1 |

## ADVANCE PREPARATION

### Talk Time

- On board/chart paper, write the following sentence frame for Talk Time Segment:
  - To improve my writing, I need to learn more about \_\_\_\_\_.

### Building Background

- Project Activity Page 4.1 on the board/chart paper.
- Read in advance “Hello, My Name Is” (located at end of lesson).
- On board/chart paper, have the following sentence frame for Building Background Segment:
  - The story is being told by \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss a personal writing goal with a partner
- Predict what might happen in a story
- Demonstrate comprehension of a narrative text by answering text-dependent questions, using general academic and domain-specific vocabulary
- Provide text evidence to support a verbal or written response to a question

### Language Forms and Functions

I predict that this story will be about \_\_\_\_\_ because \_\_\_\_\_.

The story is being told by \_\_\_\_\_.

This story is/is not told from a first-person point of view.

I know this because...

### Vocabulary

| Tier 3<br>Domain-Specific Words        | Tier 2<br>General Academic Words                              | Tier 1<br>Everyday Speech Words |
|----------------------------------------|---------------------------------------------------------------|---------------------------------|
| astrologer<br>Puritan<br>superstitious | clarification<br>customize<br>fair<br>incomplete<br>oversight | souvenir                        |

## Lesson 4: Using Details to Tell a Story

## Talk Time



**Primary Focus:** Students will use feedback from their Narrative Writing Checklist to set a goal to improve their writing.

## GOAL SETTING (5 MIN.)

- Ask students what it means to set a goal. Provide examples if needed.
  - Example: I would like to score a goal in the next soccer game. I want to get a job to make money.
- Tell students they will be setting a goal to improve their writing using criteria from the Personal Narrative Checklist on Activity Page 3.1.
- Direct students to Activity Page 3.1.
- Choral read Activity Page 3.1.

## Activity Page 3.1

1. It is written in first person using I, me, my, we, our, and so on.
2. It is a true story.
3. It has events that are described.
4. It starts with a topic sentence that introduces an event in the story.
5. It has three or more sentences that describe the event.
6. It ends with a concluding sentence as a final thought.

- Remind students that in the last lesson they placed an X next to sentences because there was evidence of that criteria in their Personal Narrative Writing, Take 1.
- Remind students if there is not an X next to a sentence, it means that criteria was missing from their writing.
- Ask students to independently reread all six sentences on the checklist and circle the sentences that do not have an X.

## Activity Page 3.1



Writing  
Exchanging  
Information/Ideas

## Entering/Emerging

Provide students with 1:1 support as they decide which checklist criteria to improve. Discuss the meaning of each of the criteria.

## Transitioning/Expanding

Offer students moderate support with goal setting. When students are finished writing their goal, have them read the sentence frame to you, and check for comprehension.

## Bridging

Provide support with goal setting if needed.

- Tell students they will be setting a goal to improve their writing by picking one area that needs improvement according to the checklist.
- At the bottom of Activity Page 3.1, have students set a writing goal. Provide the sentence frame:
  - To improve my writing, I need to learn more about \_\_\_\_\_.
- As students finish, have them share their goal with a partner.

## Lesson 4: Using Details to Tell a Story

# Building Background

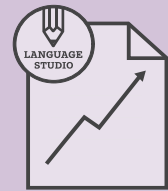


**Primary Focus:** Students will read a mentor text to understand how writers use details to tell a story.

### USING DETAILS TO TELL A STORY (25 MIN.)

- Tell students that to help improve their writing, they are going to see how an author uses details to make a story more interesting. Using a mentor text will help students see how details expand on ideas.
- Direct students to Activity Page 4.1 and read the title: "Hello, My Name Is."
- Ask students what they think the story is about.
  - Have students to explain their predictions.
- Tell students they are going to read excerpts from the story "Hello, My Name Is" by Jennifer Lou.
- Tell them that, as they read, they will also answer text-dependent questions.
- Read aloud the first paragraph of the story, including the text that supports the paragraph. Ask students to track the words by using a finger sweeping motion as you read.

### Activity Page 4.1



### Support

Model finger sweeping motion.



My mom's chosen English name is Julie. So when I was born a girl, they scoured the baby name book for popular "J" names. And they fell in love with the name Jennifer for both its popularity and meaning: the **fair** one. What my mom hadn't anticipated was that because the name was so popular, souvenirs with my name were often sold out.



### Support

Pair students up to read paragraphs 2 and 3 on Activity Page 4.1.

- Ask questions 1 and 2. Discuss answers before students write on the activity page.
    - Who is telling the story?
      - » Jennifer
    - Is this story told in first-person point of view?
      - » yes
- How do you know?
- » The pronouns *I* and *my* are used to tell the story.
- Model writing in complete sentences.
  - Direct students to write answers to questions 1 and 2 on Activity Page 4.1.
  - Ask students to independently read paragraphs 2 and 3 on Activity Page 4.1. Have them reread the paragraphs if they finish before others.

So my full name is Jennifer Lou. No middle name. Nothing. Everyone else in my family has their Chinese name as their English middle name. It's on official documents, passports, licenses, and in my brother's case, his birth certificate. The middle name field on my birth certificate? Blank. A parental oversight because they hadn't made the time to select a Chinese name.

Having no middle name is even more significant when you grow up in white, middle-class Connecticut where everyone has one. It was a rough childhood. Not only did I have to learn how to ski, how to play tennis, and how to tie sweaters around my neck, I also had to navigate **Puritan** New England middle name-less. “You’re incomplete!” friends would say.

---

- Pick a student to read paragraph 2 aloud.
- Pick a different student to read paragraph 3 aloud.
- Read aloud question 3. Discuss answers before students write on Activity Page 4.1.

3. Why would friends say to Jennifer, “You’re incomplete!”?

» She is different because she has no middle name like everyone else.

- Direct students to write answers to question 3 on Activity Page 4.1.
  - Read aloud paragraphs 4 and 5 on Activity Page 4.1. Ask students to use finger sweeping while following along as you read.
- 

I later pressed for more clarification. I discovered why my Chinese name never became my English middle name. When I was born, my mom didn't have a Chinese name picked out for me. Instead, my mom sent all my birth information back to Taiwan to a Chinese astrologer. She needed to know what elements to include in my name based on my birth details. If you know nothing else about Taiwanese culture, know that they are crazy superstitious. You can't leave rice uneaten on your plate, put your chopsticks standing up in a bowl, give an umbrella or knives as gifts—and your daughter can't be named without an astrologer.

The astrologer said that my name needed jade. This is the character for jade.

玉

This is the common variation of the character for jade.

王

In Chinese culture, jade is said to possess the five essential virtues of Chinese philosophy; compassion, modesty, courage, justice, and wisdom. Virtues she thought I might need when trying to be “the fair one.” So, as she created my name, my mom weaved as much jade as possible.

---





## Reading Reading/Viewing Closely

### Entering/Emerging

As students read the excerpts and answer questions, provide 1:1 support with decoding, fluency, and comprehension. Model strategies to decode words, model fluent reading, and use sentence frames to guide written responses.

### Transitioning/Expanding

Have students read excerpts with a partner, and offer support as needed. Encourage students to use reading comprehension strategies such as finger sweeping or highlighting.

### Bridging

As students read excerpts, offer support as needed. Encourage students to use details from the text to support their answers.

## Support

Provide sentence starters for each text-dependent question. For example, in question 1, provide a sentence starter such as “The story is being told by \_\_\_\_\_.”

- Read aloud question 4. Discuss answers before students write on the Activity Page.

#### 4. Why did the narrator’s mother consult with an astrologer?

- » It is common in Taiwanese culture to talk to an astrologer before deciding on a name.
- Direct students to write answers to question 4 on Activity Page 4.1.
- Next, have students read paragraph 6, the last paragraph, on Activity Page 4.1 independently.

---

So that is how I ended up with two names: a simple English name, and a customized Chinese one. Actually, if you count my nicknames, I have at least fifteen names. They range from obvious abbreviations like J-Lou to more story-oriented ones like Gimpy, Potty Lou, and Evil.

---

- Pick a student to read paragraph 6 aloud.
  - Read aloud question 5. Discuss answers before students write on the Activity Page.
- #### 5. How did Jennifer end up with her Chinese middle name?
- » The astrologer said her name needed jade. Her mother decided to pick virtues of Chinese philosophy that would help her be “the fair one.”
  - Direct students to write answers to question 5 in Activity Page 4.1.
  - Explain to students in the next lesson, they will reread the text excerpts and analyze the details the narrator uses to make the story more interesting.



My mom's chosen English name is Julie. So when I was born a girl, they scoured the baby name book for popular "J" names. And they fell in love with the name Jennifer for both its popularity and meaning: the **fair** one. What my mom hadn't anticipated was that because the name was so popular, souvenirs with my name were often sold out.



So my full name is Jennifer Lou. No middle name. Nothing. Everyone else in my family has their Chinese name as their English middle name. It's on official documents, passports, licenses, and in my brother's case, his birth

certificate. The middle name field on my birth certificate? Blank. A parental **oversight** because they hadn't made the time to select a Chinese name.

Having no middle name is even more significant when you grow up in white, middle-class Connecticut where everyone has one. It was a rough childhood. Not only did I have to learn how to ski, how to play tennis, and how to tie sweaters around my neck, I also had to navigate **Puritan** New England middle name-less. “You’re incomplete!” friends would say.

I took matters into my own hands. When I started seventh grade at Sage Park Middle School, I enrolled as Jennifer Elizabeth Lou. I picked Elizabeth because it was the whitest name I could think of. And, my God, I wanted to be white because in Windsor, Connecticut, where less than one percent of the population was Chinese, white, to me, meant belonging. It meant being pretty and popular, and that boys would like me. I had it in my head that they didn’t like me because I was Chinese. Different. But really, they didn’t like me because I was ugly.



This is my seventh grade yearbook photo. The **antithesis** of delicate and fair. Notice the layered, ‘fro-like perm, the buck teeth, and fangs. Thankfully, the black-and-white photo softens some of my brilliant fashion choices: a

cantaloupe-colored T-shirt with concrete gray collars and a smoking hot, pink pair of glasses, thicker than a Coke bottle.

By ninth grade, I was ready to shed my inner white Elizabeth, mainly because I thought the initials JEL looked stupid. I returned to plain Jennifer Lou, and I started to like that I didn't have a middle name. I liked that I was the only one in the family whose Chinese name wasn't their English middle name. I was two separate entities.

My Chinese name is 陸琬玕 (Lù Wǎn Yú). One May I asked, "Mom, what does my Chinese name mean?"

"What?" she said, annoyed. "It doesn't mean anything."

"Well, what's Norb's Chinese name mean then? Also nothing?"

"Oh, no, his name means 'joy to the world.'"

Of course it does.

I later pressed for more clarification. I discovered why my Chinese name never became my English middle name. When I was born, my mom didn't have a Chinese name picked out for me. Instead, my mom sent all my birth information back to Taiwan to a Chinese **astrologer**. She needed to know what elements to include in my name based on my birth details. If you know nothing else about Taiwanese culture, know that they are crazy superstitious. You can't leave rice uneaten on your plate, put your chopsticks standing up in a bowl, give an umbrella or knives as gifts—and your daughter can't be named without an astrologer.

The astrologer said that my name needed jade. This is the character for jade:

玉

This is a common variation of the character for jade:

王

In Chinese culture, jade is said to possess the five essential virtues of Chinese philosophy: compassion, modesty, courage, justice, and wisdom. Virtues she thought I might need when trying to be "the fair one." So, as she created my name, my mom weaved as much jade as possible.

Lù, my last name, means land:

陸

Wǎn means gentle, gracious. Wǎn is traditionally written with the female root:

琬

But Mom took it out and swapped in the jade root:

琬

Yú is an antiquated version of the character for jade:

琬

I guess that makes my Chinese name mean “the land of gentle jade.” Pretty lame compared to “joy to the world,” if you ask me.

So that is how I ended up with two names: a simple English name, and a **customized** Chinese one. Actually, if you count my nicknames, I have at least fifteen names. They range from obvious abbreviations like J-Lou to more story-oriented ones like Gimpy, Potty Lou, and Evil.

Then there are the nicknames that reflect my stage in life. Five years ago, in the midst of a post-breakup, mid-career crisis, I came to a realization. There was no point in trying to be something I wasn’t (white) or something others wanted me to be (the fair one). I started making mass changes in my life—challenging old, traditional beliefs from my past, particularly the negative, self-destructive ones, and exploring new and healthier trains of thought. When you clean house and tear down that Great Wall, it’s easy to second-guess what you’re doing. But I **persevered**, and through it, I gained a greater sense of confidence. I started feeling free to be myself, enough so that the **spunk** and spark returned to my life, enough so that a good friend

started calling me “Jen 2.0.” I would spit out a sassy, witty comment and he would hiss, “Watch out! It’s Jen 2.0!”

I had become a newer, speedier, more **enhanced** version of the old me. And I began to love my names for what they are, for what they aren’t, and for the betweenness that they capture. Because I finally learned to love the uniqueness that is me.

So if you’re ever in the market for a name, drop me a line; my family knows a good astrologer.

*Jennifer Lou grew up in Windsor, Connecticut in the 1970s. Lou is a writer in San Francisco, whose work focuses on her life as a Chinese American. She has founded a group for humor storytelling, works for a digital publisher, and serves on the board of Youth Speaks, an organization dedicated to supporting young poets and writers. She spends her downtime volunteering at the Monterey Bay Aquarium.*

## 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        | U1 L4                                                                                            |
| Activity Name      | “Hello, My Name Is” Excerpt—Using Details in a Story                                             |
| Proficiency Levels |                                                                                                  |
| Entering           | Student answers simple yes/no and wh- questions about the text with 1:1 support.                 |
| Emerging           | Student produces short written responses to questions about the text with substantial support.   |
| Transitioning      | Student uses sentence starters to answer questions in complete sentences with moderate support.  |
| Expanding          | Student answers questions in complete sentences and includes text evidence with minimal support. |
| Bridging           | Student answers questions in complete sentences and includes text evidence with few prompts.     |

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

5

Adding Details to Your Writing

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will read a mentor text closely and analyze the author's use of details to tell a story.

Writing

Students will practice adding details to expand noun phrases in writing.

FORMATIVE ASSESSMENT

Reading

"Hello, My Name Is" Excerpt [Activity Page 5.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Adding Details in Sentences [Activity Page 5.2]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|---------------------|
| Read About It | | |
| Analyze Author's Use of Details | 15 min. | ☐ Activity Page 5.1 |
| Looking at Language | | |
| Practice Adding Details to Sentences | 15 min. | ☐ Activity Page 5.2 |

ADVANCE PREPARATION

Read About It

- Project Activity Pages 5.1 and 5.2 on the board/chart paper.
- Display the following sentence frame for use during the Read About It segment:
 - The author chose to add this detail because _____.

Looking at Language

- Provide scissors for the Looking at Language Segment on Activity Page 5.2.
- Continue collecting comic strips and comic books for use in Lessons 9–15.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss how and why an author uses details in their writing
- Elaborate on ideas in writing by adding details to expand noun phrases

Language Forms and Functions

The author chose to add this detail because...

The author uses this detail to...

Expand means...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|--|---------------------------------|
| astrologer
Puritan
superstitious | customize
fair
incomplete
oversight
expand | souvenir |

Lesson 5: Adding Details to Your Writing

Read About It



Primary Focus: Students will read closely a mentor text and analyze the author's use of details to tell a story.

ANALYZE AUTHOR'S USE OF DETAILS (15 MIN.)

- Direct students to Activity Page 5.1.
- Ask students what they remember about the story "Hello, My Name Is" from the previous lesson. Call on various students and encourage them to use complete sentences when speaking.
- Explain the purpose of today's lesson is to reread excerpts from "Hello My Name Is" and answer questions about how the author uses details to tell a story.
- Ask students why it is important to use details in their writing.
 - » Possible answers: creates pictures in your mind, makes the story more interesting.
- Tell students as we read the sections of text, we will be discussing the questions orally and writing a response in complete sentences.
- Ask students to choral read the first paragraph on Activity Page 5.1.

My mom's chosen English name is Julie. So when I was born a girl, they scoured the baby name book for popular "J" names. And they fell in love with the name Jennifer for both its popularity and meaning: the fair one. What my mom hadn't anticipated was that because the name was so popular, souvenirs with my name were often sold out.

Activity Page 5.1



Support

Use the image to point out the empty spot where something the author wanted to buy is missing. Ask: How would you feel if your name was missing from the shelf and you couldn't buy it? Ask: Why did the author choose that detail to tell her story?

- Have students read independently question 1.
1. Why did the author choose to add the detail, "What my mom hadn't anticipated was that because the name was so popular, souvenirs with my name were often sold out"?
 - » Possible responses: The author chose to add this detail because it emphasizes the popularity of the name. The author also added the detail to create irony. The name *Jennifer* means "fair one" but it wasn't fair to the author that she wasn't able to buy things with her name on it like others could.

- Reread question 1 aloud to the class.
- Call on a student to answer the question orally. Call on others to elicit different responses.
- Model a written response to question 1 by writing it on the board/chart paper. Students should copy the answer on Activity Page 5.1.
- Have students take turns reading paragraphs 2 and 3 with a partner.

So my full name is Jennifer Lou. No middle name. Nothing. Everyone else in my family has their Chinese name as their English middle name. It's on official documents, passports, licenses, and in my brother's case, his birth certificate. The middle name field on my birth certificate? Blank. A parental oversight because they hadn't made the time to select a Chinese name.

Having no middle name is even more significant when you grow up in white, middle-class Connecticut where everyone has one. It was a rough childhood. Not only did I have to learn how to ski, how to play tennis, and how to tie sweaters around my neck, I also had to navigate **Puritan** New England middle name-less. "You're incomplete!" friends would say.

- Together, discuss question 2 and write an answer in a complete sentence.
2. Why did the author use the detail, "Having no middle name is even more significant when you grow up in white, middle-class Connecticut where everyone has one. It was a rough childhood"?
- » Possible response: The author uses this detail to expand on the idea that she was not like "all" the other kids in her town.
- Call on a student to orally answer question 2. Call on others to elicit different responses.
 - Tell students to write an answer to question 2 on Activity Page 5.1.
 - Have students take turns reading paragraphs 4 and 5 with a partner.
-

I later pressed for more clarification. I discovered why my Chinese name never became my English middle name. When I was born, my mom didn't have a Chinese name picked out for me. Instead, my mom sent all my birth information back to Taiwan to a Chinese astrologer. She needed to know what elements to include in my name based on my birth details.

If you know nothing else about Taiwanese culture, know that they are crazy superstitious. You can't leave rice uneaten on your plate, put your chopsticks standing up in a bowl, give an umbrella or knives as gifts—and your daughter can't be named without an astrologer.

The astrologer said that my name needed jade. This is the character for jade.

玉

This is the common variation of the character for jade.

王

In Chinese culture, jade is said to possess the five essential virtues of Chinese philosophy; compassion, modesty, courage, justice, and wisdom. Virtues she thought I might need when trying to be “the fair one.” So, as she created my name, my mom weaved as much jade as possible.

-
- Together, discuss question 3 and write an answer in a complete sentence.

3. How did the author explain Taiwanese culture?

- » Possible responses: The author gave examples as details to prove that Taiwanese culture is superstitious. Using details and examples emphasized the importance of picking a name in Chinese culture.
- Call on a student to answer question 3 orally. Call on others to elicit different responses.
- While students are completing Activity Page 5.1, walk around and offer support as needed.



Reading
Reading/Viewing Closely

Entering/Emerging

As students read and answer questions to Activity Page 5.1, provide 1:1 support with written responses by providing sentence frames such as The author chose to add this detail because _____.

Transitioning/Expanding

As students read and answer questions to Activity Page 5.1, provide guided support as needed. Ask students to read aloud written responses to you, and check for coherence.

Bridging

Provide support by reading text aloud in sections as needed.

Lesson 5: Adding Details to Your Writing

Looking at Language



Primary Focus: Students will practice adding details to expand noun phrases in writing.

PRACTICE ADDING DETAILS TO SENTENCES (15 MIN.)

- Tell students that they will now practice expanding sentences to add details to make the sentence more interesting. Like the author in “Hello. My Name Is,” they will add details to describe ideas, people, and things.
- Ask students if they know what the word *expand* means.
 - » Answer: *expand* means to make larger.
- Ask students to repeat the word *expand*.
- Model the word *expand* by associating arm motions. Open arms up wide and say the word *expand* as you do so. Ask students to join you by making the arm motions and repeating the word *expand* as they open up their arms.
- Direct students to Activity Page 5.2.
- Tell students that they are going to expand sentences like someone expands a balloon. Make the appropriate hand motions.
- Read directions on Activity Page 5.2.

Support

Provide an example of an object that expands, such as a balloon.

Activity Page 5.2



Add details on the blank line to expand the ideas, people, places, and things.

Cut out the text strip. Fold the strip on the dotted line(s) to demonstrate how the sentence expands (gets longer) when details are added.

- Complete the sample together by reading the strip.
 - The dog ran _____.
- Read the sample answer.
 - out of the house
- Explain that the last step is to cut out the strip with scissors and fold the strip on the dotted line.
- Demonstrate how to fold and unfold the strip, showing both the folded brief sentence and the unfolded expanded sentence.
- Direct students to complete the rest of Activity Page 5.2.
- When students finish, have them share responses with a partner.
- Save three finished sentence strips from students that demonstrated proficiency to use as examples for Lesson 6.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U1 L5 |
| Activity Name | Adding Details in Sentences |
| Proficiency Levels | |
| Entering | Student uses simple adjectives to dictate simple sentences with 1:1 support. |
| Emerging | Student uses adjectives and common conjunctions to write simple sentences with substantial support. |
| Transitioning | Student uses adjectives and common conjunctions to write simple and compound sentences with moderate support. |
| Expanding | Student uses adjectives, adjective phrases, and conjunctions to write sentences of varying lengths and structures with occasional support. |
| Bridging | Student independently uses adjectives, adjective phrases, and conjunctions to write sentences of varying lengths and structures. |

Support

Cut strips out ahead of time and model how to add the detail on the blank line.



Writing Using Nouns and Noun Phrases

Entering/Emerging

Provide 1:1 support as students add details to the sentences strips on Activity Page 5.2. Have students choose from a bank of details—for example, *she forgot her lunch, because he had a stomach ache, saw her birthday present.*

Transitioning/Expanding

Provide support for Activity Page 5.2 by reviewing directions and having students discuss answers orally before writing them.

Bridging

Provide support as needed to complete Activity Page 5.2 by asking student to read the expanded sentences orally to you and checking for comprehension.

End Lesson

6

Writing a Personal Narrative Paragraph, Take 2

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen to classmates read expanded sentences aloud and then answer questions.

Writing

Students will revise their personal narrative paragraph to enrich the meaning of sentences.

FORMATIVE ASSESSMENT

Listening

Personal Narrative Checklist [Activity Page 3.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Revise Personal Narrative Paragraph [Writing Journal]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---------------------------------|
| Rewind | | |
| Review Adding Details to Expand Writing | 10 min. | ☐ Activity Page 3.1 |
| Write About It | | |
| Revise Personal Narrative Paragraph | 20 min. | ☐ Writing Journal Activity Page |

ADVANCE PREPARATION

Rewind

- Choose sentence strips from Activity Page 5.2 that two or three students completed proficiently during the previous lesson. These strips will be used to read aloud to classmates as examples.
- Project Activity Page 3.1 on board/chart paper.

Write About It

- Display the following sentence starters on the board/chart paper for use during Write About It:
 - I agree. or
 - I disagree. Instead, I would . . . or
 - I agree, but I also think you should add a star (point to location) here because . . .

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate active listening of Read-Alouds and oral presentations by asking and answering questions
- Share writing goals with a partner
- Extend or deepen the meaning of sentences by expanding noun phrases
- Clarify and elaborate on ideas based on feedback

Language Forms and Functions

The original sentence had _____, but the expanded sentence has _____.

I agree...

I disagree. Instead, I would...

I agree, but I also think you should add a star here because...

Vocabulary

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

Lesson 6: Writing a Personal Narrative Paragraph, Take 2

Rewind



Primary Focus: Students will listen to classmates read expanded sentences aloud and then answer questions.

REVIEW ADDING DETAILS TO EXPAND WRITING (10 MIN.)

- Remind students that in the last lesson, they were practicing adding details to sentences to make writing more interesting.
- Ask a student to read aloud a sentence strip from Activity Page 5.2 that you prepared in advance, as an example of expanding sentences to add details.
- Ask students the difference they notice between the original sentence and the expanded, more detailed sentence.
- Point out to students that adding details to writing makes the story more interesting and helps to create pictures in your mind as you are listening or reading.
- Ask another student to read aloud a sentence strip from Activity Page 5.2 that you prepared in advance, as an example of expanding sentences to add details.
- Ask students what difference they noticed between the original sentence and the expanded, more detailed sentence.
- Tell students they are going to practice adding details to their personal narrative paragraph they wrote in their Writing Journal a few lessons ago.
- Direct students back to Activity Page 3.1.

Activity Page 3.1

Personal Narrative Checklist

1. _____ It is written in first person using *I, me, my, we, our* and so on.
2. _____ It is a true story.
3. _____ It has events that are described.
4. _____ It starts with a topic sentence that introduces an event.
5. _____ It has three or more sentences that describe the event.
6. _____ It ends with a concluding sentence as a final thought.

Support

Provide a sentence starter such as, "The first original sentence had _____ but the detailed sentence had _____."

Activity Page 3.1



Support

Explain to students that when details are added it means the writer is describing, being descriptive.



Listening Listening Actively

Entering/Emerging

Provide students with 1:1 support while answering questions. Use a sentence starter to prompt thinking. "For example, The sentence _____" or "Revise means _____."

Transitioning/Expanding

Offer students moderate support answering questions by providing examples.

Bridging

Offer minimal support only as needed, such as redirection.

- Tell students they are going to review the Personal Narrative Checklist before they revise their own writing.
- Ask students what *revise* means. Provide the word in context if needed.
 - For example, I need to revise my drawing because I used the wrong color.
- Tell students they will use Activity Page 3.1 as a guide to revise, or fix, their writing.
- Ask students which sentences on the checklist go along with adding details.
 - Ask students again which sentences on the checklist go along with adding details.
- Point out to students that sentence 3 and sentence 5 on the checklist go along with adding details to their writing. By adding details, they will be improving their writing by describing.
- Ask students to reread the goal they set to improve their writing, which is written at the bottom of the checklist.
- **Turn and Talk:** Direct students to share their goal with a partner.

Lesson 6: Writing a Personal Narrative Paragraph, Take 2

Write About It



Primary Focus: Students will revise personal narrative paragraph to enrich the meaning of sentences.

REVISE PERSONAL NARRATIVE PARAGRAPH (20 MIN.)

- Tell students they are going to revise their personal narrative paragraph, paying close attention to the goal they set to improve their writing and to add details to make their writing more interesting.
- Direct students to the Writing Journal in their Activity Book to find their Personal Narrative Paragraph, Take 1.
- Ask students to reread their narrative.
- Ask students to draw a star in a spot where they want to expand their ideas with details.
- For example, write the following sentence on the board: We drove home. I was so glad the game was over.
 - Draw a star after the word *home*.
 - Tell students that you put a star next to home because you want to add more details to that sentence.
- Tell students it's their turn to plan for places in their writing to add details.
- Ask students to read their narrative one more time and add a star in places they want to add details.
- Tell students that now they are going to get feedback from a partner.
- Ask students to read their narrative paragraph and point out to their partner where they placed stars to add detail.
- Have students ask their partner:
 - Do you agree?

Writing Journal



Support

Model this interaction with a student for the class to observe.

Support

For students that did not meet their goal, provide a suggestion within their writing that aligns to the set goal. For example, if the student's goal was to add more detail sentences, show the student a place in their writing where this can be achieved.

Challenge

If time allows, students can draw a picture using details from their personal narrative in their Writing Journal.



Writing Using Nouns and Noun Phrases

Entering/Emerging

Provide 1:1 support adding details to personal narrative by conferencing with students first. During the conference, teacher can discuss the plan to add details and meet checklist criteria.

Transitioning/Expanding

Provide support for adding details by modeling how to add details to one part of a student's writing.

Bridging

Provide support as needed. Encourage students to offer support to other classmates.

- Tell students to use the following prompts to answer if they agree:
 - I agree . . .
 - I disagree, instead I would . . .
 - I agree but I also think you should add a star (point to location) here because . . .
- Tell students to switch roles after one person is done reading and getting feedback.
- Explain that once both people have received feedback, it is time to use that feedback and begin revising/fixing their personal narrative.
- Direct students to a new page in their Writing Journal.
- Explain that they are going to rewrite their personal narrative and add details on the new page.
- As students finish writing Writing a Personal Narrative Paragraph, Take 2, have them reread their checklist and goal on Activity Page 3.1
- Conference with students and ask them to show how their revisions helped them meet their criteria and goal.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U1 L6 |
| Activity Name | Revise Personal Narrative Paragraph |
| Proficiency Levels | |
| Entering | Student expands noun phrases by adding an adjective to a noun with 1:1 support. |
| Emerging | Student expands noun phrases by adding an adjective to a noun with substantial support. |
| Transitioning | Student expands noun phrases by embedding simple clauses or adding comparative/superlative adjectives with moderate support. |
| Expanding | Student expands noun phrases by embedding simple clauses and adding comparative/superlative adjectives with minimal support. |
| Bridging | Student independently expands noun phrases by embedding clauses and adding comparative/superlative adjectives. |

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

7

Figurative Language

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will discuss the personal narrative Read-Alouds with a small group.

Reading

Students will analyze how the use of figurative language affects meaning.

LANGUAGE PROFICIENCY ASSESSMENT**Reading**

***The Prince of Los Cocuyos* Excerpt—Figurative Language** [Activity Page 7.2]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| On Stage | | |
| Share Personal Narrative, Take 2 | 10 min. | <input type="checkbox"/> Writing Journal |
| Looking at Language | | |
| Analyze Figurative Language in Mentor Text | 20 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 7.2 |

ADVANCE PREPARATION

On Stage

- Assign students into small groups of two or three.
- On the board/chart paper, write the discussion starter for use during the On Stage segment:
 - The details in your writing made me picture a _____.

Looking at Language

- On board/chart paper, write the figure of speech: “My mom is a teddy bear.” for use during the Looking at Language segment.
- Locate, print, and display images of a shuffleboard and a swaddled baby to help students understand the meaning of vocabulary when they read the excerpt from *The Prince of Los Cocuyos*.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Identify and discuss descriptive language found in personal narratives
- Demonstrate comprehension of a narrative text by answering text-dependent questions, using general academic and domain-specific vocabulary
- Explain the meanings of metaphors and similes
- Support ideas with reasons and evidence from a text, orally and in writing

Language Forms and Functions

The details in your writing made me picture a...

One example of figurative language I've heard is...

The author used a simile in the phrase "_____." The word _____ is used to compare...

The author used a metaphor to compare...

The author uses figurative language to...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---|----------------------------------|---------------------------------|
| figurative language
metaphor
simile | condensation | bike
handlebar
honk |

Lesson 7: Figurative Language

On Stage



Primary Focus: Students will discuss the personal narrative Read-Alouds with a small group.

SHARE PERSONAL NARRATIVE, TAKE 2 (10 MIN.)

- Tell students that today they are going to share their Writing a Personal Narrative Paragraph, Take 2 with a small group.
- Explain that their goal is to listen to the personal narratives Read-Aloud and to use the descriptive language they hear to make pictures in their minds.
- Tell students to be prepared to discuss the images that came to mind as they listened.
- Model this activity for the class asking a student to read aloud their personal narrative. When the student is finished, point to the board/chart paper that has the discussion starter: The details in your writing made me picture a _____.
 - Model using the discussion starter to share the images that came to your mind as you listened to the personal narrative.
- Direct students to the small groups you assigned in advance.
- Tell students to begin sharing and discussing the images created by the writing.
- While students are discussing in small groups, walk around to make sure students are on task and taking turns. Remind students to use discussion prompt if they need redirection.



Speaking
Exchanging
Information/Ideas

Entering/Emerging

Offer students prompting support as they discuss mental images, using questions such as “What do you think that scene might have looked like?”

Transitioning/Expanding

Offer students moderate support with redirection if needed. Refer them to the discussion starter on the board/chart paper if they get off task.

Bridging

Ask students to describe more than one mental image that came to mind as they listened to the personal narrative.

Lesson 7: Figurative Language

Looking at Language



Primary Focus: Students will analyze how the use of figurative language affects meaning.

Support

Ask students whether the sentence means that the mom really is a teddy bear or whether it means something else.

ANALYZE FIGURATIVE LANGUAGE IN MENTOR TEXT (20 MIN.)

- Explain to students that they are going to continue to learn about details in writing and about creating pictures in their mind by analyzing figurative language.
- Point to the board/chart paper that displays the figure of speech, “My mom is a teddy bear” and ask students to choral read it.
- Ask students the meaning of that sentence.
- Explain to students that “My mom is a teddy bear” is an example of figurative language. When a writer describes something by comparing it to something else, the writer is using figurative language.
- Explain to students that writers use figurative language to make the story more interesting.
- Ask students to close their eyes and imagine the phrase, “It’s raining cats and dogs.”
- Ask students what a writer who uses that phrase really means.
- Explain to students that rain drops are not actually the size of cats and dogs, so the phrase means that it’s raining really hard outside.
- Ask students:
 - Can someone share another example of figurative language they’ve heard before?
- Direct students to Activity Page 7.1.
- Tell students they are going to analyze figurative language by distinguishing between similes and metaphors.
- Read the definitions of simile and metaphor aloud. Ask students to follow along as you read.

Activity Page 7.1



Support

Model a sentence for students and think aloud so students understand the steps involved in identifying the figurative language in the sentence as a simile or metaphor.

Challenge

As students finish, encourage them to write their own simile or metaphor.

Simile

A simile is a comparison of two different things using the words like or as.

Example: My hands are cold as ice.

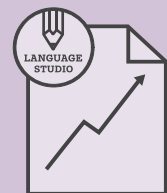
Metaphor

A metaphor is a comparison that does not use the words like or as.

Example: My mom is a teddy bear.

- Ask students to turn to a partner and discuss the meaning of “My hands are cold as ice.”
- Ask students to underline the word *as* in the simile “My hands are cold as ice.”
- Explain that students will practice distinguishing between similes and metaphors in the examples on Activity Page 7.1.
- Tell students that *distinguish* means to find the difference between things.
- Explain that students will analyze each sentence to see if the word *like* or *as* is used. The use of *like* or *as* will help students distinguish between similes and metaphors.
- Read aloud directions at the bottom of Activity Page 7.1.
- Ask students to complete practice questions 1–5 independently.
- Tell students that they will now analyze figurative language in a story.
- Explain that students are going to read an excerpt from *The Prince of Los Cocuyos*.
- Tell them to pay close attention, as they read, to details that use the word *like* or *as*. When they read *like* or *as*, they are to underline the word so they can go back and reread for meaning later.
- Since the mentor text is an excerpt, explain to the students the context of the story. Tell them that the character narrating the story is at the grocery store buying a frozen turkey, “a bird,” for his family’s first American Thanksgiving dinner.
- Read the first paragraph on Activity Page 7.2 to the class and ask students to follow along using finger sweeping.

Activity Page 7.2



Support

Ask students to give the answer orally and then to write what they just expressed. Guide them by repeating what they said back to them slowly.

Support

Point to the image of a shuffleboard that you prepared in advance. Relate shuffleboard to bowling or hockey (both involve a flat, slippery surface across which you push an object).

I hopped back on my bike, darted to Liberty Mart, got my bird, and tied all twenty-one pounds of it across the breast onto my handlebars. But getting it home wasn't as easy as I thought it would be. When I rode over the pothole in front of St. Brendan's rectory like I always did for the heck of it, one of the knots slipped and the frozen turkey slid like a shuffleboard puck down the sidewalk and into the gutter before stopping inches away from the catch drain. No problem, I thought; it was frozen and sealed in plastic. I picked it up and tied it even tighter with a few extra knots. But while I was cutting through a parking lot, it fell again and skidded under a huge four-door sedan. I crouched down and tried to grab it, but it was just out of my arm's reach. Finally I squirmed under the car on my belly and yanked it back, the turkey and me emerging grimy and blotched with oil.

- Ask students to choral read question 1 on Activity Page 7.2.
- 1. Did the author use a simile or metaphor in the first paragraph? If so, underline the expression. Explain the meaning of the underlined simile or metaphor.
 - » Answer: Possible response: Yes, the author used a simile in the expression, "the frozen turkey slid like a shuffleboard puck down the sidewalk." The word *like* is used to compare the turkey's movement to the way a puck moves. A puck slides easily and quickly across polished wood, and that is how the turkey moved.
- Ask students to share their answers.
- Call on a student to share their answer to question 1 orally.
- Ask student to find and point in the text the shuffleboard reference. The author uses *like* when he wrote, "the frozen turkey slid like a shuffleboard puck down the sidewalk."
- Ask students if they know what shuffleboard is.
- Ask students to close their eyes and imagine what kind of motion the author is describing.
- Reread the figurative language that was used in the first paragraph: "the frozen turkey slid like a shuffleboard puck down the sidewalk" to help students imagine the motion.

- Ask students question 2.

2. Why do you think the author used figurative language?

- » Possible answers: to create a picture in the reader's mind, to make readers laugh, to make the story more interesting
- Direct students to write answers to questions 1 and 2 on Activity Page 7.2. Encourage students to use ideas from what was just discussed.
- Ask students to read the next paragraph on Activity Page 7.2 on their own and underline *like* or *as* or if the text compares two things.

By then, the sweaty condensation on the bird made it impossible to tie to the handlebars. I took off my T-shirt, wrapped it around the turkey like I was swaddling a baby, and retied it for a third time, thinking that would do the trick. Not so. Crossing Eighty-seventh Avenue it came loose again. I swerved to avoid running it over and fell off my bike. There we were: me and a twenty-one-pound turkey, lying on the pavement in the middle of a four-lane road just as the traffic light turned green and cars began honking incessantly. Surely the Indians and Pilgrims must have had an easier time, I thought. With one hand on the handlebar and the other barely able to carry the turkey, I managed to inch my way over to the sidewalk. "That's it!" I yelled at the bird. I tied it to the bike seat and walked my bike the rest of the way.

- Read question 3 on Activity Page 7.2 to class.

3. Did the author use a simile or metaphor? If so, underline the expression.

Explain the meaning of the underlined simile or metaphor.

- » Possible response: Yes, the author used a simile in the phrase "wrapped it around the turkey like I was swaddling a baby." The word *like* is used to compare how he puts his T-shirt around the turkey like someone would wrap a baby warmly in a blanket.
- » Another possible response: A metaphor is used to compare how Native Americans long ago acquired a turkey versus acquiring a turkey in modern day.
- Ask students to share their answers.
- Call on a student to share their answer to question 3 orally.

Support

Partner students that may have difficulty reading the paragraph independently.



Reading Analyzing Language Choices

Entering/Emerging

Provide 1:1 support as students read and think aloud about how to distinguish between a simile and metaphor. Refresh and restate the definitions of *simile* and *metaphor* as needed.

Transitioning/Expanding

Provide moderate support to help students distinguish between a simile and metaphor by checking in for accuracy. If students respond inaccurately, ask them to reread definitions of simile and metaphor and to focus on the key word *like* or *as*.

Bridging

Provide support as needed as students identify similes and metaphors in mentor text.

- Ask students to close their eyes and imagine the action the author describes when he says that he wrapped his shirt around the turkey as if he were swaddling a baby.
 - Point to the image of a swaddled baby that you prepared in advance. Ask students to imagine a turkey inside the blanket instead of a baby. Tell students that *swaddled* means “wrapped snugly and warmly.”
 - Ask students question 4.
4. Why do you think the author used figurative language?
- » Possible response: The author uses figurative language to create a picture in the reader’s mind, to make readers laugh, to make the story more interesting.
- Direct students to read and answer questions 3 and 4 on Activity Page 7.2.

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 | U1 L7 |
| Activity Name | <i>The Prince of Los Cocuyos</i> Excerpt—Figurative Language |
| Proficiency Levels | |
| Entering | Student refers to Activity Page 7.1 to distinguish between similes and metaphors with 1:1 support. |
| Emerging | Student refers to Activity Page 7.1 to distinguish between similes and metaphors with substantial support. |
| Transitioning | Student distinguishes between similes and metaphors and approximates their meanings with moderate support. |
| Expanding | Student distinguishes between similes and metaphors, identifies their meanings, and provides text evidence with moderate support. |
| Bridging | Student distinguishes between similes and metaphors, identifies their meanings, and provides text evidence with minimal support. |

End Lesson

8

Language Detectives

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will analyze how figurative language is used in a text.

Writing

Students will use comparatives and superlatives to describe nouns.

FORMATIVE ASSESSMENT**Reading****Close Reading of Step by Step Excerpt**

[Activity Page 8.1]

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Practice Comparing Adjectives** [Activity Page 8.2]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---------------------|
| Looking at Language | | |
| Analyzing Text Using Figurative Language | 20 min. | ☐ Activity Page 8.1 |
| Building Background | | |
| Using Adjectives in a Variety of Ways | 10 min. | ☐ Activity Page 8.2 |

ADVANCE PREPARATION

Looking at Language

- Divide index cards so that each student has two index cards. One index card is labeled *simile*, and the other is labeled *metaphor*.
- Divide class into two teams to play a game that practices identifying similes and metaphors.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of a narrative text by answering text-dependent questions, using general academic and domain-specific vocabulary
- Provide text evidence to support a verbal or written response to a question
- Explain why authors use figurative language, including similes and metaphors
- Enrich the meaning of sentences by using comparatives and superlatives to describe nouns

Language Forms and Functions

A simile is...

A metaphor is...

_____ is being compared to _____.

The author uses a simile/metaphor to...

I know this because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|----------------------------------|---------------------------------|
| porter
comparative adjective
superlative | | against
fire
train |

Lesson 8: Language Detectives

Looking at Language



Primary Focus: Students will analyze how figurative language is used in a text.

ANALYZING TEXT USING FIGURATIVE LANGUAGE (20 MIN.)

- Tell students they are going to pretend to be language detectives and play a game. The game will give them practice identifying similes and metaphors.
- Give each student two index cards, one labeled *simile* and the other labeled *metaphor*.
- Explain that there will be two teams. Point out how the teams are divided.
- Tell them that you will be keeping score of how many students correctly identify if the sentence uses an example of a simile or a metaphor.
- Explain how to play. Tell students that a sentence will be read aloud. Once the sentence is read, students need to decide independently if the sentence uses a simile or a metaphor. Once students decide, they should hold up the index card that matches the sentence, covering the word *simile* or *metaphor* so that no one else can see. For example, if the sentence is a simile, students hold up the simile index card. Then you will ask to see the students' card to check whether they correctly identified the simile or metaphor. Assign one point for each correct answer per team.
- Ask students to recall what a simile is. Encourage them to use their Activity Book to help them.
 - A simile is a comparison of two different things using the word *like* or *as*.
- Ask students to recall what a metaphor is. Encourage them to use their Activity Book to help them.
 - A metaphor is a comparison that does not use the word *like* or *as*.
- Play one round together as a class to model how to play.
 - Say, "The dessert tastes like heaven."
 - Think aloud with students to model how to listen for the key words *like* or *as*.
 - Ask them to show their card when you say, "Show me."
 - Tell them, "Show me."

Challenge

Call on students to identify the two things being compared in examples.

- Look around at students holding up one of the index cards and, one by one, check whether each student is correctly holding up the simile index card.
- Count up the correct points for both teams and write the total on the board.
- Ask what things the example compares. Correct answer: dessert is compared to heaven.
- Continue playing four more rounds, using the following examples:
 - Staying inside all day was like being in prison. (*simile*)
 - Annabelle's room was as wrecked as a disaster zone. (*simile*)
 - Life is a stage, and we are all actors. (*metaphor*)
 - The snow was a blanket covering the yard. (*metaphor*)
- Count up the points for each team and declare a winner. Explain that students may play the game another day so that the team that didn't win can try to win the next time.
- Direct students to Activity Page 8.1.
- Tell students they will continue to be language detectives and identify how authors use figurative language in text.
- Ask students to read with a partner the text excerpt from *Step by Step*, by Bertie Bowman. When students finish reading, have them work on question 1.

Bertie Bowman, you are only thirteen years old and here you are, on your way to the big city, I thought, feeling the seat under me. I watched the scenery from the windows, the flat landscape, and the farmers walking around in their fields in the distance.

My mind was closed to all things past, I was not going to look back on my farm days, hog slopping, or the long hours of toil. I didn't give a thought to things back at home. The train rolled on all day long, to the song of the metal against the tracks, the blur of the towns and villages moving past my eyes. I wasn't going to get to Washington until around eight o'clock that night, and I told the porter that I would be glad to work if he needed anyone to help him.

Activity Page 8.1



Support

Remind students of the simile and metaphor game they played at the beginning of the lesson. Remind them that a metaphor compares two things without using *like* or *as*.



Reading Analyzing Language Choices

Entering/Emerging

Provide 1:1 support as students read and think aloud about how to distinguish between a simile and metaphor. Refresh and restate the definitions of *simile* and *metaphor* as needed.

Transitioning/Expanding

Provide moderate support to help students distinguish between a simile and metaphor by checking in for accuracy.

If students respond inaccurately, ask them to reread definitions of simile and metaphor and to focus on the key word *like* or *as*.

Bridging

Provide support as needed as students identify similes and metaphors in mentor text.

1. Is this story a personal narrative? Why or why not?

» Answer: It is a personal narrative because the story is told in first person using *I* and *my*.

- Walk around class and monitor students. Provide redirection if needed and support with decoding.
- Ask students to discuss as a whole group the answer to question 1.
- Ask students question 2.

2. What is the character doing in the story? Use details from the text support your answer.

» Possible answer: The person in the story is taking a train to Washington. The detail in the story says, "The train rolled on all day long."

- Provide wait time. Call on a student to answer the question.
- Call on a student to read aloud question 3.

3. Underline the metaphor the author uses to describe events in the story.

- Provide wait time for students to find the metaphor. Walk around and check for accuracy.
- Call on a student to read the sentence or phrase that contains a metaphor.
 - » The train rolled on all day long, to the song of the metal against the tracks.
- Ask students to raise their hands if they too chose that sentence.
- Call on a student who has their hand raised and ask what two things are being compared.
 - » the sound of the train's wheels on the tracks to the sound of music
- Read aloud question 4.

4. Why do you think the author uses a metaphor?

Possible answers:

- » The author uses a metaphor to describe the noise he hears on his long trip to Washington. Others might find the sound unpleasant or grating, but the sound pleases him like music would.
- » The author uses a metaphor to get the readers to make pictures in their minds of events in the story.
- » The author uses a metaphor to describe events in the story using the senses.
- Direct students to Think-Pair-Share the answer to question 4.
- Call on a student to share their response.

- Direct students to write a response to question 4 on Activity Page 8.1.
- Direct students to read the next section of text independently. When they are finished, read and answer questions 5 and 6 as a class.

When the train pulled into Washington, I had never seen so many lights. It was like the world was on fire. As I gathered my stuff, the porter asked me again if I wanted the train job. “No,” I said. “I am finally in the city. This is what I have been waiting for all my life.”

5. Underline the simile in the text.

6. What does the simile mean in the story?

» Possible answer: The character lives in the country, so he is not used to seeing so many streetlights. The streetlights were so bright that it looked like there was a fire.

- Walk around class and monitor students. Provide redirection if needed and support with decoding.
- Call on a student to share their answer to question 5.
- Ask students to raise their hands if they too chose that sentence.
- Call on a student to share their answer to question 6.
- Encourage students to practice using figurative language in their writing when adding details to make a story more interesting.

Lesson 8: Language Detectives

Building Background

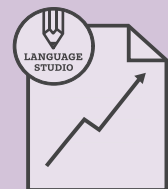


Primary Focus: Students will use comparatives and superlatives to describe nouns.

USING ADJECTIVES IN A VARIETY OF WAYS (10 MIN.)

- Direct students to Activity Page 8.2.
- Tell students they will continue learning about descriptive language.
- Explain that in a later lesson they will write a new personal narrative and will be asked to use descriptive language like the examples they have been learning about and practicing so far in class.

Activity Page 8.2



Challenge

Pick words from the chart on Activity Page 8.2 and use them orally in sentences.



Writing Using Nouns and Noun Phrases

Entering/Emerging

Put students in a small group to work together. Think aloud and guide students to complete each row of Activity Page 8.2.

Transitioning/Expanding

Provide assistance with spelling comparative and superlative forms of adjectives for Activity Page 8.2.

Bridging

Provide support as needed as students decide which form of the adjective belongs in the row. Encourage students to offer support to classmates.

- Tell students that another way to compare things is to use adjectives.
- Read the directions on Activity Page 8.2. Ask students to follow along with their finger as you read. Stop and discuss each example given in the directions.

Directions:

- An adjective is a word that describes something (a noun or a pronoun).

Example: That's a big apple.

- A comparative adjective is used to compare two things.

Example: The apple is bigger than a grape.

- A superlative adjective is used to compare three or more things.

Example: The apple is the biggest fruit in the bowl.

Your turn: Write the correct form of the adjective in the box.

| Adjective (describes nouns) | Comparative (-er) | Superlative (-est) |
|-----------------------------|-------------------|--------------------|
| tiny | tinier | tiniest |
| large | larger | largest |
| strange | stranger | strangest |
| heavy | heavier | heaviest |
| short | shorter | shortest |
| narrow | narrower | narrowest |
| simple | simpler | simplest |

- Tell students that it's their turn now. Direct them to the first row of the chart. Read the headings of each column to the class.
- Do row 1 together. Direct students to put their finger on the word *tiny*.
- Ask students what form of the word *tiny* should go under the second column.
 - » Answer: tinier

- Provide the word *tinier* in a sentence. Example: The mouse is tinier than the cheese.
- Have students write *tinier* in the cell.
- Ask students what form of the word *tiny* should go under the third column.
 - » Answer: tiniest
- Provide the word *tiniest* in a sentence. Example: The girl is the tiniest one in her class.
- Direct students to complete the rest of the chart on their own. Explain that when they finish, they should check their answers with partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U1 L8 |
| Activity Name | Practice Comparing Adjectives |
| Proficiency Levels | |
| Entering | Student dictates each adjective form with 1:1 support. |
| Emerging | Student writes each adjective form with substantial support. |
| Transitioning | Student writes each adjective form with moderate support for spelling. |
| Expanding | Student writes each adjective form with minimal spelling support. |
| Bridging | Student writes each adjective form independently. |

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



## 9

# Comic Book Show and Tell

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

Students will practice combining sentences to create precise, detailed sentences.

**Reading**

Students will read a variety of comic books and strips to analyze how language creates meaning.

**FORMATIVE ASSESSMENT**

Writing

Combining Sentences [Activity Page 9.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Comic Book Show-and-Tell Graphic Organizer  
[Activity Page 9.2]

## LESSON AT A GLANCE

|                                            | Time    | Materials           |
|--------------------------------------------|---------|---------------------|
| <b>Looking at Language</b>                 |         |                     |
| Combining Sentences                        | 15 min. | ☐ Activity Page 9.1 |
| <b>Talk Time</b>                           |         |                     |
| Analyzing Comic Books for Language Choices | 15 min. | ☐ Activity Page 9.2 |

## ADVANCE PREPARATION

### Looking at Language

- Display the following sentence to be used during the Looking at Language Segment:
  - Later, after I had eaten my lunch of ham and bacon sandwiched between biscuits, I helped out in the kitchen by cleaning off the tables, and they rewarded me by giving me a free dinner.

### Talk Time

- Display the language skills that students have been practicing in the lessons.
  - using details to describe
  - using figurative language to compare things (similes and metaphors)
  - combining sentences to be precise (paraphrasing)

**Note:** You will use this list during the Talk Time Segment.

- Divide students into small groups of three or four. Small group conversations will be set up during the Talk Time Segment.
- Gather the comic books and comic strips that you collected in advance and have several available for each small group to read and analyze.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Paraphrase oral, written, and visual information using precise language
- Discuss the characteristics of comic books
- Demonstrate comprehension of comic strips by identifying characters, major events, and craft, including examples of description, figurative language, and precise language

### Language Forms and Functions

*Precise* means...

We can use the connecting word \_\_\_\_\_ to paraphrase the sentence.

Comic books have \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                              | Tier 1<br>Everyday Speech Words |
|---------------------------------|---------------------------------------------------------------|---------------------------------|
|                                 | accurate<br>paraphrase<br>precise<br>specialized<br>summarize | obstacle                        |

## Lesson 9: Comic Book Show and Tell

# Looking at Language



**Primary Focus:** Students will practice combining sentences to create precise, detailed sentences.

## COMBINING SENTENCES (15 MIN.)

- Ask students to raise their hand if they have ever had a person tell them a lot of information at one time. Ask whether it was hard for them to remember everything that was said.
- Ask students to turn and talk to a partner about this experience.
- Explain to students that one way to help people understand information is to tell the information in fewer sentences. One way to use fewer sentences to tell information is to paraphrase.
- Ask students to say the word *paraphrase*. Gesture with your arms wide open to represent a lot of information. Then gesture with your arms closer together to represent less information. Explain that when you paraphrase, you give more precise information in fewer sentences. Encourage students to make the paraphrase gesture with their arms as they say the word.
- Remind students that in a previous lesson they expanded sentences to include details. Gesture with arms wide open to mean *expand*. Encourage students to open their arms as they say *expand* and to close their arms somewhat as they say *paraphrase*.
- Ask students to say the word *precise*. Ask students if they know what *precise* means.
  - » *Precise* means “exact, accurate.”
- Have students think about reading a chapter in a textbook. Explain to them that when they are asked to summarize what they read, they don’t retell everything that they read. They choose important ideas and paraphrase the meaning into fewer sentences that contain precise information. They retell only the most necessary, exact information.
- Tell students that writers paraphrase and use precise to keep readers interested in their thoughts and ideas. Explain that interesting writing is detailed and descriptive, but it is also precise and accurate so that readers understand the most important ideas.

## Activity Page 9.1



### Support

Reread the directions.

### Challenge

Ask students to find a text excerpt on Activity Pages 2.1, 4.1, 7.2, or 8.1 and paraphrase the information.

- Model an example of combining sentences to keep the meaning but with fewer sentences.
  - Ask students how might we use fewer sentences to say the following:
  - “Later, after I had eaten my lunch of ham and bacon sandwiched between biscuits, I helped out in the kitchen cleaning off the tables, and they rewarded me by giving me a free dinner.” Gesture with your arms wide open and expanded while reading the sentence.
  - Possible answers: After I ate my lunch, I helped in the kitchen and was rewarded with free dinner.
- Direct students to Activity Page 9.1.
- Tell students that they will practice combining sentences using more examples.
- Read the directions on Activity Page 9.1.

- Combine the following sentences to create a precise sentence using the connecting words in the word box. Words in the word box may be used more than once.

- Call on a student to read the words in the word box.

|      |     |         |           |
|------|-----|---------|-----------|
| and  | but | because | which     |
| when | who | however | therefore |

- Call on someone to explain the directions by paraphrasing them.
  - » Possible answer: Take the sentences and make them into one using words from the box.
- Tell students that the class will do the example together.
- Call on a student to read the sample sentence.
  - Penguins are specialized aquatic birds. They may live for twenty years.
- Ask: How can we get that into one sentence using a connecting word from the word box?
  - » Possible answer: Penguins are specialized aquatic birds and may live for twenty years.
- Call on students to share ways to combine the sentences and paraphrase the information. Gesture, holding your arms wide open and then closing them somewhat to represent fewer words—that is, paraphrasing.

- Ask students to complete the rest of the activity page on their own. When they are finished, they can check their answers with a partner.

1. Penguins may live for twenty years. Penguins have many obstacles to overcome to stay alive.
  - » Possible answer: Penguins live for twenty years but have many obstacles to overcome .
2. I went to the sporting goods store to buy a tent, sleeping bag, and flashlight. I'm going camping this weekend.
  - » Possible answer: I went to the sporting goods store to buy a tent, sleeping bag, and flashlight because I'm going camping this weekend.
3. We went to the park. We were on summer vacation. We brought a picnic basket.
  - » Possible answer: We went to the park when we were on summer vacation and had a picnic.

## Lesson 9: Comic Book Show and Tell

# Talk Time



**Primary Focus:** Students will read a variety of comic books and strips to analyze how language creates meaning.

### ANALYZING COMIC BOOKS FOR LANGUAGE CHOICES (15 MIN.)

- Direct students to Activity Page 9.2.
- Tell students they are going to apply all that they have learned over the previous several lessons about language, such as using details to describe, using figurative language to compare things, and combining sentences to be precise.
- Point to the list of language skills you wrote on the board/chart paper.
- **Language Skills:**
  - using details to describe
  - using figurative language to compare things (similes and metaphors)
  - combining sentences to be precise (paraphrasing)
- Ask students to raise their hands if they have ever read a comic book or the comic strips in the newspaper before. Ask if they have ever read a graphic novel.



## Writing Condensing Ideas

### Entering/Emerging

Allow students to work with a partner to complete Activity Page 9.1. Choral read sentences to support fluency and comprehension.

### Transitioning/Expanding

Provide moderate support for combining sentences by asking students to say the answer aloud before they write it down to support comprehension.

### Bridging

Provide support as needed to complete Activity Page 9.1 such as narrowing the choices of words in the word box to choose from.

## Activity Page 9.2



- Ask students the difference between those types of stories and a chapter book.
  - » Comic books have pictures and fewer words. Comic books are shorter. Comic books have pictures drawn by hand versus photographs.
- Explain that at the end of this unit, students will be creating a comic strip that goes along with the next writing piece. The goal is to turn it into a comic strip. Students will be sharing the comic strips with the whole class.
- Explain that to prepare for the comic strip writing project, students need to spend time reading and understanding various comic books and comic strips. Explain that the comic books can inspire students and suggest ideas about what to write and draw.
- Tell students that, as with a chapter book, to read a comic book, they start on the left page at the top and read from left to right and from top to bottom. Hold up a comic book or comic strip and demonstrate top left to right bottom by sweeping your finger across the page.
- Divide students into small groups of three or four as determined in advance.
- Direct students to Activity Page 9.2.
- Explain that this activity page will help them organize their thinking as they read various comic books and comic strips. The information on the graphic organizer will also help them write their next personal narrative and then publish it as a comic book or strip.
- Ask students to point to the first row of the graphic organizer, where they see the word *Example*.

| Comic Book Title | Characters     | Problem                | Solution                | Language Skill Example                                                |
|------------------|----------------|------------------------|-------------------------|-----------------------------------------------------------------------|
| Example          | Bob and Kristy | Dog ate their homework | Bring the dog to school | Used a simile to compare being in trouble to being "in the dog house" |
|                  |                |                        |                         |                                                                       |
|                  |                |                        |                         |                                                                       |
|                  |                |                        |                         |                                                                       |

- Tell students that for each comic book or strip they read, they will fill out a row on the graphic organizer. Explain that the graphic organizer represents paraphrased information from the comic books. Gesture with your arms open narrowly as you remind students that *paraphrased* means “a few sentences that get right to the meaning with accurate language.”
- Hand out comic books or strips to each small group.
- Allow students to explore, read the examples, and then paraphrase ideas in the graphic organizer.
- Walk around to monitor that students are reading the comic books left to right and top to bottom.

## 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        | U1 L9                                                                                                     |
| Activity Name      | Comic Book Show-and-Tell Graphic Organizer                                                                |
| Proficiency Levels |                                                                                                           |
| Entering           | Student points to illustrations and/or dictates single words with 1:1 support.                            |
| Emerging           | Student writes short phrases in response to wh-questions with substantial support.                        |
| Transitioning      | Student writes short phrases and sentences with moderate support.                                         |
| Expanding          | Student writes short phrases and sentences with minimal support.                                          |
| Bridging           | Student writes short sentences that accurately convey the author's intended meaning with minimal support. |

End Lesson

### Challenge

If time permits, students may turn Activity Page 9.2 over and complete more notes on additional comic books or strips.



### Reading Analyzing Language Choices

#### Entering/Emerging

Put students in a small group to work together to complete Activity Page 9.2. Think aloud and guide students to take notes on one comic book or strip together.

#### Transitioning/Expanding

Allow students to complete Activity Page 9.2 with a partner. Check for on-task behavior and proficiency as they complete the graphic organizer.

#### Bridging

Provide support as needed to complete Activity Page 9.2 by demonstrating how to follow the sequence of a comic book by starting at the top left of the page.



## 10

# Getting Ready to Write

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

Students will listen to and ask questions about the criteria for the personal narrative writing task.

**Writing**

Students will condense ideas to create a plan for the personal narrative writing task.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Planning Page for Personal Narrative**

[Activity Page 10.2]

## LESSON AT A GLANCE

|                                                                  | Time    | Materials            |
|------------------------------------------------------------------|---------|----------------------|
| <b>Listen Closely</b>                                            |         |                      |
| Review Criteria for Personal Narrative Writing Task              | 15 min. | ☐ Activity Page 10.1 |
| <b>Write About It</b>                                            |         |                      |
| Condense Ideas and Create a Planning Page for Personal Narrative | 15 min. | ☐ Activity Page 10.2 |

## ADVANCE PREPARATION

### Listen Closely

- Have available the comic books and comic strips from the previous lesson for students to reference if needed.
- Display Class Definition and Personal Narrative Word Wall created in Lesson 1.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                             |                                                     |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate active listening of directions by asking and answering questions</li> <li>• Discuss personal experiences with a partner</li> <li>• Condense ideas to plan a personal narrative</li> </ul> |                                                     |                                 |
| Language Forms and Functions                                                                                                                                                                                                                   |                                                     |                                 |
| <p>A personal narrative is...</p> <p>What does _____ mean on the checklist?</p>                                                                                                                                                                |                                                     |                                 |
| Vocabulary                                                                                                                                                                                                                                     |                                                     |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                | Tier 2<br>General Academic Words                    | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                                | conclusion<br>condense<br>introduction<br>main idea |                                 |

## Lesson 10: Getting Ready to Write

## Listen Closely



**Primary Focus:** Students will listen to and ask questions about criteria for the personal narrative writing task.

### REVIEW CRITERIA FOR PERSONAL NARRATIVE WRITING TASK (15 MIN.)

- Explain that today and for the next few lessons, students will write a personal narrative different than the one they previously wrote. Then they will turn their personal narrative into a comic book or comic strip as a final project.
- Ask students to recall the characteristics of a personal narrative. Point to the Personal Narrative Word Wall and classroom definition that students previously created.
  - A personal narrative is a true story told in the firstperson by someone who was involved in the events being described.
- Tell students they can write about any topic they would like.
- Remind them that they already brainstormed a list of ideas in their Writing Journal.
- Direct students to their Writing Journal at the back of the activity book.
- Have students silently read the brainstorming topics they listed earlier.
- Ask students to circle a topic that they would like to write a personal narrative about.
- **Turn and Talk:** Direct students to share the personal narrative topic they circled with a partner.
- Direct students to the Personal Narrative Checklist on Activity Page 10.1
- Ask students to read the checklist silently.

### Support

Walk around and support students that may not have picked a topic. Ask questions to find out more information about potential topics. For example, ask:

- Has anything happened to you recently that you could write a short story about?
  - Have you ever gone on a trip?
- Have you watched a sporting event?
- Have you gone to a concert?

### Activity Page 10.1



---

## Personal Narrative Checklist

Be sure to:

- Include an introduction by stating the main idea of what you are going to write about.
- Use first-person point of view. Example: *I, me, my* . . .
- Use details in a variety of ways to add meaning to your story and make it interesting (supporting sentences).
- Use details to:
  - expand a topic
  - combine sentences to write precisely
  - use figurative language such as simile and metaphor
- Include a conclusion.
- Always: write neatly, write in complete sentence, and include punctuation.

- 
- Point out to students that they have had more writing instruction since the first time they wrote a personal narrative. This personal narrative is going to be longer than one paragraph. It will be a story, so it will have several paragraphs.
  - Explain to students that the checklist is a guide to use as they draft their personal narrative, so they should check it often to make sure they are on track.
  - Ask students if they have any questions about the checklist and the criteria to write a personal narrative.



### Listening Listening Actively

---

#### Entering/Emerging

Provide students with a question starter such as “What does \_\_\_\_\_ mean on the checklist?”

#### Transitioning/Expanding

Offer students moderate support by making sure they have ample opportunity to answer questions before you prompt the answers.

#### Bridging

Offer minimal support as needed by asking students to put into their own words what the checklist requires for the writing task.

## Lesson 10: Getting Ready to Write

# Write About It

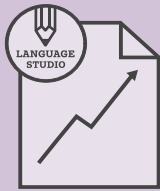


**Primary Focus:** Students will condense ideas to create a plan for the personal narrative writing task.

### CONDENSE IDEAS AND CREATE A PLANNING PAGE FOR PERSONAL NARRATIVE (15 MIN.)

- Tell students they will now plan what to write for their personal narrative story.
- Direct students to Activity Page 10.2.
- Explain to students that they are going to take notes in the planning graphic organizer to get ready to write the first draft of their personal narrative.
- Explain that the Planning Page will help them to organize their writing as they write the draft.
- Call on a student to explain in their own words, using the visuals, how to complete Activity Page 10.2.
  - Possible explanation: Put ideas that you are going to write about in the boxes.
- Remind students that they will need to condense or paraphrase their story ideas to fit them in the boxes on the Planning Page. The notes students include taking on the page will be expanded into details when they write the draft. Hold your arms out narrowly for the Planning Page to represent paraphrased information or notes, and gesture arms open very wide to represent expanded ideas for the draft.
- Ask students if they have any questions about completing the Planning Page.
- Allow students time to complete the Planning Page. If time allows, have students share their Planning Page with a partner.

#### Activity Page 10.2



## 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        | U1 L10                                                                                            |
| Activity Name      | Planning Page for Personal Narrative                                                              |
| Proficiency Levels |                                                                                                   |
| Entering           | Student draws each scene and/or dictates simple words and phrases with 1:1 support.               |
| Emerging           | Student answers wh- questions and writes keywords in each box with substantial support.           |
| Transitioning      | Student writes short phrases in each box with moderate support.                                   |
| Expanding          | Student writes condensed phrases that convey important information with moderate support.         |
| Bridging           | Student writes condensed phrases that convey the most important information with minimal support. |

End Lesson



### Writing Condensing Ideas

#### Entering/Emerging

Provide 1:1 support as students complete the Planning Page. Prompt students orally with questions like the following: "What is going to happen first in your story?" "What is going to happen next?" Model for students how to write a few important words in the boxes to represent ideas that will be expanded later when they write the draft.

#### Transitioning/Expanding

Provide support for students by modeling how to condense ideas into note format to complete the Planning Page. For example, if the student says he is going to first explain the reason he is going to grandma's house, encourage student to write only these words in the box: Reasons for going: parents are working.

#### Bridging

Provide support as needed for students to complete Activity Page 10.2. Ask students to plan the events orally before writing notes on their Planning Page.

## 11

# Drafting Personal Narrative

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

Students will listen and ask clarifying questions about the criteria for the personal narrative writing task.

**Writing**

Students will write a personal narrative using appropriate text organization.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**First Draft of Personal Narrative** [Writing Journal]

## LESSON AT A GLANCE

|                                                     | Time    | Materials                                                                               |
|-----------------------------------------------------|---------|-----------------------------------------------------------------------------------------|
| <b>Listen Closely</b>                               |         |                                                                                         |
| Review Criteria for Personal Narrative Writing Task | 10 min. | <input type="checkbox"/> Activity Page 10.1                                             |
| <b>Write About It</b>                               |         |                                                                                         |
| Write First Draft of Personal Narrative             | 20 min. | <input type="checkbox"/> Activity Page 10.2<br><input type="checkbox"/> Writing Journal |

## ADVANCE PREPARATION

### Listen Closely

- Have available the comic books and comic strips from previous lessons for students to reference if needed.

### Write About It

- Display the Personal Narrative Checklist for reference during the drafting phase of writing.
- Ensure student access to Activity Pages 10.1 and 10.2 from previous lesson.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                        |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Demonstrate active listening of directions by asking and answering questions</li><li>• Write a detailed, organized introduction to a personal narrative</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                              |                                  |                                 |
| One day...                                                                                                                                                                                                |                                  |                                 |
| One time...                                                                                                                                                                                               |                                  |                                 |
| Last year...                                                                                                                                                                                              |                                  |                                 |
| When I was...                                                                                                                                                                                             |                                  |                                 |
| Vocabulary                                                                                                                                                                                                |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                           |                                  |                                 |



## Lesson 11: Drafting a Personal Narrative

# Listen Closely



**Primary Focus:** Students will listen and ask clarifying questions about criteria for the personal narrative writing task.

### REVIEW CRITERIA FOR PERSONAL NARRATIVE WRITING TASK (10 MIN.)

- Tell students that today they are going to be authors. They are going to write the first draft of their new personal narrative.
- Ask students:
  - Have you ever been an author before?
  - Have you ever written a story before?
  - Do you know someone that has written a book?
  - Have you ever met an author?
- Call on students to share connections they make to the questions.
- Remind students that, during the previous lesson, they reviewed the Personal Narrative Checklist on Activity Page 10.1.
- Tell that the checklist will help them write their draft in the correct format.
- Direct students to Activity Page 10.1.
- Read the criteria from the Personal Narrative Checklist on Activity Page 10.1.

### Activity Page 10.1





Listening  
Listening Actively

---

## Personal Narrative Checklist

Be sure to:

- Include an introduction by stating the main idea of what you are going to write about.
  - Use first-person point of view. Example: *I, me, my* . . .
  - Use details in a variety of ways to add meaning to your story and make it interesting (supporting sentences).
    - Details such as: expanding a topic, combining sentences to write precisely, using figurative language such as simile and metaphor
  - Include a conclusion.
  - Always: write neatly, write in complete sentences and include punctuation.
- 
- Ask students if they have any questions about the criteria for their first draft.

### Entering/Emerging

Prompt students as needed to ask questions about the process of writing their first draft.

### Transitioning/Expanding

Offer students moderate support in redirection, if needed, as they follow the criteria on Activity Page 10.1.

### Bridging

Offer minimal support as needed by asking students share experiences using complete sentences.

## Activity Page 10.2



## Writing Journal



## Support

Walk around and support students as they get started by prompting and using examples from the introduction section of their Planning Page.

## Support

Walk around and support students as needed. Check to make sure students are using first-person pronouns appropriately, following their Planning Page ideas, and meeting the personal narrative criteria.

### Lesson 11: Drafting Personal Narrative

# Write About It



**Primary Focus:** Students will write a personal narrative using appropriate text organization.

## WRITE FIRST DRAFT OF PERSONAL NARRATIVE (20 MIN.)

- Remind them that during the previous lesson they used the Planning Page in Activity Page 10.2 to get their writing ideas started.
- Direct them to Activity Page 10.2.
- Explain today students will spend the rest of the lesson writing. As they write, they will need to use the Planning Page as a guide to include in their writing.
- Remind students that they wrote condensed or paraphrased ideas on the Planning Page. Hold your arms out separated a little to indicate condensed or paraphrased ideas.
- Tell students that they will expand their Planning Page notes into detailed sentences as they write their draft. Hold your arms open wide to indicate expanded, detailed sentences.
- Direct students to the next clean page in their Writing Journal, which is at the back of the Activity Book.
- Tell them you will help them get started.
- Point to the Narrative Checklist on the board/chart paper that you prepared in advance to remind them to begin with the introduction.
- Provide an example of an expanded introduction.
- Possible introduction sentences:
  - One day . . .
  - One time . . .
  - Last year . . .
  - When I was . . .
- Guide students to link these or similar sample openers to what they have already written in their Planning Page introduction box.
- Tell students to continue writing their first draft after the introduction is complete.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                      |
| Unit/Lesson        | U1 L11                                                                                       |
| Activity Name      | First Draft of Personal Narrative                                                            |
| Proficiency Levels |                                                                                              |
| Entering           | Student answers wh- questions to dictate simple sentences with 1:1 support.                  |
| Emerging           | Student uses sentence starters to write simple sentences with substantial support.           |
| Transitioning      | Student uses sentence starters to write simple and compound sentences with moderate support. |
| Expanding          | Student writes simple and compound sentences with minimal support.                           |
| Bridging           | Student independently writes a combination of simple, compound, and complex sentences.       |

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



Writing

Entering/Emerging

Provide students with 1:1 support as they expand ideas from the Planning Page into detailed sentences in the draft. Practice shared writing techniques as students write the introduction. Ask student to express an idea orally; then together, write the idea in the Writing Journal. Continue with this strategy as needed.

Transitioning/Expanding

Provide moderate support as students expand ideas from the Planning Page into detailed sentences in the draft. Ask students to express ideas orally before writing them in the Writing Journal.

Bridging

Provide support as needed by asking students to read aloud sections of the draft and checking for coherence and details. Provide feedback using the Personal Narrative Checklist criteria if necessary.

12

Revising and Editing a Personal Narrative

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write a personal narrative using appropriate text organization.

Speaking

Students will collaborate with classmates to revise and edit their personal narratives.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Revising and Editing a Personal Narrative**

[Writing Journal]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Write About It | | |
| Finish Writing Draft of the Personal Narrative | 20 min. | ❑ Writing Journal |
| Looking at Language | | |
| Personal Narrative: Final Draft | 10 min. | ❑ Activity Page 10.1
❑ Writing Journal |

ADVANCE PREPARATION

Write About It

- Have available the comic books and comic strips from previous lessons for students to reference if needed.
- Display the Personal Narrative Checklist on the board/chart paper for reference during the drafting phase of writing.

Looking at Language

- Arrange students into pairs for the Looking at Language segment.
- Write the following incorrect sentence on the board/chart paper:
 - *i didnt see car coming*
- You will use this sentence during the Looking at Language segment.
- Ensure student access to Activity Page 10.1.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write a detailed, organized draft of a personal narrative
- Listen to and provide feedback by asking and answering questions

Language Forms and Functions

When you edit and revise, you...

Maybe you can add/explain...

I think this sentence needs _____ because...

Have you considered _____?

Vocabulary

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

Lesson 12: Revising and Editing a Personal Narrative

Write About It

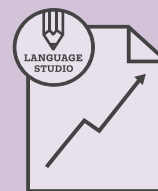


Primary Focus: Students will write their personal narrative using appropriate text organization.

FINISH WRITING DRAFT OF THE PERSONAL NARRATIVE (20 MIN.)

- Tell students that today they will continue being authors and finish the first draft of their personal narrative.
- Remind them to use the Personal Narrative Checklist and their Planning Page as resources to guide their writing.
- Remind them to use details in their writing so that readers can make pictures in their minds.
- Direct students to continue writing in their Writing Journal.

Writing Journal



Writing

Entering/Emerging

Provide student with 1:1 support as they expand ideas from the Planning Page into detailed sentences in the draft. Practice shared writing techniques to help students write the introduction. Ask students to express an idea orally; then together, write the idea in the Writing Journal. Continue with this strategy as needed.

Transitioning/Expanding

Provide moderate support as students expand ideas from the Planning Page into detailed sentences in the draft. Ask students to express ideas orally before writing them in the Writing Journal.

Bridging

Provide support as needed by asking students to read aloud sections of the draft and checking for coherence and details. Provide feedback using the Personal Narrative Checklist criteria if necessary.

Activity Page 10.1



Support

Walk around and support students by providing prompts such as:

- What type of letter belongs at the beginning of a sentence? (capital)
- What kind of punctuation goes at the end of this sentence? (period, question mark, exclamation point)
- Does that sentence make sense?
- Should that sentence be turned into two sentences?

Lesson 12: Revising and Editing a Personal Narrative

Looking at Language

Primary Focus: Students will collaborate with classmates to revise and edit a personal narrative.

PERSONAL NARRATIVE: FINAL DRAFT (10 MIN.)

- Tell students that after their draft is finished, they need to check it over with a partner to make sure it makes sense.
- Direct students to the bottom of Activity Page 10.1 and ask them to choral read the criteria.
 - Always:
 - write neatly
 - write in complete sentences
 - include punctuation
- Ask students:
 - What is punctuation?
 - » commas, periods, question marks, exclamation points used in writing to help readers understand the story
- Call on students to check for understanding. Explain punctuation further if necessary.
- Ask students:
 - What does it mean to revise and edit writing?
 - » It means to fix mistakes by correcting punctuation and capitalization and making sure the story makes sense.
- Direct students to look at the sentence you wrote on the board/chart paper.
- Ask students to follow along as you read the sentence. *i didnt see car coming*
- Ask students if they notice any needed changes in the sentence.
- Call on students to come up to the board/chart paper and make corrections to the sentence by pointing to the mistake or correcting it using a marker. (Answers: sentence should begin with the word *I*; needs the apostrophe in the contraction *didn't*; needs the word *the* between *see* and *car*; needs a period at the end.)

- Explain to students that when you fix the mistakes like these, you are editing.
- Tell students they are going to collaborate with a partner to revise and edit their first draft.
- Direct students to sit with their assigned partner.
- Explain that one person in the pair will read their first draft aloud as the other partner follows along.
 - The partner will make comments on the punctuation and make sure the words make sense.
- Tell students that if they notice a mistake, they should politely point it out and suggest a correction.
- Have students to make corrections on the draft.
- Explain that once one partner's draft is revised and edited, the other person will read their draft.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U1 L12 |
| Activity Name | Revising and Editing a Personal Narrative |
| Proficiency Levels | |
| Entering | Student uses a sentence starter to suggest simple corrections (e.g., capitalization, punctuation) with 1:1 support. |
| Emerging | Student suggests simple corrections (e.g., capitalization, punctuation) with substantial support. |
| Transitioning | Student suggests simple revisions to improve clarity and cohesion (e.g., adding or changing a word, separating sentences) with moderate support. |
| Expanding | Student suggests simple revisions to improve clarity and cohesion (e.g., adding or changing a word, separating sentences) with minimal support. |
| Bridging | Student independently suggests revisions to improve clarity and cohesion. |

End Lesson

Challenge

Have students rewrite the personal narrative as a final draft that includes all revisions and editing corrections.



Writing
Interacting via
Written English

Entering/Emerging

Provide pairs of students with support by modeling how to revise and edit the first section of writing together. Continue to guide the revising and editing process for the rest of the narrative if necessary.

Transitioning/Expanding

Provide moderate support by pointing out a sentence or section of writing that needs revising.

Bridging

Provide support by asking students to explain where and why revisions and editing were needed in their writing.

13

Publish a Personal Narrative

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will ask and answer questions about the criteria for publishing their personal narrative as a comic strip.

Writing

Students will summarize and illustrate the main events of their personal narrative and publish it in comic strip format.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking**

Determine Three Main Events to Include in Published Comic Strip [Writing Journal]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Listen Closely | | |
| Personal Narrative Expectations | 15 min. | <input type="checkbox"/> Writing Journal
<input type="checkbox"/> Activity Page 13.1 |
| Write About It | | |
| Summarize Main Events of a Personal Narrative and Publish It in Comic Strip Format | 15 min. | <input type="checkbox"/> Activity Page 13.2
<input type="checkbox"/> Activity Page 13.3
<input type="checkbox"/> Activity Page 13.4
<input type="checkbox"/> Computers (optional)
<input type="checkbox"/> Internet sources (optional) |

ADVANCE PREPARATION

Listen Closely

- Have available the comic books and comic strips from previous lessons for students to reference if needed.
- Create a hand-drawn or computer-generated comic for the personal narrative, “My First Camping Trip” as a model comic strip.
- Display the Publishing Your Personal Narrative Checklist for reference.

Write About It

- Display the following discussion questions for use during the Write About It segment.
 - What does *setting* mean?
 - What does the setting look like for the comic strip examples?
 - What will the setting look like for your personal narrative?
- Research websites that offer platforms for creating comic strips. Bookmark websites on computers for easy access.
- Ensure student access to Activity Page 1.2.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate active listening by paraphrasing directions and asking and answering questions
- Compare and contrast characteristics of written narratives and comic strips
- Describe the steps involved in publishing a personal narrative
- Summarize major story events using words and visuals

Language Forms and Functions

The writing and the comic strip have the same...

The writing is different from the comic strip because...

The comic strip is different from the writing because...

Setting means...

The setting of my story/comic strip is...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|----------------------------------|---------------------------------|
| setting
dialogue
speech bubble
main event | publish | |

Lesson 13: Publish a Personal Narrative

Listen Closely



Primary Focus: Students will ask and answer questions about criteria for publishing their personal narrative as a comic strip.

PERSONAL NARRATIVE EXPECTATIONS (15 MIN.)

- Tell students that today they will publish their revised personal narrative as a comic strip.
- Ask students what *publish* means. (*To publish is to put writing that has been revised and edited into a finished product for readers to use.*)
- Discuss with students what forms a published work may take.
- Direct students to Activity Page 13.1.
- Tell students this page is a checklist that gives step-by-step instructions for publishing their personal narrative.
- Explain to students that they read and share their published comic strips with the class. Following the steps on Activity Page 13.1 will prepare them for the presentation.
- Ask students to use finger sweeping to track words as you read the directions aloud.

Step 1: Decide the format of the final product (circle one): hand-drawn comic strip or web-based comic strip.

Step 2: Determine at least three main events of the personal narrative to use in the final product. Put a star by each of these main events on your revised draft.

Step 3a: If you want to illustrate your comic strip by hand, choose a template.

Step 3b: If you are creating a web-based comic strip, choose a website from the list provided by your teacher.

Support

Provide examples if students need support with the meaning of *published writing* (examples: comic books, newspaper articles, magazine articles, chapter books, blogs, books of poetry).

Activity Page 13.1



Writing Journal



Step 4: Begin publishing.

Publishing Criteria:

Your final product must include:

- illustrations or graphics that represent the setting of the personal narrative
- at least three main events that happened in your story
- illustrations or graphics that match the details used to describe and narrate the three main events of the personal narrative
- speech bubbles that represent dialogue between you and other people

On Stage:

Be prepared to share your final product with your classmates.

Practice reading your final product several times. Pay attention to

- fluency
- expression
- clarity
- appropriate voice level

-
- Ask students what they need to do first. (Decide on format: hand-drawn or web-based?)
 - Call on a student to put the first required step into their own words.
 - Direct students to the comic book samples.
 - **Turn and Talk:** Ask students to talk with a partner about the comic book samples or the model you created for “My First Camping Trip.” Have students to identify whether the samples are computer-created, hand-drawn, or both?
 - Ask students to identify features of the comic that helped them decide.
 - Direct students to turn back to Activity Page 1.2.
 - Have students choral read “My First Camping Trip.”

Activity Page 1.2



My First Camping Trip

I'll never forget the first time I went camping. We drove several hours to the wilds of Pennsylvania. My sister and I squirmed and chattered in the back seat for the whole drive. Our campsite was right next to a beautiful lake, and I was really looking forward to swimming and taking out a canoe. But as soon as we set up our tent, a torrential rainstorm began. It didn't stop pouring all weekend, and my family's first outdoor adventure was spent cooped up in a tent playing gin rummy. I did not experience much nature, but I did have fun and became very skilled at gin rummy. I'm looking forward to camping again and hope the weather cooperates next time.

- Ask students to turn and talk with a partner to compare the written paragraph to the model comic strip you created.
- Point out to students that not all the details in the written story are in the comic strip.
- Explain to students that the comic strip is a condensed version of the written personal narrative.
- Gesture with arms narrow and ask students if they remember what condense means.
- Call on a student to share a response. (summarize, paraphrase, precise, fewer details).
- Remind students that the opposite of condensed is *expanded*. Gesture with arms wide open to demonstrate *expanded*. Close arms again to demonstrate *condensed*. Say the words with the gestures.
- Ask students to repeat the gestures for *expanded* and *condensed* as they say the associated words.
- Explain that a comic strip is a summarized, or condensed, version of a story written in words.
- Direct students back to Activity Page 13.1

Support

Walk around and provide prompts to start discussions or keep them going. For example: The writing and the comic strip have the same _____. The writing is different from the comic strip because _____. The comic strip is different from the writing because _____.

Support

If students have difficulty finding main events, ask the following questions.

- Which parts of your personal narrative are the most important?
- What happened first in your personal narrative?
- Use the Planning Page on Activity Page 10.2 to guide students to events to they might want to illustrate.



Listening Listening Actively

Entering/Emerging

Provide students with prompts to guide them to answer their questions about steps in publishing a personal narrative.

Transitioning/Expanding

Offer students moderate support by asking students to put into their own words the steps in publishing a personal narrative.

Bridging

Offer redirection as needed to ensure discussion activities stay on task.

- Reread step 2.

Step 2: Determine at least three main events of the personal narrative to use in the final product. Put a star by each of these main events on your revised draft.

- Tell students that this step is important because it will help them summarize their written personal narrative into at least three main events.
- Direct students to their revised personal narrative in their Writing Journal.
- Ask students to reread their revised draft and draw a star by at least three main events that they will illustrate in their comic strip.



Check for Understanding

Walk around and monitor students to make sure they are placing stars next to main events of their personal narrative.

- Ask students to share with a partner the three main events that they will illustrate in their comic strip.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U1 L13 |
| Activity Name | Determine Three Main Events to Include in Published Comic Strip |
| Proficiency Levels | |
| Entering | Student points to or uses individual words to select three main events with 1:1 support. |
| Emerging | Student selects and describes three main events with substantial support. |
| Transitioning | Student describes three main events and justifies their importance with moderate support. |
| Expanding | Student describes three main events and justifies their importance with minimal support. |
| Bridging | Student describes three main events and justifies their importance independently. |

Lesson 13: Publish a Personal Narrative

Write About It



Primary Focus: Students will summarize and illustrate main events of their personal narrative and publish it in comic strip format.

SUMMARIZE MAIN EVENTS OF A PERSONAL NARRATIVE AND PUBLISH IT IN COMIC STRIP FORMAT (15 MIN.)

- Explain to students that they are now ready for steps 3 and 4 of the Publishing Your Personal Narrative Checklist.
- Read aloud steps 3a, 3b, and 4.
 - Step 3a: If you want to illustrate your comic strip by hand, choose a template.
 - Step 3b: If you are creating a web-based comic strip, choose a website from the list provided by your teacher.
 - Step 4: Begin publishing.
- Tell students depending on whether they are illustrating by hand or using a website to illustrate will determine if they are following step 3a or 3b.
- Ask students to circle the step they are following.
- Tell students that if they are illustrating by hand, they will be using one of the templates found on Activity Pages 13.2–13.4.
- Direct students to Activity Pages 13.2, 13.3, and 13.4.
- Provide wait time for students to look at each of these templates.
- Explain that their illustrations will be drawn directly on one of the provided templates.
- Explain that if they are using the computer to illustrate, they will be using websites that have been bookmarked in advance to create graphics to illustrate their personal narrative.
- Direct students back to Activity Page 13.1.
- Ask students to point to the section titled “Publishing Criteria.”
- Read aloud the Publishing Criteria.

Activity Pages 13.2,
13.3, and 13.4



Publishing Criteria:

Your final product must include:

- Illustrations or graphics that represent the setting of the personal narrative.
- At least three main events that happened in your story.
- Illustrations or graphics that match the details used to describe and narrate the three main events of the personal narrative.
- Speech bubbles that represent dialogue between you and other people.

-
- Point to the board/chart paper that has the question prompts about comic strip settings and that you prepared in advance.
 - Ask students to think about the setting of their personal narrative. Ask students to turn and talk to a partner and discuss the following questions:
 - What does *setting* mean? (where a story takes place)
 - What does the setting look like in the comic strip examples?
 - What will the setting look like for your personal narrative?
 - Tell students that setting is where the story takes place. Remind students that the background of the comic strip needs to represent the setting described in their personal narrative draft.
 - Ask students what speech bubbles are in a comic strip.
 - Call on a student to share a response. (possible response: ovals drawn above the heads of people in the story to contain the words the characters say)
 - Ask students to point to speech bubbles in the example comic strips. Walk around and check that students are pointing to speech bubbles.
 - Explain that they must use speech bubbles in their comic strip creations.
 - Tell students to use their revised draft to help decide what words they want to put in the speech bubbles above the people in their personal narrative.
 - Ask students if they have any questions before they begin publishing.
 - Direct students to begin publishing their revised drafts as comic strips.

End Lesson



Writing

Entering/Emerging

Provide students with 1:1 support as they choose a template to illustrate main events or as they find bookmarked Internet sources to use to illustrate main events.

Transitioning/Expanding

Provide moderate support as students illustrate their comic strips by redirecting students to the Publishing Your Personal Narrative Writing Checklist and modeling how to use the checklist as a guide as to what must be included in comic strip.

Bridging

Provide support as needed by asking students to explain orally how the publishing criteria are evident in their comic strip.

14

Prepare to Share Comic Strip Creation

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will summarize and illustrate the main events of their personal narrative and publish it in comic strip format.

Speaking

Students will provide feedback using the Publishing Checklist to help a partner improve their comic strip presentation.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Published Comic Strip**

[Activity Pages 13.2–13.4 or Web-Based Comic Strip]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| Write About It | | |
| Finish Comic Strip Using Criteria from Publishing Your Personal Narrative Checklist | 20 min. | <input type="checkbox"/> Writing Journal
<input type="checkbox"/> Activity Page 13.1
<input type="checkbox"/> Activity Page 13.2
<input type="checkbox"/> Activity Page 13.3
<input type="checkbox"/> Activity Page 13.4
<input type="checkbox"/> Computers (optional)
<input type="checkbox"/> Internet sources (optional) |
| Talk Time | | |
| Practice Reading Aloud Comic Strip Creation with a Partner | 10 min. | <input type="checkbox"/> Activity Page 13.1
<input type="checkbox"/> Final Comic Strip |

ADVANCE PREPARATION

Write About It

- Display the Publishing Your Personal Narrative Checklist on the board/chart paper for reference.
- Ensure student access to Activity Pages 13.1, 13.2, 13.3, and 13.4.

Talk Time

- Assign students to pairs for the Talk Time segment.
- Display the following prompt to use during the Talk Time segment:
 - I liked how you _____. Next time, you might try to _____.

| FEATURES OF ACADEMIC LANGUAGE | | |
|---|----------------------------------|---------------------------------|
| Discourse Features | | |
| <ul style="list-style-type: none">• Contribute to conversations and express ideas by asking questions, affirming others, building on responses, and providing feedback• Define <i>clarity</i>, <i>expression</i>, and <i>fluency</i>• Practice reading aloud with fluency and expression• Summarize major story events using words and visuals | | |
| Language Forms and Functions | | |
| <p>I liked how you _____. Next time, you might try to _____.</p> <p>Have you considered _____?</p> <p>Maybe you can add...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| clarity
expression
fluency
voice level | | |

Lesson 14: Prepare to Share Comic Strip Creation

Write About It



Primary Focus: Students will summarize and illustrate the main events of their personal narrative and publish it in comic strip format.

FINISH COMIC STRIP USING CRITERIA FROM YOUR PERSONAL NARRATIVE CHECKLIST (20 MIN.)

- Explain to students that today's goal is to finish creating the comic strip and practice reading aloud the comic strip to a partner.
- Ask students if there are any questions before they continue creating their comic strip.
- Direct students to start where they left off in the previous lesson and finish the comic strip.

LANGUAGE PROFICIENCY ASSESSMENT
Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U1 L14 |
| Activity Name | Published Comic Strip |
| Proficiency Levels | |
| Entering | Student illustrates an appropriate setting and copies simple sentences for speech bubbles with 1:1 support. |
| Emerging | Student illustrates an appropriate setting and writes simple sentences for speech bubbles with substantial support. |
| Transitioning | Student illustrates an appropriate setting and writes sentences for speech bubbles with moderate support. |
| Expanding | Student illustrates an appropriate setting and writes sentences for speech bubbles with minimal support. |
| Bridging | Student illustrates an appropriate setting and writes sentences for speech bubbles independently. |

Comic Strip

Writing
Entering/Emerging

Provide students with 1:1 support by prompting them to help decide which details to illustrate for each main event in the comic strip. For example, ask: What pictures are in your mind as you read this part of your writing?

Transitioning/Expanding

Provide moderate support as students illustrate their comic strip by redirecting students to the Publishing Your Personal Narrative Writing Checklist and modeling how to use the checklist as a guide as to what must be included in comic strip.

Bridging

Provide support as needed by asking students if they are including details in their graphics or illustrations to represent their writing.

Lesson 14: Prepare to Share Comic Strip Creation

Talk Time



Primary Focus: Students will provide feedback using the Publishing Checklist to help a partner improve their comic strip presentation.

PRACTICE READING ALOUD COMIC STRIP CREATION WITH A PARTNER (10 MIN.)

- Ask students if they have ever presented something in front of an audience or class before.
- Call on students to share their experience.
- Prompt their thinking by asking:
 - Have you ever stood in front of a group of people and read something aloud?
 - Have you ever read a poem aloud to a group of people?
- Direct students to Activity Page 13.1.
- Tell students to look at the bottom of the checklist at the section titled “On Stage.”
- Ask students to choral read the On Stage section.

On Stage:

Be prepared to share your final product with your classmates.

Practice reading your final product several times. Pay attention to:

- fluency
- expression
- clarity
- appropriate voice level

- Ask students what fluent reading sounds like.
 - » It sounds like the speaker is reading in the same way they would talk.
- Call on a student to share an answer.
- Provide an example of fluent reading by rereading the On Stage section of Activity Page 13.1 fluently.

Activity Page 13.1



Support

If students do not know what *fluency* means, proceed with the examples below to act out fluency and disfluency.

- Provide a non-example of fluent reading by reading the On Stage section of Activity Page 13.1 again, pausing between words often and stumble-reading some of the words.
- Ask students why it is important to practice fluency.
 - » People will better understand what you are trying to say.
- Ask students to turn and talk to a partner and share their answers.
- Tell students to point to the word *expression*.
- Explain that reading with expression is reading like you are having a normal conversation, with your voice rising with excitement and falling at the ends of sentences.
- Provide an example of expressive reading. In an excited voice, say, “Today is my birthday!”
- Ask students to turn to a partner and practice saying with expression, “Today is my birthday!”
- Provide an example that lacks expression. In a robotic voice, say, “Today is my birthday.”
- Ask students to turn to a partner and practice talking like a robot and saying, “Today is my birthday.”
- Explain to students that when they read their comic strip to class in the next lesson, they will be expected to read the comic strip as if they are talking, with expression.
- Direct students back to Activity Page 13.1.
- Tell students to point to the word *clarity*.
- Tell students that reading with clarity means clearly saying each word so that you can be understood.
- Remind students that they are also expected to use a voice level that is loud enough for everyone in the room to hear you.
- Ask students if they have any questions about expectations of them when they read their comic strip aloud to the class.
- Pair students as you planned earlier.
- Tell students that the partner that is listening needs to give feedback on how the reader can improve.
- Point to prompt on board and read aloud.
 - I liked how you _____. Next time, you might try to _____.
- Tell students take turns reading and giving feedback using prompts provided.

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

Challenge

Encourage students to use different voices for dialogue when reading aloud their comic strip and to add sound effects for action. For example, students might use a deeper voice for a man and a higher voice for a child, make the sound of a zooming car, add laughter for funny events, etc.



Speaking Exchanging Information/Ideas

Entering/Emerging

Provide students with 1:1 support by modeling how to take turns and use prompts to help them generate positive feedback.

Transitioning/Expanding

Provide redirection if students stop taking turns and use prompts to generate positive feedback.

Bridging

Encourage students to model for each other how the comic strip reading should look and sound.

15

Share Comic Strip Creations

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will collaborate with classmates and present their comic strip writing project.

LANGUAGE PROFICIENCY ASSESSMENT**Listening****Read-Aloud of Published Comic Strip**

[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| On Stage | | |
| Read Published Comic Strip Creations Aloud to Class | 30 min. | <input type="checkbox"/> Activity Page 13.1
<input type="checkbox"/> Final Comic Strip
<input type="checkbox"/> Computer (optional) |

ADVANCE PREPARATION

On Stage

- Display the Publishing Your Personal Narrative Checklist on the board/chart paper for reference
- Prepare and display the following question and sample responses:
 - What do you like most about my comic strip?
 - Possible responses:
 - I liked your colorful setting.
 - I liked your drawings of the people.
 - I liked the expression in your voice as you read.
- Ensure student access to Activity Page 13.1.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Deliver and ask for feedback on an oral presentation
- Demonstrate active listening to oral presentations by providing positive feedback

Language Forms and Functions

What do you like most about my comic strip?

I liked...

I enjoyed the part where you...

I was able to picture...

Vocabulary

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

Lesson 15: Share Comic Strip Creations

On Stage



Primary Focus: Students will discuss the personal narrative Read-Alouds with a small group.

READ PUBLISHED COMIC STRIP CREATIONS ALOUD TO CLASS (30 MIN.)

- Tell students that today is a very special day. They are going to pretend to be live on stage, presenting their comic strip creations to an audience.
- Ask students if they know what an audience is
 - » a group of people listening attentively to a performance
 - Call on a student to share a response.
 - Explain to class that the audience is their classmates.
- Tell students that as audience members, they must listen carefully to the Read-Aloud of each comic strip creations.
- Tell them that when the Read-Aloud is over, the reader will ask them a question.
- Point to the board or chart paper that has the question:
 - What do you like most about my comic strip?
 - Possible responses:
 - I liked your colorful setting.
 - I liked your drawings of the people.
 - I liked the expression in your voice as you read.
- Call on a student to read the question aloud.
- Call on three different students to read the three possible responses.
- Explain to students that when the read aloud is over, they will answer this question. They must raise their hand and be called on to share positive feedback to the reader.



Speaking
Interacting via
Written English

Entering/Emerging

Provide students 1:1 support by assisting with the Read-Aloud. For example, hold the comic strip for the reader so that they can concentrate on reading. Share the presentation by having the student read one row and then reading the next row.

Transitioning/Expanding

Provide moderate support with the Read-Aloud by holding up the comic strip for the reader so that they can concentrate on reading.

Bridging

Provide support to the student reading aloud by providing nonverbal cues that encourage the reader to slow down or use expression or to indicate "Good job."

Activity Pages 13.1–13.4



Informal Observation



- Direct students to Activity Page 13.1.
- Explain to students that positive feedback can also come from the criteria on the Publishing Your Personal Narrative Writing Checklist. Use the checklist as a guide to help students provide feedback.
- Direct students to keep Activity Page 13.1 out as a reference.
- Explain to class that each student will come to the front of the class and read his/her comic strip creation aloud. Then the reader will ask the class, “What do you like most about my comic strip?”
- Explain that the reader can choose a student with their hand raised to answer the question.
- Tell them that all students will have a turn to read aloud their comic strip creation.
- Ask if there are any questions before the Read-Alouds begin.
- Begin calling on students to come to the front of class to read aloud their comic strip creation and display illustrations/graphics.
- Congratulate students on becoming authors of personal narratives!
- Ask student to reflect on the part of the unit when they learned the most.

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 | U1 L15 |
| Activity Name | Read-Aloud of Published Comic Strip |
| Proficiency Levels | |
| Entering | Student provides feedback by selecting a response from the board with substantial support. |
| Emerging | Student provides feedback by selecting a response from the board with moderate support. |
| Transitioning | Student provides original feedback with moderate support. |
| Expanding | Student provides original feedback and refers to specific parts of the comic strip with minimal support. |
| Bridging | Student provides original feedback and refers to specific parts of the comic strip independently. |

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



Listening Listening Actively

Entering/Emerging

Provide students with prompts to guide their feedback to the comic strip they listen to.

Transitioning/Expanding

Offer students moderate support as they provide feedback by asking students to use positive feedback comments other than the ones listed on the board/chart paper.

Bridging

Provide light support if needed as students give feedback by asking students to use specific references from the comic strip they listen to and to provide positive feedback.

Language Studio 2

Early American Civilizations



Contents

EARLY AMERICAN CIVILIZATIONS

Lesson 1 **What is a Civilization?** 124

Building Background (20 min.)

- What is a Civilization?

Listen Closely (10 min.)

- Introduce Timeline

Lesson 2 **Geographical Features of Mesoamerica** 132

Building Background (15 min.)

- Geographical Features of Early American Civilizations

Listen Closely (15 min.)

- Read-Aloud Excerpt from Chapter 1

Lesson 3 **Images of Geographical Features** 140

Looking at Language (10 min.)

- Action Verbs and Linking Verbs

Write About It (20 min.)

- Select an Image

Lesson 4 **Early American Civilization Scrapbook** 146

Write About It (15 min.)

- Write a Caption

Talk Time (15 min.)

- Introduce Scrapbook Project

Lesson 5 **Capital Cities** 152

Read About It (10 min.)

- Close Reading: Capital Cities

Write About It (10 min.)

- Taking Notes

Looking at Language (10 min.)

- Prefix *inter-*

Lesson 6 **Writing About a Capital City** 160

Write About It (15 min.)

- Select an Image

Write About It (15 min.)

- Write a Caption

Lesson 7 **Cultural Aspects of a Civilization** 166

Building Background (20 min.)

- Cultural Aspects Word Sort

Read About It (10 min.)

- Close Reading: Cultural Aspects of a Civilization

Lesson 8

Compare and Contrast Cultural Aspects of a Civilization

172

| | |
|--|---|
| Write About It (15 min.) <ul style="list-style-type: none">Taking Notes: Cultural Aspects of a Civilization | Talk Time (15 min.) <ul style="list-style-type: none">Compare/Contrast Cultural Aspects of Civilizations |
|--|---|

Lesson 9

Writing Captions for Cultural Aspects

178

| | |
|---|---|
| Write About It (15 min.) <ul style="list-style-type: none">Select an Image | Write About It (15 min.) <ul style="list-style-type: none">Write a Caption |
|---|---|

Lesson 10

Adjusting Language Choices

186

| | |
|--|---|
| Talk Time (15 min.) <ul style="list-style-type: none">Adapting Language Choices | Read About It (15 min.) <ul style="list-style-type: none">Close Reading: Accomplishments of Early American Civilizations |
|--|---|

Lesson 11

Accomplishments of the Maya, Aztec, and Inca

194

| | |
|--|--|
| Read About It (20 min.) <ul style="list-style-type: none">Important Accomplishments of Early American Civilizations | Write About It (10 min.) <ul style="list-style-type: none">Select an Image: Accomplishments of an Early American Civilization |
|--|--|

Lesson 12

The Decline of a Civilization

202

| | |
|---|---|
| Write About It (15 min.) <ul style="list-style-type: none">Write a Caption | Read About It (15 min.) <ul style="list-style-type: none">Close Reading: The Decline of Early American Civilizations |
|---|---|

Lesson 13

Events Leading to the Decline of a Civilization

210

| | | |
|--|---|---|
| Read About It (10 min.) <ul style="list-style-type: none">Taking Notes: Decline of an Early American Civilization | Write About It (10 min.) <ul style="list-style-type: none">Select an Image | Write About It (10 min.) <ul style="list-style-type: none">Write a Caption |
|--|---|---|

Lesson 14

Scrapbook Presentations, Day 1

218

| | |
|--|---|
| Talk Time (15 min.) <ul style="list-style-type: none">Setting Norms for Behavior and Providing Feedback | On Stage (15 min.) <ul style="list-style-type: none">Students Present Early American Civilization Scrapbooks |
|--|---|

Lesson 15

Scrapbook Presentations, Day 2

224

| | |
|--|---|
| Talk Time (5 min.) <ul style="list-style-type: none">Review Norms for Behavior and Providing Feedback | On Stage (25 min.) <ul style="list-style-type: none">Students Finish Presenting Early American Civilization Scrapbooks |
|--|---|

1

What Is a Civilization?

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will contribute to whole group and partner discussions to share what they know about civilizations.

Listening

Students will demonstrate active listening of oral presentations by answering questions about a timeline.

FORMATIVE ASSESSMENT

Speaking

What Is a Civilization? [Activity Page 1.1]

Speaking

Systems and Structures of Our Civilization
[Activity Page 1.2]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

What Happened First? [Activity Page 1.3]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|--------|---|
| Building Background | | |
| What Is a Civilization? | 20 min | <input type="checkbox"/> Activity Pages 1.1 and 1.2
<input type="checkbox"/> Concept Map |
| Listen Closely | | |
| Introduce Timeline | 10 min | <input type="checkbox"/> Activity Page 1.3
<input type="checkbox"/> Timeline |

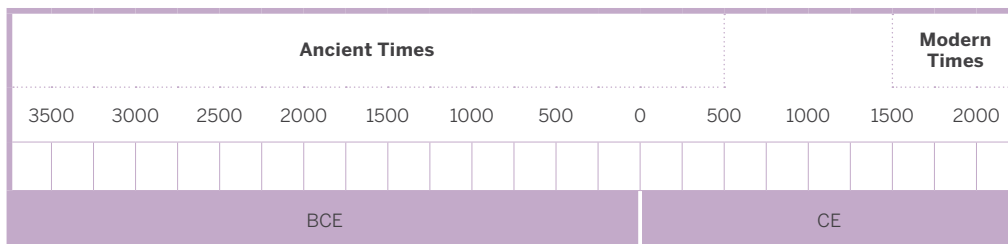
ADVANCE PREPARATION

Building Background

- Prepare a concept map on the board/chart paper. Write the word *civilization* in the middle of the board/chart paper.
- Post a map of North and South America.

Listen Closely

- Prepare a horizontal timeline using the following guidelines.
 - Timeline should span from 2000 BCE to present day.
 - Timeline should include the labels “BCE” and “CE”.
 - Timeline should have year “0” in the center.



- Prepare three different colored dots to be attached to the timeline (red, yellow, blue). These can be sticky dots or circles cut from colored paper.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss and define the word *civilization*
- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information
- Sequence historical events, using temporal words to signal event order

Language Forms and Functions

A civilization is...

I've heard/read/learned about...

I know this because...

_____ happened first/last.

_____ happened before/after _____.

I'm interested in learning about _____ in the _____ civilization.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|--|---------------------------------|
| civilization
social class
architecture | system
structure
timeline
chronological
development
rise
decline | |

Lesson 1: What Is a Civilization?

Building Background



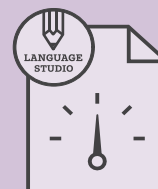
Primary Focus: Students will contribute to whole group and partner discussions to share what they know about civilizations.

WHAT IS A CIVILIZATION? (20 MIN.)

- Tell students that today they will begin their study of Maya, Aztec, and the Inca, three of the most significant Early American Civilizations.
- Point to the map and tell students these civilizations developed in parts of what is now considered North, Central, and South America.
- Post the concept map for civilizations and ask students what they already know about civilizations. Prompt students to engage in this brainstorm with the following questions.
 - What is a civilization?
 - What other civilizations have you heard about/read about/learned about?
 - Do we live in a civilization? How do you know?
- Record student answers on the concept map. Direct students to record ideas on Activity Page 1.1.
- Explain that a civilization exists when people develop effective ways of organizing their society. In Early American Civilizations, people developed systems and structures for organizing:
 - farming and cities
 - religion
 - social classes
 - art and architecture
 - government
 - ways to record information

Note: Refer back to the ideas generated by students on the concept map. Organize student ideas within these systems and structures, and point out the connections for students.

Activity Page 1.1



Activity Page 1.2



Speaking Exchanging Information/Ideas

Entering/Emerging

Ask students yes-no and *wh*- questions about the systems and structures present in our modern-day civilization (e.g., What are some examples of different religions? Do we have formal systems of recording and sharing information?)

Transitioning/Expanding

Have students turn and talk and share an idea about the systems and structures in our modern-day civilization, prior to recording on Activity Page 1.2.

Bridging

Ask students to agree or disagree with a classmate's idea and explain why.

- **Model (Farming):** Tell students that in our modern-day civilization, farming is organized into commercial (for sale) and private (for self) agriculture. Farmers may produce crops and/or animals (livestock). Record these ideas on the board/chart paper, and have students record these ideas on Activity Page 1.2.
- Ask students to brainstorm other systems and structures that are in place today, in our civilization. Students should record information on Activity Page 1.2.
- Have students share their ideas and record them on the board/chart paper.

Lesson 1: What Is a Civilization?

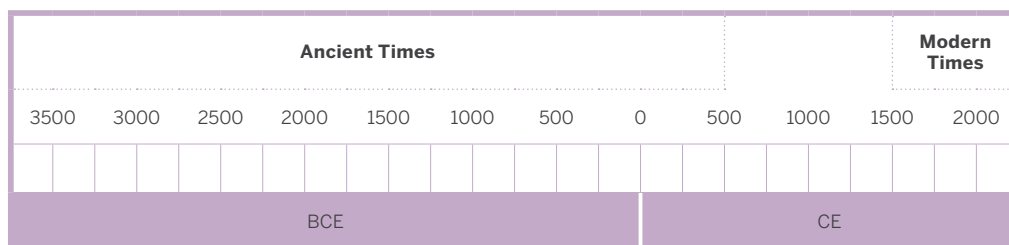
Listen Closely



Primary Focus: Students will demonstrate active listening of oral presentations by asking and answering questions about a timeline.

INTRODUCE TIMELINE (10 MIN.)

- Draw/post the horizontal timeline on the board/chart paper.



- Ask students: “What does the ‘0’ mean on the timeline?”
- Explain that the “0” in the center of the timeline marks the start of the calendar and timeline that we use today.
- Ask students to share what they notice about the dates on the timeline. (Students should note that as the dates move away from year “0”, the numbers get larger.)
- Tell students that all the dates to the right of the “0” are considered Common Era (CE).
- Have a student come to the board and point to the years considered to be Common Era.
- Tell students that all of the dates to the left of the “0” are considered Before Common Era (BCE).
- Have a student come to the board and point to the years considered to be Before Common Era.
- Explain that on a horizontal timeline, events on the left happened *first/ before* and events on the right happened *last/after*. Therefore, events in BCE happened *before* events in CE.
- Explain that in BCE the dates with the largest numbers happened *first*, and the dates with the smallest numbers happened *last* (e.g., 1500 BCE took place *before* 800 BCE).

Support

Connect the timeline to a math number line. Explain that just like on a math number line, “0” is in the center. As the numbers move away from “0”, they get larger.

Activity Page 1.3



Listening Listening Actively

Entering/Emerging

Ask students *wh-* questions while completing Activity Page 1.3 (e.g., What happened first/next/last?).

Transitioning/Expanding

Ask students questions about events relative to other events (e.g., What happened first: the decline of the Maya civilization or the arrival of Spanish Conquistadors?).

Bridging

Ask students open-ended questions about events relative to other events (e.g., What happened before the rise of the Aztec civilization? What happened after the arrival of Spanish Conquistadors in the Americas?).

- It is opposite in CE, whereby the dates with the smallest numbers happened *first*, and the dates with the largest numbers happened *last* (e.g., 600 CE took place *before* 2000 CE).
- Have a student mark three different dates on the timeline: one with a red dot, one with a yellow dot, and one blue dot.
- Ask students questions about the timeline.
 - Which dot marks the event that happened first?
 - Which dot marks the event that happened last?
 - Which event happened before _____?
 - Which event happened after _____?
- Tell students they will practice organizing some dates in proper sequence on Activity Page 1.3.
- On the board/chart paper, shade the years 1800 BCE to 900 CE with a yellow colored pencil. Tell students this represents the Maya civilization.
- On the board/chart paper, shade the years 1300 CE to 1521 CE with a red colored pencil. Tell students this represents the Aztec civilization.
- On the board/chart paper, shade the years 1438 CE to 1532 CE with a blue colored pencil. Tell students this represents the Inca civilization.
- **Turn and Talk:** Ask students to share with a peer one thing they are interested in learning about the Maya, Aztec, or Inca civilizations.

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 | U2 L1 |
| Activity Name | What Happened First? |
| Proficiency Levels | |
| Entering | Student points to each event and/or dictates single words to describe the order of events with 1:1 support. |
| Emerging | Student uses sequence words (e.g., first, next, last) to describe the order of events with substantial support. |
| Transitioning | Student uses sequence and temporal words (e.g., before, after) to describe the order of events with moderate support. |
| Expanding | Student uses sequence and temporal words to describe the order of events with minimal support. |
| Bridging | Student independently uses sequence and temporal words to describe the order of events. |

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

## 2

# Geographical Features of Mesoamerica

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

Students will sort academic and domain-specific words to demonstrate understanding of geographical features.

**Listening**

Students will listen to a Read-Aloud text and identify key details about geographical features in Mesoamerica.

**Writing**

Students will record geographical features for each early American civilization using a graphic organizer.

**FORMATIVE ASSESSMENT**

Reading

**Geographical Features Word Sort** [Activity Page 2.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Taking Notes on Geographical Features**  
[Activity Page 2.3]

## LESSON AT A GLANCE

|                                                       | Time    | Materials                                                                                                                       |
|-------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Background</b>                            |         |                                                                                                                                 |
| Geographical Features of Early American Civilizations | 15 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Scissors<br><input type="checkbox"/> Glue or glue sticks |
| <b>Listen Closely</b>                                 |         |                                                                                                                                 |
| Read-Aloud Excerpt from Chapter 1                     | 15 min. | <input type="checkbox"/> Activity Pages 2.2 and 2.3                                                                             |

## ADVANCE PREPARATION

### Building Background

- Provide each student with a pair of scissors as well as glue or glue sticks.
- Post or electronically project a map of North and South America.
- Provide each student with 2–3 sticky notes.
- Display three headings: Features of the Land, Plants, Animals.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use general academic and domain-specific vocabulary to create precision while speaking and writing about civilizations
- Use pictures and/or words to record key details from a text about geographical features
- Discuss how the geographical features of the early American civilizations compare and contrast to the geographical features in your region

### Language Forms and Functions

In the \_\_\_\_\_ civilization...

Some geographical features of our region are...

\_\_\_\_\_ is an example of a(n) plant/animal/feature of the land.

Some features of the land in the \_\_\_\_\_ civilization were...

In the \_\_\_\_\_ region, you can find...

### Vocabulary

| Tier 3<br>Domain-Specific Words             | Tier 2<br>General Academic Words                       | Tier 1<br>Everyday Speech Words |
|---------------------------------------------|--------------------------------------------------------|---------------------------------|
| cenotes<br>empire<br>isthmus<br>Mesoamerica | descendants<br>diverse<br>lush<br>geographical feature |                                 |

## Lesson 2: Geographical Features of Mesoamerica

## Building Background



**Primary Focus:** Students will sort academic and domain-specific words to demonstrate understanding of geographical features.

### GEOGRAPHICAL FEATURES OF EARLY AMERICAN CIVILIZATIONS (15 MIN.)

- Remind students that we began our study of the Early American Civilizations: the Maya, Aztec, and Inca.
- **Turn and Talk:** Ask students to share something they remember about civilizations. Share some ideas aloud in the group.
- Tell students that today they will learn about the geographical features of the Maya, Aztec, and Inca civilizations.
- Ask students to consider what they already know about geographical features and record their thoughts on sticky notes.
- Explain that geographical features are the specific features of the land, as well as plants and animals that are part of the area.
- Have students share their sticky notes with the group and then place them on the board/chart paper under the heading they feel is most appropriate.
- **Turn and Talk:** Ask students to identify some of the geographical features present in their own region.
- Tell students that they will complete a Word Sort activity, in which they will categorize various geographical features.
- Explain that they will receive a list of geographical features that were present in the Americas during the time of the Maya, Aztec, and Inca civilizations, and they must sort these features into three lists (features of the land, plants, and animals).
- Have students turn to Activity Page 2.1 and complete the Word Sort activity.

### Support

Provide students with some examples of geographical features to choose from (e.g., mountains, rivers, desert, swamp, forest, palm trees, pine trees, hay fields, etc.).



### Reading Reading/Viewing Closely

### Entering/Emerging

Read aloud each of the words, modeling correct pronunciation and reviewing the meaning of each geographical feature.

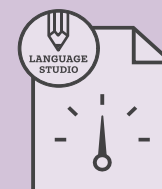
### Transitioning/Expanding

Read aloud unknown words and clarify meaning.

### Bridging

Clarify meaning of unknown words.

### Activity Page 2.1





## Lesson 2: Geographical Features of Mesoamerica

# Listen Closely



**Primary Focus:** Students will listen to a Read-Aloud text and record key details about geographical features of each Early American Civilization.

### READ-ALOUD EXCERPT FROM CHAPTER 1 (15 MIN.)

- Tell students that they will listen to a Read-Aloud about geographical features in the region of the world where the Maya, Aztec, and Inca civilizations developed—Mesoamerica (Middle America).
- Have students turn to Activity Page 2.2 and look at the map of North and South America.
- Ask students what present-day countries they see labeled on this map.
- Ask students if anyone has ever traveled to one of these countries, has family in one of these countries, or has met someone from one of these countries. If so, have students talk about the features of the land and share information about plants and animals they may have seen/know about.
- Explain that during the Read-Aloud you would like students to listen for key details about geographical features of the regions of the Maya, Aztec, and Inca civilizations.
- Tell students to turn to Activity Page 2.3 and review the note-taking template.
- Tell students that as you read aloud the text, they will be recording key ideas from the text on Activity Page 2.3. Encourage students to record their ideas as pictures, words, or both.

Mesoamerica, or Middle America, was home to the Maya and the Aztec civilizations. This region lies north of the Equator in an area called the tropics. It includes a portion of present-day Mexico in North America and parts of Central America. It occupies much of the isthmus that joins the continents of North America and South America. The present Central American countries of Guatemala, Belize, Honduras, El Salvador, Nicaragua, and northern Costa Rica are all part of Mesoamerica. Mesoamerica has very diverse landscapes, including dry costal deserts and wet inland rainforests.

### Activity Page 2.2



### Activity Page 2.3



### Support

Ask students to provide you with an example of a key idea.

- Ask students text-dependent questions such as:
  - “Which Early American civilizations lived in the region known as Mesoamerica?”
  - “What geographical features did we read about in Mesoamerica?”
- Identify Mesoamerica on the map for students.
- Remind students to record key ideas on Activity Page 2.3.

The Yucatán Peninsula is surrounded by water on three sides. It lies between the Gulf of Mexico and the Caribbean Sea and was home to many Maya. Warm, humid rainforests cover the southern part of the peninsula. Its lush vegetation supports animals as varied as jaguars, snakes, bats, monkeys, toucans, and quetzal birds. The northern part of the Yucatán is drier and has no rivers, only lakes and swamps. The Yucatán’s thousands of deep cenotes supply fresh water to the area—water needed in order for settlements to develop. Maya descendants are still there, living alongside the ruins of the ancient civilization.

- Ask students text-dependent questions such as:
  - “What kind of animals lived in the Maya region?”
  - “What was the land like in the Maya civilization?”
- Remind students to record key ideas on Activity Page 2.3.

The Aztec created a magnificent empire with cities under one central government. This empire began north of the Yucatán Peninsula in the Valley of Mexico. Surrounded by mountains and volcanoes, it was a land full of wildlife. The wildlife is still there, but only ruins of pyramids mark the landscape with the remains of the Aztec civilization.

- Ask students, “What were some geographical features in the Aztec region?”
- Remind students to record key ideas on Activity Page 2.3.



### Reading Exchanging Information/Ideas

#### Entering/Emerging

Ask yes-no questions to prompt students to compare and contrast geographical features (e.g., Did the Maya live near snow-capped mountains like the Inca?).

#### Transitioning/Expanding

Ask students *wh-* questions to prompt them to compare and contrast geographical features (e.g., What kinds of animals lived in the Maya region? What kinds of animals lived among the Aztec?).

#### Bridging

Ask students to elaborate on ways in which the geographical features of Early American Civilizations compare and contrast to their own region.

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The Inca civilization began high in the Andes Mountains of present-day Peru. It grew to include parts of Ecuador, Bolivia, Chile, and Argentina. The landscape and climate vary greatly across this enormous stretch of land. Deserts and warm valleys lie beneath frigid snow-capped peaks. Llamas and alpacas are native to its mountain areas. These long-necked animals were domesticated to carry heavy loads and provide wool. Cougars and chinchillas also share this habitat with a wide variety of birds, amphibians, and fish.

---

- Ask students,
  - “What were some features of the land in the Inca civilization?”
  - “What animals could be found in the Inca civilization?”
- Remind students to record key ideas on Activity Page 2.3.
- **Turn and Talk:** Have students turn to a partner and discuss how the geographical features of the Maya, Aztec, and Inca civilizations compare and contrast to the geographical features in our region of the world.
- Tell students to add any final key ideas from the text. Reread any passages as necessary.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                               |
| Unit/Lesson        | U2 L2                                                                                                 |
| Activity Name      | Taking Notes on Geographical Features                                                                 |
| Proficiency Levels |                                                                                                       |
| Entering           | Student draws pictures and/or copies key words from the text with 1:1 support.                        |
| Emerging           | Student copies key words and phrases from the text with substantial support.                          |
| Transitioning      | Student writes short sentences that include keywords and phrases from the text with moderate support. |
| Expanding          | Student writes sentences that include key details from the text with occasional support.              |
| Bridging           | Student independently writes sentences that include key details from the text.                        |

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

3

Images of Geographical Features

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify the action and linking verbs in sentences from the reading.

Writing

Students will select an image that represents the geographical features in early American civilizations.

FORMATIVE ASSESSMENT

Writing

Geographical Feature [Activity Page 3.2]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Verbs and Verb Phrases [Activity Page 3.1]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|---------------------|
| Looking at Language | | |
| Action Verbs and Linking Verbs | 10 min. | ☐ Activity Page 3.1 |
| Write About It | | |
| Select an Image | 20 min. | ☐ Activity Page 3.2 |

ADVANCE PREPARATION

Looking at Language

- On the board/chart paper, display:

Action Verb: shows action

Linking Verb: often a form of the verb “to be” does not show action

- Display the following sentences from the text. Alternatively, you may access a digital version of the text.

The Aztec created a magnificent empire.

Maya descendants are still there.

- Post the following T-chart on the board/chart paper:

| Action Verbs | Linking Verbs |
|--------------|---------------|
| | |

- Prepare eight to ten sticky notes with action and linking verbs (e.g., *run, build, is, was, ruled, am, travel, were, are, survived*).

Write About It

- You may wish to display images from the websites located in the Recommended Resources list in the digital components for this unit. These websites are for the Madrid Codex, Dresden Codex, and a compilation of Maya codices images (Slides 1, 2, 6–11; avoid Slide 12, which depicts gods smoking).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Distinguish between action and linking verbs in familiar sentences
- Use general academic and domain-specific vocabulary to search for images of geographical features online

Language Forms and Functions

A verb is...

I know this because...

This is a(n) action/linking verb because...

I would like to search for an image of...

Some key words I might use in my search are...

Vocabulary

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

Lesson 3: Images of Geographical Features

Looking at Language



Primary Focus: Students will identify the action and linking verbs in sentences from the reading.

ACTION AND LINKING VERBS (10 MIN.)

- Ask students:
 - “What is a verb?”
 - “How do you know?”
- Tell students that today they will learn about action verbs and linking verbs.
- Read the definitions of action verbs and linking verbs aloud to students.
- Tell students that *action verbs* show action, or tell us what the noun *does*.
- Refer to the first sentence you have written on the board.

The Aztec created a magnificent empire.

- Ask students to point to the verb in this sentence. (created)
- Ask students if this verb shows action. (yes)
- Tell students that this verb shows action because it tells us what the Aztec did the Aztec *created*. Explain that *created* is an action verb.
- Refer to the second sentence you have displayed on the board.

Maya descendants are still there.

- Ask students if they see an action verb in this sentence. (no)
- Explain that this sentence does not have an action verb, but instead it has a special kind of verb called a linking verb. Many linking verbs are forms of the verb “to be” (am, is, are, was, were) and do not show action.

Activity Page 3.1



Support

Use verbs listed in the T-chart to help students complete Activity Page 3.1.



Reading
Using Verbs and
Verb Phrases

Entering/Emerging
Underline the verb in each sentence and ask students if the verb shows action.

Transitioning/Expanding
Check in to ensure students have underlined the correct verb. Ask if the verb shows action.

Bridging
Have the students explain why they think the verb is action or linking.

- Refer to the T-chart on the board/chart paper.

| Action Verbs | Linking Verbs |
|--------------|---------------|
| | |

- Share the verbs written on sticky notes. Have students sort the verbs into the appropriate columns.
- Tell students that they will practice identifying the action verbs and linking verbs in sentences on Activity Page 3.1.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Unit/Lesson | U2 L3 |
| Activity Name | Verbs and Verb Phrases |
| Proficiency Levels | |
| Entering | Student refers to the T-chart on the board to distinguish between action and linking verbs with 1:1 support. |
| Emerging | Student refers to the T-chart on the board to distinguish between action and linking verbs with substantial support. |
| Transitioning | Student distinguishes between action and linking verbs with moderate support. |
| Expanding | Student distinguishes between action and linking verbs and explains their reasoning with minimal support. |
| Bridging | Student independently distinguishes between action and linking verbs and explains their reasoning. |

Lesson 3: Images of Geographical Features

Write About It



Primary Focus: Students will select an image that represents the geographical features in Early American Civilizations.

SELECT AN IMAGE (20 MIN.)

- Explain to students that as a culminating project for the unit on Early American Civilizations, they will develop a scrapbook of images and captions relating to one of the civilizations—Maya, Aztec, or Inca.
- Tell students that today they will select an image of a geographical feature from an Early American Civilization that will be added to the scrapbook.
- Explain that students will need to decide which civilization they would like to select an image for (Maya, Aztec, or Inca).
- Have students turn to Activity Page 2.3 and refer to the notes they took on geographical features of the Maya, Aztec, and Inca.
- Tell students that they will:
 - Search the Internet for images representing the geographical feature they select.
 - Select images from reputable websites and compose a caption for each to connect the image with the text.

Note: If students do not have access to technology, they may draw an image instead.

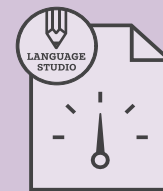
- Tell the students that you will model selecting an image of a geographical feature.
- As you search for images, think aloud so students can hear how you decide which image will best represent the geographical feature you selected.
- Model printing an image, and explain to students that they will paste their images in the upper box of Activity Page 3.2.
- Monitor students as they search online for an appropriate image for their geographical feature.
- Provide support with technology and ensure students secure their image to Activity Page 3.2.
- Explain that for now, the lower box on Activity Page 3.2 will remain empty.

End Lesson

Activity Page 2.3



Activity Page 3.2



Support

Ask students to provide you with an example of an image to search for online.



Writing
Interacting via
Written English

Entering/Emerging

Provide direct teacher support during Internet search, suggesting words to guide the search.

Transitioning/Expanding

Check in to ensure students have found an appropriate website for searching images.

Bridging

Check in to ensure students have found an appropriate website for searching images.

4

Early American Civilization Scrapbook

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write a caption for an image of a geographical feature, using keywords (e.g. from notes or graphic organizers).

Speaking

Students will understand how scrapbooks are organized to express ideas and present information.

FORMATIVE ASSESSMENT

Speaking

Introduce the Scrapbook Project [Activity Page 4.2]

Speaking

Selecting a Civilization [Activity Page 4.3]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Write a Caption [Activity Page 4.1]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------|---------|--|
| Write About It | | |
| Write a Caption | 15 min. | <input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 2.3 and 3.2 |
| Talk Time | | |
| Introduce Scrapbook Project | 15 min. | <input type="checkbox"/> Activity Page 4.2 and 4.3 |

ADVANCE PREPARATION

Write About It

- Select an image of a geographical feature to use as a model for drafting a caption. Post or project the image on the board.
- Prepare to share a sample scrapbook with students—you may share a hard copy or a digital scrapbook online.
- Have Activity Pages 2.3 and 3.2 available for students to reference throughout this lesson.

Talk Time

- Post this sentence frame:
 - *I have selected the _____ civilization because _____.*

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Brainstorm a list of words and phrases to describe an image
- Use general academic and domain-specific vocabulary to write a concise caption
- Discuss the characteristics of scrapbooks
- Express an opinion and provide reasons to support it

Language Forms and Functions

I see...

Some plants/animals you might find here are...

The _____ lived in a part of the world that is/has...

I notice that this scrapbook is/has...

I have selected the _____ civilization because _____.

Vocabulary

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

Support

Ask students questions to prompt descriptive words and phrases (e.g., What do you see? Where is this place? What kinds of animals might live here? What kinds of plants do you see?).

Activity Page 2.3



Start Lesson

Lesson 4: Early American Civilization Scrapbook

Write About It



Primary Focus: Students will write a caption for an image of a geographical feature, using key words (e.g., from notes or graphic organizers).

WRITE A CAPTION (15 MIN.)

- Ask students: "What do you remember about the Maya, Aztec, or Inca civilizations?"
- Remind students that in the previous class they selected an image of a geographical feature from the Maya, Aztec, or Inca civilization.
- Post or project an image of a geographical feature from the Maya, Aztec, or Inca region on the board (e.g., swamplands).

- Ask students:
 - “What is this geographical feature?”
 - » a swamp
 - “What are some words and phrases we could use to describe this geographical feature?”
 - » wet, muddy, lots of trees, mossy, snakes, fish
- Record descriptive words and phrases on the board/chart paper.
- Explain that these specific, descriptive words and phrases help a reader understand what they are looking at in the picture.
- Ask students if they know what words that describe an image are called? (caption)
- **Model:** Write a caption for the image.
 - Think aloud as you draft the caption (e.g., “I want my reader to know that this is a swamp in the Aztec region. It is also important that the reader know about the climate in this region.”).
 - Write a caption beneath the image. (e.g., *The Aztec lived in a part of the world that is warm and humid with muddy swamplands throughout the region.*)
- Tell students that now they will write a caption to describe the image of their selected geographical feature.
- Tell them they may use their notes on geographical features to help them write the caption.
- Tell students to turn to Activity Page 3.2 and review the image they selected for their geographical feature.
- Explain that their caption will be written in the box below the image.
- Direct students to Activity Page 4.1 and have them generate a list of descriptive words and phrases for their image.
- When students have completed their list of descriptive words and phrases, have them draft a caption and add it to Activity Page 3.2.

Note: This is a practice opportunity for students to select an image and write a caption. Students will present their images and captions in a more formal manner for their scrapbook project in later lessons.

Activity Page 3.2



Activity Page 4.1



Writing

Entering/Emerging

Ask students *wh*-questions to prompt a brainstorming of descriptive words and phrases (e.g., What is this image? What kinds of trees do you see? What kinds of animals may live there? What do you think the weather is like?).

Transitioning/Expanding

Allow student to use words and/or phrases for the caption rather than a complete sentence.

Bridging

Check the caption to ensure it is a complete sentence, providing corrective feedback on capitalization and punctuation.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U2 L4 |
| Activity Name | Write a Caption |
| Proficiency Levels | |
| Entering | Student dictates single words and phrases in response to wh- questions with 1:1 support. |
| Emerging | Student writes single words and phrases in response to wh- questions with substantial support. |
| Transitioning | Student writes phrases or short sentences with moderate support. |
| Expanding | Student writes complete sentences with occasional support. |
| Bridging | Student writes concise, detailed sentences with minimal support. |

Lesson 4: Early American Civilization Scrapbook

Talk Time



Primary Focus: Students will understand how scrapbooks are organized to express ideas and present information.

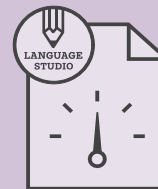
INTRODUCE SCRAPBOOK PROJECT (15 MIN.)

- Explain to students that as a culminating project for the unit on Early American Civilizations, they will develop a scrapbook of images and captions relating to one of the civilizations—Maya, Aztec, or Inca.
- Show students an example of a scrapbook.

- Ask students:
 - What do you notice about this scrapbook?
 - What is included in this scrapbook?
- Ensure that students understand that a scrapbook is a photo album that also tells the stories behind the pictures. A scrapbook includes images of events and memories and captions explaining the image.
- Have students turn to Activity Page 4.2 to review the Scrapbook Project guideline.
- Direct students to:
 - Imagine that they have traveled back in time to visit an Early American Civilization (Maya, Aztec, or Inca).
 - Create a scrapbook of their travels to that civilization.
 - Make sure the scrapbook includes images and captions presenting key information about the Maya, Aztec, or Inca civilization, including:
 - information about the capital city
 - cultural aspects of the civilization (architecture, farming methods, social classes)
 - accomplishments and successes of the civilization
 - reasons for the decline of the civilization
- Explain that students will present their scrapbooks to the group during the last two days of the unit study.
- Tell students that they will select one of the Early American Civilization for their Scrapbook Project.
- Have students complete Activity Page 4.3.
- **Turn and Talk:** Have students share with a peer which civilization they selected and why.

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

## Activity Page 4.2



## Activity Page 4.3



## Speaking Understanding Text Structure

### Entering/Emerging

Provide students with sentence frame:  
I have selected the \_\_\_\_\_.  
civilization because \_\_\_\_\_.

### Transitioning/Expanding

Prompt with *wh-* questions to support students in explaining why they have selected a particular civilization (e.g., What interests you about the Maya? What seems cool about the Inca? What do you want to learn about the Aztec?).

### Bridging

Ask students open-ended questions about the civilization selected for the scrapbook project, and have the students talk through their ideas before writing (e.g., Why have you selected to focus on the Aztec civilization?).



## 5

# Capital Cities

## PRIMARY FOCUS OBJECTIVE(S)

### Reading

Students will read about the capital city of an early American civilization.

### Writing

Students will record key details about a capital city using words, pictures, or both.

### Reading

Students will use their knowledge of the prefix *inter-* to determine the meaning of unknown words and compose sentences.

## FORMATIVE ASSESSMENT

Reading

**Identifying Key Details** [Informal Observation]

Reading

**Prefix Inter-** [Activity Page 5.5]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

**Magnet Summary** [Activity Page 5.4]

## LESSON AT A GLANCE

|                               | Time    | Materials                                                                                          |
|-------------------------------|---------|----------------------------------------------------------------------------------------------------|
| <b>Read About It</b>          |         |                                                                                                    |
| Close Reading: Capital Cities | 10 min. | <input type="checkbox"/> Activity Pages 4.2, 5.1, 5.2, 5.3<br><input type="checkbox"/> Highlighter |
| <b>Write About It</b>         |         |                                                                                                    |
| Taking Notes                  | 10 min. | <input type="checkbox"/> Activity Page 5.4                                                         |
| <b>Looking at Language</b>    |         |                                                                                                    |
| Prefix <i>Inter-</i>          | 10 min. | <input type="checkbox"/> Activity Page 5.5                                                         |

## ADVANCE PREPARATION

### Read About It

- Provide a highlighter for each student.

### Looking at Language

- Prepare miscellaneous small objects for instruction of the prefix *inter-* (e.g., coins, counting bears, pattern blocks, bingo chips, beads, paper clips, interlocking plastic bricks).

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by answering text-dependent questions and identifying key ideas
- Write a Magnet Summary to paraphrase key ideas and important details from a text
- Discuss the meaning of unknown words that contain the common root *inter-*

### Language Forms and Functions

A capital city is...

The capital of \_\_\_\_\_ is \_\_\_\_\_.

\_\_\_\_\_ were found in the capital city of \_\_\_\_\_.

I found the action verb \_\_\_\_\_ in the text.

The word \_\_\_\_\_ might mean...

### Vocabulary

| Tier 3<br>Domain-Specific Words                                          | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|--------------------------------------------------------------------------|----------------------------------|---------------------------------|
| capital<br>monument<br>pyramid-temple complex<br>sacrifice<br>stonemason | quadrant                         | ceremony<br>priest              |

## Lesson 5: Capital Cities

## Read About It



**Primary Focus:** Students will read about the capital city of an Early American Civilization.

## CLOSE READING: CAPITAL CITIES (10 MIN.)

- Ask students what civilization they selected as the focus of their Scrapbook Project.
- Remind students that they have been learning about life in the Maya, Aztec, and Inca civilizations.
- Tell students to turn to Activity Page 4.2.
- Review the information to be included in the Scrapbook Project.
  - information about the capital city
  - cultural aspects of the civilization (architecture, farming methods, social classes)
  - accomplishments and successes of the civilization
  - reasons for the decline of the civilization
- Explain that today students will read about the capital city of their civilization and take notes on the key details and information.
- Ask students:
  - What is a capital city?
  - What is the capital city of our state?
  - What is the capital city of your (or your parent's) native country?
- Explain to students that each Early American Civilization had a capital city or important city-state. These cities were centers of activity and important events.
- Tell students to turn to the reading excerpt for their selected civilization.
  - Reading about the Maya capital city can be found on Activity Page 5.1.
  - Reading about the Aztec capital city can be found on Activity Page 5.2.
  - Reading about the Inca capital city can be found on Activity Page 5.3.

## Activity Page 4.2



## Informal Observation



## Support

Ask a student to give an example of a key detail.

## Activity Page 5.1, 5.2, or 5.3



## Activity Page 5.4



Reading  
Reading/Viewing Closely

### Entering/Emerging

Partner read with students, asking text-dependent questions to check for comprehension (e.g., What is the name of the capital city of the civilization? What kinds of buildings were found in the capital city of \_\_\_\_?).

### Transitioning/Expanding

Check in with students during and/or after reading, asking text-dependent questions to check for comprehension (e.g., What is the name of the capital city of the civilization? What kinds of buildings were found in the capital city of \_\_\_\_?).

### Bridging

Check in with students during and/or after reading, asking open-ended questions to check for comprehension (e.g., What did you learn about the capital city of \_\_\_\_?).

- Explain that students will only read the excerpt relating to the civilization they selected for their Scrapbook Project.
- Tell students that as they read they should highlight key details about the capital city, as well as words they do not understand.
- Have students turn to Activity Page 5.1, 5.2, or 5.3 and begin reading.
- Ask students to underline one action verb they found within the text
- **Turn and Talk:** Have students share their action verb with a peer.

## Lesson 5: Capital Cities

# Write About It



**Primary Focus:** Students will record key details about a capital city using words, pictures, or both.

### TAKING NOTES (10 MIN.)

- Tell students that they will record key ideas and details about the capital city of their selected civilizations on Activity Page 5.4.
- Explain that students will use their highlighted articles to take notes in the form of a Magnet Summary.
- Ask students: “What is a magnet?”
- Explain to students that in a Magnet Summary, they should record ideas and details that they want to have “stick” in their minds. Students may use words, pictures, or both to record notes.
- Tell students that these notes will be used later to construct a page for their Scrapbook Projects. Taking good notes will help students when it comes time to search for an image and write a caption about the capital city of their selected civilizations.
- Have students turn to Activity Page 5.4 and begin taking notes.
- **Turn and Talk:** Have students share their Magnet Summary notes with a peer.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                    |
| Unit/Lesson        | U2 L5                                                                                                      |
| Activity Name      | Magnet Summary                                                                                             |
| Proficiency Levels |                                                                                                            |
| Entering           | Student draws pictures and/or dictates words to represent key words 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.                             |



### Writing

#### Entering/Emerging

Ask students *wh*-questions to support them in selecting key details to add to their Magnet Summary (e.g., What is the name of the capital city? What kinds of activities and events took place there?).

#### Transitioning/Expanding

Ask students to share what words and phrases they highlighted in the article. Ask them if these words and/or phrases are key details that should be added to the Magnet Summary.

#### Bridging

Prompt students to go back into the article and look at the highlighted text to select key words and details to add to the Magnet Summary.

## Lesson 5: Capital Cities

# Looking at Language



**Primary Focus:** Students will use their knowledge of the prefix *inter-* to determine the meaning of unknown words and compose sentences.

### PREFIX *INTER-* (10 MIN.)

- Tell students that today they will learn about the prefix *inter-*.
- Ask students if they know of any words that begin with the prefix *inter-*.
- Record student responses on the board/chart paper.
- Review the meaning of each of the words listed on the board. Use images and/or gestures when defining each word.
- Ask students to think about what the prefix *inter-* might mean.
- **Think-Pair-Share:** Have students share possible meanings of the prefix *inter-* with a peer and the class.
- Explain that *inter-* means “among,” “between,” or “together.”
- Write the meaning of *inter-* on the board/chart paper.

**Note:** Provide support in helping students understand the meaning of “among,” “between,” and “together.” Use body language and manipulatives to reinforce understanding of these prepositions (e.g., place one quarter *among* a group of pennies; place a red Bingo chip *between* two paperclips).

- Write *lock* on the board/chart paper.
- Ask students: “What does it mean to lock something? *Lock* means to fasten something.”
- Write the definition of *lock* on the board/chart paper.
- Ask students to think of a sentence using the word *lock*. (*I lock the door when I leave my house.*)
- Add *inter-* to *lock* and have students read the new word.

### Support

In the event students are not able to think of words beginning with the prefix *inter-*, think aloud a few examples and add them to the board/chart paper (e.g., interstate, interrupt, interpersonal, intermingle).

Use a padlock or the lock on the classroom door to demonstrate.

Use hand gestures, linking two fingers together, to demonstrate *interlock*.

Use interlocking plastic bricks, links, or linking cubes to demonstrate *interlock*.

- Ask students what they think the meaning of *interlock* is. (*Interlock* means to connect two or more things together.)
- Write the definition of *interlock* on the board/chart paper.
- Share the following example of *interlock* used in a sentence: *These plastic bricks interlock to create larger structures*
- **Turn and Talk:** Ask students to think of other things that may interlock. Have students talk with a peer and then share aloud with the group. (Answers may vary.)
- Revisit the list of words beginning with *inter-* that the students brainstormed at the start of the lesson and review the meaning of each word.
- Have students practice matching words beginning with the prefix *inter-* to their definitions on Activity Page 5.5.
- **Turn and Talk:** Have students share with a peer the sentence they developed on Activity Page 5.5.

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

## Challenge

Have students use each word in a sentence.

## Activity Page 5.5



## Reading Reading/Viewing Closely

### Entering/Emerging

Provide a definition for each word in the word bank on Activity Page 5.5. Write the definition of *inter-* at the top of Activity Page 5.5 (“among,” “between,” “together”).

### Transitioning/Expanding

Write the definition of *inter-* at the top of Activity Page 5.5 (“among,” “between,” “together”). Clarify the meaning of root words as needed.

### Bridging

Clarify the meaning of root words as needed.



## 6

# Writing About a Capital City

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

Students will select an image representing key details about the capital city of an early American civilization.

**Writing**

Students will write a caption for an image relating to a capital city, using keywords (e.g. from notes or graphic organizers).

**FORMATIVE ASSESSMENT**

Writing

**Scrapbook: Capital City** [Activity Page SB1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Descriptive Words and Phrases** [Activity Page 6.1]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                                                                   |
|-----------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b> |         |                                                                                                                                             |
| Select an Image       | 15 min. | <input type="checkbox"/> Activity Page SB1<br><input type="checkbox"/> Activity Pages 5.1–5.4<br><input type="checkbox"/> Activity Page 3.2 |
| <b>Write About It</b> |         |                                                                                                                                             |
| Write a Caption       | 15 min. | <input type="checkbox"/> Activity Page SB1<br><input type="checkbox"/> Activity Pages 5.1–5.4<br><input type="checkbox"/> Activity Page 6.1 |

## ADVANCE PREPARATION

### Write About It

- You may wish to display images from the websites located in the Recommended Resources list in the digital components for this unit. These websites are for the Madrid Codex, Dresden Codex, and a compilation of Maya codices images (Slides 1, 2, 6–11; avoid Slide 12, which depicts gods smoking).
- Have Activity Pages 3.2 and 5.4 available for students to reference throughout this lesson.

### Note to Teacher

New York City landmarks were selected for this lesson, as they are well-known by many students. However, you should feel free to select an image that relates to the heritage of your students. For example, if you have several students from Mexico, you may choose to select an image of an iconic landmark in Mexico City.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Brainstorm a list of words and phrases to describe an image
- Discuss strategies for searching for images on the Internet and use general academic and domain-specific vocabulary to generate search terms
- Write a concise caption that describes an image

### Language Forms and Functions

A scrapbook is...

This is an image of \_\_\_\_\_.

I chose this image because...

This image makes me think of...

I would like to search for an image of...

### Vocabulary

| Tier 3<br>Domain-Specific Words                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------------------------------------|----------------------------------|---------------------------------|
| monument<br>pyramid-temple complex<br>sacrifice<br>stonemason | quadrant                         | landmark<br>ceremony<br>priest  |

Start Lesson

## Lesson 6: Writing About a Capital City

# Write About It



### Activity Page 3.2



**Primary Focus:** Students will select an image representing key details about the capital city of an Early American Civilization.

### SELECT AN IMAGE (15 MIN.)

- Ask students: "Who remembers what the culminating project is for our study of Early American Civilizations?" (scrapbook)
- Remind students that they have already practiced designing a scrapbook page on geographical features.
- Have students turn to Activity Page 3.2 and look at the scrapbook page they designed on Geographical Features of Early American Civilizations.

- Ask students:
    - "What is a scrapbook?"
      - » a photo album that also tells the stories behind the pictures
    - "What is included on this practice scrapbook page?"
      - » an image of a geographical feature; a caption explaining the image
  - Tell students that today they will design a scrapbook page that tells a story about the capital city of their Early American Civilization.
  - Tell students that they will select an image representing the capital city of the Maya, Aztec, or Inca civilization and then write a caption to help the reader understand what the picture represents.
  - Have students turn to Activity Page 5.4 and refer to the notes they took on the capital city of the Maya, Aztec, or Inca civilization.
  - Tell students that they will search the Internet for images representing their capital city, and then select an image and print it out for their scrapbook page.
- Note:** If students do not have access to technology, they may draw an image instead.
- Ask students:
    - "What strategy will you use for searching images on the Internet?" (Be specific in your choice of search words; use the name of the capital city in your search.)
  - Have students begin their image search.
  - Monitor students as they search online for an appropriate image for their capital city.
  - Provide support with technology and ensure students secure their image to the Activity Page SB1.
  - **Turn and Talk:** Have students share the image they selected with a peer and explain why/how this image is representative of the capital city.

## Activity Page 5.4



### Support

Model an online image search for students.



### Writing Interacting via Written English

#### Entering/Emerging

Provide 1:1 support during Internet search, suggesting words to guide the search.

#### Transitioning/Expanding

Allow students to partner with a peer searching for images relating to the same capital city.

#### Bridging

Check-in with students at the start of the image search as well as throughout the search process to ensure they have found an appropriate website for searching images.

## Lesson 6: Writing About a Capital City

# Write About It



**Primary Focus:** Students will write a caption for an image relating to a capital city, using key words (e.g., from notes or graphic organizers).

### WRITE A CAPTION (15 MIN.)

- Post or project an image representing an iconic landmark in the city of New York (e.g., the Empire State building; the Statue of Liberty; Times Square).
- Ask students:
  - "What is this image?"
  - "Where is this place?"
  - "How do you know?"
- Explain to students that the image you selected is a famous landmark in New York City.
- Tell students that many people are familiar with New York City and would recognize this image, but some people may not. Therefore, it is important to write a caption for the image.
- Ask students:
  - "What key details or descriptive words come to mind when you look at this image?"
- Record student ideas on the board/chart paper.
- Tell students to use some of the ideas on the board/chart paper to create a caption for this image.
- **Turn and Talk:** Have students share with a peer to share their caption for this image.
- Have some students share their captions aloud and record them on the board.
- Ask students if they see any action verbs or linking verbs in the captions. Have students come to the board and highlight/underline the action and linking verbs.
- Have students refer to the notes they took on their capital city on Activity Page 5.4.

- Tell students to use these notes as well as the reading selection on Activity Page 5.1, 5.2, or 5.3 to create a caption for their capital city.
- Tell students to turn to Activity Page SB1 and review the image they selected for their capital city.
- Explain that their caption will be written in the box below the image.
- Have students generate a list of descriptive words and phrases for their image on Activity Page 6.1.
- When students have completed their list of descriptive words and phrases, have them draft a caption and add it to Activity Page SB1.
- Have students share their image and caption with a peer.
- Have students identify the action verbs and linking verbs present in each other's captions.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

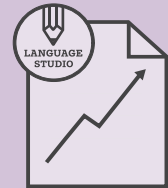
| Evaluation Tool    |                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                        |
| Unit/Lesson        | U2 L6                                                                                          |
| Activity Name      | Descriptive Words and Phrases                                                                  |
| Proficiency Levels |                                                                                                |
| Entering           | Student dictates single words and phrases in response to wh- questions with 1:1 support.       |
| Emerging           | Student writes single words and phrases in response to wh- questions with substantial support. |
| Transitioning      | Student writes phrases or short sentences with moderate support.                               |
| Expanding          | Student writes complete sentences with occasional support.                                     |
| Bridging           | Student writes concise, detailed sentences with minimal support.                               |

End Lesson

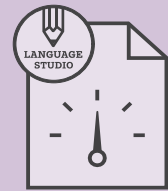
## Activity Pages 5.1–5.3



## Activity Page SB1



## Activity Page 6.1



### Writing

#### Entering/Emerging

Ask students *wh*- questions to prompt brainstorm of descriptive words and phrases (e.g., What is this image of? What kinds of building or structures are present? What are people doing?).

#### Transitioning/Expanding

Allow students to use words and/or phrases for the caption rather than a complete sentence.

#### Bridging

Check the caption to ensure it is a complete sentence, providing corrective feedback on capitalization and punctuation.

## 7

# Cultural Aspects of a Civilization

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

Students will sort academic and domain-specific words to demonstrate understanding of cultural aspects of a civilization.

**Reading**

Students will read and identify key details about the cultural aspects of an early American civilization.

**FORMATIVE ASSESSMENT**

Speaking

**Cultural Aspects Word Sort** [Activity Page 7.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Identifying Key Details** [Informal Observation]

## LESSON AT A GLANCE

|                                                   | Time    | Materials                                                                                                                             |
|---------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Background</b>                        |         |                                                                                                                                       |
| Cultural Aspects Word Sort                        | 20 min. | <input type="checkbox"/> Activity Page 7.1                                                                                            |
| <b>Read About It</b>                              |         |                                                                                                                                       |
| Close Reading: Cultural Aspects of a Civilization | 10 min. | <input type="checkbox"/> Activity Pages 7.2–7.4<br><input type="checkbox"/> Activity Page 4.2<br><input type="checkbox"/> Highlighter |

## ADVANCE PREPARATION

### Building Background

- Write the following three headings on the board/chart paper.

|                        |                       |                     |
|------------------------|-----------------------|---------------------|
| <b>Farming Methods</b> | <b>Social Classes</b> | <b>Architecture</b> |
|------------------------|-----------------------|---------------------|

### Read About It

- Provide each student with:
  - A highlighter
  - A pair of scissors
  - A glue stick
- Provide each student with 2–3 sticky notes.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use academic and domain-specific vocabulary in a discussion about the cultural aspects of early American civilizations
- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details

### Language Forms and Functions

I learned that the Maya/Aztec/Inca civilization...

One aspect of my culture is...

What does \_\_\_\_\_ mean?

One aspect of the \_\_\_\_\_ culture is...

The capital city, \_\_\_\_\_, is/has...

### Vocabulary

| Tier 3<br>Domain-Specific Words                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| adobe<br>aqueducts<br>commoners<br>craftsmen<br>lords<br>multicropping<br>nobles<br>slash and burn<br>terrace farming | culture                          |                                 |

## Lesson 7: Cultural Aspects of a Civilization

## Building Background



**Primary Focus:** Students will sort academic and domain-specific words to demonstrate understanding of cultural aspects of a civilization.

## CULTURAL ASPECTS WORD SORT (20 MIN.)

- Remind students that they have been learning about Early American Civilizations. Specifically, they have been studying the Maya, Aztec, and Inca civilizations.
- **Turn and Talk:** Ask students to share something they have learned about their selected Early American Civilization (Maya, Aztec, or Inca).
- Tell students that today they will learn about the cultural aspects of the Maya, Aztec, and Inca civilizations.
- Ask students:
  - "What is culture?"
    - » way of life; the way we view and experience life as members of a group
  - "What is an aspect of your culture?"
    - » types of food, sports, holidays, celebrations
- Explain that today students will learn about three cultural aspects of the Maya, Aztec, or Inca civilizations: *farming methods*, *social classes*, and *architecture*. Write these headings on the board/chart paper.
- Ask students what they already know about cultural aspects of their Early American Civilization and record their thoughts on sticky notes.
- Have students share their notes with the group and post their sticky notes under the heading that seems most appropriate.

Farming Methods

Social Classes

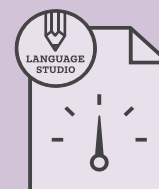
Architecture

- Tell students that they will complete a Word Sort activity in which they will categorize various cultural aspects of Early American Civilizations.
- Explain that they will receive a list of cultural aspects in the Maya, Aztec, and Inca civilizations and they must sort these cultural aspects into three lists (farming methods, social classes, and architecture).
- Have students turn to Activity Page 7.1 and complete the Word Sort activity.

## Support

Review the meanings of farming methods, social classes, and architecture.

## Activity Page 7.1





### Support

Have a student offer an example of a key detail.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Read aloud each of the words on Activity Page 7.1, modeling correct pronunciation, and have the students echo back the word. Review the meaning of each cultural aspect.

#### Transitioning/Expanding

Read aloud each of the words on Activity Page 7.1, modeling correct pronunciation, and have the students echo back the word. Clarify the meaning of unknown words.

#### Bridging

Read aloud each of the words on Activity Page 7.1, modeling correct pronunciation, and have the students echo back the word. Clarify the meaning of unknown words.

### Informal Observation



## Lesson 7: Cultural Aspects of a Civilization

# Read About It



**Primary Focus:** Students will read and identify key details about the cultural aspects of an Early American Civilization.

### CLOSE READING: CULTURAL ASPECTS OF A CIVILIZATION (10 MIN.)

- Remind students that the culminating project for this unit of study is to compile a scrapbook of pictures and captions about a make-believe trip to the Maya, Aztec, or Inca civilization.
- Tell students to turn to Activity Page 4.2.
- Review the elements of the Scrapbook Project with students.
  - information about the capital city
  - cultural aspects of the civilization (architecture, farming methods, social classes)
  - accomplishments and successes of the civilization
  - reasons for the decline of the civilization
- Remind students that they have learned about the capital city of their civilization.
- **Turn and Talk:** Tell students to share a key detail or interesting fact about the capital city of your civilization with a peer.
- Explain that today students will read about some cultural aspects of their civilization.
- Tell students to turn to the reading excerpt for their selected civilization:
  - information about cultural aspects of the Maya can be found on Activity Page 7.2.
  - information about cultural aspects of the Aztec can be found on Activity Page 7.3.
  - information about cultural aspects of the Inca can be found on Activity Page 7.4.

- Explain that students will only read the excerpt relating to the civilization they selected for their scrapbook project.
- Tell students that as they read they should highlight key details within the text, as well as words or phrases they do not understand or have a question about.
- Have students turn to Activity Page 7.2, 7.3, or 7.4 and begin reading.
- **Turn and Talk:** Ask students to refer back to the highlighted portions of their text and share a key detail with a peer.
- Check in with students to clarify any unknown words and phrases in the text.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                           |
| Unit/Lesson        | U2 L7                                                                                                             |
| Activity Name      | Identifying Key Details                                                                                           |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support.                     |
| Emerging           | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning      | Student highlights key details and answers simple text-dependent questions with moderate support.                 |
| Expanding          | Student highlights key details and answers open-ended questions about the text with moderate support.             |
| Bridging           | Student highlights key details and answers open-ended questions about the text with minimal support.              |

End Lesson

## Activity Pages 7.2–7.4



### Reading Reading/Viewing Closely

#### Entering/Emerging

Partner read with students, asking text-dependent questions to check for comprehension (e.g., What were some of the social classes in Aztec society? What kinds of buildings were found in the Maya civilization? What methods of farming did the Inca use?).

#### Transitioning/Expanding

Check in with students during and/or after reading, asking text-dependent questions to check for comprehension (e.g., What were some of the social classes in Aztec society? What kinds of buildings were found in the Maya civilization? What methods of farming did the Inca use?).

#### Bridging

Check in with students during and/or after reading, asking open-ended questions to check for comprehension (e.g., What did you learn about the cultural aspects of the Maya?).

## 8

# Compare and Contrast Cultural Aspects of a Civilization

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

Students will record key details about the cultural aspects of their selected civilization using words, pictures, or both.

**Listening**

Students will identify similarities and differences between the cultural aspects of two early American civilizations.

**FORMATIVE ASSESSMENT**

Writing

Taking Notes [Activity Page 8.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Compare/Contrast Cultural Aspects of Civilizations  
[Activity Page 8.2]

## LESSON AT A GLANCE

|                                                    | Time    | Materials                                                                                                                                   |
|----------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b>                              |         |                                                                                                                                             |
| Taking Notes: Cultural Aspects of a Civilization   | 15 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Pages 7.2–7.4<br><input type="checkbox"/> Activity Page 2.3 |
| <b>Talk Time</b>                                   |         |                                                                                                                                             |
| Compare/Contrast Cultural Aspects of Civilizations | 15 min. | <input type="checkbox"/> Activity Page 8.2                                                                                                  |

## ADVANCE PREPARATION

### Write About It

- Write the following three headings on the board/chart paper.

| Farming Methods | Social Classes | Architecture |
|-----------------|----------------|--------------|
|-----------------|----------------|--------------|

- Students should have access to Activity Pages 7.2–7.4 and Activity Page 2.3 when taking notes.
- Prepare compare/contrast chart on the board/chart paper.

#### Farming Methods

Same

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

Different

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

### Talk Time

- Pair students reading about two different Early American Civilizations for a Compare/Contrast activity.
- Post the following discussion questions for partner activity on the board/chart paper:
  - “How did the \_\_\_\_\_ civilization farm?”
  - “What was most powerful class of people in the \_\_\_\_\_ civilization?”

## Support

Students may refer back to Activity Page 7.2, 7.3, or 7.4 to view highlighted portions of the text on cultural aspects of a civilization.

### Activity Pages 7.2–7.4



### Activity Page 8.1



### Activity Page 2.3



- “What kinds of structures did the \_\_\_\_\_ people build?”
- “What is the same about our civilizations?”
- “What is different about our civilizations?”

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use pictures and/or words to record key details from a text about cultural aspects of a civilization
- Compare and contrast the cultural aspects of early American civilizations by asking and answering questions

### Language Forms and Functions

I highlighted \_\_\_\_\_ because...

What was the most powerful class of people in the \_\_\_\_\_ civilization?

What kinds of structures did the \_\_\_\_\_ people build?

What is the same/different about our civilizations?

What are some similarities/differences between \_\_\_\_\_ and \_\_\_\_\_?

### Vocabulary

| Tier 3<br>Domain-Specific Words                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| adobe<br>aqueducts<br>commoners<br>craftsmen<br>lords<br>multicropping<br>nobles<br>slash and burn<br>terrace farming | similarities<br>differences      |                                 |

## Lesson 8: Compare and Contrast Cultural Aspects of a Civilization

# Write About It



**Primary Focus:** Students will record key details about the cultural aspects of their selected civilization using words, pictures, or both.

### TAKING NOTES: CULTURAL ASPECTS OF A CIVILIZATION (15 MIN.)

- Ask students to name the three cultural aspects of civilizations that they are learning about. (*farming methods, social classes, architecture*)
- Ask students to think about something they learned while reading about the cultural aspects of the Maya, Aztec, or Inca civilizations.
- **Turn and Talk:** Have students share with a peer something they learned while reading about the cultural aspects of the Maya, Aztec, or Inca civilizations.
- Tell students that today they will take notes on cultural aspects of their selected civilization and learn about how they are similar and different from other Early American Civilizations.
- Have students turn to Activity Page 7.2, 7.3 or 7.4 where they read about the cultural aspects of the Maya, Aztec, or Inca civilization.
- Remind students that cultural aspects describe different parts of a society's culture, or things that a community values.
- Ask students why they highlighted certain words and phrases within the reading. (*To be able to quickly find key details and important information; these are words they did not understand.*)
- Explain that students will take these key details and important information and organize them on Activity Page 8.1.
- Have students turn to Activity Page 8.1 and review the graphic organizer.
- Remind students that they used a similar graphic organizer when taking notes on the geographical features of the Maya, Aztec and Inca civilizations on Activity Page 2.3.

## Support

Ensure that students record the note under the appropriate heading on the board.



## Writing

### Entering/Emerging

Ask students *wh*- questions to support students in selecting key details to add to their graphic organizer (e.g., Who were the most powerful people in the Maya civilization? Where did the Aztec hold important religious ceremonies?). Clarify any unknown words and phrases.

### Transitioning/Expanding

Ask students to share what words and phrases they highlighted in the article. Ask students if these words and/or phrases are key details that should be added to the graphic organizer. Clarify any unknown words and phrases.

### Bridging

Prompt students to go back into the article and look at the highlighted text to select key words and details to add to the graphic organizer. Clarify any unknown words and phrases.



- Ask students how they recorded key details and important information on Activity Page 2.3. (*words, pictures, both*)
- Explain that today they may also use words, pictures, or both to record key details and information about the cultural aspects of the Early American Civilization they selected.
- Ask a student to provide an example of a key detail from the reading.
- Ask the group to consider what heading that detail falls under: farming methods, social classes, or architecture?
- Select a student to come to the board and model taking a note about this key detail using words, pictures, or both.
- Have students turn back to Activity Page 8.1 and begin taking notes on cultural aspects of the Maya, Aztec, and Inca civilizations.
- Ask students to share a key detail for each of the three cultural aspects: farming methods, social classes, and architecture.

## Activity Page 8.2



### Support

Direct students to Activity Page 8.1 for notes on farming methods in Early American Civilizations.

### Support

Write some example sentence frames on the board for students to access throughout the Compare/Contrast activity. For example:  
 “What is the same about our civilizations?”  
 “What is different about our civilizations?”

## Lesson 8: Compare and Contrast Cultural Aspects of a Civilization

# Talk Time



**Primary Focus:** Students will identify similarities and differences between the cultural aspects of two Early American Civilizations.

### COMPARE/CONTRAST: CULTURAL ASPECTS OF CIVILIZATIONS (15 MIN.)

- Ask if all civilizations have the same types of architecture, social classes, and farming methods.  
     » no
- Explain that students will work with a partner to discover how the Maya, Aztec, and Inca civilizations were similar to one another and how they were different from one another.
- Tell students to turn to Activity Page 8.2.
- Review the Compare/Contrast graphic organizer with the students, ensuring that they understand how to complete the chart.

- **Model:** Post the Compare/Contrast chart on the board/chart paper.
  - Ask a student to share a key detail about the farming methods of the Maya civilization.
  - Ask students if this particular method of farming was also used in the Aztec or Inca civilizations.
  - If so, record the key detail in column headed “Same.” If not, record the key detail in the column headed “Different.”
- Have students select a partner who has selected a civilization different from their own.
- Have students use their notes from Activity Page 8.1 to complete the Compare/Contrast organizer on Activity Page 8.2, recording details about cultural aspects of their civilizations that are the same and different.
- Have student pairs share one similarity and one difference between their civilizations with the whole group.

## 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        | U2 L8                                                                                        |
| Activity Name      | Compare/Contrast Cultural Aspects of Civilizations                                           |
| Proficiency Levels |                                                                                              |
| Entering           | Student answers yes/no questions with 1:1 support.                                           |
| Emerging           | Student asks and answers yes/no and wh- questions in short phrases with substantial support. |
| Transitioning      | Student asks and answers simple questions in short sentences with moderate support.          |
| Expanding          | Student asks and answers questions in complete, detailed sentences with minimal support.     |
| Bridging           | Student answers open-ended questions in complete, detailed sentences independently.          |

End Lesson



Listening  
Exchanging  
Information/Ideas

### Entering/Emerging

Ask yes-no questions to prompt students to compare and contrast cultural aspects (e.g., Did the Maya practice “terrace farming” like the Inca?).

### Transitioning/Expanding

Ask *wh-* questions to prompt students to compare and contrast geographical features (e.g., What class of people held the highest position in the Aztec civilization? How does that compare to the Maya?).

### Bridging

Ask open-ended questions to prompt students to compare/contrast cultural aspects of Early American Civilization (e.g., In what ways were the Aztec social classes like the Inca?).

## 9

# Writing Captions for Cultural Aspects

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

Students will select an image representing cultural aspects of an early American civilization.

**Writing**

Students will write a caption for an image representing cultural aspects of a civilization using keywords (e.g. from notes or graphic organizers).

**FORMATIVE ASSESSMENT****Writing**

**Scrapbook: Cultural Aspects** [Activity Page SB2]

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

**Describing the Cultural Aspects of a Civilization**  
[Activity Page 9.1]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                                                                                                                  |
|-----------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b> |         |                                                                                                                                                                                            |
| Select an Image       | 15 min. | <input type="checkbox"/> Activity Page SB2<br><input type="checkbox"/> Activity Pages 7.2– 7.4<br><input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page SB1 |
| <b>Write About It</b> |         |                                                                                                                                                                                            |
| Write a Caption       | 15 min. | <input type="checkbox"/> Activity Page SB2<br><input type="checkbox"/> Activity Pages 7.2–7.4<br><input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Activity Page 9.1  |

## ADVANCE PREPARATION

### Write About It

- You may wish to display images from the websites located in the Recommended Resources list in the digital components for this unit. These websites are for the Madrid Codex, Dresden Codex, and a compilation of Maya codices images (Slides 1, 2, 6–11; avoid Slide 12, which depicts gods smoking).
- Prepare to share a sample scrapbook with students—you may share a hard copy or a digital scrapbook online.
- Have Activity Pages 7.2–7.4, 8.1, and SB1 available for students to reference throughout this lesson.
- Post the following sentence frames on the board/chart paper for caption writing:
  - "The primary crop of the Maya civilization was \_\_\_\_\_."
  - "\_\_\_\_\_ held the highest social position among the Aztec."
  - "\_\_\_\_\_ were important architectural structures in the Inca society because \_\_\_\_\_."

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use general academic and domain-specific vocabulary to generate search terms
- Brainstorm a list of words and phrases to describe an image
- Compare and contrast images
- Write a concise caption that describes an image

### Language Forms and Functions

A scrapbook is...

One key detail I learned about \_\_\_\_\_ is...

Our images both have...

Your image has \_\_\_\_\_, while my image has \_\_\_\_\_.

I know this because...

This image makes me think of...

The primary crop of the Maya civilization was \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| adobe<br>aqueducts<br>commoners<br>craftsmen<br>lords<br>multicropping<br>nobles<br>slash and burn<br>terrace farming |                                  |                                 |

## Lesson 9: Writing Captions for Cultural Aspects

## Write About It



**Primary Focus:** Students will select an image representing cultural aspects of an Early American Civilization.

**SELECT AN IMAGE (15 MIN.)**

- Ask students, “Does anyone remember what the culminating project is for our study of Early American Civilizations?”
  - » scrapbook
- Show students the example scrapbook page.
- Ask students:
  - “What is a scrapbook?”
    - » a photo album that also tells the stories behind the pictures
  - “What is included on this practice scrapbook page?”
    - » an image of a geographical feature; a caption explaining the image
- Remind students that they have already practiced designing a scrapbook page on geographical features and capital cities of Early American Civilizations.
- Have students turn to Activity Page SB1 and look at the scrapbook page they designed on Capital Cities of Early American Civilizations.
- Ask students: “What three cultural aspects of Early American Civilizations have we been learning about?”
  - » farming methods, social classes, architecture
- Ask students to think of one key detail of their Early American Civilization that they have learned about so far.
- **Turn and Talk:** Have students share their key detail with a peer.
- Tell students that today they will design a scrapbook page that tells a story about a cultural aspect of their Early American Civilization.
- Tell students that they will select an image representing a cultural aspect of the Maya, Aztec, or Inca civilization and then write a caption to help the reader understand what the picture is about.

## Activity Page SB1



## Activity Page 8.1



### Support

Offer direct support or pair students with a classmate as indicated by their self-assessment.



### Writing Interacting via Written English

#### Entering/Emerging

Have students first select which cultural aspect they will focus on for their search (farming methods, social classes, architecture). Provide students with key words for searching images on the Internet.

#### Transitioning/Expanding

Have students first select which cultural aspect they will focus on for their search (farming methods, social classes, architecture). As needed, provide students with key words for searching images on the Internet.

#### Bridging

Check in with students to ensure they are using appropriate key words to search cultural aspects on the Internet (farming methods, social classes, architecture).

- Have students turn to Activity Page 8.1 and refer to the notes they took on the capital city of the Maya, Aztec, or Inca civilization.
- Tell students that they will search the Internet for images representing their cultural aspect, select an image, and print it out for their scrapbook page.

**Note:** If students do not have access to technology, they may draw an image instead.



### Check for Understanding

**Fist to Five:** Ask students to rate their level of confidence using the Internet to search for images related to cultural aspects of a civilization. Students should indicate their level of confidence by holding up a number of fingers—no fingers (a fist) means not at all confident/would like support; five fingers means very confident/does not need help at this time.

- Have students begin their image search.
- Monitor students as they search online for an appropriate image for cultural aspects of their civilization.
- Provide support with technology and ensure students secure their image to the proper activity page.
- Have students share the image they selected with a peer and compare and contrast similarities and differences of images.

## Lesson 9: Writing Captions for Cultural Aspects

# Write About It



**Primary Focus:** Students will write a caption for an image representing cultural aspects of a civilization, using key words (e.g., from notes or graphic organizers).

### WRITE A CAPTION (15 MIN.)

- Post or project an image of a person of royalty (e.g., a king or a queen).
- Ask students:
  - What is this image?
  - To what social class do they belong?
  - How do you know?
  - What key details or descriptive words come to mind when you look at this image?
- Record student ideas on the board/chart paper.
- Tell students to use some of the ideas on the board/chart paper to create a caption for this image.
- **Turn and Talk:** Have students share their caption for this image with a peer.
- Have some students share their captions aloud and record them on the board.
- Ask students if they see any action verbs or linking verbs in the captions. Have students come to the board and highlight/underline the action and linking verbs.
- Have students refer to the notes they took on the cultural aspects of the civilizations on Activity Page 8.1.
- Tell students to use these notes as well as the reading selection on Activity Page 7.2, 7.3, or 7.4 to create a caption for their capital city.
- Tell students to turn to Activity Page SB2 and review the image they selected for their capital city.
- Explain that their caption will be written in the box below the image.

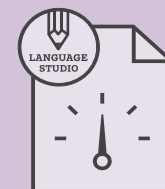
### Support

Remind students of the difference between action verbs and linking verbs.

### Activity Pages 7.2–7.4



### Activity Page SB2





## Activity Page 9.1



### Support

Refer students to sentence frames on the board/chart paper when drafting captions. For example, “The primary crop of the Maya civilization was \_\_\_\_\_.”



### Writing

#### Entering/Emerging

Ask students *wh*-questions to prompt brainstorm of descriptive words and phrases (e.g., What is this image of? What kinds of building or structures are present? What are people doing?).

#### Transitioning/Expanding

Allow students to use words and/or phrases for the caption rather than a complete sentence.

#### Bridging

Check the caption to ensure it is a complete sentence, providing corrective feedback on capitalization and punctuation.

- Have students generate a list of descriptive words and phrases for their image on Activity Page 9.1.
- When students have completed their list of descriptive words and phrases, have them draft a caption and add it to Activity Page SB2.
- **Turn and Talk:** Have students share their image and caption with a peer.
- Have students identify the action verbs and linking verbs present in each other's captions.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                        |
|--------------------|----------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                |
| Unit/Lesson        | U2 L9                                                                                  |
| Activity Name      | Describing the Cultural Aspects of a Civilization                                      |
| Proficiency Levels |                                                                                        |
| Entering           | Student dictates single words and phrases to describe an image with 1:1 support.       |
| Emerging           | Student writes single words and phrases to describe an image with substantial support. |
| Transitioning      | Student writes phrases or short sentences to describe an image with moderate support.  |
| Expanding          | Student writes complete sentences to describe an image with occasional support.        |
| Bridging           | Student writes concise, detailed sentences to describe an image with minimal support.  |

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


10

Adjusting Language Choices

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will adjust language choices according to purpose and audience when engaging in a variety of conversation role plays.

Reading

Students will read and identify key details about the accomplishments of an early American civilization.

FORMATIVE ASSESSMENT

Reading

Identify Key Details [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Role Play: Language Adaptation
[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Talk Time | | |
| Adapting Language Choices | 15 min. | |
| Read About It | | |
| Close Reading: Accomplishments of Early American Civilizations | 15 min. | ☐ Activity Pages 10.1–10.3
Highlighter |

ADVANCE PREPARATION

Talk Time

- Write three headings on the board/chart paper: Topic; Audience; Setting

| Topic | Audience | Setting |
|-------|----------|---------|
|-------|----------|---------|

- Pair students for a role play.
- Prepare role play conversation scenarios:
 - **Morning greeting:** Student/Teacher; Friends on the playground
 - **Asking about a homework assignment:** Student/Teacher; Calling a friend
 - **Today's weather:** Sharing with class at Morning Meeting/Chatting with family at breakfast
- Students will be moving around the classroom for the role play. Prepare the space to allow for students to safely move about.

Read About It

- Provide each student with a highlighter.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Role play formal and casual conversations, adjusting language choices according to purpose and audience
- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details

Language Forms and Functions

When I prepare for a formal presentation, I...

When I talk to a friend, I...

Speaking to a teacher is different than speaking to a friend because...

What does _____ mean?

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|----------------------------------|---------------------------------|
| formal language
casual conversation
stelae
astronomer
causeway | decode | transport |

Lesson 10: Adjusting Language Choices

Talk Time



Primary Focus: Students will adjust language choices according to purpose and audience when engaging in a variety of conversation role plays.

ADAPTING LANGUAGE CHOICES (15 MIN.)

- Ask students what the culminating project is for the Early American Civilization unit of study. (*scrapbook*)
- Explain that students will present their Early American Civilization scrapbooks with the group during the last two days of the unit study.
- Ask students if anyone had ever made a presentation before.
- Have students share what presentations they have made, including information about the topic, audience, and setting (where they presented).
- Record information on the chart.

| Topic
(What was presented?) | Audience
(To whom did you present?) | Setting
(Where did the presentation take place?) |
|--------------------------------|--|---|
| All About Me | Classmates | School—during circle time |
| Volcanoes | Students, Parents, Teachers | Grade 3 Science Fair |
| Introduce a Song | Students, Parents, Teachers, Community Members | Grade 4 Chorus Concert |

- Ask students what they did to prepare for their presentation (e.g., *researched a topic; prepared note cards; practiced speaking their lines*).
- Ask students how preparing for a formal presentation differs from speaking with a friend on the playground during recess time (e.g., *I don't practice what I will say to my friend at recess; I am more relaxed with my friend—less formal*).
- Explain that every day we make choices about what kinds of words we use and information we share when speaking and writing.

Support

Have some examples prepared to add to the chart in the event students struggle to think of their own examples or have not had their own experiences presenting to a group.

Support

You may choose to model this role play with one other student before releasing the students to role play in pairs.

Speaking
Adapting Language Choices

Entering/Emerging

Prompt students with *wh*-questions in preparation for the role play (e.g., What statements could you make about today's weather? What do you say to your friend each morning?).

Transitioning/Expanding

Prompt students with open-ended questions in preparation for the role play (e.g., How is speaking to your teacher different than speaking to your friend?).

Bridging

Prompt students with open-ended questions in preparation for the role play (e.g., How is speaking to your teacher different than speaking to your friend?).

Informal Observation



- Refer students back to the chart and explain that our language choices are made based upon *what* we talk about, *whom* we talk to, and *where* we talk about it.
- Ask students about the choices they make for their clothing. Ask students how dressing for backyard play differs from how they dress for church or how dressing for a wedding differs from how they may dress for a day at the beach.
- Explain that choosing the type of language we use in a particular situation is like choosing the types of clothes we wear to a certain event. Some situations call for more formal language—like using complete sentences and vocabulary words appropriate to the topic. In other situations, like on the playground, more casual language is appropriate—speaking in shorter phrases and using slang words.
- **Role Play:** Pair students for a language choices role play.
- Explain that you will ask students to speak with each other in formal and casual ways and that students should make appropriate language choices for each example:
 - **Morning greeting:** Student/Teacher; Friends on the playground
 - (a) Have students get up and walk about the classroom as though they were arriving at school and meeting up with friends on the playground. Instruct students to greet each other like they do each day. Listen for the language students use with one another. Make note of words and phrases students use so you can share with them what you heard.
 - (b) Now have students pretend it is the start of the school day. Have students pretend to enter the classroom and greet their teacher for the day. Again, listen for the specific language students use when addressing their teacher. Make note of words and phrases students use so you can share with them what you heard.
- Other scenarios to have students try out:
 - **Asking about a homework assignment:** Student/Teacher; Calling a friend
 - **Today's weather:** Sharing with class at Morning Meeting/Chatting with family at breakfast

- Ask students what they noticed about the differences between talking with their peers and talking with teachers or addressing the class.
- Take some time to reflect back to students the specific words and phrases they used during the role play.
- Ask students to think of the type of language they will use when presenting their scrapbook projects to the group.
- **Turn and Talk:** Have students share their ideas with a peer.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U2 L10 |
| Activity Name | Role Play: Language Adaptation |
| Proficiency Levels | |
| Entering | Student produces frequently used words and phrases to differentiate between informal and casual conversations with 1:1 support. |
| Emerging | Student produces frequently used words and phrases to differentiate between formal and casual conversations with substantial support. |
| Transitioning | Student speaks in complete sentences and uses precise language to differentiate between formal and casual conversations with moderate support. |
| Expanding | Student speaks in complete sentences and uses precise language to differentiate between formal and casual conversations with minimal support. |
| Bridging | Student speaks in complete, varied sentences and uses precise language to differentiate between formal and casual conversations independently. |

Lesson 10: Adjusting Language Choices

Read About It



Primary Focus: Students will read and identify key details about the accomplishments of an Early American Civilization.

Support

Have a student offer an example of a key detail.

Activity Pages 10.1–10.3



CLOSE READING: ACCOMPLISHMENTS OF EARLY AMERICAN CIVILIZATIONS (15 MIN.)

- Ask students what they have learned so far about Early American Civilizations.
- **Turn and Talk:** Have students share with a peer a key detail or interesting fact they have learned about their civilization.
- Ask students what it means to accomplish something.
 - » completing something successfully
- **Model:** Tell students about an accomplishment you are proud of. (graduating college; earning an award; hiking a mountain; completing a craft)
 - Ask students to think of a personal accomplishment of their own. (making the basketball team; getting a lead role in the play; completing a chapter book; writing a short story; scoring a goal in the soccer game; earning a patch for Boy Scouts)
- **Turn and Talk:** Have students share an accomplishment with a peer.
- Explain that today students will read about the important accomplishments of the Maya, Aztec, and Inca.
- Tell students to turn to the reading excerpt for their selected civilization:
 - Information about cultural aspects of the Maya can be found on Activity Page 10.1.
 - Information about cultural aspects of the Aztec can be found on Activity Page 10.2.
 - Information about cultural aspects of the Inca can be found on Activity Page 10.3.

- Explain that students will only read the excerpt relating to the civilization they selected for their Scrapbook Project.
- Tell students that as they read they should highlight key details within the text, as well as any words or phrases they do not understand or have a question about.
- Have students turn to Activity Pages 10.1, 10.2, or 10.3 and begin reading.
- Ask students to refer back to the highlighted portions of their text and share a key detail with a peer.
- Check in with students to clarify words and phrases in the text that they did not understand.

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

Informal Observation



Reading Reading/Viewing Closely

Entering/Emerging

Partner read with students, asking text-dependent questions to check for comprehension (e.g., Why were the Maya carvings so important? How did the Aztec people solve the problem of providing fresh water? How did the Inca make travel possible across their natural mountain terrain?).

Transitioning/Expanding

Check in with students during and/or after reading, asking text-dependent questions to check for comprehension (e.g., Why were the Maya carvings so important? How did the Aztec people solve the problem of providing fresh water? How did the Inca make travel possible across their natural mountain terrain?).

Bridging

Check in with students during and/or after reading, asking open-ended questions to check for comprehension (e.g., What were some accomplishments of the Inca civilization? What kinds of problems did the Aztec need to solve?).

11

Accomplishments of the Maya, Aztec, and Inca

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify and explain an important accomplishment made by an early American civilization.

Writing

Students will select an image representing an important accomplishment of an early American civilization.

FORMATIVE ASSESSMENT**Writing**

Scrapbook: Accomplishments of an Early American Civilization [Activity Page SB3]

LANGUAGE PROFICIENCY ASSESSMENT**Reading**

Important Accomplishments of an Early American Civilization [Activity Page 11.1]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Read About It | | |
| Important Accomplishments of Early American Civilizations | 20 min. | <input type="checkbox"/> Activity Page 11.1
<input type="checkbox"/> Activity Pages 10.1–10.3 |
| Write About It | | |
| Select an Image: Accomplishments of an Early American Civilization | 10 min. | <input type="checkbox"/> Activity Page SB3
<input type="checkbox"/> Activity Page 11.1
<input type="checkbox"/> Activity Pages 10.1–10.3
<input type="checkbox"/> Activity Page SB2 |

ADVANCE PREPARATION

Read About It

- Prepare a chart on the board/chart paper on which to record accomplishments and their impact.

| Accomplishment | Why was it important? |
|----------------|-----------------------|
| | |
| | |

- Post the following sentence frames on the board/chart paper to support student discussion.
 - “The Maya’s most important accomplishment was _____ because it allowed the people to _____.”
- “The Aztec solved a big problem by _____.”

Write About It

- You may wish to display images from the websites located in the Recommended Resources list in the digital components for this unit. These websites are for the Madrid Codex, Dresden Codex, and a compilation of Maya codices images (Slides 1, 2, 6–11; avoid Slide 12, which depicts gods smoking).
- Prepare to share a sample scrapbook with students—you may share a hard copy or a digital scrapbook online.
- Have Activity Pages 10.1–10.3 and SB2 available for students to reference throughout this lesson.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Provide evidence from a text to explain why an accomplishment was important
- Use general academic and domain-specific vocabulary to search for images online

Language Forms and Functions

I accomplished _____. It was important because...

This accomplishment was important to the ____ civilization because...

The Maya's most important accomplishment was _____ because it allowed the people to _____.

The Aztec solved a big problem by _____.

Some key words I might use in my search are...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|---|--|
| stelae
astronomer
causeway | accomplishment
decode | transport |

Lesson 11: Accomplishments of the Maya, Aztec, and Inca

Read About It



Primary Focus: Students will identify and explain an important accomplishment made by an Early American Civilization.

IMPORTANT ACCOMPLISHMENTS OF AN EARLY AMERICAN CIVILIZATIONS (20 MIN.)

- Ask students what they read about during their last class time together. (*accomplishments and successes of Early American Civilizations*)
- Ask students what it means to accomplish something. (*to complete something successfully*)
- **Turn and Talk:** Ask students to share an example of an accomplishment they have had in their lives (*e.g., making the basketball team; getting a lead role in the play; completing a chapter book; writing a short story; scoring a goal in the soccer game; earning a patch for Boy Scouts*).
- Record student accomplishments on the board.
- Ask students why this accomplishment was important for them (*e.g., the task was difficult; it was the first patch earned; I had never made the team before; I worked really hard to earn it; my team won the game because of my goal*).
- Record responses on the board/chart paper.

| Accomplishment | Why was it important? |
|--|--|
| I scored a goal in my soccer game. | We won the game by just one point. My goal helped us win the game. |
| I finished reading the first Harry Potter story. | It was a difficult book to read. I felt proud of myself. I am now able to move on to read the second book in the series. |

- Ask students to recall an example of an accomplishment of the Maya, Aztec, or Inca civilization from their reading.
- Ask students why this was an important accomplishment. How did it help the people of this Early American Civilization?
- Record responses on the board/chart paper.

Support

Students may need to look back at their reading excerpts to recall an accomplishment from an Early American Civilization.

Refer students to sentence frames on board/chart paper to support group discussion and completion of Activity Page 11.1. For example, "The Aztec solved a big problem by _____."

Activity Page 11.1



Activity Pages 10.1–10.3



Reading Offering Opinions

Entering/Emerging

Ask *yes-no* questions to prompt students in identifying why the accomplishment was important in this Early American Civilization (e.g., Were the Aztec having problems getting fresh water before creating the aqueducts?).

Transitioning/Expanding

Ask *wh-* questions to prompt students in identifying why the accomplishment was important in this Early American Civilization (e.g., What problem led the Inca to develop the suspension bridge?).

Bridging

Redirect students to posted sentence frames for support in recording why the accomplishment was important.

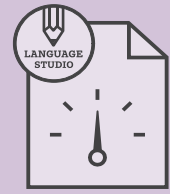
- Have students turn to Activity Page 11.1.
- Tell students that they will go back into their reading excerpts on Activity Pages 10.1, 10.2, or 10.3 and review the highlighted sections to identify accomplishments of the Maya, Aztec, or Inca civilization and determine why the accomplishment was important to that civilization.
- Tell students they will record this information on Activity Page 11.1.
- As the students complete Activity Page 11.1, check in with each student to review the highlighted sections of their reading excerpts.
- **Turn and Talk:** Have students share with a peer an accomplishment of their Early American Civilization and why it was important.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Unit/Lesson | U2 L11 |
| Activity Name | Important Accomplishments of an Early American Civilization |
| Proficiency Levels | |
| Entering | Student identifies an important accomplishment and draws a picture to represent it with 1:1 support. |
| Emerging | Student identifies an important accomplishment and uses keywords to represent it with substantial support. |
| Transitioning | Student identifies an important accomplishment and explains its importance with moderate support. |
| Expanding | Student identifies an important accomplishment and explains its importance with minimal support. |
| Bridging | Student independently identifies an important accomplishment and explains its importance. |



Writing
Interacting via
Written English

Entering/Emerging

Have students first select which accomplishment of the Maya, Aztec, or Inca they will choose for their scrapbook page. Provide students with key words for searching images on the Internet.

Transitioning/Expanding

Have students first select which accomplishment of the Maya, Aztec, or Inca they will choose for their scrapbook page. As needed, provide student with key words for searching images on the Internet.

Bridging

Check in with students to ensure they are using appropriate key words to search images to represent an accomplishment of an Early American Civilization.

Lesson 11: Accomplishments of the Maya, Aztec, and Inca

Write About It



Primary Focus: Students will select an image, representing an important accomplishment of an Early American Civilization.

SELECT AN IMAGE: ACCOMPLISHMENTS OF AN EARLY AMERICAN CIVILIZATION (15 MIN.)

- Ask students if anyone remembers what the culminating project is for the study of Early American Civilizations. (*scrapbook*)
- Show students the example scrapbook page.
- Ask students:
 - "What is a scrapbook?" (*a photo album that also tells the stories behind the pictures*)
 - "What is included on this practice scrapbook page?" (*an image; a caption explaining the image*)
- Remind students that they have already designed their scrapbook pages on capital cities and cultural aspects of Early American Civilizations.
- Have students turn to Activity Page SB2 and look at the scrapbook page they designed on Cultural Aspects of Early American Civilizations.
- Remind students that they have just shared with a peer an important accomplishment of the Maya, Aztec, or Inca civilization.
- Ask students to think about some ways that the accomplishment could be represented as an image.
- **Turn and Talk:** Have students share their ideas with a peer.
- Tell students that today they will design a scrapbook page that tells a story about an important accomplishment of their Early American Civilization.
- Have students turn to Activity Page 11.1 and refer to the notes they took on the accomplishments of the Maya, Aztec, or Inca civilization.
- Tell students that they will search the Internet for images representing this accomplishment, select an image, and print it out for their scrapbook page.

Note: If students do not have access to technology, they may draw an image instead.

- **Turn and Talk:** Have students turn to a peer and brainstorm some words they may use to search for images related to the important accomplishment of the Maya, Aztec, or Inca civilization.
- Have students begin their image search.
- Monitor students as they search online for an appropriate image for cultural aspects of their civilization.
- Provide support with technology and ensure students secure their image to the Activity Page SB.3.
- Have students share the image they selected with a peer and explain why they made the selection they did.

End Lesson

12

The Decline of a Civilization

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write a caption for an image representing an accomplishment or success of an early American civilization using keywords (e.g., from notes or graphic organizers).

Reading

Students will read and identify key details about the events that led to the decline of an early American civilization.

FORMATIVE ASSESSMENT

Writing

Describing the Accomplishments of a Civilization

[Activity Page 12.1]

Writing

Scrapbook: Accomplishments of an Early American Civilization [Activity Page SB3]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Identify Key Details [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Write About It | | |
| Write a Caption | 15 min. | <input type="checkbox"/> Activity Page 12.1
<input type="checkbox"/> Activity Page SB3
<input type="checkbox"/> Activity Pages 10.1–10.3
<input type="checkbox"/> Activity Page 11.1 |
| Read About It | | |
| Close Reading: The Decline of Early American Civilizations | 15 min. | <input type="checkbox"/> Activity Pages 12.2–12.4
<input type="checkbox"/> Highlighter |

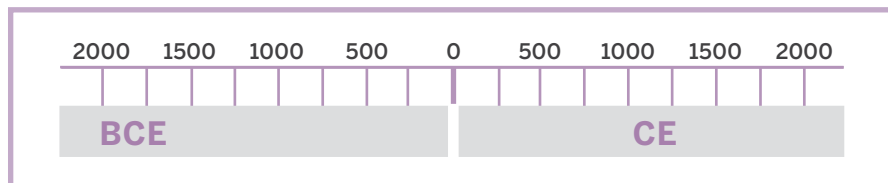
ADVANCE PREPARATION

Write About It

- Have Activity Pages 10.1–10.3, 11.1, and SB3 available for students to reference throughout this lesson.
- Prepare an image of a college diploma (can be your own or one from the Internet).
- Post the following sentence frames for students to access while writing captions.
 - “The Maya successfully _____.”
 - “_____ was a great accomplishment in Aztec society.”
 - “The Inca are known for _____.”

Read About It

- Post the Early American Civilizations timeline that was created on the first day of the unit.



FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Brainstorm descriptive words to write a concise caption that explains an image
- Make predictions about the events that led to the decline of a civilization
- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details

Language Forms and Functions

The Maya successfully _____.

_____ was a great accomplishment in Aztec society.

The Inca are known for _____.

One interesting fact I learned is...

I predict that the _____ civilization came to an end because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|----------------------------------|---------------------------------|
| drought
ecological
epidemic
revolt
conquistadors | decrease | gold
treasure |

Lesson 12: The Decline of a Civilization

Write About It



Primary Focus: Students will write a caption for an image representing an accomplishment or success of an Early American Civilization, using key words (e.g., from notes or graphic organizers).

WRITE A CAPTION (15 MIN.)

- Ask students what they have been reading about regarding the Maya, Aztec, or Inca civilization. (*accomplishments of Early American Civilizations*)
- **Turn and Talk:** Ask students to explain to a peer what an accomplishment is.
- Select one or two students to share aloud the definition of an accomplishment.
- Ask every student to share one example of an accomplishment (*their own or someone else's*).
- Post or project an image of a college diploma (*your own or an example found online*).
- Ask students:
 - “What is this image?”
 - “What does it mean?”
 - “How do you know?”
 - “What key details or descriptive words come to mind when you look at this image?”
- Record student ideas on the board/chart paper.
- Explain to students that not everyone may know what a college diploma is or what an accomplishment it is to earn one, and therefore you would like to write a caption for this image.
- Ask students to look at the descriptive words and phrases on the board/chart paper and create a caption for the image of the diploma.
- **Turn and Talk:** Have students share their caption for this image with a peer.
- Have some students share their captions aloud and record them on the board.
- Have students refer to the image they selected for an accomplishment of an Early American Civilization on Activity Page SB3.



Writing

Entering/Emerging

Ask students *wh*-questions to prompt brainstorming of descriptive words and phrases (e.g., What is this image of? What was this used for?).

Transitioning/Expanding

Allow students to use words and/or phrases for the caption rather than a complete sentence.

Bridging

Check the caption to ensure it is a complete sentence, providing corrective feedback on capitalization and punctuation.

Activity Page SB3



Activity Page 11.1



- Have students also refer back to the notes they took on the accomplishments of their self-selected civilizations on Activity Page 11.1.
- Tell students to use these notes as well as the reading selection on Activity Page 10.1, 10.2, or 10.3 to create a caption for their civilization's accomplishment.
- Have students turn to Activity Page 12.1 and generate a list of descriptive words and phrases for their image.
- When students have completed their list of descriptive words and phrases, they may draft a caption and add it to Activity Page SB3.
- **Turn and Talk:** Have students share their image and caption with a peer.

Activity Pages 10.1–10.3



Support

Remind students to write their caption in the box below the image.

Activity Page 12.1



Support

Allow students access to sentence frames for drafting captions. For example: "The Maya successfully _____."

Lesson 12: The Decline of a Civilization

Read About It



Primary Focus: Students will read and identify key details about the events that led to the decline of an Early American Civilization.

CLOSE READING: THE DECLINE OF EARLY AMERICAN CIVILIZATIONS (15 MIN.)

- Ask students what they have learned so far about Early American Civilizations.
- **Turn and Talk:** Have students share with a peer a key detail or interesting fact they have learned about their self-selected civilization.
- Ask students if the Maya, Aztec, and Inca civilizations still exist today. (*no*)
- Show students the timeline constructed in the first lesson.
- Ask students to look at the timeline and identify when the Maya civilization came to an end. (*around 900 CE*)
- Ask students to look at the timeline and identify when the Aztec civilization came to an end. (*around 1521 CE*)
- Ask students to look at the timeline and identify when the Inca civilization came to an end. (*around 1532 CE*)
- Ask students if they have any predictions about how these successful and powerful civilizations came to an end?
- Record student responses on the board/chart paper.

Note: Keep student responses up for a later discussion in which students look back to confirm or reject their initial predictions based upon the reading.

- Tell students that today they will read about the events that led to the decline of the Maya, Aztec, or Inca civilization.

Informal Observation



Support

Have a student offer an example of a key detail.

Activity Page 12.2



Activity Page 12.3



Activity Pages 12.4



Reading Reading/Viewing Closely

Entering/Emerging

Partner-read with students, asking text-dependent questions to check for comprehension (e.g., How did the lack of rainfall impact the Maya civilization? Who was responsible for the outbreak of smallpox in the Aztec civilization?).

Transitioning/Expanding

Check in with students during and/or after reading, asking text-dependent questions to check for comprehension (e.g., How did the lack of rainfall impact the Maya civilization? Who was responsible for the outbreak of smallpox in the Aztec civilization?).

Bridging

Check in with students during and/or after reading, asking open-ended questions to check for comprehension (e.g., How did European explorers contribute to the decline of the Aztec civilization?).

- Tell students to turn to the reading excerpt for their selected civilization.
 - Information about the decline of the Maya civilization can be found on Activity Page 12.2.
 - Information about the decline of the Aztec civilization can be found on Activity Page 12.3.
 - Information about the decline of the Inca civilization can be found on Activity Page 12.4.
- Explain that students will only read the excerpt relating to the civilization they selected for their scrapbook project.
- Tell students that as they read they should highlight key details within the text, as well as words or phrases they do not understand or have a question about.
- Have students turn to Activity Pages 12.2, 12.3, or 12.4 and begin reading.
- Ask students if they were correct in their predictions about how and why their civilization came to an end.
- Check in with students to clarify words and phrases within the text that they did not understand.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U2 L12 |
| Activity Name | Identify Key Details |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning | Student highlights key details and answers simple text-dependent questions with moderate support. |
| Expanding | Student highlights key details and answers open-ended questions about the text with moderate support. |
| Bridging | Student highlights key details and answers open-ended questions about the text with minimal support. |

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

13

Events Leading to the Decline of a Civilization

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will record key details about the events that led to the decline of their selected civilization using words, pictures, or both.

Writing

Students will select an image representing the events that led to the decline of an early American civilization.

Writing

Students will write a caption for an image representing the events that led to the decline of a civilization using keywords (e.g. from notes or graphic organizers).

FORMATIVE ASSESSMENT**Reading**

Cause and Effect [Activity Page 13.1]

Writing

Scrapbook: The Decline of an Early American Civilization [Activity Page SB4]

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

Describing the Decline of an Early American Civilization [Activity Page 13.2]

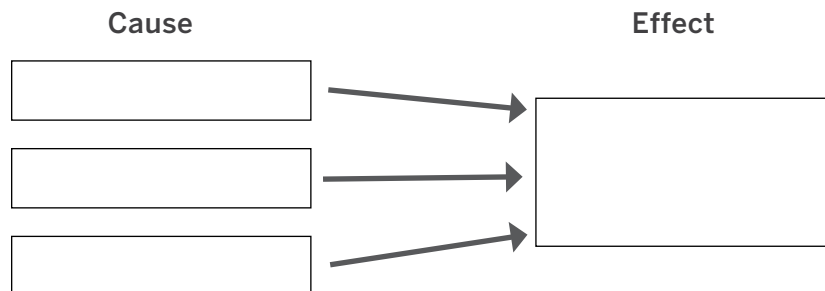
LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| Read About It | | |
| Taking Notes: Decline of an Early American Civilization | 10 min. | <input type="checkbox"/> Activity Pages 12.2–12.4
<input type="checkbox"/> Activity Page 13.1 |
| Write About It | | |
| Select an Image | 10 min. | <input type="checkbox"/> Activity Page SB4
<input type="checkbox"/> Activity Pages 12.2–12.4
<input type="checkbox"/> Activity Page 13.1 |
| Write About It | | |
| Write a Caption | 10 min. | <input type="checkbox"/> Activity Page SB4
<input type="checkbox"/> Activity Pages 12.2–12.4
<input type="checkbox"/> Activity Page 13.1
<input type="checkbox"/> Activity Page 13.2 |

ADVANCE PREPARATION

Read About It

- You may wish to display images from the websites located in the Recommended Resources list in the digital components for this unit. These websites are for the Madrid Codex, Dresden Codex, and a compilation of Maya codices images (Slides 1, 2, 6–11; avoid Slide 12, which depicts gods smoking).
- Prepare to share a sample scrapbook with students—you may share a hard copy or a digital scrapbook online.
- Prepare a Cause/Effect Graphic Organizer on the board/chart paper.



- Prepare an image of a dining room table filled with food.
- Have Activity Pages 12.2–12.4 available for students to reference throughout this lesson.

Write About It

- Post the following sentence frames to support students in writing captions.
 - “The Maya civilization came to an end because _____.”
 - “_____ began the decline of the Aztec Empire.”
 - “As a result of _____, the Inca civilization came to an end.”

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Identify cause and effect relationships in a text and describe the events that led to the decline of a civilization
- Brainstorm descriptive words to write a concise caption that explains an image
- Use general academic and domain-specific vocabulary to search for images online

Language Forms and Functions

A cause is...

An effect is...

The Maya civilization came to an end because _____.

_____ began the decline of the Aztec Empire.

As a result of _____, the Inca civilization came to an end.

Some key words I might use in my search are...

I chose an image of _____ because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|--|---|
| drought
ecological
epidemic
revolt
conquistadors | cause
effect
decrease | gold
treasure |

Lesson 13: Events Leading to the Decline of a Civilization

Read About It

Primary Focus: Students will record key details about the events that led to the decline of their selected civilization using words, pictures, or both.

TAKING NOTES: THE DECLINE OF AN EARLY AMERICAN CIVILIZATION (10 MIN.)

- Ask students what the final project is for their study of Early American Civilizations. (*scrapbook*)
- Show students a sample scrapbook, and ask what the purpose of a scrapbook is. (*a photo album that also tells the stories behind the pictures*)
- Ask students what kinds of pictures and stories are included in their Early American Civilization scrapbooks so far. (*capital cities, cultural aspects, major accomplishments*)
- Remind students that they have also read about the events leading to the decline of the Maya, Aztec, and Inca civilizations.
- **Turn and Talk:** Ask students to share with a peer something they remember about the decline of the civilization they selected.
- Explain that today the students will take notes about the events leading to the decline of the civilization and then use those notes to finish their final scrapbook page for the project.
- Direct students' attention to graphic organizer on the board/chart paper.
- Ask a student to read the headings on the graphic organizer. (*Cause/Effect*)
- Ask students to think about what *cause* means and what *effect* means.
 - » An effect is an outcome; something that happens. The cause is the reason it happened.
- **Model:** Tell the students that last night for dinner you had a big feast.
 - Explain that you began your meal with a big bowl of soup and a side of bread (go on to elaborate on the portion size and the thickness of the soup, and so on.).
 - In the first box under the *CAUSE* heading write, "soup and bread."

Activity Page 13.1



Activity Pages 12.2–12.4



Writing

Entering/Emerging

Ask *yes-no* questions to prompt students in identifying causes of the decline of an Early American Civilization (e.g., Could drought conditions have caused the Maya to move away from their great civilization? Was small pox a disease that killed many Aztec civilians?).

Transitioning/Expanding

Ask *wh-* questions to prompt students in identifying causes of the decline of an Early American Civilization (e.g., Who led the Spanish expedition to the Aztec Empire? How did the fight between Inca leaders weaken the empire?).

Bridging

Ask open-ended questions to prompt students in identifying the causes of the decline of an Early American Civilization (e.g., What impact did Spanish exploration have on Early American Civilizations?).

- Then explain that for your main course you ate a large serving of steak, a big baked potato with butter and sour cream, and a heaping pile of steamed vegetables (again, go on to elaborate on the portion sizes).
- In the second box under the *CAUSE* heading write, “steak, potato, vegetables.”
- Finally, tell students that for dessert you enjoyed an ice cream sundae with hot fudge sauce, whipped cream, and sprinkles (elaborate on the size of the ice cream and toppings).
- In the third box under the *CAUSE* heading write, “ice cream sundae.”
- Ask students what they predict the *EFFECT* of your grand feast may have been.
- In the box under the heading *EFFECT* write, “stomach ache.”
- Explain to students that the *CAUSE* of your stomach ache was eating too much food in one sitting. The *EFFECT* was an upset stomach for the rest of the evening.
- Explain to students that they will revisit the reading excerpts on the Maya, Aztec, or Inca and take notes on the *causes* of the decline of the civilization.
- Have students turn to Activity Page 13.1.
- Have students look over the graphic organizer on Activity Page 13.1.
- Ask students what they notice about the graphic organizer.
 - » It is the same format as the whole group model; there are three causes; the effect is the decline of a civilization.
- Have students write the name of their civilization in the proper box.
- Have students refer back to the text on Activity Pages 12.2, 12.3, or 12.4 to identify at least three possible causes of the fall of their Early American Civilization.
- Students should record their notes on Activity Page 13.1.
- **Turn and Talk:** Have students share with a peer studying a different civilization. Have students share the causes of the fall of their Early American Civilizations.

Lesson 13: Events Leading to the Decline of a Civilization

Write About It

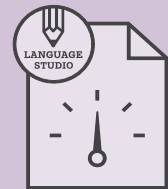


Primary Focus: Students will select an image representing the events that led to the decline of an Early American Civilization.

SELECT AN IMAGE (10 MIN.)

- Ask students to think about the Big Feast you discussed at the start of class.
- Remind students that last night you went to bed with a terrible stomach ache.
- Ask students to identify the causes of that stomach ache.
 - » too much food for dinner; soup and bread; steak, potato, and vegetables; ice cream sundae
- Tell students that you would like to find an image that represents the cause of your stomach ache.
- Ask students for suggestions.
 - » dining room table filled with food; a big ice cream sundae
- Tell students that they will search for an image to represent the causes of the decline of the Maya, Aztec, or Inca civilization, print it out, and attach it to Activity Page SB4.
- Have students turn to Activity Page 13.1 and refer to the notes they took on the causes of the decline of an Early American Civilization.
- **Turn and Talk:** Ask students to share with a peer and brainstorm some ideas for images that would represent the causes of the end of the Maya, Aztec, or Inca civilization.
 - » picture of a Spanish explorer; tribal fighting

Activity Page SB4



Support

Model image search for students as needed.



Check for Understanding

Fist to Five: Ask students to rate their level of confidence using the Internet to search for images related to the events, which led to the decline of the Maya, Aztec, or Inca civilization. Students should indicate their level of confidence by holding up a number of fingers—no fingers (a fist) means not at all confident/would like support; five fingers means very confident/does not need help at this time.



Writing Interacting via Written English

Entering/Emerging

Have students first select which cause or event they will focus on for their search (reference Activity Page 13.1). Provide students with key words for searching images on the Internet.

Transitioning/Expanding

Have students first select which cause or event they will focus on for their search (reference Activity Page 13.1). As needed, provide students with key words for searching images on the Internet.

Bridging

Check in with students to ensure they are using appropriate key words to search events leading to the fall of the Maya, Aztec, or Inca empire on the Internet.

Note: If students do not have access to technology, they may draw an image instead.

- Have students begin their image search.
- Monitor students as they search online for an appropriate image for causes of the fall of their Early American Civilization.
- Provide support with technology and ensure students secure their image to the proper Activity Page.
- Have students share the image they selected with a peer and explain why the image is a good representation of an event that led to the decline of their Early American Civilization.

Lesson 13: Events Leading to the Decline of a Civilization

Write About It



Primary Focus: Students will write a caption for an image representing the events that led to the decline of a civilization, using key words (e.g., from notes or graphic organizers).

WRITE A CAPTION (10 MIN.)

- Post or project an image of a dining table filled with food.
- Ask students to describe what they see in the image.
- Record student responses on the board/chart paper.
- Explain that this is the image you have selected to represent the cause of last night's stomach ache.
- Ask students to use the descriptive words on the board/chart paper to create a caption for the image.

- **Turn and Talk:** Have students share their captions with a peer.
- Have students turn to Activity Page 13.2.
- Have students generate a list of descriptive words and phrases for their image on Activity Page 13.2.
- When students have completed their list of descriptive words and phrases, have them draft a caption and add it to Activity Page SB4.
- Tell students to turn to Activity Page SB4 and review the image they selected for their decline of an Early American Civilization.
- **Turn and Talk:** Have students share their image and caption with a peer.

LANGUAGE PROFICIENCY ASSESSMENT

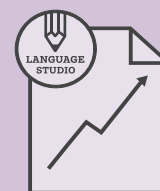
Writing

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U2 L13 |
| Activity Name | Describing the Decline of an Early American Civilization |
| Proficiency Levels | |
| Entering | Student dictates single words and phrases to describe an event that led to the fall of a civilization with 1:1 support. |
| Emerging | Student writes single words and phrases to describe an event that led to the fall of a civilization with substantial support. |
| Transitioning | Student writes phrases or short sentences to describe an event that led to the fall of a civilization with moderate support. |
| Expanding | Student writes complete sentences to describe an event that led to the fall of a civilization with occasional support. |
| Bridging | Student writes concise, detailed sentences to describe an event that led to the fall of a civilization with minimal support. |

End Lesson

Activity Page 13.2



Activity Page SB2



Writing

Entering/Emerging

Refer students to the sample sentence frames for drafting captions. For example, "The Maya civilization came to an end because _____."

Transitioning/Expanding

Allow students access to posted sentence frames for drafting captions. For example, "The Maya civilization came to an end because _____."

Bridging

Check the caption to ensure it is a complete sentence, providing corrective feedback on capitalization and punctuation.

14

Scrapbook Presentations, Day 1

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will present their early American civilization Scrapbook Projects to the class.

Listening

Students will provide classmates with specific, positive feedback on their Scrapbook Project presentations.

LANGUAGE PROFICIENCY ASSESSMENT**Listening****Feedback on Presentations** [Activity Page 14.1]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| Talk Time | | |
| Setting Norms for Behavior and Providing Feedback | 15 min. | ☐ Activity Page 14.1 |
| On Stage | | |
| Students Present Early American Civilization Scrapbooks | 15 min. | ☐ Activity Pages SB1– SB4
☐ Activity Page 14.1 |

ADVANCE PREPARATION

Talk Time

- Prepare the following heading on the board/chart paper: A Good Audience. . .
- Post the following sentence frames to the board/chart paper to support students in providing positive feedback.
 - “Your caption about _____ was _____.”
 - “I thought your image of _____ was _____.”
 - “I liked the way you _____.”

On Stage

- Ensure that all students have access to their Scrapbook Pages: Activity Pages SB1–SB4.
- Prepare an index card for students to read from when introducing their civilization for the Scrapbook Project presentations. For example: I chose to study the _____ civilization. The region of the Americas they lived in was _____. The _____ civilization was in existence from _____ to _____.
- Post a map of the Americas for students to reference during their presentations.
- Consider inviting other adults, such as parents or school administrators, for the Scrapbook presentations.
- Located at the end of this lesson is Activity Page SB5. Prepare enough copies of Activity Page SB5 for each student.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

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

Language Forms and Functions

A good audience...

Positive feedback means...

Your caption about _____ was _____.

I thought your image of _____ was _____.

I liked the way you _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|--|---------------------------------|
| | positive feedback
specific
general | |

Lesson 14: Scrapbook Presentations, Day 1

Talk Time



Primary Focus: Students will provide classmates with specific, positive feedback on their Scrapbook Project presentations.

SETTING NORMS FOR BEHAVIOR AND PROVIDING FEEDBACK (15 MIN.)

- Ask students what they have been working on as a culminating project for their unit on Early American Civilizations. (*scrapbooks*).
- Explain that today's class period as well as the next class meeting will be spent sharing Scrapbook Projects and providing one another with positive feedback about each other's work.
- Ask students to think about the kinds of behaviors they'd like to see from their classmates during their presentations.
- Ask students to share the qualities of a "good" audience. Some examples may include:
 - Listen silently when the presenter is speaking.
 - Watch the presenter.
 - Be a respectful listener.
 - Clap at the end of a presentation.
- Record student ideas on the board/chart paper.
- Explain to students that these will be the agreed upon rules for behavior during student presentations.
- Explain that students will also have the responsibility of providing positive feedback to their classmates on their presentations.
- Ask students what "positive feedback" means. (*to point out the good parts of someone's work*)
- Explain that students will provide each presenter with two points of positive feedback.
- Explain that the best kind of feedback is specific or detailed. It helps the presenter to understand exactly what was good about the work.
- Read the following examples of positive feedback aloud and ask students to give a "thumbs-up" if the feedback is specific/detailed and "thumbs-down" if feedback is too general. Call on some students to explain why they responded the way they did.

Activity Page 14.1



Listening Offering Opinions

Entering/Emerging

Refer students to posted sentence frames for writing positive feedback to each presenter (e.g., "Your caption about _____ was _____").

Transitioning/Expanding

Provide students access to posted sentence frames for writing positive feedback to each presenter (e.g., "Your caption about _____ was _____").

Bridging

Check on students' points of feedback. Have students elaborate on comments as needed.

- I like your scrapbook. (Too general. This comment does not tell the presenter what was good about the project.)
- You picked a great image to show an accomplishment of the Maya. (This comment is specific because it explains why the image is a good pick.)
- Your caption about the decline of the Inca civilization is clear and detailed. (This comment is specific because it tells the presenter the caption clearly explained the image.)
- Have students turn to Activity Page 14.1.
- Tell students that after each presentation, they will take several minutes to write two pieces of positive feedback on the activity page. Their feedback should be as specific as possible.
- Refer students to model sentence frames listed 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 | U2 L14 |
| Activity Name | Feedback on Presentations |
| Proficiency Levels | |
| Entering | Student provides feedback by selecting a response from the board with substantial support. |
| Emerging | Student provides feedback by selecting a response from the board with moderate support. |
| Transitioning | Student provides original feedback with moderate support. |
| Expanding | Student provides original feedback and refers to specific parts of the comic strip with minimal support. |
| Bridging | Student provides original feedback and refers to specific parts of the comic strip independently. |

Lesson 14: Scrapbook Presentations, Day 1

On Stage



Primary Focus: Students will present their Early American Civilization Scrapbook Projects to the class.

STUDENTS PRESENT EARLY AMERICAN CIVILIZATION SCRAPBOOKS (15 MIN.)

- Ask students what important information should be shared with the group at the start of each presentation.
 - Identify the Early American Civilization you selected.
 - Point out on a map the location of your Early American Civilization.
 - Identify the year in time you traveled back to for your visit.
 - Present your scrapbook to the group, highlighting three to four of your favorite images and their captions.
- Record information on the board/chart paper for students to reference as they present their scrapbooks.
- **Model:** Demonstrate to students how they should introduce their scrapbooks to the group.
 - Introduce your civilization. "I chose to research the Inca civilization for my project. (Point to the west coast of South America.) The Inca lived in what is now Ecuador, Bolivia, Peru, and parts of Columbia, Chile, and Argentina. The Inca Empire thrived from 1438–1532 CE."
- Explain that the next step would be to share each image and its caption with the group.
- Have students present their Scrapbook Projects to the group.
- Ask for a volunteer to present first.
- At the end of each student presentation, allow each student to share one point of positive feedback with the presenter.
- Explain that presentations will continue and conclude at the next class meeting.

End Lesson



Speaking
Presenting

Entering/Emerging

Allow students to read from a scripted index card when introducing their civilization for the scrapbook project presentations.

Transitioning/Expanding

Ask students questions to support them with introducing their civilization for the scrapbook project presentations (e.g., Which civilization did you select? Where did that civilization live? When did that civilization exist?).

Bridging

Ask students questions to support them with introducing their civilization for the scrapbook project presentations (e.g., Which civilization did you select? Where did that civilization live? When did that civilization exist?).

15

Scrapbook Presentations, Day 2

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will present their early American civilization Scrapbook Projects to the class.

Listening

Students will provide classmates with specific, positive feedback on their Scrapbook Project presentations.

LANGUAGE PROFICIENCY ASSESSMENT**Listening****Feedback on Presentations** [Activity Page 14.1]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Talk Time | | |
| Review Norms for Behavior and Providing Feedback | 5 min. | ☐ Activity Page 14.1 |
| On Stage | | |
| Students Finish Presenting Early American Civilization Scrapbooks | 25 min. | ☐ Activity Pages SB1–SB4
☐ Activity Page 14.1 |

ADVANCE PREPARATION

Talk Time

- Post the agreed upon behaviors during presentations: A Good Audience . . .
- Post the following sentences frames to the board/chart paper to support students in providing positive feedback:
 - “Your caption about _____ was _____.”
 - “I thought your image of _____ was _____.”
 - “I liked the way you _____.”

On Stage

- Ensure that all students have access to their Scrapbook Pages: Activity Pages SB1–SB4.
- Prepare an index card for students to read from when introducing their civilization for the scrapbook project presentations. For example: I chose to study the _____ civilization. The region of the Americas they lived in was _____.
The _____ civilization was in existence from _____ to _____.
- Post a map of the Americas for students to reference during their presentations.
- Consider inviting other adults, such as parents or school administrators, for the Scrapbook presentations.
- Located at the end of this lesson is Activity Page SB5. Prepare enough copies of Activity Page SB5 for each student.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

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

Language Forms and Functions

Your caption about _____ was _____.

I thought your image of _____ was _____.

I liked the way you _____.

My favorite part of the project was...

I am proud of...

Vocabulary

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

Lesson 15: Scrapbook Presentations, Day 2

Talk Time



Primary Focus: Students will provide classmates with specific, positive feedback on their Scrapbook Project presentations.

REVIEW NORMS FOR BEHAVIOR AND PROVIDING FEEDBACK (5 MIN.)

- Ask students to recall who presented their Early American Civilization Scrapbooks during the last class meeting.
- Ask students what behaviors we decided are demonstrated by a “good” audience.
 - Listen silently when the presenter is speaking.
 - Watch the presenter.
 - Be a respectful listener.
 - Clap at the end of a presentation.
- Reference the chart you made during the last class period.
- Remind students that these are our agreed upon rules for behavior during student presentations.
- Ask students what kind of feedback they are to give to the presenters. (positive feedback)
- Have students explain what “positive feedback” means. (to point out the good parts of someone’s work)
- Ask students to recall some positive aspects of these presentations.
- Remind students that they are to provide each presenter with two points of positive feedback.
- Explain that the best kind of feedback is specific or detailed because it helps the presenter to understand exactly what was good about the work.
- Have students turn to Activity Page 14.1.
- Remind students that after each presentation, they will take several minutes to write two pieces of positive feedback on the activity page. Their feedback should be as specific as possible.

Support

Students may need to reference their comments made on Activity Page 14.1.

Support

Ask students to share an example of specific, positive feedback.

Activity Page 14.1



Listening Offering Opinions

Entering/Emerging

Refer student to posted sentence frames for writing positive feedback to each presenter. (e.g., “Your caption about _____ was _____.”)

Transitioning/Expanding

Provide student access to posted sentence frames for writing positive feedback to each presenter. (e.g., “Your caption about _____ was _____.”)

Bridging

Check on student’s points of feedback. Have student elaborate on comments as needed.

Support

Demonstrate to students how they should introduce their scrapbooks to the group: Introduce your civilization: "I chose to research the Inca civilization for my project. (Point to the west coast of South America) The Inca lived in what is now Ecuador, Bolivia, Peru, and parts of Columbia, Chile, and Argentina. The Inca Empire thrived from 1438–1532 CE."

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 | U2 L15 |
| Activity Name | Feedback on Presentations |
| Proficiency Levels | |
| Entering | Student provides feedback by selecting a response from the board with substantial support. |
| Emerging | Student provides feedback by selecting a response from the board with moderate support. |
| Transitioning | Student provides original feedback with moderate support. |
| Expanding | The student provides original feedback and refers to specific parts of the comic strip with minimal support. |
| Bridging | Student provides original feedback and refers to specific parts of the comic strip independently. |

Lesson 15: Scrapbook Presentations, Day 2

On Stage



Primary Focus: Students will present their Early American Civilization Scrapbook Projects to the class.

STUDENTS FINISH PRESENTING EARLY AMERICAN CIVILIZATION SCRAPBOOKS (25 MIN.)

- Ask students what important information should be shared with the group at the start of each presentation.
 - Identify the Early American Civilization you selected.
 - Point out on a map the location of your Early American Civilization.
 - Identify the year in time you traveled back to for your visit.
 - Present your scrapbook to the group, highlighting 3–5 of your favorite images and their captions.
- Record information on the board/chart paper for students to reference as they present their scrapbooks.
- Have students present their scrapbook projects to the group.
- Ask for a volunteer to present first. If none, you may want to draw names from a hat or pull popsicle sticks to determine the order of student presentations.
- At the end of each student presentation, allow each student to share one point of positive feedback with the presenter.
- Have students **Turn and Talk** and share their favorite aspect of the Early American Civilization Scrapbook Project or something they are most proud of.

End Lesson



Speaking
Presenting

Entering/Emerging

Allow students to read from a scripted index card when introducing their civilization for the scrapbook project presentations.

Transitioning/Expanding

Ask students questions to support them with introducing their civilization for the scrapbook project presentations. (e.g., Which civilization did you select? Where did that civilization live? When did that civilization exist?)

Bridging

Ask students questions to support them with introducing their civilization for the scrapbook project presentations. (e.g., Which civilization did you select? Where did that civilization live? When did that civilization exist?)

Language Studio 3

Poetry



Contents

POETRY

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- *Speaker* and *Apostrophe* Analysis

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- Finding the Rhyme

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- Poetic Device Catalog—*Rhyme Scheme, Rhythm*

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- When Rhyme is Rhythm . . .

Lesson 7

Reflection Time

288

| | |
|--|---|
| Rewind (15 min.) <ul style="list-style-type: none">• “Snow Dust” and Reflection | Write About It (15 min.) <ul style="list-style-type: none">• Drafting a Rhyme Poem |
|--|---|

Lesson 8

Reading Closely

296

| | |
|--|--|
| Vocabulary Building (5 min.) <ul style="list-style-type: none">• Poetic Device Catalog—<i>Slant Rhyme</i> | Building Background (25 min.) <ul style="list-style-type: none">• Paraphrasing Stanzas and <i>What’s She Saying</i> |
|--|--|

Lesson 9

Making Comparisons

308

| | |
|--|--|
| Vocabulary Building (5 min.) <ul style="list-style-type: none">• Poetic Device Catalog—<i>Figurative Language, Simile</i> | Building Background (25 min.) <ul style="list-style-type: none">• <i>Simile</i> Breakdown and <i>Break It Down!</i> |
|--|--|

Lesson 10

It’s In Your Tone!

318

| | |
|--|--|
| Vocabulary Building (10 min.) <ul style="list-style-type: none">• Poetic Device Catalog—<i>Tone</i> | Building Background (20 min.) <ul style="list-style-type: none">• Analyzing the Poem’s Tone |
|--|--|

Lesson 11

The Poets Are We!

328

| | |
|--|---|
| Listen Closely (15 min.) <ul style="list-style-type: none">• Poetry Walk Introduction and Poetry Rubric | Write About It (15 min.) <ul style="list-style-type: none">• Poetic Brainstorm |
|--|---|

Lesson 12

Poetry Gallery Walk

338

| | |
|--|--|
| Write About It (20 min.) <ul style="list-style-type: none">• Composing the Poem | On Stage (10 min.) <ul style="list-style-type: none">• Poetry Gallery |
|--|--|

1

What Is Poetry?

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will describe and discuss their observations of the poem “To the Snake” with a partner.

Writing

Students will define the poetic devices *line break*, *stanza*, and *stanza break*.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking**

I Spy... [Activity Page 1.2]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Talk Time | | |
| Poetry Introduction and <i>I Spy</i> . . . | 15 min. | <input type="checkbox"/> Activity Page 1.1
<input type="checkbox"/> Activity Page 1.2
<input type="checkbox"/> Board/chart paper |
| Vocabulary Building | | |
| Introduce Poetic Structure and Devices | 15 min. | <input type="checkbox"/> <i>Poetic Device Catalog</i>
<input type="checkbox"/> Board/chart paper |

ADVANCE PREPARATION

Talk Time

- Read Denise Levertov's poem, "To the Snake."
- Draw the *I Spy* . . . Observational Chart from Activity Page 1.2 on the board/chart paper:

| Punctuation | Capitalization | Length | Spacing | Format | Words |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Observation(s): | Observation(s): | Observation(s): | Observation(s): | Observation(s): | Observation(s): |
| 1. | 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. | 2. |
| Example(s): | Example(s): | Example(s): | Example(s): | Example(s): | Example(s): |

Vocabulary Building

- Write the definitions of the following poetic devices on the board/chart paper; however, it is important not to reveal the definitions all at once to students, as they will be copying them into the *Poetic Device Catalog* in the back of their Activity Books.

Poetic Device(s)

- **line break**—the place where a line ends
- **stanza**—a section of a poem; consists of a line or group of lines
- **stanza break**—the blank space that divides two stanzas from each other

Note: During the Check for Understanding, students will need to determine if certain statements you read to the class are True or False. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create True/False index cards to hold up after you read the statements.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Share past experiences and possible concerns about poetry • Describe and discuss observations about the characteristics of a poem • Define <i>poetic device</i>, <i>line break</i>, <i>stanza</i>, and <i>stanza break</i> | | |
| Language Forms and Functions | | |
| <p>One thing I like/dislike about poetry is...</p> <p>Scanning a poem before reading would be helpful because...</p> <p>The poem is/has...</p> <p>Something I observed in the poem is _____, which makes me wonder _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| wake
line break
stanza
stanza break
poetic device | desiring
glinting
pulsing | haunted |

Lesson 1: What is Poetry?

Talk Time



Primary Focus: Students will describe and discuss their observations of the poem, “To the Snake,” with a partner.

POETRY INTRODUCTION AND *I SPY* . . . (15 MIN.)

- Explain to students they will be embarking on a new unit of study, poetry.

Note: Some students will have had prior experiences (positive and negative) with reading and writing poetry; others may have preconceived notions about the genre without having read any poetry. To engage students in the process and quell their fears, it is important to allow them to convey their experiences and possible concerns. Additionally, it is beneficial to hear from the teacher if they too ever faced the same challenges when approaching a difficult unit of study.

- Ask students the following questions:
 - Raise your hand if you have read poetry.
 - Raise your hand if you have written poetry.
 - What experiences do you have with reading or writing poetry? For example, what did you like or dislike about it?
 - What feelings or emotions do you have when you hear that you will be reading and writing poetry?
- After acknowledging students’ responses, explain to students that while reading and writing poetry might seem to be challenging, it can be easy when they have the proper tools to read and analyze poetry.
- Inform students that the beauty of analyzing poetry is that it is open for interpretation (within reason), which can make discussing poetry interesting; it’s an opportunity to learn from others and understand different points of view.
- Explain to students that poetry can be found in many places—in music, in books, in movies and television shows, in commercials, and even on subway cars or in some museums.
- Ask students if they can think of poems they have found in music, books, and so on.

Support

Explain to students that *point of view* is the way a person looks at or understands something and then forms an opinion about it.

Activity Page 1.1



Activity Page 1.2



Support

Demonstrate to students how to scan the poem, “To the Snake,” on Activity Page 1.1.

Challenge

Why would scanning before reading a poem be helpful?

Support

Review the meaning of the categories (e.g., Punctuation) and point to where these items can be found in the poem, “To the Snake.”

- Inform students they will be reading their first poem of the unit, “To the Snake,” on Activity Page 1.1.
- Direct students to open their Activity Books to Activity Page 1.1.
- Ask students why it might be helpful to look at a poem and the images on the page before reading the poem.
- Explain to students that before they actually read the poem, they will be *scanning* the poem to make, and later share, their observations with a partner.
- Model for students how to scan and observe details in the poem.
 - For example, you may say something like, “One of the first things I notice about the poem is that there is different spacing—not everything is aligned.”
- Tell students that when you *scan* a poem, you are just looking at words and phrases in the poem and its layout.
- Give students a few moments to look at the poem on Activity Page 1.1. It may be helpful to time students for one to two minutes to ensure focus.
- After students have had a few minutes to scan the poem, direct them to the Observation Chart on Activity Page 1.2.
- Read Activity 1.2 directions to students.
- Explain to students that in poetry, poets usually follow some sort of structure or pattern when writing.
 - Ask students what types of writing they have done in the past that follows a structure or pattern.
- Explain to students that the graphic organizer is divided into categories highlighting things they may have observed when looking at the poem.
- Model for students how to complete the graphic organizer on Activity Page 1.2., using the example you provided earlier regarding the poem’s use of different spacing.
- Write the example under the Spacing portion of the observational chart and allow students to copy your example onto Activity Page 1.2
 - While modeling, talk aloud your thought process, “Oh, I notice there are big spaces between this section of writing,” and point to the area to which you are referring in the poem.
- After modeling, clarify any questions students may have.

- Tell students to complete Activity Page 1.2.
 - Explain to students that with Activity 1.2, it is not necessary to write in complete sentences.
- **Turn and Talk:** Have students turn to a partner to share their observations of the poem when they have finished Activity Page 1.2.
- If time permits, ask students to share with the class some of their or their partner's observations.

Note: Compliment students on their initial observations even if the terminology used may be incorrect. Avoid correcting misnomers (e.g., *sentences* instead of *lines*), as correct poetic terms will be introduced in the following segment.



Check for Understanding

Thumbs-Up, Thumbs-Down. Read the following statements and ask students to give a thumbs-up if they agree, a thumbs-down if they disagree:

- There is only one way to interpret a poem.
 - » thumbs-down
- Visuals associated with a poem can provide clues to the reader about the poem.
 - » thumbs-up
- Poetry can be found in music, in movies, and on television shows.
 - » thumbs-up

Clarify the answers for students who may have selected incorrectly.



Speaking Exchanging Information/Ideas

Entering/Emerging

Provide students with the sentence starter for the Turn and Talk activity:
“The poem is/has . . .”

Transitioning/Expanding

Provide students with the sentence starter for the Turn and Talk activity:
“One thing I noticed in the poem is . . .”

Bridging

Provide students with the sentence frame for the Turn and Talk activity:
“Something I observed in the poem is _____, which makes me wonder _____.”

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U3 L1 |
| Activity Name | <i>I Spy...</i> |
| Proficiency Levels | |
| Entering | Student points to examples in the text and/or uses single words and phrases to describe their observations with 1:1 support. |
| Emerging | Student uses short phrases to describe their observations with substantial support. |
| Transitioning | Student describes their observations with moderate support. |
| Expanding | Student describes and elaborates on their observations with moderate support. |
| Bridging | Student describes and elaborates on their observations with minimal support. |

Lesson 1: What Is Poetry?

Vocabulary Building



Primary Focus: Students will define the poetic devices line break, stanza, and stanza break.

INTRODUCE POETIC STRUCTURE AND DEVICES (15 MIN.)

- Compliment students on their observations on Activity Page 1.2 and explain to them that poetry follows a different structure and style than other writing.
- Explain to students that as with other writing, special vocabulary known as *poetic devices* is used when talking about poetry.
- Inform students that throughout this unit they will learn new words and definitions known as *poetic devices*, which not only help the poet write a poem but also help the reader to analyze it.
- Explain to students that throughout the unit, they will write the definitions of various poetic devices in their *Poetic Device Catalog*, which is located in their Activity Books.
- Direct students to open their Activity Books and locate the *Poetic Device Catalog*.
- Explain to students that the *Poetic Device Catalog* will serve as a way to keep track of the poetic devices they are studying.

Note: The pages are designed so they can be used as flash cards for later study should students need it.

- Review the layout and purpose for each flash card category:
 - **Picture:** Student drawings that will be helpful in recalling the definition of the poetic device.
 - **Poetic Device:** The poetic device studied in the lesson.
 - **Definition:** The definition of the poetic device.
- Remind students the purpose of drawing a corresponding illustration of the poetic device is to help them remember the term's meaning.
- Read the directions to students and model for them how to complete the *Poetic Device Catalog*.
- Explain to students they only need to write the definitions found in Lesson 1, as noted in parenthesis under the poetic device.

Support

Point to the parenthesis that indicate the lesson number under the poetic device.

Support

When introducing terms, say the word aloud, so students can hear the correct pronunciation; after, engage the students in a choral pronunciation of each term at least two or three times.



Writing
Selecting Language
Resources

Entering/Emerging

Provide students one-to-one support by providing examples of images or illustrations they can use to complete the vocabulary drawing of the poetic device flash card.

Transitioning/Expanding

Provide students with light support questions to facilitate the completion of the vocabulary drawing of the poetic device flash card.

Bridging

Offer students support by asking prompting questions as needed in order to complete the vocabulary drawing of the poetic device flash card.

- Point to the definitions of the poetic devices already prepared on the board/ chart paper and then read it aloud:

Poetic Device(s)

- **line break**—the place where a line ends
- **stanza**—a section of a poem; consists of a line or group of lines
- **stanza break**—the blank space that divides two stanzas from each other

Note: Read the definition for each poetic device(s) before allowing students to complete the corresponding flash card in the *Poetic Device Catalog*.

- As you provide definitions to students, be sure to point to each portion in the poem “To the Snake” (e.g., after providing the definition of stanza, point to the first stanza in the poem), so students have a visual of the poetic device. Do this after introducing each poetic device.
- Instruct students to begin the *Poetic Device Catalog* for the introduced poetic device(s); clarify any questions they may have about the activity.
 - Remind students they are only completing the flash cards for this lesson's poetic devices.
 - Circulate in the room and monitor students' progress.

Challenge

Ask for student volunteers to share their visuals and explain how and why their illustration will help them retain the meaning of the poetic device.



Check for Understanding

True/False. Determine if the following statements are True or False:

- A poem will have stanzas, which look like paragraphs in it.
 - » *True*
- Each stanza has a series of lines, not sentences in it.
 - » *True*
- A stanza break is where the line of the poem ends.
 - » *False*

Clarify the answers for students who may have selected incorrectly.

End Lesson

“To the Snake”

pulsing, *adj.* throbbing rhythmically, like a heart beating

glinting, *adj.* sparkling or shining

desiring, *v.* a strong wanting or wishing for something

wake, *n.* a trail of disturbed water or air left by the passage of a ship or aircraft

haunted, *adj.* extremely scared or frightened

Green Snake, when I hung you round my neck
and stroked your cold, pulsing throat
as you hissed to me, glinting
arrowy gold scales, and I felt
the weight of you on my shoulders,
and the whispering silver of your dryness
sounded close at my ears—

Green Snake—I swore to my companions that certainly
you were harmless! But truly

I had no certainty, and no hope, only desiring
to hold you, for that joy,

which left

a long wake of pleasure, as the leaves moved
and you faded into the pattern

of grass and shadows, and I returned
smiling and haunted, to a dark morning.

2

Connecting with Nature

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will define the poetic device *imagery*.

Listening

Students will categorize visualized images (using the five senses) while listening to an audio recording of nature sounds.

Writing

Students will summarize their experiences with nature in a personal reflection.

FORMATIVE ASSESSMENT

Writing

Nature and Me [Activity Page 2.2]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

The Five Senses and Imagery [Activity Page 2.1]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|---|
| Vocabulary Building | | |
| <i>Poetic Device Catalog—Imagery</i> | 5 min. | <input type="checkbox"/> <i>Poetic Device Catalog</i>
<input type="checkbox"/> board/chart paper |
| Listen Closely | | |
| The Five Senses and Imagery | 15 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Nature Audio Sounds |
| Write About It | | |
| Nature and Me | 10 min. | <input type="checkbox"/> Activity Page 2.2
<input type="checkbox"/> Board/chart paper |

ADVANCE PREPARATION

Vocabulary Building

- Write the definition of the following poetic device on the board/chart paper; however, it is important not to reveal the definition all at once to students, as they will be copying them into the *Poetic Device Catalog* in the back of their Activity Books.

Poetic Device(s)

- **imagery**—the use of descriptive words using the five senses to create pictures in the reader's mind

Listen Closely

- Gather music that reflects nature sounds (e.g., sounds of the ocean, of thunderstorms, of the woods, and so on.). Music clips should only be a few moments in length (30–60 seconds) since you will be playing them more than once.

- Display Activity Page 2.1 The Five Senses and Imagery.

| See | Hear | Taste | Touch | Smell |
|-----|------|-------|-------|-------|
| | | | | |
| | | | | |

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss and define *imagery*
- Visualize an image and brainstorm sensory details to describe it
- Summarize and share a personal reflection about an experience in nature

Language Forms and Functions

I see/hear/taste/feel/smell _____.

One time, I _____ and felt _____.

One thing I remember most is _____, which makes me feel _____.

One of my happiest memories is _____, which makes me feel _____ because _____.

Vocabulary

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

Lesson 2: Connecting with Nature

Vocabulary Building



Primary Focus: Students will define the poetic device imagery.

POETIC DEVICE CATALOG—IMAGERY (5 MIN.)

- Explain to students that in poetry, poets create pictures in the reader's mind by using descriptive language that appeals to the five senses.
 - Write the five senses on the board/chart paper—see, hear, taste, touch, and smell.
 - Point to the corresponding areas of your face as you introduce the senses (i.e., point to your eyes for the sense see, ears for the sense hear, and so on.).
 - Have students mirror your actions pointing to their eyes, ears, mouth, hands, and nose as you continue to introduce the senses.
 - Tell students that poets use these five senses to create pictures in the reader's mind.
 - Explain to students that when poets do this, they are using the poetic device *imagery*.
 - Direct students to open their *Poetic Device Catalog* and find the poetic device for this lesson.
 - Remind students that the *Poetic Device Catalog* will serve as a way to keep track of the poetic devices they are studying.
- Note:** The pages are designed so they can be used as flash cards for later study should students need it.
- Remind students that the purpose of drawing a corresponding illustration of the poetic device is to help them remember the term's meaning.
 - Read the directions to students and remind them that they will complete the *Poetic Device Catalog* the same way in which they did in previous lesson(s).
 - Explain to students they only need to write the definitions found in this lesson, as noted in parenthesis under the poetic device.
 - Point to the definition of the poetic device already prepared on the board/chart paper and then read it aloud.

Challenge

Ask students to identify the five senses.

Support

Review the five senses—see, hear, taste, touch, and smell—with students who may need clarification.

Support

It may be helpful to review the layout and purpose for each flash card category:

- **Picture:** Students' drawings that will be helpful in recalling the definition of the poetic device.
- **Poetic Device:** The poetic device studied in the lesson.
- **Definition:** The definition of the poetic device.

Support

Point to the parenthesis that indicate the lesson number under the poetic device.

When introducing the term, say the word aloud so students can hear the correct pronunciation; after, engage the students in a choral pronunciation of the term at least two to three times



Writing Selecting Language Resources

Entering/Emerging

Provide students one-to-one support by providing examples of images/illustrations they can use to complete the vocabulary drawing of the poetic device flash card.

Transitioning/Expanding

Provide students with light support questions to facilitate the completion of the vocabulary drawing of the poetic device flash card.

Bridging

Offer students support by asking prompting questions as needed in order to complete the vocabulary drawing of the poetic device flash card.

Poetic Device(s)

- **imagery**– the use of descriptive words using the five senses to create pictures in the reader's mind

Note: Read the definition for the poetic device before allowing students to complete the corresponding flash card in the *Poetic Device Catalog*.

- As you provide the definition to students, be sure to point to the definition on the board/chart paper.
- Instruct students to begin the *Poetic Device Catalog* for the introduced poetic device; clarify any questions they may have about the activity.
 - Remind students they are only completing the flash card for this lesson's poetic device.
 - Circulate in the room and monitor students' progress.
- After students have written and illustrated the definition in their *Poetic Device Catalog*, redirect students' attention to the five senses listed on the board/chart paper.
 - Review the meaning of each sense.



Check for Understanding

Thumbs-Up, Thumbs-Down. Read the following statements and ask students to give a thumbs-up if they agree, a thumbs-down if they disagree:

- *Imagery* is a poetic device that uses descriptive words to paint a picture in the reader's mind.
 - » thumbs-up
 - » The five senses are not important when creating imagery.
thumbs-down

Clarify the answers for students who may have selected incorrectly.

Lesson 2: Connecting with Nature

Listen Closely



Primary Focus: Students will categorize the images they visualize (using the five senses) when listening to an audio recording of nature sounds.

THE FIVE SENSES AND IMAGERY (15 MIN.)

- Explain to students they will listen to some audio recordings of nature, which focus on the five senses.
- Tell students that while listening, they will need to close their eyes and try to use each of their five senses to create a picture in their mind.
- Model for students how to use your senses by playing a small portion of nature audio and talking aloud what you see, taste, and so on.
 - For example, you may say something like, “I feel the waves crashing over me while I swim in the ocean, and I taste the saltwater on my tongue.”
- Direct students to close their eyes and put their heads on their desk.
- Play the audio sounds of nature.
 - It is helpful to play the audio for a few moments.
- Once the audio is completed, ask students to open their eyes.
- Ask students if they were able to see pictures of the sounds they heard.
- Ask for student volunteers to share one thing they saw, heard, and so on.
- Direct students to open their Activity Books to Activity Page 2.1.
- Explain to students that they are now going to take the pictures they saw while listening to the sounds of nature and list them in the chart on Activity Page 2.1.
- Read the directions for Activity 2.1 aloud to students.
- While students are completing the chart on Activity Page 2.1, play the audio in the background, so students can continue hearing the sounds of nature as they complete the senses chart.

Support

Replay the audio and repeat the process for students having difficulty visualizing a scene.

Support

Model for students the example listed in the directions—for example, if you listened to sounds of the ocean, and you could taste saltwater on your tongue, write, “Taste saltwater on my tongue” under the *Taste* column.

Activity Page 2.1





Listening Listening Actively

Entering/Emerging

Provide students with one-on-one support by asking prompting questions such as “What did you see?” “What colors did you see?” “What did you hear?” “How loud were the sounds?”

Transitioning/Expanding

Provide students with light support, prompting questions such as “What did you see?” “What did you hear?”

Bridging

Offer students support by asking prompting questions as needed.

- After students have completed Activity Page 2.1, ask for volunteers to share their ideas.
 - Write these ideas in the Activity Page 2.1 chart you prepared on the board/chart paper prior to starting the lesson.

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 L2 |
| Activity Name | The Five Senses and Imagery |
| 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. |

Lesson 2: Connecting with Nature

Write About It



Activity Page 2.2



Support

For students who might not have an experience with nature, tell them they can write about one they hope to have some day.



Writing

Entering/Emerging

Provide students with the sentence frame for the Turn and Talk activity: One time, I _____ and felt _____.

Transitioning/Expanding

Provide students with the sentence starter for the Turn and Talk activity: One thing I remember most is _____, which makes me feel _____.

Bridging

Provide students with the sentence frame for the Turn and Talk activity: One of my happiest memories is _____, which makes me feel _____ because _____.

Primary Focus: Students will summarize their experiences with nature in a personal reflection.

NATURE AND ME (10 MIN.)

- Direct students to the next activity page, Activity Page 2.2.
- Read Activity Page 2.2 directions to students.
- Explain to students they are now going to write about a personal experience they had with nature.
 - Tell students their experience with nature can be a good or bad one.
 - Brainstorm nature examples on the board/chart paper, e.g., going to the beach; swimming in the ocean; hiking in the woods, and so on.
- Direct students to begin writing about their experiences.
- **Turn and Talk:** Have students turn to a partner to share their experiences when they have finished Activity Page 2.2.
- Direct students to the prepared sentence frames on the board/chart paper.
- If time permits, ask students to share with the class some of their, or their partner's, observations.

End Lesson

3

The Speaker's Address

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will define the poetic devices speaker and apostrophe.

Reading

Students will reread the poem "To the Snake" in pairs and analyze the author's use of apostrophe.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

The Speaker and the Snake [Activity Page 3.1]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Vocabulary Building | | |
| <i>Poetic Device Catalog—Speaker, Apostrophe</i> | 5 min. | <input type="checkbox"/> <i>Poetic Device Catalog</i>
<input type="checkbox"/> board/chart paper |
| Rewind | | |
| <i>Speaker and Apostrophe Analysis</i> | 25 min. | <input type="checkbox"/> Activity Page 1.1, 3.1
<input type="checkbox"/> Whiteboards or index cards
<input type="checkbox"/> Document camera or Transparency (optional) |

ADVANCE PREPARATION

Vocabulary Building

- Reread Denise Levertov's poem "To the Snake."
- Write the definitions of the following poetic devices on the board/chart paper; however, it is important not to reveal the definitions all at once to students, as they will be copying them into the *Poetic Device Catalog* in the back of their Activity Books:

Poetic Devices

- **speaker**—the person, or voice, in the poem who is "talking" to the reader
- **apostrophe**—writing that addresses (speaks to) a person or thing that is not present

Rewind

- Familiarize yourself with Activity Page 3.1, especially with the challenge question.
- **(Optional)** Write the challenge question on the board or on chart paper if you plan on completing it with students.

Challenge

How does using an *apostrophe* in this poem make the reader understand the speaker's connection or relationship with the snake?

Provide students with the following sentence frames:

- The *apostrophe* helps the reader understand the relationship or connection between the speaker and the snake because _____.
- Based on the evidence on line(s) _____, the reader can infer that the *speaker* feels _____ about the snake _____.
- The reader understands this relationship because in this example, the *speaker* is *doing, saying, etc.* _____, which proves that the *speaker* feels about the snake.

- Draw the following chart from Activity Page 3.1 on the board/chart paper:

| | Action | Line Number(s) |
|------------------------|--------|----------------|
| My example | | |
| Group member's example | | |
| Group member's example | | |

- Prearrange student groups of three to four students of varying aptitudes for group activity on Activity Page 3.1.

Note: During the Check for Understanding, students will need to determine if they Agree or Disagree with the statements you orate. Students can do this by writing Agree or Disagree on individual whiteboards. If whiteboards are not available, have students create Agree/Disagree index cards to hold up after you orate the statements.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss and define speaker and apostrophe
- Demonstrate comprehension of a poem by answering questions about an author's use of apostrophe
- Make an inference about a speaker's feelings and provide text evidence to support it

Language Forms and Functions

Based on the evidence on line(s)...

I can infer that the speaker feels _____ about the snake because...

The relationship between the speaker and the snake is _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| apostrophe
speaker
wake | desiring
glinting
pulsing | haunted |

Lesson 3: The Speaker's Address

Vocabulary Building



Primary Focus: Students will define the poetic devices *speaker* and *apostrophe*.

POETIC DEVICE CATALOG—SPEAKER, APOSTROPHE (5 MIN.)

- Ask students the following questions to activate their prior knowledge:
 - What have we learned so far about poetry?
 - How do poets create pictures in the reader's mind?
 - What is the title of the poem we are reading?
- Clarify any incorrect responses or any questions students may have.
- Tell students that when reading poetry, often times the reader feels like someone is talking to them about a particular experience or feeling.
- Explain to students that this "person" is known as the *speaker* of the poem.
 - Explain that the speaker is not always the poet; for example, the poet could be an adult woman, but the speaker in the poem could be a teenage girl or boy.
- Explain to students that when it sounds like the speaker is talking to someone or something directly, this is known as the poetic device, *apostrophe*.
 - Clarify for students that a poetic *apostrophe* is different from the apostrophe punctuation mark.
 - Tell students that often when a poet uses an *apostrophe*, the poet will title the poem "To" whomever or "To" whatever is being addressed; the poet also might use the second person pronoun (*you*), so the reader can "hear" the address to the person or thing.
- **Think-Pair-Share:** Give students a few moments to answer the following question: To whom is the speaker speaking in the poem "To the Snake"?
 - Ask for student volunteers to share their ideas.
- Direct students to open their *Poetic Device Catalog* and find the poetic devices for this lesson.
- Remind students that the *Poetic Device Catalog* will serve as a way to keep track of the poetic devices they are studying

Challenge

Who do you think is telling the reader about their experiences with the snake? To whom or what is the speaker talking to about the experience?

Support

Allow students to look at their activity books to answer these prior knowledge questions.

Support

Clarify for students that in this case, the word *address* is being used as a verb, meaning to talk directly to someone or something.

Challenge

What hint does the poet give the reader that the speaker is talking to the snake?

Support

It may be helpful to review the layout and purpose for each flash card category:

- **Picture**—Students' drawings that will be helpful in recalling the definition of the poetic device.

- **Poetic Device**—The poetic device studied in the lesson.

- **Definition**—The definition of the poetic device.

Point to the parenthesis that indicate the lesson number under the poetic device.

When introducing the term, say the word aloud, so students can hear the correct pronunciation; after, engage the students in a choral pronunciation of the term at least two to three times.

Note: The pages are designed so they can be used as flash cards for later study should students need it.

- Remind students the purpose of drawing a corresponding illustration of the poetic device is to help them remember the term's meaning.
- Read the directions to students and remind them that they will complete the *Poetic Device Catalog* the same way in which they did in previous lessons.
- Explain to students they only need to write the definitions found in this lesson, as noted in parenthesis under the poetic device.
- Point to the definition of the poetic device already prepared on the board/chart paper and then read it aloud:

Poetic Device(s)

- **speaker**—the person, or voice, in the poem who is “talking” to the reader
- **apostrophe**—writing that addresses (speaks to) a person or thing that is not present

Note: Read the definition for the poetic devices before allowing students to complete the corresponding flash card in the *Poetic Device Catalog*.

- As you provide the definition to students, be sure to point to the definition on the board/chart paper.
- Instruct students to begin the *Poetic Device Catalog* for the introduced poetic devices; clarify any questions they may have about the activity.
 - Remind students they are only completing the flash card for this lesson's poetic devices.
 - Circulate in the room and monitor student progress.



Check for Understanding

Agree or Disagree. Orate the following statements:

- The *speaker* of the poem is the same as the poet. (*Disagree*)
- In poetry, the *apostrophe* addresses someone or something that is present. (*Disagree*)
- The voice, or person *talking*, in the poem is the speaker. (*Agree*)

Clarify the answers for students who may have selected incorrectly.

- After students have written and illustrated the definition in their *Poetic Device Catalog* direct students to the poem, “To the Snake” Activity Page 1.1.

Lesson 3: The Speaker's Address

Rewind



Primary Focus: Students will reread the poem, “To the Snake,” and with partners analyze the author’s use of *apostrophe*.

SPEAKER AND APOSTROPHE ANALYSIS (25 MIN.)

- Direct students to open their activity books to Activity Page 1.1.
- Explain to students that they will follow along in their activity book while you reread the poem, “To the Snake.”
- Follow these steps when reading the poem, “To the Snake,” aloud to students as they follow along on Activity Page 1.1:
 - Remind students that it is important to look at the poem as a whole before reading it to in order to make any observations that will make understanding a poem easier.
 - Model for students the importance of looking at highlighted or words in bold; for example, say, “I notice that each stanza has certain words in bold and a box next to it. This tells me that there is something important about it. When I look at the box next to bolded word, I notice it has a definition to help me understand what the word means.”
 - Point out that the poem also has numbers to the left of the lines (i.e., line numbers) to help the reader identify where things are more easily.
 - Reinforce the importance of reading the poem aloud in order to acquire greater understanding.
 - Explain to students that it is also important to read the poem’s title and poet’s name before reading the poem.
 - Read aloud the title of the poem (“To the Snake”), the author’s name (Denise Levertov), and then the poem.
 - Pause in between stanzas, so students can “hear” the stanza break, which they identified in Lesson 1.
 - Repeat this process twice before reading it a third time with supplied definitions of bolded words.

Activity Page 1.1



Writing Selecting Language Resources

Entering/Emerging

Provide students one-to-one support by providing examples of images or illustrations they can use to complete the vocabulary drawing of the poetic device flash card.

Transitioning/Expanding

Provide students with light support questions to facilitate the completion of the vocabulary drawing of the poetic device flash card.

Bridging

Offer students support by asking prompting questions as needed in order to complete the vocabulary drawing of the poetic device flash card.

Activity Page 3.1



Challenge

Ask students why you paused a little bit longer between stanzas.

Support

Allow students to use the example you provide.



Reading Analyzing Language Choices

Entering/Emerging

Provide students with one-on-one support by reading the questions on Activity Page 3.1 aloud and then directing students to the stanzas in the poem where they can find the necessary information to complete the chart.

Transitioning/Expanding

Provide students with light support, prompting questions such as "How does the speaker use apostrophe to tell the reader what is happening?"

Bridging

Offer students support by asking prompting questions as needed.

- Tell students that reading the poem with the supplied definitions instead of the bolded words will make it easier to understand the poem's meaning.
- Reread the poem for a third time; however, substitute each of the bolded words with their definitions for the word. For example, "Green Snake, when I hung you round my neck/and stroked your cold, **pulsing** throat" would read as "Green Snake, when I hung you round my neck/and stroked your cold, **throbbing rhythmically like a heart beating** throat."
- Explain to students that this is the process they will follow each time they read a new poem.
- Tell students they will work together to complete Activity Page 3.1.
- Place students in the prearranged small groups of three to four.
 - Be sure to assign each group member a number (one, two, or three), which will correspond to the stanza they will analyze.
- Direct students to open their activity books to Activity Page 3.1.
- Read the directions for Activity Page 3.1 aloud to students.
- Point out to students that the directions indicate they need to include corresponding line numbers in their responses.
- Explain to students including the line or lines is way of using supporting evidence for their ideas.
- Model for students how to answer a question while referring to a line number for support. For example, with question number one you might say something like, "The question asks me what the speaker is doing and on what line number. Well, in the first line, the speaker is hanging the snake around their neck; so, I am going to write, 'Hanging snake around neck' in the action column and the number one under the line number column."
- Write "Hanging snake around neck" in the action column, (line 1) in the line number column.
- Tell students that in addition, they will be looking for the poet's use of *apostrophe* in the poem.
 - Remind students that *apostrophe* is the direct address to someone or something not present.

- Tell students that in addition, they will need to indicate if the poetic device *apostrophe* is being used in their example. For example, you might say, “In the first line, the speaker begins the stanza by talking to the snake, saying, ‘Green Snake,’ and then begins to retell what they did with the snake. So in this example, *apostrophe* is being used, so I will write how it’s being used by writing the words, ‘Green Snake.’”

| | Action | Line Number(s) | Use of Apostrophe |
|------------------------|--------|----------------|-------------------|
| My example | | | |
| Group member's example | | | |
| Group member's example | | | |

- After students have copied your example, instruct them to continue working as a group to answer the remaining questions.
- Remind students that they are first looking at their assigned stanza because afterward they will share their ideas with their group members.

Note: You may choose to direct students to stop working after question 5 and then to work as a class to complete the challenge question.

- Circulate in the room and monitor student progress.
- After students have completed Activity Page 3.1, review answers for Activity Page 3.1, allowing students to correct or add to their responses.

Note: You may choose to use a document camera or transparency to project Activity Page 3.1. and then highlight students’ evidence directly on the poem as you complete Activity Page 3.1.

Challenge

Ask for student volunteers to share their response to the challenge question on Activity Page 3.1.

Support

Refer to the Activity Page 3.1 Challenge question you prepared in advance on the board/ chart paper and complete the question with students.

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 L3 |
| Activity Name | The Speaker and the Snake |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by dictating or copying relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by copying relevant words and phrases with substantial support. |
| Transitioning | Student answers text-dependent wh- questions and cites evidence with moderate support. |
| Expanding | Student answers open-ended questions about the text and cites evidence with moderate support. |
| Bridging | Student answers open-ended questions about the text and cites evidence with minimal support. |

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

## “To the Snake”

**pulsing, *adj.*** throbbing rhythmically, like a heart beating

**glinting, *adj.*** sparkling or shining

**desiring, *v.*** a strong wanting or wishing for something

**wake, *n.*** a trail of disturbed water or air left by the passage of a ship or aircraft

**haunted, *adj.*** extremely scared or frightened

Green Snake, when I hung you round my neck  
and stroked your cold, pulsing throat  
as you hissed to me, glinting  
arrowy gold scales, and I felt  
the weight of you on my shoulders,  
and the whispering silver of your dryness  
sounded close at my ears—

Green Snake—I swore to my companions that certainly  
you were harmless! But truly

I had no certainty, and no hope, only desiring  
to hold you, for that joy,

which left

a long wake of pleasure, as the leaves moved  
and you faded into the pattern

of grass and shadows, and I returned  
smiling and haunted, to a dark morning.

## 4

# Authoring an *Apostrophe*

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

Students will work in small groups to brainstorm ideas for an apostrophe poem.

**Writing**

Students will work in small groups to draft an apostrophe poem.

**FORMATIVE ASSESSMENT**

Speaking

**Apostrophe Brainstorm** [Activity Page 4.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Apostrophe Creation** [Activity Page 4.2]

## LESSON AT A GLANCE

|                              | Time    | Materials                                                                                |
|------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Write About It</b>        |         |                                                                                          |
| <i>Apostrophe</i> Brainstorm | 15 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Board/chart paper |
| <i>Apostrophe</i> Creation   | 15 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 4.2 |

## ADVANCE PREPARATION

### Write About It

- Display the following list of 12 animals on the board/chart paper:
  - Dog
  - Cat
  - Bird
  - Fish
  - Rabbit
  - Horse
  - Bear
  - Lion
  - Shark
  - Tiger
  - Giraffe
  - Panda Bear

**Note:** You may select alternate animals that are better suited to students' experiences.



- Prearrange student groups of three to four students of varying aptitudes for group activities on Activity Pages 4.1 and 4.2.
  - The same group of students will work together to complete both activity pages.
- (Optional) Copy the Activity Page 4.2 drafting template on chart paper (one per each established group) and set up writing stations for students to complete the activity.

Start Lesson

## Lesson 4: Authoring an *Apostrophe*

# Write About It



**Primary Focus:** Students will work in small groups to brainstorm ideas for an *apostrophe* poem.

### APOSTROPHE BRAINSTORM (15 MIN.)

- Ask students the following questions to activate their prior knowledge:
  - What poetic device addresses someone or something that is not present?
  - How do these poems usually begin?
  - What other clues tell you that the speaker is talking to someone or something that is not present in the poem?
- Clarify any incorrect responses and any questions students may have.
- Tell students that today they are going to be working with partners to apply what they've learned so far about poetry to write an *apostrophe* poem.
- Place students in prearranged student groups.
- Explain to students that they will work together to write an *apostrophe* poem to an animal.
- Direct students to the list of animals on the board/chart paper.
- Tell students that they may choose from the list of animals on the board/chart paper.
  - Explain to students these animals are merely suggestions, so if there is a different animal the group would like to write about, they may choose an alternative.

### Support

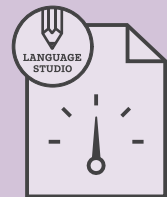
When introducing this writing task, some students may feel overwhelmed. It is a good idea to emphasize the fun and creativity associated with this assignment.

- Explain to students that before they begin writing their poem, they will need to brainstorm important details that will help to make the writing process easier.
- Ask students what experience with brainstorming they have and for what types of writing.
  - Responses may vary depending on students' experiences with writing. Acknowledge students who have written paragraphs, essays, poems, and so on., and explain to them that as with the other writing processes, they will brainstorm ideas together before writing a group poem.
- Ask students why brainstorming collectively is helpful.
  - Be sure to address the fact that sharing ideas helps students learn from one another.
- Direct students to Activity Page 4.1 and read the directions aloud to students.
- Ask students to recall who is talking in the poem, "To the Snake."
- Tell students that just like in the poem, "To the Snake," they will need to include a speaker of their poem, which they will decide who the speaker will be.
- Direct students to the beginning of Activity Page 4.1, the Who's Speaking? section.
- Read the questions (1–7) under the Who's Speaking? heading aloud.
- Clarify any questions students may have before releasing them to answer these questions.
- Tell students that students will need to take turns sharing ideas during the group discussion, and explain to them that each group member must contribute to answering the questions.
- Tell students that they will each be completing their activity page while also contributing to group work.
  - Ask students why it is important that each group member write down the ideas in their own activity books.
- Tell students to complete only questions 1–7 on Activity Page 4.1.
- When students have answered the questions, ask for students to volunteer their ideas (if time permits).
- Direct students attention to the second half of Activity Page 4.1, the *What is Being Addressed?* section.
- Read aloud the questions (8–11) under the heading *What is Being Addressed?*.

### Challenge

Ask students to identify the stages of the writing process.

### Activity Page 4.1





## Writing

### Entering/Emerging

Provide students with one-on-one support by reading the questions aloud and asking *wh*- questions such as "What about the animal do you like best?" "Least?" and "What type of person (the speaker) will tell the experience with this animal?"

### Transitioning/Expanding

Provide students with light support, prompting questions such as "What type of animal do you like best?" "Least?" and "What kind of person will tell the story?"

### Bridging

Offer students support by asking prompting questions as needed.



## Check for Understanding

**Thumbs-Up, Thumbs-Down:** Orate the following statements and ask students to give a thumbs-up if they agree or a thumbs-down if they disagree:

- Only one group member must complete Activity Page 4.1.
  - » thumbs-down
- Brainstorming ideas together helps create more ideas.
  - » thumbs-up
- Each group member will contribute to the brainstorming process
  - » thumbs-up

Clarify any questions students may have before releasing them to answer these questions.

**Note:** Remind students that they still need to take turns sharing ideas during the group discussion and that each group member must contribute to answering the questions.

- Tell students to complete questions 8–11 on Activity Page 4.1.
- If time permits, ask for student volunteers to share their group's ideas once they have answered the questions.
- Explain to students that they will use this brainstorming to write a draft of their group poem on Activity Page 4.2.

## Lesson 4: Authoring an Apostrophe

# Write About It



**Primary Focus:** Students will work in small groups to draft an *apostrophe* poem.

### APOSTROPHE CREATION (15 MIN.)

- Tell students now that they have completed the brainstorming process, together they will begin drafting an *apostrophe* poem.
- Ask students why it is important to write a draft first.
  - Emphasize to students that when drafting, it is normal to make mistakes, which they can fix later during the revision process of writing.
- Direct students to Activity Page 4.2 and read the directions aloud.
- Explain to students they will be using their brainstorms from Activity Page 4.1 to complete the drafting template.
- Model for students how to incorporate information from Activity Page 4.1 to Activity Page 4.2.
  - For example, you may say something like, “I notice that on Activity Page 4.2, the beginning of Stanza 1 reads, ‘To \_\_\_\_\_,’ and underneath it, ‘Insert Animal.’ If I look at my brainstorm on Activity Page 4.1, I see that question 8, under the column ‘What is Being Addressed?’ reads, ‘Animal,’ which refers to what animal is being addressed. This tells me, that I should write the animal type we chose on the line next to ‘To’ on Activity Page 4.2.”
- Remind students that each group member will complete their own activity page, but each student is expected to contribute to writing an *apostrophe* poem.
- Explain to students that each group member will take turns creating a line in the poem, and each group member also will write on their individual activity pages.
  - Explain to students that for example, if Student 1 begins the poem, Student 2 and Student 3 will write what Student 1 writes; after, Student 2 will write the next line of the poem, and Student 1 and Student 3 will write what Student 2 writes in their activity books.

## Activity Page 4.2



### Support

Explain to students that a draft is one of the stages of the writing process, which allows writers to put their brainstorming ideas together to form a more complete piece of writing.

### Support

Explain to students a template is a model of how to write something—in this case a poem.

### Support

It may be helpful to assign each student a number to clarify the order students will follow when completing the drafting template.



## Writing

### Entering/Emerging

Provide students with one-on-one support by reading the template prompts aloud and guiding them through the brainstorm process and transferring of ideas onto Activity Page 4.2.

### Transitioning/Expanding

Provide students with light support with prompting questions such as “What information do you need to transfer from the brainstorm to Activity Page 4.2?”

### Bridging

Offer students support by asking prompting questions as needed in order to complete Activity Page 4.2.

## Support

Tell students they can refer to the poem, “To the Snake” on Activity Page 1.1 as they write.



## Check for Understanding

**Thumbs-Up, Thumbs-Down:** Orate the following statements and ask students to give a thumbs-up if they agree, a thumbs-down if they disagree:

- Only one group member will write down what a group member shares on Activity Page 4.2.
  - » thumbs-down
- The drafting process is a way to put the brainstorming ideas together.
  - » thumbs-up
- Each group member will take turns creating a line of the poem.
  - » thumbs-up

Clarify any questions students may have before releasing them to answer these questions.

- Clarify any questions students may have before releasing them to complete Activity Page 4.2.

**Note:** If you set up writing stations, direct students to complete the drafting template on the chart paper instead of in their activity book.

- Remind students to use their brainstorm from Activity Page 4.1 to complete the drafting template.
- Congratulate students on writing their first poem; if time permits, ask for student volunteers to share their group’s *apostrophe* draft.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Brainstorm and share ideas for an apostrophe poem about an animal
- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information
- Draft an apostrophe poem in collaboration with peers

### Language Forms and Functions

I think the speaker should be \_\_\_\_\_ because...

I think the speaker/animal feels...

Some words we can use to describe \_\_\_\_\_ are...

I agree/disagree because...

### Vocabulary

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

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

## 5

# Discovering Rhyme

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

Students will define the poetic devices free verse and rhyme.

**Reading**

Students will evaluate the use of rhyme and identify its effect on the poem "Snow Dust."

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Finding Rhyme** [Activity Page 5.2]

## LESSON AT A GLANCE

|                                                | Time    | Materials                                                                                                                                                                                        |
|------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                     |         |                                                                                                                                                                                                  |
| <i>Poetic Device Catalog—Free Verse, Rhyme</i> | 15 min. | <input type="checkbox"/> Activity Page 1.1.<br><input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> <i>Poetic Device Catalog</i><br><input type="checkbox"/> Board/chart paper |
| <b>On Stage</b>                                |         |                                                                                                                                                                                                  |
| Finding the Rhyme                              | 15 min. | <input type="checkbox"/> Activity Page 5.2<br><input type="checkbox"/> Markers/Highlighters<br><input type="checkbox"/> Scratch paper                                                            |

## ADVANCE PREPARATION

### Vocabulary Building

- Read Robert Frost’s poem “Snow Dust.”
- Display the definition of the following poetic device on the board/chart paper; however, it is important not to reveal the definition all at once to students, as they will be copying them into the *Poetic Device Catalog* in the back of their activity books.

### Poetic Device(s)

- **free verse**—a poem that does not rhyme or have a rhyme scheme
- **rhyme**—words that end in the same sound or sounds
- Write the poem “Snow Dust” on the board/chart paper.

### On Stage

- Write the Check for Understanding Exit Slip question on the board/chart paper:
  - What is the difference between *free verse* and *rhyming* poems?

**Note:** Students will need to write their responses on scratch paper not in their activity books.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Compare and contrast the characteristics of two poems
- Define *free verse* and *rhyme*
- Identify rhyming pairs and discuss their effect on the poem “Snow Dust”

### Language Forms and Functions

A word that rhymes with \_\_\_\_\_ is \_\_\_\_\_.

I prefer free verse/rhyming poems because...

Free verse and rhyming poems are different because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| hemlock tree<br>free verse      | rued                             | rhyme                           |

## Lesson 5: Discovering Rhyme

## Vocabulary Building



**Primary Focus:** Students will define the poetic devices *free verse* and *rhyme*.

**POETIC DEVICE CATALOG—FREE VERSE, RHYME (15 MIN.)**

- Congratulate students again on having completed writing their first poem in the previous lesson.
- Tell students that in this lesson they will begin reading a different poem, “Snow Dust,” by Robert Frost.
  - Explain to students that they will notice differences between the structure of these two poems
- Direct students’ attention to the poem “Snow Dust” written on the board/chart paper.
- Read the poem aloud to students, emphasizing the rhymes.
- Direct students to open their activity books to Activity Page 5.1.
- Tell students to scan the poem for a few seconds to make initial observations about the poem.
- Ask students to share their observations.
- Explain to students that they may have noticed some differences between this poem and the poem, “To the Snake.”
- Direct students to look back to Activity Page 1.1 and ask them to quickly scan the poem for any notable differences.
- Ask for students to volunteer their observations.

| “To the Snake” | “Snow Dust” |
|----------------|-------------|
|                |             |
|                |             |
|                |             |
|                |             |
|                |             |
|                |             |
|                |             |
|                |             |
|                |             |

## Activity Page 5.1



## Support

Remind students what it means to *scan* a poem. You may also direct them to the *Poetic Device Catalog* to refresh their memory of the term’s meaning.

## Challenge

Ask students to make a compare and contrast observation between “Snow Dust” and “To the Snake” without using Activity Page 1.1. For example, what differences do you notice between “Snow Dust” and “To the Snake”?

## Support

After reading the rhyming pairs aloud, have students participate in a choral pronunciation of the rhyming words.

## Support

It may be helpful to review the layout and purpose for each flash card category:

- **Picture**—Students' drawings that will be helpful in recalling the definition of the poetic device
- **Poetic Device**—The poetic device studied in the lesson
- **Definition**—The definition of the poetic device

Point to the parenthesis that indicates the lesson number under the poetic device.

When introducing the term, say the word aloud so students can hear the correct pronunciation; after, engage the students in a choral pronunciation of the term at least two or three times.

- Make a T-chart on the board/chart paper to note their observations.
- Explain to students that one noticeable difference between these two poems is that “To the Snake” does not use rhyming and “Snow Dust” does.
- Ask students if they have ever heard the terms *free verse* and *rhyme*.
  - Ask for students to share what they know; for example, where have they heard these terms being used.
- Explain that when a poem is written in *free verse*, the poem is free from following a rhyming structure, so the poet writes in a looser or freer structure.
- Direct students' attention to the poetic devices listed on the board/chart paper, and read aloud the definition of *free verse*.
- Now explain to students that a poem that includes *rhyme* in the stanzas follows a set rhyming structure.
  - Tell students that rhyming can be found in nursery rhymes, songs, and poems.
- Point to the board/chart paper where the poetic devices are listed and read aloud the definition of *rhyme*.
- **Turn and Talk:** Ask students if they can think of words that rhyme and direct them to turn to a partner and share their examples.
  - After students have had a few moments to talk, ask for student volunteers to share some rhyming pairs.
  - Write these rhyming pairs on the board/chart paper and read them aloud so students can hear the similarities in the sounds of those words.
  - Clarify any questions students may have and any incorrect rhyming pairs.
- Direct students to open their *Poetic Device Catalog* and find the poetic devices for this lesson.
- Remind students that the *Poetic Device Catalog* will serve as a way to keep track of the poetic devices they are studying.

**Note:** The pages are designed so they can be used as flash cards for later study should students need it.



## Writing Selecting Language Resources

### Entering/Emerging

Provide students one-to-one support by providing examples of images or illustrations they can use to complete the vocabulary drawing of the poetic device flash card.

### Transitioning/Expanding

Provide students with light support questions to facilitate the completion of the vocabulary drawing of the poetic device flash card.

### Bridging

Offer students support by asking prompting questions as needed in order to complete the vocabulary drawing of the poetic device flash card.

- Remind students that the purpose of drawing a corresponding illustration of the poetic device is to help them remember the term's meaning.
- Read the directions to students and remind them that they will complete the *Poetic Device Catalog* the same way in which they did in previous lessons.
- Explain to students that they only need to write the definitions found in this lesson, as noted in parenthesis under the poetic device.
- Point to the definition of the poetic device already prepared on the board/chart paper and then read it aloud.

### Poetic Device(s)

- **free verse**—a poem that does not rhyme or have a rhyme scheme
- **rhyme**—words that end in the same sound or sounds

**Note:** Read the definition for the poetic devices before allowing students to complete the corresponding flash card in the *Poetic Device Catalog*.

- As you provide the definition to students, be sure to point to the definition on the board/chart paper.
- Instruct students to begin the *Poetic Device Catalog* for the introduced poetic devices; clarify any questions they may have about the activity.
  - Remind students they are only completing the flashcard for this lesson's poetic devices.
  - Circulate in the room and monitor students' progress.

## Lesson 5: Discovering Rhyme

# On Stage



**Primary Focus:** Students will evaluate the use of rhyme and identify its effect on the poem "Snow Dust."

### FINDING THE RHYME (15 MIN.)

- Tell students it is now time for them to get up and find the rhyme!
- Distribute markers or highlighters to various students.
  - Make sure there are two sets of colors, one for each rhyming pair (e.g., yellow for lines 1 and 3; blue for lines 2 and 4).
- Note:** Depending on the size of your class, you may want to partner students to work together.
- Highlight the first end rhyme of the poem, *crow*.
- Ask for a student volunteer to come to the board/chart paper to find the rhyming match to the word you highlighted in the poem.
  - Tell students that in order for them to come to the board/chart paper, they must have the same color marker to make a rhyming match.
  - Next, highlight the second end rhyme of the poem, *me*.
  - Follow the same steps as before to have a student volunteer find the matching rhyme.
  - Repeat this process throughout the poem, until the entire poem's rhyming pairs are highlighted.
- Direct students to Activity Page 5.2.
- Direct students to identify the rhyming pairs on their activity pages the way they did on the board/chart paper.

**Note:** If students do not have different color highlighters, direct them to make corresponding shapes around the rhyming pairs. For example, they can draw a rectangle around the words *crow* and *snow* to indicate a rhyming pair.

### Activity Page 5.2



- Explain to students that it's not only important to be able to identify the rhyming pattern in a poem, but also to understand how rhyme affects a poem's sound.
  - Tell students that one way to do this is to create sounds such as snapping and clapping.
- Tell students that they will do this by making a different sound for each rhyme presented in the poem "Snow Dust."
- Tell students that for the first and third lines of the stanza they will *snap*, for the second and fourth lines they will *clap*.
- Model for students how they will do this by reading the poem aloud and snapping or clapping when appropriate.
- After modeling for students, redirect students' attention to the poem on the board/chart paper, and tell students to follow along and make the snapping and clapping sounds where appropriate.
- Ask students to repeat this process two or three times before redirecting them to Activity Page 5.2.
- Have students write the words *snap* and *clap* next to the appropriate line of the poem.
- Ask students what effect they think the rhyming has on the poem.
- Remind students they have now read two different poems—*free verse* and *rhyming*.
- Ask students which they prefer and why?
- Draw students' attention to the board/chart paper to the exit slip question you prepared before the start of the lesson.



### Check for Understanding

**Exit Slip:** What is the difference between *free verse* and *rhyming* poems?

- Tell students to write their response to this question on a scratch piece of paper.
- Collect student responses and review after the lesson.

### Support

Write the words *snap* and *clap* next to the appropriate lines of the poem, which is written on the board/chart paper (e.g., write *snap* next to the word *crow* and *clap* next to the word *me*).



### Reading Evaluating Language Choices

#### Entering/Emerging

Provide students with support by allowing them to review their flash cards before answering the exit slip question.

#### Transitioning/Expanding

Provide students with light support by asking supporting questions such as "What is one thing you remember about free verse poems? Rhyming poems?"

#### Bridging

Offer students support with prompting questions as needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                      |
| Unit/Lesson        | U3 L5                                                                                                        |
| Activity Name      | Finding Rhyme                                                                                                |
| Proficiency Levels |                                                                                                              |
| Entering           | Student highlights rhyming patterns in response to yes/no and/or wh- questions with 1:1 support.             |
| Emerging           | Student highlights rhyming patterns and writes rhyming sounds with substantial support.                      |
| Transitioning      | Student highlights rhyming patterns and writes rhyming sounds with moderate support.                         |
| Expanding          | Student highlights rhyming patterns, writes rhyming sounds, and explains their effect with moderate support. |
| Bridging           | Student highlights rhyming patterns, writes rhyming sounds, and explains their effect with minimal support.  |

~~~~~  
End Lesson

“To the Snake”

pulsing, *adj.* throbbing rhythmically, like a heart beating

glinting, *adj.* sparkling or shining

desiring, *v.* a strong wanting or wishing for something

wake, *n.* a trail of disturbed water or air left by the passage of a ship or aircraft

haunted, *adj.* extremely scared or frightened

Green Snake, when I hung you round my neck
and stroked your cold, pulsing throat
as you hissed to me, glinting
arrowy gold scales, and I felt
the weight of you on my shoulders,
and the whispering silver of your dryness
sounded close at my ears—

Green Snake—I swore to my companions that certainly
you were harmless! But truly

I had no certainty, and no hope, only desiring
to hold you, for that joy,

which left

a long wake of pleasure, as the leaves moved
and you faded into the pattern
of grass and shadows, and I returned
smiling and haunted, to a dark morning.

6

Identifying Rhyme Scheme

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will define the poetic devices *rhyme scheme* and *rhythm*.

Reading

Students will identify the rhyme scheme in the poem “Snow Dust.”

LANGUAGE PROFICIENCY ASSESSMENT

Reading

When Rhyme is Rhythm... [Activity Page 6.1]

LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
<i>Poetic Device Catalog—Rhyme Scheme, Rhythm</i>	10 min.	<input type="checkbox"/> <i>Poetic Device Catalog</i>
Building Background		
When Rhyme is Rhythm . . .	20 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 5.2

ADVANCE PREPARATION

Vocabulary Building

- Write the definition of the following poetic device on the board/chart paper; however, it is important not to reveal the definition all at once to students, as they will be copying them into the *Poetic Devices Catalog* in the back of their Activity Books:

Poetic Devices

- **rhyme scheme**—the pattern of repeated rhyming words in a poem
- **rhythm**—a repeated sound or movement that forms a beat

Building Background

- Reread Robert Frost's poem "Snow Dust."
- Write the poem "Snow Dust" on the board/chart paper.
 - Be sure to color code the end rhymes as shown below:

"Snow Dust"

Robert Frost

1 The way a **crow**
Shook down on **me**
The dust of **snow**
From a hemlock **tree**

5 Has given my **heart**

A change of **mood**

And saved some **part**

Of a day I had **rued**.

Note: When color coding, you may use different color markers or chalk for the board and different color highlighters for chart paper. Alternatively, you may write the end rhymes in different colors rather than highlighting. Alternatively, you may refer to the highlighted version from the previous lesson.

Note: During the Check for Understanding, students will need to determine if certain orated statements are True or False. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create True/False index cards to hold up after you orate the statements.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Define and discuss *rhyme scheme* and *rhythm*
- Identify the rhyme scheme of the poem “Snow Dust”

Language Forms and Functions

The difference between free verse and rhyming poems is...

The words _____ and _____ sound alike.

The stanza begins with the letter _____ because...

Vocabulary

Tier 3 Domain-Specific Words

rhyme scheme
hemlock tree

Tier 2 General Academic Words

rhythm
rued

Tier 1 Everyday Speech Words

Lesson 6: Identifying Rhyme Scheme

Vocabulary Building



Primary Focus: Students will define the poetic devices rhyme scheme and rhythm.

POETIC DEVICE CATALOG—RHYME SCHEME, RHYTHM (10 MIN.)

- Review with students the difference between free verse and rhyming poems.
 - Ask for student volunteers to share what they remember about the differences between these two poem structures.
- Note:** Depending on the results from the previous lesson's Exit Slip, some more clarification may be needed to ensure comprehension.
- Tell students that in this lesson they will begin rereading "Snow Dust" by Robert Frost.
 - Explain to students that they will be looking more closely at the rhyming pattern in the poem "Snow Dust."
- Direct students' attention to the poem "Snow Dust" written on the board/chart paper.
- Read the poem aloud again to students and still emphasize the rhymes.
- **Turn and Talk:** Ask students to turn to a partner to share their observations about the rhyming pattern in the poem.
- Ask students to remind you why the first and third lines of the stanza have the same color, the second and fourth lines of the stanza have the same color.
- Explain to students that every other line of the poem is highlighted not only to show the rhyming pairs, but to find what is called the *rhyme scheme*.
 - Redirect students' attention to the poetic devices listed on the board/chart paper, and read aloud the definition of *rhyme scheme*.
- Tell students that when *rhyme/rhyme scheme* is used in poetry, a *rhythm*, or beat, is created, just like in music.
 - Redirect students' attention to the poetic devices listed on the board/chart paper, and read aloud the definition of *rhythm*.
 - Ask students if they noticed this occurring in the previous lesson when they were snapping and clapping to the rhyming words.

Support

It may be helpful to review the layout and purpose for each flash card category:

- **Picture**—students' drawings that will be helpful in recalling the definition of the poetic device
- **Poetic Device**—the poetic device studied in the lesson
- **Definition**—the definition of the poetic device

Point to the parenthesis that indicates the lesson number under the poetic device.

When introducing the term, say the word aloud, so students can hear the correct pronunciation; afterward, engage the students in a choral pronunciation of the term at least two or three times.

Challenge

Ask students why poets might want to create *rhythm* in the poem.



Writing
Selecting
Language Resources

Entering/Emerging

Provide students one-to-one support by providing examples of images or illustrations they can use to complete the vocabulary drawing of the poetic device flash card.

Transitioning/Expanding

Provide students with light support questions to facilitate the completion of the vocabulary drawing of the poetic device flash card.

Bridging

Offer students support by asking prompting questions as needed in order to complete the vocabulary drawing of the poetic device flash card.

- Direct students to open their *Poetic Device Catalog* and find the poetic devices for this lesson.
- Remind students that the *Poetic Device Catalog* will serve as a way to keep track of the poetic devices they are studying.

Note: The pages are designed so they can be used as flashcards for later study should students need it.

- Remind students the purpose of drawing a corresponding illustration of the poetic device is to help them remember the term's meaning.
- Read the directions to students and remind them that they will complete the *Poetic Device Catalog* the same way in which they did in previous lessons.
- Explain to students they only need to write the definitions found in this lesson, as noted in parenthesis under the poetic device.
- Point to the definition of the poetic device already prepared on the board/chart paper and then read it aloud:

Poetic Devices

- **rhyme scheme**—the pattern of repeated rhyming words in a poem
- **rhythm**—a repeated sound or movement that forms a beat

Note: Read the definition for the poetic devices before allowing students to complete the corresponding flash card in the *Poetic Device Catalog*.

- As you provide the definition to students, be sure to point to the definition on the board/chart paper.
- Instruct students to begin the *Poetic Device Catalog* for the introduced poetic devices; clarify any questions they may have about the activity.
 - Remind students they are only completing the flash cards for this lesson's poetic devices.
 - Circulate in the room and monitor students' progress.

Lesson 6: Identifying Rhyme Scheme

Building Background



Primary Focus: Students will identify the rhyme scheme in the poem “Snow Dust.”

WHEN RHYME IS RHYTHM . . . (20 MIN.)

- Direct students to open their activity books to Activity Page 6.1.
- Tell them they will notice that the activity page is similar to what is written on the board/chart paper; however, they should notice a blank line at the end of each line.
- Explain to students that they are going to begin to identify the *rhyme scheme* for this poem and on the blank line indicate the appropriate *rhyme scheme* letter.
 - Briefly remind students that *rhyme scheme* is the rhyming pattern of the poem.
- Redirect students’ attention to the poem on the board/chart paper.
- Explain to students that when readers scan a poem to identify the rhyme scheme, they begin by labeling the first line with the letter *A* and then choose the next letter in the alphabet for the next line (e.g., *B*) until finishing labeling the poem using the correct letters from the alphabet.
 - Explain to students that when a word at the end of the line doesn’t rhyme with the previous word at the end of that line, they move on to the next letter in the alphabet.
- Write the letter *A* on the board/chart paper at the end of the first line of the poem next to the word *crow*.
- Redirect students’ attention to Activity Page 6.1 and point out that the first line has already been done for them.

Note: Students will notice that the third line is also marked *A*. Tell students you will explain why it is marked this way while you complete the *rhyme scheme* for the first stanza, together.

Activity Page 6.1



Support

Review the letters of the alphabet for students who do not recall them.

Challenge

Ask students what they think the second line will be marked?



Reading Understanding Text Structure

Entering/Emerging

Provide students with one-on-one support by writing the letters A–D and prompting questions such as “Do the words *crow* and *snow* have the same sound?”

Transitioning/Expanding

Provide students with light support, prompting questions such as “Which words sound alike in the stanza?”

Bridging

Offer students support by prompting questions as needed to complete the activity page.

Challenge

Ask students why the second stanza begins with the letter C instead of the letter A.

- Tell students that it is always easier to work line by line when trying to find the rhyming pairs.
- Redirect students to line two of the first stanza.
 - If the challenge question was not posed, or students guessed incorrectly, prompt them to guess what the next letter in the rhyming pattern will be.
 - After students have given a response, clarify any questions they may have and then model how to find the rhyming words: for example, you may say something like, “Line 1 ends with the word *crow* and line two ends with the word *me*. Hmm . . . *crow* and *me* don’t sound alike which means they don’t rhyme, so I am going to write the letter *B* next to the word *me* to show that it doesn’t rhyme with the first line.”
 - Write the letter *B* on the second line next to the word *me*.
 - Direct students to write the letter *B* on the blank line of the first stanza on Activity Page 6.1.
 - Use the same type of prompting questions and modeling for lines three and four; afterward, write the letter *A* on the third line next to the word *snow*, the letter *B* on the fourth line next to the word *tree*.
 - Direct students to write the same letters on the appropriate blank lines in the first stanza of the poem on Activity Page 6.1.
 - Circulate in the room as students transfer the material from the board/chart paper to their activity books.
- Direct students’ attention to the second stanza.
- Point out that the second stanza begins a new rhyming pattern, which is noted by the letter *C* next to the word *heart*.
- Have student pairs complete the rhyme scheme for Stanza 2.
- After students have completed identifying the rhyme scheme for Stanza 2, ask for student volunteers to come to the board/chart paper and fill in the missing labels for the second stanza.
- Clarify any questions the students may have and correct any incorrect labeling that may have occurred.
 - Direct students to make corrections necessary to their Activity Page 6.1.



Check for Understanding

True/False: Determine if the following statements are true or false:

- Words that rhyme do not have the same sound.
 - » False
- Rhyme Scheme is the pattern of rhyming words in a poem.
 - » True
- Rhyming helps create rhythm (or beat) in a poem.
 - » True

Clarify the answers for students who may have selected incorrectly.

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 L6
Activity Name	When Rhyme is Rhythm...
Proficiency Levels	
Entering	Student completes the rhyme scheme pattern by responding to yes/no and/or wh- questions with 1:1 support.
Emerging	Student completes the rhyme scheme pattern by responding to wh- questions with substantial support.
Transitioning	Student completes the rhyme scheme pattern with moderate support.
Expanding	Student completes the rhyme scheme pattern and justifies their reasoning with minimal support.
Bridging	Student completes the rhyme scheme pattern and justifies their reasoning independently.

End Lesson

7

Reflection Time

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will write a personal reflection similar to the speaker's after rereading Robert Frost's poem "Snow Dust."

Writing

Students will use their personal reflection to write an original rhyme poem.

FORMATIVE ASSESSMENT

Reading

A Change of Heart... [Activity Page 7.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

My Original Rhyme [Activity Page 7.2]

LESSON AT A GLANCE

	Time	Materials
Rewind		
"Snow Dust" and Reflection	15 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> board/chart paper
Write About It		
Drafting a Rhyme Poem	15 min.	<input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Rewind

- Reread "Snow Dust."
- Students will participate in a Turn and Talk activity to break apart the poem's meaning. Write the following questions on the board/chart paper to facilitate this activity.

Stanza 1

- What is the crow doing in this stanza?
- Where do you think the speaker is?
- What happens to the speaker as a result of the crow's actions?

Stanza 2

- How has the crow's actions changed the speaker's mood?
- What do you think their mood was before this event happened?
- How did the event help save the speaker's day?
- Write the following sentence frames on the board/chart paper for the Turn and Talk activity:
 - In the first stanza, the crow is _____, and the speaker is _____. In the second stanza, the speaker feels _____.
 - In the first stanza, line _____ shows the crow doing _____; as a result in the second stanza, the speaker feels _____.
 - It is clear that in the second stanza, the speaker's mood changes from _____ to _____ because in the first stanza, the crow _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Infer the speaker's mood in "Snow Dust" and provide supporting evidence
- Reflect on an emotional experience and write about a change in feeling
- Draft and share an original poem that follows an ABAB rhyme scheme

Language Forms and Functions

In the first stanza, the crow is _____, and the speaker is _____.

In the first stanza, line _____ shows the crow doing _____; as a result in the second stanza, the speaker feels _____.

In the second stanza, the speaker's mood changes from _____ to _____ because in the first stanza, the crow _____.

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
mood hemlock tree	rued	change of heart

Lesson 7: Reflection Time

Rewind



Primary Focus: Students will write a personal reflection similar to the speaker's after rereading Robert Frost's poem "Snow Dust."

SNOW DUST AND REFLECTION (15 MIN.)

- Ask students the following questions to review content from the previous lesson and Check for Understanding:
 - What is the difference between a *free verse* poem and a *rhyming* poem?
 - How does *rhyme* create a *rhythm*?
- Tell students that today they will be rereading the poem "Snow Dust," but this time they will be looking closely at the speaker's experiences in the poem.
- Direct students to open their activity books to Activity Page 5.1.
- Explain to students that they will follow along in their activity books while you reread the poem "Snow Dust."

Activity Page 5.1



"Snow Dust"

Robert Frost

1 The way a crow
 Shook down on me
 The dust of snow
 From a **hemlock tree**

5 Has given my heart
 A change of mood
 And saved some part
 Of a day I had **rued**.

Challenge

Ask students if they recall the steps of reading a poem aloud.

- Follow these steps when rereading the poem “Snow Dust” aloud to students as they follow along on Activity Page 5.1:
 - Remind students that it is important to look at the poem as a whole before reading it to in order to make any observations that will make understanding a poem easier.
 - Again, model for students the importance of looking at highlighted or words in bold; for example, say, “I notice that each stanza has certain words in bold and a box next to it. This tells me that there is something important about it. When I look at the box next to a bolded word, I notice it has a definition to help me understand what the word means.”
 - Remind students that the poem also has numbers to the left of the lines (i.e., line numbers) to help the reader identify where things are more easily.
 - Reinforce the importance of reading the poem aloud to acquire a greater understanding of the poem.
 - Explain to students that it is also important to read the poem’s title and poet’s name before reading the poem.
 - Read aloud the title of the poem (“Snow Dust”), the author’s name (Robert Frost), and then the poem.
 - Emphasize the rhyming in the poem, so students can hear the rhythm and pause in between stanzas, so students can “hear” the *stanza break*, which they identified in Lesson 1.
- Explain to students that although this poem is short and simple, it holds a lot of meaning.
 - Repeat this process twice before reading it a third time with supplied definitions of bolded words.
 - Remind students that reading the poem with the supplied definitions instead of the bolded words will make it easier to understand the poem’s meaning.
 - Reread the poem for a third time; however, substitute each of the bolded words with their definitions for the word.
- **Turn and Talk.** Ask students to turn to a partner to discuss the first stanza of the poem. Direct their attention to the reading questions on the board/chart paper you prepared in advance:

Stanza 1

- What is the crow doing in this stanza?
- Where do you think the speaker is?
- What happens to the speaker as a result of the crow's actions?
- Ask for students to volunteer their observations.
- Clarify any questions or misunderstandings students may have.
 - It is important that they understand that in the first stanza the speaker is somewhere in the woods, perhaps sitting under the hemlock tree or walking by, when a crow suddenly moves on the tree branch, which suddenly drops snow on the speaker.
- **Turn and Talk.** Redirect students to turn to their partner to discuss the second stanza of the poem. Direct their attention to the reading questions on the board/chart paper you prepared in advance:

Stanza 2

- How has the crow's actions changed the speaker's mood?
- What do you think their mood was before this event happened?
- How did the event help save the speaker's day?
- Ask for students to volunteer their observations.
- Clarify any questions or misunderstandings students may have.
 - It is important that they understand that as a result of the crow's actions (making snow fall on the speaker), it changed how the speaker's heart was feeling, which was presumably sad. Additionally, it stopped the speaker from experiencing a continuing sorrowful and regretful day.
- Explain to students that often simple unexpected events can change a bad mood (or broken heart) to a good mood (and a healed heart).
- Tell students they will now think back to a time where they experienced a similar change of heart like the speaker.
- Direct students' attention to Activity Page 7.1.
- Read the directions aloud before releasing students to answer the questions independently.
- Answer any questions students may have, and then direct students to begin answering the questions on Activity Page 7.1.
- Circulate in the room while students work independently.

Support

Have students write their notes on the poem (to the right of the stanza) on Activity Page 5.1 of their activity books.

Support

Again, have students write their notes on the poem (to the right of the stanza) on Activity Page 5.1 of their activity books.



Reading
Reading/Viewing Closely

Entering/Emerging

Provide students with the pre-prepared sentence frame: "In the first stanza, the crow is . . . and the speaker is . . ."

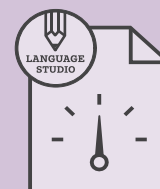
Transitioning/Expanding

Provide students with the pre-prepared sentence frame: In the first stanza, line _____ shows the crow . . .

Bridging

Provide students with the pre-prepared sentence frame: It is clear that in the second stanza . . .

Activity Page 7.1



Lesson 7: Reflection Time

Write About It



Activity Page 7.2



Writing

Entering/Emerging

Provide students with one-on-one support by prompting questions such as “What happened to cause your heart to change moods?” Allow students to use portions of Frost’s poem to help create the rhyme scheme.

Transitioning/Expanding

Provide students with light support, prompting questions such as “Which rhyming words do you want to include in the poem?”

Bridging

Offer students support by prompting questions as need to complete the activity page.

Primary Focus: Students will use their personal reflection to write an original rhyme poem.

DRAFTING A RHYME POEM (15 MIN.)

- Tell students they will now take their personal reflections and write a rhyming poem about a time they had a change of heart.
- Ask students the following questions to review content from the previous lesson and Check for Understanding:
 - What is *rhyme scheme*?
 - What is the rhyme scheme pattern for the poem “Snow Dust”?
- Tell students their poem will follow an ABAB *rhyme scheme*, just like Robert Frost’s poem.
- Direct students’ attention to Activity Page 7.2.
- Read directions aloud to students and clarify any questions they may have before releasing them to write their poem independently.
- If time permits, ask for student volunteers to read their poem to a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U3 L7
Activity Name	My Original Rhyme
Proficiency Levels	
Entering	Student dictates and/or writes pairs of rhyming words with 1:1 support.
Emerging	Student writes phrases and short sentences that rhyme with substantial support.
Transitioning	Student writes phrases and short sentences that rhyme with moderate support.
Expanding	Student writes short sentences that rhyme and convey complex feelings with moderate support.
Bridging	Student writes short sentences that rhyme and convey complex feelings with occasional support.

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



## 8

# Reading Closely

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

Students will define the poetic device slant rhyme.

**Reading**

Students will analyze the poem “#359” and then paraphrase individual stanzas.

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

**What’s She Saying?** [Activity Page 8.2]

## LESSON AT A GLANCE

|                                                    | Time    | Materials                                                                       |
|----------------------------------------------------|---------|---------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                         |         |                                                                                 |
| <i>Poetic Device Catalog—Slant Rhyme</i>           | 5 min.  | ☐ <i>Poetic Device Catalog</i>                                                  |
| <b>Building Background</b>                         |         |                                                                                 |
| Paraphrasing Stanzas and <i>What's She Saying?</i> | 25 min. | ☐ Activity Page 8.1<br>☐ Activity Page 8.2<br>☐ Highlighters; board/chart paper |

## ADVANCE PREPARATION

### Vocabulary Building

- Write the definition of the following poetic device on the board/chart paper; however, it is important not to reveal the definition all at once to students, as they will be copying them into the *Poetic Device Catalog* in the back of their activity books.

### Poetic Device(s)

- **Slant Rhyme**—when two words share the same final consonant sound (e.g., *crumb* and *home*)

**Note:** During the Check for Understanding, students will need to determine if they Agree or Disagree with the statements you orate. Students can do this by writing Agree or Disagree on individual whiteboards. If whiteboards are not available, have students create Agree/Disagree index cards to hold up after you orate the statements.

### Building Background

- Read Emily Dickinson's poem "359."
- Write the first stanza box from Activity Page 8.2 on the board/chart paper.

|   |                                                                                                                                      |                                  |  |
|---|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--|
| 1 | A Bird, came down the Walk —<br>He did not know I <b>saw</b> —<br>He bit an Angle worm in halves<br>And ate the fellow, <b>raw</b> , | _____<br>_____<br>_____<br>_____ |  |
|---|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--|

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss and identify examples of slant rhyme in “#359” by Emily Dickinson
- Demonstrate comprehension of “#359” by paraphrasing each stanza, using embedded definitions of unfamiliar vocabulary for support
- Collaborate with peers to act out the bird and speaker’s actions in “#359”

### Language Forms and Functions

The words \_\_\_\_\_ and \_\_\_\_\_ are/are not an example of slant rhyme because...

I think the poem/stanza is about \_\_\_\_\_ because...

The speaker says \_\_\_\_\_, which makes me think...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words            | Tier 1<br>Everyday Speech Words |
|---------------------------------|---------------------------------------------|---------------------------------|
| slant rhyme                     | cautious<br>convenient<br>plashless<br>seam | dew<br>oar                      |

## Lesson 8: Reading Closely

## Vocabulary Building



**Primary Focus:** Students will define the poetic device *slant rhyme*.

**POETIC DEVICE CATALOG—SLANT RHYME (5 MIN.)**

- Ask students the following questions to activate prior knowledge:
  - What do you remember about poems that *rhyme*?
  - What do you remember about poems that include *imagery*?

**Note.** Allow students to refer to their *Poetic Device Catalog* to review these terms if they have are having difficulty recalling the meaning.

- Explain to students that in today's lesson they will be reading a poem by a famous American poet, Emily Dickinson, whose poetry style changed the way many poets wrote poetry.
  - Tell students she introduced the idea of *slant rhyme*.
- Direct students' attention to the poetic device listed on the board and read aloud the definition of *slant rhyme*.
- Explain to students that *slant rhyme* is also known as *approximate-* or *near-rhyme* because the words sound like they could rhyme, but are not an *exact rhyme*.
- Explain to students that her style also challenged traditional poetry structure because she would use capitalization and punctuation marks throughout the poem instead of in conventional places such as the beginning and end of lines.
- Direct students to open their *Poetic Device Catalog* and find the poetic device for this lesson.
- Remind students that the *Poetic Device Catalog* will serve as a way to keep track of the poetic devices they are studying.

**Note:** The pages are designed so they can be used as flash cards for later study should students need it.

**Challenge**

Ask students what they think *slant rhyme* might be.

**Support**

Tell students that they may have noticed in the previous poems they read that the poets used capitalization at the beginning of the lines and punctuation at the end.

### Support

It may be helpful to review the layout and purpose for each flash card category:

**Picture**—students' drawings that will be helpful in recalling the definition of the poetic device

**Poetic Device**—the poetic device studied in the lesson

**Definition**—the definition of the poetic device

### Support

Point to the parenthesis that indicates the lesson number under the poetic device.

### Support

When introducing the term, say the word aloud so students can hear the correct pronunciation; afterward, engage the students in a choral pronunciation of the term at least two or three times.

- Remind students the purpose of drawing a corresponding illustration of the poetic device is to help them remember the term's meaning.
- Read the directions to students and remind them that they will complete the *Poetic Device Catalog* the same way as they did in previous lessons.
- Explain to students they only need to write the definitions found in this lesson, as noted in parenthesis under the poetic device.
- Point to the definition of the poetic device already prepared on the board/chart paper and then read it aloud:

### Poetic Device(s)

- **Slant Rhyme**—when two words share the same final consonant sound (e.g., *crumb* and *home*)

**Note:** Read the definition for the poetic device before allowing students to complete the corresponding flash card in the *Poetic Device Catalog*.

- As you provide the definition to students, be sure to point to the definition on the board/chart paper.
- Instruct students to begin the *Poetic Device Catalog* for the introduced poetic device(s); clarify any questions they may have about the activity.
  - Remind students they are only completing the flash card for this lesson's poetic device.
  - Circulate in the room and monitor student progress.



### Check for Understanding

**Agree/Disagree:** Orate the following statements:

- The words *toast* and *roast* are an example of *slant rhyme*. (*Disagree*)
- Words with the same final consonant sound are known as *slant rhyme*. (*Agree*)

Clarify the answers for students who may have selected incorrectly.

## Lesson 8: Reading Closely

# Building Background



## Activity Page 8.1



## Writing Selecting Language Resources

### Entering/Emerging

Provide students one-to-one support by providing examples of images of illustrations they can use to complete the vocabulary drawing of the poetic device flash card.

### Transitioning/Expanding

Provide students with light support questions to facilitate the completion of the vocabulary drawing of the poetic device flash card.

### Bridging

Offer students support by asking prompting questions as needed in order to complete the vocabulary drawing of the poetic device flash card.

**Primary Focus:** Students will analyze the poem “#359” and then paraphrase individual stanzas.

### PARAPHRASING STANZAS AND *WHAT’S SHE SAYING?* (25 MIN.)

- Tell students they now will read and analyze Emily Dickinson’s poem “#359” in their activity books.
- Direct students to open their activity books to Activity Page 8.1.
- Follow these steps when reading the poem “#359” aloud to students as they follow along on Activity Page 8.1:

## #359

### Emily Dickinson

- 1 A Bird, came down the Walk –  
He did not know I saw –  
He bit an Angle worm in halves  
And ate the fellow, raw,
- 5 And then, he drank a **Dew**  
From a **convenient** Grass –  
And then hopped sidewise to the Wall  
To let a Beetle pass –  
He glanced with rapid eyes,
- 10 That hurried all abroad –  
They looked like frightened Beads, I thought,  
He stirred his Velvet Head. –  
Like one in danger, **Cautious**,  
I offered him a Crumb,



## Writing

### Entering/Emerging

Provide students with one-on-one support by prompting questions such as “What happened to cause your heart to change moods?” Allow students to use portions of Frost’s poem to help create the rhyme scheme.

### Transitioning/Expanding

Provide students with light support, prompting questions such as “Which rhyming words do you want to include in the poem?”

### Bridging

Offer students support by prompting questions as need to complete the activity page.

- 15 And he unrolled his feathers  
And rowed him softer Home –  
Than **Oars** divide the Ocean,  
Too silver for a **seam**,  
Or Butterflies, off Banks of Noon,  
20 Leap, **plashless** as they swim.
- 

- Remind students that it is important to look at the poem as a whole before reading it to make any observations that make understanding a poem easier.
- Again, model for students the importance of looking at highlighted or words in bold; for example, say, “I notice that each stanza has certain words in bold and a box next to it. This tells me that there is something important about it. When I look at the box next to bolded word, I notice it has a definition to help me understand what the word means.”
- Remind students that the poem also has numbers to the left of the lines (i.e., line numbers) to help the reader identify where things are more easily.
- Reinforce the importance of reading the poem aloud to acquire greater understanding.
- Explain to students that it is also important to read the poem’s title and poet’s name before reading the poem.
- Read aloud the title of the poem (“#359”), the author’s name (Emily Dickinson), and then the poem.
- Emphasize the rhyming in the poem so students can hear the similarity of the consonant endings, which create *slant rhyme*.
- Repeat this process twice before reading it a third time with supplied definitions of bolded words.
- Remind students that reading the poem with the supplied definitions instead of the bolded words will make it easier to understand the poem’s meaning.
- Reread the poem for a third time; however, substitute each of the bolded words with their definitions for the word.

- **Turn and Talk:** Direct students to turn to a partner to share their observations and summarize what they think the poem is about.
  - Circulate in the room as students discuss their observations and clarify any questions they may have.
- After students have had a few moments to discuss the poem, ask the following questions:
  - What do you think the poem is about?
  - Where do you think the speaker is in the poem?
  - Ask students to explain the observations the speaker makes about what hero she sees.
- Tell students that the poem follows a similar rhyme scheme to “Snow Dust” but uses *slant rhyme* to create the pattern.



### Check for Understanding

**Thumbs-Up, Thumbs-Down:** Orate the following statements and ask students to give a thumbs-up if they agree, a thumbs-down if they disagree:

- Rhyme scheme is the pattern of rhymed words in a poem.
- thumbs-up
- *Slant Rhyme* is words that end in the same sound or sounds.
  - » thumbs-down

Clarify the answers for students who may have selected incorrectly.

### Support

Explain to students that to *paraphrase* means to put someone else's words into your own, which are usually easier to understand.



## Activity Page 8.2



### Support

Review and write the alphabet on the board/chart paper, so students can refer to it while working independently.

- Direct students to open their activity books to Activity Page 8.2.
- Explain to students that one way to understand a long poem better is to simplify the poet's language by paraphrasing or summarizing the events of each stanza into their own words.
- Tell students they are going to work independently to paraphrase the stanzas of the poem.
- Read the directions to Activity Page 8.2 aloud to students and model for them how to complete the first paraphrase before they begin to work independently. For example, you may say something like, "The directions tell me that I not only need to paraphrase the stanza, but I also need to find the *slant rhymes* and *rhyme scheme* of the poem. So the first thing I am going to do is find the *rhyme scheme*, which will help me find the *slant rhyme*.
  - Underline or highlight the *slant rhymes* of the first stanza in the poem on the board/chart paper.
  - Write the rhyme scheme for the first stanza in the poem on the board/chart paper.

**Note:** When modeling the *rhyme scheme*, follow the same think-aloud process of locating *rhyme scheme* as you did in Lesson 6, emphasizing the rhyming sound with words that are *slant rhyme*.

"The next thing I am going to do is read the lines and put them into my own words. The first two lines of the stanza read, 'A Bird, came down the Walk –. / He did not know I **saw** – ' which I can paraphrase to 'The bird was walking down the sidewalk and does not see the speaker.' The next two lines read, 'He bit an Angle worm in halves / And ate the fellow, **raw**,' which I can paraphrase to 'The bird bit into the raw worm, split it in half, and then ate it raw.' So, I am going to write each of these paraphrases next to each of the corresponding lines."

- Write the paraphrase next to the rhyme scheme in the paraphrase box on the board/chart paper.
- Direct students to copy your model onto Activity Page 8.2 in their activity books.

|   |                                  |          |                                                                                                                                                                               |
|---|----------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | A Bird, came down the Walk –.    | <u>A</u> | Answers will vary, but may include:<br><br><i>A bird walks down the sidewalk and does not see the speaker watching it bite into a worm, split it in half, and eat it raw.</i> |
|   | He did not know I <b>saw</b> –   | <u>B</u> |                                                                                                                                                                               |
|   | He bit an Angle worm in halves   | <u>C</u> |                                                                                                                                                                               |
|   | And ate the fellow, <b>raw</b> , | <u>B</u> |                                                                                                                                                                               |

- Explain to students that the poem follows a similar *rhyme scheme* to “Snow Dust”; however, it is not an *ABAB rhyme scheme* but rather an *ABCB rhyme scheme*.
- Tell students that because the poem is longer, they will use more letters of the alphabet to complete the *rhyme scheme*.
- Direct students to complete Activity Page 8.2 independently.
  - Point out to students they also need to answer the questions following the paraphrase chart.
- Circulate among students and clarify any questions students may have.
- Review the answers with the class and answer any questions students may have.
  - Alternatively, you may collect Activity Page 8.2 to review student responses.
- If time permits, divide the class into four groups (one per stanza) and direct students to act out the bird and speaker’s actions.



## Writing

### Entering/Emerging

Provide students with one-on-one support by asking prompting questions similar to those posed during the think-aloud and guide students stanza by stanza to complete the paraphrasing.

### Transitioning/Expanding

Provide students with light support with prompting questions such as “What words sound similar in this stanza?” “What would you tell a friend is happening in this line?”

### Bridging

Offer students support by asking prompting questions as needed in order to complete the paraphrasing.

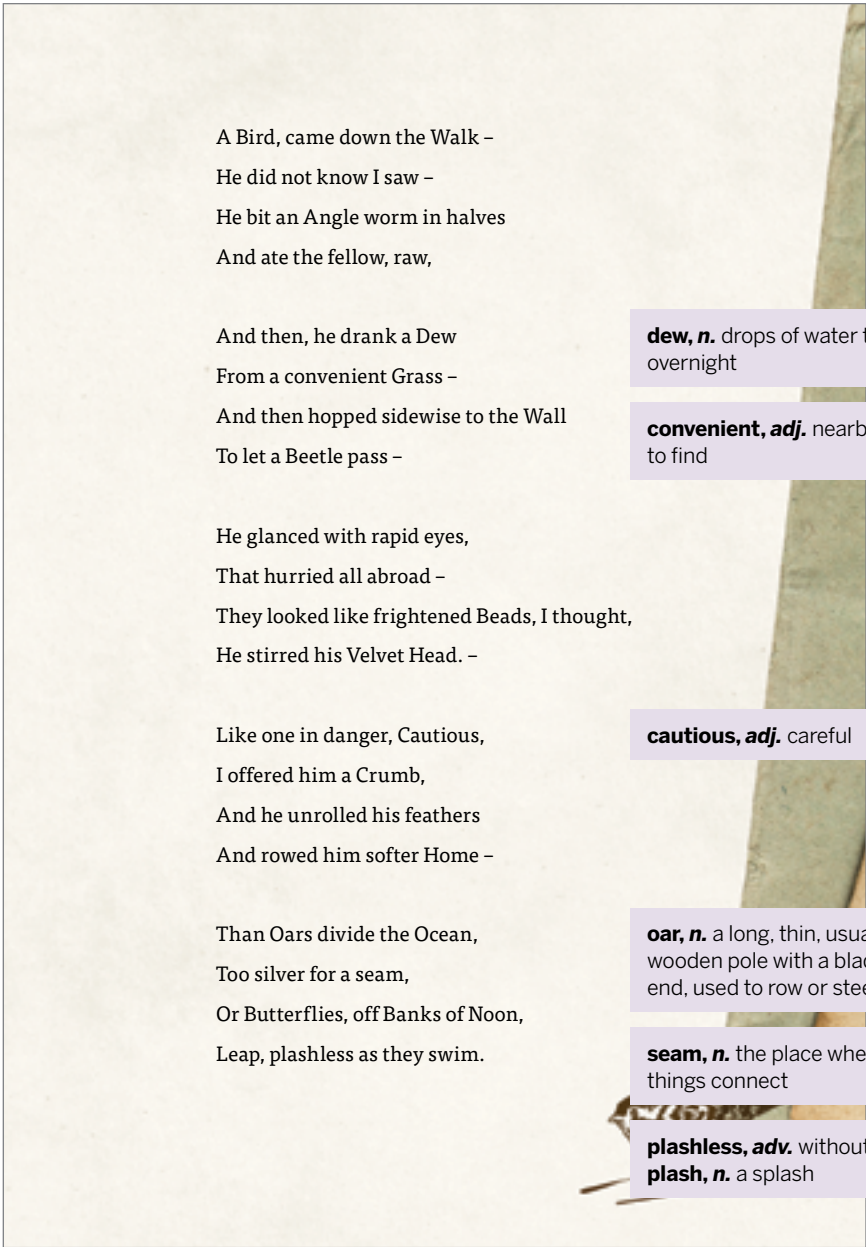
## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                                                            |
| Unit/Lesson        | U3 L8                                                                                                                                              |
| Activity Name      | What's She Saying?                                                                                                                                 |
| Proficiency Levels |                                                                                                                                                    |
| Entering           | Student paraphrases each stanza by answering yes/no or wh- questions in single words or phrases with 1:1 support.                                  |
| Emerging           | Student identifies rhyme scheme and paraphrases each stanza by answering wh- questions and copying key words and phrases with substantial support. |
| Transitioning      | Student identifies rhyme scheme and paraphrases each stanza in phrases and short sentences with moderate support.                                  |
| Expanding          | Student identifies rhyme scheme and paraphrases each stanza in complete sentences with light support.                                              |
| Bridging           | Student identifies rhyme scheme and paraphrases each stanza in complete sentences with occasional prompting.                                       |

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



A Bird, came down the Walk –
He did not know I saw –
He bit an Angle worm in halves
And ate the fellow, raw,

And then, he drank a Dew
From a convenient Grass –
And then hopped sidewise to the Wall
To let a Beetle pass –

dew, n. drops of water that form overnight

convenient, adj. nearby or easy to find

He glanced with rapid eyes,
That hurried all abroad –
They looked like frightened Beads, I thought,
He stirred his Velvet Head. –

Like one in danger, Cautious,
I offered him a Crumb,
And he unrolled his feathers
And rowed him softer Home –

cautious, adj. careful

Than Oars divide the Ocean,
Too silver for a seam,
Or Butterflies, off Banks of Noon,
Leap, plashless as they swim.

oar, n. a long, thin, usually wooden pole with a blade at one end, used to row or steer a boat

seam, n. the place where two things connect

plashless, adv. without a splash;
plash, n. a splash

9

Making Comparisons

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will define the poetic devices *figurative language* and *simile*.

Reading

Students will analyze the use of *figurative language* (simile) in the poem “#359.”

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Break it Down!** [Activity Page 9.1]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Vocabulary Building | | |
| <i>Poetic Device Catalog—Figurative Language, Simile</i> | 5 min. | <input type="checkbox"/> <i>Poetic Device Catalog</i>
<input type="checkbox"/> board/chart paper |
| Building Background | | |
| <i>Simile Breakdown and Break It Down!</i> | 25 min. | <input type="checkbox"/> Activity Page 8.1
<input type="checkbox"/> Activity Page 8.2
<input type="checkbox"/> Activity Page 9.1
<input type="checkbox"/> Highlighters; crayons
<input type="checkbox"/> Colored pencils and/or markers
<input type="checkbox"/> Scratch paper
<input type="checkbox"/> Board/chart paper |

ADVANCE PREPARATION

Vocabulary Building

- Write the definition of the following poetic device on the board/chart paper; however, it is important not to reveal the definition all at once to students, as they will be copying them into the *Poetic Device Catalog* in the back of their Activity Books:

Poetic Device(s)

- **Figurative Language**—words or phrases that mean more than their dictionary definition; for example, *similes*.
- **Simile**—a comparison of two different things using the words *like* or *as*

Building Background

- Reread Emily Dickinson's poem, “#359.”
- Draw the Activity Page 9.1 Simile chart on the board/chart paper.

| Lines | Simile | What's Being Compared? |
|-------|---|------------------------|
| 9–11 | “He glanced with rapid eyes
That hurried all abroad—
They looked like frightened Beads,
I thought . . .” | |

| | | |
|-------|--|--|
| 12–13 | “He stirred his Velvet Head.— //
Like one in danger, Cautious, . . .” | |
| 15–20 | “And he unrolled his feathers
And rowed him softer Home— //
Than Oars divide the Ocean,
Too silver for a seam,
Or Butterflies, off Banks of Noon,
Leap, plashless as they swim. | |

- Prearrange student groups of three to four students of varying aptitudes for group activities on Activity Page 9.1.
- Write the Check for Understanding Exit Slip question on the board/ chart paper:

- What is *figurative language*?
- What is the purpose of a *simile*?

Note: Students will need to write their responses on scratch paper, not in their Activity Books.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Define and discuss the poetic devices figurative language and simile
- Analyze the use of figurative language and simile in a poem by answering text-dependent questions
- Identify similes and explain their meanings

Language Forms and Functions

Figurative language is...

The purpose of a simile is...

I noticed _____, which tells me _____.

The author used a simile in the phrase “_____.” The word _____ is used to compare...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|---|---------------------------------|
| figurative language
simile | cautious
convenient
plashless
seam | dew
oar |

Lesson 9: Making Comparisons

Vocabulary Building



Primary Focus: Students will define the poetic devices *figurative language* and *simile*.

POETIC DEVICE CATALOG—FIGURATIVE LANGUAGE, SIMILE (5 MIN.)

- Ask students the following questions to check for understanding and activate prior knowledge:
 - What is the difference between *rhyme* and *slant rhyme*?
 - What do you remember about poems that include *imagery*?

Note: Allow students to refer to their *Poetic Device Catalog* to review these terms if they have are having difficulty recalling the meaning.

- Explain to students that in today's lesson they will be rereading Emily Dickinson's poem, "#359," this time looking more closely at her use of *figurative language*, specifically *simile*.
- Direct students' attention to the poetic devices listed on the board/chart paper, and read aloud the definition of *figurative language*.
- Tell students that she also used a lot of imagery and figurative language such as *simile* to create pictures in the reader's mind.
 - Redirect students' attention to the poetic devices listed on the board, and read aloud the definition of *simile*.
- Direct students to open their *Poetic Device Catalog* and find the poetic devices for this lesson.
- Remind students that the *Poetic Device Catalog* will serve as a way to keep track of the poetic devices they are studying

Note: The pages are designed so they can be used as flash cards for later study should students need it.

Challenge

Ask students what kind of language they think *figurative language* might be.

Support

It may be helpful to review the layout and purpose for each flash card category:

Picture—Students' drawings that will be helpful in recalling the definition of the poetic device

Poetic Device—The poetic device studied in the lesson

Definition—The definition of the poetic device

Support

Point to the parenthesis that indicates the lesson number under the poetic device.

Support

When introducing the term, say the word aloud so students can hear the correct pronunciation; afterwards, engage the students in a choral pronunciation of the term at least two or three times.



Writing Selecting Language Resources

Entering/Emerging

Provide students one-to-one support by providing examples of images or illustrations they can use to complete the vocabulary drawing of the poetic device flash card.

Transitioning/Expanding

Provide students with light support questions to facilitate the completion of the vocabulary drawing of the poetic device flash card.

Bridging

Offer students support by asking prompting questions as needed in order to complete the vocabulary drawing of the poetic device flash card.

- Remind students the purpose of drawing a corresponding illustration of the poetic device is to help them remember the term's meaning.
- Read the directions to students and remind them that they will complete the *Poetic Device Catalog* the same way in which they did in previous lessons.
- Explain to students that they only need to write the definitions found in this lesson, as noted in parenthesis under the poetic device.
- Point to the definition of the poetic device already prepared on the board/chart paper and then read it aloud:

Poetic Device(s)

Figurative Language—words or phrases that mean more than their dictionary definition; for example, *similes*.

Simile—a comparison of two different things using the words *like* or *as*

Note: Read the definition for the poetic devices before allowing students to complete the corresponding flash card in the *Poetic Device Catalog*.

- As you provide the definition to students, be sure to point to the definition on the board/chart paper.
- Instruct students to begin the *Poetic Device Catalog* for the introduced poetic devices; clarify any questions they may have about the activity.
 - Remind students they are only completing the flash card for this lesson's poetic devices.
 - Circulate among the students and monitor their progress.

Lesson 9: Making Comparisons

Building Background



Primary Focus: Students will analyze the use of *figurative language* (simile) in the poem “#359.”

SIMILE BREAKDOWN AND *BREAK IT DOWN!* (25 MIN.)

- Ask students the following questions to activate prior knowledge:
 - What is happening in the poem between the speaker and the bird?
 - How does the bird respond to the speaker when the speaker approaches it?
 - How would you describe the bird?
- Tell students they now will reread Emily Dickinson’s poem “#359” in their activity books.
- Direct students to open their activity books to Activity Page 8.1.
- Reread the poem aloud, emphasizing the *similes* in the poem.

Activity Page 8.1



#359

Emily Dickinson

- 1 A Bird, came down the Walk –
He did not know I saw –
He bit an Angle worm in halves
And ate the fellow, raw,
5 And then, he drank a **Dew**
From a **convenient** Grass –
And then hopped sidewise to the Wall
To let a Beetle pass –
He glanced with rapid eyes,

10 That hurried all abroad –
 They looked like frightened Beads, I thought,
 He stirred his Velvet Head. –
 Like one in danger, **Cautious**,
 I offered him a Crumb,

15 And he unrolled his feathers
 And rowed him softer Home –
 Than **Oars** divide the Ocean,
 Too silver for a **seam**,
 Or Butterflies, off Banks of Noon,

20 Leap, **plashless** as they swim.

Activity Page 8.2



Challenge

Ask students what this strategy is called.

Activity Page 9.1



- Ask students to think back to the questions they wrote down on Activity Page 8.2.
 - Tell students to look back to Activity Page 8.2 and then share some of the questions they had.

Note: If students comment that they were confused by some of the descriptions about the bird's behavior, use this as a way to segue into discussion about *figurative language*.

- Remind students that in the previous lesson they learned to simplify the poet's words and ideas by putting them into their own words so they can understand the poem more easily.
- Tell students that paraphrasing is also a helpful strategy when trying to understand the comparisons being made in *similes*.
- Tell students that in this lesson, they will analyze Dickinson's use of figurative language in the poem.
- Place students in prearranged student groups.
- Explain to students that they will work together to break down the *similes* in the poem.
- Direct students to the Activity Page 9.1 Simile chart on the board/chart paper.
- Explain to students that before they begin breaking down the *similes*, you will work through the first one together.

- Direct students to open their activity books to Activity Page 9.1.
- Tell students that they will notice that only a portion of the poem is presented on the activity page.
- Explain that they are only focusing on the use of *figurative language*, specifically *similes*, which is why only three stanzas are presented.
- Read the directions to Activity Page 9.1 aloud to students.
- Model for students the process for completing the chart:

| Lines | Simile | What's Being Compared? |
|-------|---|------------------------|
| 9–11 | "He glanced with rapid eyes
That hurried all abroad —
They looked like frightened Beads,
I thought . . ." | |
| 12–13 | "He stirred his Velvet Head.— //
Like one in danger, Cautious, . . ." | |
| 15–20 | "And he unrolled his feathers
And rowed him softer Home — //
Than Oars divide the Ocean,
Too silver for a seam,
Or Butterflies, off Banks of Noon,
Leap, plashless as they swim. | |

- For example, you may say something like, "I noticed the second simile is from stanza four and is rather short. I also notice there are two slash symbols after the dash, which tells me there is some information I need to look for in the footnote at the bottom of the page. Oh, I see that this says, 'Indicate stanza break,' so that must mean the *simile* starts in stanza four and continues through stanza five."
- "Now, I am going to read the simile aloud, 'He stirred his Velvet Head.— // Like one in danger, Cautious, . . .' Okay, question four asks how the bird is moving its head, and I am going to write that he is moving it side to side, because that's what happens when you stir something. The next question asks what I imagine the bird looks like. I notice that the poem notes that, 'He stirred his Velvet Head,' which makes me think the bird probably has a soft head, probably soft like velvet."
- "But then the next line says, 'Like one in danger, Cautious,' which tells me how he is moving his head, which is probably very slowly because he is fearful and sensing danger because that's how I would move my head if I felt threatened. So for question 5, I am going to write that he is moving his



Reading Analyzing Language Choices

Entering/Emerging

Provide students with one-on-one support by reading the questions aloud and guiding them through the breakdown process and transfer of ideas to Activity Page 9.1.

Transitioning/Expanding

Provide students with light support with prompting questions such as “What information do you need to transfer from the completed questions to the Simile chart?”

Bridging

Offer students support by asking prompting questions as needed in order to complete the Simile chart.

head around quickly from side to side, which is soft like velvet, because the bird feels like it is in danger. Now the next question asks what descriptive words help me create this image, so I am going to write *stir*, *velvet*, and *danger* for question 6. The directions say that after we have answered the questions, we need to underline or highlight the lines of the *simile* and complete the third column, ‘What’s Being Compared’ to explain the *simile*. So, I am going to highlight stirred his Velvet Head and Like one in danger. The next thing I need to do is identify what is being compared, so I am going to write in the box next to the *simile*, *The way the bird moves its head is similar to the way one moves its head when in danger*. Now, the last thing I need to do to understand this *simile* is to draw a visual of what is happening in the *simile*, so in the middle box I am going to draw a bird looking around from side to side. I might make his chirps say, ‘Help!’ instead of ‘Chirp’ to help remind me it feels like it is in danger.”

- Write the answers to the questions on the board/chart paper; also complete the Simile chart paraphrase in the appropriate box on the Activity Page 9.1. Draw the image of the bird next to the paraphrase.

Note: Tell students that the drawings do not need to be elaborate; like their definition pictures, they are to serve as a quick reminder of what is happening in the stanza.

- Direct students to copy this information onto their activity page.
- Clarify any questions students may have before releasing them to complete the Simile chart with their group members.
- Tell students that referring to the summaries they wrote on Activity Page 8.2 while completing this activity will be helpful.
- Release students to work with their groups.
 - Distribute crayons, colored pencils, and highlighters or markers to students.
- Circulate in the classroom while students work together and clarify any questions.
- When students have completed the activity page, ask for student volunteers to share their answers.
- Clarify any questions students may have and correct any misinterpretations students may have made.
 - Write the paraphrases on the Activity Page 9.1 Simile chart on the board/chart paper.
 - Direct students to copy these responses and make corrections as needed to their Activity Page 9.1.



Check for Understanding

Exit Slip: What is *figurative language*? What is the purpose of a *simile*?

- Tell students to write their response to this question on a scratch piece of paper.
- Collect student responses and review after the lesson.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U3 L9 |
| Activity Name | Break it Down! |
| Proficiency Levels | |
| Entering | Student identifies what is being compared in a simile by drawing pictures and/or dictating single words with 1:1 support. |
| Emerging | Student identifies what is being compared in a simile by writing short phrases with substantial support. |
| Transitioning | Student identifies similes and approximates their meanings with moderate support. |
| Expanding | Student identifies similes, identifies their meanings, and provides text evidence with moderate support. |
| Bridging | Student identifies similes, identifies their meanings, and provides text evidence with minimal support. |

End Lesson

10

It's In Your Tone!

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will define the poetic device tone.

Listening

Students will distinguish between two types of tone in the poem "This Is Just To Say."

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Making Decisions Activity [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------------|---------|--|
| Vocabulary Building | | |
| <i>Poetic Device Catalog—Tone</i> | 10 min. | <input type="checkbox"/> <i>Poetic Device Catalog</i>
<input type="checkbox"/> Scratch paper (optional)
<input type="checkbox"/> Board/chart paper |
| Building Background | | |
| Analyzing the Poem's Tone | 20 min. | <input type="checkbox"/> Activity Page 10.1
<input type="checkbox"/> Scratch paper (optional) |

ADVANCE PREPARATION

Vocabulary Building

- Write the definition of the following poetic device on the board/chart paper; however, it is important not to reveal the definition all at once to students, as they will be copying them into the *Poetic Device Catalog* in the back of their Activity Books.

Poetic Device(s)

- **Tone**—the attitude of a piece of writing, expressed through the style of writing and the words the author uses
- Write the following sentences on the board/chart paper and prepare to read them aloud to students with different tones of voice:
 - “It’s great to see you.”
 - “You’re in trouble.”
 - “Thanks.”
 - “You’re welcome.”

Building Background

- Read William Carlos Williams’s poem “This is Just to Say.”
- Create Sincere and Insincere signs and post them on opposite sides of the room for a making decisions activity.
- Write the following question on the board/chart paper for the making decisions activity:
 - What *tone* do you think is presented in the poem—sincere or insincere? Why?
 - Prepare the classroom so students can move around freely when walking for the making decisions activity.

Note: Depending on the results from the previous lesson’s exit slip, some more clarification may be needed to ensure comprehension.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Share initial observations and predictions about the tone of a sentence• Summarize and analyze the tone of the poem “This Is Just To Say” by William Carlos Williams• Distinguish between sincere and insincere tones in a poem and provide supporting evidence | | |
| Language Forms and Functions | | |
| <p>I predict...</p> <p>I think the poem is about _____ because...</p> <p>I think the speaker feels _____ about eating the plums.</p> <p>The use of the word _____ makes me think the speaker is sincere/insincere because...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | tone
sincere
insincere | icebox
plums |

Lesson 10: It's In Your Tone!

Vocabulary Building



Primary Focus: Students will define the poetic device tone.

POETIC DEVICE CATALOG—TONE (5 MIN.)

- Ask students if they have ever been told by someone not to use a particular tone of voice when talking or asking for something.
- Explain to students that in poetry, poets use a certain *tone* to express to the reader an attitude or emotion about a particular subject.
 - Tell students that for example, Emily Dickinson's poem "#359" has a very light and playful *tone* that is also curious.
- Tell students that in this lesson they will read the poem "This Is Just to Say" by William Carlos Williams that is open for interpretation based on what the reader perceives the *tone* to be.
- Direct students' attention to the board/chart paper where you wrote the following sentences:
 - "It's great to see you."
 - "You're in trouble."
 - "Thanks."
 - "You're welcome."
- Direct students to read the sentences silently and make an observation or prediction about each sentence.
 - Explain to students that a prediction is a guess about something and as such, there are no right or wrong answers.

Note: Students can write their predictions on scratch paper as they will refer to it during the Turn and Talk exercise.

Challenge

Ask students what makes Dickinson's poem have this *tone*.

Challenge

Ask students why looking at someone's facial expressions might influence the interpretation of that person's *tone*.

Support

It may be helpful to review the layout and purpose for each flash card category:

Picture—students' drawing that will be helpful in recalling the definition of the poetic device

Poetic Device—the poetic device studied in the lesson

Definition—the definition of the poetic device

Support

Point to the parenthesis that indicates the lesson number under the poetic device.

- **Turn and Talk:** Direct students to turn to a partner and share the predictions they made.
 - Ask for student volunteers to share predictions.
 - Explain to students that one way to best understand *tone* is to listen to the way someone says something without looking at their facial expressions.
 - Direct students to close their eyes as you read the sentences aloud from the board/chart paper:
 - Choose whichever tone of voice you would like when reading the sentences; however, be sure to include at least one sincere tone and one insincere tone.
 - Direct students to open their eyes and read the predictions they made.
 - Ask students to volunteer if their predictions were accurate.
 - Clarify any questions students may have.
 - Direct students' attention to the poetic device listed on the board/chart paper, and read aloud the definition of *tone*.
 - Direct students to open their *Poetic Device Catalog* and find the poetic device for this lesson.
 - Remind students that the *Poetic Device Catalog* will serve as a way to keep track of the poetic devices they are studying.
- Note:** The pages are designed so they can be used as flash cards for later study should students need it.
- Remind students the purpose of drawing a corresponding illustration of the poetic device is to help them remember the term's meaning.
 - Read the directions to students and remind them that they will complete the *Poetic Device Catalog* the same way in which they did in previous lessons.
 - Explain to students that they only need to write the definitions found in this lesson, as noted in parenthesis under the poetic device.
 - Point to the definition of the poetic device already prepared on the board/chart paper and then read it aloud:

Poetic Device(s)

- **Tone**—the attitude of a piece of writing, expressed through the style of writing and the words the author uses

Note: Read the definition for the poetic device before allowing students to complete the corresponding flash card in the *Poetic Device Catalog*.

- As you provide the definition to students, be sure to point to the definition on the board/chart paper.
- Instruct students to begin the *Poetic Device Catalog* for the introduced poetic device; clarify any questions they may have about the activity.
 - Remind students they are only completing the flash card for this lesson's poetic device.
 - Circulate in the room and monitor students' progress.

Support

When introducing the term, say the word aloud so students can hear the correct pronunciation; afterward, engage the students in a choral pronunciation of the term at least two or three times.

Activity Page 10.1



Writing
Selecting Language
Resources

Entering/Emerging

Provide students one-to-one support by providing examples of images or illustrations they can use to complete the vocabulary drawing of the poetic device flash card.

Transitioning/Expanding

Provide students with light support questions to facilitate the completion of the vocabulary drawing of the poetic device flash card.

Bridging

Offer students support by asking prompting questions as needed in order to complete the vocabulary drawing of the poetic device flash card.

Lesson 10: It's In Your Tone!

Building Background



Primary Focus: Students will distinguish between two types of *tone* in the poem, "This Is Just To Say."

ANALYZING THE POEM'S TONE (20 MIN.)

- Direct students to open their activity books to Activity Page 10.1.
- Follow these steps when reading the poem "This Is Just To Say" aloud to students as they follow along on Activity Page 10.1:

1 I have eaten
the plums
that were in
the icebox

5 and which
you were probably
saving
for breakfast
Forgive me
10 they were delicious
so sweet
and so cold

- Remind students that it is important to look at the poem as a whole before reading it to make any observations that will make understanding the poem easier.
- Again, model for students the importance of looking at highlighted or words in bold; for example, say, “I notice that each stanza has certain words in bold and a box next to it. This tells me that there is something important about it. When I look at the box next to bolded word, I notice it has a definition to help me understand what the word means.”
- Remind students that the poem also has numbers to the left of the lines (i.e., line numbers) to help the reader identify where things are more easily.
- Reinforce the importance of reading the poem aloud in order to acquire greater understanding.
- Explain to students that it is also important to read the poem’s title and poet’s name before reading the poem.
- Read aloud the title of the poem (“This Is Just To Say”), the author’s name (William Carlos Williams), and then the poem.
- Repeat this process twice before reading it a third time with supplied definitions of bolded words.
- Remind students that reading the poem with the supplied definitions instead of the bolded words will make it easier to understand the poem’s meaning.

- Reread the poem for a third time; however, substitute each of the bolded words with their definitions for the word.

Note: When reading the poem aloud, try to be as even-toned as possible so as not to influence students' interpretation.

- **Turn and Talk:** Direct students to turn to a partner to share their observations and summarize what they think the poem is about.
 - Circulate in the room as students discuss their observations and clarify any questions they may have.
- After students have had a few moments to discuss the poem, ask the following questions:
 - What do you notice about poem's structure?
 - What do you think the poem is about?
 - How would you describe the speaker's feelings about eating the plums?

Making Decisions Activity:

- Explain to students that they will now need to decide if the *tone* of the poem (i.e., the apology) is sincere or insincere by answering the following question:
- What *tone* do you think is presented in the poem—sincere or insincere? Why?
- Direct students' attention to the board/chart paper where you wrote the question and read it aloud.
- Give students a few moments to think about the question before making a decision.
- Tell students they can write their decision on the back of the scratch paper used in the previous activity.
- Direct students' attention to the Sincere and Insincere signs posted on opposite sides of the room.
- Tell students that now that they have made a decision and have a supporting reason regarding the *tone* of the poem, they will need to walk to the appropriate side of the room (i.e., Sincere or Insincere).
- Once students have made their selections, ask for student volunteers to share their reason for their decision.
- When students have shared made and shared their decisions, direct them to return to their seats.

Support

Remind students about the structures they have studied thus far—*free verse* or *rhyme*.

Support

Tell students that to be *sincere* means to be honest and true in feelings; *insincere* means not to be honest or true in feelings.

Challenge

What clue in the word *insincere* tells you that the meaning is opposite of the word *sincere*?

Informal Observation





Listening Analyzing Language Choices

Entering/Emerging

Provide students with the following discussion frame: I think the speaker is sincere/insincere because _____.

Transitioning/Expanding

Provide students with the following discussion frame: One reason the speaker's tone is insincere/sincere is _____.

Bridging

Provide students with the following discussion frame: The use of the word makes me think the speaker is sincere/insincere because _____.



Check for Understanding

Thumbs-Up, Thumbs-Down: Orate the following statements and ask students to give a thumbs-up if they agree, a thumbs-down if they disagree:

- *Tone* is the attitude or feeling about a subject in writing.
 - » thumbs-up
- *Sincere* means not to express true and honest feelings.
 - » thumbs-down

Clarify the answers for students who may have selected incorrectly.

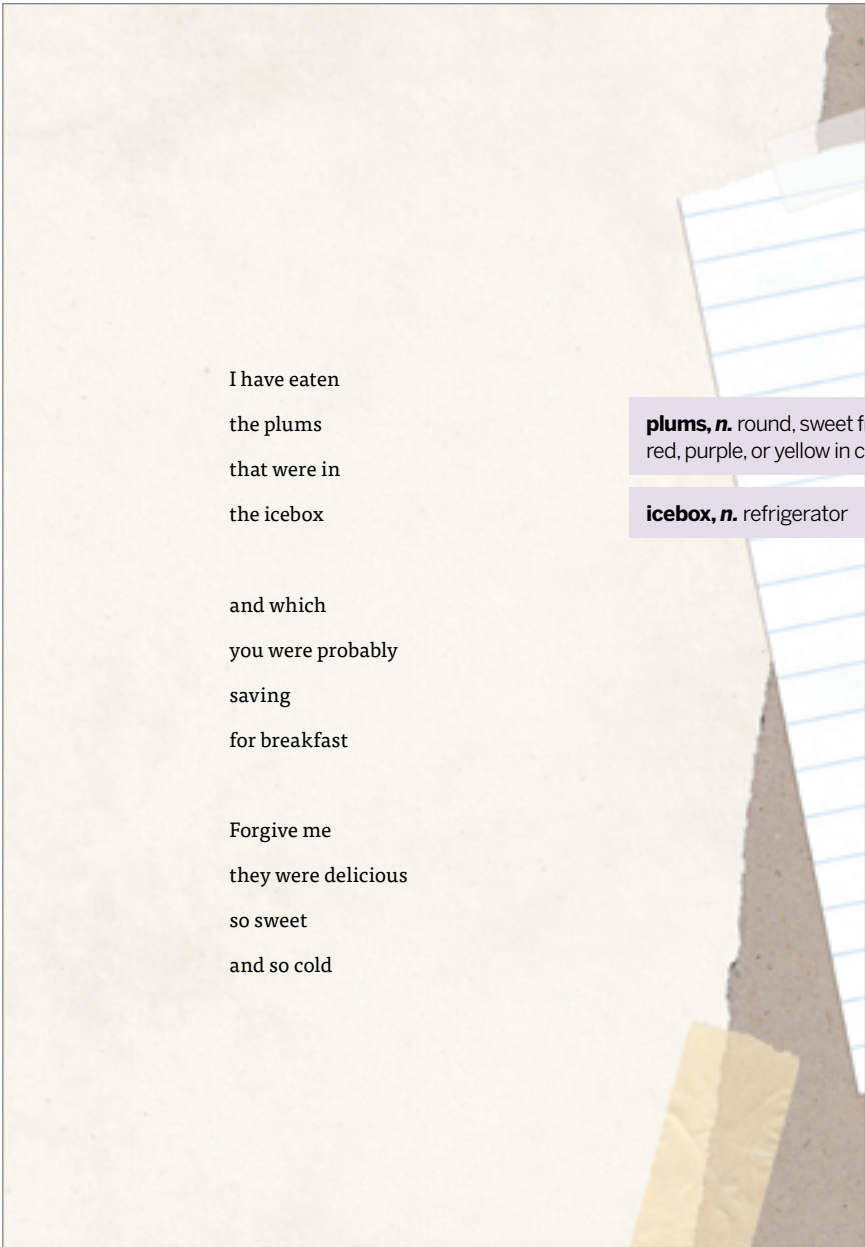
LANGUAGE PROFICIENCY ASSESSMENT

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 L10 |
| Activity Name | Making Decisions Activity |
| Proficiency Levels | |
| Entering | Student chooses a word to describe the tone of the poem and points to a line of supporting evidence with 1:1 support. |
| Emerging | Student chooses a word to describe the tone of the poem and explains their reasoning with substantial support. |
| Transitioning | Student chooses a word to describe the tone of the poem and explains their reasoning with moderate support. |
| Expanding | Student chooses a word to describe the tone of the poem and explains their reasoning with minimal support. |
| Bridging | Student chooses a word to describe the tone of the poem and explains their reasoning independently. |

End Lesson



I have eaten
the plums
that were in
the icebox

plums, *n.* round, sweet fruit usually red, purple, or yellow in color

icebox, *n.* refrigerator

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold

11

The Poets Are We!

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will listen for and identify the requirements necessary to complete their final unit project.

Writing

Students will work with a partner to brainstorm ideas for their original poem.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Poem Brainstorm [Activity Page 11.2]**

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Listen Closely | | |
| Poetry Walk Introduction and Poetry Rubric | 15 min. | ❑ Activity Page 11.1 |
| Write About It | | |
| Poetic Brainstorm | 15 min. | ❑ Activity Page 11.2
❑ Animal images
❑ Tonal Word Slips
❑ Hat |

ADVANCE PREPARATION

Listen Closely

- Familiarize yourself with the poetry rubric and expectations of the final project:

Poetry Walk Rubric

| | Exemplary | Strong | Developing | Beginning |
|-------------------------------------|--|---|--|---|
| Structure (Free Verse) | Poem structure is clearly followed. | Poem structure is mostly followed. | Poem structure is somewhat followed, but is unclear at times. | Poem structure is not followed. |
| Structure (Rhyme) | Poem structure is clearly followed and rhyme scheme correct (i.e., ABAB or ABCB). | Poem structure is mostly followed and rhyme scheme is mostly correct (i.e., ABAB or ABCB). | Poem structure is somewhat followed, but rhyme scheme is unclear at times (i.e., ABAB or ABCB is unclear or incorrect). | Poem structure is not followed—no rhyme scheme followed (i.e., free verse, not rhyme). |
| Length | Poem includes required number of stanzas and lines per stanzas (i.e., 3–5 stanzas, 4 lines per stanza). | Poem mostly includes required number of stanzas and lines per stanzas (i.e., may have less than 3–5 stanzas, or less than 4 lines per stanza). | Poem includes fewer than required number of stanzas and lines per stanzas (i.e., 2–4 stanzas and 2 lines per stanza). | Poem includes far less than required number of stanzas and lines per stanzas (i.e., includes 1–2 stanzas and 1–2 lines per stanza). |
| Imagery | Poem includes imagery appealing to all 5 senses. | Poem includes imagery appealing to 4–5 senses. | Poem includes imagery appealing to 2–3 senses. | Poem includes imagery appealing to only one sense, or does not appeal to senses at all. |
| Figurative Language (Simile) | Poem includes simile(s) that make clear comparisons of two unlike things that follow rules of simile creation exactly (i.e., include <i>like</i> or <i>as</i>). | Poem includes simile(s) that make comparisons of two unlike things but might not follow rules of simile creation exactly (i.e., might not include <i>like</i> or <i>as</i>). | Poem includes simile(s) that attempt to make comparisons of two unlike things but the comparison is incorrect or confusing; does not follow the rules of simile creation (i.e., does not include <i>like</i> or <i>as</i>). | Poem does not include simile(s) or comparison is unclear and undeveloped. |
| Collaboration | Both partners equally work together (i.e., share work) and contribute to writing the poem. | Both partners mostly work together (i.e., share work) and contribute to writing the poem. | Both partners somewhat work together, but one partner may not share work or contribute to writing the poem equally. | Only one partner contributes to writing the poem. |

Write About It

- Print out or cut out animal images from magazines that correspond with those introduced in Lesson 4:
 - Dog
 - Cat
 - Bird
 - Fish
 - Rabbit
 - Horse
 - Bear
 - Lion
 - Shark
 - Tiger
 - Giraffe
 - Panda Bear
- Provide students with the Tonal Words for Poetry Walk
- Prearrange student partners of varying aptitudes for poetry project.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate active listening of directions by asking and answering questions about the final unit project
- Brainstorm ideas for a poem about nature or tone by answering questions about characteristics

Language Forms and Functions

In order to get an exemplary in the _____ category, you need to _____.

The difference between a strong and exemplary score is...

For question _____, what if we try _____?

I like your idea. Maybe we can...

Vocabulary

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



Listening Listening Actively

Entering/Emerging

Provide students with one-on-one support by reading the rubric column by column and asking prompting questions such as “In order to get an exemplary in the structure category, what do you need to do?”

Transitioning/Expanding

Provide students with light support, prompting questions such as “How would you earn a strong instead of an exemplary in the structure category?”

Bridging

Offer students support by answering questions as needed.

Challenge

Ask students to remind you of the difference between the two poem structures.

Activity Page 11.1



Start Lesson

Lesson 11: The Poets Are We!

Listen Closely



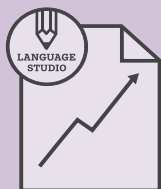
Primary Focus: Students will listen for and identify the requirements necessary to complete their final unit project.

POETRY WALK INTRODUCTION AND POETRY RUBRIC (15 MIN.)

- Congratulate students on having learned a new writing style and on having analyzed complicated poetry.
- Tell students that it is time now to take all they have learned about poetry and apply it to writing more of their original poems.
- Explain to students they will work with a partner to create a poem of their choice (e.g. *free verse* or *rhyme*), which will be showcased in a classroom gallery walk.
 - Explain that the gallery walk will happen during the final lesson where classmates will walk around the classroom to read the poems each partner group has written; the poems will be posted on the walls throughout the classroom.
- Tell students in order to keep with the poetry themes and to help facilitate the topic selection, you have narrowed the topic choices to two—nature (specifically animals) and tone.
 - Explain to students the topic selections will be selected at random (i.e., they will be choosing from a hat).
 - Explain to students there is, however, certain criteria they will need to follow when writing their poems (e.g., if they write a rhyming poem, they will need to incorporate and label the rhyme scheme).
- Direct students to open their activity books to Activity Page 11.1 to review the project rubric.
- Read through each portion of the rubric thoroughly and clarify any questions students may have.
 - Point out to students that there are two rows for structure, but they will only be responsible for and evaluated on one poetry structure.

Poetry Walk Rubric

| | Exemplary | Strong | Developing | Beginning |
|-------------------------------------|--|---|--|---|
| Structure (Free Verse) | Poem structure is clearly followed. | Poem structure is mostly followed. | Poem structure is somewhat followed, but is unclear at times. | Poem structure is not followed. |
| Structure (Rhyme) | Poem structure is clearly followed and rhyme scheme correct (i.e., ABAB or ABCB). | Poem structure is mostly followed and rhyme scheme is mostly correct (i.e., ABAB or ABCB). | Poem structure is somewhat followed, but rhyme scheme is unclear at times (i.e., ABAB or ABCB is unclear or incorrect). | Poem structure is not followed—no rhyme scheme followed (i.e., free verse, not rhyme). |
| Length | Poem includes required number of stanzas and lines per stanzas (i.e., 3–5 stanzas, 4 lines per stanza). | Poem mostly includes required number of stanzas and lines per stanzas (i.e., may have less than 3–5 stanzas, or less than 4 lines per stanza). | Poem includes fewer than required number of stanzas and lines per stanzas (i.e., 2–4 stanzas and 2 lines per stanza). | Poem includes far less than required number of stanzas and lines per stanzas (i.e., includes 1–2 stanzas and 1–2 lines per stanza). |
| Imagery | Poem includes imagery appealing to all 5 senses. | Poem includes imagery appealing to 4–5 senses. | Poem includes imagery appealing to 2–3 senses. | Poem includes imagery appealing to only 1 sense, or does not appeal to senses at all. |
| Figurative Language (Simile) | Poem includes simile(s) that make clear comparisons of two unlike things that follow rules of simile creation exactly (i.e., include <i>like</i> or <i>as</i>). | Poem includes simile(s) that make comparisons of two unlike things but might not follow rules of simile creation exactly (i.e., might not include <i>like</i> or <i>as</i>). | Poem includes simile(s) that attempt to make comparisons of two unlike things but the comparison is incorrect or confusing; does not follow the rules of simile creation (i.e., does not include <i>like</i> or <i>as</i>). | Poem does not include simile(s) or comparison is unclear and undeveloped. |
| Collaboration | Both partners equally work together (i.e. share work) and contribute to writing the poem. | Both partners mostly work together (i.e. share work) and contribute to writing the poem. | Both partners somewhat work together, but one partner may not share work and/or contribute to writing the poem equally. | Only one partner contributes to writing the poem. |



Writing

Entering/Emerging

Provide students with one-on-one support by reading the questions aloud and helping them brainstorm ideas. For example, if they chose the tone *sad*, ask prompting questions about things that make them sad.

Transitioning/Expanding

Provide students with light support, prompting questions such as “Would losing your favorite toy make you sad?”

Bridging

Offer students support by prompting questions as needed in order to complete the brainstorm.

Lesson 11: The Poets Are We!

Writing



Primary Focus: Students will work with a partner to brainstorm ideas for their original poem.

POETIC BRAINSTORM (15 MIN.)

- Place students with their prearranged partner.
- Explain to students that they will work together to write an original poem.
- Call one student from each of the partners to the front of the classroom and have the student select the topic of the poem from a hat.
 - You may choose to ask for volunteers instead of calling upon students.
- Direct students to return to their partner and share the topic with them.
- Give students a few moments to process the topic and ask questions.
 - Clarify any questions students may have before having them begin the work with their partner.
 - Remind students that as with previous partner work it is important that each person contribute equally to the activity.
- Direct students to turn to Activity Page 11.2 to review the brainstorm activity.
- Read the directions and brainstorming questions aloud to students.
- Answer any questions students may have and then have them to complete Activity Page 11.2.
- Circulate in the classroom and answer any questions students may have.

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 | Poem Brainstorm |
| Proficiency Levels | |
| Entering | Student dictates single words and phrases in response to wh- questions with 1:1 support. |
| Emerging | Student writes single words and phrases in response to wh- questions with substantial support. |
| Transitioning | Student answers each question in phrases or short sentences with moderate support. |
| Expanding | Student answers each question completely with light support. |
| Bridging | Student answers each question completely and concisely with minimal support. |

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



## ***Tonal Words for Poetry Walk***

amused

serious

sincere

insincere

happy

sad

angry

pleased

scared

excited



## 12

# Poetry Gallery Walk

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

Students will continue to work with a partner to complete writing their original poem.

**Reading**

Students will exchange their poems while participating in a gallery walk.

**FORMATIVE ASSESSMENT**

Writing

**Poem Requirements Check Sheet** [Activity Page 12.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Poem Template** [Activity Page 12.1]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                                                                                                                                                                        |
|-----------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b> |         |                                                                                                                                                                                                                                                  |
| Composing the Poem    | 20 min. | <input type="checkbox"/> Activity Page 11.1<br><input type="checkbox"/> Activity Page 11.2<br><input type="checkbox"/> Activity Page 12.1<br><input type="checkbox"/> Activity Page 12.2<br><input type="checkbox"/> Chart or construction paper |
| <b>On Stage</b>       |         |                                                                                                                                                                                                                                                  |
| Poetry Gallery        | 10 min. | <input type="checkbox"/> Completed Poems                                                                                                                                                                                                         |

## ADVANCE PREPARATION

### On Stage

- Create wall space for students to hang completed poems.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                           |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Work with a partner to write a poem about nature or tone, using a template, rubric, and checklist for support</li> <li>• Write a summary about what to include in each stanza of an original poem</li> <li>• Present poems to classmates</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                 |                                  |                                 |
| _____                                                                                                                                                                                                                                                                                        |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                   |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                              | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                                                                              |                                  |                                 |

## Lesson 12: Poetry Gallery Walk

## Write About It



**Primary Focus:** Students will continue to work with a partner to complete writing their original poem.

## COMPOSING THE POEM (20 MIN.)

- Explain to students that they will continue to work with their partner to complete writing their original poem and prepare for the Poetry Gallery Walk.
  - Tell students that when they have completed the poem, they will transfer it to chart/construction paper, which will then hang on the wall to create the classroom's Poetry Gallery, which they will walk through to read their classmates' creations.
- Before having students work with their partners, review the last two activity pages of this unit with them:
  - Explain to students that in the previous lesson they brainstormed ideas and in this lesson they will use those brainstorms to complete the poem template and poetry check sheet.
- Direct students to open their activity books to Activity Page 12.1 to review the poem template.
  - Students may recognize that the template is similar to the one in Lesson 8, but point out that instead of a paraphrase, they will put into their own words what they hope to create in the corresponding stanza.
  - Tell students to refer to the poem's rubric on Activity Page 11.1. and their brainstorms on Activity Page 11.2 to write their poem.
- Clarify any questions students may have before moving on to Activity Page 12.2.
- Direct students to turn to Activity Page 12.2.
- Read the directions aloud and explain to students that once they have completed Activity Page 12.1 they will use Activity Page 12.2 to check that all the necessary parts are present in their poem.

## Activity Page 12.1



## Activity Page 12.2



- Tell students they will literally put a checkmark in the correct boxes. For example, you might say something like, “My partner and I wrote a *free* verse poem, so I am going to put a check mark in the box next to *free verse*.”
- Tell students that when they have completed these activity pages, they will raise their hand to signal they are done and ready to transfer their poems onto chart/construction paper.

**Note:** You may wish to encourage students to draw an image reflective of their poem on the chart/construction paper.



### Check for Understanding

**Thumbs-Up, Thumbs-Down:** Orate the following statements and ask students to give a thumbs-up if they agree, a thumbs-down if they disagree:

- When completing the poem template, you will first write a summary of what you hope to create in the stanza.
  - » thumbs-up
- You will complete the Poem Check Sheet before writing the poem.
  - » thumbs-down

Clarify the answers for students who may have selected incorrectly.

- Once questions have been clarified, have students to continue working with their partners to finish writing their poem.
- Circulate in the classroom and answer any questions students may have.
  - Distribute chart/construction paper and markers when appropriate.



### Writing

#### Entering/Emerging

Provide students with one-on-one support by reading the rubric column by column and asking prompting questions such as “In order to get an exemplary in the structure category, what do you need to do?”

#### Transitioning/Expanding

Provide students with light support, prompting questions such as “How would you earn a strong instead of an exemplary in the structure category?”

#### Bridging

Offer students support by answering questions as need.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                |
| Unit/Lesson        | U3 L12                                                                                                 |
| Activity Name      | Poem Template                                                                                          |
| Proficiency Levels |                                                                                                        |
| Entering           | Student contributes at least one descriptive word or phrase to each stanza with 1:1 support.           |
| Emerging           | Student contributes at least one descriptive phrase to each stanza with substantial support.           |
| Transitioning      | Student contributes multiple descriptive phrases or similes to each stanza with moderate support.      |
| Expanding          | Student contributes multiple descriptive phrases or similes to each stanza with minimal support.       |
| Bridging           | Student contributes multiple descriptive phrases and similes to each stanza with occasional prompting. |

## Lesson 12: Poetry Gallery Walk

# On Stage



**Primary Focus:** Students will exchange their poems while participating in a gallery walk.

### POETRY GALLERY (10 MIN.)

- After students have completed writing their poems on chart/construction paper, assist students in hanging them on the walls of the Poetry Gallery.
- Explain to students that together they will walk through the Poetry Gallery to read classmates' poems.
  - As you stop at each poem, ask for a poet volunteer to read aloud their original poem.
  - Tell students that after each poet reads their poem aloud, they will “snap” as a means of applauding the poets' creation.
- If time permits after the Poetry Gallery Walk, lead students in writing Thank You notes to their classmates for sharing their creations.

End Lesson



Reading  
Exchanging  
Information/Ideas

### Entering/Emerging

Provide students with oral reading support by reading the poems aloud during Poetry Gallery Walk.

### Transitioning/Expanding

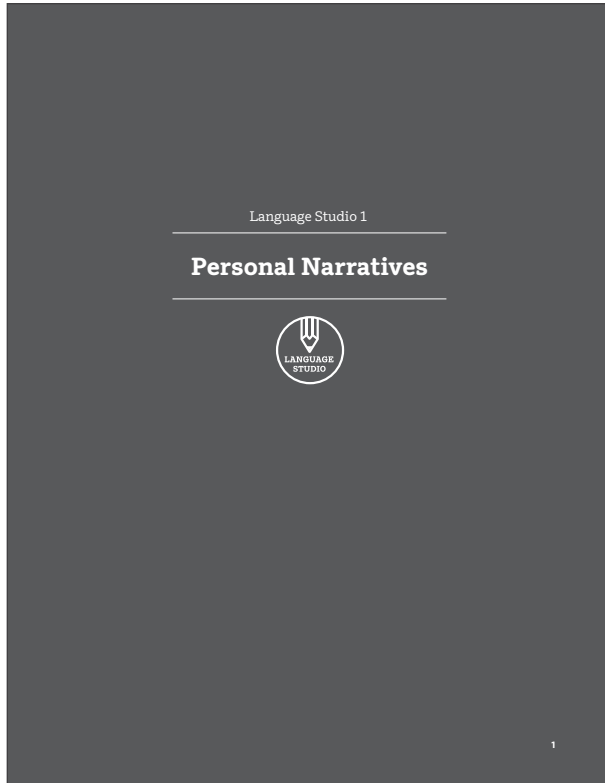
Provide students with light oral support by reading difficult portions of poems aloud during Poetry Gallery Walk.

### Bridging

Offer students oral support when prompted by students during Poetry Gallery Walk.



## ACTIVITY BOOK ANSWER KEYS



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.1** ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

#### Definition of Personal Narrative

*Directions: Write the definition and characteristics of a personal narrative on the lines below.*

A personal narrative is a true story told in the first person by  
someone who was involved in the events being described.

Personal Narrative Characteristics:

1. a true story
2. told in the first person
3. by someone involved in the events described

Core Knowledge Language Arts | Grade 5

Activity Book | Language Studio 1 3



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.1** ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

#### "My First Camping Trip"

*Directions: Underline evidence that supports the paragraph is written in personal narrative format.*

I'll never forget the first time I went camping. We drove several hours to the wilds of Pennsylvania. My sister and I squirmed and chattered in the back seat for the whole drive. Our campsite was right next to a beautiful lake, and I was really looking forward to swimming and taking out a canoe. But as soon as we set up our tent, a torrential rainstorm began. It didn't stop pouring all weekend, and my family's first outdoor adventure was spent cooped up in a tent playing gin rummy. I did not experience much nature, but I did have fun and became very skilled at gin rummy. I'm looking forward to camping again and hope the weather cooperates next time.

Core Knowledge Language Arts | Grade 5

Activity Book | Language Studio 1 5



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.2** ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

#### Elements of a Good Paragraph

Writers often organize good paragraphs using a common set of guidelines.

- First, writers include a topic sentence to introduce the topic, main idea, or event of the paragraph. The topic sentence tells what the paragraph will be about.
- Next, writers include supporting sentences to explain the topic, main idea, or event. Writers usually include at least three to five sentences to give the reader supporting details and facts. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic.
- Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic, main idea, or event.

Core Knowledge Language Arts | Grade 5

Activity Book | Language Studio 1 7





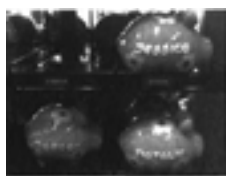
# LANGUAGE STUDIO 1: PERSONAL NARRATIVES

## “Hello, My Name Is” Excerpt

Directions: Read excerpts. Answer questions in complete sentences.

### Adding Details in Writing

My mom’s chosen English name is Julie. So when I was born a girl, they scoured the baby name book for popular “J” names. And they fell in love with the name Jennifer for both its popularity and meaning: the fair one. What my mom hadn’t anticipated was that because the name was so popular, souvenirs with my name were often sold out.



1. Why did the author choose to add the detail, “What my mom hadn’t anticipated was that because the name was so popular, souvenirs with my name were often sold out”?

**Possible responses:** The author chose to add this detail because it emphasizes the popularity of the name. The author also added the detail to create irony. The name *Jennifer* means “fair one” but it wasn’t fair to the author that she wasn’t able to buy things with her name on it like others could.

The astrologer said that my name needed jade. This is the character for jade.

玉

This is the common variation of the character for jade.

王

In Chinese culture, jade is said to possess the five essential virtues of Chinese philosophy: compassion, modesty, courage, justice, and wisdom. Virtues she thought I might need when trying to be “the fair one.” So, as she created my name, my mom weaved as much jade as possible.

3. How did the author explain Taiwanese culture?

**Possible responses:** The author gave examples and details to show that Taiwanese culture is superstitious. Using details and examples emphasized the importance of picking a name in Chinese culture.

So that is how I ended up with two names: a simple English name, and a customized Chinese one. Actually, if you count my nicknames, I have at least fifteen names. They range from obvious abbreviations like J-Lou to more story-oriented ones like Gimpy, Potty Lou, and Evil.



# LANGUAGE STUDIO 1: PERSONAL NARRATIVES

So my full name is Jennifer Lou. No middle name. Nothing. Everyone else in my family has their Chinese name as their English middle name. It’s on official documents, passports, licenses, and in my brother’s case, his birth certificate. The middle name field on my birth certificate? Blank. A parental oversight because they hadn’t made the time to select a Chinese name.

Having no middle name is even more significant when you grow up in white, middle-class Connecticut where everyone has one. It was a rough childhood. Not only did I have to learn how to ski, how to play tennis, and how to tie sweaters around my neck, I also had to navigate **Puritan** New England middle name-less. “You’re incomplete!” friends would say.

2. Why did the author use the detail, “Having no middle name is even more significant when you grow up in white, middle-class Connecticut where everyone has one. It was a rough childhood”?

**Possible response:** The author uses this detail to expand on the idea that she was not like “all” the other kids in her town.

I later pressed for more clarification. I discovered why my Chinese name never became my English middle name. When I was born, my mom didn’t have a Chinese name picked out for me. Instead, my mom sent all my birth information back to Taiwan to a Chinese astrologer. She needed to know what elements to include in my name based on my birth details. If you know nothing else about Taiwanese culture, know that they are crazy superstitious. You can’t leave rice uneaten on your plate, put your chopsticks standing up in a bowl, give an umbrella or knives as gifts—and your daughter can’t be named without an astrologer.



# LANGUAGE STUDIO 1: PERSONAL NARRATIVES

## Adding Details in Sentences

Directions: Add details on the blank line to expand the ideas, people, places, and things. Cut out the text strip. Fold the strip on the dotted line(s) to demonstrate how the sentence expands (gets longer) when details are added.

Sample:

|             |                                       |
|-------------|---------------------------------------|
| The dog ran | out of the house to chase a squirrel. |
|-------------|---------------------------------------|



Your turn:

|                |                                                            |
|----------------|------------------------------------------------------------|
| She was hungry | (Possible response: after a long day working on the farm.) |
|----------------|------------------------------------------------------------|



|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Manny left school | (Possible response: because he had to go to the doctor and get a checkup.) |
|-------------------|----------------------------------------------------------------------------|



|           |                                                    |         |
|-----------|----------------------------------------------------|---------|
| My friend | (Possible response: got an A on her math test and) | smiled. |
|-----------|----------------------------------------------------|---------|





NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

#### Figurative Language—Similes and Metaphors

##### Simile

A simile is a comparison of two different things using the word *like* or *as*.

Example: My hands are cold as ice.

##### Metaphor

A metaphor is a comparison that does **not** use the word *like* or *as*.

Example: My mom is a teddy bear.

Directions: Circle whether the sentence contains a simile or metaphor. Underline the word that shows the comparison in the similes.

1. He's sleeping like a log.  
simile metaphor
2. I'm so hungry I could eat a horse.  
simile metaphor
3. You are my sunshine.  
simile metaphor
4. It's as easy as one, two, three.  
simile metaphor
5. The kids behaved like angels.  
simile metaphor

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ACTIVITY PAGE

**7.2**

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### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

#### The Prince of Los Cocuyos Excerpt—Figurative Language

Directions: Read text excerpts. Answer questions in complete sentences.

##### From The Prince of Los Cocuyos

I hopped back on my bike, darted to Liberty Mart, got my bird, and tied all twenty-one pounds of it across the breast onto my handlebars. But getting it home wasn't as easy as I thought it would be. When I rode over the pothole in front of St. Brendan's rectory like I always did for the heck of it, one of the knots slipped and the frozen turkey slid like a shuffleboard puck down the sidewalk and into the gutter before stopping inches away from the catch drain. No problem, I thought; it was frozen and sealed in plastic. I picked it up and tied it even tighter with a few extra knots. But while I was cutting through a parking lot, it fell again and skidded under a huge four-door sedan. I crouched down and tried to grab it, but it was just out of my arm's reach. Finally I squirmed under the car on my belly and yanked it back, the turkey and me emerging grimy and blotched with oil.



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DATE: \_\_\_\_\_

**7.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

1. Underline the simile or metaphor in the first paragraph.

Explain the meaning of the underlined simile or metaphor.

Possible response: The author used a simile in the expression, "the frozen turkey slid like a shuffleboard puck down the sidewalk." The word like is used to compare the turkey's movement to the way a puck moves. A puck slides easily and quickly across polished wood, and that is how the turkey moved.

2. Why do you think the author used figurative language?

Possible response: The author uses figurative language to create a picture in the reader's mind, to make readers laugh, and to make the story more interesting.

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By then, the sweaty condensation on the bird made it impossible to tie to the handlebars. I took off my T-shirt, wrapped it around the turkey like I was swaddling a baby, and retied it for a third time, thinking that would do the trick. Not so. Crossing Eighty-seventh Avenue it came loose again. I swerved to avoid running it over and fell off my bike. There we were: me and a twenty-one-pound turkey, lying on the pavement in the middle of a four-lane road just as the traffic light turned green and cars began honking incessantly. Surely the Indians and Pilgrims must have had an easier time, I thought. With one hand on the handlebar and the other barely able to carry the turkey, I managed to inch my way over to the sidewalk. "That's it!" I yelled at the bird. I tied it to the bike seat and walked my bike the rest of the way.

3. Did the author use a simile or metaphor? If so, underline the simile or metaphor.

Explain the meaning of the underlined simile or metaphor.

Possible response: Yes, the author used a simile in the phrase "wrapped it around the turkey like I was swaddling a baby." The word like is used to compare how he puts his T-shirt around the turkey to how somehow would wrap a baby warmly in a blanket.

Another possible response: A metaphor was used to compare how Native Americans long ago prepared a turkey versus preparing a turkey in modern day.

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DATE: \_\_\_\_\_

**7.2**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

4. Why do you think the author uses figurative language?

Possible response: The author uses figurative language to  
create a picture in the reader's mind, to make readers laugh,  
and to make the story more interesting.

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**8.1**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

My mind was closed to all things past, I was not going to look back on my farm days, hog slopping, or the long hours of toil. I didn't give a thought to things back at home. The train rolled on all day long, to the song of the metal against the tracks, the blur of the towns and villages moving past my eyes. I wasn't going to get to Washington until around eight o'clock that night, and I told the porter that I would be glad to work if he needed anyone to help him.

1. Is this story a personal narrative? Why or why not? \_\_\_\_\_

Answer: It is a personal narrative because the story is told in  
first person using I and my.

2. What is the character doing in the story? Use details from the text to support your answer.

Possible answer: The person in the story is taking a train to  
Washington.

3. Underline the metaphor the author uses to describe events in the story.

4. Why do you think the author uses a metaphor? Possible answers:  
The author uses a metaphor to describe the noise he hears on his  
long trip to Washington. Others might find the sound unpleasant  
or grating, but the sound pleases him like music would.

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The author uses a metaphor to get readers to make pictures in  
their minds of events in the story.

The author uses a metaphor to describe events in the story  
using the senses.

When the train pulled into Washington, I had never seen so many lights. It was like the world was on fire. As I gathered my stuff, the porter asked me again if I wanted the train job. "No," I said. "I am finally in the city. This is what I have been waiting for all my life."



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DATE: \_\_\_\_\_

**8.1**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 1: PERSONAL NARRATIVES

5. Underline the simile in the text.

6. What does the simile mean in the story?

The character lives in the country, so he is not used to seeing  
so many streetlights. The streetlights were so bright that it  
looked like there was a fire.


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ACTIVITY PAGE

8.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Practice Comparing Adjectives

Directions: Write the correct form of the adjective in the box.

An adjective is a word that describes something (a noun or a pronoun).

Example: That's a big apple.

A comparative adjective is used to compare two things.

Example: The apple is bigger than a grape.

A superlative adjective is used to compare three or more things.

Example: The apple is the biggest fruit in the bowl.

| Adjective (describes nouns) | Comparative (-er) | Superlative (-est) |
|-----------------------------|-------------------|--------------------|
| tiny                        |                   |                    |
| large                       | <u>tinier</u>     | <u>tiniest</u>     |
| strange                     | <u>larger</u>     | <u>largest</u>     |
| heavy                       | <u>stranger</u>   | <u>strangest</u>   |
| short                       | <u>heavier</u>    | <u>heaviest</u>    |
|                             | <u>shorter</u>    | <u>shortest</u>    |
| <u>narrow</u>               |                   | <u>narrowest</u>   |

simple                      simpler

Challenge: Pick words from above and use them in spoken sentences.

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ACTIVITY PAGE

9.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 1: PERSONAL NARRATIVES

Combining Sentences

Directions: Combine the following sentences to create a precise sentence using the connecting words in the word box. Words in the word box may be used more than once.

and

but

because

which

when

who

however

therefore

Example:

Penguins are specialized aquatic birds. They may live for twenty years.

Possible Answer: Penguins are specialized aquatic birds and may live for twenty years.

Your turn:

1. Penguins may live for twenty years. Penguins have many obstacles to overcome to stay alive.

Possible Answer: Penguins live for twenty years but have many obstacles to overcome to stay alive.

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2. I went to the sporting goods store to buy a tent, sleeping bag and flashlight. I'm going camping this weekend.

Possible Answer: I went to the sporting goods store to buy a tent, sleeping bag, and flashlight because I'm going camping this weekend.

3. We went to the park. We were on summer vacation. We brought a picnic basket.

Possible Answer: We went to the park when we were on summer vacation, and had a picnic.


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Language Studio 2

Early American Civilizations



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Activity Book Answer Keys

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

### What Is a Civilization?

Directions: Record your thoughts and ideas, using words, pictures, or both.

Answers will vary.

People have developed effective ways of organizing a society and care about art, science, etc.

A particular well-organized and developed society

All the societies of the world

CIVILIZATION

ACTIVITY PAGE

**1.2**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



## LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

### Systems and Structures of our Civilization

Directions: For each heading below, record examples of systems and structures present in our modern-day civilization. Record your ideas using words, pictures, or both.

Farming and Cities

Answers may vary.  
Commercial vs. personal farming  
Crops vs. animals

Religion

Answers may vary.  
Religions; church; sunday school;  
religious celebrations

Social Classes

Answers may vary.  
Wealth vs. middle class vs. low income

Art and Architecture

Answers may vary.  
Music; performing arts; visual arts;  
notable architectural structures

Government

Answers may vary.  
3 branches of government; president of  
the United States

Ways to Record Information

Answers may vary.  
Letters; email; internet; books



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

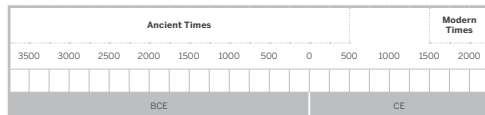
**1.3**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

### What Happened First?

Directions: Use the timeline below as a reference to help you organize the following six events in chronological order.



1200 BCE: Development of the Roman Empire

1532 CE: Fall of the Inca Civilization

1300 CE: Rise of the Aztec Civilization

900 CE: Decline of the Maya Civilization

1520 CE: Spanish Conquistadors come to the Americas

1800 BCE: Development of the Maya Civilization

First Development of the Maya Civilization  
Development of the Roman Empire  
Decline of the Maya Civilization  
Rise of the Aztec Civilization  
Spanish Conquistadors come to the Americas  
Fall of the Inca Civilization

Last \_\_\_\_\_



NAME: \_\_\_\_\_  
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**2.1**

STORY PAGE

## LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

### Geographical Features Word Sort

Directions: Paste the geographical features in the appropriate column below.

Features of the Land

Plants

Animals

river valley

indigo plant

toucans

mountains

maize/corn

snakes

swamps

vines

llamas

volcanoes


cotton

monkeys

ACTIVITY PAGE

2.3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

Taking Notes on Geographical Features

Directions: Record key details about Geographical Features of the Maya, Aztec, and Inca civilizations using pictures, words, or both.

Key Details

Maya

North of the equator in the tropics; includes a portion of present-day Mexico and parts of Central America; diverse landscapes, including dry coastal deserts and wet inland rainforests; southern part of the peninsula is warm and humid; animals include: jaguars, snakes, bats, monkeys, toucans, and quetzal birds; northern part of the Yucatán is drier; has swamps and lakes.

Aztec

Began north of the Yucatán Peninsula and extended across much of Central Mexico; mountains and volcanoes; full of wildlife.

Inca

High in the Andes Mountains of present-day Peru; landscape and climate vary greatly across region; deserts and warm valleys; frigid snow-capped peaks; wildlife included llamas, alpacas, cougars, and chinchillas.

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ACTIVITY PAGE

3.1

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DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

Verbs and Verb Phrases

Directions: Action verbs show action. Linking verbs connect the subject to the words that describe it. In the sentences below, underline the verb and circle whether it is an action verb or a linking verb.

- Llamas and alpacas are native to the mountain region.

Action Verb

Linking Verb
- Cougars share their habitat with other bird, amphibians, and wildlife.

Action Verb

Linking Verb
- Warm, humid rainforests cover the southern part of the peninsula.

Action Verb

Linking Verb
- Deep cenotes supply fresh water to the area.

Action Verb

Linking Verb
- Mesoamerica has very diverse landscapes.

Action Verb

Linking Verb

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ACTIVITY PAGE

3.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

Geographical Feature

Directions: Draw or attach an image representing a geographical feature of the Maya, Aztec, or Inca civilization. Write a caption that describes the image you have selected.

Images will vary.

Image

Captions will vary.

Caption

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ACTIVITY PAGE

4.1

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DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

Descriptive Words and Phrases

Directions: Write a list of words and phrases that describe your image of a geographical feature.

Answers will vary.

Captions will vary.

Use the words and phrases above to draft a caption for your image of a geographical feature.

Captions will vary.

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Activity Book Answer Keys

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**4.3**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

### Selecting a Civilization

Directions: Choose a civilization to be the focus of your Scrapbook Project.

1. Think about which of the following civilizations seems the most interesting to you:

|      |       |      |
|------|-------|------|
| Maya | Aztec | Inca |
|------|-------|------|

2. Circle the civilization that you would like to select for your Scrapbook Project.
3. Explain why you are selecting this civilization. Use the word *because* in your explanation.

Student responses will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**5.4**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

### Magnet Summary

Directions: Record key ideas and important details from your reading about the capital city of the Maya, Aztec, or Inca civilization. You may use pictures, words, or both.

\_\_\_\_\_  
Name of Civilization

Answers will vary.

**Maya:** the city-state Chichén Itzá served as an important Maya center; Chichén Itzá is located in the northern Yucatán Peninsula; the Maya believed that Chichén Itzá's Well of Sacrifice was the home of gods who controlled the rain; this well continued to serve as a sacrificial site for centuries after Chichén Itzá's decline as a major Maya center.

**Aztec:** Tenochtitlán was laid out on a grid; its streets and canals formed a pattern of squares; its religious and ceremonial center was located at the heart of the city; the pyramid-temple complex was much larger than those at the Maya centers; Tenochtitlán was divided into four sections, or quadrants; each quadrant was divided into 20 calpullin, or districts. Each one had its own farm, marketplace, and school.

**Inca:** Cuzco means "navel of the world"; the first Sapa Inca founded Cuzco in 1200 CE; important government officials came and went from Cuzco, conducting important business; Coricancha or "Temple of the Sun" served as the religious center of the empire.



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**5.5**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

### Prefix Inter-

Directions: Match the words in the word bank to the correct definition.

|                 |              |               |
|-----------------|--------------|---------------|
| interact        | intercept    | interfere     |
| interject       | intermediate | international |
| interscholastic | intervene    | interview     |

1. Existing or done between two or more schools. Interscholastic
2. To become involved in the activities and concerns of other people when your involvement is not wanted. Interfere
3. Involving two or more countries. International
4. A meeting at which information is gathered (as by a reporter) from a person. Interview
5. To interrupt what someone else is saying with a comment, remark, etc. Interject

**Challenge.** Select one of the remaining words and use it in a sentence.

Answers will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.1**

ACTIVITY PAGE

## LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

### Descriptive Words and Phrases

Directions: Write a list of words and phrases that describe your image of the capital city.

Answers will vary.

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Use the words and phrases above to draft a caption for your image of the capital city.

Captions will vary.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

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CONTINUED

ACTIVITY PAGE

**LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS**

**Cultural Aspects Word Sort**

*Directions: Paste the cultural aspects in the appropriate column below.*

| Farming Methods  | Social Classes | Architecture |
|------------------|----------------|--------------|
| slash and burn   | lords          | temples      |
| raised aqueducts | nobles         | pyramids     |
| multicropping    | craftsmen      | shrine       |
| terrace farming  | commoners      | adobe        |

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**8.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS**

**Taking Notes on Cultural Aspects**

*Directions: Read about the cultural aspects of the Maya, Aztec, or Inca civilization and record key details below using pictures, words, or both.*

|                 | Civilization                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Farming Methods | Maya: multicropping; terrace farming<br>Aztec: the Aztec used sand, dirt, rocks, and wooden stakes to build three wide causeways; the causeways provided fresh water for drinking and farming<br>Inca: terrace farming; raised aqueducts                                                                                                                                                 |
| Social Classes  | Maya: lords in the highest class; well-educated priests were also among the noble, or highest, classes<br>Aztec: priests, emperor, and noble class lived within the city; merchants, artisans, and farmers, lived together in the capullin<br>Inca: emperor, governor, priests, judges, army officers, and tax collectors were among the higher class; commoners were in the lower class |
| Architecture    | Maya: stone pyramids and temples; pyramids served as burial monuments to honor dead kings<br>Aztec: Tenochtitlán was laid out on a grid; pyramid-temple complex at the city center; shrines to the gods<br>Inca: superior network of roads; tunnels; rope and suspension bridges                                                                                                         |

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ACTIVITY PAGE

**9.1**

NAME: \_\_\_\_\_  
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**LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS**

**Describing the Cultural Aspects of a Civilization**

*Directions: Write a list of words and phrases that describe your image of a cultural aspect of the Maya, Aztec, or Inca civilization.*

**Answers will vary.**

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*Use the words and phrases above to draft a caption for your image of the capital city.*

Captions will vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**11.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS**

**Important Accomplishments of an Early American Civilization**

Name of Civilization

*Directions: Using words, pictures, or both, identify an important accomplishment of this Early American Civilization.*

**Answers will vary.**

Maya: The Maya developed a system of writing that used around 800 distinct glyphs. Scribes patiently painted symbols onto the folded bark paper of a codex. They created many of these ancient books, or codices. They also developed a number system used by also classes of people.  
Aztec: The Aztec developed causeways and aqueducts to help transport fresh water for drinking and farming. Grand marketplaces were centers of trade and commerce.  
Inca: Governors used quipus to keep track of crop yields, taxes paid, and taxes owed. The Inca developed a superior network of roads and tunnels and built rope and suspension bridges.

*Explain why this accomplishment was important to the civilization.*

**Answers will vary.**

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ACTIVITY PAGE

12.1

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DATE: \_\_\_\_\_



LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

Describing the Accomplishments of a Civilization

Directions: Write a list of words and phrases that describe your image of a successful accomplishment of the Maya, Aztec, or Inca civilization.

Answers will vary.

Use the words and phrases above to draft a caption for your image of a Maya, Aztec, or Inca accomplishment.

Captions will vary.

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ACTIVITY PAGE

13.1

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LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

Cause and Effect

Directions: Record key details about the events leading to the end of the Maya, Aztec, or Inca civilization, using words, pictures, or both.

CAUSE

Maya: drought conditions; fighting between tribes; disease.

Aztec: Spanish conquistadors brought deadly diseases like smallpox; Cortés and his men conquered the powerful Aztec city-states.

Inca: quarrel between two brothers—Inca leaders—weakened the empire; Pizarro and his men conquered the Inca and took their riches; European diseases brought over by the Spanish conquistadors killed 40 percent of the Inca population.


EFFECT

Decline of the

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DATE: \_\_\_\_\_

13.2

ACTIVITY PAGE

LANGUAGE STUDIO 2: EARLY AMERICAN CIVILIZATIONS

Describing the Decline of an Early American Civilization

Directions: Write a list of words and phrases that describe your image of the events leading to the end of the Maya, Aztec, or Inca civilization.

Use the words and phrases above to draft a caption for your image of the events leading to the end of the Maya, Aztec, or Inca civilization.

Captions will vary


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Language Studio 3

Poetry



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**1.2**

ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

**I Spy . . .**

Directions: Complete the following Observational Chart with the things you noticed when scanning the poem "To the Snake."

| I Spy . . .                              |                                          |                                          |                                          |                                          |                                          |
|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|------------------------------------------|
| Punctuation                              | Capitalization                           | Length                                   | Spacing                                  | Format                                   | Words                                    |
| Observation(s):<br>1. Answers will vary. | Observation(s):<br>1. Answers will vary. | Observation(s):<br>1. Answers will vary. | Observation(s):<br>1. Answers will vary. | Observation(s):<br>1. Answers will vary. | Observation(s):<br>1. Answers will vary. |
| 2. Answers will vary.                    | 2. Answers will vary.                    | 2. Answers will vary.                    | 2. Answers will vary.                    | 2. Answers will vary.                    | 2. Answers will vary.                    |
| Example(s):<br>Answers will vary.        | Example(s):<br>Answers will vary.        | Example(s):<br>Answers will vary.        | Example(s):<br>Answers will vary.        | Example(s):<br>Answers will vary.        | Example(s):<br>Answers will vary.        |

One thing **I like** is

Answers will vary.

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One thing **I don't understand** is

Answers will vary.

One thing **I want to learn more about** is

Answers will vary.

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DATE: \_\_\_\_\_

**2.1**

ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

**The Five Senses and Imagery**

Directions: After listening to the nature audio recordings, list the images you imagined while you listened to the sounds. List these images under the correct sense column. For example, if you listened to sounds of the ocean, and you could taste salt water on your tongue, write, "Taste saltwater on my tongue" under the Taste column.

| See                | Hear               | Taste              | Touch              | Smell              |
|--------------------|--------------------|--------------------|--------------------|--------------------|
| Answers will vary. | Answers will vary. | Answers will vary. | Answers will vary. | Answers will vary. |
| Answers will vary. | Answers will vary. | Answers will vary. | Answers will vary. | Answers will vary. |

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ACTIVITY PAGE

**2.2**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



**LANGUAGE STUDIO 3: POETRY**

**Nature and Me**

Directions: Now that you have completed the Five Senses Chart, write about a personal experience you had with nature.

Listening to the sounds of **Answers will vary.** made me think of the time I

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I remember **seeing** **Answers will vary.**

\_\_\_\_\_

\_\_\_\_\_

I remember **hearing** **Answers will vary.**

\_\_\_\_\_

\_\_\_\_\_

I remember **tasting** **Answers will vary.**

\_\_\_\_\_

\_\_\_\_\_

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DATE: \_\_\_\_\_

**2.2**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 3: POETRY

I remember *touching* Answers will vary.

\_\_\_\_\_

I remember *smelling* Answers will vary.

\_\_\_\_\_

This memory makes me feel Answers will vary.

\_\_\_\_\_

because Answers will vary.

\_\_\_\_\_



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.1**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 3: POETRY

*Directions: Reread the poem "To the Snake" and work together to answer the following questions. Remember that in addition to noting the speaker's actions, you will also be identifying when and how apostrophe is used. First, complete the charts that correspond to your assigned stanza; then, when your teacher directs you, share your examples with your group members. Write what they share in the correct row.*

1. What is the *speaker* doing in the poem?

|                        | Action             | Line Number(s)     | Use of Apostrophe  |
|------------------------|--------------------|--------------------|--------------------|
| My example             | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |

2. How does the *speaker* feel about the snake? (Some possible feelings—happy, sad, scared, nervous, excited . . .)

|                        | Feeling            | Line Number(s)     | Use of Apostrophe  |
|------------------------|--------------------|--------------------|--------------------|
| My example             | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |

3. What does the *speaker* do with the snake?

|                        | Action             | Line Number(s)     | Use of Apostrophe  |
|------------------------|--------------------|--------------------|--------------------|
| My example             | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |

4. How would you describe the relationship between the speaker and the snake? For example, *friendly, unfriendly, caring, loving, etc.*

|                        | Action             | Line Number(s)     | Use of Apostrophe  |
|------------------------|--------------------|--------------------|--------------------|
| My example             | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.1**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 3: POETRY

5. What clues (examples) of *apostrophe* do you see in the poem?

|                        | Clues              | Line Number(s)     | Use of Apostrophe  |
|------------------------|--------------------|--------------------|--------------------|
| My example             | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |
| Group member's example | Answers will vary. | Answers will vary. | Answers will vary. |

**Challenge.** How does using an *apostrophe* in this poem make the reader understand the speaker's connection/relationship with the snake?


The *apostrophe* helps the reader understand the relationship/connection between the speaker and the snake because Answers will vary.

Based on the evidence on line(s) Answers will vary., the reader can infer that the *speaker* feels Answers will vary. about the snake Answers will vary. The reader understands this relationship because in this example, the *speaker* is *doing, saying, etc.* Answers will vary., which proves that the *speaker* feels Answers will vary. about the snake.

ACTIVITY PAGE

4.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 3: POETRY

Apostrophe Brainstorm

Directions: Work with your partners to create the speaker and animal of your apostrophe poem.

Who's Speaking?

1. Male/Female Answers will vary.

2. Age (e.g., child, teenager, adult) Answers will vary.

3. Personality (e.g., shy, outgoing, quiet, talkative, curious, scared, happy, sad, etc.)  
Answers will vary.


4. Relationship with Animal (e.g., good, bad, loving, angry, etc.)  
Answers will vary.

5. Encounter with Animal (e.g., How does the speaker "meet" the animal? At home? In nature?)  
Answers will vary.

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4.1

CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 3: POETRY

6. Initial feelings toward Animal (How does the speaker feel when he/she first meets the animal?)  
Answers will vary.

7. Final feelings toward Animal (How does the speaker feel after they meet the animal?)  
Answers will vary.

What is Being Addressed?

8. Animal: Answers will vary.

9. Animal's Characteristics

a. Looks like (e.g., big, small, furry, fat, skinny, etc.)  
Answers will vary.

b. Smells like (e.g., sweet, sour, old, etc.)  
Answers will vary.

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c. Sounds like (e.g., quiet, loud, meows, barks, nays, chirps)  
Answers will vary.

d. Feels like (e.g., soft, smooth, rough, warm, cold, wet)  
Answers will vary.

10. Relationship with Speaker (e.g., good, bad, loving, angry, etc.)  
Answers will vary.


11. Initial reaction toward Speaker (How does the animal react when it meets the speaker?)  
Answers will vary.

12. Final feelings toward Speaker (How does the animal react after it meets the speaker?)  
Answers will vary.

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4.2

ACTIVITY PAGE

LANGUAGE STUDIO 3: POETRY

Apostrophe Creation

Directions: Use your Activity Page 4.1 brainstorm to complete the template and draft an apostrophe poem.

Answers will vary. To the \_\_\_\_\_  

(Insert Animal)

Stanza 1:

\_\_\_\_\_, when \_\_\_\_\_  

(Address the Animal) (The Speaker's Action #1)

and \_\_\_\_\_  

(Speaker's Action #2)

as you \_\_\_\_\_  

(Animal's Reaction #1)

and \_\_\_\_\_  

(Animal's Reaction #2)

Stanza 2:

\_\_\_\_\_, I \_\_\_\_\_  

(Address the Animal) (Speaker's Initial Feelings to Animal #6)

you were \_\_\_\_\_  
But I \_\_\_\_\_

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Stanza 3:

which \_\_\_\_\_  
 \_\_\_\_\_  
 (Speaker's Final Reaction to Animal #7)  
 and you \_\_\_\_\_  
 \_\_\_\_\_  
 (Animal's Final Reaction to Speaker)  
 \_\_\_\_\_  
 and I \_\_\_\_\_  
 \_\_\_\_\_



NAME: \_\_\_\_\_  
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5.2 ACTIVITY PAGE

LANGUAGE STUDIO 3: POETRY

Finding Rhyme

Directions: After participating in the rhyme search, highlight the appropriate rhyming patterns in the poem and write the rhyming sound on the blank line.

"Snow Dust"

Robert Frost

1. The way a crow \_\_\_\_\_ Snap
2. Shook down on me \_\_\_\_\_ Clap
3. The dust of snow \_\_\_\_\_ Snap
4. From a hemlock tree \_\_\_\_\_ Clap
5. Has given my heart \_\_\_\_\_ Snap
6. A change of mood \_\_\_\_\_ Clap
7. And saved some part \_\_\_\_\_ Snap
8. Of a day I had rued. \_\_\_\_\_ Clap

ACTIVITY PAGE

6.1

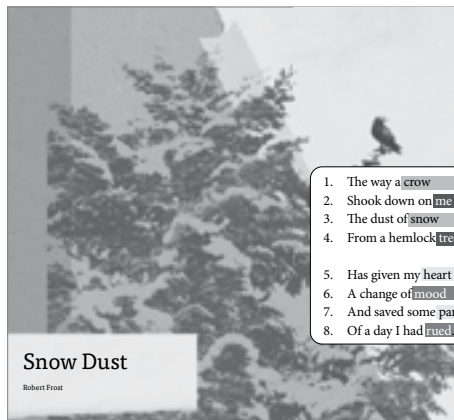
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LANGUAGE STUDIO 3: POETRY

When Rhyme is Rhythm . . .

Directions: Now that you have a clearer understanding of rhyme and rhythm, it's time to create a rhyme scheme. Complete the following rhyme scheme pattern. Note that the first pair is done for you.



1. The way a crow \_\_\_\_\_ A
2. Shook down on me \_\_\_\_\_ B
3. The dust of snow \_\_\_\_\_ A
4. From a hemlock tree \_\_\_\_\_ B
5. Has given my heart \_\_\_\_\_ C
6. A change of mood \_\_\_\_\_ D
7. And saved some part \_\_\_\_\_ C
8. Of a day I had rued. \_\_\_\_\_ D



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7.1 ACTIVITY PAGE

LANGUAGE STUDIO 3: POETRY

A Change of Heart . . .

Directions: Think back to a time your heart was sad, angry, or upset, but then something unexpectedly happened to change its mood. Perhaps someone told you a funny joke to make you laugh aloud; maybe you saw an animal walking on the sidewalk or playing in the snow, which made you smile; or, possibly it was something else that made you realize the day wasn't that bad.

Before . . .

How was your heart feeling?

Answers will vary.

What made it feel this way?

Answers will vary.

How did you respond to these feelings?

Answers will vary.

After . . .

What happened to change your heart's feeling?

Answers will vary.

Where were you when the change of heart occurred?

Answers will vary.

How did you feel when this change happened?

Answers will vary.

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**7.2** ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

**My Original Rhyme**

Directions: Look back to the thoughts and ideas you wrote when you answered the questions on Activity Page 7.1. Like the speaker in "Snow Dust," write a poem using an ABAB rhyme scheme to show how your heart changed its feeling after a simple, unexpected experience.

Answers will vary; poems will use ABAB rhyme scheme

(Title)

1. \_\_\_\_\_ A

2. \_\_\_\_\_ B

3. \_\_\_\_\_ A

4. \_\_\_\_\_ B

5. \_\_\_\_\_ C

6. \_\_\_\_\_ D

7. \_\_\_\_\_ C

8. \_\_\_\_\_ D

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**8.2** ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

**What's She Saying?**

Directions: Summarize the individual stanzas of this poem to paraphrase and summarize individual poem stanzas. Be sure to also underline or highlight the slant rhymes and identify the poem's rhyme scheme.

"#359"

Emily Dickinson

| Line | Stanzas                                                                                                                                                      | Rhyme Scheme                                 | Paraphrase                                                                                                                                                                   |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | A Bird, came down the Walk --<br>He did not know I <u>saw</u> --<br>He bit an Angle worm in halves<br>And ate the fellow, <u>raw</u> .                       | <u>A</u><br><u>B</u><br><u>C</u><br><u>B</u> | Answers will vary, but may include:<br>A bird walks down the sidewalk,<br>but does not see the speaker<br>watching it bite into a worm, split<br>it in half, and eat it raw. |
| 5    | And then, he drank a Dew<br>From a convenient Grass --<br>And then hopped sidewise to<br>the Wall<br>To let a Beetle <u>pass</u> --                          | <u>C</u><br><u>D</u><br><u>E</u><br><u>D</u> | Then, the bird drinks the dew<br>from nearby grass and hops<br>sideways on a wall to let a<br>beetle pass it by.                                                             |
| 10   | He glanced with rapid eyes,<br>That hurried all <u>abroad</u> --<br>They looked like frightened<br>Beads, I thought,<br>He stirred his Velvet <u>Head</u> -- | <u>F</u><br><u>G</u><br><u>H</u><br><u>G</u> | The bird looks up (because it<br>notices the speaker) with quick<br>moving eyes that look like tiny,<br>little beads. He begins to move<br>his head around.                  |
| 15   | Like one in danger, Cautious,<br>I offered him a <u>Crumb</u> ,<br>And he unrolled his feathers<br>And rowed him softer <u>Home</u> --                       | <u>J</u><br><u>K</u><br><u>L</u><br><u>I</u> | Very cautiously, as if it were in<br>danger. When the speaker offers it a<br>crumb of food, it unrolls its feathers<br>and spreads it wings to fly home.                     |
| 20   | Than Oars divide the Ocean,<br>Too silver for a <u>seam</u> ,<br>Or Butterflies, off Banks of Noon,<br>Leap, plashless as they <u>swim</u> .                 | <u>M</u><br><u>N</u><br><u>O</u><br><u>M</u> | He moves and flies off quickly and<br>smoothly like the way oars split the<br>waves of the ocean or a butterfly<br>leaps off to fly without sound.                           |

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**8.2** ACTIVITY PAGE

**LANGUAGE STUDIO 3: POETRY**

I think the poem is about:

Answers will vary.

One thing I like about this poem is:

Answers will vary.

One way this poem is similar to "Snow Dust" is:

Answers will vary.

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One way this poem is different from "Snow Dust" is:

Answers will vary.

One thing I don't understand about this poem is:

Answers will vary.

One thing I would like to know more about is:

Answers will vary.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**9.1** ACTIVITY PAGE

### LANGUAGE STUDIO 3: POETRY

#### Break it Down!

Directions: Use the simile chart below to answer the questions that breakdown what is being compared.

| Stanza | Lines | Simile                                                                                                                                                                                          |
|--------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3      | 9–11  | "He glanced with rapid eyes<br>That hurried all abroad —<br>They looked like frightened Beads, I thought . . ."                                                                                 |
| 4      | 12–13 | "He stirred his Velvet Head,— // <sup>1</sup><br>Like one in danger, Cautious, . . ."                                                                                                           |
| 5      | 15–20 | "And he unrolled his feathers<br>And rowed him softer Home — //<br>Than Oars divide the Ocean,<br>Too silver for a seam,<br>Or Butterflies, off Banks of Noon,<br>Leap, plashless as they swim. |

#### Stanza 3

1. What is the bird doing with its eyes in lines 9–11?

The bird is moving its eyes around quickly.

<sup>1</sup>Indicates Stanza Break

2. As the reader, what do you imagine the bird looks like?

Answers will vary, but may include that the bird looks scared,  
anxious, or nervous.

3. What descriptive words help you create this image of the bird?  
(Hint: Think back to *imagery*.)

rapid, hurried, frightened

#### Stanza 4

4. How is the bird moving its head in lines 12–13?

Moving it around side to side

5. As the reader, what do you imagine the bird looks like?

Answers will vary, but may include that it is moving its  
head quickly from side to side looking all around to be sure  
nothing is coming up behind it to harm it; the bird also has a  
soft head, like velvet.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**9.1** ACTIVITY PAGE  
CONTINUED

### LANGUAGE STUDIO 3: POETRY

6. What descriptive words help you create this image of the bird?  
(Hint: Think back to *imagery*.)

stirred, velvet, danger

#### Stanza 5

7. How does the bird prepare to fly away, and what does it look like as it leaves?

unrolls its feathers and spreads its wings

8. As the reader, what do you imagine the bird looks like?

Answers will vary, but may include that the bird looks like  
something perched and on the verge of leaping or diving off  
to take a swim.

9. What descriptive words help you create this image of the bird?  
(Hint: Think back to *imagery*.)

unrolled, rowed, leap, swim

Directions: After you've completed your answers, work with a partner to underline or highlight the lines of the simile and complete the third column, "What's Being Compared" to explain the simile.

| Lines | Simile                                                                                                                                                                                           | What's Being Compared?                                                                                                                                                                                                    |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-11  | "He glanced with rapid eyes<br>That hurried all abroad --<br>They looked like frightened<br>Beads, I thought..."                                                                                 | The bird eyes (moving quickly)<br>look like tiny, frightened beads.                                                                                                                                                       |
| 12-13 | "He stirred his Velvet Head... //<br>Like one in danger, Cautious, ..."                                                                                                                          | The way the bird moves its<br>heads is similar to the way one<br>moves its head when in danger.                                                                                                                           |
| 15-20 | "And he unrolled his feathers<br>And rowed him softer Home -- //<br>Than Oars divide the Ocean,<br>Too silver for a seam,<br>Or Butterflies, off Banks of Noon,<br>Leap, plashless as they swim. | The bird unrolls its feathers spreads<br>its wings to take flight the same<br>way oars spread open and separate<br>the waves of the ocean or the way<br>a butterfly takes flight, softly and<br>smoothly (without noise). |

#### Picture It!

Directions: In the boxes below, draw images that correspond to the simile breakdown describing the bird and its interaction with the speaker.

| Stanza | Lines | Simile |
|--------|-------|--------|
|        |       |        |



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**11.2** ACTIVITY PAGE

#### LANGUAGE STUDIO 3: POETRY

#### Poem Brainstorm

Directions: Answer the following questions to help you and your partner brainstorm your poem. (Answers will vary.)

- What is the topic of the poem (i.e., nature or tone)?

---



---

- What is the structure of the poem (i.e., free verse or rhyme)?

---



---

- If rhyming, what rhyme scheme will the poem follow (i.e., ABAB, ABCB)?

---



---

- How many stanzas will be in the poem?

---



---

- How many lines per stanza?

---



---



|  |                                    |
|--|------------------------------------|
|  | <u>The place where a line ends</u> |
|  | _____                              |
|  | _____                              |
|  | _____                              |

Definition

|  |                                                                  |
|--|------------------------------------------------------------------|
|  | <u>A section of a poem; consists of a line or group of lines</u> |
|  | _____                                                            |
|  | _____                                                            |
|  | _____                                                            |

Definition



|  |                                                                 |
|--|-----------------------------------------------------------------|
|  | <u>The blank space that divides two stanzas from each other</u> |
|  | _____                                                           |
|  | _____                                                           |
|  | _____                                                           |

Definition

|  |                                                                                                   |
|--|---------------------------------------------------------------------------------------------------|
|  | <u>The use of descriptive words using the five senses to create pictures in the reader's mind</u> |
|  | _____                                                                                             |
|  | _____                                                                                             |
|  | _____                                                                                             |

Definition



|  |                              |
|--|------------------------------|
|  | The person, or voice, in the |
|  | poem who is “talking” to     |
|  | the reader                   |
|  |                              |

Definition

|  |                               |
|--|-------------------------------|
|  | Writing that addresses        |
|  | (speaks to) a person or thing |
|  | that is not present           |
|  |                               |

Definition



|  |                            |
|--|----------------------------|
|  | A poem that does not rhyme |
|  | or have a rhyme scheme     |
|  |                            |
|  |                            |

Definition

|  |                            |
|--|----------------------------|
|  | Words that end in the same |
|  | sound or sounds            |
|  |                            |
|  |                            |

Definition



|  |                         |
|--|-------------------------|
|  | The pattern of repeated |
|  | rhyming words in a poem |
|  |                         |
|  |                         |

Definition

|  |                                       |
|--|---------------------------------------|
|  | When two words share the              |
|  | same final consonant sound            |
|  | (e.g., <i>crumb</i> and <i>home</i> ) |
|  |                                       |

Definition



|  |                            |
|--|----------------------------|
|  | Words or phrases that mean |
|  | more than their dictionary |
|  | definition; for example,   |
|  | similes                    |

Definition

|  |                                |
|--|--------------------------------|
|  | A comparison of two            |
|  | different things using the     |
|  | words <i>like</i> or <i>as</i> |
|  |                                |

Definition



|  |                                                                                                                                               |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|
|  | <u>The attitude of a piece of</u><br><u>writing, expressed through</u><br><u>the style of writing and the</u><br><u>words the author uses</u> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|

Definition

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### Schools

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## Credits

### Language Studio 1

Lesson 7 (bouncing turkey): Dan Baxter; Lesson 8 (farm): Dan Baxter; (town): Dan Baxter

### Language Studio 2

Lesson 2 (volcano): Robert Marshall; (field with animals): Robert Marshall; Lesson 5 (pyramid): Scott Hammond; (city): Scott Hammond; (Temple of the Sun): Michael & Jennifer Lewis / National Geographic / SuperStock; Lesson 7 (Mayan civilization): Scott Hammond; (Mayans): Avi Katz; (pyramid into fourths): Core Knowledge Staff; (farm land): Lauren Pack; Lesson 10 (Mayan glyphs): Iberfoto / SuperStock; (Mayans): Avi Katz; (quipus): Science and Society / SuperStock; (6 quipus): Core Knowledge Staff; (messenger waving): Robert Marshall; Lesson 12 (Hernán Cortés): Adam Gustavson; (Francisco Pizarro): Adam Gustavson; (Aztec pendant): Kenneth Garrett / National Geographic / SuperStock; (Hernán Cortés): Adam Gustavson; (Moctezuma II and Cortés): Avi Katz; (Francisco Pizarro): Adam Gustavson; (Francisco riding horse): Avi Katz; (Incan treasure): Robert Marshall

