



# Language Studio

Teacher Guide

Grade 5

## Volume 4

Grade 5

Language Studio 8-9

## Volume 4

### Teacher Guide



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Language Studio 8

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# Native Americans

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## 1

# The Earliest Settlers

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

Students will use close reading skills to identify the most commonly known groups of people that inhabited North America prior to European settlement.

**Speaking**

Students will contribute to a class discussion about Native American people in the modern-day world.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****300 Years Ago** [Activity Page 1.2]

## LESSON AT A GLANCE

	Time	Materials
<b>Read About It</b>		
Close Reading: "A Long and Winding Road"	25 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> Activity Page 1.3
<b>Talk Time</b>		
Native American People Today	5 min.	

## ADVANCE PREPARATION

### Read About It

- Read Activity Pages 1.1 and 1.2.

### Talk Time

- Post the following sentence frames on the board/chart paper to scaffold class discussion during Talk Time on the board/chart paper:
  - "What I know is \_\_\_\_\_."
  - "This is important because \_\_\_\_\_."
  - "A better solution would be \_\_\_\_\_."
  - "I agree with this because \_\_\_\_\_."
  - "I disagree with this because \_\_\_\_\_."
- Prepare a KWL chart or a plain sheet of chart paper to record student responses during discussion.
- Post the following sentence frames on the board/chart paper:
  - "One thing I know about Native Americans is \_\_\_\_\_, and one thing I want to learn is \_\_\_\_\_."
  - "Knowing \_\_\_\_\_ about Native Americans, I want to learn about \_\_\_\_\_."
  - "I find it interesting that Native Americans \_\_\_\_\_ and want to learn more about \_\_\_\_\_."

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of an informational text about Native Americans by identifying important facts and answering text-dependent questions
- Use general academic and domain-specific vocabulary to express ideas and make inferences about a text

### Language Forms and Functions

What I know is \_\_\_\_\_.

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

A better solution would be \_\_\_\_\_.

I agree/disagree with this because \_\_\_\_\_.

I find it interesting that Native Americans \_\_\_\_\_ and want to learn more about \_\_\_\_\_.

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
settler tribe	forced indigenous relocation tension	

Start Lesson

## Lesson 1: The Earliest Settlers

# Read About It



**Primary Focus:** Students will use close reading skills to identify the most commonly known groups of people that inhabited North America prior to European settlement.

### CLOSE READING: A LONG AND WINDING ROAD (25 MIN.)

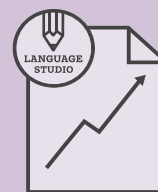
- Direct students to Activity Page 1.1 and the image of Chief Joseph Nez-Perce.
- Tell students that they are going to learn about the people who were living in North America when settlers from Europe arrived in 1492.
- Ask students to study the image of Nez-Perce and prepare some observations.
- Have students turn and talk with a partner about their observations.

Activity Pages  
1.1 and 1.3



- Repeat this activity using Activity Page 2.1.
- Ask students to predict what they might learn from this study.
- Tell students that today they are going to read with a partner to find out what changes occurred after the European settlers arrived.
- Explain that both students will read the first paragraph silently, and then one partner will read that paragraph aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.
- Students can ask their partner for help to sound out or define words as necessary.
- Point out the bold words. Tell students that the definitions of these words and all bolded words in this unit are located on Activity Page 1.3.
- Tell students that as they read, they will stop and answer the questions on Activity Page 1.2.
- Direct students to Activity Page 1.2.
- Preview questions with students to ensure understanding.
- Require that both partners write the answers to questions in their own words.
- When students have completed reading and answering questions, check for understanding by asking the following questions:
  - From where did Christopher Columbus sail and to where was he traveling?
    - » from Spain to Asia
  - What did Columbus's adventure spark?
    - » the Age of Discovery
  - Who actually figured out that Columbus came across two new continents?
    - » an Italian explorer, named Amerigo Vespucci, after whom the continents [North and South] were named, the Americas
  - Who were the native people of the land that Columbus and other explorers encountered?
    - » Native Americans
  - How did things change for the people of Mexico and Peru where the Aztec and Inca empires ruled?
    - » The Spanish conquerors brought guns, swords, horses, and diseases that killed off the majority of native people.
  - Who settled at Jamestown, Virginia?
    - » the English; John Smith

## Activity Page 1.2



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support answering text-dependent questions. Read and identify text-dependent concepts for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support answering text-dependent questions. Read and help students identify text-dependent concepts, using finger sweeping.

#### Bridging

Offer students occasional support answering text-dependent questions. Read and help students identify text-dependent concepts, using finger sweeping if necessary.

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## Exploration and Settlement

The year 1492 CE is a notable date in history—especially American history. Christopher Columbus sailed from Spain in that year to look for a passage to Asia, because that is what he thought he would find across the Atlantic Ocean. Instead, he bumped into a new continent. Columbus’s voyage triggered what some call an Age of Discovery. He was just one of many, many explorers from Spain, England, France, and other European countries to travel across the Atlantic.

At first, the Europeans did not know what to call this land. Some called it the West Indies, because they thought it was part of Asia. Later, they named it the Americas, after an Italian explorer named Amerigo Vespucci who figured out it really was a new continent—or, more precisely, two new continents: North and South America. Many Europeans simply referred to it as the New World because it was not on any of their maps, and everything seemed strange and new to them. For Europeans, this New World promised not only new lands but also incredible riches: gold, silver, sugar, tobacco, lumber, animal furs, and a host of other resources. European nations sent armies to fight over these riches, and they sent settlers to harvest them.

As you probably know, Columbus was not the first person to find the Americas. European explorers and settlers encountered people everywhere they went. These were the original or “native” people of the Americas because they had lived on this land before anyone else. Some Europeans called them Indians, although they were not really in the Indies at all. The name stuck, and that is why you hear the term *American Indian* today.

Beginning in 1492 CE, many things began to change for the **indigenous** peoples of North and South America. For some, the change came quickly. This was especially true in places such as Mexico and Peru, where the Aztec and Inca empires ruled. Their

civilizations fell quickly to Spanish conquerors. The Spanish brought their powerful guns, steel swords, and horses. They (and all other Europeans) also brought diseases against which the native peoples had no natural defenses. By the end of the 1500s, Spanish soldiers and diseases wiped out many groups of people from Mexico through South America.

Change was more gradual for Native Americans in the part of North America that later became the United States. Although the early Spanish explorers built several settlements north of Mexico, they did not conquer all of this land. However, the Spanish were not the only Europeans interested in the Americas. The English, French, Portuguese, and Dutch also crossed the ocean in search of riches. They, too, sent explorers, and soon they built settlements and colonies of their own.

The English settled at Jamestown, Virginia, where they built a fort in 1607 CE. There, Captain John Smith met Pocahontas and her tribe, the Powhatan. A few years later, in 1620 CE, the Pilgrims landed at Plymouth Rock. They interacted with the Wampanoag people, including a man named Tisquantum, also known as Squanto, who helped them learn to survive. The Pilgrims were grateful to Squanto for his help. According to some historical records, the Pilgrims and Native Americans came together for a meal to share the bounty of their harvest. Today we remember and celebrate this meal as Thanksgiving.

As with the story of Columbus, the story of Thanksgiving is only a fragment of a much larger story about Native Americans and the impact Europeans had on their world. Unfortunately, the themes of the Thanksgiving story—such as cooperation, friendship, and gratitude—are not common in the history of relations between Native Americans and Europeans.

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### **A Changing World: East and West**

If you were a Native American boy or girl born somewhere on the Great Plains during the 1500s or 1600s, European explorers existed mainly in rumors and campfire tales. In other words, most Plains tribes did not meet many Europeans at first, but they probably did hear stories about them. Where did these stories come from?

Native Americans usually traded with neighboring tribes. Each tribe had something that another tribe needed. They traded animal furs, plants and herbs, pottery, jewelry, and tools or weapons made from various stones, bones, wood, or shells. Whenever they traded things, they also talked and shared news and stories that they heard from other tribes. Around the fire at night, they shared stories of strange men from distant lands. Some said these men came from the sea itself, while others told of giant sailing ships. These strange men had beards, and they wore metal armor on their bodies. They carried powerful weapons that made the sound of thunder echo through the forests and canyons. They also rode on great beasts called horses. Native Americans had never seen any of these things before Europeans arrived.

European settlers were interested in two things even more valuable than furs. First, they needed knowledge to aid their survival, which Native Americans had in great supply. Native Americans showed settlers how to grow native plants like corn, beans, and tobacco. They taught them where to hunt for their own beaver, bear, and buffalo hides. They taught them the secrets of the forests and mountains and rivers. They also taught them about other tribes.

Second, settlers wanted land. English settlers established 13 colonies on the East Coast. Over time, the Native American tribes in these areas lost most of their land or were forced to move to reservations as European settlers built farms, roads, towns, factories, and cities. Gradually, the

settlers ventured away from the East Coast and over the Appalachian Mountains. They encountered the vast landscape of the American West. To them, it must have seemed like a land of opportunity, as such expansion and settlement was no longer possible in Europe.

In 1776, those 13 colonies became the United States, and its government had a plan to make the new nation strong and powerful. The US government seized land where Native American tribes lived. Many tribes fought back, but they could not prevent their land from being taken. The Cherokee people, for example, were one of the last large, powerful tribes in the woodlands of the southeastern United States. As the United States expanded its reach during the early 1800s, more and more settlers moved onto Cherokee lands, creating tensions that boiled over into war. The Cherokee tried to adapt to life as farmers and live according to the laws of the United States. Ultimately, though, the US government (under President Andrew Jackson) decided there was no room for the Cherokee or any other tribes. With the Indian Removal Act of 1830, the Cherokee and other tribes east of the Mississippi River were forced to move west to newly established “Indian Territory,” in what would later become Oklahoma. Thousands of Cherokee and other Native Americans died on the long walk westward, a journey remembered today as the Trail of Tears.

The Cherokee experience—including the tension, wars, and forced relocation to reservation land—was a narrative that played out again and again with other Native American tribes during the 1800s. Eventually, most tribes in the present-day United States, including the tribes of the Great Plains, experienced a similar fate. As you will learn, there are many sad, tragic chapters in the Native American story. The Native American way of life—which had existed for thousands of years before Europeans arrived—was seriously threatened. Fortunately, however, Native American cultures did not vanish. Although it was not easy, many Native American tribes did survive and redefined themselves to become part of a new nation, the United States. Their age-old traditions are still celebrated, and they still walk upon the land they love.

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- Who settled at Plymouth Rock? When?
  - » the Pilgrims; 1620 CE
- How did those tribes who did not have encounters with Europeans learn about their existence?
  - » through stories shared from one tribe to another during trades
- How did the Native Americans describe these men?
  - » They had beards; wore metal armor; carried powerful weapons; they rode on great beasts called horses.

**Note:** Review answers for accuracy of information, inferences, sentence quality, and use of text vocabulary.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U8 L1
Activity Name	300 Years Ago
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 copying relevant words and phrases with substantial support.
Transitioning	Student identifies key details and answers simple text-dependent questions with moderate support.
Expanding	Student identifies key details and answers open-ended questions about the text with moderate support.
Bridging	Student identifies key details and answers open-ended questions about the text with minimal support.

## Lesson 1: The Earliest Settlers

# Talk Time



Speaking  
Exchanging  
Information/Ideas

**Primary Focus:** Students will contribute to a class discussion about Native American people in the modern-day world.

### NATIVE AMERICAN PEOPLE TODAY (5 MIN.)

- Tell students they are going to participate in a discussion.
- Provide explicit guidelines for turn-taking.
- Direct students' attention to the sentence frames on the board/chart paper you prepared to scaffold discussion:
  - "What I know is \_\_\_\_."
  - "This is important because \_\_\_\_."
  - "A better solution would be \_\_\_\_."
  - "I agree with this because \_\_\_\_."
  - "I disagree with this because \_\_\_\_."
- Ask students what they know about Native American people today.
  - Write this information on the board/chart paper under the K portion of the KWL chart.
- **Turn and Talk:** Ask students to talk with a partner in their native language to prepare for the discussion. Alternatively, allow students a minute to prepare talking points in their native language.
- Call on a student to start the discussion.
- Record student responses on chart paper or a KWL chart.

### Entering/Emerging

Use a pre-prepared sentence frame to support students during the discussion: "*One thing I know about Native Americans is \_\_\_\_.*"

### Transitioning/Expanding

Provide students with the following sentence frame if needed: "*Knowing \_\_\_\_ about Native Americans \_\_\_\_.*"

### Bridging

Encourage students to participate in the discussion without the use of a sentence frame.

End Lesson

## 2

# They Found Everything They Needed

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

Students will use a map-labeling activity to describe North American Native American tribes, geography, geological features, and natural resources.

**Speaking**

Students will sustain a class discussion by supporting an opinion about the best North American region to live as a Native American 300 years ago.

**FORMATIVE ASSESSMENT****Reading****The Land of Plenty** [Activity Page 2.1]**FORMATIVE ASSESSMENT****Speaking****Which is the Best Region?** [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Vocabulary Building</b>		
The Land of Plenty	15 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 2.2
<b>Talk Time</b>		
Which Is the Best Region?	15 min.	<input type="checkbox"/> Activity Page 2.1

## ADVANCE PREPARATION

### Vocabulary Building

- Know the climate, geologic features, and natural resources of the regions inhabited by Native Americans.
- Display this sample list of labels for the map on the board as a model for students:
  - **Iroquois**
    - Woods
    - Ocean
    - Mountains
    - Cold winters
    - Game animals such as deer and wild turkey
    - Berries
    - Freshwater and saltwater fish
    - Ability to farm

### Talk Time

- Prepare sentence frames for use during discussion and write them on the board:
  - "I think that \_\_\_\_\_ is the best region because \_\_\_\_\_."
  - "I agree with \_\_\_\_\_ because \_\_\_\_\_."
  - "I disagree with \_\_\_\_\_ because \_\_\_\_\_."
  - "I'd like to add to what \_\_\_\_\_ said. I think \_\_\_\_\_."

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use domain-specific vocabulary to label a map and describe Native American tribes, geography, geological features, and natural resources
- Express an opinion about the best North American region to live as a Native American 300 years ago

### Language Forms and Functions

I think that \_\_\_\_\_ is the best region because \_\_\_\_\_.

I agree/disagree with \_\_\_\_\_ because \_\_\_\_\_.

I'd like to add to what \_\_\_\_\_ said. I think \_\_\_\_\_.

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Great Plains plateau	traded	buffalo horse hunting

## Lesson 2: They Found Everything They Needed

## Vocabulary Building

15M

**Primary Focus:** Students will use a map-labeling activity to describe North American Native American tribes, geography, geological features, and natural resources.

## THE LAND OF PLENTY (15 MIN.)

- Direct students to Activity Page 2.1.



- Ask students to describe the map in front of them.
- Encourage students to find the approximate location of their school on the map.
- Ask students which tribe(s) lived nearby, and to recall details about the tribe(s) and the surrounding region.
- Direct students to Activity Page 2.2.
- After each section of reading, pause to check for understanding by asking the following questions about:

## Activity Page 2.1



## Activity Page 2.2



## The People of the Great Plains

- What animal was the greatest symbol of the connection between people and nature?
  - » *the buffalo*
- How did the Plains tribes use the buffalo?
  - » *They were a main source of food; they used the hides for clothes, coverings, bedding, etc.; the hair was used to make pillows and ornaments; the bones were used for tools or in ceremonial costumes.*
- What does it mean for a tribe to be seminomadic?
  - » *The tribe moved around to different areas.*

## The Mandan

- What did the Mandan tribe grow?
  - » *corn, beans, other crops*
- What explorers encountered the Mandan and wrote about their way of life?
  - » *Lewis and Clark*

## Horses

- What animal did the Spanish trade with tribes?
  - » *horses*
- How did horses make life easier for Native Americans?
  - » *They made hunting, traveling, and fighting much easier.*
- What tribes lived in the Southwest?
  - » *Pueblo, Navajo in canyons and deserts*
- What tribes lived in the Southeast?
  - » *Cherokee, Creek, and Seminole in woods and swamplands*
- Begin reading “The People of the Great Plains” aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

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## The Land of Plenty, cont.

Use information from the paragraphs below to label the map on Activity Page 2.1. Near the name of each Native American tribe, list information

provided in the text and map about the natural environment the tribe inhabited and your inferences about the resources available to them.

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### **The People of the Great Plains**

For the Lakota and other tribes of the Great Plains, there was no greater symbol of the connection between people and nature than the buffalo. Some tribes on the Plains grew crops, especially corn, and they gathered various wild plants, but buffalo were always the main source of food. These are the largest animals in North America, heavier than even the biggest moose or grizzly bear. At one time, massive buffalo herds ruled the Great Plains. There were millions of them, and the earth trembled beneath their thundering hooves.

Buffalo were valued for far more than their meat. In fact, Plains tribes used every part of the animal: blood, bones, hide, intestines, and organs; everything had a purpose. After a kill, the best meat was eaten right away, and the rest of it was dried and stored for later use. Hides were used for such things as clothing, tepee covers, bedding, and moccasins. The hair was used to make rope, pillows, or ornaments. The bones were used to make hand tools or ceremonial costumes, and some were used to make toys for children. Buffalo horns became cups, ladles, or ornaments for headdresses. The stomach and intestines were made into pouches and buckets. Blood was used as paint or as the base for a tasty bowl of soup. Sinew, the tough tissue connecting muscle to bone, was used for thread, bowstrings, and glue.

Another important buffalo product was something people could find on the ground anywhere the buffalo had passed: the dung or droppings, also known as buffalo chips. Dried buffalo chips were the main source of fuel for campfires. (They did not smell bad because they were little more than digested clumps of grass, which was the only thing the buffalo ever ate.) There were some trees on the Plains, and people could find firewood if they needed it. But Plains tribes did not have access to large forests like tribes in the Great Basin or Northwest Plateau. Plains tribes used some wood to make the frames for their tepees and sleds, or litters, to haul their belongings from one camp to another. Otherwise, almost everything they needed in order to survive came from the buffalo.

Most tribes of the Plains and neighboring regions were seminomadic. This means that they did not live in one place all year long. For example, Plains tribes usually followed the buffalo, but they also went to special camps during the frigid winters. Tepees were built using only buffalo hides and wooden poles, but they could stand up to thunderstorms and blizzards.

Tribes of the Great Basin built domed houses called *wigwams*, or *wickiups*, which were cozy and safe in all kinds of weather. A wigwam had a frame made of flexible sticks over which were placed sheets of bark or mats woven from grass and leaves. Like tepees, wigwams were portable, which was important because Great Basin tribes also moved from place to place in search of food. They did not have buffalo. Instead, they gathered nuts and berries, and they hunted for smaller game like rabbits and deer. They had access to good clay, so they made pottery. They used stone tools. Stones could be reshaped and sharpened for use as heads for arrows, spears, and axes, as well as made into tools for digging, scraping, grinding, and other daily tasks.

People of the Plateau lived in wigwam-type lodges, too. There, the soil was dry, and food was sometimes hard to find. There were few edible plants, and it was hard to grow crops. Hunters were lucky if they were able to find a jackrabbit, deer, or occasional bear. However, the Plateau tribes did not need to search for food on land; all the nearby rivers and streams were loaded with big, tasty salmon and other fish! The Plateau tribes were as good at fishing as the Plains tribes were at hunting buffalo.

### **The Mandan**

Not all tribes of the Plains and surrounding regions were nomadic. Some, like the Mandan, learned to grow corn, beans, and other crops. They hunted for buffalo, too, but they grew enough food so that they did not need to move and follow the herd. They could afford to build permanent villages and wait for the buffalo to come to them. During their westward adventure, explorers Lewis and Clark encountered the Mandan and wrote about their way of life. They were impressed with the size and wealth of the villages. There may have been over 15,000 Mandan living in nine large villages. In addition to farming and hunting, they were active traders. They traded various animal furs, buffalo products, and crops with surrounding tribes. Later, after more contact with traders and settlers from the United States, the Mandan traded guns and horses.

### **Horses**

The Spanish brought many horses from Europe. They traded some horses to Native Americans, but many more simply escaped into the wild. Native Americans learned to train and ride horses. Horses eventually transformed a way of life for many tribes. This was especially true on the Great Plains, where horses made hunting, traveling, and fighting much easier.

The tribes of the Great Plains are certainly not alone in the Americas. There are others, and if you walk far enough in any direction, you will find them. North, south, east, or west, there are different tribes in every habitable place. Over thousands of years, they have learned to survive.

In the southwest, you will meet the Navajo, Pueblo, and all the other tribes of the canyons and deserts. Head southeast and you will find the Cherokee, Creek, and Seminole thriving in the humid woods and swamplands. In the dense, chilly forests to the northeast, there are the Huron and the Six Nations of the great Iroquois Confederacy. To the west, on the dry, flat plateau between the snowy peaks of the Teton and Cascade Mountains, you will meet Shoshone and Nez Perce. Farther west, where trees grow as tall as mountains, you may meet the Chinook, the Pomo, and all the other tribes nestled along the western coast.

Some of the people you meet will be your friends. You will share stories, and you will trade with them. Some of them will be your enemies, just as they were enemies to your grandparents and great-grandparents, and they will want to fight. This is the way it has always been, and so you will need to be prepared if you travel from your homeland.

If you are like most Native Americans living on the Great Plains, you will find that you are quite happy to stay and live with your family and friends, the members of your tribe. You do not need to wander too far from home. You will live here on the plains forever, tracking and hunting the buffalo, raising children of your own, and teaching them how to live according to the ways of your ancestors. Life is just fine here on the plains. You have everything you need, and little changes, until it does . . .

- 
- Read the directions to Activity Page 2.2 aloud to students.
  - Tell students they are going to work with a partner to label the map with details about each tribe and region using the text on Activity Page 2.2 as a resource.
  - Some information is provided explicitly in the text, but other information must be inferred.
  - Students may also add details based on prior knowledge of a particular tribe or region (do not allow students to completely rely on memory since this is a close reading and inference-making task).
  - Break down Activity Page 2.2 directions into parts, guiding students to underline key words.
  - Suggest students start with the people of the Great Plains since many details about them are provided on Activity Page 2.2, and then continue with tribes in their own region, since they already have some knowledge of the local climate, geological features, and natural resources.
  - Explain that this is a note-taking exercise and that they should use single words or short phrases.



## Reading Selecting Language Resources

### Entering/Emerging

Offer students 1:1 support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases. Pair students with same first-language partner if possible.

### Transitioning/Expanding

Offer students moderate support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.

### Bridging

Offer students occasional support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.



### Speaking Supporting Opinions

#### Entering/Emerging

Display and model the use of sentence frames for students. Assist students with constructing four- to five-word simple sentences or phrases.

#### Transitioning/Expanding

Display sentence frames for students and encourage their use. Provide support with constructing more complex sentences and using appropriate vocabulary.

#### Bridging

Refer students to sentence frames as needed. Prompt and/or question students to elicit additional details or clarify meaning.

### Informal Observation



- Direct students' attention to the sample labels written on the board.
- Tell students that labels should describe the local climate, geological features, and the natural resources each tribe used.
- Explain that students will use the labeled map as a reference tool for the remainder of the unit.
- Students will have more than one lesson to complete the activity.



### Check for Understanding

Rotate among students reinforce single-word labels or short phrases. Correct vocabulary as needed.

## Lesson 2: They Found Everything They Needed

# Talk Time



**Primary Focus:** Students will sustain a class discussion by supporting an opinion about the best North American region to live as a Native American 300 years ago.

### WHICH IS THE BEST REGION? (15 MIN.)

- Ask students: "If you were living 300 years ago, where would you have liked to live as a member of a Native American tribe?"
- Review the sentence frames written on the board:
  - "I think that \_\_\_\_\_ is the best region because \_\_\_\_\_."
  - "I agree with \_\_\_\_\_ because \_\_\_\_\_."
  - "I disagree with \_\_\_\_\_ because \_\_\_\_\_."
  - "I'd like to add to what \_\_\_\_\_ said. I think \_\_\_\_\_."
- Encourage students to use Activity Page 2.1 as a handy reference.
- Call on one student to respond.
- Once the student has named an area they would like to live, ask for three reasons why they chose the area.

- Ask students if they agree or disagree.
- Tell students you will choose another student, but they should have three reasons prepared to support their opinions.
- Provide sufficient wait time, then call on another student.
- Continue to guide discussion to the degree that students need support.
- Share your own opinion or prompt students to back up their opinions as needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U8 L2
Activity Name	Which is the Best Region?
Proficiency Levels	
Entering	Student uses a sentence frame to express an opinion with 1:1 support.
Emerging	Student uses a sentence frame to express an opinion and supporting reason with substantial support.
Transitioning	Student uses a sentence frame to express an opinion and supporting reason with moderate support.
Expanding	Student expresses an opinion and supporting reason in complete sentences with minimal support.
Bridging	Student independently uses complex sentences to express an opinion and reasons.

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

## 3

# Looking Closely at When and Why

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

Students will identify transitional phrases in text that indicate passage of time.

**Listening**

Students will examine the purpose, genre elements, and text structure of traditional Native American Why Stories.

**Writing**

Students will use a map-labeling activity to describe North American Native American tribes, geography, geological features, and natural resources.

**FORMATIVE ASSESSMENT**

Reading

**When Did It Happen?** [Activity Page 3.1]

**FORMATIVE ASSESSMENT**

Writing

**The Land of Plenty** [Activity Page 2.1]

## LESSON AT A GLANCE

|                                    | Time    | Materials                 |
|------------------------------------|---------|---------------------------|
| <b>Looking at Language</b>         |         |                           |
| When Did It Happen?                | 10 min. | ☐ Activity Pages 3.1; 3.2 |
| <b>Listen Closely</b>              |         |                           |
| <i>Why Stories</i>                 | 15 min. | ☐ Activity Pages 3.3; 3.4 |
| <b>Vocabulary Building</b>         |         |                           |
| The Land of Plenty: Labeling a Map | 5 min.  | ☐ Activity Pages 2.1; 2.2 |

## ADVANCE PREPARATION

### Looking at Language

- Review transitional words on Activity Page 3.1.

### Listen Closely

- Post the following sentence frames on the board for the Turn and Talk activity:
  - “I think the Why Story text structure is a \_\_\_\_\_ because \_\_\_\_\_.
  - “Including things such as \_\_\_\_\_ and \_\_\_\_\_ make me think the Why Story text structure is a \_\_\_\_\_.”
  - Some transitional words and phrases I noticed were \_\_\_\_\_.
- Prepare chart paper to record student ideas about *Why Stories*.

### Vocabulary Building

- Ensure students have Activity Page 4.3 for the map-labeling activity in case some are ready to use a new source.
- Post this sample list of labels for map on board as a model for students:
  - **Iroquois**
    - Woods
    - Ocean
    - Mountains
    - Cold winters
    - Game animals such as deer and wild turkey
    - Berries
    - Freshwater and saltwater fish
    - Ability to farm

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify transitional words and phrases to determine the text structure of an informational text and discuss when an event occurred
- Use domain-specific vocabulary to label a map and describe Native American tribes, geography, geological features, and natural resources

### Language Forms and Functions

I think the Why Story text structure is a \_\_\_\_\_ because \_\_\_\_\_.

Including things such as \_\_\_\_\_ and \_\_\_\_\_ make me think the Why Story text structure is a \_\_\_\_\_.

Some transitional words and phrases I noticed were \_\_\_\_\_.

A "Vision Quest" is \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words   | Tier 1<br>Everyday Speech Words |
|---------------------------------|------------------------------------|---------------------------------|
| council<br>remnant<br>wakan     | scout<br>symbolize<br>transitional | band                            |

Start Lesson

### Lesson 3: Looking Closely at When and Why

# Looking at Language



**Primary Focus:** Students will identify transitional phrases in text that indicate passage of time.

### WHEN DID IT HAPPEN? (10 MIN.)

- Direct students to Activity Page 3.1.
- Tell students that they are going to learn about transitional words and phrases used to show passage of time.
- Ask students to explain what *transitional* means.

Activity Page 3.1



- Read aloud the sample list of transitional words and phrases.

|             |                 |              |
|-------------|-----------------|--------------|
| after       | in the meantime | sometimes    |
| afterward   | in the morning  | soon         |
| always      | later           | subsequently |
| at length   | meanwhile       | that day     |
| before      | never           | then         |
| during      | next            | this time    |
| earlier     | now             | until now    |
| following   | once            | when         |
| frequently  | simultaneously  | whenever     |
| immediately | so far          | while        |

- Explain that students are learning about these to aid their reading comprehension and their writing.
- Read aloud the directions for the partner activity that follows.
  - Read the passage on Activity Page 3.2 with a partner. Examine the text for transitional words or phrases. Are there any new words or phrases you could add to the list above? If so, list them here:
- Direct students to Activity Page 3.2.
- Inform students that they will all be working with a partner and should rearrange themselves to sit next to the partner you choose.
- Remind students that the definitions of bolded words can be found on Activity Page 1.3.
- Tell students to complete the activity page.



### **Check for Understanding**

Review student responses when finished.

## **Activity Page 3.2**



### **Reading Understanding Text Structure**

#### **Entering/Emerging**

Offer students 1:1 support with identifying transitional words used in context.

#### **Transitioning/Expanding**

Offer students moderate support and provide insights about where transitional words or phrases might be found in the text.

#### **Bridging**

Offer students occasional support and provide insights as needed about where transitional words or phrases might be found.



**Chief Spotted Elk**

all their weapons. There were only about 100 or so warriors in the group, and they were surrounded by nearly 500 cavalry. They were not happy, but most Lakota realized that they had no choice and handed over their guns. Others had no weapons at all. However, a few refused to surrender their weapons. They argued with the soldiers, and someone fired a shot. To this day, nobody knows for sure who fired that first shot. It might have been an accident. It really does not matter, though, because there is no doubt as to what happened next. As soon as that first shot rang out, all the soldiers opened fire, not only with their rifles, but also with the powerful Hotchkiss guns. Some Lakota warriors tried to fight back, but most were killed before they had a chance. The fight was done in a matter of minutes. Really, it was not a fight at all; it was a massacre. When it was all over, at least 250 Lakota men, women, and children were dead, including Spotted Elk. Some estimates run as high as 300, but it is impossible to know for sure.

Even though Spotted Elk was sick and most of the people in his group were women and children, the soldiers were still afraid the Lakota might try to cause trouble. That night, as the Lakota rested at Wounded Knee Creek, the Seventh Cavalry surrounded the camp and set up four Hotchkiss guns on nearby hills. Each Hotchkiss gun looked like a little cannon, but it had five revolving barrels, so it could fire bullets very rapidly, much like a modern machine gun.

The next morning, December 29, soldiers moved into the camp and demanded that the Lakota surrender

The Wounded Knee Massacre is remembered as the final fight of the Sioux nation, even though it really was not much of a fight. It symbolizes the end of nearly 400 years of armed conflict between Native Americans and the powers of Europe and the United States. But you already know this was not really the end. In fact, history shows that Wounded Knee was, in certain ways, a new beginning. Many years would pass, but gradually Native American tribes reclaimed their cultural heritage and their status as America's First Nations. We cannot change the past, but we can seek the truth about what really happened. We can show respect for the lands and rights of the First Nations. Every American should feel a responsibility to help ensure that Native American cultural heritage is protected for future generations.



**Men, women, and children set off for Pine Ridge.**



## Lesson 3: Looking Closely at When and Why

# Listen Closely



**Primary Focus:** Students will examine the purpose, genre elements, and text structure of traditional Native American *Why Stories*.

### WHY STORIES (15 MIN.)

- Direct students to Activity Page 3.3.
- Tell students that today they are going to listen as you read aloud Native American *Why Stories*.
- **Turn and Talk:** Ask students what they think *Why Stories* are.
- Tell students that *Why Stories* give us clues about Native American culture and beliefs.
- Tell students that as they listen and follow along, they will also be examining the text, developing ideas about text structure, and looking for transitional words and phrases.
- Tell students to underline transitional words and phrases they find in the text.
- Begin reading “The Swift Blue One” aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words. Pause periodically when you come across transitional words and phrases.

### The Swift Blue One

*The image of a brave warrior on horseback gazing over his beloved prairie or canyon is perhaps one of the things that comes to mind when we think of Native Americans. Horses were, and remain, essential to many Native American cultures. There was a time, though, long ago, when Native Americans did not know about horses.*

*When Native Americans first saw the Spanish conquistadors on their horses, they wondered if man and horse were one beast, for they had never seen a human riding any kind of animal. The Comanche soon realized this was not true, but many years would pass before they learned to talk to the horses and ride them like the Spaniards did.*

*There was once a great horse that all the Comanche feared. This horse ran wild on the prairies, and none of the Comanche would go near him, for he*

*was fierce and powerful. They let him roam and never tried to catch him. The horse was easy to identify because he always wore a saddle and the remnants of a blue, silk blanket on his back. This is a story of how the horse with the blue blanket came to roam free on the prairie.*

---

### **The Swift Blue One (Comanche)**

*One day, a brave young Comanche warrior was out hunting when he saw a Spanish soldier riding on a horse. The soldier wore heavy metal armor, and he carried a gun and a long, sharp sword. Perhaps this soldier was lost, or perhaps he was a scout sent to discover what was over the next hill. The young Comanche warrior and his people considered the Spanish to be enemies, for the Spanish, with their guns, sharp steel swords, and powerful horses, sometimes attacked the Comanche camps.*

*Fear and anger rushed through the Comanche's veins, and he rose from his hiding place in the tall grass and shot an arrow at the Spaniard. The arrow found its way through a crack in the soldier's armor, and he fell from his horse to the ground with a loud thud. Wounded, he moaned in pain. His horse stood over him and did not move.*

---

*The Comanche wanted to approach the Spaniard to inspect his strange weapons and armor, but when he drew near, the horse snorted angrily and beat his front hooves on the ground. The Comanche was afraid of the horse, and he backed away. He wanted the horse to leave, so he snarled and growled and yelled at him, but the horse still did not budge. The Comanche did not speak the horse language, and he did not know what to do next.*

*The Spaniard could see that the Comanche wanted to talk to the horse. Using sign language, the Spaniard told the Comanche that he would teach him the horse language if the Comanche would spare his life. The Comanche agreed. The Spaniard taught the Comanche the words people use to make the horse go and stop, walk, and gallop. The Comanche repeated the words again and again until he knew them and could say them to the horse.*

*The Comanche tried to save the Spaniard's life, but the arrow was too deep, and he died anyway. The horse had a soft, blue blanket and a saddle on its back. The Comanche did not remove either because he thought the horse wanted them. Then the Comanche got onto the horse's back and spoke the horse language, and the horse carried him back to camp.*

*The other Comanche were amazed when they saw him. He told them his story and showed them how he had learned to make the horse go and stop, walk and gallop. After that, the Comanche warrior always rode the horse,*

*and he became a fearsome warrior and a great hunter. He named the horse The Swift Blue One because he was as fast as the wind. The other warriors were afraid of the horse, and they thought he would ride over them and crush them with his big hooves.*

*One day, the warrior was killed in battle, but The Swift Blue One survived. The other Comanche were still afraid of the horse, so they set him free to roam on the prairie. They would see him out there sometimes, running as fast as the wind, with a saddle and blue blanket on his back.*

*In time, more horses escaped from the Spanish soldiers, and these horses joined The Swift Blue One out on the prairie. He became their chief, and they followed him everywhere. The Swift Blue One's herd grew and grew, until there were too many horses to count. Eventually, other Comanche learned the horse language, and the horse culture spread. Many of the horses ridden by the Sioux, Apache, Pawnee, and other tribes of the Great Plains and beyond are the descendants of The Swift Blue One.*



### Check for Understanding

Ask students the following questions to ensure reading comprehension:

- What did Native Americans first wonder upon seeing the Spanish conquistadors on horses?
  - » *if they were one in the same—i.e., if man was part of the horse and vice versa*
- Describe the horse that the Native Americans feared the most. Why did they fear him?
  - » *The horse ran free and could not be tamed; he could not be approached or ridden; he wore a saddle and the remnants of a blue, silk blanket on his back.*
- How did the horse come to be a horse that rode freely?
  - » *After the great Comanche warrior learned to speak “horse language” from a Spanish conquistador, the Comanche warrior was able to ride him and tame him; however, when the warrior was killed in battle, none of the other Comanche spoke the “horse language” to ride him, so they let him ride free.*
- What was the name of this great horse, and how did it get its name?
  - » *The Swift Blue One was named by the Comanche warrior who spoke “horse language” because the horse was saddled with a blue blanket on its back.*

- **Turn and Talk:** When you finish reading, ask students to share their ideas about Why Story text structure (e.g., *Is it a narrative? An historical account? How do they know?*) and the transitional words and phrases they identified.
  - Direct students' attention the sentence frames on the board/chart paper:
    - "I think the Why Story text structure is a \_\_\_\_\_ because \_\_\_\_\_."
    - "Including things such as \_\_\_\_\_ and \_\_\_\_\_ make me think the Why Story text structure is a \_\_\_\_\_."
    - "Some transitional words and phrases I noticed were \_\_\_\_\_."
- Call on students to share. Record responses on chart paper. (You will add to the chart[s] in Lesson 5.)
- Repeat this process with "White Buffalo Calf Woman" (Activity Page 3.4).

---

### **White Buffalo Calf Woman (Lakota Sioux)**

On the Great Plains, among the Lakota and other Sioux nations, it was customary for young people to embark on a Vision Quest. A Vision Quest helped to guide a young person's actions and decisions as an adult. The Vision Quest was just one of seven sacred ceremonies practiced by the Lakota. According to Lakota legend, the people learned these seven ceremonies from White Buffalo Calf Woman.

*Many years ago, when the Sioux people were young and had not learned their way in the world, the bands of the Lakota tribe met for a council. This was during a terribly hot summer when the land was parched and the buffalo had moved so far away that the people could not find them. This was before the Sioux had horses, so they had to travel on foot, and sometimes they could not keep up with the buffalo.*

*Two brave, young men went out to scout for buffalo. They searched everywhere, but they could find no signs of buffalo or anything else to eat. One day, they saw a hill and decided to climb up to see what they could see. In the distance, they spied something strange coming toward them. At first they could only make out a small speck, and they could not tell whether it was moving on the ground or in the air.*

*As it neared, they saw that it was a human figure. As it came nearer still, they could see that it was a beautiful, young woman. She wore clothing of bright, white, buckskin decorated with beautiful, colorful designs. Two dark braids*

*of hair dangled down, and she had red dots painted on each cheek. The two men could see that she was no ordinary woman. They realized she was a wakan, a sacred and powerful thing.*

*One of the men trembled with fear as the wakan stranger approached. The other, however, was smitten with love. "She is the most beautiful woman I have ever seen," he told his friend. "I want to marry her."*

*"Do not go near her," said the other. "You must respect her and do as she says."*

*But the love-struck man did not listen to these wise words. Instead, he approached the wakan stranger. Suddenly, a cloud of smoke enveloped both of them. The other man could not see through the smoke, but when it finally cleared, the woman was alone, and all that remained of his friend was a pile of scorched bones!*

*Truly afraid, the young man raised his bow and pointed an arrow at her. She said, "Do not harm me. I am White Buffalo Calf Woman, and I bring good things for you and your people."*

*The young man dropped his bow and listened, comforted by her kind words.*

*"Go home and tell your chief to raise the medicine tepee and prepare for my arrival. In four days I will bring my gifts to your people."*

*The young man hurried home and shared the news. Some people did not believe him. They thought he must be crazy with hunger. But the chief heard the words and commanded his people to raise the great medicine tepee, the largest tepee, which they used for the holiest ceremonies.*

*Sure enough, four days later the people saw the White Buffalo Calf Woman approaching the camp. In her arms she carried a large bundle.*

*The chief invited her into the medicine tepee. Inside, she told the people to make an altar of red earth in the middle of the tepee and to place a buffalo skull upon it. She also told them to make a small rack using three sticks. Then she opened her bundle and removed a special object, the sacred pipe, called chanunpa, which she placed on the rack.*

*Into the pipe she put bark of the red willow tree, and she placed a buffalo chip on the fire. The buffalo chip made the everlasting fire, the fire to be passed from generation to generation. Then she lit the pipe. "The smoke of this pipe is the breath of the Great Spirit, Tunkashila," she said. She taught the people to pray using the sacred pipe. "With your feet on the ground and the smoke of the pipe rising to the sky, this pipe forms the connection between you and the Great Spirit."*

*She taught them the pipe-filling song, and how to raise the pipe toward Grandfather Sky, and then toward Grandmother Earth, and then in all four directions. She continued, "The wooden stem of the pipe represents all the things that grow on the earth. The bowl at the end of the stem is the buffalo, which is the flesh and blood of your people. Twelve feathers hanging from the stem represent the spotted eagle, messenger of the Great Spirit. And engraved in the bowl there are seven circles. These are the seven sacred ceremonies you will practice with the pipe."*

*These are the seven ceremonies she taught the people: the Sacred Pipe Ceremony; the Sweat Lodge; the Vision Quest; the Sun Dance; the Making of Relatives; the Keeping of the Soul; and the Preparing of a Girl for Womanhood. These are the seven ceremonies practiced by the Lakota Sioux, which they learned from White Buffalo Calf Woman.*



### Check for Understanding

Ask students the following questions to ensure reading comprehension:

- What is a "Vision Quest"?
  - » *One of seven sacred ceremonies to help guide young people's actions/decisions as an adult, which is practiced by the Lakota.*
- Who do the Lakota credit for teaching this and the other ceremonies to the Lakota?
  - » *White Buffalo Calf Woman*

## Lesson 3: Looking Closely at When and Why

# Vocabulary Building



**Primary Focus:** Students will use a map-labeling activity to describe North American Native American tribes, geography, geological features, and natural resources.

### Activity Page 2.1



### Activity Page 2.2



### Activity Page 4.3



#### THE LAND OF PLENTY: LABELING A MAP (5 MIN.)

- Ask students to turn to Activity Page 2.1.
- Tell students they are going to work with the same partner to continue the map-labeling activity they started in Lesson 2, using Activity Page 2.2 as a source.
- They will continue the activity using different sources during Lesson 8; however, students who are ready for another source today can use Activity Page 4.3.
- For those students reading Activity Page 4.3, have students engage in a partner read.
  - Explain that both students will read the first paragraph silently, then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
  - Model this reading strategy with a student volunteer.
  - Circulate the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).
- Tell students they can find details about California tribes by reading the contents of this page closely.

#### The People of California

It is impossible to know exact numbers, but best estimates are that there were around 300,000 Native Americans in California when the first Spanish settlers arrived. There were well over 100 different tribes and a wide variety of cultures, languages, and customs. Mostly, they lived in small villages ranging from a hundred to a thousand people. There were no formal borders or property lines, but each tribe was adapted to life in a specific area.

All of the California tribes lived a hunter-gatherer lifestyle. Acorns were a major source of food throughout the region. Acorns are nuts from the oak tree. You would not want to eat an acorn raw because the taste is very bitter. If you grind it up into flour and soak it, you can remove most of the bitterness and use it to make tasty bread. Fish were another major food source for many tribes. The tribes caught fish from the ocean, the rivers, and the lakes. Besides acorns and fish, each region had various animals and plants for people to hunt and gather, such as rabbits and deer, plus various roots, berries, and other gifts from nature.

Trade was also an important part of tribal life in California. If they could not find what they needed in nature, the people could trade with a neighboring tribe. Coastal tribes had access to lots of fish, but they needed more acorns. Inland tribes had plenty of acorns but not always enough meat. Tribes in the central mountains had access to a special rock called obsidian, or volcanic glass, which was valuable for making razor-sharp arrowheads and knives. Obsidian was far more valuable to Native Americans than gold or silver. They did not find too much use for those metals, though they did know where to find them.

Canoes played an essential role in the culture and lifestyle of nearly every California tribe. Different regions made different kinds of canoes. In southern California, they built big *tomols* out of wooden planks. Only specially trained craftsmen could build them, and they never shared their secrets! Tomols could carry several paddlers and hundreds of pounds of trade goods. Best of all, the sturdy, speedy tomols were seaworthy, so southern tribes could paddle up the coast and trade with northern tribes.

In the Central Valley, the people made their canoes by weaving long, tough reeds, or river grass. There they did not need to paddle into the rough ocean. Instead, they had wide, lazy rivers and sparkling lakes. And all the way up north, where the great redwood trees grow up into the clouds, people made dugout canoes from hollowed-out logs. Dugout canoes were tough enough for the ocean but also enough to survive the wild mountain rivers.

Daily life focused on securing enough food for everyone. Fortunately, California was a land of plenty, so if everyone worked hard there was usually enough food to go around. In good years, there was more than enough food, so the people had time for other things. Basket weaving was common throughout California. Tribes of the Central Valley were highly skilled, producing a variety of colorful baskets in all shapes and sizes.

As with all Native Americans, the people of California built their houses using the best materials available in their home territory. Southern tribes used small trees and reeds to build *tules*. A *tule* was a round, one-room hut. Despite



### Reading Understanding Text Structure

#### Entering/Emerging

Provide students with 1:1 support to analyze *Why Story* text structure. Point to a small section of text where transitional words can be found.

#### Transitioning/Expanding

Partner students when listening to *Why Stories* and ask occasional questions while reading aloud to scaffold thinking about text structure and location of transitional words.

#### Bridging

Offer students occasional support and ask questions as needed while reading aloud to scaffold thinking about text structure and location of transitional words.



### Reading Selecting Language Resources

#### Entering/Emerging

Offer students 1:1 support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases. Pair students with same first-language partner if possible.

#### Transitioning/Expanding

Offer students moderate support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.

#### Bridging

Offer students occasional support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.

being made from reeds, tules were strong, able to withstand wind and rain, and cozy enough for mild, southern California winters. The Miwok people and other tribes of central and northern California preferred the *umacha*, which was shaped like a tepee but made of long, wooden rails instead of buffalo hide. Farther north, in the redwood forests, the Wiyot people and their northern neighbors built stout, sturdy houses out of redwood planks.

Roundhouses were the central feature in most villages. No matter what type of houses they built, and no matter whether the tribe was large or small, wealthy or poor, there was almost always a roundhouse in the middle of the village. The roundhouse was used for ceremonies and important meetings. The roundhouse was also where the tribal religious leaders, or *shamans*, carried out important rituals.

Religious beliefs reflected a close connection to the cycles of nature and to animals. While all tribes had unique beliefs, myths, and rituals, the people generally believed they shared a special kinship or bond with other living things. They felt fortunate and thankful to live in a place with so many resources.

- 
- When students have finished reading, hold a brief discussion about what they read and review the main points. Include the following:
    - The estimated number of Native Americans in California when the Spanish settlers arrived.
      - » 300,000
    - The number of tribes.
      - » over 100
    - The lifestyle they lived.
      - » hunter-gatherer
    - The major food source.
      - » acorns
    - The role of canoes in their lives.
    - Religious beliefs
      - » strong connection between man and nature
    - Daily life focused on gathering food.
    - Central Valley tribes were adept at weaving colored baskets in various shapes and sizes.

- Homes were made of varying materials—small trees and reeds.
  - » *Southern California*
- wooden rails.
  - » *Central and Northern California*
- redwood planks.
  - » *Northern California*



### Check for Understanding

Rotate around to reinforce single-word labels or short phrases. Correct vocabulary as needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                                 |
|--------------------|-----------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                         |
| Unit/Lesson        | U8 L3                                                                                                           |
| Activity Name      | The Land of Plenty                                                                                              |
| Proficiency Levels |                                                                                                                 |
| Entering           | Student labels a map by dictating single words or short phrases from the text with 1:1 support.                 |
| Emerging           | Student labels a map by copying single words or short phrases from the text with substantial support.           |
| Transitioning      | Student labels a map by paraphrasing key information into single words and short phrases with moderate support. |
| Expanding          | Student labels a map by paraphrasing key information into single words and short phrases with light support.    |
| Bridging           | Student independently labels a map by paraphrasing key information into single words and short phrases.         |

End Lesson

## 4

# Looking Closely at When and Why

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

Students will use close reading skills to examine the costs and benefits of European settlement to Native Americans in North America.

**Speaking**

Students will use two-column notes to support opinions about costs and benefits of European settlement to Native Americans.

**Writing**

Students will add details to a map describing North American Native American tribes, geography, geological features, and natural resources.

**FORMATIVE ASSESSMENT****Writing**

**The Land of Plenty** [Activity Page 2.1]

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

**Results of European Settlement** [Activity Page 4.2]

## LESSON AT A GLANCE

|                                   | Time    | Materials                          |
|-----------------------------------|---------|------------------------------------|
| <b>Read About It</b>              |         |                                    |
| New Settlers Bring Change         | 15 min. | ☐ Activity Page 4.1                |
| <b>Talk Time</b>                  |         |                                    |
| Results of European Settlement    | 10 min. | ☐ Activity Page 4.2                |
| <b>Vocabulary Building</b>        |         |                                    |
| The Land of Plenty: Viewing a Map | 5 min.  | ☐ Activity Pages 2.1, 2.2, and 4.3 |

## ADVANCE PREPARATION

### Read About It

- Assign partners for the reading activity.

### Talk Time

- Post the two-column notes, provided below, on the board.

| Main Idea | Supporting Details                                                                                                                                              |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cats      | <ul style="list-style-type: none"><li>• Are more independent</li><li>• Need less care</li><li>• Like to sleep in laps</li><li>• Purr</li></ul>                  |
| Dogs      | <ul style="list-style-type: none"><li>• Need companionship</li><li>• Need to be walked</li><li>• Have very expressive faces</li><li>• Wag their tails</li></ul> |

## Vocabulary Building

- Display a sample list of labels for a map activity on the board as a model for students; for example:
  - **Iroquois**
    - Woods
    - Ocean
    - Mountains
    - Cold winters
    - Game animals such as deer and wild turkey
    - Berries
    - Freshwater and saltwater fish
    - Ability to farm

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                                                                                              |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>Discuss how European settlement impacted Native American tribes</li> <li>With a partner, take organized notes on main ideas and supporting details of an informational text</li> <li>Use domain-specific vocabulary to label a map and describe Native American tribes, geography, geological features, and natural resources</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                                                                                    |                                  |                                 |
| <p>One cost/benefit of European settlement was...</p> <p>I agree/disagree with you because...</p> <p>I'd like to add to what you said. I think _____.</p>                                                                                                                                                                                                                       |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                                                                      |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                                                                                 | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| missionary<br>reservation                                                                                                                                                                                                                                                                                                                                                       | cost<br>benefit<br>immigration   |                                 |

## Lesson 4: Looking Closely at When and Why

## Read About It



**Primary Focus:** Students will use close reading skills to examine the costs and benefits of European settlement to Native Americans in North America.

**NEW SETTLERS BRING CHANGE (15 MIN.)**

- Direct students to Activity Page 4.1.
- Tell students that they are going to read with a partner to find out how life changed for Native Americans when European settlers arrived.
- Explain that both students will read the first paragraph silently, then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
- Model this reading strategy with a student volunteer.
- Ask students to read the section headers on the page and make some predictions about how the arrival of European settlers might have affected Native American people. For example, how might horses have made a difference in the lives of some Native Americans?
- Tell students to begin reading.
- Circulate the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).

## Activity Page 4.1

**Horses**

The Spanish brought many horses from Europe. They traded some horses to Native Americans, but many more simply escaped into the wild. Native Americans learned to train and ride horses. Horses eventually transformed a way of life for many tribes. This was especially true on the Great Plains, where horses made hunting, traveling, and fighting much easier.

**Different Ideas About Opportunity and Prosperity**

Europeans who migrated to the Americas did not share the same traditions and beliefs as Native Americans. Aside from their culture, religion, and technology, Europeans had different beliefs regarding land ownership and individual rights and liberties. To understand just how very different they were, it is important to reflect on what life was like in Europe.

In the late 1400s, Europe was just emerging from the feudal system of the Middle Ages. Most people were still tied to farming the land, the bulk of which was owned by rich, influential members of the nobility. There was no “free” land to explore and settle on. There was little social mobility. For three hundred years after Columbus’s first journey, the exploration and colonization of the “New World” brought incredible new wealth to European nations. However, a large part of that wealth went straight to the same royals and aristocrats who already owned all the land and resources in the “Old World.”

Then came the founding of the United States in 1776. This new nation put in place systems of laws designed to protect the right to “life, liberty, and the pursuit of happiness.” Now, the New World offered new hope and opportunity for even the most lowly members of European society. The New World offered land, ready to be farmed, to all, including those who would never have had such an opportunity in their own countries.

However, it wasn’t quite that simple. By the late 1700s, land in the East had been claimed, and there was stiff competition for jobs. Therefore, many new immigrants looked beyond the East to the frontier—the untamed wilderness—for opportunities.

### **Christianity and “Civilization”**

Spanish settlers colonized California beginning in the mid-1700s, and things changed quickly for Native Americans. Instead of trying to push the California tribes out of the way, the Spanish sent missionaries to persuade the people to change their way of life. Missionaries were determined to convert the native people to Christianity, to educate and, in their minds, “civilize” them, and to teach them to become farmers. A typical mission included a church and new houses for Native Americans, plus thousands of acres of farmland.

However, while the missionaries offered peace, they had brought soldiers with them, too. They gave the tribes a choice: live at the mission, or fight against these soldiers. Once they moved to the missions, Native Americans had to dress like Europeans. They had to stop practicing their own beliefs and customs. Mostly, however, they worked the farmland—essentially a kind of forced labor.

## **Disease**

European explorers and settlers brought a deadly weapon to the Americas: disease. Smallpox and other illnesses devastated Native American populations in southern California. The people had no immunity to these diseases. Within a few years, some tribes were almost totally wiped out. The survivors had little choice but to live at the missions.

Eventually, the Native American groups of northern California suffered a similar fate. First came the explorers, followed by the miners and the settlers. These new arrivals were all hungry for the land and its resources. They came by the thousands to mine and to build farms and railroads and cities. They had guns, plus help from the US Army, and they were determined to own every inch of valuable land in California. Tribes were forced to move onto small reservation lands. Those who refused were often massacred.

## **Reservations**

By the late 1880s, nearly all Native Americans had been forced onto reservations or assimilated into US society. Forcing people onto reservations did not bring peace. Even on the reservations, far away from their ancestral lands, stripped of their culture, and forced to learn a new way of life, some Native Americans would not give up the fight.

## **Owning Land as Individuals**

Eventually, Congress passed the Dawes Act (officially the General Allotment Act of 1887). The Dawes Act was the final act that forced an end to the conflict between the United States and Native American tribes. This act “did away with” reservations altogether, based on the belief that the only path to survival for Native Americans was for them to assimilate and own land as individual family farmers. It did not simply take more land or carve up existing reservations, the Dawes Act actually aimed to destroy the heart of Native American cultural identity, the one thing no other treaty or act of Congress had done.

Under the Dawes Act, reservations were broken up, and Native American families who lived on those former reservations received 160 acres of land, the same amount granted to settlers, or homesteaders, by the Homestead Act. This act forced Native Americans to work and survive as individuals and not as part of a tribe. However, most of the acreage that was allocated was on existing reservation land that was usually unsuitable for growing crops. While most homesteaders had a good chance of making a living off



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support by asking questions about the events, and help students summarize each section of the reading.

### Transitioning/Expanding

Offer students light support by asking students to summarize the main events of the reading.

### Bridging

Offer students support as needed regarding reading and clarify any questions they may have.

their 160 acres, most Native Americans had no such luck on their dry, dusty allotments. Any land not claimed by Native Americans was made available for sale to non-Native American settlers. Those who could not earn a living from their allotment had to sell their land to non-Native American settlers for needed cash. The former reservation homelands were chopped up into many little pieces, and hunting and fishing territory was lost. Many people left the former reservation land and never returned. Those who remained struggled to survive. Worst of all, rather than a sense of belonging to the land, they felt a sense of isolation and sadness. The people were scattered, and all that remained—it seemed—were stories and memories.

- When students have finished reading, hold a brief discussion to check for understanding and review the main points to ensure reading comprehension:
  - Europeans had different beliefs from Native Americans regarding land ownership and individual rights and liberties.
  - In the 1400s, most Europeans were farmers but didn't own the land; the rich did, which meant there wasn't free land to explore.
  - In 1776, the United States was founded, offering a New World of opportunity.
  - In the mid-1700s, missionaries were sent from Spain to California to try to convert Native Americans to Christianity.
  - Diseases such as smallpox killed many Native Americans in Southern California.
  - By the 1800s, nearly all Native Americans were forced onto reservations.
  - The Dawes Act broke up reservations with the hope of forcing Native Americans to assimilate to US society and ultimately aimed to break apart the Native American cultural identity.
- Clarify any questions students may have about the reading.

## Lesson 4: Looking Closely at When and Why

# Talk Time



**Primary Focus:** Students will use two-column notes to support opinions about costs and benefits of European settlement to Native Americans.

### RESULTS OF EUROPEAN SETTLEMENT (10 MIN.)

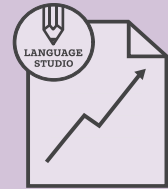
- Tell students they are going to work with a partner to take notes using the two-column format.
- Direct students' attention to the model two-column notes you have written on the board.
- Ask students to describe how the notes are organized.
- Tell students the notes they take will be based on the reading (Activity Page 4.1) and will be about the results of European settlement to Native Americans.
- Ask students to define *costs* and *benefits*.
- Tell students they will share ideas with their partner about the results of European settlement to Native Americans and then create their own notes on Activity Page 4.2.
- Direct students to Activity Page 4.2, and instruct them to begin the activity.



### Check for Understanding

Circulate to check student comprehension and their note taking. Encourage the use of bullets and short phrases. Encourage partners to challenge each other's thinking.

### Activity Page 4.2



### Challenge

Ask students: What might be the costs and benefits of getting a driver's license at age 16?

### Support

For example, the costs of joining a soccer team are:

- less free time after school and on weekends
- possible injuries

The benefits of joining a soccer team are:

- fun
- exercise
- the opportunity to become good at something
- the development of teamwork skills
- new friends

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                |
| Unit/Lesson        | U8 L4                                                                                                                   |
| Activity Name      | Results of European Settlement                                                                                          |
| Proficiency Levels |                                                                                                                         |
| Entering           | Student answers wh- questions to identify a main idea or topic with 1:1 support.                                        |
| Emerging           | Student answers wh- questions to identify a main idea or topic and copies a supporting detail with substantial support. |
| Transitioning      | Student identifies a main idea and paraphrases supporting details with moderate support.                                |
| Expanding          | Student identifies a main idea and paraphrases supporting details with light support.                                   |
| Bridging           | Student identifies a main idea and paraphrases multiple supporting details with minimal support.                        |

## Lesson 4: Looking Closely at When and Why

# Vocabulary Building



**Primary Focus:** Students will add details to a map describing North American Native American tribes, geography, geological features, and natural resources.

### THE LAND OF PLENTY: VIEWING A MAP (5 MIN.)

- Direct students to Activity Page 2.1.
- Tell students they are going to continue the map-labeling activity they started in Lesson 2 so they can use the map as a resource.
- Direct students to Activity Page 4.3.
- Tell students they can find details about California tribes by reading the contents of this page closely.

### The People of California

It is impossible to know exact numbers, but best estimates are that there were around 300,000 Native Americans in California when the first Spanish settlers arrived. There were well over 100 different tribes and a wide variety of cultures, languages, and customs. Mostly, they lived in small villages ranging from a hundred to a thousand people. There were no formal borders or property lines, but each tribe was adapted to life in a specific area.

All of the California tribes lived a hunter-gatherer lifestyle. Acorns were a major source of food throughout the region. Acorns are nuts from the oak tree. You would not want to eat an acorn raw because the taste is very bitter. If you grind it up into flour and soak it, you can remove most of the bitterness and use it to make tasty bread. Fish were another major food source for many tribes. The tribes caught fish from the ocean, the rivers, and the lakes. Besides acorns and fish, each region had various animals and plants for people to hunt and gather, such as rabbits and deer, plus various roots, berries, and other gifts from nature.

Trade was also an important part of tribal life in California. If they could not find what they needed in nature, the people could trade with a neighboring tribe.

Coastal tribes had access to lots of fish, but they needed more acorns. Inland

Activity Pages  
2.1, 2.2 and 4.3



Speaking  
Supporting Opinions

### Entering/Emerging

Offer students 1:1 support inferring the costs and benefits from the text and paraphrasing into bulleted phrases.

### Transitioning/Expanding

Offer students moderate support inferring the costs and benefits from the text and paraphrasing into bulleted phrases.

### Bridging

Offer students occasional support inferring the costs and benefits from the text and paraphrasing into bulleted phrases.



## Reading Modifying to Add Details

### Entering/Emerging

Offer students 1:1 support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases. Pair students with same first-language partner if possible.

### Transitioning/Expanding

Offer students moderate support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.

### Bridging

Offer students occasional support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.

tribes had plenty of acorns but not always enough meat. Tribes in the central mountains had access to a special rock called obsidian, or volcanic glass, which was valuable for making razor-sharp arrowheads and knives. Obsidian was far more valuable to Native Americans than gold or silver. They did not find too much use for those metals, though they did know where to find them.

Canoes played an essential role in the culture and lifestyle of nearly every California tribe. Different regions made different kinds of canoes. In southern California, they built big *tomols* out of wooden planks. Only specially trained craftsmen could build them, and they never shared their secrets! Tomols could carry several paddlers and hundreds of pounds of trade goods. Best of all, the sturdy, speedy tomols were seaworthy, so southern tribes could paddle up the coast and trade with northern tribes.

In the Central Valley, the people made their canoes by weaving long, tough reeds, or river grass. There they did not need to paddle into the rough ocean. Instead, they had wide, lazy rivers and sparkling lakes. And all the way up north, where the great redwood trees grow up into the clouds, people made dugout canoes from hollowed-out logs. Dugout canoes were tough enough for the ocean but also enough to survive the wild mountain rivers.

Daily life focused on securing enough food for everyone. Fortunately, California was a land of plenty, so if everyone worked hard there was usually enough food to go around. In good years, there was more than enough food, so the people had time for other things. Basket weaving was common throughout California. Tribes of the Central Valley were highly skilled, producing a variety of colorful baskets in all shapes and sizes.

As with all Native Americans, the people of California built their houses using the best materials available in their home territory. Southern tribes used small trees and reeds to build *tules*. A *tule* was a round, one-room hut. Despite being made from reeds, tules were strong, able to withstand wind and rain, and cozy enough for mild, southern California winters. The Miwok people and other tribes of central and northern California preferred the *umacha*, which was shaped like a tepee but made of long, wooden rails instead of buffalo hide. Farther north, in the redwood forests, the Wiyot people and their northern neighbors built stout, sturdy houses out of redwood planks.

Roundhouses were the central feature in most villages. No matter what type of houses they built, and no matter whether the tribe was large or small, wealthy or poor, there was almost always a roundhouse in the middle of the village. The roundhouse was used for ceremonies and important meetings. The roundhouse was also where the tribal religious leaders, or *shamans*, carried out important rituals.

Religious beliefs reflected a close connection to the cycles of nature and to animals. While all tribes had unique beliefs, myths, and rituals, the people generally believed they shared a special kinship or bond with other living things. They felt fortunate and thankful to live in a place with so many resources.

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- Tell students they will have time to finish in Lesson 8.
- 



### Check for Understanding

Rotate among students to reinforce single-word labels or short phrases.  
Correct vocabulary as needed.

---

End Lesson

## 5

# Comparing *Why* Stories

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

Students will use knowledge of the prefix *fore-* to make predictions about the meanings of newly introduced words.

**Listening**

Students will use two-column notes and partner discussion to analyze Native American Why Story text structure and narrative elements.

**FORMATIVE ASSESSMENT****Listening****Analyze and Compare Four Why Stories**

[Activity Page 5.4]

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****The Prefix *fore-*** [Activity Page 5.1]

## LESSON AT A GLANCE

|                                             | Time    | Materials                |
|---------------------------------------------|---------|--------------------------|
| <b>Looking at Language</b>                  |         |                          |
| The Prefix <i>fore</i> –                    | 10 min. | ☐ Activity Page 5.1      |
| <b>Listen Closely</b>                       |         |                          |
| Analyze and Compare Four <i>Why Stories</i> | 20 min. | ☐ Activity Pages 5.2–5.4 |

## ADVANCE PREPARATION

### Listen Closely

- Read Activity Page 6.1 for background on *Why Stories*.
- Read the two *Why Stories* on Activity Pages 5.2 and 5.3.
- Display chart(s) containing students' responses about *Why Story* text structure and transitional words from Lesson 3.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify the meaning of new words using the prefix *fore*–
- Demonstrate understanding of a text's structure by identifying transitional words and answering text-dependent questions
- With a partner, compare and contrast narrative elements of Native American Why Stories

### Language Forms and Functions

I think the word \_\_\_\_\_ means \_\_\_\_\_, because...

Creation myths are stories that explain \_\_\_\_\_.

\_\_\_\_\_ is a \_\_\_\_\_ character because...

The texts \_\_\_\_\_ and \_\_\_\_\_ have \_\_\_\_\_ in common.

### Vocabulary

| Tier 3<br>Domain-Specific Words         | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------------|----------------------------------|---------------------------------|
| myth<br>raven<br>thunderbird<br>tsunami | meek<br>recede<br>vibration      | whale                           |

Lesson 5: Comparing *Why Stories*

## Looking at Language



**Primary Focus:** Students will use knowledge of the prefix *fore-* to make predictions about the meanings of newly introduced words.

**THE PREFIX *FORE-* (10 MIN.)**

- Direct students to Activity Page 5.1.
- Tell students that they are going to study the prefix *fore-* and make predictions about words.
- Tell students they will complete the activity page themselves and then meet with a partner to compare their predictions.
- Read aloud the definition of *fore-*.
  - The prefix ***fore-*** implies before, or earlier; at the front of something, or in front; or the front part of something.
- Using the word *forecast* as an example, explain that it means to predict something in the future, or to tell about something before it happens.
- Predict the meaning of the first word on the page, *forearm*, together as a class.
- Tell students to partner with the first available student when they have completed the page, then tell them to begin.

## Activity Page 5.1



Reading  
Selecting  
Language Resources

**Entering/Emerging**

Provide 1:1 support in reading words and making predictions about meaning.

**Transitioning/Expanding**

Provide moderate support with pronouncing words and making predictions about meaning.

**Bridging**

Provide occasional support with pronouncing words and making predictions about meaning.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                                  |
|--------------------|------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                          |
| Unit/Lesson        | U8 L5                                                                                                            |
| Activity Name      | The Prefix <i>fore-</i>                                                                                          |
| Proficiency Levels |                                                                                                                  |
| Entering           | Student uses pictures or associated words and phrases to explain the meaning of everyday words with 1:1 support. |
| Emerging           | Student uses common words and phrases to explain the meaning of everyday words with substantial support.         |
| Transitioning      | Student uses precise vocabulary to explain the meaning of each word with moderate support.                       |
| Expanding          | Student uses precise language to explain the meaning of each word with little support.                           |
| Bridging           | Student independently uses precise language to explain the meaning of each word.                                 |

## Lesson 5: Comparing *Why Stories*

# Listen Closely



**Primary Focus:** Students will use two-column notes and partner discussion to analyze Native American *Why Story* text structure and narrative elements.

### ANALYZE AND COMPARE FOUR *WHY STORIES* (20 MIN.)

- Direct students to Activity Pages 5.2 and 5.3.
- Tell students they are going to listen to you read aloud two more *Why Stories* today, “Raven Steals the Light” (Activity Page 5.2) and “Thunderbird and Killer Whale” (Activity Page 5.3).
- After each section of reading, pause to check for understanding by asking questions about the following:

### Raven Steals the Light

Raven is a very important character in the mythology of most Pacific Northwest tribes. He is featured in numerous stories, many of which are creation myths. Creation myths explain how the world began and how people and various animals came into the world. However, in this tale, Raven is not really a creator. He is actually a trickster, meaning that he makes things happen by tricking other characters. The following story explains how light was hidden and then restored.

*Many years ago, in a house on the banks of the Yakima River, there lived an old man and his grown daughter. You would not have known by looking at his little house, but the old man was very rich. However, he was also very greedy. Every year, many salmon swam past his house. He always caught many more than he needed, and he chased away anyone else who tried to catch them. “Go away!” he yelled. “Those are my fish.”*

*“These are not your fish,” the people told him. “The river gave them to us.” But the old man ignored them. “You’ll be sorry if you take my fish again,” he warned.*

*When he saw a woman gathering firewood in the forest near his house, the old man yelled, “That is my firewood! Go away and find your own.”*

*The woman held up the sticks and said, “You do not own this wood. The tree gave it to me.”*

Activity Pages  
5.2 and 5.3



Activity Page 5.4



*The old man only shook his fists and warned, "You'll be sorry if you take my firewood again!"*

*The old man was so greedy that he would not even share with his own daughter. He would not let her take fish from the river. She was allowed to gather roots and berries to eat, but only if she walked far away from the house so she would not gather any of his foods. When he caught her eating blackberries from a bush near the house, he yelled, "Those are my berries! You'll be sorry you took them!"*

*"But the bush gave them to me," his daughter said, in a meek, nervous voice. This made the old man very angry. He was tired of people stealing from him, but he knew how to stop them once and for all. People could not steal his things if they could not see them. However, he was so rich, he could not hide all the things he owned, so he decided to hide the light instead.*

*The old man took the sun and moon and all the stars from the sky, and he put them in a box. He hid the box in his house and refused to tell anyone where it was. Then the whole world was dark. When people needed firewood, they had to crawl out into the darkness and search the ground with their hands until they found something that felt like wood. When they were hungry, they had to crawl into the river and feel around in the water until a fish swam into their hands. Life without light was very hard, and soon the people were cold and hungry, and a sadness filled their hearts. But Raven heard about the greedy old man who stole the sun and moon and stars, and he came up with a plan to steal them back!*

*Raven followed the old man's daughter when she went out searching for food. She searched in the darkness and found a blackberry bush. The thorns pricked her fingers as she searched for berries. Clever Raven turned himself into a blackberry, and she picked him and ate him. Then Raven was in her belly, and he became her child.*

*Months later, Raven was born. The old man did not like having a baby in the house. To make matters worse, Raven grew very quickly, and soon he was a curious, energetic boy. He asked questions about everything, and he always wanted the old man to tell him stories, sing songs, and play games. The old man did not like to do any of these things, but Raven asked him every day, anyway.*

*"Grandfather, I am bored," Raven said. "Will you play a game with me?"*

*"No."*

*"Will you tell me a story?"*

*"No."*

*"Then what can I do? I am bored!"*

*The old man fumbled around in the dark, trying to find something for Raven to play with. Raven refused everything he offered. "I already played with that. That is boring," Raven said. "If only I could see, then maybe I could find something to do. But it is too dark."*

*Then the old man had an idea. He went to his secret hiding place and pulled out the box. He gave the box to Raven and said, "Here, play with this. This will keep you busy for a while. Just don't show anybody else! Now, leave me alone."*

*Raven opened the box, and the light of the sun and moon shone on his face. Then the old man could see that he had been tricked! Grasping the box in his talons, Raven flapped his wings and flew out of the house. He flew and flew, way up high into the sky, and there he emptied the box, and the sun and moon and stars all returned to their places, and the light was restored.*

---

What are creation myths?

- » *stories that explain how the world began*

Who is the Raven?

- » *usually a trickster who tricks characters in the stories*

Describe the old man in the story.

- » *old and greedy who wouldn't share things, including with his daughter*

How did Raven become the daughter's child?

- » *When she was searching for berries, he turned himself into one, which she ate; this placed him in her stomach.*

How did the raven trick the old man, his grandfather?

- » *As a child, he told his grandfather that he was bored, so the old man gave him a box containing the sun, moon, and stars in it to play with; Raven took it and emptied the light from the sun, moon, and stars into their proper places.*
- 

## **Thunderbird and Killer Whale**

Thunderbird is a mythical creature common in most Pacific Northwest cultures. It is also a common theme on totem poles or ceremonial costumes. In most stories, Thunderbird was a kind and powerful creature that often helped people. The story of Thunderbird and Killer Whale appears in many tribal mythologies. Like many myths, this one was used to explain certain aspects of nature or important events. There are two natural

events, or phenomena, explained in this story. Can you tell what they are?

*One day Killer Whale arrived in the waters and attacked all the other fish. Killer Whale was hungry, and he ate many fish. The fish he did not eat were so scared they swam away to other waters. Then, the people could not find any fish for themselves, and they began to starve.*

*Thunderbird was a big, mighty bird. His bright, colorful feathers were as long as canoe paddles, and his talons were like harpoons. When he flapped his great wings, the sound of thunder rumbled through the skies.*

*One day, Thunderbird was flying along the coast. He looked down and saw that the people were starving. This made Thunderbird sad, because he loved the people and did not want to see them suffer. He asked them why they did not have any fish, and the people told him about Killer Whale. This made Thunderbird very angry.*

*Thunderbird found Killer Whale and swooped down out of the sky. Thunderbird grabbed Killer Whale with his talons and tried to carry him away, but Killer Whale put up a fight. He wrestled free from Thunderbird's grasp and fell down into the ocean with a great splash. The splash was so big that it shook all the waters and even the land. The waters rose up and covered the land. Trees were ripped from the soil, houses were shattered, and many people died before the ocean waters receded.*

*Thunderbird and Killer Whale fought for many days. At last, Killer Whale knew he could not win, and he swam away. Gradually, the fish returned, and the people had food again. Ever since, the people have never forgotten how Thunderbird helped them.*

Thunderbird's wings cause the sound of the thunder. This is common in most Thunderbird myths. But this story seems to explain something else. Many researchers believe this story is about a tsunami, or tidal wave, that struck the Pacific Northwest hundreds of years ago. Tsunamis are caused by earthquakes in the earth's crust, deep beneath the ocean surface. The vibrations from the earthquake create waves, and if the earthquake is strong enough, these waves can form a tsunami. Tsunamis are very destructive when they strike land. It is no surprise that the survivors would mark the event with a myth like this.

---

Who was Thunderbird?

- » *kind and helpful creature that helped people*

How was thunder caused?

- » *Thunderbird would flap its great wings*

What happened between Thunderbird and Killer Whale?

- » *They fought for many days, causing great destruction of the land and killing many people because of the tremendous waves from Killer Whale's splashes.*

- Begin reading the stories aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.
- Tell students to think back to “The Swift Blue One” and “The White Buffalo Calf Woman” and notice how today’s stories are the same and different.
- **Turn and Talk:** When you finish reading, ask students to share ideas about Why Story text structure (e.g., What characteristics seem to be common in Why Stories?) and the transitional words and phrases they identified.
- Call on students to share, and record their responses on the board/chart paper. (Add to the charts[s] you started in Lesson 3.)
- Repeat this process with “Thunderbird and Killer Whale” (Activity Page 5.3).
- Direct students to Activity Page 5.4.
- Tell students that now you want them to think about each of the four *Why Stories* they have heard and create two-column notes describing each one. When finished, they will compare their ideas with a partner.
- They may go back into the text as they make their notes. This includes the first two stories, “The Swift Blue One” and “White Buffalo Calf Woman” on Activity Pages 3.3 and 3.4.
- Instruct students to complete the activity page.



### Check for Understanding

Circulate to check student comprehension and note taking. Encourage the use of bullets and short phrases. Encourage partners to challenge each other's thinking.

End Lesson



### Reading Understanding Text Structure

#### Entering/Emerging

Provide students with 1:1 support to analyze *Why Story* text structure. Point to a small section of text where transitional words can be found.

#### Transitioning/Expanding

Partner students when listening to *Why Stories* and ask occasional questions while reading aloud to scaffold thinking about text structure and the location of transitional words.

#### Bridging

Offer students occasional support and ask questions as needed while reading aloud to scaffold thinking about text structure and the location of transitional words.

## 6

# Why Story Project

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

Students will use their understanding of Why Story text structure and genre elements to write their own Why Stories.

**Writing**

Students will write sentences using transitional words that indicate passage of time.

**FORMATIVE ASSESSMENT****Speaking****Brainstorming Story Ideas** [Informal Observation]**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Using Common Transitional Words** [Activity Page 6.3]

## LESSON AT A GLANCE

|                           | Time    | Materials                 |
|---------------------------|---------|---------------------------|
| <b>Write About It</b>     |         |                           |
| About <i>Why Stories</i>  | 25 min. | ☐ Activity Pages 6.1; 6.2 |
| <b>Rewind</b>             |         |                           |
| Review Transitional Words | 5 min.  | ☐ Activity Page 6.3       |

## ADVANCE PREPARATION

### Write About It

- Review background information on *Why Stories* (from Activity Page 6.1).
- Display the following sentence frames on the board/chart paper for the Turn and Talk activity:
  - “The observations were the same/different from the descriptions because \_\_\_\_\_.”
  - “One way the observations were similar/different from the descriptions is \_\_\_\_\_.”
  - “An example of how the observations were similar/different from the descriptions can be found in the example of \_\_\_\_\_.”
- Assign each student a partner.

- Review the *Why Story* Rubric (from Activity Page 6.2).

### **Why Story Rubric**

|                                                                    | <b>Extending</b>                                                                                                                                                                                                                                  | <b>Mastering</b>                                                                                               | <b>Developing</b>                                                                                         | <b>Beginning</b>                                                                                               |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Development of Narrative Text Structures and Genre Elements</b> | Provides effective, extended development of one or more narrative text structures (logical event sequence, well-developed characters' personalities and motives, dialogue, a point of view) appropriate to <i>Why Story</i> purpose and audience. | Provides effective development of the narrative elements appropriate to <i>Why Story</i> purpose and audience. | Provides some development of the narrative elements appropriate to <i>Why Story</i> purpose and audience. | Provides attempted development of the narrative elements appropriate to <i>Why Story</i> purpose and audience. |
| <b>Plot Structure and Organization</b>                             | Demonstrates purposeful coherence; includes an engaging plot and a logical progression of ideas.                                                                                                                                                  | Demonstrates a coherent plot and a logical progression of ideas.                                               | Demonstrates a progression of ideas that approaches coherence; includes a beginning, middle, and end.     | Demonstrates an attempt at coherence with some evidence of a progression of ideas, such as a story summary.    |
| <b>Language and Conventions</b>                                    | Demonstrates bridging use of transitional words and phrases.                                                                                                                                                                                      | Demonstrates expanding use of transitional words and phrases.                                                  | Demonstrates emerging use of transitional words and phrases.                                              | An attempt is made to use transitional words and phrases.                                                      |

- Display chart(s) containing students' responses about *Why Story* text structure and transitional words from Lessons 3 and 5.

### **Rewind**

- Display the following on the board:
  - Afterward
  - Afterward, the three boys went to the ice cream stand for dessert.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Synthesize and share new understandings or observations about Why Stories
- Apply understanding of Why Story text structure and genre elements to develop and share an idea for an original Why Story
- Write sentences using transitional words that indicate the passage of time

### Language Forms and Functions

The observations were the same/different from the descriptions because \_\_\_\_\_.

One way the observations were similar/different from the descriptions is \_\_\_\_\_.

An example of how the observations were similar/different from the descriptions can be found in the example of \_\_\_\_\_.

The word while is used when \_\_\_\_\_, but the word meanwhile is used when \_\_\_\_\_.

### Vocabulary

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

Lesson 6: *Why Story* Project

## Write About It



**Primary Focus:** Students will use their understanding of *Why Story* text structure and genre elements to write their own *Why Stories*.

Activity Pages  
5.4 and 6.1



### ABOUT WHY STORIES (20 MIN.)

- Direct students to Activity Page 5.4, where they have prepared notes on the four *Why Stories* read aloud in class.
- Ask students to share aloud new understandings or observations about *Why Stories* based on the deeper analysis and comparisons they made while completing Activity Page 5.4.
- Tell students they are going to create their own *Why Stories* today.
- Explain that they will draft their stories orally at first, in keeping with the Native American oral storytelling tradition.
- Tell students that before they get started creating stories, they are going to review the characteristics commonly found in *Why Stories*.
- Direct students' attention to the chart on display containing student observations of *Why Story* characteristics.
- Review the observations with students.
- Direct students to Activity Page 6.1 and read it aloud, elaborating as needed and answering student questions to facilitate understanding.

### About *Why Stories*

- *Why Stories* are an important part of the Native American oral storytelling tradition. *Why Stories* were first written down about a hundred years ago.
  - Native American *Why Stories*, also known as emergence stories or creation myths, use a mixture of spirituality and inventive reasoning to explain the emergence of life on earth. They have the nickname *Why Stories* because they explain why some things are the way they are and why certain things happen.

- Stories often begin with the Great Spirit or Creator, often called by a variety of names. The Creator held the knowledge of all things, but often utilized the creatures of Earth, such as the turtle, loon, and raven, to aid in creation.
  - There is an interplay between the sacred and the natural.
  - Many stories represent events that bend or blend the laws of nature. For instance, animals talk to humans.
  - Stories reflect deep spirituality and a reverence for nature and all beings that Native American cultures share.
- **Turn and Talk:** Have students discuss how their observations were similar and/or different compared to the description of *Why Stories* on Activity Page 6.1.
    - Direct students' attention to the sentence frames on the board/chart paper to facilitate the discussion:
      - The observations were the same/different from the descriptions because \_\_\_\_\_.
      - One way the observations were similar/different from the descriptions is \_\_\_\_\_.
      - An example of how the observations were similar/different from the descriptions can be found in the example of \_\_\_\_\_.

## Challenge

Ask a volunteer to orally draft a beginning to a *Why Story*.

## Support

Ask students to brainstorm elements of nature or natural phenomena they would like to explain using *Why Stories*. Record student responses on chart paper.



## Reading Understanding Text Structure

### Entering/Emerging

Provide students with 1:1 support, directing students back to *Why Stories* in Activity Page 6.1 for examples of how *Why Stories* start.

### Transitioning/Expanding

Provide moderate support with getting started. Support students in using a favorite *Why Story* as a model for the student's own story.

### Bridging

Provide occasional support, showing students how to use a favorite *Why Story* as a model for the student's own story.

- Direct students to the *Why Story* Rubric on Activity Page 6.2.

## Why Story Rubric

|                                                                    | Extending                                                                                                                                                                                                                                        | Mastering                                                                                                     | Developing                                                                                               | Beginning                                                                                                     |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Development of Narrative Text Structures and Genre Elements</b> | Provides effective, extended development of one or more narrative text structures (logical event sequence, well-developed characters' personalities and motives, dialogue, a point of view) appropriate to <i>Why Story</i> purpose and audience | Provides effective development of the narrative elements appropriate to <i>Why Story</i> purpose and audience | Provides some development of the narrative elements appropriate to <i>Why Story</i> purpose and audience | Provides attempted development of the narrative elements appropriate to <i>Why Story</i> purpose and audience |
| <b>Plot Structure and Organization</b>                             | Demonstrates purposeful coherence; includes an engaging plot and a logical progression of ideas                                                                                                                                                  | Demonstrates a coherent plot and a logical progression of ideas                                               | Demonstrates a progression of ideas that approaches coherence; includes a beginning, middle, and end     | Demonstrates an attempt at coherence with some evidence of a progression of ideas, such as a story summary    |
| <b>Language and Conventions</b>                                    | Demonstrates bridging use of transitional words and phrases                                                                                                                                                                                      | Demonstrates expanding use of transitional words and phrases                                                  | Demonstrates emerging use of transitional words and phrases                                              | An attempt is made to use transitional words and phrases                                                      |

- Use the rubric to review expectations with the students.
- Tell students that they are going to brainstorm story ideas with a partner and that partners will take turns "trying out" drafts on each other as they craft and hone their stories.

- Tell students to sit with their partners and begin brainstorming and orally drafting.
- Remind students to use the information on Activity Page 6.1 as a set of guidelines for developing their stories.
- After several minutes, close the lesson segment by explaining the *Why Story* project.
- Tell students they will each create a collection of three *Why Stories*. The collection will be due at the end of the unit.
- They will do all of the writing in class and will continue to give and receive feedback from peers as part of the writing process.
- Tell students they will draft their first story during the next lesson, and encourage them to build on ideas they developed today.

## Informal Observation

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### Support

Ask students to predict the meaning of *afterward*. Guide students in creating a new sentence using *afterward* in a similar way, writing it on the board as the students make suggestions.



### Writing Understanding Text Structure

#### Entering/Emerging

Provide 1:1 support composing sentences using the targeted transitional words, frequently referring back to the model sentences.

#### Transitioning/Expanding

Provide moderate support composing sentences using the targeted transitional words, redirecting students to the model sentences.

#### Bridging

Provide support as needed with composing sentences using the targeted transitional words, reminding students to refer back to the model sentences.

## Lesson 6: Why Story Project

# Rewind



**Primary Focus:** Students will write sentences using transitional words that indicate the passage of time.

### REVIEW TRANSITIONAL WORDS (5 MIN.)

- Ask students to recall some transitional words or phrases that indicate passage of time. Record on the board or chart paper.
- Tell students that some transitional words are used more often by writers, and that today they will practice using some of them.
- Direct students to Activity Page 6.3.
- Explain to students that *then*, *while*, and *meanwhile* are commonly used transitional words. The model sentences provided show how to use the words.
- Tell students they will write their own sentence for each transitional word using the model sentence as a guide.
- When students seem confident, direct them to complete the activity page on their own.



### Check for Understanding

Circulate and support students' sentence writing as needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                               |
| Unit/Lesson        | U8 L6                                                                                                 |
| Activity Name      | Using Common Transitional Words                                                                       |
| Proficiency Levels |                                                                                                       |
| Entering           | Student dictates short sentences that include the targeted transitional words with 1:1 support.       |
| Emerging           | Student writes short sentences that include the targeted transitional words with substantial support. |
| Transitioning      | Student writes sentences that include the targeted transitional words with moderate support.          |
| Expanding          | Student writes expanded sentences that include the targeted transitional word with minimal support.   |
| Bridging           | Student independently writes expanded sentences that include the targeted transitional word.          |

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

## 7

# Explaining Nature and Creation

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

Students will use knowledge of the prefix *fore-* to identify meanings of newly introduced words.

**Listening**

Students will share Why Story drafts with a partner, giving and receiving constructive feedback.

**Writing**

Students will draft a story modeled after a Native American Why Story, applying knowledge of text structure, genre elements, and transitional words.

**FORMATIVE ASSESSMENT****Reading**

**Review the Prefix *fore-*** [Activity Page 7.1]

**LANGUAGE PROFICIENCY ASSESSMENT****Listening**

**Partner Feedback: Why Story Drafts**

[Informal Observation]

## LESSON AT A GLANCE

|                                | Time    | Materials                |
|--------------------------------|---------|--------------------------|
| <b>Rewind</b>                  |         |                          |
| Review the Prefix <i>fore-</i> | 10 min. | ☐ Activity Page 7.1      |
| <b>Write About It</b>          |         |                          |
| Draft <i>Why Story</i> 1       | 15 min. | ☐ Activity Page 3.1; 6.1 |
| <b>On Stage</b>                |         |                          |
| Share <i>Why Story</i> Drafts  | 5 min.  | ☐ Activity Page 7.2      |

## ADVANCE PREPARATION

### Write About It

- Display the chart created in a previous lesson that contains elements of nature or natural phenomena that students would like to explain with *Why Stories*.

### On Stage

- Prepare sentence frames for use during the On Stage lesson segment and post them on the board:  
“I like how you have included \_\_\_\_.”  
“Can you add more \_\_\_\_ here?”
- Assign each student a partner with whom they will share their drafts.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify the meaning of new words using the prefix *fore-*
- Demonstrate active listening by providing constructive feedback to a partner
- Clarify and elaborate on ideas orally and in writing
- Write a story modeled after a Native American Why Story, applying knowledge of text structure, genre elements, and transitional words

### Language Forms and Functions

I like how you have included \_\_\_\_\_.

What I hear you suggesting is \_\_\_\_\_. Is that correct?

Can you add more \_\_\_\_\_ here?

Your suggestion to add \_\_\_\_\_ was helpful. Thank you for your feedback!

### Vocabulary

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

## Lesson 7: Explaining Nature and Creation

## Rewind



**Primary Focus:** Students will use knowledge of the prefix *fore-* to identify meanings of newly introduced words.

### REVIEW THE PREFIX *FORE-* (15 MIN.)

- Ask students to recall the meaning of *fore-*.
- Encourage students to recall some *fore-* words they learned in the previous language lesson.
- Direct students to Activity Page 7.1.
- Tell students they will complete two activities on Activity Page 7.1 to further review the prefix *fore-*.
- Direct students to complete the activity page.



### Check for Understanding

Circulate around the classroom to check that students are identifying the words in the activity correctly.

### Activity Page 7.1



Reading  
Selecting  
Language Resources

### Entering/Emerging

Provide 1:1 support in reading words and completing the matching activity.

### Transitioning/Expanding

Provide moderate support with pronouncing words and completing the matching activity.

### Bridging

Provide occasional support with pronouncing words and completing the matching activity.

Activity Pages  
6.1, 6.2, and 3.1



Writing  
Understanding  
Text Structure

#### Entering/Emerging

Provide 1:1 support with drafting the *Why Story*. Direct students back to *Why Stories* in the Activity Book for examples of how *Why Stories* start. Support students in using a favorite *Why Story* to scaffold their own stories.

#### Transitioning/Expanding

Provide moderate support with getting started. Support students in using a favorite *Why Story* as a model for their own stories.

#### Bridging

Provide occasional support, showing students how to use a favorite *Why Story* as a model for their own stories.

## Lesson 7: Explaining Nature and Creation

# Write About It



**Primary Focus:** Students will draft a story modeled after a Native American *Why Story*, applying knowledge of text structure, genre elements, and transitional words.

### DRAFT WHY STORY 1 (15 MIN.)

- Remind students that today they will draft the first *Why Story* for their collection.
- Tell students that today, instead of creating an oral draft, they will write a draft and will share their story with a partner before the end of the lesson.
- There will be additional time to revise and edit *Why Stories* during upcoming lessons.
- Tell students they may refer to Activity Pages 6.1, 6.2, and 3.1 for help remembering *Why Story* expectations and transitional words.
- Encourage students to build on ideas they developed during the previous lesson.
- Direct students to begin drafting.

## Lesson 7: Explaining Nature and Creation

# On Stage



**Primary Focus:** Students will share *Why Story* drafts with a partner, giving and receiving constructive feedback.

### SHARE WHY STORY DRAFTS (5 MIN.)

- Instruct students to sit with their previously chosen partners to share their *Why Story* drafts.
- Direct students to Activity Page 7.2, the Peer Editing Guide.

| Responder                                                                                                                                                                                                                                                                                       | Writer                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>As writer is reading piece aloud:</i></p> <ul style="list-style-type: none"><li>• Listen.</li><li>• Do not interrupt the writer as she or he is reading the piece.</li><li>• Give your full attention to the writer and show it with eye contact and body language.</li></ul>             | <ul style="list-style-type: none"><li>• Read your work aloud.</li><li>• Mention if there is anything specific you would like the responder to focus on.</li><li>• Ask for feedback.</li><li>• Listen to the feedback.</li><li>• Avoid interrupting.</li><li>• Feel free to point out what you think the strengths of the piece are.</li><li>• Be receptive to suggestions.</li><li>• Avoid shutting down the responder's ideas.</li><li>• Remember to say thank you.</li></ul> |
| <p><i>When writer is finished reading:</i></p> <ul style="list-style-type: none"><li>• Respond to the piece as a whole.</li><li>• Begin with the strengths of the writing.</li><li>• Focus on what is on the <i>Why Story</i> rubric.</li><li>• Write feedback directly on the piece.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><i>Avoid:</i></p> <ul style="list-style-type: none"><li>• Comments that do not offer helpful suggestions.</li><li>• Automatic approval or blanket praise.</li><li>• Dominating the discussion.</li><li>• Off-task conversations.</li></ul>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

- Review Activity Page 7.2 with students and remind them to be as specific as possible. For example, feedback that is not helpful would be "Your story is great! I really liked it!" Feedback that *is* helpful would be "The way you described the setting is really clear. I could imagine it easily" or "I think you skipped a word in this sentence; I'm not sure what you meant to say."

### Activity Page 7.2



## Informal Observation



### Listening Listening Actively

#### Entering/Emerging

Provide additional sentence starters for discussion, such as “In this paragraph \_\_\_\_.” “One thing I noticed \_\_\_\_.” “I am confused about \_\_\_\_.”

#### Transitioning/Expanding

Provide additional sentence frames for discussion, such as “What I hear you suggesting is \_\_\_\_\_. Is that correct?”

#### Bridging

Refer students to sentence frames as needed. Prompt and/or question students to elicit additional details or clarify meaning.

- Remind students that when giving feedback they should be sensitive to the writer’s feelings, but at the same time the writer must be receptive to feedback.
- Review sentence frames written on board.
  - “I like how you have included \_\_\_\_.”
  - “Can you add more \_\_\_\_\_ here?”
- Direct students to begin sharing their drafts.



## Check for Understanding

Rotate among students, listening closely to how they phrase feedback. Provide guidance and suggest additional sentence frames that specifically target what the student is trying to say. Add to sentence frames posted on the board so other students can benefit.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                          |
| Unit/Lesson        | U8 L7                                                                                              |
| Activity Name      | Partner Feedback: Why Story Drafts                                                                 |
| Proficiency Levels |                                                                                                    |
| Entering           | Student selects a sentence frame from the board to provide general feedback with 1:1 support.      |
| Emerging           | Student selects a sentence frame from the board to provide general feedback with moderate support. |
| Transitioning      | Student provides original feedback with moderate support.                                          |
| Expanding          | Student provides original feedback and refers to specific parts of the piece with minimal support. |
| Bridging           | Student provides original feedback and refers to specific parts of the piece independently.        |

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

## 8

# “A Difference in Perspective”

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

Students will use close reading skills to compare and contrast Native American and European cultural values in relation to property ownership and use of natural resources.

**Writing**

Students will add details to a map describing North American Native American tribes, geography, geological features, and natural resources.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Compare Native American and European Cultures**

[Activity Page 8.2]

## LESSON AT A GLANCE

|                               | Time    | Materials                          |
|-------------------------------|---------|------------------------------------|
| <b>Read About It</b>          |         |                                    |
| "A Difference in Perspective" | 20 min. | ☐ Activity Pages 8.1 and 8.2       |
| <b>Vocabulary Building</b>    |         |                                    |
| The Land of Plenty            | 10 min. | ☐ Activity Pages 2.1, 4.3, and 8.3 |

## ADVANCE PREPARATION

### Read About It

- Arrange student reading pairs for Paired Reading/Venn Diagram activity.

### Vocabulary Building

- Display this sample list of labels for the map activity on the board as a model for students:
  - **Iroquois**
    - Woods
    - Ocean
    - Mountains
    - Cold winters
    - Game animals such as deer and wild turkey
    - Berries
    - Freshwater and saltwater fish
    - Ability to farm
- Ensure students have Activity Page 4.3.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Complete a Venn diagram to compare and contrast Native American and European cultural values
- Use domain-specific vocabulary to label a map and describe Native American tribes, geography, geological features, and natural resources

### Language Forms and Functions

Native Americans believed \_\_\_\_\_.

Europeans believed \_\_\_\_\_.

Unlike the Europeans, who valued \_\_\_\_\_, the Native Americans valued \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words            | Tier 1<br>Everyday Speech Words |
|---------------------------------|---|---------------------------------|
| Pacific Northwest<br>rainforest | generation<br>immigration<br>lean<br>region | salmon                          |

## Lesson 8: “A Difference in Perspective”

# Read About It



**Primary Focus:** Students will use close reading skills to compare and contrast Native American and European cultural values in relation to settlement and use of natural resources.

### “A DIFFERENCE IN PERSPECTIVE” (20 MIN.)

- Direct students to Activity Page 8.1.
- Tell students they are going to read about the differences between Native American and European cultures that eventually led to conflict.
- Ask students if they can imagine what some of those cultural differences might have been. Answers may vary, but might include beliefs about land ownership, treatment of animals and resources, wants and needs, individualism vs. communal living, and survival skills.

### Activity Pages 8.1



### A Difference in Perspective

What was it about the cultural identity of Native Americans that could not be easily erased or forgotten? The answer to this question is both simple and complicated: land. It is simple because it is easy to see why the land was so important to Native Americans. It is complicated because, according to Native American traditions, there is more to land than dirt and rock. There is more to it than plants, animals, and all the resources necessary for survival. Land is not simply a place where a tribe lives. Land is part of the tribe itself. Land is the thing that makes the tribe whole.

Anyone can learn to hunt, but how many people know how to make a perfect bow and arrows using only materials available on the grassy prairies? How many people can look at the forest floor and immediately know what kinds of animals have walked through the area in the past few days, how big they were, and in which direction they were headed? How many can predict the weather by watching birds or observing the moon? How many people do you know who can find enough food in the desert to feed an entire extended family of 50 or more people? To not only survive but also to raise a family and live comfortably in the forest, plains, or desert requires great skill and knowledge, more than a single person could teach himself or herself. Living such a lifestyle brings people into direct and intimate contact with nature,

with the land itself, as well as with the sky and waters and with other people with whom they must work and share in order to live.

Native Americans were well adapted to the cycles and patterns of nature. Whether they lived in a small fishing village or a large, sprawling farming society, they learned to survive in harmony with their surroundings. They used wood from trees, but they did not cut down all the trees. They used every part of the buffalo, but they did not kill all the buffalo. They made jewelry using stone or shell beads and sometimes copper, but they did not destroy the mountains and rivers to get all these materials. They gathered nuts and berries, but not too many, and they always left enough new seeds to sprout for future generations.

Through their myths and spiritual ceremonies, Native Americans gave thanks and praise to nature's helping spirits—the plants, animals, waters, and sunshine. But they also asked the spirits for safety and mercy. They asked to be spared from famine, drought, and war. Most years, the people were happy, well fed, and at peace with their neighbors. But they knew there would also be **lean** years when the buffalo herds were too thin, or too little rain fell on the corn and bean crops. They knew there would be wars and conflicts with other tribes as well. Some tribes controlled better land with more food and resources than other tribes. Some tribes grew to be large and dominant, while others simply survived from season to season. Some tribes faced more trials and tribulations than others. Sometimes, one tribe would force another tribe off its land, so, for example, an Eastern Woodland tribe might have to adapt to life on the plains, or a Plateau tribe might have to learn to survive in the desert. Sometimes the victors of war would take the losers captive, or adopt them into their tribe. Other times, mighty tribes fell and weaker ones rose up.

Everything changed, and yet in many ways everything stayed the same. In spite of all of life's challenges, Native Americans upheld their way of life for thousands of years. Wherever they were, they strived to live in harmony with their surroundings. They lived according to the same patterns and cycles as everything else in nature. When the acorns ripened and fell, then it was time to gather and eat acorns. When the buffalo moved, it was time to move the village. And when the spring rains fell, it was time to plant new seeds. Year after year and generation after generation, according to these cycles, Native American tribes created their own history.

Europeans who migrated to the Americas did not share the same traditions and beliefs as Native Americans. Aside from their culture, religion, and technology, Europeans had different beliefs regarding land ownership and

individual rights and liberties. To understand just how very different they were, it is important to reflect on what life was like in Europe.

In the late 1400s, Europe was just emerging from the feudal system of the Middle Ages. Most people were still tied to farming the land, the bulk of which was owned by rich, influential members of the nobility. There was no “free” land to explore and settle on. There was little social mobility. For three hundred years after Columbus’s first journey, the exploration and colonization of the “New World” brought incredible new wealth to European nations. However, a large part of that wealth went straight to the same royals and aristocrats who already owned all the land and resources in the “Old World.”

Then came the founding of the United States in 1776. This new nation put in place systems of laws designed to protect the right to “life, liberty, and the pursuit of happiness.” Now, the New World offered new hope and opportunity for even the most lowly members of European society. The New World offered land, ready to be farmed, to all, including those who would never have had such an opportunity in their own countries.

However, it wasn’t quite that simple. By the late 1700s, land in the East had been claimed, and there was stiff competition for jobs. Therefore, many new **immigrants** looked beyond the East to the frontier—the untamed wilderness—for opportunities.

By 1850, people realized that all the land—the American West as it came to be known—was not only vast but also full of resources. It did not take long for this news to travel to Europe. For those escaping the troubles of the Old World, the American West seemed like a haven. There, anyone could live free and prosper if they were willing to work. Also, as it turned out, they needed to be willing to fight or “manage” the Native Americans who had been living there for thousands of years.

Throughout the second half of the 1800s, immigrants, largely from Europe, flowed into the United States. Many became pioneers, risking everything for a chance to settle and build new lives. Generally, pioneers were not there to live in harmony with nature or abide by Native American customs and laws. They were there to tame the land and gain wealth from it.

- 
- Direct students to Activity Page 8.2.
  - Ask students if they are familiar with a Venn diagram.
  - If needed, explain how a Venn diagram is used.
  - Tell students they will work with a partner to read and compare and contrast Native American cultural values to European cultural values using the Venn diagram.

## Activity Page 8.2



- The directions on the page explain how the diagram should be organized.
- Read the directions aloud to the students:
  - Compare and contrast Native American and European cultures by listing the differences between the two groups to the left and right under the headers and listing similarities in the center.
- Tell students that while they will read, think, and discuss with their partner, each student will create their own Venn diagram, writing responses in their own words.
- Tell students they may add information to the Venn diagram as they read or wait until after they have finished reading.
- Place students in prearranged reading pairs.
- Explain that both students will read the first paragraph silently, then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently and then the other partner will read that paragraph aloud, and so on.
  - Model this reading strategy with a student volunteer.
- Circulate the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).
- When students have finished reading, hold a brief discussion about the story, and review the main points:
  - Native Americans believe that land contributes to making a tribe whole (i.e., Native Americans believe there is more to land than just dirt).
  - Native Americans adapted to nature's cycles and patterns; they survived in harmony with their surroundings (e.g., they used wood from trees, but did not cut them down; they used all parts of the buffalo, they didn't just kill it for food).
  - Native Americans gave thanks to nature through myths and spiritual ceremonies.
  - Europeans had different beliefs from Native Americans regarding land ownership and individual rights and liberties.
  - In the 1400s, most Europeans were farmers but didn't own the land; the rich did, which meant there wasn't free land to explore.
  - In 1776, the United States was founded, offering a New World of opportunity.

- By 1850, many people realized the American West was filled with valuable resources.
- An influx of Europeans in the latter half of 1800s came to the United States as pioneers wanting to settle and build their lives; however, they did not live in harmony with the Native Americans.
- Clarify any questions students may have about the reading.
- Direct students to complete the activity page.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Reading   |
| Unit/Lesson        | U8 L8   |
| Activity Name      | Compare Native American and European Cultures   |
| Proficiency Levels |   |
| Entering           | Student dictates words and phrases from Activity Page 8.1 to compare and contrast cultures with 1:1 support.              |
| Emerging           | Student copies words and phrases from Activity Page 8.1 to compare and contrast cultures with substantial support.        |
| Transitioning      | Student paraphrases details from Activity Page 8.1 to compare and contrast cultures with moderate support.                |
| Expanding          | Student paraphrases details from Activity Page 8.1 and explains cultural similarities and differences with light support. |
| Bridging           | Student independently paraphrases details from Activity Page 8.1 and explains cultural similarities and differences.      |



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support by asking questions about the events and identifying changes that occurred.

#### Transitioning/Expanding

Offer students light support by asking students to explain the changes that occurred.

#### Bridging

Offer students support as needed with reading and identifying changes that occurred.

## Lesson 8: "A Difference in Perspective"

# Vocabulary Building



**Primary Focus:** Students will add details to a map describing North American Native American tribes, geography, geological features, and natural resources.

### THE LAND OF PLENTY (10 MIN.)

- Direct students to Activity Page 2.1.



- Tell students they are going to work with the same partner to complete the map-labeling activity they started in Lesson 2 so they can use the map as a resource.
- Tell them they may use Activity Pages 4.3 and 8.3 to add details to their maps about the people of the Great Plains and the people of California.
- Direct students to Activity Page 4.3.
- Tell students they can find details about California tribes by reading the contents of this page closely.

### Activity Page 2.1



### Activity Pages 4.3 and 8.3



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## The People of California

It is impossible to know exact numbers, but best estimates are that there were around 300,000 Native Americans in California when the first Spanish settlers arrived. There were well over 100 different tribes and a wide variety of cultures, languages, and customs. Mostly, they lived in small villages ranging from a hundred to a thousand people. There were no formal borders or property lines, but each tribe was adapted to life in a specific area.

All of the California tribes lived a hunter-gatherer lifestyle. Acorns were a major source of food throughout the region. Acorns are nuts from the oak tree. You would not want to eat an acorn raw because the taste is very bitter. If you grind it up into flour and soak it, you can remove most of the bitterness and use it to make tasty bread. Fish were another major food source for many tribes. The tribes caught fish from the ocean, the rivers, and the lakes. Besides acorns and fish, each region had various animals and plants for people to hunt and gather, such as rabbits and deer, plus various roots, berries, and other gifts from nature.

Trade was also an important part of tribal life in California. If they could not find what they needed in nature, the people could trade with a neighboring tribe. Coastal tribes had access to lots of fish, but they needed more acorns. Inland tribes had plenty of acorns but not always enough meat. Tribes in the central mountains had access to a special rock called obsidian, or volcanic glass, which was valuable for making razor-sharp arrowheads and knives. Obsidian was far more valuable to Native Americans than gold or silver. They did not find too much use for those metals, though they did know where to find them.

Canoes played an essential role in the culture and lifestyle of nearly every California tribe. Different regions made different kinds of canoes. In southern California, they built big *tomols* out of wooden planks. Only specially trained craftsmen could build them, and they never shared their secrets! Tomols could carry several paddlers and hundreds of pounds of trade goods. Best of all, the sturdy, speedy tomols were seaworthy, so southern tribes could paddle up the coast and trade with northern tribes.

In the Central Valley, the people made their canoes by weaving long, tough reeds, or river grass. There they did not need to paddle into the rough ocean. Instead, they had wide, lazy rivers and sparkling lakes. And all the way up north, where the great redwood trees grow up into the clouds, people made dugout canoes from hollowed-out logs. Dugout canoes

were tough enough for the ocean but also enough to survive the wild mountain rivers.

Daily life focused on securing enough food for everyone. Fortunately, California was a land of plenty, so if everyone worked hard there was usually enough food to go around. In good years, there was more than enough food, so the people had time for other things. Basket weaving was common throughout California. Tribes of the Central Valley were highly skilled, producing a variety of colorful baskets in all shapes and sizes.

As with all Native Americans, the people of California built their houses using the best materials available in their home territory. Southern tribes used small trees and reeds to build *tules*. A *tule* was a round, one-room hut. Despite being made from reeds, tules were strong, able to withstand wind and rain, and cozy enough for mild, southern California winters. The Miwok people and other tribes of central and northern California preferred the *umacha*, which was shaped like a tepee but made of long, wooden rails instead of buffalo hide. Farther north, in the redwood forests, the Wiyot people and their northern neighbors built stout, sturdy houses out of redwood planks.

Roundhouses were the central feature in most villages. No matter what type of houses they built, and no matter whether the tribe was large or small, wealthy or poor, there was almost always a roundhouse in the middle of the village. The roundhouse was used for ceremonies and important meetings. The roundhouse was also where the tribal religious leaders, or *shamans*, carried out important rituals.

Religious beliefs reflected a close connection to the cycles of nature and to animals. While all tribes had unique beliefs, myths, and rituals, the people generally believed they shared a special kinship or bond with other living things. They felt fortunate and thankful to live in a place with so many resources.

- 
- Remind students of the following key points:
    - The estimated number of Native Americans in California when the Spanish settlers arrived. (300,000)
    - The number of tribes. (over 100)
    - The lifestyle they lived. (hunter-gatherer)
    - The major food source. (acorns)
    - The role of canoes in their lives.

- Religious beliefs. (*strong connection between man and nature*)
  - Daily life focused on gathering food.
  - Central Valley tribes were adept at weaving colored baskets in various shapes and sizes.
  - Homes were made of varying materials—small trees and reeds (Southern California); wooden rails (Central and Northern California); redwood planks (Northern California).
- Direct students to Activity Page 8.3.

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### **The People of the Pacific Northwest**

What do you imagine when you think of a rainforest? Perhaps you imagine a hot, humid place with heavy vegetation and trees filled with exotic parrots and monkeys. You might also imagine snakes and all sorts of bugs. It is true that most rainforests are steamy jungles located in tropical regions of the Americas, Africa, and Asia. However, not all rainforests are in the tropics. Some rainforests grow in the temperate zone, where the weather is never too hot or too cold, but it is often very wet.

The Pacific Northwest region includes much of Washington State and Oregon, plus the western flank of Canada, called British Columbia. Temperate rainforest blankets the coastal parts of this region. The steady rains and mild temperatures are perfect for plant growth. Spruce, hemlock, and fir trees can reach heights of 300 feet or more. Beneath the dense treetop canopy, the forest floor is a carpet of thick mosses, fluffy ferns, and lichens. The climate is good for animal life, too. There are hundreds of different bird and fish species. There are at least 140 different mammals, including some very large elk, bighorn sheep, mountain lions, gray wolves, and the occasional grizzly bear.

### **Fishing for Salmon**

The Pacific Northwest is also a good habitat for humans. By some estimates, Native Americans have lived there for as many as 500 generations, or 15,000 years. The area was once home to at least 30 tribes, hundreds of villages, and a huge variety of languages, customs, and beliefs. All the tribes had a hunter-gatherer lifestyle, but they did not need to move around in order to find food. They lived in large, permanent villages. They did not need to farm either. Everything they needed was readily available in the forests and waters. As long as they respected those resources, then

there was always enough to go around. In fact, there was usually more than enough for everyone.

A very important food source for most tribes was salmon. They could always depend on salmon to swim up the rivers every year. One important thing to know about salmon is that they are born in rivers, but they live most of their lives at sea. When they are adults, they return from the sea and swim back up the rivers, to the very same places where they were born. There, they lay their eggs and die. The eggs hatch, the baby salmon find their way to the sea, and the cycle continues.

The other important thing to know about salmon is that they are very nutritious! The people of the Pacific Northwest certainly knew this, and they became master fishermen. Some tribes fished using baskets, nets, spears or harpoons, and a variety of ingenious traps to catch salmon.

However, salmon are only available to catch in the rivers for a few months each year, when they return to lay their eggs. For the remainder of the year, they are in the ocean. Therefore, if you depend on salmon for food, you will have to supplement your diet. Native American men in this region hunted the big mammals that roamed the rainforests. Women gathered roots, berries, and grains, including wild rice. Many tribes went after other types of fish, as well as whales and seals, the mammals of the sea.

### **The Whale Hunters**

One tribe, the Makah, were famous whalers. They used long, fast canoes to chase whales in the rough Pacific waters, and they killed them with long, sharp harpoons. This is how they hunted huge gray whales and humpbacks, which can weigh up to 80,000 pounds (about the same as four school buses). Imagine hunting a creature that size from the front of a canoe with a harpoon! This was very dangerous work, but it was worth the risk, because one whale could feed a whole village for months. After they killed a whale, the hunters towed it to shore, and the whole village would come out to help cut up the meat, salt it, and hang it up to dry.

This preserved the meat for later use. Just as Plains tribes used all parts of the buffalo, Pacific Coast tribes used the whole whale. They took oil from the whale's blubber to use for cooking, tanning hides, or covering wounds and bug bites. Whale oil was also valuable in trade to inland tribes. Bones were used to make scrapers, fishhooks, and other tools.

Like other Native Americans, the people of the Pacific Northwest did not take anything for granted. After they hunted any animal—whether it was a salmon, whale, elk, or anything else—they always welcomed its spirit into

their village and thanked it for helping them. People felt a direct connection to other living things, and they expressed this connection through their religion.



### Writing Selecting Language Resources

#### Entering/Emerging

Offer students 1:1 support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.

#### Transitioning/Expanding

Offer students moderate support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.

#### Bridging

Offer students occasional support identifying relevant vocabulary and phrases in text and translating into single-word labels or short phrases.

- Tell students they can find details about Pacific Northwest tribes by reading the contents of this page closely.
- After students have completed reading, ask the following questions to check for understanding and ensure reading comprehension:
  - To what region does Washington State and Oregon belong?
    - » Pacific Northwest
  - Describe the rainforest conditions.
    - » steady rain with mild temperatures that enable plant growth such as spruce, hemlock, and fir trees
  - For how many generations have Native Americans inhabited the Pacific Northwest?
    - » 500 generations—15,000 years
  - What kind of lifestyle did they live?
    - » hunter-gatherer; fished salmon, especially
  - What did the Native Americans eat when salmon was unavailable?
    - » The men hunted big mammals roaming the rainforest; women gathered roots, berries, and grains such as wild rice.
  - How did the Makah kill whales in the Pacific waters?
    - » sitting on the front edge of a canoe using long, sharp harpoons
  - How was the whale's blubber used?
    - » oil for cooking, covering wounds, bites
- Clarify any questions students may have about the reading.
  - Students may finish at home if needed.



### Check for Understanding

Rotate among students to reinforce single-word labels or short phrases. Correct vocabulary as needed.

End Lesson

## 9

# “Raven Steals the Light”

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

Students will examine the purpose, genre elements, and text structure of traditional Native American Why Stories.

**Reading**

Students will understand how pronouns refer to nouns in a text.

**Writing**

Students will draft the second of three stories modeled after a Native American Why Story, applying knowledge of text structure, genre elements, and transitional words.

**Speaking**

Students will share Why Story drafts with a partner, giving and receiving constructive feedback.

**FORMATIVE ASSESSMENT****Speaking****Partner Feedback: Why Story Drafts**

[Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Pronoun Reference [Activity Page 9.1]**

## LESSON AT A GLANCE

|                                 | Time    | Materials                      |
|---------------------------------|---------|--------------------------------|
| <b>Listen Closely</b>           |         |                                |
| "Raven Steals the Light" Reread | 5 min.  | ☐ Activity Page 5.2            |
| <b>Rewind</b>                   |         |                                |
| Pronoun Reference               | 10 min. | ☐ Activity Pages 9.1           |
| <b>Write About It</b>           |         |                                |
| Draft <i>Why Story 2</i>        | 10 min. | ☐ Activity Pages 3.1; 6.1; 6.2 |
| <b>On Stage</b>                 |         |                                |
| Share <i>Why Story</i> drafts   | 5 min.  | ☐ Activity Page 7.2            |

## ADVANCE PREPARATION

### Rewind

- Post the pronoun bank on the board and leave room for additional pronouns students suggest for Rewind.

| Pronoun Bank |    |     |      |       |     |     |     |      |
|--------------|----|-----|------|-------|-----|-----|-----|------|
| I            | me | my  | you  | your  | she | her | he  | his  |
| him          | it | its | they | their | we  | us  | our | them |

- Display or project the following sentences on the board for Rewind:
  1. Raven followed the old man's daughter when she went out searching for food. She searched in the darkness and found a blackberry bush.
  2. Clever Raven turned himself into a blackberry, and she picked him and ate him. Then Raven was in her belly, and he became her child.
  3. Months later, Raven was born. The old man did not like having a baby in the house. To make matters worse, Raven grew very quickly, and soon he was a curious, energetic boy.

4. He asked questions about everything, and he always wanted the old man to tell him stories, sing songs, and play games. The old man did not like to do any of these things, but Raven asked him everyday, anyway.

### Write About It

- Display the chart created in the previous lesson that contains elements of nature or natural phenomena that students would like to explain with *Why Stories*.
- Ensure students have Activity Pages 3.1, 6.1, 6.2, and 7.2.

### On Stage

- Prepare sentence frames for use during the On Stage lesson segment and write them on the board; for example:
  - “I like how you have included \_\_\_\_.”
  - “Can you add more \_\_\_\_ here?”

| FEATURES OF ACADEMIC LANGUAGE   |                                  |                                 |
|---|----------------------------------|---------------------------------|
| Discourse Features  |                                  |                                 |
| <ul style="list-style-type: none"> <li>Identify pronouns and the nouns they refer to in context</li> <li>Write a story modeled after a Native American Why Story, applying knowledge of text structure, genre elements, and transitional words</li> <li>Demonstrate active listening by providing constructive feedback to a partner</li> <li>Clarify and elaborate on ideas orally and in writing</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| <p>I like how you have included ____.</p> <p>What I hear you suggesting is _____. Is that correct?</p> <p>Can you add more _____ here?</p> <p>Your suggestion to add _____ was helpful. Thank you for your feedback!</p>  |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| creation myths<br>raven   | greedy<br>pronoun                | blackberry<br>light<br>steal    |

## Lesson 9: “Raven Steals the Light”

# Listen Closely



**Primary Focus:** Students will examine the purpose, genre elements, and text structure of traditional Native American *Why Stories*.

### “RAVEN STEALS THE LIGHT” REREAD (5 MIN.)

- Direct students to Activity Page 5.2.
- Tell students you are going to reread “Raven Steals the Light” aloud to the group as a reminder of how a *Why Story* should sound.
- Ask students to listen for transitional words and phrases as you read.
- Read the story aloud to the students.

### Activity Page 5.2



### Raven Steals the Light

Raven is a very important character in the mythology of most Pacific Northwest tribes. He is featured in numerous stories, many of which are creation myths. Creation myths explain how the world began and how people and various animals came into the world. However, in this tale, Raven is not really a creator. He is actually a trickster, meaning that he makes things happen by tricking other characters. The following story explains how light was hidden and then restored.

*Many years ago, in a house on the banks of the Yakima River, there lived an old man and his grown daughter. You would not have known by looking at his little house, but the old man was very rich. However, he was also very greedy. Every year, many salmon swam past his house. He always caught many more than he needed, and he chased away anyone else who tried to catch them. “Go away!” he yelled. “Those are my fish.”*

*“These are not your fish,” the people told him. “The river gave them to us.” But the old man ignored them. “You’ll be sorry if you take my fish again,” he warned.*

*When he saw a woman gathering firewood in the forest near his house, the old man yelled, “That is my firewood! Go away and find your own.”*

*The woman held up the sticks and said, "You do not own this wood. The tree gave it to me."*

*The old man only shook his fists and warned, "You'll be sorry if you take my firewood again!"*

*The old man was so greedy that he would not even share with his own daughter. He would not let her take fish from the river. She was allowed to gather roots and berries to eat, but only if she walked far away from the house so she would not gather any of his foods. When he caught her eating blackberries from a bush near the house, he yelled, "Those are my berries! You'll be sorry you took them!"*

*"But the bush gave them to me," his daughter said, in a meek, nervous voice. This made the old man very angry. He was tired of people stealing from him, but he knew how to stop them once and for all. People could not steal his things if they could not see them. However, he was so rich, he could not hide all the things he owned, so he decided to hide the light instead.*

*The old man took the sun and moon and all the stars from the sky, and he put them in a box. He hid the box in his house and refused to tell anyone where it was. Then the whole world was dark. When people needed firewood, they had to crawl out into the darkness and search the ground with their hands until they found something that felt like wood. When they were hungry, they had to crawl into the river and feel around in the water until a fish swam into their hands.*

*Life without light was very hard, and soon the people were cold and hungry, and a sadness filled their hearts. But Raven heard about the greedy old man who stole the sun and moon and stars, and he came up with a plan to steal them back!*

*Raven followed the old man's daughter when she went out searching for food. She searched in the darkness and found a blackberry bush. The thorns pricked her fingers as she searched for berries. Clever Raven turned himself into a blackberry, and she picked him and ate him. Then Raven was in her belly, and he became her child.*

*Months later, Raven was born. The old man did not like having a baby in the house. To make matters worse, Raven grew very quickly, and soon he was a curious, energetic boy. He asked questions about everything, and he always wanted the old man to tell him stories, sing songs, and play games. The old man did not like to do any of these things, but Raven asked him every day, anyway.*

*"Grandfather, I am bored," Raven said. "Will you play a game with me?"*

*"No."*

*"Will you tell me a story?"*

*"No."*

*"Then what can I do? I am bored!"*

*The old man fumbled around in the dark, trying to find something for Raven to play with. Raven refused everything he offered. "I already played with that. That is boring," Raven said. "If only I could see, then maybe I could find something to do. But it is too dark."*

*Then the old man had an idea. He went to his secret hiding place and pulled out the box. He gave the box to Raven and said, "Here, play with this. This will keep you busy for a while. Just don't show anybody else! Now, leave me alone."*

*Raven opened the box, and the light of the sun and moon shone on his face. Then the old man could see that he had been tricked! Grasping the box in his talons, Raven flapped his wings and flew out of the house. He flew and flew, way up high into the sky, and there he emptied the box, and the sun and moon and stars all returned to their places, and the light was restored.*

- 
- When finished, ask the students to share any transitional words or phrases they noticed.



### Reading Understanding Text Structure

#### **Entering/Emerging**

Enunciate words clearly and read aloud slowly, pausing to ask questions such as, "How was the character a trickster?"

#### **Transitioning/Expanding**

Enunciate words clearly and ask prompting questions, such as, "How does the storyline support the creation myth?"

#### **Bridging**

Enunciate words clearly and answer clarifying questions as needed.

## Lesson 9: "Raven Steals the Light"

# Rewind



**Primary Focus:** Students will understand how pronouns refer to nouns in a text.

### PRONOUNS AND NOUNS IN CONTEXT (10 MIN.)

- Remind students that pronouns are a part of speech that refers to nouns.
- Ask students, "What are nouns?" Provide them the answer if they are unable to identify the part of speech.
- Point to objects in the classroom and explain that all these things are nouns. Explain that people are also nouns.
- When students have clear understanding of nouns, ask students to brainstorm any pronouns they may already know.
- Write student responses on the board.
- Refer to the pronoun bank on the board and add any additional pronouns not given by students.

| Pronoun Bank |    |     |      |       |     |     |     |      |
|--------------|----|-----|------|-------|-----|-----|-----|------|
| I            | me | my  | you  | your  | she | her | he  | his  |
| him          | it | its | they | their | we  | us  | our | them |

### Activity Page 9.1



### Support

Encourage students to refer to the pronoun chart on the board.

- Direct students to Activity Page 9.1.
- Students should follow along as you read the sentences aloud.
- Refer to the following sentences on the board:
  1. Raven followed the old man's daughter when she went out searching for food. She searched in the darkness and found a blackberry bush.
  2. Clever Raven turned himself into a blackberry, and she picked him and ate him. Then Raven was in her belly, and he became her child.
  3. Months later, Raven was born. The old man did not like having a baby in the house. To make matters worse, Raven grew very quickly, and soon he was a curious, energetic boy.

4. He asked questions about everything, and he always wanted the old man to tell him stories, sing songs, and play games. The old man did not like to do any of these things, but Raven asked him everyday, anyway.

- **Model:** For sentence 1, circle the pronouns. Then write the noun they reference next to the sentence.
- Have students complete the rest on their own activity pages.
- Then, for sentences 2–4, invite students to come to the board and draw the arrows.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Reading  |
| Unit/Lesson        | U8 L9  |
| Activity Name      | Pronoun Reference  |
| Proficiency Levels |  |
| Entering           | Student uses the Pronoun Bank to identify all pronouns and points to or dictates the nouns they refer to with 1:1 support. |
| Emerging           | Student uses the Pronoun Bank to identify most pronouns and identifies the nouns they refer to with moderate support.      |
| Transitioning      | Student uses the Pronoun Bank to identify a few pronouns and identifies the nouns they refer to with light support.        |
| Expanding          | Student identifies all pronouns and the nouns they refer to with occasional support.                                       |
| Bridging           | Student independently identifies all pronouns and the nouns they refer to.   |

### Challenge

Select another paragraph and do the same activity with the new section of the story.



### Reading Understanding Cohesion

#### Entering/Emerging

Have students work in pairs. Encourage them to focus on the Raven and the daughter and the pronouns that point back to them, using the pronoun bank as a guide.

#### Transitioning/Expanding

Encourage students to refer to the pronoun bank as a guide. Offer 1:1 support as needed.

#### Bridging

Offer 1:1 support as needed.



Writing  
Understanding  
Text Structure

**Entering/Emerging**

Provide 1:1 support with drafting the *Why Story*. Direct students back to *Why Stories* in the Activity Book for examples of how *Why Stories* start.

**Transitioning/Expanding**

Provide moderate support with getting started. Support students in using a favorite *Why Story* as a model for their own stories.

**Bridging**

Provide occasional support, showing students how to use a favorite *Why Story* as a model for their own stories.



Lesson 9: “Raven Steals the Light”

# Write About It



**Primary Focus:** Students will draft a story modeled after a Native American *Why Story*, applying knowledge of text structure, genre elements, and transitional words.

**DRAFT WHY STORY 2 (10 MIN.)**

- Remind students that today they will draft the second *Why Story* for their collection.
- Inform students that they will be writing a draft and sharing their story with a partner before the end of the lesson.
- There will be additional time to revise and edit *Why Stories* during upcoming lessons.
- Tell students they may refer to Activity Pages 6.1, 6.2, and 3.1 for help remembering *Why Story* expectations and transitional words.
- Encourage students to build on ideas they developed during the oral drafting lesson.
- Direct students to begin drafting.

Lesson 9: “Raven Steals the Light”

# On Stage



**Primary Focus:** Students will share *Why Story* drafts with a partner, giving and receiving constructive feedback.

**SHARE WHY STORY DRAFTS (5 MIN.)**

- Tell students they will be sharing their *Why Story* drafts with a partner.
- Direct students to Activity Page 7.2, the Peer Editing Guide.

| Responder  | Writer   |
|--|--|
| <p><i>As writer is reading piece aloud:</i></p> <ul style="list-style-type: none"> <li>• Listen.</li> <li>• Do not interrupt the writer as she or he is reading the piece.</li> <li>• Give your full attention to the writer and show it with eye contact and body language.</li> </ul>              | <ul style="list-style-type: none"> <li>• Read your work aloud.</li> <li>• Mention if there is anything specific you would like the responder to focus on.</li> <li>• Ask for feedback.</li> <li>• Listen to the feedback.</li> <li>• Avoid interrupting.</li> <li>• Feel free to point out what you think the strengths of the piece are.</li> <li>• Be receptive to suggestions.</li> <li>• Avoid shutting down the responder's ideas.</li> <li>• Remember to say thank you.</li> </ul> |
| <p><i>When writer is finished reading:</i></p> <ul style="list-style-type: none"> <li>• Respond to the piece as a whole.</li> <li>• Begin with the strengths of the writing.</li> <li>• Focus on what is on the <i>Why Story</i> rubric.</li> <li>• Write feedback directly on the piece.</li> </ul> |  |
| <p><i>Avoid:</i></p> <ul style="list-style-type: none"> <li>• Comments that do not offer helpful suggestions.</li> <li>• Automatic approval or blanket praise.</li> <li>• Dominating the discussion.</li> <li>• Off-task conversations.</li> </ul>   |  |

- Review Activity Page 7.2 with students, and once again remind students to be as specific as possible. For example, "I like how you structured this sentence. It sounds like a sentence you would find in an original *Why Story*."
- Remind responders to be sensitive to the writer's feelings, and remind writers that they must be receptive to feedback.
- Review sentence frames written on board.
  - "I like how you have included \_\_\_\_."
  - "Can you add more \_\_\_\_ here?"
- Assign partners and direct students to begin sharing their drafts.



### Check for Understanding

Rotate among students, listening closely to how they phrase feedback. Provide guidance and suggest additional sentence frames that specifically target what the student is trying to say. Continue adding to sentence frames posted on the board so other students can benefit.

End Lesson



### Listening Listening Actively

#### Entering/Emerging

Provide additional sentence starters for discussion, such as, "In this paragraph \_\_\_\_." "One thing I noticed \_\_\_\_." "I am confused about \_\_\_\_."

#### Transitioning/Expanding

Provide additional sentence frames for discussion, such as, "What I hear you suggesting is \_\_\_\_\_. Is that correct?"

#### Bridging

Refer students to sentence frames as needed. Prompt and/or questions to students to elicit additional details or clarify meaning.

### Informal Observation



## 10

# Writing a Persuasive Paragraph

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

Students will contribute to a discussion that compares and contrasts Native American and European cultural values in relation to property ownership and use of natural resources.

**Writing**

Students will write persuasive paragraphs arguing whether or not property ownership is good for the environment.

**Listening**

Students will share persuasive paragraphs with a partner, giving and receiving constructive feedback.

**FORMATIVE ASSESSMENT****Writing****Write a Persuasive Paragraph** [Activity Page 10.2]**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Plan a Persuasive Paragraph** [Activity Page 10.1]

## LESSON AT A GLANCE

|  | Time    | Materials  |
|--|---------|--|
| <b>Rewind</b>                                  |         |  |
| Compare Native Americans and European Cultures | 10 min. | ☐ Activity Page 8.2                                |
| <b>Write About It</b>                          |         |  |
| Write a Persuasive Paragraph                   | 15 min. | ☐ Activity Pages 10.1; 10.2; 10.3                  |
| <b>On Stage</b>                                |         |  |
| Share Persuasive Paragraph                     | 5 min.  | ☐ Activity Pages 10.2; 10.3<br>☐ Activity Page 7.2 |

## ADVANCE PREPARATION

### Rewind

- Prepare sentence frames for use during the Venn diagram discussion and write them on the board or chart paper; for example:
  - “I think that \_\_\_\_\_ because \_\_\_\_\_.”
  - “I agree with \_\_\_\_\_ because \_\_\_\_\_.”
  - “I disagree with \_\_\_\_\_ because \_\_\_\_\_.”
  - “I’d like to add to what \_\_\_\_\_ said. I think \_\_\_\_\_.”
- Display the following sentence starters on the board/chart paper for the Turn and Talk activity:
  - “One difference between the Native Americans and the European settlers is \_\_\_\_\_.”
  - “It is clear that the Native Americans and European settlers were different based on \_\_\_\_\_.”
  - “Native Americans and the European settlers are \_\_\_\_\_.”
  - One notable difference between the Native Americans and European settlers is \_\_\_\_\_.”

## Write About It

- Display the list of transition words and phrases appropriate for persuasive writing, including:
  - First
  - Second
  - First of all,
  - Second of all,
  - Third,
  - To begin with,
  - Finally,
  - Consequently,
  - As a result,
  - On the other hand,
  - In conclusion,

## On Stage

- Ensure students have Activity Page 7.2.
- Prepare sentence frames for use during peer editing, and write them on the board or chart paper; for example:
  - “I like how you have included \_\_\_\_.”
  - “Can you add more \_\_\_\_ here?”

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Compare and contrast Native American and European cultural values orally and in writing
- Plan and draft a persuasive paragraph that includes a claim, supporting evidence, and adverbial and prepositional phrases to specify relationships between ideas
- Demonstrate active listening by providing constructive feedback to a partner

### Language Forms and Functions

I think that \_\_\_\_\_ because \_\_\_\_\_.

I agree/disagree with \_\_\_\_\_ because \_\_\_\_\_.

I'd like to add to what \_\_\_\_\_ said. I think \_\_\_\_\_.

One difference between the Native Americans and the European settlers is \_\_\_\_\_.

Native Americans and the European settlers are \_\_\_\_\_.

### Vocabulary

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

## Lesson 10: Writing a Persuasive Paragraph

## Rewind



**Primary Focus:** Students will contribute to a discussion that compares and contrasts Native American and European cultural values in relation to property ownership and use of natural resources.

## COMPARE NATIVE AMERICAN AND EUROPEAN CULTURES (10 MIN.)

- Direct students to Activity Page 8.2.
- Ask students to reread what they wrote in their Venn diagram.
- **Turn and Talk:** Have students talk about the differences in cultural values of the Native Americans and the European settlers with the person next to them (preferably not the student they partnered with to complete the assignment).
- Direct student attention to the sentence frames for partner discussions you have written on the board and review them quickly.
  - “I think that \_\_\_\_\_ because \_\_\_\_\_.”
  - “I agree with \_\_\_\_\_ because \_\_\_\_\_.”
  - “I disagree with \_\_\_\_\_ because \_\_\_\_\_.”
  - “I’d like to add to what \_\_\_\_\_ said. I think \_\_\_\_\_.”
- Call on several students to share aloud.
- Challenge and stretch student thinking with comments such as, “That’s interesting, can you say more about that?” “Does anyone disagree?” “Would anyone like to add to what \_\_\_\_\_ is saying?”
- To conclude the discussion, summarize the main points made by the students as you record them on the board or chart paper.

## Activity Page 8.2



Speaking  
Exchanging  
Information/Ideas

**Entering/Emerging**

Use the pre-prepared sentence starter “One difference between . . .” in order to engage in partner discussion.

**Transitioning/Expanding**

Use the pre-prepared sentence starter “It is clear that the Native Americans . . .” to engage in partner discussion.

**Bridging**

Use the pre-prepared sentence starter “One notable difference between . . .”

## Lesson 10: Writing a Persuasive Paragraph

# Write About It



**Primary Focus:** Students will write persuasive paragraphs arguing whether or not property ownership is good for the environment.

### WRITE A PERSUASIVE PARAGRAPH (15 MIN.)

- Tell students that today they are going to plan and draft a persuasive paragraph based on their thoughts about property ownership and its effect on the environment.
- Ask students to focus for a moment on the concept of property ownership.
  - Imagine property ownership never existed. What would the world be like?
  - Would the natural environment be in better shape with or without people maintaining it?
  - Who do you think had the right idea, the Native Americans or the Europeans?
- Give students a moment to think and ask them to discuss with a partner.
- Call on two to three students to share.
- Direct students to Activity Page 10.1.
- Tell them they are going to prepare their argument on the graphic organizer.
  - The graphic organizer includes the following sections:
    - Claim (*a sentence that states the student's argument or thesis*)
    - Anticipated counterargument (*what the opposing argument to the claim would probably be*)
  - Statement that weakens the counterargument (*a statement that explains why the counterargument is baseless or not worthy of concern*)
  - Three statements supporting claim (*reasons or evidence that prove the claim to be true or worthy of concern*)
  - Concluding sentence (*states the author's personal opinion and ties the paragraph together*)

### Activity Page 10.1





## Writing Supporting Opinions

### Entering/Emerging

Provide 1:1 support with drafting the persuasive paragraph. Suggest appropriate transition words to join statements as students copy from the graphic organizer.

### Transitioning/Expanding

Provide moderate support with getting started. Remind students of appropriate transitional words to use in a persuasive paragraph.

### Bridging

Provide occasional support, showing students how to use transitional words appropriately.

## Activity Page 10.2



## Activity Page 10.3



- Direct students' attention to the different parts of the graphic organizer and explain that they will have to provide a claim, a counterargument, three supporting statements to back up their claim, and a concluding statement.
- Explain that a strong persuasive argument has already considered the opposing point of view and has thought of ways to weaken it.



### Check for Understanding

#### Thumbs Up/Thumbs Down

Say the following, asking students to give a thumbs-up if they agree and a thumbs-down if they disagree with the statement:

- The claim states the writer's argument. (*thumbs-up*)
- Evidence is not necessary to support the claim. (*thumbs-down*)
- Acknowledging and then refuting the opposing point of view strengthens the writer's claim. (*thumbs-up*)

Clarify answers for students who may have selected incorrectly.

- Ask students if they have questions and clarify persuasive paragraph requirements as needed.
- Tell students to complete Activity Page 10.1, and assist as needed.
- As students finish planning their paragraphs, direct them to Activity Page 10.2.
- Tell students they will draft their persuasive paragraph on this page. They will start drafting today and will have additional time to draft in the next lesson.
- Remind students they will need to add transitional words to connect their sentences and other details as needed.
- Direct students' attention to the list of transitional words for persuasive writing that you have prepared and have on display. Read the words aloud and explain that these help create a logical flow for the argument.
- Direct students to Activity Page 10.3, and review the Persuasive Paragraph Rubric with students.
- Tell students to keep the rubric criteria in mind as they draft.
- Tell students to begin drafting their persuasive paragraphs.

## Persuasive Paragraph Rubric

|                                    | Extending   | Mastering  | Developing   | Beginning   |
|------------------------------------|---|--|--|---|
| <b>Organization</b>                | The topic sentence is inviting, states the claim, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion. | The topic sentence includes the claim and provides an overview of the issue. Information is presented in a logical order with some effort to maintain audience interest. A conclusion states a personal opinion. | The topic sentence includes the claim. Most information is presented in a logical order. A conclusion is included. | There is no clear introduction, structure, or conclusion. |
| <b>Claim</b>                       | A claim is made that strongly and clearly states a personal opinion and identifies the issue.   | A claim is made that states a personal opinion and identifies the issue.   | A claim is stated.   | An attempt is made to state a claim.                      |
| <b>Three Statements of Support</b> | Three or more distinct and strong reasons are stated with good support.   | Three distinct reasons are stated.   | Two distinct reasons are stated.   | An attempt is made to support a claim.                    |
| <b>Counterargument</b>             | Argument demonstrates a clear understanding of the potential audience and effectively anticipates counterarguments.   | Argument demonstrates a clear understanding of the potential audience.   | Argument demonstrates some understanding of the potential audience.  | Argument attempts to target an audience.                  |
| <b>Language and Conventions</b>    | Demonstrates bridging use of transitional words and phrases.  | Demonstrates expanding use of transitional words and phrases.  | Demonstrates emerging use of transitional words and phrases.   | An attempt is made to use transitional words and phrases. |

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Writing  |
| Unit/Lesson        | U8 L10   |
| Activity Name      | Plan a Persuasive Paragraph  |
| Proficiency Levels |  |
| Entering           | Student creates an organized plan by dictating frequently used words and phrases and pointing to text evidence with 1:1 support. |
| Emerging           | Student creates an organized plan by writing frequently used words and phrases and citing evidence with substantial support.     |
| Transitioning      | Student creates an organized plan that includes evidence and some precise vocabulary with moderate support.                      |
| Expanding          | Student creates an organized plan that includes specific evidence and precise vocabulary with moderate support.                  |
| Bridging           | Student creates an organized plan that includes specific evidence and precise vocabulary with minimal support.                   |

## Lesson 10: Writing a Persuasive Paragraph

# On Stage



**Primary Focus:** Students will share persuasive paragraphs with a partner, giving and receiving constructive feedback.

### SHARE PERSUASIVE PARAGRAPH (5 MIN.)

- As students finish drafting, partner them to share their persuasive paragraphs.
- Direct students to Activity Page 7.2, the Peer Editing Guide, and Activity Page 10.3, the Persuasive Paragraph Rubric. Tell students to use these tools to guide their conversations.
- Review Activity Page 7.2 with students.

| Responder  | Writer   |
|--|--|
| <p><i>As writer is reading piece aloud:</i></p> <ul style="list-style-type: none"><li>• Listen.</li><li>• Do not interrupt the writer as she or he is reading the piece.</li><li>• Give your full attention to the writer and show it with eye contact and body language.</li></ul>      | <ul style="list-style-type: none"><li>• Read your work aloud.</li><li>• Mention if there is anything specific you would like the responder to focus on.</li><li>• Ask for feedback.</li><li>• Listen to the feedback.</li><li>• Avoid interrupting.</li><li>• Feel free to point out what you think the strengths of the piece are.</li><li>• Be receptive to suggestions.</li><li>• Avoid shutting down the responder's ideas.</li><li>• Remember to say thank you.</li></ul> |
| <p><i>When writer is finished reading:</i></p> <ul style="list-style-type: none"><li>• Respond to the piece as a whole.</li><li>• Begin with the strengths of the writing.</li><li>• Focus on what is on the Why Story rubric.</li><li>• Write feedback directly on the piece.</li></ul> |  |
| <p><i>Avoid:</i></p> <ul style="list-style-type: none"><li>• Comments that do not offer helpful suggestions.</li><li>• Automatic approval or blanket praise.</li><li>• Dominating the discussion.</li><li>• Off-task conversations.</li></ul>  |  |

- Remind students to be as specific as possible. As with the *Why Stories*, feedback that is not helpful would be “Your paragraph is great! I really liked it!” Feedback that is helpful would be “The way you stated your claim is really strong and convincing” or “I think two of your reasons sound too much the same; I think you need to come up with another one.”
- Remind students that, when giving feedback, they should be sensitive to the writer’s feelings, but at the same time the writer must be receptive to feedback.

### Activity Page 7.2





## Writing

### Entering/Emerging

Provide additional sentence starters for discussion, such as “In this paragraph \_\_\_\_.” “One thing I noticed \_\_\_\_.” “I am confused about \_\_\_\_.”

### Transitioning/Expanding

Provide additional sentence frames for discussion, such as “What I hear you suggesting is \_\_\_\_\_. Is that correct?”

### Bridging

Refer students to sentence frames as needed. Prompt and/or question students to elicit additional details or clarify meaning.

- Review the sentence frames written on the board.
  - “I like how you have included \_\_\_\_.”
  - “Can you add more \_\_\_\_ here?”
- Direct students to begin sharing their drafts.
- By the end of the lesson, some students may still be planning or drafting. They will still have time to work on their paragraph during the next lesson.



### Check for Understanding

Circulate among students, listening closely to how they phrase feedback. Provide guidance and suggest additional sentence frames that specifically target what the student is trying to say. Continue adding to the sentence frames posted on the board so other students can benefit.

End Lesson



## 11

# “The Taking of the Land”

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

Students will use close reading skills to examine US policies that moved Native American people from their traditional lands.

**Writing**

Students will share persuasive paragraphs with a partner, give and receive constructive feedback, and make revisions as needed.

**FORMATIVE ASSESSMENT****Writing****Write a Persuasive Paragraph** [Activity Page 10.2]**LANGUAGE PROFICIENCY ASSESSMENT****Reading****The Taking of the Land** [Activity Page 11.1]

## LESSON AT A GLANCE

|                              | Time    | Materials                         |
|------------------------------|---------|-----------------------------------|
| <b>Read About It</b>         |         |                                   |
| "The Taking of the Land"     | 15 min. | ☐ Activity Page 11.1              |
| <b>Write About It</b>        |         |                                   |
| Write a Persuasive Paragraph | 15 min. | ☐ Activity Pages 10.1; 10.2; 10.3 |

## ADVANCE PREPARATION

### Write About It

- Display a list of transition words and phrases appropriate for persuasive writing, including:
  - First
  - Second
  - First of all,
  - Second of all,
  - Third,
  - To begin with,
  - Finally,
  - Consequently,
  - As a result,
  - On the other hand,
  - In conclusion,
- Prepare sentence frames for use during peer editing and write them on the board or chart paper; for example:
  - "I like how you have included \_\_\_\_."
  - "Can you add more \_\_\_\_ here?"
- Ensure students have Activity Page 7.2.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of an informational text about Native Americans by identifying important facts and answering text-dependent questions
- Draft a persuasive paragraph that includes a claim, supporting evidence, and adverbial and prepositional phrases to specify relationships between ideas
- Demonstrate active listening by providing constructive feedback to a partner
- Clarify and elaborate on ideas orally and in writing

### Language Forms and Functions

The Dawes Act was...

I like how you have included \_\_\_\_\_.

Can you add more \_\_\_\_\_ here?

What I hear you suggesting is \_\_\_\_\_. Is that correct?

Your suggestion to add \_\_\_\_\_ was helpful. Thank you for your feedback!

### Vocabulary

| Tier 3<br>Domain-Specific Words               | Tier 2<br>General Academic Words        | Tier 1<br>Everyday Speech Words |
|---|---|---------------------------------|
| cultural identity<br>Dawes Act<br>reservation | isolation<br>revive/revival<br>survival |                                 |

## Lesson 11: “The Taking of the Land”

## Read About It

**Primary Focus:** Students will use close reading skills to examine U.S. policies that moved Native American people from their traditional lands.

**“THE TAKING OF THE LAND” (15 MIN.)**

- Direct students to Activity Page 11.1.
- Tell students they will read “The Taking of the Land” with a partner and examine how the differences in cultural values among Native Americans and European settlers took effect as the United States became a nation.

**Partner Reading**

- Pair students in either of the following ways: strong readers with readers who need more support or readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on.
- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students’ needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.

**The Taking of the Land**

By the late 1880s, nearly all Native Americans had been forced onto reservations or assimilated into US society. Forcing people onto reservations did not bring peace. Even on the reservations, far away from their ancestral lands, stripped of their culture and forced to learn a new way of life, some Native Americans would not give up the fight.

Eventually, Congress passed the Dawes Act (officially the General Allotment Act of 1887). The Dawes Act was the final act that forced an end to the conflict between the United States and Native American tribes. This act “did away with” reservations altogether, based on the belief that the only path to survival for Native Americans was for them to assimilate and own

## Activity Page 11.1



Reading  
Reading/Viewing Closely

**Entering/Emerging**

Offer students 1:1 support asking text-dependent questions (plot, character, actions, conflict, etc.). Read and identify text-dependent concepts for students, using finger sweeping.

**Transitioning/Expanding**

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

**Bridging**

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping if necessary.

land as individual family farmers. It did not simply take more land or carve up existing reservations, the Dawes Act actually aimed to destroy the heart of Native American cultural identity, the one thing no other treaty or act of Congress had done.

Under the Dawes Act, reservations were broken up, and Native American families who lived on those former reservations received 160 acres of land, the same amount granted to settlers, or homesteaders, by the Homestead Act. This act forced Native Americans to work and survive as individuals and not as part of a tribe. However, most of the acreage that was allocated was on existing reservation land that was usually unsuitable for growing crops. While most homesteaders had a good chance of making a living off their 160 acres, most Native Americans had no such luck on their dry, dusty allotments. Any land not claimed by Native Americans was made available for sale to non-Native American settlers. Those who could not earn a living from their allotment had to sell their land to non-Native American settlers for needed cash. The former reservation homelands were chopped up into many little pieces, and hunting and fishing territory was lost. Many people left the former reservation land and never returned. Those who remained struggled to survive. Worst of all, rather than a sense of belonging to the land, they felt a sense of isolation and sadness. The people were scattered, and all that remained—it seemed—were stories and memories.

To understand why the Dawes Act was so damaging to Native American tribes, you must understand what lay at the heart of Native American cultural identity. Many factors contribute to cultural identity. Language, clothing, food, and religious practices are all important, but they are really only pieces of the puzzle. These things only provide clues to a person's culture. The true core of a person's cultural identity cannot necessarily be seen, heard, or tasted. Cultural identity is something people feel and know deep down inside, regardless of what they wear or do and regardless of where they live.

When Native American children went off to the boarding schools (such as the Carlisle Indian Industrial School), they changed their clothing and language. They traded in their homemade animal-skin clothes for wool suits and dresses. They learned to speak English. They learned about a new religion, and they learned how to work in factories and on farms. They did everything their teachers told them to do—everything that was supposed to erase their cultural identity. But it did not work. In the end, they were still Native Americans.

Why? What was it about the cultural identity of Native Americans that could not be easily erased or forgotten? The answer to this question is both simple and complicated: land. It is simple because it is easy to see why the land was

so important to Native Americans. It is complicated because, according to Native American traditions, there is more to land than dirt and rock. There is more to it than plants, animals, and all the resources necessary for survival. Land is not simply a place where a tribe lives. Land is part of the tribe itself. Land is the thing that makes the tribe whole.

Anyone can learn to hunt, but how many people know how to make a perfect bow and arrows using only materials available on the grassy prairies? How many people can look at the forest floor and immediately know what kinds of animals have walked through the area in the past few days, how big they were, and in which direction they were headed? How many can predict the weather by watching birds or observing the moon? How many people do you know who can find enough food in the desert to feed an entire extended family of 50 or more people? To not only survive but also to raise a family and live comfortably in the forest, plains, or desert requires great skill and knowledge, more than a single person could teach himself or herself. Living such a lifestyle brings people into direct and intimate contact with nature, with the land itself, as well as with the sky and waters and with other people with whom they must work and share in order to live.

This was very different from the way people of European descent lived at the time, and it is very different from the way Americans and Europeans live today. Rather than conquering or taming the land, Native Americans blended into the land. They built sturdy, cozy houses. They moved across the land, following age-old trails. They had excellent tools, but not machinery or factories. They possessed incredible amounts of knowledge—knowledge not necessarily found in a library.

For people living today, survival in the forest or other wilderness would require all our energy and time. How much spare time would you have for fun and games if you found yourself in the wild, with nothing but your hands and brain to provide food, clothing, housing, and fuel? Most likely, you would spend all day looking for food and still go to bed hungry, and probably cold, too. Not so for Native Americans. Native Americans lived comfortably and usually had plenty to eat. They had time for things other than hunting and gathering. They made music and danced and told long, engaging stories. They had celebrations and feasts, and they played games. They were skilled artisans, crafting boats, fine pottery, basketry, jewelry, dolls, headdresses, baby cradles, and all sorts of beautiful objects using whatever was available on the land. This was true long ago, and it is still true today.

From this closeness and intimacy with nature, Native Americans developed their truest sense of cultural identity. Their knowledge of the land was the source not only of food and shelter but also of their stories and beliefs. The spirits they worshipped lived on the same land as everything else. Furthermore, wherever they went, Native Americans walked in the footsteps of their ancestors, whose very flesh and blood was also part of the land. For Native Americans, *everything* was connected to the land. As long as a tribe was together on the land, they were able to cling to their cultural identity. Without land, there could be no tribe.

And so, after decades of wars, treaties, and acts of Congress, the US government finally understood that any land Native Americans were permitted to own as a tribe allowed them to maintain their cultural identity. This is where the Dawes Act finally succeeded where other acts and treaties had failed. It destroyed the sense of connection between the tribes and the land. In the process, it almost defeated the tribes themselves.

Before the Dawes Act of 1887, there were nearly 150 million acres of land in Native American hands. By 1934, when the Dawes Act was finally overturned, Native Americans owned only 48 million acres. In other words, as a whole, Native Americans had lost over two-thirds of their land. Fortunately, though, with the overturning of the Dawes Act and the Indian New Deal of 1934, Native American tribes were allowed to own land once again. Furthermore, they were allowed to exist as separate nations within the United States. Today, the total land owned by Native American tribes has risen slightly, to about 55 million acres. That is only about 2 percent of the total land in the United States, but it was enough for Native American tribes to revive and renew the core of their cultural identities—the connection to the land on which the tribe depends. That revival continues to this day, nearly 100 years later.

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### Check for Understanding

- What was the Dawes Act?
  - » *final act that forced an end to the conflict between the United States and Native American tribes*
- How many acres of land belonged to the Native Americans before the Dawes Act?
  - » *150 million acres*
- Why was the Dawes Act so damaging to Native American tribes?
  - » *Cultural identity is something people feel and know deep down inside, regardless of what they wear or do and regardless of where they live.*
- After reading, recommend that students use what they learn in the reading to enhance their persuasive paragraphs.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Reading  |
| Unit/Lesson        | U8 L11   |
| Activity Name      | The Taking of the Land   |
| Proficiency Levels |  |
| Entering           | Student demonstrates comprehension of the text by answering text-dependent wh- questions with 1:1 support.         |
| Emerging           | Student demonstrates comprehension of the text by answering text-dependent wh- questions 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.                       |

## Lesson 11: “The Taking of the Land”

# Write About It



**Primary Focus:** Students will share persuasive paragraphs with a partner, giving and receiving constructive feedback and make revisions as needed.

### WRITE A PERSUASIVE PARAGRAPH (15 MIN.)

- Tell students that today they will continue where they left off in the previous lesson. Students might be in different stages of the writing process, either planning, drafting, or peer editing a persuasive paragraph based on their thoughts about property ownership and its effect on the environment.
- Some students will be completing the graphic organizer on Activity Page 10.1.
- The graphic organizer includes the following sections:

#### Claim

a sentence that states the student's argument or thesis

#### Anticipated counterargument

what the opposing argument to the claim would probably be

#### Statement that weakens the counterargument

statement that explains why the counterargument is baseless or not worthy of concern

#### Three statements supporting claim

reasons or evidence that prove the claim to be true or worthy of concern

#### Concluding sentence

states the author's personal opinion and ties the paragraph together

- Others will be drafting the paragraph on Activity Page 10.2.
- Remind students to use the transitional words and phrases for persuasive writing that you have put on display.
- Remind these students to use the Persuasive Paragraph Rubric on Activity Page 10.3 to guide their writing choices.

Activity Pages  
10.1 and 10.3



Activity Page 10.2



## Persuasive Paragraph Rubric

|                                    | Extending   | Mastering  | Developing   | Beginning   |
|------------------------------------|---|--|--|---|
| <b>Organization</b>                | The topic sentence is inviting, states the claim, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion. | The topic sentence includes the claim and provides an overview of the issue. Information is presented in a logical order with some effort to maintain audience interest. A conclusion states a personal opinion. | The topic sentence includes the claim. Most information is presented in a logical order. A conclusion is included. | There is no clear introduction, structure, or conclusion. |
| <b>Claim</b>                       | A claim is made that strongly and clearly states a personal opinion and identifies the issue.   | A claim is made that states a personal opinion and identifies the issue.   | A claim is stated.   | An attempt is made to state a claim.                      |
| <b>Three Statements of Support</b> | Three or more distinct and strong reasons are stated with good support.   | Three distinct reasons are stated.   | Two distinct reasons are stated.   | An attempt is made to support a claim.                    |
| <b>Counterargument</b>             | Argument demonstrates a clear understanding of the potential audience and effectively anticipates counterarguments.   | Argument demonstrates a clear understanding of the potential audience.   | Argument demonstrates some understanding of the potential audience.  | Argument attempts to target an audience.                  |
| <b>Language and Conventions</b>    | Demonstrates a bridging use of transitional words and phrases.  | Demonstrates expanding use of transitional words and phrases.  | Demonstrates emerging use of transitional words and phrases.   | An attempt is made to use transitional words and phrases. |

## Activity Page 7.2



### Writing

#### Entering/Emerging

Provide additional sentence starters for discussion, such as “In this paragraph \_\_\_\_.” “One thing I noticed \_\_\_\_.” “I am confused about \_\_\_\_.”

#### Transitioning/Expanding

Provide additional sentence frames for discussion, such as “What I hear you suggesting is \_\_\_\_\_. Is that correct?”

#### Bridging

Refer students to sentence frames as needed. Prompt and/or question students to elicit additional details or clarify meaning.

- Some students will be peer editing with partners they were assigned during the previous lesson. Remind these students to use the Persuasive Paragraph Rubric (Activity Page 10.3) and the Peer Editing Guide on Activity Page 7.2 to guide their conversations.

| Responder   | Writer   |
|---|--|
| <p><i>As writer is reading piece aloud:</i></p> <ul style="list-style-type: none"> <li>• Listen.</li> <li>• Do not interrupt the writer as she or he is reading the piece.</li> <li>• Give your full attention to the writer and show it with eye contact and body language.</li> </ul>       | <ul style="list-style-type: none"> <li>• Read your work aloud.</li> <li>• Mention if there is anything specific you would like the responder to focus on.</li> <li>• Ask for feedback.</li> <li>• Listen to the feedback.</li> <li>• Avoid interrupting.</li> <li>• Feel free to point out what you think the strengths of the piece are.</li> <li>• Be receptive to suggestions.</li> <li>• Avoid shutting down the responder's ideas.</li> <li>• Remember to say thank you.</li> </ul> |
| <p><i>When writer is finished reading:</i></p> <ul style="list-style-type: none"> <li>• Respond to the piece as a whole.</li> <li>• Begin with the strengths of the writing.</li> <li>• Focus on what is on the Why Story rubric.</li> <li>• Write feedback directly on the piece.</li> </ul> |  |
| <p><i>Avoid:</i></p> <ul style="list-style-type: none"> <li>• Comments that do not offer helpful suggestions.</li> <li>• Automatic approval or blanket praise.</li> <li>• Dominating the discussion.</li> <li>• Off-task conversations.</li> </ul>  |  |

- Remind students also to use the sentence frames for giving feedback that you have written on the board or chart paper.
  - “I like how you have included \_\_\_\_\_.”
  - “Can you add more \_\_\_\_\_ here?”



### Check for Understanding

Ask students if they have questions and clarify instructions and expectations as needed.

- Tell students this is the last time they will work on the persuasive paragraph in class, but that they may finish it for homework.
- Students who complete the paragraph in time may share it with the group before the end of class.
- Direct students to begin working.
- Select students to share before the end of the lesson.

End Lesson



## 12

# Drafting and Revising

## *Why Stories*

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

Students will share Why Story drafts with the group, giving and receiving inspiration and ideas.

**Writing**

Students will draft the third of three stories modeled after a Native American Why Story, applying knowledge of text structure, genre elements, and transitional words.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Share Why Story Drafts** [Informal Observation]

## LESSON AT A GLANCE

|                               | Time    | Materials                      |
|-------------------------------|---------|--------------------------------|
| <b>On Stage</b>               |         |                                |
| Share <i>Why Story</i> Drafts | 10 min. | ☐ <i>Why Story</i> drafts      |
| <b>Write About It</b>         |         |                                |
| Draft <i>Why Story</i> 3      | 20 min. | ☐ Activity Pages 3.1; 6.1; 6.2 |

## ADVANCE PREPARATION

### Write About It

- Ensure students have Activity Pages 3.1, 6.1, and 6.2.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Read an original <i>Why Story</i> aloud with fluency and expression</li> <li>• Demonstrate active listening of peers' <i>Why Stories</i> by providing positive feedback</li> <li>• Write a story modeled after a Native American <i>Why Story</i>, applying knowledge of text structure, genre elements, and transitional words</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| <p>I like how you...</p> <p>I enjoyed the part where...</p> <p>I was able to picture...</p>   |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|   | enunciate                        |                                 |

## Support

Model for students the incorrect way to present and the correct way to present.

## Informal Observation



## Speaking Listening Actively

### Entering/Emerging

Allow students to practice reading their stories before presenting to the class. Encourage student presenters to enunciate words clearly and read aloud slowly. Use facial expressions and hand gestures to dramatize ideas in text.

### Transitioning/Expanding

Encourage student presenters to enunciate words clearly; read aloud with appropriate expression to ensure clear expression of ideas.

### Bridging

Encourage student presenters to enunciate words clearly; make eye contact with listeners as often as possible.

Start Lesson

## Lesson 12: Drafting and Revising *Why Stories*

# On Stage



**Primary Focus:** Students will share *Why Story* drafts with the group, giving and receiving inspiration and ideas.

### SHARE WHY STORY DRAFTS (10 MIN.)

- Tell students that today they will share their *Why Story* Drafts by reading or reciting them aloud.
- The purpose of sharing is to share ideas and receive inspiration for the final *Why Story* draft that they will begin today.
- Ask students to sit in a circle (if possible), so everyone can hear and see.
- Remind them not to cover their faces with their papers and to read with appropriate expression (read their stories the way they would want them to sound).
- Determine who will begin, and direct students to begin sharing.
- Tell students that while a classmate is presenting, they should practice good listening skills (e.g., no talking or fidgeting while a classmate is presenting).

### LANGUAGE PROFICIENCY ASSESSMENT

#### Speaking

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Speaking  |
| Unit/Lesson        | U8 L12  |
| Activity Name      | Share <i>Why Story</i> Drafts   |
| Proficiency Levels |   |
| Entering           | Student enunciates, conveys meaning, and reads word-by-word with substantial support.     |
| Emerging           | Student enunciates, conveys meaning, and reads in 2-3 word phrases with moderate support. |

|                      |   |
|----------------------|---|
| <b>Transitioning</b> | Student enunciates, conveys meaning, and reads in appropriate phrase groups with some prompting.      |
| <b>Expanding</b>     | Student enunciates, conveys meaning, and reads in appropriate phrase groups with minimal prompting.   |
| <b>Bridging</b>      | Student enunciates, conveys meaning, and reads in appropriate and varied phrase groups independently. |

## Lesson 12: Drafting and Revising *Why Stories*

# Write About It



**Primary Focus:** Students will draft the third of three stories modeled after a Native American *Why Story*, applying knowledge of text structure, genre elements, and transitional words.

### DRAFT *WHY STORY* 3 (20 MIN.)

- Remind students that today they will draft the third *Why Story* for their collection.
- As they did the last time, they will draft in writing and share their story with a partner before the end of the lesson.
- There will be additional time to revise and edit *Why Stories* during upcoming lessons.
- Tell students they may refer to Activity Pages 6.1, 6.2, and 3.1 for help remembering *Why Story* expectations and transitional words.
- Encourage students to build on ideas they developed during the oral drafting lesson or ideas from today's share.
- Direct students to begin drafting.

End Lesson



## Writing

### Entering/Emerging

Provide 1:1 support with drafting the *Why Story*. Direct students back to *Why Stories* in the Activity Book for examples of how *Why Stories* start.

### Transitioning/Expanding

Provide moderate support with getting started. Support students in using a favorite *Why Story* as a model for their own stories.

### Bridging

Provide occasional support, showing students how to use a favorite *Why Story* as a model for their own stories.

## 13

# Revising *Why Stories*

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

Students will share third Why Story drafts with a partner, giving and receiving constructive feedback.

**Writing**

Students will revise and edit three stories modeled after a Native American Why Story, applying knowledge of text structure, genre elements, and transitional words.

**FORMATIVE ASSESSMENT**

Writing

**Revise Why Stories** [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Partner Feedback: Why Story Drafts**  
[Informal Observation]

## LESSON AT A GLANCE

|                               | Time    | Materials  |
|-------------------------------|---------|--|
| <b>On Stage</b>               |         |  |
| Share <i>Why Story</i> Drafts | 5 min.  | <input type="checkbox"/> <i>Why Story</i> drafts<br><input type="checkbox"/> Activity Page 7.2 |
| <b>Write About It</b>         |         |  |
| Revise <i>Why Stories</i>     | 25 min. | <input type="checkbox"/> Activity Pages 3.1; 6.1; 6.2  |

## ADVANCE PREPARATION

### Listening

- Prepare sentence frames for use during peer editing, and write them on the board or chart paper; for example:
  - “I like how you have included \_\_\_\_.”
  - “Can you add more \_\_\_\_ here?”
- Ensure students have Activity Pages 3.1, 6.1, 6.2, and 7.2.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Revise and edit a story modeled after a Native American Why Story, applying knowledge of text structure, genre elements, and transitional words
- Demonstrate active listening by providing constructive feedback to a partner
- Clarify and elaborate on ideas orally and in writing

### Language Forms and Functions

I like how you have included \_\_\_\_\_.

Can you add more \_\_\_\_\_ here?

What I hear you suggesting is \_\_\_\_\_. Is that correct?

Your suggestion to add \_\_\_\_\_ was helpful. Thank you for your feedback!

### Vocabulary

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

Lesson 13: Revising *Why Stories*

## On Stage



**Primary Focus:** Students will share *Why Story* drafts with a partner, giving and receiving constructive feedback.

SHARE *WHY STORY* DRAFTS (5 MIN.)

- Partner students to share the third *Why Story* drafts.
- Direct students to Activity Page 7.2, the Peer Editing Guide.

| Responder  | Writer   |
|--|--|
| <p><i>As writer is reading piece aloud:</i></p> <ul style="list-style-type: none"> <li>• Listen.</li> <li>• Do not interrupt the writer as she or he is reading the piece.</li> <li>• Give your full attention to the writer and show it with eye contact and body language.</li> </ul>              | <ul style="list-style-type: none"> <li>• Read your work aloud.</li> <li>• Mention if there is anything specific you would like the responder to focus on.</li> <li>• Ask for feedback.</li> <li>• Listen to the feedback.</li> <li>• Avoid interrupting.</li> <li>• Feel free to point out what you think the strengths of the piece are.</li> <li>• Be receptive to suggestions.</li> <li>• Avoid shutting down the responder's ideas.</li> <li>• Remember to say thank you.</li> </ul> |
| <p><i>When writer is finished reading:</i></p> <ul style="list-style-type: none"> <li>• Respond to the piece as a whole.</li> <li>• Begin with the strengths of the writing.</li> <li>• Focus on what is on the <i>Why Story</i> rubric.</li> <li>• Write feedback directly on the piece.</li> </ul> |  |
| <p><i>Avoid:</i></p> <ul style="list-style-type: none"> <li>• Comments that do not offer helpful suggestions.</li> <li>• Automatic approval or blanket praise.</li> <li>• Dominating the discussion.</li> <li>• Off-task conversations.</li> </ul>   |  |

- Review Activity Page 7.2 with students, and once again remind them to be as specific as possible. For example, "I like how you described the sky. I can imagine the sky in New Mexico looking that way."
- Remind responders to be sensitive to the writer's feelings, and remind writers that they must be receptive to feedback.
- Review sentence frames written on the board.
  - "I like how you have included \_\_\_\_."
  - "Can you add more \_\_\_\_ here?"
- Direct students to begin sharing their drafts.

## Activity Page 7.2



## Informal Observation





### Listening Listening Actively

#### Entering/Emerging

Provide additional sentence starters for discussion, such as “In this paragraph \_\_\_\_.” “One thing I noticed \_\_\_\_.” “I am confused about \_\_\_\_.”

#### Transitioning/Expanding

Provide additional sentence frames for discussion, such as “What I hear you suggesting is \_\_\_\_\_. Is that correct?”

#### Bridging

Refer students to sentence frames as needed. Prompt and/or question students to elicit additional details or clarify meaning.



### Check for Understanding

Rotate among students, listening closely to how they phrase feedback. Provide guidance and suggest additional sentence frames that specifically target what the student is trying to say. Continue adding to sentence frames posted on the board so other students can benefit.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Listening  |
| Unit/Lesson        | U8 L13   |
| Activity Name      | Partner Feedback: Why Story Drafts   |
| Proficiency Levels |  |
| Entering           | Student selects a sentence frame from the board to provide general feedback with 1:1 support.      |
| Emerging           | Student selects a sentence frame from the board to provide general feedback with moderate support. |
| Transitioning      | Student provides original feedback with moderate support.  |
| Expanding          | Student provides original feedback and refers to specific parts of the piece with minimal support. |
| Bridging           | Student provides original feedback and refers to specific parts of the piece independently.        |

## Lesson 13: Revising *Why Stories*

# Write About It



**Primary Focus:** Students will revise and edit three stories modeled after a Native American *Why Story*, applying knowledge of text structure, genre elements, and transitional words.

### REVISE *WHY STORIES* (25 MIN.)

- Tell students that today they will have time to revise and edit all three of their *Why Stories*.
- Remind students to incorporate feedback from their peer editing sessions.
- Students should also refer to Activity Pages 6.1, 6.2, and 3.1 for help remembering *Why Story* expectations and transitional words.
- Direct students to begin revising.

End Lesson

Activity Pages  
6.1, 6.2, and 3.1



Informal Observation



Writing

#### Entering/Emerging

Provide 1:1 support, pointing to specific portions of the rubric (e.g., organization, a specific genre element, or descriptive details) to help with the revision process.

#### Transitioning/Expanding

Provide moderate support, asking questions such as "Does this follow the rubric criteria for organization?" to help with the revision process.

#### Bridging

Provide occasional support; show the student how to use the rubric to self-assess and revise.

## 14

# Revising and Editing

## *Why Stories*

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

Students will revise and edit the Why Story collection with a partner, giving and receiving constructive feedback.

**Writing**

Students will revise and edit their Native American Why Story collection, incorporating feedback.

**FORMATIVE ASSESSMENT**

Writing

**Revise Why Stories** [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Partner Feedback: Why Story Collection**  
[Informal Observation]

## LESSON AT A GLANCE

|   | Time    | Materials  |
|---|---------|--|
| <b>Talk Time</b>                            |         |  |
| Revise and Edit <i>Why Story</i> Collection | 20 min. | <input type="checkbox"/> <i>Why Story</i> drafts<br><input type="checkbox"/> Activity Pages 7.2; 3.1; 6.1; 6.2 |
| <b>Write About It</b>                       |         |  |
| Revise and Edit <i>Why Stories</i>          | 10 min. | <input type="checkbox"/> Activity Pages 3.1; 6.1; 6.2  |

## ADVANCE PREPARATION

### Talk Time

- Prepare sentence frames for use during peer editing, and write them on the board or chart paper; for example:
  - “I like how you have included \_\_\_\_.”
  - “Can you add more \_\_\_\_ here?”
- Ensure students have Activity Pages 3.1, 6.1, 6.2, and 7.2.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Revise and edit three original Why Stories based on partner feedback
- Demonstrate active listening by providing constructive feedback to a partner
- Clarify and elaborate on ideas orally and in writing

### Language Forms and Functions

I like how you have included \_\_\_\_\_.

Can you add more \_\_\_\_\_ here?

What I hear you suggesting is \_\_\_\_\_. Is that correct?

Your suggestion to add \_\_\_\_\_ was helpful. Thank you for your feedback!

### Vocabulary

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

Lesson 14: Revising and Editing *Why Stories*

## Talk Time



**Primary Focus:** Students will revise and edit the *Why Story* collection with a partner, giving and receiving constructive feedback.

## REVISE AND EDIT WHY STORY COLLECTION (15 MIN.)

- Partner students to share their third *Why Story* drafts. If not the case so far, ensure students have all had the opportunity to work with a strong partner.
- Today is the last day to revise; students should work together to ensure they all present their best writing.
- Direct students to Activity Page 7.2, the Peer Editing Guide.

| Responder  | Writer   |
|--|--|
| <p><i>As writer is reading piece aloud:</i></p> <ul style="list-style-type: none"> <li>• Listen.</li> <li>• Do not interrupt the writer as she or he is reading the piece.</li> <li>• Give your full attention to the writer and show it with eye contact and body language.</li> </ul>              | <ul style="list-style-type: none"> <li>• Read your work aloud.</li> <li>• Mention if there is anything specific you would like the responder to focus on.</li> <li>• Ask for feedback.</li> <li>• Listen to the feedback.</li> <li>• Avoid interrupting.</li> <li>• Feel free to point out what you think the strengths of the piece are.</li> <li>• Be receptive to suggestions.</li> <li>• Avoid shutting down the responder's ideas.</li> <li>• Remember to say thank you.</li> </ul> |
| <p><i>When writer is finished reading:</i></p> <ul style="list-style-type: none"> <li>• Respond to the piece as a whole.</li> <li>• Begin with the strengths of the writing.</li> <li>• Focus on what is on the <i>Why Story</i> rubric.</li> <li>• Write feedback directly on the piece.</li> </ul> |  |
| <p><i>Avoid:</i></p> <ul style="list-style-type: none"> <li>• Comments that do not offer helpful suggestions.</li> <li>• Automatic approval or blanket praise.</li> <li>• Dominating the discussion.</li> <li>• Off-task conversations.</li> </ul>   |  |

- Review Activity Page 7.2 with students, and once again remind students to be as specific as possible. For example, "This sentence doesn't make sense. Can you write it more clearly?"

## Activity Page 7.2

Listening  
Listening Actively

## Entering/Emerging

Provide additional sentence starters for discussion, such as "In this paragraph \_\_\_\_." "One thing I noticed \_\_\_\_." "I am confused about \_\_\_\_."

## Transitioning/Expanding

Provide additional sentence frames for discussion, such as "What I hear you suggesting is \_\_\_\_\_. Is that correct?"

## Bridging

Refer students to sentence frames as needed. Prompt and/or question students to elicit additional details or clarify meaning.

## Informal Observation



- Remind responders to be sensitive to the writer's feelings, and remind writers that they must be receptive to feedback.
- Review the sentence frames written on the board.
  - "I like how you have included \_\_\_\_."
  - "Can you add more \_\_\_\_ here?"
- Direct students to begin sharing their drafts.



### Check for Understanding

Rotate among students, listening closely to how they phrase feedback. Provide guidance and suggest additional sentence frames that specifically target what the student is trying to say. Continue adding to sentence frames posted on the board so other students can benefit.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Listening  |
| Unit/Lesson        | U8 L14   |
| Activity Name      | Partner Feedback: Why Story Collection   |
| Proficiency Levels |  |
| Entering           | Student selects a sentence frame from the board to provide general feedback with 1:1 support.      |
| Emerging           | Student selects a sentence frame from the board to provide general feedback with moderate support. |
| Transitioning      | Student provides original feedback with moderate support.  |
| Expanding          | Student provides original feedback and refers to specific parts of the piece with minimal support. |
| Bridging           | Student provides original feedback and refers to specific parts of the piece independently.        |

## Lesson 14: Revising and Editing *Why Stories*

# Write About It



**Primary Focus:** Students will revise and edit their Native American *Why Story* collection, incorporating feedback.

### REVISE AND EDIT *WHY STORIES* (15 MIN.)

- Tell students that for the remainder of the lesson they will make final revisions and edits and copy over/print out their *Why Stories* so they have clean copies.
- Remind students to incorporate feedback from their peer editing sessions.
- Any unfinished work at the end of class can be done at home.
- Direct students to begin working.

End Lesson

### Informal Observation



### Writing

#### Entering/Emerging

Provide 1:1 support pointing to specific portions of the rubric (e.g., organization, a specific genre element, or descriptive details) to help with the revision process.

#### Transitioning/Expanding

Provide moderate support, asking questions such as “Does this follow the rubric criteria for organization?” to help with the revision process.

#### Bridging

Provide occasional support; show the student how to use the rubric to self-assess and revise.

## 15

# Presenting *Why* Story Collections

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

Students will listen closely to Why Story presentations and prepare to give positive feedback.

**Listening**

Students will prepare positive feedback for peers in response to their oral presentations.

**FORMATIVE ASSESSMENT**

Listening

Share Positive Feedback [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Why Story Performance [Informal Observation]

## LESSON AT A GLANCE

|                                     | Time    | Materials                                       |
|-------------------------------------|---------|---|
| <b>On Stage</b>                     |         |   |
| Present <i>Why Story</i> Collection | 20 min. | ☐ <i>Why Story</i> Collections                  |
| <b>Talk Time</b>                    |         |   |
| Prepare Positive Feedback           | 10 min. | ☐ Two to three sheets of paper for each student |

## ADVANCE PREPARATION

### On Stage

- Decide in what order the students will present their collections.

### Talk Time

- Prepare sentence frames for use during the feedback session and write them on the board or chart paper:
  - “My favorite story in your collection was \_\_\_\_.”
  - “My favorite part of the story was \_\_\_\_.”
  - “I like how you included \_\_\_\_.”
  - “Your story reminded me of \_\_\_\_.”
  - “The best part was \_\_\_\_.”
- Prepare a compliment for each student’s *Why Story* collection to have ready for the feedback session.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Read an original Why Story aloud with fluency and expression
- Demonstrate active listening of oral presentations by providing positive, specific feedback

### Language Forms and Functions

My favorite story in your collection was \_\_\_\_\_.

My favorite part of the story was \_\_\_\_\_.

I like how you included \_\_\_\_\_.

Your story reminded me of \_\_\_\_\_.

The best part was \_\_\_\_\_.

### Vocabulary

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

Lesson 15: Presenting *Why Story* Collections

## On Stage



**Primary Focus:** Students will listen closely to *Why Story* presentations and prepare to give positive feedback.

PRESENT *WHY STORY* COLLECTION (20 MIN.)

- Congratulate students on their hard work.
- Tell them today's presentation of *Why Story* collections will bring the Native American Language Studio to a close.
- Explain the order in which students will present.
- Remind them to keep their papers away from their faces and to speak clearly, slowly, and loud enough for everyone to hear.
- Remind them to use appropriate expression as they read their stories aloud.
- Tell students to listen closely to their peers' stories and prepare positive feedback to be shared after all the collections have been presented. They should have at least one specific compliment for each student in the class.
- Distribute two to three sheets of paper to each student so they can take notes as they listen.
- Direct students' attention to the sentence frames for giving positive feedback that you have put on display.
  - "My favorite story in your collection was \_\_\_\_."
  - "My favorite part of the story was \_\_\_\_."
  - "I like how you included \_\_\_\_."
  - "Your story reminded me of \_\_\_\_."
  - "The best part was \_\_\_\_."

## Informal Observation

Listening  
Listening Actively

## Entering/Emerging

Provide students with a copy of the story to follow along as they listen to the presentation.

## Transitioning/Expanding

Provide students with aspects of writing (e.g., characters, use of Native American culture, etc.) to listen for during the presentation.

## Bridging

Allow students to brainstorm the aspects of writing about which they would like to compliment their classmates (e.g., creativity, presentation skills, use of Native American creation myth structure).

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Speaking  |
| Unit/Lesson        | U8 L15  |
| Activity Name      | <i>Why Story</i> Performance  |
| Proficiency Levels |   |
| Entering           | Student enunciates, conveys meaning, and reads word-by-word with substantial support.                 |
| Emerging           | Student enunciates, conveys meaning, and reads in 2-3 word phrases with moderate support.             |
| Transitioning      | Student enunciates, conveys meaning, and reads in appropriate phrase groups with some prompting.      |
| Expanding          | Student enunciates, conveys meaning, and reads in appropriate phrase groups with minimal prompting.   |
| Bridging           | Student enunciates, conveys meaning, and reads in appropriate and varied phrase groups independently. |

## Lesson 15: Presenting *Why Story Collections*

# Talk Time



**Primary Focus:** Students will prepare positive feedback for peers in response to their oral presentations.

### PREPARE POSITIVE FEEDBACK (10 MIN.)

- Tell students they will soon gather in a circle (if possible) to share compliments with peers.
- Encourage students to take a moment to ensure they have a compliment prepared for each member of the group.
- When students are ready, begin a share around the circle, focusing on one student's *Why Story* collection at a time.
- Students should share their compliments, based on the notes they prepared.
- Anticipate some awkward statements and help students clarify their remarks as needed.
- Share the compliments you have prepared last, and use that as a segue to close the lesson and the unit of study.
- Call on three students to share one thing they learned from the Native American Language Studio that they think is important.
- Before ending the lesson, share some growth observations you made about the group over the course of the unit; for example, improvement in speaking ability, listening skills, or perhaps writing skills.

End Lesson

## Informal Observation



## Speaking Supporting Opinions

### Entering/Emerging

Provide students with sentence starters such as "One thing I enjoyed was \_\_\_\_" or "It was very creative when \_\_\_\_" for providing peer feedback.

### Transitioning/Expanding

Provide students with sentence starters such as "The characters in the story \_\_\_\_" or "Your use of \_\_\_\_ was \_\_\_\_" for providing peer feedback.

### Bridging

Provide students with sentence starters such as "Your unique way of \_\_\_\_" or "The most entertaining part of the story was \_\_\_\_" for providing peer feedback.



Language Studio 9

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# Chemical Matter

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### **Write About It (20 min.)**

- Observations and Inferences on Fossil Making

## 1

# Making Predictions

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

Students will predict what is going to happen in a story and confirm or revise their predictions as the story is read aloud.

**Reading**

Students will identify characters, setting, plot, and conflict in a story.

**FORMATIVE ASSESSMENT**

Speaking

**Think Bags** [Activity Page 1.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Vocab-O-Gram** [Activity Page 1.3]

## LESSON AT A GLANCE

|  | Time    | Materials  |
|--|---------|--|
| <b>Building Background</b>               |         |  |
| Prereading: Making Predictions           | 20 min. | <input type="checkbox"/> Think Bags<br><input type="checkbox"/> Activity Page 1.1        |
| <b>Read About It</b>                     |         |  |
| Reading to Confirm or Revise Predictions | 10 min. | <input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Activity Page 1.3 |

## ADVANCE PREPARATION

### Building Background

- Prepare Think Bags. Make one per four students.
  - Think Bags are paper bags that include items related to the text that students can use to assist with making predictions.
  - The following is a list of possible items to include but any items are sufficient if they represent character, setting, plot, or conflict from *The Badlands Sleuth: The Case of the Missing Fossils*.
    - toy dinosaur
    - mystery book
    - toy shovel
    - toy snake
    - a piece of science lab equipment
    - a rock
    - a sketch book
    - a copy of the Periodic Table of Elements
- As an alternative to Think Bags, consider Quotation Bags. Type lines from the story on slips of paper. Instead of removing items from the bag, students take turns pulling out quotes and reading them aloud. Students use those quotes to make predictions.



Writing  
Exchanging  
Information/Ideas

#### Entering/Emerging

Provide students with 1:1 support while completing Activity Page 1.1. Identify names of each of the items for students as needed. Assist student with writing complete sentences.

#### Transitioning/Expanding

Offer students light support while completing Activity Page 1.1. Identify names of each of the items for students as needed.

#### Bridging

Encourage students to use full sentences in writing their predictions. Offer support if needed.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Predict what will happen in *The Badlands Sleuth: The Case of the Missing Fossils*
- Discuss characters, setting, plot, and conflict in the story
- Write a short summary

### Language Forms and Functions

The empty cookie jar was a mystery because \_\_\_\_\_.

I think this story will be about \_\_\_\_\_, because \_\_\_\_\_.

This item reminds me of the time I \_\_\_\_\_.

First, \_\_\_\_\_. Next, \_\_\_\_\_. After that, \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                                | Tier 1<br>Everyday Speech Words |
|---------------------------------|---|---------------------------------|
| fossil                          | plot<br>barren<br>discovery<br>lurched<br>muttered<br>shimmered | conflict<br>mystery             |

Start Lesson

### Lesson 1: Making Predictions

# Building Background



**Primary Focus:** Students will predict what is going to happen in a story and confirm or revise their predictions.

### PREREADING: MAKING PREDICTIONS (20 MIN.)

- Tell students that they are preparing to read an exciting story called *The Badlands Sleuth: The Case of the Missing Fossils*.
- Explain to students that this story is a mystery.
- Say the word *mystery*.
- Ask students to repeat the word three times.
- Use the word in context: "Today, there's a mystery to be solved."

- Explain the meaning with a student-friendly definition: a story in which strange things happen that are not explained until the end.
- Engage students in a short activity that requires them to interact with the word's meaning:
  - Complete the sentence, "The empty cookie jar was a mystery because \_\_\_\_\_."
- Ask students if anyone has ever read a mystery. If so, ask the students to share their stories.
- Assign students to groups of four.
- Tell students that they are going to receive a paper bag filled with various items.
- Explain that good readers predict or say what they think will happen, before they read, and then they read to find out if it happens.
- Distribute one Think Bag to each group and tell students that there are clues about the story in the bag that will help them to predict what it will be about.
- Direct students to Activity Page 1.1 and allow time for groups to complete it.



### Check for Understanding

Call on a few students to share their predictions with the class.

## Lesson 1: Making Predictions

# Read About It

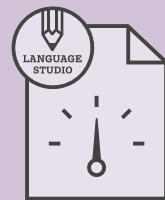


**Primary Focus:** Students will identify characters, setting, plot, and conflict in a story.

### READING TO CONFIRM OR REVISE PREDICTIONS (10 MIN.)

- Direct students to Activity Page 1.2.
- Preview the text with students.
  - Display the pages of the text that you are previewing and point to the different parts of the text as you discuss them.
  - Draw attention to the chapter title and show the students a fossil or a picture of a fossil. Also, show students a picture of what the camp might look like.

### Activity Page 1.1



### Support

Write the sentence frame, "I think this story will be about \_\_\_\_\_."

### Challenge

Encourage students to add, "I think this because \_\_\_\_\_" to their sentence frame.

### Activity Page 1.2



- Point out the italicized words and explain why an author might italicize words.
- Set a purpose for reading by telling students that while you read aloud, they should try to find out if their predictions are right or if they need to be revised.
- Tell students that while you are reading, if you say one of the five important words that they predicted they would hear, they should join in and read that word chorally with you.
- Begin reading the first page aloud as students follow along in Activity Page 1.2. As you read, model fluency, making predictions, and confirming or revising predictions.



### Check for Understanding

Check for understanding by asking the following questions.

- Who was able to confirm their prediction? Ask those students to share their predictions.
- Who needs to revise their predictions? Ask those students to share their original predictions and explain why they need to change it.
- Tell students they will read with a partner to find out what happens next!

### Welcome to Fossil Camp!

"It's got to be over a hundred degrees out there," Amy **muttered**, staring through the windshield of the pickup. The badlands of eastern Montana **shimmered** in the heat under a pale, cloudless sky. **Barren** ridges of weathered rock towered above dry gullies and patches of stiff prairie grass. Amy aimed the air conditioner vent so it blew directly on her face. "I really don't like being hot."

"I'm afraid it's even hotter out at the fossil site," said Tess, swerving to avoid a pothole in the narrow dirt track. "Lately it's been over ninety degrees in the shade."

"Great!" thought Amy. She fanned herself with a paperback book. It was her favorite kind of book: a mystery featuring a clever detective. She had read most of it on the flight from Chicago and then finished it while she and Matt waited for Tess to pick them up at the small airport in Billings, Montana.

Amy glanced back at her twin brother. He was sandwiched between their two backpacks in the back seat, with a big grin on his freckled face. Last month, when Matt had learned about Fossil Camp, he'd burst into

her room, waving the camp brochure. “We can actually dig for dinosaur fossils,” he’d whooped. Amy had planned to spend her summer vacation at home, reading mysteries out on the breezy screened porch and drinking tall glasses of icy lemonade. But Matt had talked their parents into Fossil Camp—and Amy into coming with him. Now, sweltering in the heat, she was having second thoughts.

“What’s Dr. Forester like?” Amy asked. She’d read in the brochure that Dr. Pam Forester was the paleontologist in charge of Fossil Camp.

“She’s amazing,” Tess replied, “and a world expert on Cretaceous dinosaurs.”

“Like *Tyrannosaurus*?” Matt asked.

“Like *Tyrannosaurus*,” Tess said, smiling at him in the rearview mirror.

“I hope we make an important **discovery**,” Matt said, digging his water bottle out of his pack.

“Anything’s possible,” Tess said. “These dry badlands are among the best places in North America to look for fossils, especially dinosaur bones.” She swerved again but failed to avoid a deep rut, and the pickup **lurched** hard to one side. “Sorry about the bumps,” she said, “but the road washes out a little bit more every time it rains.”

“Who are the other campers?” Amy asked.

“There are two other girls and two other boys,” Tess replied. “Daria and Julian are your age. Felix and Kristal just finished sixth grade, so they’re a year ahead of you in school.”

Amy hoped the other kids would be nice, because together with Dr. Forester and Tess, they were all going to be camped out in this desolate landscape for ten days. She glanced back at her brother again. Matt made new friends easily and he also didn’t mind heat. Or dirt. Or bugs. Or . . . Amy sat up suddenly as a new thought occurred to her. “Are there snakes out here?”

Tess nodded but kept her eyes on the track. “Plenty. But we rarely see them during the day because it’s so hot and they stay curled up in holes or under rock ledges.”

“*Double great!*” Amy thought, swallowing hard. Snakes made her sweat as much as hot weather. And what did Tess mean about not seeing snakes “during the day”? Did they come out at night? She was about to ask when they crested a low rise and Tess suddenly pointed.

“There’s our camp!”



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support asking text dependent questions (character, setting, plot, and conflict, etc.). Read and identify text dependent concepts for students, using finger sweeping.

### Transitioning/Expanding

Offer students moderate support and ask text dependent questions (character, setting, plot, and conflict, etc.). Read and help students identify text dependent concepts, using finger sweeping.

### Bridging

Offer students occasional support and ask text dependent questions (character, setting, plot, conflict, etc.). Read and help students identify text dependent concepts, using finger sweeping if necessary.

A cluster of tents stood in the shadow of a high, barren ridge. A slender woman with a deep tan waved as they pulled in. When they stopped, she strode over to the pickup, followed by four kids.

“Welcome to Fossil Camp, Amy and Matt! I’m Dr. Forester, and these are your fellow campers.” She quickly made the introductions. Felix was tall and very thin, with bony knees and elbows. Julian was about Matt’s height, with close-cropped hair and a friendly grin. Daria was average height with short, dark hair and watchful eyes that seemed to take in everything at a glance. Kristal was taller than Daria. Her blonde hair was swept to one side in a ponytail, and she wore big dark glasses.

“Why don’t you all help Amy and Matt get settled?” Dr. Forester suggested. “Then we’ll have orientation in our field laboratory. That’s the big canvas tent with the awning out front.”

A wave of hot, dry air hit Amy as she stepped into the tent she was going to share with Kristal and Daria. “It’s unbearable in here,” she choked. “How are we supposed to sleep?”

“Dr. Forester says it gets a lot cooler at night,” Daria said.

There were three cots inside, each with a sleeping bag and pillow. Kristal took off her sunglasses and used them to point at the cots, one by one. “I’m here and Daria’s there, which leaves you in the bed by the door. Sorry.”

Amy thought sleeping close to the tent flap might be the coolest spot at night, so she didn’t mind not having a choice. She dropped her backpack onto her cot.

“Did you bring your phone?” Daria asked.

Amy nodded. “But I haven’t gotten a signal since we left Billings.”

Daria sighed and looked disappointed. “I thought maybe it was just my phone. I’ve never been anywhere I couldn’t make a call. It’s like being in the middle of nowhere.”

---

## Partner Reading Chapter 1: “Welcome to Fossil Camp”

- Pair students in any of the following ways:
  - Strong readers with readers who need more support.
  - Readers of similar skill levels.
  - Triads: If you have a newcomer, that student could sit between two other students, listen to the Read-Aloud, and gradually prepare to take on more responsibility.

- The way you pair students should change throughout the year.
- Explain that both students will read the first paragraph on page 2 silently, then partner A reads the second paragraph aloud, and partner B reads the third paragraph aloud. Students should continue the process until they get to the end of the page.
- Students can ask their partners for help to sound out or define words as necessary.
- Direct students to Activity Page 1.3.
- Have students complete the Activity Page with a partner.
- Ask students to share their ideas with the class.

## LANGUAGE PROFICIENCY ASSESSMENT

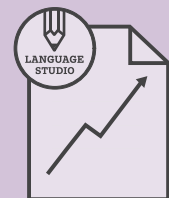
### Reading

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Reading   |
| Unit/Lesson        | U9 L1   |
| Activity Name      | Vocab-O-Gram  |
| Proficiency Levels |   |
| Entering           | Student answers text-dependent wh- questions to categorize key words and summarize the story with 1:1 support.  |
| Emerging           | Student categorizes key words and summarizes the story in short phrases and sentences with substantial support. |
| Transitioning      | Student categorizes key words and summarizes the story in simple sentences with moderate support.               |
| Expanding          | Student categorizes key words and summarizes the story in concise sentences with minimal support.               |
| Bridging           | Student conveys key information in concise, varied sentences independently.                                     |

End Lesson

### Activity Page 1.3



## 2

# Text Structure: Chronological

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

Students will use a graphic organizer to demonstrate understanding of the chronological organization of a narrative text.

**Writing**

Students will apply understanding of how events are linked in a narrative by writing a four-sentence summary with connecting words.

**FORMATIVE ASSESSMENT****Reading****Chapter 1 Graphic Organizer** [Activity Page 2.2]**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Four Sentence Summary Using Time Connectors**  
[Activity Page 2.3]

## LESSON AT A GLANCE

|                                      | Time    | Materials  |
|--------------------------------------|---------|--|
| <b>Read About It</b>                 |         |  |
| Graphic Organizer for Narrative Text | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 2.2 |
| <b>Talk Time</b>                     |         |  |
| Linking Events in a Narrative        | 10 min. | <input type="checkbox"/> Activity Page 2.3   |

## ADVANCE PREPARATION

### Talk Time

- At the beginning of class, I asked you to make a prediction.
- After that, I read a paragraph aloud and showed you how to complete your graphic organizers.
- Then, you read with a partner.
- Finally, you completed the rest of your graphic organizers.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Predict what will happen next in *The Badlands Sleuth: The Case of the Missing Fossils*
- Discuss the organization and structure of a narrative text
- Use temporal connectives to summarize information in sequence

### Language Forms and Functions

First, \_\_\_\_\_. Next, \_\_\_\_\_. Last, \_\_\_\_\_.

At the beginning, \_\_\_\_\_. After that, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_.

While \_\_\_\_\_, \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                      | Tier 1<br>Everyday Speech Words |
|---------------------------------|---|---------------------------------|
|                                 | chronological<br>desolate<br>landscape<br>orientation | ledge<br>ridge                  |

## Lesson 2: Text Structure: Chronological

# Read About It



**Primary Focus:** Students will use a graphic organizer to demonstrate understanding of the chronological organization of a narrative text.

### GRAPHIC ORGANIZER FOR NARRATIVE TEXT (20 MIN.)

- Tell students that they are going to read more of the story *The Badlands Sleuth: The Case of the Missing Fossils*.
- Tell students to think about the predictions that they made while reading the first two pages of Activity Page 2.1 and to turn to a partner and make a prediction for today's reading.
- Ask for volunteers to share their predictions.
- Remind students that good readers make predictions and then read to confirm or revise their predictions.
- Direct students to Activity Page 2.1.
- Begin reading aloud as the students follow along in Activity Page 2.1. As you read, model fluency and also think aloud about the organization of the details in the text.
  - **Model:** "First, Amy hoped the other kids would be nice. Next, she glances back at her brother Matt. Then, Amy asks if there are snakes. It looks to me like this story is being told chronologically, or the order in which it happened."

Amy hoped the other kids would be nice, because together with Dr. Forester and Tess, they were all going to be camped out in this desolate landscape for ten days. She glanced back at her brother again. Matt made new friends easily and he also didn't mind heat. Or dirt. Or bugs. Or . . . Amy sat up suddenly as a new thought occurred to her. "Are there snakes out here?"

Tess nodded but kept her eyes on the track. "Plenty. But we rarely see them during the day because it's so hot and they stay curled up in holes or under rock ledges."

'Double great!' Amy thought, swallowing hard. Snakes made her sweat as much as hot weather. And what did Tess mean about not seeing snakes

### Activity Page 2.1



“during the day”? Did they come out at night? She was about to ask when they crested a low rise and Tess suddenly pointed.

“There’s our camp!”

A cluster of tents stood in the shadow of a high, barren ridge. A slender woman with a deep tan waved as they pulled in. When they stopped, she strode over to the pickup, followed by four kids.

“Welcome to Fossil Camp, Amy and Matt! I’m Dr. Forester, and these are your fellow campers.” She quickly made the introductions. Felix was tall and very thin, with bony knees and elbows. Julian was about Matt’s height, with close-cropped hair and a friendly grin. Daria was average height with short, dark hair and watchful eyes that seemed to take in everything at a glance. Kristal was taller than Daria. Her blonde hair was swept to one side in a ponytail, and she wore big dark glasses.

“Why don’t you all help Amy and Matt get settled?” Dr. Forester suggested. “Then we’ll have orientation in our field laboratory. That’s the big canvas tent with the awning out front.”

A wave of hot, dry air hit Amy as she stepped into the tent she was going to share with Kristal and Daria. “It’s unbearable in here,” she choked. “How are we supposed to sleep?”

“Dr. Forester says it gets a lot cooler at night,” Daria said.

### Activity Page 2.2



- 
- Direct students to Activity Page 2.2.
  - Model how to organize the details of the story by displaying the graphic organizer from Activity Page 2.2 and beginning to fill it in.

## Partner Reading Excerpt from Chapter 1: “Welcome to Fossil Camp”

- Pair students in any of the following ways:
  - Strong readers with readers who need more support.
  - Readers of similar skill levels.
  - Triads: If you have a newcomer, that student could sit between two other students, listen to the Read-Aloud, and gradually prepare to take on more responsibility.
  - The way you pair students should change throughout the year.
- Direct students back to Activity Page 2.1.
- Explain that both students will read the next paragraph silently, then partner A reads the paragraph after that aloud, and partner B reads the next paragraph aloud. Students should continue this process until they reach the end of the fifth paragraph.
- Students can ask their partners for help to sound out or define words as necessary.
- Direct students back to Activity Page 2.2.
- Tell the students to work with a partner to add the remaining events from Activity Page 2.1 to their graphic organizers in Activity Page 2.2.
- Direct each pair of students to partner with another pair to form a group of four. Pairs should exchange their graphic organizers and explain to the other pair the way in which they ordered the events. Pairs may revise the events that they included on their graphic organizers.



### Check for Understanding

While students are working, circulate around the room to check that each pair is accurately completing their graphic organizers.



## Understanding Text Structure

### Entering/Emerging

Offer students 1:1 support by identifying key events from the story, writing them on cards, and asking students to sequence the events chronologically. Then, have students record the events on their graphic organizers.

### Transitioning/Expanding

Offer students moderate support by working with them to make a list of the key events from the story. Then, have students record the events chronologically on their graphic organizers.

### Bridging

Offer students occasional support by helping students complete their graphic organizers.



### Writing Understanding Cohesion

#### Entering/Emerging

Offer students 1:1 support by having students label the events in their graphic organizers with the words *First*, *next*, and *last* before discussing the order of the events.

#### Transitioning/Expanding

Offer students moderate support while completing their summaries.

#### Bridging

Offer students occasional support while completing their summaries.

#### Support

Display the sentence frames "At the beginning \_\_\_\_.  
After that \_\_\_\_\_. Then \_\_\_\_\_.  
Finally \_\_\_\_\_."

#### Challenge

Encourage students to add "While \_\_\_\_\_, \_\_\_\_\_." to their sentence frame.

## Lesson 2: Text Structure: Chronological

# Talk Time



**Primary Focus:** Students will apply understanding of how events are linked in a narrative by using four sentences that utilize temporal connectives.

### LINKING EVENTS IN A NARRATIVE (10 MIN.)

- Direct students to Activity Page 2.3.
- Give students an opportunity to write about their sequencing by explicitly teaching temporal connectives. Tell the students that you would like them to summarize the information in their graphic organizers by using connection words.
- Point to the following sentences on the board/chart paper to use as a model for students and say, "At the beginning of class, I asked you to make a prediction. After that, I read a paragraph aloud and showed you how to complete your graphic organizers. Then, you read with a partner. Finally, you completed the rest of your graphic organizers." Point out the connecting words that you used.
- Tell students that you want them to summarize out loud the information the information they recorded in their graphic organizers on Activity Page 2.2.
  - Explain to students that you want them to use words that show the order in which the events happened. Direct their attention back to the board/chart paper and point out the connector words again.
  - Tell students that partner A should begin by saying, "At the beginning \_\_\_\_."
  - Partner B should say, "After that \_\_\_\_."
  - Partner A should say, "Then \_\_\_\_."
  - Partner B should say "Finally \_\_\_\_."
- After students have discussed their summaries with a partner, direct them to Activity Page 2.3 and have them independently write the summary.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Writing   |
| Unit/Lesson        | U9 L2   |
| Activity Name      | Four Sentence Summary Using Time Connectors   |
| Proficiency Levels |   |
| Entering           | Student refers to Activity Page 2.2 and uses a select set of connector words to dictate a short summary with 1:1 support.                 |
| Emerging           | Student copies phrases from Activity Page 2.2 and uses a select set of connector words to write a short summary with substantial support. |
| Transitioning      | Student uses a growing number of connector words to write a simple summary with moderate support.   |
| Expanding          | Student uses a growing number of connector words to write a concise summary with minimal support.   |
| Bridging           | Student uses a variety of connector and temporal words to write a concise summary independently.  |

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

## 3

# Compare and Contrast

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

Students will use new vocabulary terms when comparing and contrasting.

**Reading**

Students will compare and contrast ideas based on a close reading of an excerpt from *The Badlands Sleuth: The Case of the Missing Fossil*.

**FORMATIVE ASSESSMENT**

Reading

**Comparing and Contrasting Information in Text**  
[Activity Page 3.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Describe and Compare Items** [Informal Observation]

## LESSON AT A GLANCE

|   | Time    | Materials  |
|---|---------|--|
| <b>Vocabulary Building</b>                    |         |  |
| Compare and Contrast Transition Words         | 10 min. |  |
| <b>Read About It</b>                          |         |  |
| Comparing and Contrasting Information in Text | 20 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.2 |

## ADVANCE PREPARATION

### Vocabulary Building

- Gather items that pairs of students can use to compare and contrast the physical properties of matter (two pieces of fruit, two writing utensils, etc.).
- Display the following sentences on the board/chart paper:
  - The (first item) is \_\_\_\_\_.
  - Similarly, the (second item) is \_\_\_\_\_.
  - However the (first item) is \_\_\_\_\_, and, in contrast, the (second item) is \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Write a list of words to describe the characteristics of an item
- Compare and contrast items and ideas from a text using the connector words *similarly*, *however*, and *in contrast*

### Language Forms and Functions

The (first item) is \_\_\_\_\_.

Similarly, the (second item) is \_\_\_\_\_.

However, the (first item) is \_\_\_\_\_, and, in contrast, the (second item) is \_\_\_\_\_.

The three states of matter are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Matter is made up of \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words    |
|---------------------------------|----------------------------------|------------------------------------|
| matter<br>particle              | energy                           | gas/liquid/solid<br>shape<br>space |

## Lesson 3: Compare and Contrast

# Vocabulary Building



**Primary Focus:** Students will use new vocabulary terms when comparing and contrasting.

## COMPARE AND CONTRAST TRANSITION WORDS (10 MIN.)

- Tell students that today they are going to read more of the story *The Badlands Sleuth: The Case of the Missing Fossils*.
- Explain to students that they are going to read about physical properties of *matter*. That is, anything you can see, touch, taste, or smell.
- Say the word *matter*.
- Ask students to repeat the word three times.
- Use the word in context: “Most *matter* on earth exists as a solid, a liquid, or a gas.”
- Explain to students that the word *matter* has multiple meanings in English and the meaning they will use today is, “anything that takes up space.”
- Engage students in a short activity that requires them to interact with the word’s meaning. Tell students, “Say *matter* if what I say is an example of matter; say *no* if it is not.”
- Read the following words aloud:
  - apple
  - air
  - dream
  - paper
  - sad
- Ask students to give you examples of matter in the classroom.
- Explain to students that when they talk about matter, they can compare and contrast the physical properties of matter and the different states of matter.
  - For example “Apples and kiwis both have skins; however, an apple is smooth and red, and a kiwi is rough and brown.”
- Assign partners to students.
- Distribute two items to each pair of students that they can examine in order to compare and contrast the physical properties of matter.

## Informal Observation



## Speaking Understanding Cohesion

### Entering/Emerging

Offer students 1:1 support by providing students with a bank of descriptive words. Provide sentence frames that students can use to fill in the blank.

### Transitioning/Expanding

Offer students moderate support. Help students brainstorm descriptive words. Provide sentence frames that students can use to fill in the blank.

### Bridging

Offer students occasional support.

- Distribute slips of paper or sticky notes to each student.
- Give students three minutes to write as many words as possible to describe each item, one description per sticky note. Give them three minutes to complete.
- Tell students to sort their sticky notes into three piles: descriptions that are unique to item one; descriptions that are unique to item two; and words that describe both items.
- Tell students that you want them to use three connector words to compare and contrast their items.
  - Point to the sentence frame on the board/chart paper and highlight the connector words: *similarly, however, in contrast*.
  - Tell students that partner A should begin by saying, "The (first item) is \_\_\_\_\_. Similarly, the (second item) is \_\_\_\_\_." Partner B should say, "However, the (first item) is \_\_\_\_\_, and, in contrast, the (second item) is \_\_\_\_\_."

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Speaking  |
| Unit/Lesson        | U9 L3   |
| Activity Name      | Describe and Compare Items  |
| Proficiency Levels |   |
| Entering           | Student selects descriptive words from a list and answers wh- questions about each item with 1:1 support.         |
| Emerging           | Student selects descriptive words from a list and uses sentence frames to compare items with substantial support. |
| Transitioning      | Student uses common adjectives and sentence frames to compare items with moderate support.                        |
| Expanding          | Student uses the target connector words and more precise adjectives to compare items with minimal support.        |
| Bridging           | Student uses the target connector words and precise adjectives to compare items independently.                    |

### Lesson 3: Compare and Contrast

# Read About It



## Activity Page 3.1

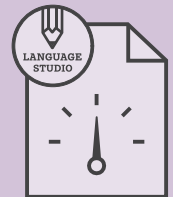


**Primary Focus:** Students will compare and contrast ideas based on a close reading of an excerpt from *The Badlands Sleuth: The Case of the Missing Fossil*.

### COMPARING AND CONTRASTING INFORMATION IN TEXT (20 MIN.)

- Tell students that they are going to read more of the story *The Badlands Sleuth: The Case of the Missing Fossils*.
- Direct students to Activity Page 3.1.
- Begin reading aloud the excerpt from Chapter 2 as students follow along in Activity Page 3.1. As you read, model fluency and also think aloud about the characteristics of the different states of matter.
  - **Model:** "It says there are three states of matter—solid, liquid, and gas. All three are made up of particles, but it looks like the difference between the three is how quickly the particles move."

## Activity Page 3.2



### Reading Reading/Viewing Closely

**Entering/Emerging**  
Offer students 1:1 support and sentence frames that they can use to fill in the blank. Read and help students identify the descriptions of the different states of matter.

**Transitioning/Expanding**  
Offer students moderate support and help students identify the descriptions of the different states of matter, using finger sweeping.

**Bridging**  
Offer students occasional support.



### Check for Understanding

After reading, check for comprehension, by asking the following questions:

- What are the three states of matter?
- What is matter made up of?

- Direct students to Activity Page 3.2.
- Tell students that you want them to use the connector words that they have learned in order to compare and contrast the different states of matter.
  - similarly
  - however
  - in contrast

End Lesson

## 4

# Summarizing

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

Students will determine the important ideas in an excerpt from Chapter 3.

**Writing**

Students will summarize the important ideas in an excerpt from Chapter 3.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Writing a Summary** [Activity Page 4.2]

## LESSON AT A GLANCE

|                             | Time    | Materials   |
|-----------------------------|---------|---|
| <b>Read About It</b>        |         |   |
| Determining Important Ideas | 20 min. | <input type="checkbox"/> A picture of a scene that has a lot of activity going on in it<br><input type="checkbox"/> Sticky notes<br><input type="checkbox"/> Highlighters<br><input type="checkbox"/> Activity Page 4.1 |
| <b>Write About It</b>       |         |   |
| Summarizing                 | 10 min. | <input type="checkbox"/> Activity Page 4.2  |

## ADVANCE PREPARATION

### Read About It

- Select a picture that you can display (possibly from a magazine or an old calendar), and be sure the scene has a lot of activity in it.
  - Cover each part of the picture with sticky notes.
- Each student will need two highlighters (different colors).

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Distinguish between important and interesting (but not essential) information orally and in writing
- Write a concise summary that includes important ideas from a text

### Language Forms and Functions

I think this detail is/is not important because \_\_\_\_\_.

First, \_\_\_\_\_. Next, \_\_\_\_\_. Finally, \_\_\_\_\_.

The problem starts when \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words  |
|---------------------------------|----------------------------------|----------------------------------|
|                                 | gully<br>slathered               | drawing<br>missing<br>sketchbook |

Start Lesson

### Lesson 4: Summarizing

# Read About It



**Primary Focus:** Students will determine the important ideas in an excerpt from Chapter 3.

### DETERMINING IMPORTANT IDEAS (20 MIN.)

- Display a picture of a scene that has a lot of activity going on in it. Be sure that each activity in the picture is covered with sticky notes.
  - One at a time, remove a sticky note to reveal the picture beneath it (begin with sticky notes that cover unessential parts of the picture).
  - Ask for volunteers to give you a sentence that states what is going on in the picture.
  - Replace the sticky note and reveal another part of the picture and pose the same question.
  - Replace that sticky note and continue the process until students have given you a sentence that states what is happening in each part of the picture.

- Remove the first sticky note again, remind students of the sentence they gave you and ask this question: “Does that sentence tell you what the whole picture is about?”
    - » no
  - Continue to remove the sticky notes one at a time and ask the same question.
  - Once the entire picture is uncovered, ask a student to give you a title for the whole picture.
  - Tell students that good readers use the same strategy to determine what is important in what they are reading versus what is just interesting. That is, they examine the details closely, decide what is important, then put those ideas together in a summary.
- Direct Students to Activity Page 4.1.
  - Tell students that they are going to read more from *The Badlands Sleuth: The Case of the Missing Fossils* and that when they read a story, they need to think about what is important about the characters, the setting, and the plot.
  - Begin reading the first two paragraphs aloud as students follow along in Activity Page 4.1. As you read, model fluency and also think aloud about how you determine important ideas.
  - When you finish reading, model for students how to highlight important information using one color and interesting, but not essential, information, using another color.

### Partner Reading Excerpt from Chapter 3: “A Fossil Goes Missing”

- Pair students in any of the following ways:
  - Strong readers with readers who need more support.
  - Readers of similar skill levels.
  - Triads: If you have a newcomer, that student could sit between two other students, listen to the Read-Aloud, and gradually prepare to take on more responsibility.
  - The way you pair students should change throughout the year.
- Tell students that partner A should read a paragraph aloud. Then, both students should stop and highlight the important information with one color and the interesting, but not important, information with another color. Partner A and partner B should alternate reading aloud, but partners should stop after every paragraph to discuss and highlight.
- Explain to students that they should review the important information that they have highlighted and use their notes to retell the story to their partner.

## Activity Page 4.1



### Reading Reading/Viewing Closely

#### Entering/Emerging

Provide students with 1:1 support while highlighting the text. Prompt them with questions when they retell the story to their partners.

#### Transitioning/Expanding

Offer students light support while highlighting the activity page.

#### Bridging

Offer support if needed.



### Check for Understanding

Circulate around the room and observe the details that students highlight, and listen to their retellings.

## A Fossil Goes Missing

“Dr. Forester doesn’t look very happy this morning,” said Felix as he poured milk on his instant oatmeal and passed the carton to Amy. She followed Felix’s gaze. Dr. Forester was standing outside the lab with Tess, gesturing and shaking her head.

Matt **slathered** butter on a piece of toast. Julian had made himself a peanut butter sandwich, and Daria was munching an apple. The only one who wasn’t eating was Kristal. Wearing her dark glasses, she silently sipped a cup of hot tea. Before breakfast, Kristal had been sitting on her cot, working on a sketch. When Amy had asked to see what she’d drawn, Kristal had pulled her sketchbook tight to her chest. Amy had wondered why Kristal would be so secretive about her drawings.

Dr. Forester finally came over, poured herself a mug of coffee, and joined them at the table. “One of the little fossils from the gully seems to be missing.” She lifted the cup but set it down again without taking a swallow. “I could have sworn there were six fossils, but this morning there were just five on the table in the lab.”

“Did you search the tent?” Julian asked.



Dr. Forester nodded. “And now Tess is searching again. The thing is, I could be mistaken about the number of fossils. There might have just been five to start with. Still, it’s a bit of a mystery.”

At the word *mystery*, Amy started to tingle all over. A missing fossil? Now *that* was something she could get interested in! Amy thought about Inspector Ellis and his notepad. She suddenly remembered she’d tucked a small notebook inside the front pocket of her backpack just before she and Matt had left home. It would be perfect for recording any clues she might uncover regarding the missing fossil.

“Excuse me,” she said, pushing her chair away from the table. “I need to get something from the tent, but I’ll be right back.”

Amy sprinted to the tent and retrieved the notebook from her backpack along with a mechanical pencil. As she turned to leave, she spotted Kristal’s sketchbook lying on her cot. Before Amy realized what she was doing, she opened the sketchbook and quickly flipped through the pages until she came to one full of detailed drawings of the little fossils from the gully. There were drawings of six different fossils, not five. So there was a fossil missing! Amy put Kristal’s sketchbook back where she had found it, and hurried back to join the others.

On the drive out to the dig site, Amy clutched her notebook, lost in thought. How had the fossil gone missing? Had someone taken it? And why hadn’t Kristal mentioned her drawings to Dr. Forester?

“You look better today, Sis,” Matt said, interrupting the stream of questions running through Amy’s head. “Yesterday you seemed pretty unhappy.”

Amy smiled at her brother. “*Today is different*,” she thought. “*Today there’s a mystery to be solved*.”

---

## Lesson 4: Summarizing

# Write About It



**Primary Focus:** Students will summarize the important ideas in an excerpt from Chapter 3.

### Activity Page 4.2



### Support

Write on the board/chart paper the sentence frame, "First, \_\_\_\_\_. Next, \_\_\_\_\_. Finally, \_\_\_\_\_."

### Challenge

Encourage student to add, "The problem starts when \_\_\_\_\_," to the beginning of their sentence frame.

### SUMMARIZING (10 MIN.)

- Explain to students that retelling is a little bit different from summarizing. When they retell, they tell someone else the events of the story from the beginning to the end, but a summary is a shorter version of the original story. A reader has to capture the meaning in a few sentences.
- Tell students that it may help them to remember the SUM strategy:
  - Shorter than the text.
  - Use your own words.
  - Main ideas only.
- Model for students how to summarize the first and second paragraphs.

**Model:** "In the first paragraph, Dr. Forester is upset about something. It is not really important that Felix is pouring milk on his oatmeal, so I would not include that in a summary. In the second paragraph, Amy is wondering why Kristal is being secretive. The descriptions of what everyone is eating or drinking for breakfast are not important, so I would not include that in a summary. My summary is that Dr. Forester is upset about something, and Amy is wondering why Kristal is being secretive."
- Tell students to work with their partners to summarize the next three paragraphs. They should focus on the important information that they highlighted.
- Ask students to independently write a summary statement for the remainder of the excerpt.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Writing  |
| Unit/Lesson        | U9 L4  |
| Activity Name      | Writing a Summary  |
| Proficiency Levels |  |
| Entering           | Student uses sentence frames and refers to important lines of text to dictate a short summary with 1:1 support.  |
| Emerging           | Student uses sentence frames and copies phrases from the text to write a short summary with substantial support. |
| Transitioning      | Student uses sentence frames and summarizes the text in their own words with moderate support.                   |
| Expanding          | Student uses their own words to write a concise summary with light support.                                      |
| Bridging           | Student uses their own words to write a concise summary independently.   |

~~~~~  
End Lesson



### Writing

#### Entering/Emerging

Provide students with 1:1 support while students write their summaries. Prompt them with questions such as: Who? What? When? Where? Why?

#### Transitioning/Expanding

Offer students light support while writing their summaries. Point out areas where their writing could be more concise.

#### Bridging

Offer support if needed in strengthening their writing.

## 5

# Asking and Answering Relevant Questions

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

Students will write relevant questions using an excerpt from Chapter 3 of *The Badlands Sleuth: The Case of the Missing Fossils*.

**Speaking**

Students will ask and answer questions about an excerpt from Chapter 3 of *The Badlands Sleuth: The Case of the Missing Fossils*.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Numbered Heads Together** [Activity Page 5.3]

## LESSON AT A GLANCE

	Time	Materials
<b>Talk Time</b>		
Generating Relevant Questions	10 min.	☐ Activity Page 5.1
<b>On Stage</b>		
Numbered Heads Together	20 min.	☐ Activity Page 5.2 ☐ Activity Page 5.3

## ADVANCE PREPARATION

### On Stage

- Each team of four students will need an index card.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Write and ask “Right There” and “Higher-Level” questions about a text</li> <li>• Answer classmates’ questions about a text</li> </ul>		
Language Forms and Functions		
<p>Who are the main _____? What/Where is _____?</p> <p>What would _____? How could _____?</p> <p>How was this similar to _____?</p> <p>Why did _____?</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
atom conductor Periodic Table resonance	horizon	furnace tense

## Lesson 5: Asking and Answering Relevant Questions

## Building Background



**Primary Focus:** Students will write relevant questions using an excerpt from Chapter 3 of *The Badlands Sleuth: The Case of the Missing Fossils*.

## GENERATING RELEVANT QUESTIONS (10 MIN.)

- Tell students that today they are going to read more of the story *The Badlands Sleuth: The Case of the Missing Fossils*.
- Explain to students that good readers ask questions and that they are going to read some of the story and come up with some interesting questions of their own.
- Tell students that they are going to read an excerpt from Chapter 3: “A Fossil Goes Missing” and that you are going to model for them how to ask questions while reading.
- Direct students to Activity Page 5.1.
- Begin reading aloud as students follow along in Activity Page 5.1. As you read, model fluency and asking questions.
- Tell students that they will read with a partner to find out what happens next!

## Activity Page 5.1



When they arrived at the dig site, Dr. Forester suggested they spend the morning continuing their excavations. After lunch, when the afternoon sun was turning the narrow plateau into a **furnace**, they'd scour the gully. “Maybe we'll be lucky and find more small fossil bones,” she explained.

Amy noticed that this plan seemed to please everyone, especially Julian. He pulled out his pick and brush and set to work before anyone else. After a while, he paused and looked over at Tess. “Yesterday you were talking about how matter can change states. But what makes one kind of matter different from another? What makes this pick different from, say, the rock or the fossil bones?”

Tess rocked back on her heels, wiping the sweat from her brow. “Before I can explain that, we need to fill in a few background details. Remember when I said that matter was made up of small particles? Those particles are

called atoms, which are so small they are invisible to the naked eye. There are more than a hundred different kinds of atoms, and each kind is called an element.”

“But aren’t **atoms** composed of even smaller particles called protons, neutrons, and electrons?” Daria asked.

“Indeed they are,” Tess agreed, “but an atom is the smallest amount of any element that still has the properties of that element. Elements, then, are the basic substances that make up all matter—think of them as the basic ingredients of matter. All the known elements are arranged on something called the **Periodic Table** of the Elements.”

“We have one of those hanging on the wall of our science classroom this year,” Kristal said.

“Excellent!” exclaimed Tess. “Then you may have noticed that each element has a name and a symbol made up of one or two letters. For example, oxygen is an element and its symbol is O. The element nitrogen’s symbol is N, and the element aluminum’s symbol is Al. The elements are arranged on the Periodic Table based on their properties and certain patterns in their atoms.” Tess grabbed her rock hammer and held it up. “And that brings me back to your question, Julian. The elements are often divided into two basic groups: metals and nonmetals. The head of this hammer is mostly made up of the element iron.” She flipped the hammer upside down. “The wooden handle is made up mostly of nonmetal elements, such as carbon, nitrogen, sulfur, and phosphorus.”

Felix suddenly pulled out all his digging tools and arranged them in a line on the ground. “Ever notice how metal objects make a nice sound?” he asked with a mischievous look on his face. He began tapping his chisel against all the other metal objects, like he was playing the drums. Each one gave out a *clang* when he struck it.

“If paleontology doesn’t work out for you, Felix, you might have a future as a musician,” Matt joked. “Then again, maybe not.”

Felix made a face at him.

“Felix is right, though,” Tess broke in. “That ringing sound—scientists call it **resonance**—is a property of metals. Being shiny is another. So is being malleable and ductile, which means that you can hammer metals into shapes and stretch them out into long, thin wires. And, if you’ve ever seen the inside of electrical cord, you’ve probably noticed the metal wires inside. Another property of metals is that they are good **conductors** of electricity and heat.”

Tess picked up a piece of sandstone and set it out on a flat space beside her. “Nonmetals, on the other hand, have very different properties. They tend to break or crumble, not bend.” She hit the rock with her hammer and it shattered into pieces. “They also don’t conduct electricity, they are usually dull rather than shiny, and they lack that lovely resonance.” She tapped her hammer on her water bottle and it made a dull *thunk*.

Amy noticed that Dr. Forester had been listening to Tess, but she’d suddenly walked over to the far end of the plateau. Now she was returning—in a hurry.

“Change in plans, everybody,” she said, breathlessly. “There’s a storm coming.” She turned and pointed toward the northwest, where a line of dark clouds hugged the **horizon**. Even as Amy watched, the clouds seemed to expand and move closer.

“I’m afraid it’s moving directly toward us,” Dr. Forester said, untying the lines that held the tarp over the dig site. “And when it hits, we don’t want to be standing up here, exposed on this plateau.”

---

### Partner Reading Excerpt from Chapter 3: “A Fossil Goes Missing”

- Pair students in any of the following ways:
  - Strong readers with readers who need more support.
  - Readers of similar skill levels.
  - Triads: If you have a newcomer, that student will sit between two other students, listen to the Read-Aloud, and gradually prepare to take on more responsibility.
  - The way you pair students should change throughout the year.
- Direct students to Activity Page 5.2.
- Explain that both students will read silently, and then one partner will reread that page aloud. Next, they will both read the next page silently, and then the other partner will reread that page aloud.
- Students can ask their partners for help to sound out or define words as necessary.

#### Activity Page 5.2



---

Amy noticed that Dr. Forester had been listening to Tess, but she'd suddenly walked over to the far end of the plateau. Now she was returning—in a hurry. “Change in plans, everybody,” she said, breathlessly. “There’s a storm coming.” She turned and pointed toward the northwest, where a line of dark clouds hugged the **horizon**. Even as Amy watched, the clouds seemed to expand and move closer.

“I’m afraid it’s moving directly toward us,” Dr. Forester said, untying the lines that held the tarp over the dig site. “And when it hits, we don’t want to be standing up here, exposed on this plateau.”

“Why is that a problem?” Kristal asked.

Tess summed it up in one word. “Lightning.”

Kristal’s eyes grew wide. “So we’re going to back camp, where we’ll be safe in the tents?”

“Weren’t you listening to the chemistry lesson?” Felix called out as he ran over to help Dr. Forester with the tarp. “The tents have metal poles, and metals conduct electricity.”

“At home we go into the basement when a bad storm is coming,” Daria said in a **tense** voice.

“And in a way,” said Dr. Forester, stuffing the folded tarp into her backpack, “that’s exactly what we are going to do. Everyone, grab your gear and follow me.” She led them to the spot where Felix had slid down into the gully. The wind was blowing much harder, and the storm now covered half the sky like a huge, black curtain sweeping toward them.

“Yesterday when I was walking along the gully, I spotted a shallow cave near the end of this ridge.” Dr. Forester had to shout to be heard above the rising wind. “Climb down carefully; it’s slippery.”

“You can say that again!” yelled Felix.

Amy kept her eye on the storm as they hurried along the dry gully. Bright chains of lightning zigzagged through the steely gray clouds that were quickly approaching, and she could hear the deep rumble of thunder.

By the time they reached the cave, the storm had blotted out the sun. They scrambled up the rocky hillside and stepped beneath the cave’s sheltering overhang just as the first raindrops began to fall.

## Support

Assist students by providing them with the question stem: “Who are the main \_\_\_\_\_?”

## Challenge

Encourage students to come up with a Right There Question without using the questions stems you provided.

### Activity Page 5.3



#### Writing Exchanging Information/Ideas

##### Entering/Emerging

On the board/chart paper, provide students with question stems for the Right There section of Activity Page 5.3. Stems should include, “Who are the main \_\_\_\_\_,” “Where is \_\_\_\_\_,” “What is \_\_\_\_\_”.

Encourage students to write their questions using complete sentences.

##### Transitioning/Expanding

On the board/chart paper, provide students with question stems for the Right There section of Activity Page 5.3 if needed.

Stems should include, “Who are the main \_\_\_\_\_,” “Where is \_\_\_\_\_,” “What is \_\_\_\_\_”. Encourage students to write their questions using complete sentences.

##### Bridging

Encourage students to write their questions using complete sentences.

“Move to the back,” Dr. Forester shouted above the booming thunder. They huddled together in the deepest corner as the storm struck. Rain fell in great, swirling sheets. Bolts of lightning flashed and thunder crashed so loudly that Amy had to cover her ears.

Gradually, the rain began to let up. The rumble of thunder grew more and more distant as the storm slowly moved off. Dr. Forester stepped to the front of the cave and the others followed.

“Everything looks so much more colorful,” Kristal said, as the sun came out, “like the rain washed it clean.”

“It might have done a lot more than that,” Dr. Forester mused. “Rain erodes these rocky ridges and loosens fossils hidden inside them. Sometimes,” she paused and looked thoughtfully at the gully below, “it washes fossils down off the ridges into low spots.”

Felix was the first to understand. “You mean—we might find more of those strange little fossil bones in the gully below the dig site?”

Dr. Forester gave a quick nod. “Exactly! So, if you all don’t mind getting your boots a little muddy, let’s go on a fossil hunt!”

- 
- Direct students to Activity Page 5.3 and Right There Questions.
  - Explain to students that one type of question that readers can ask are called Right There Questions. Those are the types of questions in which the answer can be found directly in the text. Model the first one for students: “What are atoms?”
  - Provide time for students to work with a partner to write two additional Right There Questions.

## Lesson 5: Asking and Answering Relevant Questions

# On Stage



**Primary Focus:** Students will ask and answer questions about an excerpt from Chapter 3 of *The Badlands Sleuth: The Case of the Missing Fossils*.

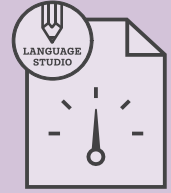
### NUMBERED HEADS TOGETHER (20 MIN.)

- Direct students back to Activity Page 5.3.
- Explain to students that readers can also ask Higher Level Questions. Although the answers are in the text, the reader needs to be able to put together the ideas to come up with an answer.
- Pairs of students should join with another pair to become a group of four.
- Tell each team to write one Higher Level Question.

Ask for teams to share their question with the whole group. Provide redirection, if necessary, for teams that did not write a Higher Level Question.

- Ask teams to write a second question.
- Distribute index cards.
- Tell teams to select the best Higher Level Question that they have and write it on an index card.
- Collect index cards.
- Randomly select an index card.
- The team that wrote that question read it to the class.
- Give each time to write a response to the question.
- Tell students to count off one through four and to be sure that every student at the table knows the answer to the question.
- Randomly select a number. The team member with that number should stand up.
- Explain to students that each team will be given time to share their response, and the team who wrote the question will provide feedback about each team's response.

### Activity Page 5.3



### Speaking Exchanging Information/Ideas

#### Entering/Emerging

On the board/chart paper, provide students with question stems for the Higher Level Questions section of Activity Page 5.3. Stems should include, "What would \_\_\_\_\_", "What could \_\_\_\_\_", "How would \_\_\_\_\_", "How could \_\_\_\_\_".

#### Transitioning/Expanding

On the board/chart paper, provide students with question stems for the Higher Level Questions section of Activity Page 5.3 if needed. Stems should include, "Which events could have \_\_\_\_\_", "How was this similar to \_\_\_\_\_", "Why did \_\_\_\_\_". Encourage students to write their questions using complete sentences.

#### Bridging

Provide models of Higher Level Questions. Encourage students to write their questions using complete sentences.

- Continue asking questions and calling out a team member's number to share the team's response. If the team member who is number 2 goes first, number 2 should still be put back in the stack to possibly be called again.
- Language Proficiency Assessment

## Speaking

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

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U9 L5
Activity Name	Numbered Heads Together
Proficiency Levels	
Entering	Student uses sentence stems to ask a "Right There" question with 1:1 support.
Emerging	Student uses sentence stems and to ask a "Right There" and/or "Higher-Level" question with substantial support.
Transitioning	Student asks "Right There" and "Higher-Level" questions in complete sentences with moderate support.
Expanding	Student asks multiple "Right There" and "Higher-Level" questions in complete sentences with minimal support.
Bridging	Student independently asks "Right There" and "Higher-Level" questions in complete sentences.

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



## 6

# Hidden Meanings

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

Students will identify key details and important information during a reading of Chapter 4, “Who’s Hiding What?”

**Speaking**

Students will analyze and sort words according to Greek and Latin roots to build vocabulary.

**FORMATIVE ASSESSMENT**

Speaking

Exploring Greek and Latin Roots [Activity Page 6.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Answer Comprehension Questions  
[Informal Observation]

## LESSON AT A GLANCE

|                                 | Time    | Materials           |
|---------------------------------|---------|---------------------|
| <b>Read About It</b>            |         |                     |
| Chapter 4, "Who's Hiding What?" | 20 min. | ☐ Activity Page 6.1 |
| <b>Vocabulary Building</b>      |         |                     |
| Exploring Greek and Latin Roots | 10 min. | ☐ Activity Page 6.2 |

## ADVANCE PREPARATION

### Read About It

- Display the following comprehension questions on the board/chart paper:
  - What happened to the rainwater in the beginning of the passage?
  - Why was Julian so disappointed about finding iron pyrite?
  - What was the information Amy peeked at in Kristal's notebook?
  - How does Tess explain the difference between fool's gold and real gold?

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer text-dependent questions and summarize major story events from *The Badlands Sleuth: The Case of the Missing Fossils*
- Identify and discuss the meanings of words with Greek and Latin roots

### Language Forms and Functions

I predict \_\_\_\_\_ will happen because \_\_\_\_\_.

In the beginning of the passage, the rainwater...

Julian was disappointed because...

Amy peeked at...

Tess explained that iron pyrite and gold are different because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                    | Tier 1<br>Everyday Speech Words |
|---------------------------------|---|---------------------------------|
| molecules                       | bond<br>condenses<br>Eureka<br>precisely<br>prodded |                                 |

## Lesson 6: Hidden Meanings

## Read About It



**Primary Focus:** Students will identify key details and important information during a reading of Chapter 4 “Who’s Hiding What?”

## CHAPTER 4, “WHO’S HIDING WHAT?” (20 MIN.)

- Ask students what they recall from the story *The Badlands Sleuth: The Case of the Missing Fossils* from the previous lesson.
- **Turn and Talk:** Tell students to turn to a partner and summarize what they remember.
- Call on individual students to share what they remember about the story from the previous lesson.
- Direct students to Activity Page 6.1.
- Ask students to do a quick reading of the passage, just skimming through the lines to make a prediction of what this passage could be about.
- Write on the board/chart paper the sentence frame, “I predict \_\_\_\_\_ will happen, because \_\_\_\_\_.”
- Call on individual students to share their predictions using the sentence frame.
- Now tell students that they will be reading the Chapter 4 excerpt with a partner.

**Note:** Struggling readers can be paired with higher readers, and on-level readers with other on-level readers.

- Direct students to the Comprehension Questions on the board/chart paper.
- Tell students to read the questions to themselves as you read them aloud to the class.
- Tell students to look for the answers to the questions while they are reading the passage with their partners. If they find an answer, underline it or mark it in their Activity Books.

## Support

Write the sentence frame, “I remember \_\_\_\_\_.”

## Challenge

Encourage students to add, “I remember \_\_\_\_\_, because \_\_\_\_\_.”

## Activity Page 6.1



## Informal Observation



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

#### Transitioning/Expanding

Offer students moderate support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

#### Bridging

Offer students occasional support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.



### Check for Understanding

Ask students the following Comprehension Questions.

- What happened to the rainwater in the beginning of the passage?
  - » It evaporated, changed to water vapor.
- Why was Julian so disappointed about finding iron pyrite?
  - » because he thought it was real gold
- What was the information Amy peeked at in Kristal's notebook?
  - » Amy peeked at Kristal's drawings of the little fossils.
- How does Tess explain the difference between fool's gold and real gold?
  - » Iron pyrite and gold are made up of different molecules causing them to be two different elements.

- Call on student pairs to share their answers to the Comprehension Questions.
- Ask students to cite the page number where they found their answer.
- Write the page numbers on the board/chart paper next to the questions for the class.

"Let's all spread out," Dr. Forester suggested as they reached the stretch of the gully below the dig site. "Keep your eyes peeled for anything that looks like the small fossil bones we found yesterday."

Everyone fanned out across the width of the gully, and with heads bowed, began scanning the rocky ground. Daria picked up something, frowned, and dropped it again. Then she **prodded** the rocky soil with the tip of her finger. "Wow, everything is sure drying out quickly," she said. "What happened to all that rainwater?"

"Some of it soaked into the ground," Tess replied. "But some of it evaporated and changed to water vapor that has mixed with the air. Remember, though, that physical changes are reversible. High above the earth's surface, the air is much colder. When water vapor encounters cold air, it loses heat and **condenses**. It changes states from a gas back to a liquid, forming tiny droplets of liquid water. Those tiny droplets in the air form clouds. If the droplets are big enough, they'll fall back to earth as rain." "You mean we might get another thunderstorm?" Kristal eyed the sky warily.

"It's possible, but I'm guessing it won't rain again for quite a while," Tess replied. "I think the excitement is over for today."

Just then, Julian let out a shout. "Don't be so sure, because I just found gold! **Eureka!**"

Everyone rushed over to see the gleaming, dark, yellow rock that Julian held in the palm of his hand.

"I'm not only going to be famous," Julian said, triumphantly, "I'm going to be rich. Just look at the size of that nugget. My dad is going to be so proud of me!"

Dr. Forester examined Julian's find carefully. "Sorry to disappoint you, Julian. I'm afraid what you have there isn't gold but a very common type of rock called iron pyrite."

Julian's face fell. "You're absolutely sure?"

Tess laid a comforting hand on his shoulder. "You're not the first person to make that mistake, Julian. In fact, iron pyrite is often called fool's gold for that very reason."



Amy could tell Julian was very disappointed that his great discovery turned out to be nothing. He didn't say anything as he took the rock back from Tess and shoved it deep into his pocket.

A few minutes later, Matt stopped and nudged something with the toe of his shoe. "Hey, what about these?" Everyone rushed over and watched as Dr. Forester knelt down and then picked three more fossils out of the gravel.

"Maybe these will help me figure out just what kind of animal we have," she said excitedly.

"Can we get back to the dig site now?" Julian blurted out in a loud, impatient voice. It was clear he didn't want to look for small fossils anymore.

"It is almost noon," Tess acknowledged, "so let's break for lunch."

They climbed up the slope to the dig site and retreated to the far end of the plateau again to eat sandwiches and fruit. Amy made a point of sitting next to Kristal. She unwrapped her sandwich but then laid it aside as she leaned in to ask the question she'd wanted to ask all morning. "Why haven't you shown Dr. Forester your drawings of the little fossils yet?" Amy whispered. "If you did, she'd know there really is one missing."

Kristal's eyes went wide with surprise. "How did you know about my drawings?"

"I admit I peeked at your sketchbook," Amy confessed, "but you can't keep this information quiet. You need to let Dr. Forester know."



Kristal was silent for a while. "Okay, I promise I will, but only—only if there is no one else around. Otherwise, people will make fun of my drawings."

"No, they won't!" Amy gasped. "You draw really well."

Kristal suddenly looked past Amy with a surprised look on her face. "Hey, your sandwich!"

Amy turned just in time to see a small animal with narrow stripes making off with part of her sandwich. "You little stinker," she said, laughing as the animal disappeared into a crack in the rocks far above them.

"Those little ground squirrels are all over these badlands," said Tess, chuckling. "They are very good at stealing food. I've known them to make off with other small objects they think might be food, too."

After lunch, they returned to excavating Achy-Breaky's bones. Matt had already exposed three of the dinosaur's fossil teeth. Amy was making much slower progress because her mind kept wandering back to the missing fossil bone.

"We're never going to get this jawbone excavated if you keep staring off into space," Matt said quietly, glancing up at his sister.

"I know, I know," Amy said, hurriedly picking up her brush to sweep away the bits of rock dust she'd created. "But I can't stop thinking about that missing bone." She told him about Kristal's drawings.

"Maybe Dr. Forester simply mislaid it," Matt suggested, "like Dad does with his car keys all the time. There's no evidence someone took it, and why would they?"

Amy had to admit that Matt's question was a good one. She glanced around at the group. Everyone was hard at work—except Felix, who just at that moment took something out of his pocket and popped it into his mouth! Felix noticed Amy staring and swallowed hard, gulping down whatever it was. He cleared his throat and suddenly turned to Tess. "I was wondering, Tess, just what is the difference between gold and fool's gold?"

Amy thought Felix just asked the question to turn her attention away from him.

Tess didn't notice, though, and was happy to answer it. "Remember that atoms are the smallest particles of matter. The thing is, you don't find many atoms all by themselves in nature. Atoms typically join together, or **bond** into groups of two or more to form **molecules**. Some molecules are made up of atoms of just a single element. A lump of gold, for example, would be made up of many gold atoms bonded together.

"Most molecules, though, are combinations of two or more different elements. A molecule of iron pyrite, for example, has two atoms of the element sulfur bonded to an atom of the element iron. Molecules that contain atoms of two or more different elements are called compounds. Water is another example of a compound. A water molecule is made up of two atoms of the element hydrogen and one atom of the element oxygen."

"Is that why people sometimes call water *H-two-O*?" Daria asked.

"**Precisely**," Tess replied. "There are millions of molecules that are compounds, and you can find them everywhere and in everything. This sandstone rock we're scratching away is made of molecules that are compounds. So are these dinosaur fossils, and the tools we're using. Each one of you is a walking, talking collection of different compounds that make up your bones, muscles, nerves, and everything else in your bodies."

---

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Reading  |
| Unit/Lesson        | U9 L6  |
| Activity Name      | Answer Comprehension Questions   |
| Proficiency Levels |  |
| Entering           | Student answers questions by underlining relevant lines of text with 1:1 support.      |
| Emerging           | Student answers questions and underlines supporting evidence with substantial support. |
| Transitioning      | Student explains how the evidence supports their response with moderate support.       |
| Expanding          | Student explains how the evidence supports their response with minimal support.        |
| Bridging           | Student explains how the evidence supports their response independently.               |



### Entering/Emerging

Offer students 1:1 support by asking students to find Greek and Latin root words in the text. Ask students to point to the words and then look for context clues around the words to help figure out its meaning.

### Transitioning/Expanding

Offer students moderate support by asking students to find Greek and Latin root words in the text. Ask students to point to the words and then look for context clues around the words to help figure out its meaning.

### Bridging

Offer students occasional support by asking students to find Greek and Latin root words in the text. Ask students to point to the words and then look for context clues around the words to help figure out its meaning.

## Lesson 6: Hidden Meanings

# Vocabulary Building



**Primary Focus:** Students will analyze and sort words according to Greek and Latin roots to build vocabulary.

### EXPLORING GREEK AND LATIN ROOTS (10 MIN.)

- Ask students to think of where our words come from.
- Tell students that Greek and Latin roots show the *origin* of the words, or where they come from. Greek roots originated from the Greek language and Latin roots originated from the Latin language.
- Write the Greek root word *geo-* on the board/chart paper for students.
- Tell students that the Greek root *geo-* means Earth.
- Write the word *geography* on the board/chart paper for students.
- Tell students that the word *geography* means “the study of the Earth”.
- **Turn and Talk:** Tell students to turn to their partners and talk about other words they can think of with the Greek root word *geo-*.
- Call on pairs to share their ideas as you write their answers on the board/chart paper. (*geology, geologist, geographic, geometry*)
- Ask students if they can think of other Latin or Greek root words.
- Call on individual students to share their ideas as you list them on the board/chart paper.
- Direct students to Activity Page 6.1.
- Tell students that they are now going to take a closer look at the Greek and Latin *root words* in the Chapter 4 excerpt.
- Direct students to Activity Page 6.2 and look at the chart.
- Direct students to the *root* column.
- Tell students that this column shows the Greek or Latin root word and that this helps with figuring out the meaning of the word.
- Using the text of Chapter 4 on Activity Page 6.1, tell students to work with a partner to fill out the missing information from the chart.
- Tell students that going back and looking for the Greek and Latin root words in the Chapter 4 excerpt will help them fill in their chart.
- When finished, call on individual students to share their answers with the whole class.

End Lesson

## 7

# Secrets Emerge

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

Students will identify key details and important information during a reading of Chapter 5.

**Writing**

Students will write sentences by changing nouns to verbs.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Changing Nouns to Verbs [Activity Page 7.2]**

## LESSON AT A GLANCE

|                                   | Time    | Materials           |
|-----------------------------------|---------|---------------------|
| <b>Read About It</b>              |         |                     |
| Chapter 5, "Sketches and Secrets" | 20 min. | ☐ Activity Page 7.1 |
| <b>Write About It</b>             |         |                     |
| Changing Nouns to Verbs           | 10 min. | ☐ Activity Page 7.2 |

## ADVANCE PREPARATION

### Read About It

- Post the sentence frame "I predict \_\_\_\_\_ will happen, because \_\_\_\_\_." on the board/chart paper.
- Display the following comprehension questions on the board/chart paper:
  - Why is it important for the characters to work quickly on the excavation?
  - How did Achy-Breaky become a fossil?
  - Why does Amy say that she created a mixture after washing up?

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer text-dependent questions and summarize major story events from *The Badlands Sleuth: The Case of the Missing Fossils*
- Write sentences by changing nouns to verbs

### Language Forms and Functions

I predict \_\_\_\_\_ will happen because \_\_\_\_\_.

It's important for the characters to work quickly on the excavation because...

Achy-Breaky became a fossil when...

Amy said she created a mixture because...

### Vocabulary

| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words        | Tier 1<br>Everyday Speech Words |
|-----------------------------------|---|---------------------------------|
| compound<br>excavation<br>fossils | noun<br>cluster<br>crumble<br>decompose |                                 |

Start Lesson

## Lesson 7: Secrets Emerge

# Read About It



**Primary Focus:** Students will identify key details and important information during a reading of Chapter 5.

### CHAPTER 5, "SKETCHES AND SECRETS" (20 MIN.)

- Ask students what they recall from the story *The Badlands Sleuth: The Case of the Missing Fossils* in the previous lesson.
- **Turn and Talk:** Tell students to turn to their partners and summarize what they remember.
- Call on individual students to share what they remember about the story from the previous lesson.

### Support

Write the sentence frame,  
"I remember \_\_\_\_\_"  
on the board.

### Challenge

Encourage students to add,  
"I remember \_\_\_\_\_,  
because \_\_\_\_\_."

- Tell students that they are going to continue the story by doing a close reading of an excerpt from Chapter 5.
- Direct students to Activity Page 7.1.
- Ask students to do a quick reading of the passage, just skimming through the lines to make a prediction of what this passage could be about.
- Point to the board/chart the sentence frame “I predict \_\_\_\_\_ will happen, because \_\_\_\_\_.”
- Call on individual students to share their predictions using the sentence frame.
- Now tell students that they will be reading the Chapter 5 excerpt with a partner.

**Note:** Struggling readers can be paired with higher readers, and on-level readers with other on-level readers.

- Direct students to the Comprehension Questions on the board/chart paper.
- Tell students to read the questions to themselves as you read them aloud to the class.
- Tell students to look for the answers to the questions while they are reading the passage with their partners. If they find an answer, underline it or mark it in their Activity Books.

## Activity Page 7.1



### Check for Understanding

Ask students the following comprehension questions:

- Why is it important for the characters to work quickly on the excavation?
  - » to remove the fossils from the rock as quickly as possible
- How did Achy-Breaky become a fossil?
  - » Achy-Breaky’s bones were replaced by other compounds, preserved by being covered with a layer of muddy sand.
- Why does Amy say that she created a mixture after washing up?
  - » because the water became dirty with sandy grit.

- Call on student pairs to share their answers to the Comprehension Questions.
- Ask students to cite the page number where they found their answers.
- Write the page numbers on the board/chart paper next to the questions for



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

### Transitioning/Expanding

Offer students moderate support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

### Bridging

Offer students occasional support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

It was day three of their paleontology adventure. Felix and Daria had removed nearly all the rock from around the cluster of backbones. Kristal and Julian were making good progress on excavating the bones of the dinosaur's foot. Amy could see that Matt would have the rock cleared away from his half of the jawbone by the end of the day. If she didn't work faster on her half, she'd be holding things up. Amy tried to put the mystery of the missing fossil out of her mind and concentrate on scraping and sweeping the crumbly rock away.

As more and more of the dark, gleaming fossil was revealed, Amy remembered something Tess had said when they first arrived at Fossil Camp.

"Tess, remember when I asked you what a fossil was?"

"Ah, yes, so you did." Tess said, straightening up. "Now that you all understand a little chemistry, I'll give you a more complete answer."

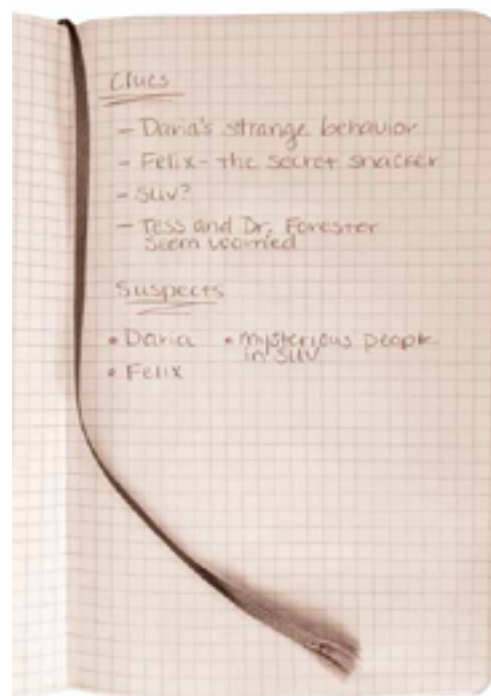
Everyone put down their tools and stretched, happy for a break.

"Different kinds of fossils form in different ways," Tess began, "but these dinosaur fossils formed as the original compounds in Achy-Breaky's bones were replaced by other compounds, thanks to the powerful effects of a solution at work."

"Like sugar in tea?" Kristal asked.

"In a way," Tess replied. "When Achy-Breaky died millions of years ago, his body was quickly covered beneath a thick layer of muddy sand. As a result, it didn't break down, or **decompose**, in the way most dead things usually do. It was preserved for a long time, sealed beneath tons of sand that gradually turned to rock."

"As time passed, water oozed down through the rock and picked up different mineral compounds along the way. These compounds dissolved in the water, creating a solution. As more and more minerals dissolved in the water, they began to come out of the solution as solids again. Little by little, those mineral



compounds settled in tiny spaces in Achy's bones and teeth. They replaced his original compounds so that what was left at the end of this process were fossilized bones and teeth. And that's what you are excavating right now."

"You sure were right, Tess," said Felix, "when you said that chemistry has a lot to do with paleontology."

Amy went back to work thinking about the fossils in the rock beneath her hands in a very different way. They weren't just old bones, but the result of amazing changes in matter that had taken place over an incredibly long period of time. They were pieces of ancient history, very real clues to the past. Thinking about fossils in this new way made Amy glad she'd let Matt talk her into coming to Fossil Camp. Even if she didn't solve the mystery of the missing fossil, she was glad they were here.

Hours later, they returned to camp, hot, sweaty, and tired. Tess warmed a big pot of water and set out a basin and towels. "Does anyone want to clean up before dinner?" she called out.

Amy was first in line. Tess poured some warm water into the basin and handed her a bar of soap. As she washed her face and arms, the water in the basin turned cloudy and light brown—the same color as the sandstone ridges. There was a layer of sandy grit at the bottom of the basin. "Wow, was I ever dirty," she said, patting her skin dry with the towel. Amy picked up the basin to toss away the dirty water and exclaimed, "I created a mixture, didn't I?" Tess nodded and laughed as she rinsed and refilled the basin for the next person in line.

After dinner, everyone gathered in the lab. Dr. Forester had laid out all eight of the fossil bones from the gully on a piece of cloth on the big table. "Tonight I want to show you how paleontologists help preserve fossils that are rather fragile, as these tiny bone fragments are." She held up a small brown glass bottle. "This is a special solution, a sort of glue called a consolidant, that we paint onto delicate fossils. Let me show you how it's done." A brush was built into the bottle's lid, and Dr. Forester used it to carefully apply a thin coat of consolidant onto each of the fossils. She explained that the consolidant soaked deep into the fossils, and as it dried and hardened, it would make them stronger and less likely to break.

"These will be dry by morning. Then I'll go back to work analyzing them. If I could just find a matching edge for even just two of them, I might have a large enough piece to say for sure what type of dinosaur this is." She sighed and screwed the lid back on the bottle. "We'll just have to wait and see."

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### Reading Understanding Cohesion

#### Entering/Emerging

Offer students 1:1 support by finding the word in the passage and modeling how to look around the word for content clues to understand the word's meaning. Assist students with verb tenses (*-s, -ing, -ed, etc.*).

#### Transitioning/Expanding

Offer students moderate support by finding the word in the passage and modeling how to look around the word for content clues to understand the word's meaning. Assist students with verb tenses (*-s, -ing, -ed, etc.*).

#### Bridging

Offer students occasional support by finding the word in the passage and modeling how to look around the word for content clues to understand the word's meaning. Assist students with verb tenses (*-s, -ing, -ed, etc.*).

## Lesson 7: Secrets Emerge

# Write About It



**Primary Focus:** Students will write sentences by changing nouns to verbs.

### CHANGING NOUNS TO VERBS (10 MIN.)

- Ask students to define a noun.
  - » a person, place, or thing
- Call on students to share examples of nouns with the class while you write their answers on the board/chart paper. Encourage students to look in the passage on Activity Page 7.1 for examples.
  - » fossil, excavation, sand, Dr. Forester, etc.
- Tell students that verbs are words that describe actions. Write the verbs *removed*, *excavating*, and *remembered* on the board/chart paper.
- Ask students to give more examples of verbs, again looking in the text for examples, to add to your list. (*thinking, gathered, explained, work, etc.*)
- Tell students that sometimes nouns can be changed to become verbs in sentences.
- Point to the word *excavating* on the board/chart paper. Tell students that this word can be changed into a verb and a noun depending on the sentence.
- Direct students to Activity Page 7.2.
- Tell students to look at the example at the top of the chart in Activity Page 7.2.
- Looking at the word *excavation* in the *noun* column and the word *excavate* in the *verb* column, ask students what is similar and what is different about the two words.
  - » They have some of the same letters, they sound the same, one is a noun: a place, thing; the other is a verb: action of excavating something.
- Direct students to the example sentence in the sentences column.
- Call on a student to read the sentence aloud for the class.
- Tell students that the example shows how to change the noun to a verb and then use the verb in a sentence.
- Read the words in the noun column aloud for students. Check to make sure students understand the meaning of each noun.

**Note:** If students need help understanding, provide examples of the words or ask other students to provide their own definitions of the words.

- Tell students that they will work with a partner to complete the chart and create new sentences with their verbs. Remind students that the words can be found in the passage on Activity Page 7.1 if more reference is needed.
- When finished, call on students to share their verbs and sentences with the class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Writing  |
| Unit/Lesson        | U9 L7  |
| Activity Name      | Changing Nouns to Verbs  |
| Proficiency Levels |  |
| Entering           | Student uses one or two familiar verb tenses to dictate simple sentences with 1:1 support.       |
| Emerging           | Student uses one or two familiar verb tenses to write simple sentences with substantial support. |
| Transitioning      | Student uses two or three familiar verb tenses to write sentences with moderate support.         |
| Expanding          | Student uses a variety of verb tenses to write sentences with minimal support.                   |
| Bridging           | Student independently uses a variety of verb tenses to write sentences.                          |

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

## 8

# Scavenging for Evidence

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

Students will demonstrate active listening during a Read-Aloud of an excerpt from Chapter 6, “The Quest for Clues.”

**Reading**

Students will use information from the text to describe physical and chemical changes.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Physical and Chemical Changes Scavenger Hunt**

[Activity Page 8.2]

## LESSON AT A GLANCE

|  | Time    | Materials           |
|--|---------|---------------------|
| <b>Listen Closely</b>                        |         |                     |
| Chapter 6, "The Quest for Clues"             | 15 min. | ☐ Activity Page 8.1 |
| <b>Rewind</b>                                |         |                     |
| Physical and Chemical Changes Scavenger Hunt | 15 min. | ☐ Activity Page 8.2 |

## ADVANCE PREPARATION

### Listen Closely

- Display the sentence frame "I predict \_\_\_\_\_ will happen, because \_\_\_\_\_." on the board/chart paper.
- Display the following Comprehension Questions on the board/chart paper for students:
  - Why is it important to cover a fossil with a damp paper towel before making a plaster cast?
  - How did Felix describe the look of the **plaster of paris**?
  - What is *trenching*?

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer text-dependent questions and summarize major story events from *The Badlands Sleuth: The Case of the Missing Fossils*
- Describe physical and chemical changes orally and in writing

### Language Forms and Functions

I predict \_\_\_\_\_ will happen because \_\_\_\_\_.

It is important to cover a fossil with a damp paper towel before making a plaster cast because...

Felix says the plaster of paris looks like...

Trenching is...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words             | Tier 1<br>Everyday Speech Words |
|---------------------------------|--|---------------------------------|
| plaster<br>trenching            | chemical<br>encased<br>physical<br>substance | change                          |

## Lesson 8: Scavenging for Evidence

# Listen Closely



**Primary Focus:** Students will demonstrate active listening during a Read-Aloud of an excerpt from Chapter 6, “The Quest for Clues.”

### CHAPTER 6, “THE QUEST FOR CLUES” (15 MIN.)

- Ask students what they recall about the story from the previous lesson.
- **Turn and Talk:** Tell students to turn to their partners and summarize what they remember.
- Tell students that they are going to continue the story by listening to a Read-Aloud of a passage from Chapter 6.
- Direct students to Activity Page 8.1.
- Tell students to form a prediction of what they think will happen next in the plot based on what they remember from their last reading.
- Call on individual students to share their predictions using the sentence frame on the board.
- Direct students to the Comprehension Questions on the board/chart paper.
- Tell students to read the questions to themselves as you read them aloud to the class.
- Tell students to listen for the answers to the questions while the passage is being read aloud.

Tess continued, pulling on a pair of thin, latex gloves. “I’m going to demonstrate how paleontologists make a plaster jacket. It’s a little like a doctor putting a plaster cast on someone’s broken arm.”

“I broke my arm and had a cast once,” Daria said.

“Then you’ll know what this leg bone is going to feel like,” Tess joked. She had set out a bucket, a jug of water, a roll of paper towels, a wooden spoon, long strips of a rough fabric, and a bag labeled plaster of paris. “First, I’m going cover the fossil with damp paper towels,” Tess explained, laying several wet towels on the exposed bone. “That will keep the plaster from sticking directly to our fossil.”

### Support

Write on the board/chalk paper the sentence frame “I remember \_\_\_\_.”

### Challenge

Encourage students to add “I remember \_\_\_\_, because \_\_\_\_.”

### Activity Page 8.1





## Listening Listening Actively

### Entering/Emerging

Offer students 1:1 support by reminding students of good listening behaviors (no talking, hands in lap, making eye contact with the speaking, etc.).

### Transitioning/Expanding

Offer students moderate support by reminding students of good listening behaviors (no talking, hands in lap, making eye contact with the speaking, etc.).

### Bridging

Offer students occasional support by reminding students of good listening behaviors (no talking, hands in lap, making eye contact with the speaking, etc.).

“Next, I’ll mix a white, powdery compound called plaster of paris with enough water to make a thin paste.” Tess added water to the plaster in the bucket and used the wooden spoon to stir the two ingredients together.

“It looks like runny, white frosting,” said Felix, leaning over to peer into the bucket.

Tess held up a strip of the rough fabric. “Now I’ll soak strips of this burlap in the wet plaster and then lay them onto the fossil.” She fitted and wrapped the mushroom cap with plaster-soaked strips until the fossil was completely **encased**, except for the place on the underside where it was still connected to the little pillar of rock. “Now we wait for the plaster to harden.”

“But won’t it take a long time for all the water to evaporate so it dries?” Amy asked.

“Actually the water isn’t evaporating, Amy. Evaporation is a physical change in matter—a change in states. Here, the powdery plaster and the water I added to it are undergoing what’s called a chemical change in matter. Remember that a physical change may alter some properties or the appearance of a substance, but it doesn’t change what the substance is actually made of—its chemical composition. When matter undergoes a chemical change, however, its chemical composition does change. Typically, molecules of the starting substances break apart, and the atoms rearrange themselves to form new molecules of different substances.

“After a chemical change takes place, you end up with new types of matter, often new compounds, with different properties than those you started with. In this case, the plaster dust and the water are combining in a chemical change to produce a new type of matter: solid, hardened plaster.”

Tess set the bucket of wet plaster in the middle of the group. “Unlike physical changes in matter, many chemical changes are not reversible. In other words, they can’t be undone. Another clue that a chemical change is taking place is that energy is used up or given off in the process, often in the form of heat or light. With that in mind, I want you all to put your hands on the outside of this bucket and tell me what you feel.”

Everyone leaned in and did just that. “It’s warm!” Kristal marveled.

“When a mixture of plaster of paris and water undergo a chemical change, heat is given off,” Tess explained, “enough heat to make the plaster quite toasty as it hardens!” She stood and peeled off her latex gloves.



---

### Check for Understanding

Ask students the following comprehension questions.

- Why is it important to cover a fossil with a damp paper towel before making a plaster cast?
    - » so the plaster won't stick directly to the fossil
  - How did Felix describe the look of the plaster of paris?
    - » runny white frosting
  - What is *trenching*?
    - » the act of chiseling down and then inward to avoid breaking the fossil
- 

- **Turn and Talk:** When finished with the Read-Aloud, tell students to turn to their partners and talk about their answers to the Comprehension Questions on the board/chart paper.
- Call on students pairs to share their answers to the Comprehension Questions.

## Activity Page 8.2



Reading  
Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

### Transitioning/Expanding

Offer moderate support to students by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

### Bridging

Offer occasional support to students by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

## Lesson 8: Scavenging for Evidence

# Rewind



**Primary Focus:** Students will use information from the text to describe physical and chemical changes.

### PHYSICAL AND CHEMICAL CHANGES SCAVENGER HUNT (15 MIN.)

- Tell students that they are now going to take a closer look at the physical and chemical changes described in the Read-Aloud.
- Ask students to think about what they already know about physical and chemical changes.
- Call on individual students to share their ideas.
- Direct students to Activity Page 8.2.
- Tell students that they will be using the text on Activity Page 8.1 to help them fill out the chart on Activity Page 8.2.
- Tell students that they are going to “hunt” for information and descriptions about physical and chemical changes with a partner.
- When students “find” information in the text, tell them to write it in the correct column of the chart.
- When finished, call on students to share their “findings” with the class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Reading   |
| Unit/Lesson        | U9 L8   |
| Activity Name      | Physical and Chemical Changes Scavenger Hunt  |
| Proficiency Levels |   |
| Entering           | Student answers yes/no questions to identify one physical and one chemical change with 1:1 support.               |
| Emerging           | Student answers wh- questions to identify at least one physical and one chemical change with substantial support. |
| Transitioning      | Student identifies multiple physical and chemical changes with moderate support.                                  |
| Expanding          | Student identifies multiple physical and chemical changes with minimal support.                                   |
| Bridging           | Student identifies multiple physical and chemical changes independently.  |

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

## 9

# Examining the Clues

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

Students will identify key details and important information during a reading of Chapter 7, “The Clues Add Up.”

**Writing**

Students will explain ideas using a graphic organizer.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****See-Think-Wonder Graphic Organizer**

[Activity Page 9.3]

## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                |
|------------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>               |         |                                                                                          |
| Chapter 7, "The Clues Add Up"      | 20 min. | <input type="checkbox"/> Activity Page 9.1                                               |
| <b>Write About It</b>              |         |                                                                                          |
| See-Think-Wonder Graphic Organizer | 10 min. | <input type="checkbox"/> Activity Page 9.2<br><input type="checkbox"/> Activity Page 9.3 |

## ADVANCE PREPARATION

### Read About It

- Display the sentence frame "I predict \_\_\_\_\_ will happen, because \_\_\_\_\_." on the board/chart paper.
- Display the following Comprehension Questions for students:
  - Why are Amy and Matt sneaking around in the beginning of the passage?
  - How does Amy plan to use chemistry to find the fossil thief?
  - Why is the plaster hardening a chemical change?
- Display the following discussion questions for students:
  - Who is in the pictures?
  - What is happening?
  - Where were these pictures taken?
  - What happened before or after these pictures were taken?

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer text-dependent questions and summarize major story events from *The Badlands Sleuth: The Case of the Missing Fossils*
- Use a graphic organizer to record observations and questions

### Language Forms and Functions

I predict \_\_\_\_\_ will happen because \_\_\_\_\_.

Amy and Matt are sneaking around because...

Amy plans to use chemistry to find the fossil thief by...

Plaster hardening is an example of a chemical change because...

I see/think/wonder...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | hunch<br>sliver<br>spangled      | ice cube<br>tent<br>shoe        |

## Lesson 9: Examining the Clues

## Read About It



**Primary Focus:** Students will identify key details and important information during a reading of Chapter 7, “The Clues Add Up.”

## CHAPTER 7, “THE CLUES ADD UP” (20 MIN.)

- **Turn and Talk:** Tell students to turn to a partner and summarize what they remember about the story from the previous lesson.
- Direct students to Activity Page 9.1.
- Tell students that they are going to do a close reading of an excerpt from Chapter 7.
- Ask students to do a quick reading of the passage, just skimming through the lines to make a prediction of what this passage could be about.
- Point to the sentence frame “I predict \_\_\_\_\_ will happen, because \_\_\_\_\_.”
- Call on individual students to share their predictions using the sentence frame.
- Now tell students that they will be reading the activity page with a partner.

**Note:** Struggling readers can be paired with higher readers and on-level readers with other on-level readers.

- Direct students to the Comprehension Questions on the board/chart paper.
- Tell students to read the questions to themselves as you read them aloud to the class.
- Tell students to look for the answers to the questions while they are reading the passage with their partner. If they find an answer, have them underline it or mark it in their Activity Books.



## Support

Write on the board/chart paper the sentence frame “I remember \_\_\_\_\_.”

## Challenge

Encourage students to add “I remember \_\_\_\_\_, because \_\_\_\_\_.”

Reading  
Reading/Viewing Closely

## Entering/Emerging

Offer students 1:1 support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

## Transitioning/Expanding

Offer students moderate support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

## Bridging

Offer students occasional support by modeling finger sweeping to find information in the passage and helping students sound out unfamiliar words.

Amy picked her way slowly across the clearing toward the kitchen tent, trying not to make a sound. The moon had risen in the star-spangled sky as a silver **sliver** that gave off just enough light so she could see the shapes of all the tents. She paused and listened outside Tess' tent, but she heard nothing and hoped Tess was sound asleep. As Amy neared the kitchen, a familiar shape detached from the larger shape of the canvas structure.

"What took you so long?" Matt said in a loud whisper. "I've been waiting here for half an hour."

Amy placed a finger gently on her brother's lips. "Not so much noise. I'm late because Daria was tossing and turning and it took forever for her to fall asleep."

"Julian was asleep in record time, but Felix kept fiddling with his backpack for quite a while." Matt swatted at an insect. "So what are we doing here?"

"We're setting a trap for our fossil thief," Amy replied.

"Do you know who it is?"

Amy answered thoughtfully. "A good detective suspects everyone until she has the evidence to prove who did what—and why." "Okay, Miss Good



Detective—how exactly are we going to do that?”

“Well, I’m guessing that whoever took the fossils is feeling pretty scared right now, because of the sheriff coming tomorrow. It’s just a **hunch**, but I think they might try to return the fossils to the lab tent tonight.”

“You mean we have to stand guard here all night and keep watch?” Matt hissed. “Sis, I’m so tired I can hardly keep my eyes open.”

Amy shushed her brother again. “We’re not going to stand guard. We’re going to use chemistry to identify the culprit instead.”

“Chemistry?” Matt asked, in a tone that made it sound like he thought his sister was crazy. “What do we know about chemistry that could help solve a crime?”

“Quite a bit, actually, if you’ve been paying attention over the past few days.” Amy lifted the flap of the kitchen tent. “Follow me.”

She slipped inside and flicked on her flashlight. After grabbing a big bowl and a dishtowel from a shelf, she headed over to the little refrigerator.

“First, we need ice,” she said, handing Matt the bowl and laying the towel in the bottom of it. As she emptied the ice cubes from two trays into the bowl, the towel muffled their clatter. She listened for a minute, straining to hear any sounds that might indicate someone else was awake. Except for the crickets, there was silence. “Now, let’s head for the lab,” she instructed.

Amy stopped outside the lab tent and took the bowl of ice cubes from Matt. One by one she placed the ice cubes on the ground directly in front of the tent’s entrance.

“Amy, what on earth are you doing?” Matt asked impatiently.

“I’m exploiting a physical change in matter as the first step in solving the case,” Amy replied. “The ice cubes will slowly melt over the next few hours. They’ll change states from a solid to a liquid, making the ground wet here right in front of the tent. Anyone who enters the lab will get the soles of their shoes nice and damp.”

“So what good do wet shoes do us?” The irritation in Matt’s voice was growing.

“Trust me.” Amy stepped inside the lab, flicked on her flashlight, and shone it where boxes and supplies were stacked in one corner. “Help me find the plaster of paris.”

Matt quickly found the bag of white powder and dragged it into the center of the tent. “Okay, now what?”

Amy handed her brother a pair of latex gloves from a box on a shelf, and put on a pair herself. “Help me scatter plaster dust on the floor of the tent. Let’s

start in the far corner and work back toward the entrance.”

“Amy, this is not just crazy,” Matt said, starting to scatter the plaster dust, “but Dr. Forester is going to be very annoyed when she sees this mess.”

“The plaster is the second part of my plan and makes use of a chemical change,” Amy said. “Remember what happened when Tess mixed water and plaster of paris at the dig site today?”

“It underwent a chemical change and the wet plaster hardened.”

“Exactly. So if someone comes into the lab tent tonight, they will step in the water from the melting ice cubes just before entering. The soles of this person’s shoes will be wet as they to walk around—”

“—and the plaster dust will stick to them.” A grin started to spread across Matt’s face. “The plaster and water will undergo a chemical change—”

“—and harden into plaster,” Amy finished. “We saw today how well plaster sticks to things. It should stick to shoe bottoms at least as well. Then, tomorrow morning at breakfast, we’ll check everyone’s shoes, and whoever is sporting plaster in the treads will have a lot of explaining to do.”

Matt was quiet for a long moment. “Amy, you are a good detective. That’s brilliant.”

Amy beamed.



### Check for Understanding

Ask students the following Comprehension Questions.

- Why are Amy and Matt sneaking around in the beginning of the passage?
  - » They are trying to set a trap for the fossil thief.
- How does Amy plan to use chemistry to find the fossil thief?
  - » She is going to make a physical change using water to make the ground wet; she’s hoping to capture a footprint in the wet ground and the plaster will stick to the thief’s shoe.
- Why is the plaster hardening a chemical change?
  - » The water mixes with the plaster causing it to harden.

- Call on student pairs to share their answers to the Comprehension Questions.
- Ask students to cite the page number where they found their answers.
- Write the page numbers on the board/chart paper next to the questions.

## Lesson 9: Examining the Clues

# Write About It



## Activity Page 9.2



## Writing

### Entering/Emerging

Offer students 1:1 support by asking students to think about the images. (What do you see? What might be happening? What does each picture make you think about?, etc.).

### Transitioning/Expanding

Offer students moderate support by asking students to think about the images. (What do you see? What might be happening? What does each picture make you think about?, etc.).

### Bridging

Offer students occasional support by asking students to think about the images. (What do you see? What might be happening? What does each picture make you think about?, etc.).

**Primary Focus:** Students will explain ideas using a graphic organizer.

### SEE-THINK-WONDER GRAPHIC ORGANIZER (10 MIN.)

- Tell students that they are now going to be looking at two images and using their prior knowledge to fill in a See-Think-Wonder Graphic Organizer.
- Direct students to Activity Page 9.2.



- Tell students to look closely at the images and think about what might be happening. Direct students to the discussion questions on the board/chart paper.
  - Who is in the pictures?
  - What is happening in these pictures?
  - Where were these pictures taken?
  - What happened before or after these pictures were taken?
- **Think-Pair-Share:** Tell students to think about what they see in the pictures. Then have them share their thoughts with a partner.
- Call on student pairs to share their ideas.

## Activity Page 9.3



- Direct students to Activity Page 9.3.
- Tell students that they are now going to write the information that they just brainstormed about the pictures.
- In the *See* column: Tell students to write what they **see** happening.
- In the *Think* column: Tell students to write about what they **think** might be happening.
- In the *Wonder* column: Tell students to write sentences, phrases, or questions that the pictures cause them to **wonder** about.
- When finished, have students share their graphic organizer with a partner.
- Call on individual students to share their graphic organizer with the class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                                                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                           |
| Unit/Lesson        | U9 L8                                                                                                                             |
| Activity Name      | See-Think-Wonder Graphic Organizer                                                                                                |
| Proficiency Levels |                                                                                                                                   |
| Entering           | Student answers simple yes/no and wh- questions to complete the graphic organizer with 1:1 support.                               |
| Emerging           | Student copies domain-specific words and phrases from notes and texts to complete the graphic organizer with substantial support. |
| Transitioning      | Student uses complete sentences and domain-specific vocabulary to complete the graphic organizer with moderate support.           |
| Expanding          | Student uses complete sentences and domain-specific vocabulary to complete the graphic organizer with minimal support.            |
| Bridging           | Student uses complete sentences and domain-specific vocabulary to complete the graphic organizer independently.                   |

End Lesson



## 10

# Picture My Story

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

Students will write a story about a picture using combined clauses.

**FORMATIVE ASSESSMENT**

Writing

**Writing Rubric** [Activity Page 10.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Picture My Story** [Activity Page 10.1]

## LESSON AT A GLANCE

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

## ADVANCE PREPARATION

### Write About It

- Students will need a picture related to their culture.
- Display the Writing Rubric.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                  |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Talk about what happened before, during, and after a picture was taken</li> <li>• Write a story about a picture using combined clauses</li> </ul>          |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                        |                                  |                                 |
| <p>Before/While/After the picture was taken...</p> <p>_____ was happening because _____.</p> <p>This picture is important to me because...</p> <p>First, _____. Next, _____. After that, _____.</p> |                                  |                                 |
| Vocabulary                                                                                                                                                                                          |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                     | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                     |                                  |                                 |

## Lesson 10: Picture My Story

## Write About It



**Primary Focus:** Students will write a story about a picture using combined clauses.

**PICTURE MY STORY (30 MIN.)**

- Tell students that they are now going to use the connector words they know to write a story about their pictures.
- Ask students to take out their pictures and to look closely at what is happening in their pictures.
- **Think-Pair-Share:** Tell students to think about what happened before, during and after the picture was taken. Tell students to pair with a partner and share their thoughts.
- Call on students pairs to share their ideas aloud with the class.
- Direct students to the rubric on Activity Page 10.2.

**Activity Page 10.2**

**Activity Page 10.2: Writing Rubric**

| Question                                                                                                                     | 3<br>Mostly | 2<br>Somewhat | 1<br>Not Really |
|------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|-----------------|
| Did I use connector words in my sentences to describe my picture? ( <i>because, as, since, so, therefore, due to, etc.</i> ) |             |               |                 |
| Did I use complete sentences in my writing?                                                                                  |             |               |                 |
| Do all of my sentences begin with a capital letter?                                                                          |             |               |                 |
| Do I have punctuation at the end of all of my sentences?                                                                     |             |               |                 |
| Did I explain what was happening at the time my picture was taken?                                                           |             |               |                 |
| Did I explain why this picture is important to my culture?                                                                   |             |               |                 |

- Have students follow along as you read the rubric out loud.
- Call on students to share their ideas about how to score well.
- Direct students to Activity Page 10.1.
- Tell students that they are going to write a story explaining what is happening in their picture.
- Ask students to use descriptive details about what was happening and why it was happening.
- Tell students to use connector words in their stories to show the cause and effect relationship. (*because, as, since, so, therefore, due to, etc.*)
- When finished, tell students to use the rubric to revise their writing.
- Have students share their stories with a partner.

## LANGUAGE PROFICIENCY ASSESSMENT

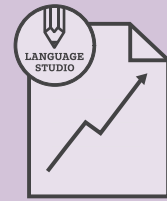
### Writing

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

| Evaluation Tool    |                                                                                                               |
|--------------------|---------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                       |
| Unit/Lesson        | U9 L10                                                                                                        |
| Activity Name      | Picture My Story                                                                                              |
| 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 about a personal event with moderate support.                                 |
| Expanding          | Student writes simple and compound sentences about a personal event with minimal support.                     |
| Bridging           | Student writes a combination of simple, compound, and complex sentences about a personal event independently. |

End Lesson

## Activity Page 10.1



### Writing Connecting Ideas

#### Entering/Emerging

Assist students 1:1 by helping them generate ideas to write about. Ask students to recall what is happening in their pictures and why.

#### Transitioning/Expanding

Offer students moderate support by helping them generate ideas to write about. Ask students to recall what is happening in their pictures and why.

#### Bridging

Offer students occasional support by helping them generate ideas to write about. Ask students to recall what is happening in their pictures and why.

## 11

# Shades of Meaning Clues

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

Students will explain at least three key details from a Chapter 8 passage after close reading.

**Listening**

Students will analyze words to distinguish differences in meaning by sequencing words found in Chapter 8.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Shades of Meaning Clues** [Activity Page 11.2]

## LESSON AT A GLANCE

|                            | Time    | Materials            |
|----------------------------|---------|----------------------|
| <b>Read About It</b>       |         |                      |
| Close Reading              | 20 min. | ☐ Activity Page 11.1 |
| <b>Vocabulary Building</b> |         |                      |
| Analyzing Language         | 10 min. | ☐ Activity Page 11.2 |

## ADVANCE PREPARATION

### Read About It

- Organize students into pairs.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                    |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Identify and share three key details from a passage</li> <li>• Distinguish shades of meaning among similar words</li> </ul>                                                  |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                          |                                  |                                 |
| <p>One important event that happened in Chapter 8 is...</p> <p>This is important because...</p> <p>_____ is a weaker/stronger word than _____ because _____.</p> <p>The word _____ is closer to _____ than _____.</p> |                                  |                                 |
| Vocabulary                                                                                                                                                                                                            |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                       | casually<br>suspected            | pancake<br>sheriff              |

## Activity Page 11.1



Reading  
Reading/Viewing Closely

**Entering/Emerging**

Offer student pairs support in reading text with fluency.

Define context words for students as needed.

Encourage students to share key details.

**Transitioning/Expanding**

Offer students light support while completing the activity page. Define context words for students as needed.

Encourage students to share key details.

**Bridging**

Encourage students to share key details. Offer support if needed.

**Lesson 11: Shades of Meaning Clues**

# Read About It



**Primary Focus:** Students will explain at least three key details from a Chapter 8 passage after close reading.

**CLOSE READING (20 MIN.)**

- Direct student pairs to Activity Page 11.1.
- Share the following plot points:
  - This unit focuses on children who are at a fossil camp.
  - While at the camp, some of the fossils are stolen! Who is the thief?
  - Camper Amy begins looking for clues.
  - Amy thinks that one of the campers stole the fossils.
  - Amy sets a trap in Chapter 7—the thief will get water and plaster of paris on their shoes.
  - Mixing the water and plaster of paris is a chemical change.
- Before reading, review the term *fossil*. Allow two or three students to share personal definitions.
- Provide the following definition of *fossil* to the class to establish a common understanding:
  - Fossils are the remains of living things that have transformed into stone over millions of years. Most fossils are found in sedimentary rock. The fossils are made when living things die and get buried by sediments quickly before the hardest parts of the animal have a chance to decay.
- Direct student pairs to read Activity Page 11.1.
- After reading, ask student pairs to identify and share at least three key details from the passage, which may include:
  - Amy dropped her fork in order to look under the table at everyone's shoes.
  - Amy gives Matt a clue suggesting that the thief is Julian.
  - The sheriff is coming.
  - The eight missing fossils were back in the lab on the table.
- Have student pairs share key details with the whole class.

---

Amy took a bite of her pancake. It was wonderful and she wished she could concentrate on simply enjoying it. But she was focused on the results of another chemical change this morning, one that had hopefully left traces on someone's shoes. She waited until everyone was busy eating pancakes, and then casually let her fork slip through her fingers.

"Whoops, dropped my fork," she said easily, and ducking under the table she quickly scanned the bottoms of everyone's shoes. Her plan had worked! Amy sat up and stared at Matt as he raised his eyebrows questioningly. She thought for a moment how to communicate her discovery, and then picked up the bottle of maple syrup. "Matt, would you pass the syrup to Julian?" she said, trying to sound casual. "It looks like he needs more."

Matt's eyes widened in surprise.

Felix was already helping himself to seconds. "These pancakes are great, Tess. Too bad Dr. Forester missed them."

"She planned to be back before we headed up to the dig site," Tess replied, "so I'm guessing she and the sheriff will be here soon. I'll make more batter when they arrive."

Amy noticed that when Tess said this, Julian swallowed hard and put down his fork. He looked scared. Amy's mind raced as she tried to think of what to do next. "Since we're going to put plaster jackets on more fossils at the dig site today," she said, turning to Tess, "how about Matt and I load up the plaster of paris and the other things we'll need?"

"That would be great," Tess said, pouring herself some coffee. "I can sit here and relax."

"Actually, why don't you help us, Julian?" Amy added, as she got up from the table. "It'll go faster with three."

When Amy stepped inside the lab, she saw the shoe prints in the plaster dust on the floor. They led from the entrance to the table, where all the missing fossil fragments now lay in a neat row.

Julian stopped outside the tent entrance and then stepped inside reluctantly.

"I suspected that whoever took these fossils would bring them back," Amy said quietly, "what with the sheriff coming and all."

Julian looked about to deny it, but then stopped and let out a huge, unhappy sigh. "How did you know it was me?"

---

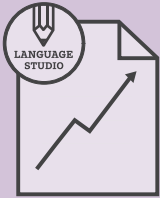
## Lesson 11: Shades of Meaning Clues

# Vocabulary Building



**Primary Focus:** Students will analyze words to distinguish differences in meaning by sequencing words found in Chapter 8.

### Activity Page 11.2



Listening  
Analyzing  
Language Choices

#### Entering/Emerging

Provide students with 1:1 support while completing Activity Page 11.2. Define context words for students as needed.

#### Transitioning/Expanding

Offer students light support while completing Activity Page 11.2. Define context words for students as needed.

#### Bridging

Offer support if needed.

### ANALYZING LANGUAGE (10 MIN.)

- Direct students to Activity Page 11.2. Read aloud the directions:

#### Activity Page 11.2

Some words have very similar definitions but still have small differences in meaning. Understanding these small differences lets you appreciate the shades of meaning in words or phrases. Sometimes two words have similar meanings but one word's meaning is stronger or more forceful than the other's.

With your partner, read these sentences from Chapter 8 that describe how a person is *seeing* something. The *seeing* words are underlined. Then fill in the boxes in order from weakest word to strongest word. The first and last words are filled in for you.

- Instruct students to complete the Activity Page on their own.
- Encourage students to share and explain their answers, which should be ordered in one of the following ways:
  - » looked, noticed, eyed, scanned, peered, stared
  - » looked, eyed, noticed, peered, scanned, stared

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                                               |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                                     |
| Unit/Lesson        | U9 L11                                                                                                                        |
| Activity Name      | Shades of Meaning Clues                                                                                                       |
| Proficiency Levels |                                                                                                                               |
| Entering           | Student distinguishes between shades of meaning by identifying the weakest and/or strongest word with 1:1 support.            |
| Emerging           | Student distinguishes between shades of meaning by identifying the weakest and strongest word with substantial support.       |
| Transitioning      | Student distinguishes between shades of meaning by sequencing words in order from weakest to strongest with moderate support. |
| Expanding          | Student distinguishes between shades of meaning by describing the meaning of each word with moderate support.                 |
| Bridging           | Student distinguishes between shades of meaning by describing the meaning of each word with minimal support.                  |

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

## 12

# Fossils Returned, Crime Solved

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

Students will explain events in chronological order based on close reading of a passage in Chapter 8 of *The Badlands Sleuth: The Case of the Missing Fossils*.

**Writing**

Students will order and write a paragraph demonstrating understanding of chronological order of a passage from Chapter 8 of *The Badlands Sleuth: The Case of the Missing Fossils*.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Chronological Order: Crime Solved** [Activity Page 12.2]

## LESSON AT A GLANCE

|                                       | Time    | Materials            |
|---------------------------------------|---------|----------------------|
| <b>Read About It</b>                  |         |                      |
| Read Julian's Confession              | 15 min. | ☐ Activity Page 12.1 |
| <b>Write About It</b>                 |         |                      |
| Sequence Order of Julian's Confession | 15 min. | ☐ Activity Page 12.2 |

## ADVANCE PREPARATION

### Read About It

- Read the excerpt of Julian's confession from Chapter 8 of *The Badlands Sleuth: The Case of the Missing Fossils*, paying attention to the sequencing of events.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Discuss the order of events in a passage</li> <li>• Write a paragraph about the major events in a passage using sequence and temporal words to connect ideas</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <p>_____ happened before/after _____.</p> <p>_____ is an important event because _____.</p> <p>First, _____. Then, _____. Next, _____. After that, _____. Finally, _____.</p>                                    |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|  | admit<br>intentions              | quietly<br>steal                |

## Lesson 12: Fossils Returned, Crime Solved

## Read About It



## Activity Page 12.1



**Primary Focus:** Students will explain events in chronological order based on close reading of a passage in Chapter 8 of *The Badlands Sleuth: The Case of the Missing Fossils*.

## READ JULIAN'S CONFESSION (15 MIN.)

- Direct students to Activity Page 12.1.
- Tell students to underline key details as you read aloud.
- Start reading aloud the first page of Activity Page 12.1 to the class.
- Call upon students to read Activity Page 12.1.
- Read aloud the last line of Activity Page 12.1.

"I suspected that whoever took these fossils would bring them back," Amy said quietly, "what with the sheriff coming and all."

Julian looked about to deny it, but then stopped and let out a huge, unhappy sigh. "How did you know it was me?"

Amy explained about the ice, the plaster dust, and the shoes. Julian groaned and sat down heavily on a wooden crate full of tools. "I suppose you're going to tell Dr. Forester when she gets here—and the sheriff."

"How about you tell us why you took the fossils in the first place?" Amy said.

Julian hung his head and said, "I didn't mean to take them, really. Everything just went wrong." He paused and then plunged ahead.

"Remember when Dr. Forester was so excited about the first set of fossils, but wanted us to wait until morning to see them? Well, I didn't want to wait. So I snuck in here later that night to see them for myself. I'd picked one up to look at it more closely. Then I thought I heard someone coming, and without thinking, I shoved the fossil into my pocket and slipped out the back of the tent."



“Why didn’t you just admit it the next morning when Dr. Forester found it missing, and give it back?” Matt asked.

“It’s not like you meant to steal it. It’s missing, and give it back?” Matt asked. “It’s not like you meant to steal it.

“I didn’t think she would. I figured she’d be really angry, and send me home, and I didn’t want that to happen. I thought I’d just put the fossil back when no one was looking, and she’d just assume she had misplaced it. But every time I tried to do that, either Tess or Dr.

Forester was here in the lab.” Julian poked at the tent floor with the tip of his shoe. “Then we found more fossils, and Dr. Forester started talking about great it would be if she could get some of them to fit together. I thought since I had the missing piece, maybe I could use it to figure that out, and maybe it would turn out be an important new discovery, and I might be famous, and then my dad—,” Julian’s voice trailed off.

“What about your dad?” Matt asked quietly.

“Then my dad might be proud of me, like he is of my brother Jack.”

Amy and Matt exchanged a long look.

Julian hung his head again and picked at a seam on his jeans. “It was a silly idea, of course. Once I had the fossils, I couldn’t make any sense of them. I couldn’t even figure out a way to put them back in the lab without getting caught. So I put them in a sack and hid them under a bush.”

“And then Dr. Forester went off to get the sheriff, thinking we’d been robbed by fossil thieves,” Amy said.



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students support in reading by clarifying vocabulary to ensure comprehension. Encourage students to reflect on Julian’s actions.

### Transitioning/Expanding

Offer students moderate support in reading by clarifying vocabulary to ensure comprehension. Encourage students to reflect on Julian’s actions.

### Bridging

Offer students occasional support in reading text. Offer support as needed.

Julian nodded. "So last night I brought the fossils back and put them there on the table. It seemed better than being caught with them red-handed or having to admit in front of everyone what I did. I didn't think much further than that."

No one spoke for a long moment. Julian looked from Amy to Matt and back to Amy again. "So, what are you going to do? Are you going to tell Dr. Forester I stole the fossils?"

"No, but you are," Amy said quietly. "I think Dr. Forester will understand that it wasn't stealing in the normal sense of the word, because your **intentions** were good."

Julian looked doubtful, but he nodded, sighing. "You're right. I'd feel better if I came clean, even if Dr. Forester decides to send me home."

- 
- Ask students if they think Julian meant to steal the fossils.
    - » No, he shoved the first fossil in his pocket without thinking.
  - Ask students to show thumbs-up or thumbs-down if they have ever done something that they regretted, or felt guilty about later.
  - Ask students to show thumbs-up or thumbs-down if they think telling the truth is always easy to do.
  - If time allows, talk about student responses.

## Lesson 12: Fossils Returned, Crime Solved

## Write About It



**Primary Focus:** Students will order and write a paragraph demonstrating understanding of chronological order of a passage from Chapter 8 of *The Badlands Sleuth: The Case of the Missing Fossils*.

## SEQUENCE ORDER OF JULIAN'S CONFESSION (15 MIN.)

- Direct students to Activity Page 12.2 and review the directions.

## Activity Page 12.2

*Chronological order* means the order in which the events happened in real time. You think about which event happened first, which happened second, and which came next.

Special words help us to order events:

first, then, next, after that, finally, while, soon, also, last

Can you put Julian's confession in chronological order? Work with a partner and put these sentences in order. Put a "1" on the line next to what you think happened first. Keep numbering your sentences with your partner. Write the sentences in correct order on the lines below. Then, share your answers with the class when you are done. The first and last one is done for you.

- Share this example of chronological order with students to demonstrate the concept. Emphasize words in bold when reading:
  - "**First** I get on the school bus. **Then** I arrive at school and come to my classroom. **Next**, I take my coat off. **After that**, I go sit in my seat. **Finally**, I wait for the teacher to give us our first assignment."
- Direct students to work with a partner to complete
- Activity Page 12.2.
- Allow students to share answers with the class.



Writing  
Understanding  
Text Structure

**Entering/Emerging**

Provide student pairs with support on sequencing events on Activity Page 12.2. Define context words for students as needed.

**Transitioning/Expanding**

Offer students light support on sequencing events on the activity page. Define context words for students as needed.

**Bridging**

Offer support if needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Writing   |
| Unit/Lesson        | U9 L12  |
| Activity Name      | Chronological Order: Crime Solved   |
| Proficiency Levels |   |
| Entering           | Student uses a select set of connector words to dictate a sequential summary with 1:1 support.        |
| Emerging           | Student uses a select set of connector words to write a sequential summary with substantial support.  |
| Transitioning      | Student uses a growing number of connector words to write a sequential summary with moderate support. |
| Expanding          | Student uses a growing number of connector words to write a sequential summary with minimal support.  |
| Bridging           | Student uses a variety of connector words to write a sequential summary independently.                |

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



## 13

# Understanding Chemical Change

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

Students will explain chemical change based on close reading of passages from *The Badlands Sleuth: The Case of the Missing Fossils*.

**Writing**

Students will illustrate and describe events by making cause and effect connections.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Cause and Effect** [Activity Page 13.2]

## LESSON AT A GLANCE

|                                | Time    | Materials            |
|--------------------------------|---------|----------------------|
| <b>Read About It</b>           |         |                      |
| Chemical Change                | 20 min. | ☐ Activity Page 13.1 |
| <b>Write About It</b>          |         |                      |
| Understanding Cause and Effect | 10 min. | ☐ Activity Page 13.2 |

## ADVANCE PREPARATION

### Write About It

- Display these sentence frames on the board/chart paper:
  - The farmer lost all of his crops (effect) because \_\_\_\_\_ (cause).
  - Since the bed was so lumpy (cause), I \_\_\_\_\_ (effect).

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                         |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Explain chemical change orally and in writing, using cause and effect language</li> <li>• Write sentences that describe cause and effect relationships</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                               |                                  |                                 |
| <p>The farmer lost all of his crops (effect) because _____ (cause).</p> <p>Since the bed was so lumpy (cause), I _____ (effect).</p> <p>Because _____ (cause), I _____ (effect).</p>                       |                                  |                                 |
| Vocabulary                                                                                                                                                                                                 |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                            | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| carbon dioxide<br>molecule<br>photosynthesis                                                                                                                                                               | oxygen                           | fluffy<br>gas<br>plant          |

## Lesson 13: Understanding Chemical Change

## Read About It



**Primary Focus:** Students will explain chemical change based on close reading of passages from *The Badlands Sleuth: The Case of the Missing Fossils*.

## Activity Page 13.1



## CHEMICAL CHANGE (20 MIN.)

- Direct students to Activity Page 13.1.
- Read the passage aloud.

They sat down at the table with the others just as Tess came walking up with a huge platter of hot, **fluffy** pancakes and a bottle of maple syrup. “Good morning! This morning’s breakfast is brought to you by another amazing chemical change!”

Felix eyed the pancakes hungrily. “Um, do you think you could explain that statement *while* we eat, rather than before?”

“Absolutely,” Tess said, handing him the platter. “Last night after the campfire I was thinking about chemical changes that we encounter every day. Some of the most familiar ones have to do with food. When people cook or bake things, all sorts of chemical changes take place. For example, pancakes are light and fluffy thanks to a chemical change between two ingredients: baking soda and buttermilk. When these two substances are mixed together, atoms are rearranged and new types of molecules are produced. One of those new molecules is the gas carbon dioxide. Tiny bubbles of carbon dioxide gas form throughout the pancake batter and are trapped as the batter cooks and solidifies. The result is light and fluffy pancakes that are honeycombed with tiny air pockets.”

Kristal peered at the pancake on her plate. “So that’s why they look like they’re full of little holes. I always wondered about that.”

Amy shook her head. “It’s been really interesting, especially learning about chemical changes. I like the idea that chemical changes can turn one type of matter into another by shuffling atoms around that go on to bond in new combinations.”

“Actually, everywhere you look in nature you see the recycling of elements thanks to chemical changes.” Tess reached over and plucked a blade of prairie grass from a nearby clump. “Like all plants, including plants that grew 300 million years ago, this grass carries out something called **photosynthesis**. That’s a process in which water and the gas carbon dioxide undergo a chemical change.”

“Carbon dioxide—that’s the same gas that makes pancakes fluffy, right?” Kristal asked.

“Yes, that’s the one,” Tess said. “In photosynthesis, the atoms making up molecules of water and carbon dioxide are recombined, using energy from sunlight, to produce molecules of sugar and oxygen gas. Plants release the oxygen into the air, and use the sugar molecules to grow and build their bodies, including the parts that animals and people eat for food.”

“So atoms of carbon, oxygen, and other elements that were once in the air or the water became part of plants, and then became part of us when we ate the plants,” Daria said.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students support in reading text. Clarify vocabulary to ensure comprehension as needed.

#### Transitioning/Expanding

Offer students moderate support in reading text. Clarify vocabulary to ensure comprehension as needed.

#### Bridging

Offer students occasional support in reading text. Offer support in understanding vocabulary as needed.

- 
- Direct students to read paragraph 3 silently.
  - Ask for volunteers to explain “chemical change” based on paragraph 3. (From the passage: When people cook or bake things, all sorts of chemical changes take place. For example, pancakes are light and fluffy thanks to a chemical change between two ingredients: baking soda and buttermilk. When these two substances are mixed together, atoms are rearranged and new types of molecules are produced. One of those new molecules is the gas carbon dioxide. Tiny bubbles of carbon dioxide gas form throughout the pancake batter, and are trapped as the batter cooks and solidifies. The result is light and fluffy pancakes that are honeycombed with tiny air pockets.)
  - If time allows, talk about the chemical change in photosynthesis based on the passage.

## Lesson 13: Understanding Chemical Change

# Write About It



### Activity Page 13.2



### Writing Connecting Ideas

#### Entering/Emerging

Provide students with support in brainstorming cause and effect. Define context words for students as needed.

#### Transitioning/Expanding

Offer students light support in brainstorming cause and effect. Define context words for students as needed.

#### Bridging

Offer students support in brainstorming ideas, if needed.

**Primary Focus:** Students will illustrate and describe events by making cause and effect connections.

### UNDERSTANDING CAUSE AND EFFECT (10 MIN.)

- Direct students to Activity Page 13.2 and review the opening:

### Activity Page 13.2: Cause and Effect

A chemical change is an example of **cause and effect**. A **cause** is why something happens and an **effect** is what happens. Think about the pancakes. The **cause** is mixing the ingredients together. The **effect** is the gas bubbles and also a delicious pancake!

There are clue words for **cause and effect**, including these: *if, then, because, since, and so*.

- Share these sentence frames before completing the activity:
  - The farmer lost all of his crops (effect) because \_\_\_\_\_ (cause). (*There was no rain. There were insects that infected the crops.*)
  - Since the bed was so lumpy (cause), I \_\_\_\_\_ (effect). (*could not sleep well.*)
- Direct students to complete Activity Page 13.2.
- Allow students to share answers with a classmate, and then the whole class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                                               |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                       |
| Unit/Lesson        | U9 L13                                                                                                                        |
| Activity Name      | Cause and Effect                                                                                                              |
| Proficiency Levels |                                                                                                                               |
| Entering           | Student dictates single words and phrases to describe cause and effect relationships with 1:1 support.                        |
| Emerging           | Student uses sentence frames to write simple sentences that describe cause and effect relationships with substantial support. |
| Transitioning      | Student uses sentence frames to write sentences that describe cause and effect relationships with moderate support.           |
| Expanding          | Student writes sentences that describe cause and effect relationships with minimal support.                                   |
| Bridging           | Student independently writes sentences that describe cause and effect relationships.                                          |

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

## 14

# Fossil Camp: Make Your Own Fossil

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

Students will create fossils based on a close reading of a fossil dough recipe.

**Writing**

Students will evaluate their participation in the group fossil-making activity.

**FORMATIVE ASSESSMENT**

Writing

**Group Participation Rubric** [Activity Page 14.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Small Group Fossil Making** [Informal Observation]

## LESSON AT A GLANCE

|                                                | Time    | Materials            |
|------------------------------------------------|---------|----------------------|
| <b>Talk Time</b>                               |         |                      |
| Small Group Fossil Making                      | 25 min. | ☐ Activity Page 14.1 |
| <b>Write About It</b>                          |         |                      |
| Students Evaluate Their Participation in Group | 5 min.  | ☐ Activity Page 14.2 |

## ADVANCE PREPARATION

### Talk Time

- Prepare space in room to house student-made fossils for drying.
- Prepare the following ingredients and materials before class starts:
  - 1 cup of salt
  - 2 cups of flour
  - 1 cup of water
  - large mixing bowls
  - set of measuring cups
  - mixing spoon
  - wax paper for rolling and molding dough
  - fossil figures
- Organize fossil figures and/or objects, which can include leaves, pine cones, plastic dinosaurs, animals, and seashells.
- Divide class into three groups.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to conversations and express ideas by asking questions, affirming others, and building on responses
- Evaluate participation and behavior in writing

### Language Forms and Functions

I liked how you \_\_\_\_\_.

Maybe we can try...

What do you think about \_\_\_\_\_?

The recipe says to \_\_\_\_\_.

### Vocabulary

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

## Lesson 14: Fossil Camp: Make Your Own Fossil

## Talk Time



**Primary Focus:** Students will create fossils based on close reading of a fossil dough recipe.

## SMALL GROUP FOSSIL MAKING (25 MIN.)

- Direct students to form the predetermined three groups.
- Tell students that just like in the Reader, they will be a part of the Fossil Camp by making their own fossils.
- As a reminder, define the term *fossil* for students based on what they should remember from working on Language Studio 9: “The remains or impression of a prehistoric plant or animal preserved as a mold or cast in rock.”
- Show students the various figures and objects they will use to make fossils. Tell students they will make impressions of objects in a rock they will make.
- Distribute fossil figures and objects to student groups. Encourage students to use parts of animals for fossil making, instead of using the whole animal. By doing this, the Lesson 15 observation may be more interesting as students make guesses on what the fossil might be.
- Direct students to Activity Page 14.1.
- Provide assistance to groups in following the recipe and making fossils.
- Tell students to make at least three fossil impressions.
- Direct students to place completed fossils in locations around the classroom for drying.

## Activity Page 14.1



## Informal Observation

Reading  
Reading/Viewing Closely

## Entering/Emerging

Offer student groups support in reading and following directions. Encourage students to focus on directions closely.

## Transitioning/Expanding

Offer student groups moderate support in reading and following directions. Encourage students to focus on directions closely.

## Bridging

Offer student groups support in following recipe directions, if necessary.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                    |
| Unit/Lesson        | U9 L14                                                                                                                      |
| Activity Name      | Small Group Fossil Making                                                                                                   |
| Proficiency Levels |                                                                                                                             |
| Entering           | Student uses common words and phrases to make a contribution or ask a question with 1:1 support.                            |
| Emerging           | Student uses common words and phrases to make a contribution or ask a question with substantial support.                    |
| Transitioning      | Student makes multiple contributions and speaks in short sentences with moderate support.                                   |
| Expanding          | Student makes multiple contributions, speaks in complete sentences, and uses precise language with moderate support.        |
| Bridging           | Student makes multiple contributions, speaks in complete, varied sentences, and uses precise language with minimal support. |

## Lesson 14: Fossil Camp: Make Your Own Fossil

# Write About It



**Primary Focus:** Students will evaluate their participation in the group presentation.

### STUDENTS EVALUATE THEIR GROUP PARTICIPATION (5 MIN.)

- Direct students to Activity Page 14.2: Group Participation Rubric.

### Activity Page 14.2

| Question                                                   | 3<br>Great | 2<br>Okay | 1<br>Not my best |
|------------------------------------------------------------|------------|-----------|------------------|
| Did I respect the group by having a positive attitude?     |            |           |                  |
| Did I pay attention to our task?                           |            |           |                  |
| Did I contribute ideas for our task?                       |            |           |                  |
| Did I listen to and support the other members of my group? |            |           |                  |
| Was I prepared?                                            |            |           |                  |
| Did I do my best work today?                               |            |           |                  |

- Review the criteria on the rubric and have students complete the Activity Page.

End Lesson

### Activity Page 14.2



### Writing Offering Opinions

#### Entering/Emerging

Provide students with support while completing Activity Page 14.2. Define context words for students as needed.

#### Transitioning/Expanding

Offer students light support while completing Activity Page 14.2. Define context words for students as needed.

#### Bridging

Offer support if needed.

## 15

# Scientific Observations

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

Students will exchange information with, and provide feedback to, group members following the fossil-making activity.

**Writing**

Students will evaluate their fossil impressions.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Fossil Impressions** [Activity Page 15.1]

## LESSON AT A GLANCE

|                                              | Time    | Materials            |
|----------------------------------------------|---------|----------------------|
| <b>Talk Time</b>                             |         |                      |
| Reflections on Fossil Impressions            | 10 min. | ☐ Completed fossils  |
| <b>Write About It</b>                        |         |                      |
| Observations and Inferences on Fossil Making | 20 min. | ☐ Activity Page 15.1 |

## ADVANCE PREPARATION

### Talk Time

- Check on completed fossils.
- Display the following prompts on the board.
  - Does the fossil look like what I thought it would? Why or why not?
  - Can I describe what I see in one sentence?
  - In one sentence share what you learned from this activity.



**Listening  
Exchanging  
Information/Ideas**

**Entering/Emerging**

Assist students with taking turns to formulate responses and listening to group members. Encourage students to answer in complete sentences.

**Transitioning/Expanding**

Offer student groups light support while discussing the activity. Encourage students to answer in complete sentences.

**Bridging**

Offer student groups light support if needed.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use adjectives to describe the characteristics of fossils orally and in writing
- Discuss and reflect on the fossil-making activity

### Language Forms and Functions

The fossil looks/does not look the way I thought it would because...

I expected the fossil to look...

I learned that...

I can infer that...

I'm not sure if...

### Vocabulary

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

Start Lesson

## Lesson 15: Scientific Observations

# Talk Time



**Primary Focus:** Students will exchange information with and provide feedback to group members following the fossil making activity.

### REFLECTIONS ON FOSSIL IMPRESSIONS (10 MIN.)

- Direct students to sit with their group members from Lesson 14.
- Call upon each group to collect their fossil impressions.
- Point to the following prompts on the board and encourage students to discuss them with their group.
  - Does the fossil look like what I thought it would? Why or why not?
  - Can I describe what I see in one sentence? In one sentence share what you learned from this activity.

## Lesson 15: Scientific Observations

# Write About It



### Activity Page 15.1

**Primary Focus:** Students will evaluate their fossil impressions.

#### OBSERVATIONS AND INFERENCES ON FOSSIL MAKING (20 MIN.)

- Direct students to Activity Page 15.1: Fossil Impressions.
- Tell students to select three fossils to complete this activity.
- Allow students to share completed activity page with whole class.

#### LANGUAGE PROFICIENCY ASSESSMENT

##### Writing

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

| Evaluation Tool    |                                                                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                                |
| Unit/Lesson        | U9 L15                                                                                                                                 |
| Activity Name      | Fossil Impressions                                                                                                                     |
| Proficiency Levels |                                                                                                                                        |
| Entering           | Student dictates common words and phrases to complete the graphic organizer with 1:1 support.                                          |
| Emerging           | Student uses some general academic or domain-specific vocabulary to complete the graphic organizer with substantial support.           |
| Transitioning      | Student uses a combination of general academic and domain-specific vocabulary to complete the graphic organizer with moderate support. |
| Expanding          | Student uses a combination of general academic and domain-specific vocabulary to complete the graphic organizer with minimal support.  |
| Bridging           | Student uses precise vocabulary to complete the graphic organizer independently.                                                       |



##### Writing Adapting Language Choices

##### Entering/Emerging

Provide students with 1:1 support while completing Activity Page 15.1. Define context words for students as needed.

##### Transitioning/Expanding

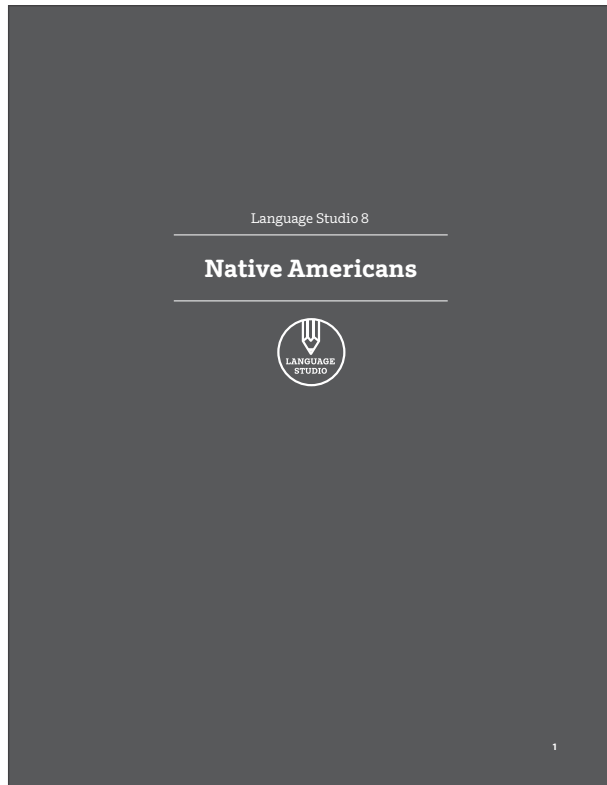
Offer students light support while completing Activity Page 15.1. Define context words for students as needed.

##### Bridging

Offer support if needed.

End Lesson

## ACTIVITY BOOK ANSWER KEYS



Compare and contrast the way Native American people lived 300 years ago to the way most American people live today.

Answers will vary, but should include:

Native American people living 300 years ago used knowledge  
accumulated over centuries to survive in the natural world. Most  
American people today are incapable of living in the natural  
world. Native American people living 300 years ago believed  
they had everything they needed and were content with their  
way of life. American society today believes in technological  
advancement and convenience.



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.2** ACTIVITY PAGE

### LANGUAGE STUDIO 8: NATIVE AMERICANS

#### 300 Years Ago

*Directions: Use the text on Activity Page 1.1 to respond to the following questions. Plan your responses with a partner, and use complete sentences.*

Find the quote under the photograph of Chief Joseph-Nez Perce at the beginning of Activity Page 1.1. What is the meaning of the quote? Who was the chief speaking about when he said, "we"? Think about these questions as you read the rest of the passage and answer them when you have finished. Use evidence from the text to support your answers.

The European settlers forced tribes to leave areas they had  
inhabited for centuries.

Imagine being born 300 years ago, what would have been the date? What other things were happening in the world at that time? Where were your ancestors, and what were they doing?

Answers will vary.

ACTIVITY PAGE

**3.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



### LANGUAGE STUDIO 8: NATIVE AMERICANS

#### When Did It Happen?

Below is a sample list of transitional words used in text and speech that help identify when an event occurred. Often the words are used in combination with each other.

- |               |                   |                |
|---------------|-------------------|----------------|
| • after       | • in the meantime | • sometimes    |
| • afterward   | • in the morning  | • soon         |
| • always      | • later           | • subsequently |
| • at length   | • meanwhile       | • that day     |
| • before      | • never           | • then         |
| • during      | • next            | • this time    |
| • earlier     | • now             | • until now    |
| • following   | • once            | • when         |
| • frequently  | • simultaneously  | • whenever     |
| • immediately | • so far          | • while        |

*Directions: Read the passage on Activity Page 3.2 with a partner. Examine the text for transitional words or phrases. Are there any new words or phrases you could add to the list above? If so, list them here:*

that night; the next morning; to this day; next; as soon as; when;  
many years would pass; gradually



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.2

ACTIVITY PAGE

### LANGUAGE STUDIO 8: NATIVE AMERICANS

#### When Did It Happen? cont.

Directions: Read the passage below. Underline transitional words or phrases. Remember, transitional words identify when something happened.



Chief Spotted Elk

Even though Spotted Elk was sick and most of the people in his group were women and children, the soldiers were still afraid the Lakota might try to cause trouble. That night, as the Lakota rested at Wounded Knee Creek, the Seventh Cavalry surrounded the camp and set up four Hotchkiss guns on nearby hills. Each Hotchkiss gun looked like a little cannon, but it had five revolving barrels, so it could fire bullets very rapidly, much like a modern machine gun.

The next morning, December 29, soldiers moved into the camp and demanded that the Lakota surrender all their weapons. There were only about 100 or so warriors in the group, and they were surrounded by nearly 500 cavalry. They were not happy, but most Lakota realized that they had no choice and handed over their guns. Others had no weapons at all. However, a few refused to surrender their weapons. They argued with the soldiers, and someone fired a shot. To this day, nobody knows for sure who fired that first shot. It might have been an accident. It really does not matter, though, because there is no doubt as to what happened next. As soon as that first shot rang out, all the soldiers opened fire, not only with their rifles, but also with the powerful Hotchkiss guns. Some Lakota warriors tried to fight back, but most were killed before they had a chance. The fight was done in a matter of minutes. Really, it was not a fight at all; it was a massacre. When it was all over, at least 250 Lakota men, women, and children were dead, including Spotted Elk. Some estimates run as high as 300, but it is impossible to know for sure.

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The Wounded Knee Massacre is remembered as the final fight of the Sioux nation, even though it really was not much of a fight. It symbolizes the end of nearly 400 years of armed conflict between Native Americans and the powers of Europe and the United States. But you already know this was not really the end. In fact, history shows that Wounded Knee was, in certain ways, a new beginning. Many years would pass, but gradually Native American tribes reclaimed their cultural heritage and their status as America's First Nations. We cannot change the past, but we can seek the truth about what really happened. We can show respect for the lands and rights of the First Nations. Every American should feel a responsibility to help ensure that Native American cultural heritage is protected for future generations.



Men, women, and children set off for Pine Ridge.

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DATE: \_\_\_\_\_

5.1

ACTIVITY PAGE

### LANGUAGE STUDIO 8: NATIVE AMERICANS

#### The Prefix fore-

The prefix fore- implies before, or earlier; at the front of something, or in front; or the front part of something.

Directions: Use the definition of the prefix fore- to make predictions about the following words. Write what you think each word means on the line below it. Compare your predictions with a partner.

forearm

the part of the arm between the elbow and wrist

forebear

ancestor

forewarn

to warn in advance

foreground

the part of a picture or scene that seems to be closest; in front of the person looking at it

foretell

to tell of something before it happens

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foretell

to keep out, interfere with, or prevent by steps taken in advance

foregone

previous, past

forehead

the part of the face above the eyes

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6.3

ACTIVITY PAGE

### LANGUAGE STUDIO 8: NATIVE AMERICANS

#### Using Common Transitional Words

Directions: Write a sentence that mimics the model sentence. Use the transitional word or phrase written in bold.

**then**

My mom picked me up at school, **then** we went to the grocery store.

Answers will vary.

**while**

I waited for my friend **while** she changed her clothes.

Answers will vary.

**meanwhile**

I was at home lying in bed sick on Friday. **Meanwhile**, my class was on a field trip to the amusement park.

Answers will vary.

Challenge:

Describe the differences in the way *while* and *meanwhile* are used.

Answers may vary, but might include: *while* needs two actions or

activities that happen at the same time, but with *meanwhile*, the

actions only need to happen around the same time.

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ACTIVITY PAGE

7.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



### LANGUAGE STUDIO 8: NATIVE AMERICANS

#### Review the Prefix *fore-*

Directions: Draw a line to match the word with its meaning.

foreword — the leader of a group of workers  
foreman — morning  
foreleg — most important; first in time, place, or order  
forenoon — section at the beginning of a book  
foremost — the front leg of an animal

Directions: Choose two words from above with the prefix *fore-* and create an illustration for each in the boxes below.

| Word _____                               | Word _____                               |
|------------------------------------------|------------------------------------------|
| <br><br><br><br><br><br><br><br><br><br> | <br><br><br><br><br><br><br><br><br><br> |

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ACTIVITY PAGE

8.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

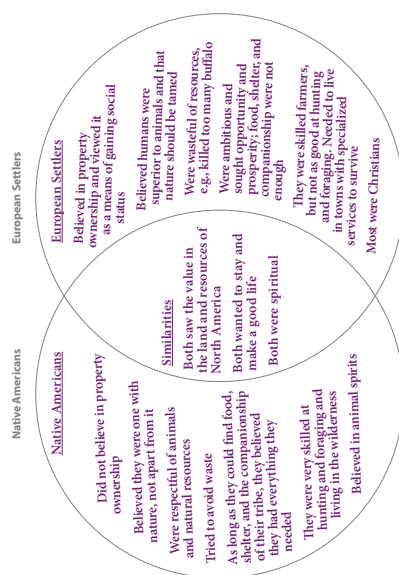


### LANGUAGE STUDIO 8: NATIVE AMERICANS

#### Compare Native American and European Cultures: Venn Diagram

Directions: Compare and contrast Native American and European cultures by listing the differences between the two groups to the left and right under the headers and listing similarities in the center.

Answer key: Answers for differences and similarities will vary, but might include:



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Language Studio 9

## Chemical Matter



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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.1**

ACTIVITY PAGE

### LANGUAGE STUDIO 9: CHEMICAL MATTER

#### Think Bags

Directions: Read each statement and write your answer on the line provided.

1. Identify each of the items in the bag and list them here (**visualize**):

Answers will vary depending on the items the teacher is able to include in the bag.

2. Predict how the items might be connected to one another and write it here (**predict and synthesize**):

Answers will vary.

3. Choose one item and tell your group a story about something the item reminds you of (**make connections**).

Answers will vary.

4. Using the items in the bag, brainstorm a list of five important words that you might find while reading. When your teacher reads the story aloud, if you hear one of those words, join in and read the word along with your teacher.

Answers will vary.

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ACTIVITY PAGE

**1.3**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### LANGUAGE STUDIO 9: CHEMICAL MATTER

#### Vocab-O-Gram

Directions: All of the words in the boxes below are connected to the story you began reading. Decide if the words are connected to characters, setting, plot, or conflict, then write the words under the appropriate categories.

| Heat<br>Fossil                                                             | Mystery<br>Twins' Discovery                                               | Badlands<br>Dinosaurs                                             | Dr. Forester<br>Camper                                          |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Characters:</b> Which words tell you about the characters in the story? | <b>Setting:</b> Which words tell you when and where the story took place? | <b>Plot:</b> Which words tell you what is happening in the story? | <b>Conflict:</b> Which words describe the problem in the story? |
| <u>twins</u>                                                               | <u>badlands</u>                                                           | <u>fossil</u>                                                     | <u>heat</u>                                                     |
| <u>Dr. Forester</u>                                                        |                                                                           | <u>dinosaurs</u>                                                  |                                                                 |
| <u>campers</u>                                                             |                                                                           | <u>discovery</u>                                                  |                                                                 |
| <u>mystery</u>                                                             |                                                                           |                                                                   |                                                                 |

Write a 2-3 sentence **summary** of the pages you have read using the words above.

(Answers will vary)

The twins are on their way to Fossil Camp in the badlands of eastern Montana to meet Dr. Forester, an expert on dinosaurs, and the other campers. Amy is not very excited about spending her summer vacation in the heat when she could be home reading mysteries. Matt hopes to make an important discovery while digging for dinosaur fossils.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

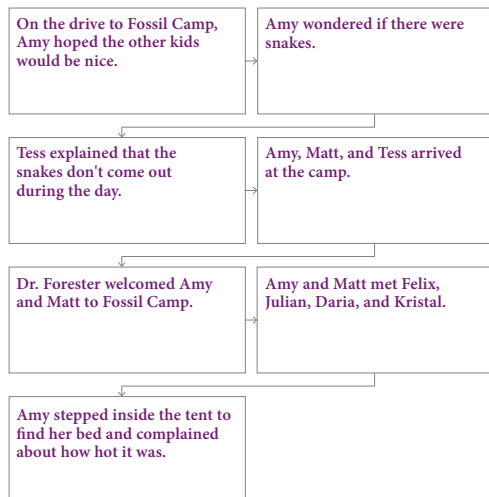
**2.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 9: CHEMICAL MATTER

#### Chapter 1 Graphic Organizer

Directions: Use this graphic organizer to organize the events from the excerpt from Chapter 1, "Welcome to Fossil Camp."



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ACTIVITY PAGE

**2.3**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### LANGUAGE STUDIO 9: CHEMICAL MATTER

#### Four Sentence Summary Using Time Connectors

Summarize the information from your graphic organizer in Activity Page 2.2 to finish the sentences below.

|                   |                                                                   |
|-------------------|-------------------------------------------------------------------|
| At the beginning, | <u>Tess was driving Amy and Matt to Fossil Camp.</u>              |
| After that,       | <u>Dr. Forester welcomed Amy and Matt to Fossil Camp.</u>         |
| Then,             | <u>Amy and Matt met Felix, Julian, Daria, and Kristal.</u>        |
| Finally,          | <u>Amy stepped inside her tent and complained how hot it was.</u> |


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ACTIVITY PAGE

3.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 9: CHEMICAL MATTER

Comparing and Contrasting Information in Text

Directions: Use the connector words below to write a few sentences that compare and contrast the different states of matter.


- similarly
- however
- in contrast

Answers will vary.

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NAME: \_\_\_\_\_  
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4.2

ACTIVITY PAGE

LANGUAGE STUDIO 9: CHEMICAL MATTER

Writing a Summary

Directions: In the lines provided, write a summary statement of the paragraphs below, taken from Chapter 3.

Dr. Forester finally came over, poured herself a mug of coffee, and joined them at the table. "One of the little fossils from the gully seems to be missing." She lifted the cup but set it down again without taking a swallow. "I could have sworn there were six fossils, but this morning there were just five on the table in the lab."

"Did you search the tent?" Julian asked.


Dr. Forester nodded. "And now Tess is searching again. The thing is, I could be mistaken about the number of fossils. There might have just been five to start with. Still, it's a bit of a mystery."

Answers will vary.

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5.3

ACTIVITY PAGE

LANGUAGE STUDIO 9: CHEMICAL MATTER

Numbered Heads Together

Directions: After reading Activity Page 5.2, write three important Right There Questions and two important Higher Level Questions.

Right There Questions (answers can be found directly in the text):

1. Answers will vary but could will include *what, why, who*.
2. *when, where* questions.
- 3.

Higher Level Questions (the reader needs to put together the ideas in the text to find an answer):

1. Answers will vary but could include *what would, what could*.
2. *how would, how could, which events could have, how was this*
3. *similar to, why did* questions.


Use the space below to record your team's response to questions of other teams:

- 1.
- 2.
- 3.

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DATE: \_\_\_\_\_

6.2

ACTIVITY PAGE

LANGUAGE STUDIO 9: CHEMICAL MATTER

Exploring Greek and Latin Roots

Directions: Use context clues from Chapter 4 to fill in the missing information in the chart below.

| Root  | Origin | Meaning        | English Word |
|-------|--------|----------------|--------------|
| con-  | Latin  | with, together | condenses    |
| ex-   | Latin  | from, out      | excitement   |
| typ-  | Greek  | model          | typically    |
| hydr- | Greek  | water          | hydrogen     |
| pro-  | Latin  | for, forward   | progress     |

Word Search

Some other Greek and Latin root words I found are ...

Student answers will vary. Possible answers include

information, disappeared, animal, impatient, fossils, etc.

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11.2

ACTIVITY PAGE

### LANGUAGE STUDIO 9: CHEMICAL MATTER

#### Shades of Meaning Clues

*Directions: Some words have very similar definitions but still have small differences in meaning. Understanding these small differences lets you appreciate the shades of meaning in words or phrases. Sometimes two words have similar meanings but one word's meaning is stronger or more forceful than the other's. For example, excited or entusiasmado is a stronger meaning of the word happy or feliz.*

*With your partner, read these sentences from Chapter 8 that describe how a person is seeing something. The seeing words are underlined. Then fill in the boxes in order from weakest word to strongest word. The first and last words are filled in for you.*

#### Chapter 8 Sentences:

- Felix eyed the pancakes hungrily.
- "Whoops, dropped my fork," she said easily, and ducking under the table she quickly scanned the bottoms of everyone's shoes.
- Kristal peered at the pancake on her plate.
- Amy noticed that when Tess said this, Julian swallowed hard and put down his fork.
- Amy sat up and stared at Matt as he raised his eyebrows questioningly.
- Every few minutes she turned and looked out into the darkness, in the direction Dr. Forester had driven away before dinner.

|        |      |         |         |        |        |
|--------|------|---------|---------|--------|--------|
| looked | eyed | noticed | scanned | peered | stared |
|--------|------|---------|---------|--------|--------|



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

13.2

ACTIVITY PAGE

### LANGUAGE STUDIO 9: CHEMICAL MATTER

#### Cause and Effect

A chemical change is an example of **cause and effect**. A **cause** is why something happens and an **effect** is what happens. Think about the pancakes. The **cause** is mixing the ingredients together. The **effect** is the gas bubbles and also a delicious pancake!

There are clue words for cause and effect including these: *if, then, because, since, and so*.

*Directions: Use the text clues to think of an effect or a cause. Draw a picture to show your answer and then write a sentence to explain your picture. Share your answers with a classmate when you are done.*

| Cause                              | Effect                     |
|------------------------------------|----------------------------|
| If there is a rainstorm,           | Student answers will vary. |
| Student answers will vary.         | I earned all As.           |
| Because I woke up late for school, | Student answers will vary. |



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## Credits

### Language Studio 8

Lesson 1 (Native child): Apache Girl 1903 (photo) / Universal History Archive/UIG / Bridgeman Images; (Native Americans trading): Dustin Mackay; (Europeans trading): Interfoto / Interfoto / SuperStock; Lesson 2 (Tribe map): Lina Liberace; (Buffalo): Life on White / Life on White / SuperStock; Lesson 3 (Chief Spotted Elk): Chief Spotted Elk, 1899 (oil on canvas), Burbank, Elbridge Ayer (1858-1949) / Butler Institute of American Art, Youngstown, OH, USA / Museum Purchase 1912 / Bridgeman Images; (Women children horses): Dustin Mackay; (Man in grass): Joseph Ma; (Man leaning rock): Joseph Ma; (Horses running): Joseph Ma; (Three people talking): Joseph Ma; (Girl with bark): Joseph Ma; Lesson 5 (Man at river): Avi Katz; (Man carrying sticks): Avi Katz; (Man opening box): Avi Katz; (Raven moon sun): Avi Katz; (Whale and bird): Avi Katz; Lesson 8 (Grass plane): JTB Photo / JTB Photo / SuperStock; (River rapids fish): FogStock LLC / FogStock LLC / SuperStock; Lesson 11 (Cherokees forced relocation): Cherokee Indians are forced from their homelands during the 1830s, 1993 (colour litho), Tauss, Herbert (1929-2001) / National Geographic Creative / Bridgeman Images

### Language Studio 9

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