



Language Studio

Teacher Guide

Kindergarten

Volume 1

Kindergarten

Language Studio 1–4

Volume 1

Teacher Guide



ISBN 978-1-68161-516-5

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Printed in the USA
NALS01 RRKV 2016



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Language Studio 1

Nursery Rhymes and Fables



Contents



NURSERY RHYMES AND FABLES

Lesson 1 Roses Are Red/Ring Around the Rosie

5

On Stage (10 min.)

- “Roses Are Red”
- “Ring Around the Rosie”

Talk Time (10 min.)

- Different Flowers

Looking at Language (10 min.)

- Sentence Builder

Lesson 2 Rain, Rain, Go Away/It's Raining, It's Pouring

15

On Stage (15 min.)

- “Rain, Rain, Go Away”
- “It's Raining, It's Pouring”

Looking at Language (10 min.)

- Rhyming Words

Talk Time
(5 min.)

- Rainy Days

Lesson 3 Jack Be Nimble/Little Jack Horner

24

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Vocabulary Building (5 min.)

- Identifying Names of Fingers

Looking at Language (10 min.)

- Identifying Nouns

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33

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- Sentence Builder

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43

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- “This Little Pig Went to Market”
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- Identifying Verbs

Vocabulary Building (5 min.)

- Word Work: *Market*

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53

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- Wishing on a Star

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61

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Looking at Language (10 min.)

- Sentence Builder

Write About it (10 min.)

- Recreate a Poem

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70

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Looking at Language (10 min.)

- Sentence Builder

Write About It (10 min.)

- Recreate a Poem

Lesson 9 Baa, Baa, Black Sheep/Humpty Dumpty

80

On Stage (10 min.)

- "Baa, Baa, Black Sheep"
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Looking at Language (5 min.)

- Identifying Nouns and Verbs

Write About It (15 min.)

- Favorite Nursery Rhyme

Lesson 10 The Lion and the Mouse

89

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- Fables

Vocabulary Building (5 min.)

- Word Work: *Moral*

Rewind (15 min.)

- Sequencing: "The Lion and the Mouse"

Lesson 11 The Hare and the Tortoise

95

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- Sentence Builder

Vocabulary Building (5 min.)

- Word Work: *Race*

Rewind (15 min.)

- Sequencing: "The Hare and the Tortoise"

Lesson 12 The Dog and His Reflection

103

Rewind (15 min.)

- Sequencing: "The Dog and His Reflection"

Write About It (15 min.)

- My Favorite Fable

NURSERY RHYMES AND FABLES

Roses Are Red/ Ring Around the Rosie

PRIMARY FOCUS OF LESSON**Speaking**

Students will act out the nursery rhymes “Roses are Red” and “Ring Around the Rosie.”

Students will describe different types of flowers and offer an opinion about a favorite flower.

Listening

Students will use frequently occurring nouns and verbs to build simple sentences.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Sentence Builder [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
On Stage		
"Roses Are Red" "Ring Around the Rosie"	10 min.	❑ Images 1A-1, 1B-1
Talk Time		
Different Flowers	10 min.	❑ images and/or realia of common flowers
Looking at Language		
Sentence Builder	10 min.	❑ Image 1B-1 ❑ additional images ❑ Language Proficiency Recording Sheet

ADVANCE PREPARATION

Talk Time

- Bring in images and/or realia of different types of common flowers (e.g., roses, violets, lilies, daisies, tulips, and sunflowers) to show to students.

Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

Note to Teacher

Additional items to consider having available during the course of this unit:

- Songs and videos—several of the nursery rhymes in this unit can be sung. You may wish to play the songs for students and lead them in singing the nursery rhymes.
- Nursery rhymes and fables from around the world—Encourage students to share poems and stories from their home cultures. You may wish to collect several nursery rhymes and fables from the cultures, and possibly from the languages, of your students. Provide opportunities for students to share the poems and stories from their home cultures.

As you read nursery rhymes to students, guide them to notice how nursery rhymes have rhyming words, are spoken to a certain beat, have silly characters, tell about silly events, and even have silly words.

Repeat the same poem but leave out a few key words for students to fill in. Playful repetition will help students learn the poem.

Each nursery rhyme should be repeated at least four times. This is the suggested protocol for presenting nursery rhymes:

First Read: Read the whole nursery rhyme through one time.

Second Read: Read nursery rhyme with motions.

Third Read: Read nursery rhyme one line at a time, and have students echo—or repeat—after you.

Fourth Read: Read nursery rhyme one line at a time while doing the motions. Prompt students to echo and do the motions after you.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Act out nursery rhymes.
- Describe types of flowers, and offer opinions about a favorite flower.
- Construct simple sentences using nouns and verbs.

Language Forms and Functions

This _____ is _____ and _____.

(flower) (size) (color)

The _____ . (*The children play.*)

(noun) (verb)

Vocabulary

Tier 3 Domain-Specific Words

ashes
posies
violets

Tier 2 General Academic Words

sweet

Tier 1 Everyday Speech Words

blue
fall down
red
ring
roses

Lesson 1: Roses Are Red/Ring Around the Rosie

On Stage



Primary Focus: Students will act out the nursery rhymes “Roses are Red” and “Ring Around the Rosie.”



Speaking
Presenting

Entering/Emerging

Help students to echo the lines from the nursery rhyme and perform some of the motions with them.

Transitioning/Expanding

Help students recite the nursery rhyme while performing the proper motions.

Bridging

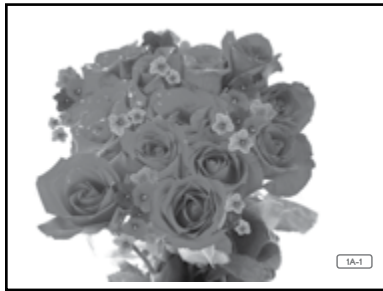
Have students recite the nursery rhyme and perform the proper motions.

Support

Sweet is how sugar tastes. You can also use the word *sweet* to describe someone who is nice, kind, and gentle to others.

Challenge

Have students make up their own motions for the nursery rhymes.

“ROSES ARE RED”

Show Image 1A-1: Red roses and blue violets

First Read

*Roses are red,
Violets are blue,
Sugar is sweet,
And so are you.*

Second Read with Motions

Roses are red,

[Point to the red roses.]

Violets are blue,

[Point to the blue violets.]

Sugar is sweet

[Pretend you are eating something sweet, like a lollipop.]

And so are you.

[Point to the students.]

Third Read Using Echo Technique

Note: Pause after each line, and prompt students to echo.

Roses are red,

Violets are blue,

Sugar is sweet,

And so are you.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Roses Are Red” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this with each line.

Roses are red,

Note: Pause after each line, and prompt students to echo and do the motions.

[Invite a student to point out the red roses.]

Violets are blue,

[Invite a student to point out the blue violets.]

Sugar is sweet,

[Students should pretend they are eating something sweet, like a lollipop.]

And so are you.

[Students should point to their neighbor.]

“RING AROUND THE ROSIE”



Show Image 1B-1: Children playing “Ring Around the Rosie”

First Read

Ring around the rosie,

A pocket full of posies;

Ashes, ashes,

We all fall down.

Second Read with Motions

Ring around the rosie,

[Trace the ring made by the children’s arms, or make a ring with your arms.]

A pocket full of posies;

[Put your hand in your pocket.]

Ashes, ashes,

[Pretend to toss ashes into the air.]

We all fall down.

Support

Ring means to make a circle around something. A ring can also be a type of jewelry worn on a finger.

Posies are a small bunch—or group—of different flowers.

Ashes are the gray powder that is left behind when something burns.

Challenge

Have students make up their own motions for the nursery rhymes.

[Sit down on the word down.]

Third Read Using Echo Technique

Note: Pause after each line, and prompt students to echo.

*Ring around the rosie,
A pocket full of posies;
Ashes, ashes,
We all fall down.*

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Ring Around the Rosie” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this with each line.

Note: Pause after each line, and prompt students to echo and do the motions.

Ring around the rosie,

[Students should make a ring with their arms.]

A pocket full of posies;

[Students should put a hand in a pocket (or where a pocket would be).]

Ashes, ashes,

[Students should pretend to toss ashes into the air.]

We all fall down.

[Students should sit down on the word down.]

Extending the Activity: On Stage

- Tell students that many nursery rhymes, like “Ring Around the Rosie,” are fun to act out. You may also want to explain that this nursery rhyme is often sung.

Note: This activity may be done inside or outside.

Directions:

1. Stand up.
2. Form a large circle.
3. Join hands.
4. Let’s sing “Ring Around the Rosie” together.

5. Walk around in a circle until you hear, “We all fall down!” When you hear these words, sit down gently and quickly.



Check for Understanding

Show Me: [Repeat the rhyme and group actions, and invite students to sing this nursery rhyme on their own while acting it out.]

Support

Sentence frame:

“This _____ (flower) is
_____ (size) and _____
(color).”

Lesson 1: Roses Are Red/Ring Around the Rosie

Talk Time



Primary Focus: Students will describe different types of flowers and offer an opinion about a favorite flower.

DIFFERENT FLOWERS

- Place the images and/or realia of different common flowers in front of students.
- Tell students the names of the flowers one at a time, and have students repeat the names of the flowers after you.
- Invite students to briefly describe the flowers’ colors and sizes to their partners.
- Explain that the same type of flower can have different colors (e.g., roses are not only red but can be white, yellow, or purple).

Extending the Activity: Vote

- Have students share which flower they like the best. Take a quick tally of students’ favorite flowers.
- Have students match the flower to its typical color (e.g., roses are red and sunflowers are yellow).



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Ask *yes/no* questions using familiar adjectives that show color and size.

Transitioning/Expanding

Have students describe a flower using an oral word bank of familiar adjectives that show color and size.

Bridging

Challenge students to come up with their own adjectives that show color and size.

Lesson 1: Roses Are Red/Ring Around the Rosie

Looking at Language



Primary Focus: Students will use frequently occurring nouns and verbs to build simple sentences.

SENTENCE BUILDER

Support

Sentence frame:

"The _____ (noun)
_____ (verb)."



Show image 1B-1: Children playing "Ring Around the Rosie"

Note: There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so they are grammatically correct. If necessary, ask students to repeat your sentences.

- State the directions for this sentence building activity:
 1. Look at this picture. I will call on you one at a time to say one word about the picture.
 2. Then, I will build on your word by adding other words to make a short sentence.
 3. Finally, we will say the short sentence together.

Student A: children

Teacher: The children play.

Class: The children play.

- Possible simple sentences:
 - The children play.
 - The children play "Ring Around the Rosie."
 - The children hold hands.
 - The children have fun.
 - The girl/[name of girl] has long hair.

- The boy/[name of boy] has brown hair.
- The boy/[name of boy] has brown pants.
- The girl/[name of girl] wears blue overalls.
- The grass is green.

- Now, we will switch roles. I will say one word about the picture. Then, you will build on my word to make a short sentence. Finally, we will say the short sentence together.

Teacher: girl

Student B: The girl wears blue clothes.

Class: The girl wears blue clothes.



Sentence Builder

Can you make a short sentence by building on—or adding words to—my word? [Say additional words—nouns and verbs—for students to build on (e.g., *grass*, *dress*, *play*, and *laugh*).]



Listening Using Verbs and Nouns

Entering/Emerging

Say familiar nouns and verbs in the image for students to repeat or identify. Then proceed to build a simple sentence using a noun or verb, and have students echo.

Transitioning/Expanding

Describe different images using nouns and verbs in a simple sentence. Have students repeat the sentence and match description to image.

Bridging

Display two or three different images, and prompt students to identify differences between the objects and actions depicted.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

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

Evaluation Tool	
Language Domain	Listening
Knowledge/Lesson	K1L1
Activity Name	Sentence Builder
Proficiency Levels	
Entering	Student repeats familiar nouns and verbs and echoes a simple sentence.
Emerging	Student recognizes familiar nouns and verbs in an image and echoes a simple sentence.
Transitioning	Student matches images to descriptions while repeating simple sentences with prompting and support.
Expanding	Student matches images to descriptions while repeating simple sentences.
Bridging	Student differentiates between the nouns and verbs in different images.

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

## NURSERY RHYMES AND FABLES

# Rain, Rain, Go Away/It's Raining, It's Pouring

**PRIMARY FOCUS OF LESSON****Speaking**

Students will act out the nursery rhymes “Rain, Rain, Go Away” and “It’s Raining, It’s Pouring.”

**Listening**

Students will identify rhyming words in “Rain, Rain, Go Away” and “It’s Raining, It’s Pouring.”

**Speaking**

Students will use key words, short phrases, and complete sentences to describe rainy days.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Rhyming Words [Informal Observation]**

## LESSON AT A GLANCE

|                                                       | Time    | Materials                                                                                                                       |
|-------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                                       |         |                                                                                                                                 |
| “Rain, Rain, Go Away”<br>“It’s Raining, It’s Pouring” | 15 min. | <input type="checkbox"/> Images 2A-1, 2B-1<br><input type="checkbox"/> audio recording of the song “It’s Raining, It’s Pouring” |
| <b>Looking at Language</b>                            |         |                                                                                                                                 |
| Rhyming Words                                         | 10 min. | <input type="checkbox"/> Images 2A-1, 2B-1<br><input type="checkbox"/> Language Proficiency Recording Sheet                     |
| <b>Talk Time</b>                                      |         |                                                                                                                                 |
| Rainy Days                                            | 5 min.  |                                                                                                                                 |

## ADVANCE PREPARATION

### On Stage

- Bring in an audio recording of the song “It’s Raining, It’s Pouring” for students to listen to and sing along with.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

### Note to Teacher

As you begin reading nursery rhymes to your students, guide them to notice how nursery rhymes have rhyming words, are spoken to a certain beat, have silly characters, tell about silly events, and even have silly words.

Repeat the same poem but leave out a few key words for students to fill in. Playful repetition will help students learn the poem.

Each nursery rhyme should be repeated at least four times. This is the suggested protocol for presenting nursery rhymes:

**First Read:** Read the whole nursery rhyme through one time.

**Second Read:** Read nursery rhyme with motions.

**Third Read:** Read nursery rhyme one line at a time and have students echo—or repeat—after you.

**Fourth Read:** Read nursery rhyme one line at a time while doing the motions. Prompt students to echo and do the motions after you.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Act out nursery rhymes.
- Describe rainy days.

### Language Forms and Functions

\_\_\_\_\_ rhymes with *play*.  
(rhyming word)

\_\_\_\_\_ rhymes with *bed*.  
(rhyming word)

When it rains, I feel \_\_\_\_\_.

On rainy days, I cannot \_\_\_\_\_.

On rainy days, I like to \_\_\_\_\_.

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

pouring

rain/raining  
snoring

## Lesson 2: Rain, Rain, Go Away/It's Raining, It's Pouring



## On Stage

**Primary Focus:** Students will act out the nursery rhymes “Rain, Rain, Go Away” and “It’s Raining, It’s Pouring.”



Speaking  
Presenting

**Entering/Emerging**

Help students to echo the lines from the nursery rhyme, and perform some of the motions with them.

**Transitioning/Expanding**

Help students recite the nursery rhyme while performing the proper motions.

**Bridging**

Have students recite the nursery rhyme and perform the proper motions.

**Support**

Away means not here. When you want something to go away, you want it to leave.

**Challenge**

Have students make up their own motions for the nursery rhymes.

**“RAIN, RAIN, GO AWAY”**

**Show Image 2A-1: Johnny looking out window at rain**

**First Read**

*Rain, rain, go away,*

*Come again some other day.*

*Little Johnny wants to play,*

*Rain, rain, go away.*

**Second Read with Motions**

*Rain, rain, go away,*

*[Move fingers around like raindrops coming down, and wave bye-bye.]*

*Come again some other day.*

*[Use motions like you are signaling someone to come over.]*

*Little Johnny wants to play,*

*[Draw a 'J' in the air.]*

*Rain, rain, go away.*

*[Move fingers around like raindrops coming down, and wave bye-bye.]*

**Third Read Using Echo Technique**

**Note:** Pause after each line, and prompt the students to echo.

*Rain, rain, go away,*

*Come again some other day.*

*Little Johnny wants to play,*

*Rain, rain, go away.*

## Fourth Read Using Echo Technique with Motions

**Directions:** I am going to say the first line of “Rain, Rain, Go Away” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this for each line.

**Note:** Pause after each line, and prompt students to echo and do the motions.

*Rain, rain, go away,*

*[Students should move fingers around like raindrops coming down and wave bye-bye.]*

*Come again some other day.*

*[Students should use motions like they are signaling someone to come over.]*

*Little Johnny wants to play,*

*[Students should draw a ‘J’ in the air.]*

*Rain, rain, go away.*

*[Students should move fingers around like raindrops coming down and wave bye-bye.]*

## “IT’S RAINING, IT’S POURING”



### Show Image 2B-1: Old man in bed

#### First Read

- Recite the lyrics to “It’s Raining, It’s Pouring” aloud to students.

#### Second Read with Motions

- Recite the lyrics to “It’s Raining, It’s Pouring” while you do the following actions:

Line 1: *[Move fingers like raindrops coming down.]*

Line 2: *[Make a snoring noise.]*

Line 3: *[Mime sleeping.]*

Line 4: *[Gently tap forehead.]*

Line 5: *[Continue to mime sleeping.]*

### Support

*Pouring* means raining very hard.

*Snoring* is a noise made while sleeping.

### Third Read Using Echo Technique

Recite the lyrics to “It’s Raining, It’s Pouring” aloud to students, one line at a time.

**Note:** Pause after each line and prompt the students to echo.

### Fourth Read Using Echo Technique with Motions

**Directions:** I am going to say the first line of “It’s Raining, It’s Pouring” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions.

**Note:** Pause after each line and prompt students to echo and do the motions.

Line 1: *[Move fingers like raindrops coming down.]*

Line 2: *[Make a snoring noise.]*

Line 3: *[Mime sleeping.]*

Line 4: *[Gently tap forehead.]*

Line 5: *[Continue to mime sleeping.]*

### Extending the Activity: Sing It!

- Play audio recording of the nursery rhyme “It’s Raining, It’s Pouring.” Invite students to sing or hum along.

## Lesson 2: Rain, Rain, Go Away/It's Raining, It's Pouring

# Looking at Language



**Primary Focus:** Students will identify rhyming words in “Rain, Rain, Go Away” and “It’s Raining, It’s Pouring.”

### RHYMING WORDS

- Tell students that you will read the nursery rhymes again, but this time you want them to listen carefully for rhyming words.



#### Show Image 2A-1: Johnny looking out window at rain

*Rain, rain, go away,  
Come again some other day.*

**Ask:** What are the rhyming words?

» *away, day*

*Little Johnny wants to play,  
Rain, rain, go away.*

**Ask:** What are the rhyming words?

» *play, away*



#### Show Image 2B-1: Old man in bed

[Recite lines 1–2.]

**Ask:** What are the rhyming words?

» *pouring, snoring*

[Recite lines 3–4.]

**Ask:** What are the rhyming words?

» *bed, head*

[Recite line 5.]

### Support

Rhyming words begin with a different sound but end with the same sound (e.g., *cat/hat*).

### Challenge

Ask students if they can think of other words that rhyme with *away*, *day*, and *play*.

Ask students if they can think of other words that rhyme with *pouring*/*snoring* or *bed/head*.



## Listening Listening Actively

### Entering/Emerging

Put stress on the rhyming word or clap when you say a rhyming word.

### Transitioning/Expanding

Brainstorm with students other words that rhyme with *play* and *bed*.

### Bridging

Challenge students to think of at least three words that rhyme with *play* or *bed*.



## Rhyming Words

I will read the nursery rhyme again. Echo the rhyming words you hear.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                                                    |
|--------------------|--------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                          |
| Knowledge/Lesson   | K1L2                                                                                                               |
| Activity Name      | Rhyming Words                                                                                                      |
| Proficiency Levels |                                                                                                                    |
| Entering           | Student echoes the rhyming words in the nursery rhyme with prompting and support.                                  |
| Emerging           | Student echoes the rhyming words in the nursery rhyme.                                                             |
| Transitioning      | Student produces words that rhyme with <i>play</i> and <i>bed</i> with prompting and support.                      |
| Expanding          | Student produces words that rhyme with <i>play</i> and <i>bed</i> with minimal support.                            |
| Bridging           | Student produces three words that rhyme with <i>play</i> and three words that rhyme with <i>bed</i> independently. |

## Lesson 2: Rain, Rain, Go Away/It's Raining, It's Pouring

# Talk Time



**Primary Focus:** Students will use key words, short phrases, and complete sentences to describe rainy days.

### RAINY DAYS

#### Round Robin:

##### Ask

How do you feel when it rains?

What kinds of things are you not able to do on rainy days?

What kinds of things do you like to do on rainy days?



#### Check for Understanding

**Recall:** What is another word for raining very hard? (*pouring*)

End Lesson



**Speaking**  
Exchanging  
Information and Ideas

#### Entering/Emerging

Ask *yes/no* questions about rainy days. Have students contribute using gestures, words, or simple phrases.

#### Transitioning/Expanding

Have students contribute using a short sentence or by completing the sentence frames: "When it rains, I feel \_\_\_\_\_"; "On rainy days, I cannot \_\_\_\_\_"; "On rainy days, I like to \_\_\_\_\_."

#### Bridging

Have students contribute using a complete sentence. Challenge students to build on a previous idea.

## 3

## NURSERY RHYMES AND FABLES

# Jack Be Nimble/ Little Jack Horner

**PRIMARY FOCUS OF LESSON****Speaking**

Students will act out the nursery rhymes “Jack Be Nimble” and “Little Jack Horner.”

**Listening**

Students will identify the names of their fingers and tell them to a partner.  
Students will identify nouns in “Jack Be Nimble” and “Little Jack Horner.”

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

Recite Nursery Rhyme [Activity Page 3.1S]

## LESSON AT A GLANCE

|                                          | Time    | Materials                                                                                                                                                                                                                             |
|------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                          |         |                                                                                                                                                                                                                                       |
| "Jack Be Nimble"<br>"Little Jack Horner" | 15 min. | <input type="checkbox"/> Images 3A-1, 3B-1<br><input type="checkbox"/> small, safe items that rhyme with <i>quick</i><br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b>               |         |                                                                                                                                                                                                                                       |
| Identifying Names of Fingers             | 5 min.  |                                                                                                                                                                                                                                       |
| <b>Looking at Language</b>               |         |                                                                                                                                                                                                                                       |
| Identifying Nouns                        | 10 min. | <input type="checkbox"/> Image 3A-1, 3B-1<br><input type="checkbox"/> Activity Page 3.2S                                                                                                                                              |

## ADVANCE PREPARATION

### On Stage

- Bring in small, safe items that rhyme with *quick* that students can easily leap over (e.g., stick, brick, and toothpick).
- Prepare Language Proficiency Recording Sheet for Speaking.

### Looking at Language

- Prepare Activity Page 3.2S for each student. Cut it in half, and give each student the top half. Refer to it as a Noun Card. Students should hold up their Noun Cards when they hear a noun during the activity.

### Note to Teacher

Begin using the Recording Sheet for Recitation of Nursery Rhymes (Activity Page 3.1S) for students who are ready to recite a nursery rhyme of their choice. Use the recording sheet during the On Stage activities in this unit.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Recite and act out a nursery rhyme.
- Identify names of fingers.
- Identify nouns in a nursery rhyme.

### Language Forms and Functions

\_\_\_\_\_ jumps over the candlestick.  
(noun)

\_\_\_\_\_ eats pie.  
(noun)

This is my \_\_\_\_\_ (*thumb, index finger, middle finger, ring finger, or pinkie*).

The \_\_\_\_\_ is on the \_\_\_\_\_.  
(noun) (noun)

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

candlestick  
corner  
nimble  
plum  
thumb

jump  
pie  
quick  
sat



Speaking  
Presenting

#### Entering/Emerging

Help students to echo the lines from the nursery rhyme, and perform some of the motions with them.

#### Transitioning/Expanding

Help students recite the nursery rhyme while performing the motions correctly.

#### Bridging

Have students recite the nursery rhyme and perform the motions correctly

Start Lesson

### Lesson 3: Jack Be Nimble/Little Jack Horner

## On Stage

15M

**Primary Focus:** Students will act out the nursery rhymes “Jack Be Nimble” and “Little Jack Horner.”

### “JACK BE NIMBLE”



**Show Image 3A-1: Jack jumping over candlestick**

## First Read

Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.

## Second Read with Motions

Jack be nimble,  
[Bend knees as though you are getting ready to jump.]  
Jack be quick,  
[Pump up and down as though you are going to jump.]  
Jack jump over  
[Take a big jump.]  
The candlestick.  
[Point to the candlestick: hold your forearm upright like a candle, with fingertips moving around like flames.]

## Third Read Using Echo Technique

**Note:** Pause after each line and prompt students to echo.

Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.

## Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line and prompt students to echo and do the motions.

Jack be nimble,  
[Students should bend their knees as though they are getting ready to jump.]  
Jack be quick,  
[Students should pump up and down as though they are going to jump.]  
Jack jump over

## Support

### Rhyming words:

quick/candlestick.

*Nimble* means able to move quickly and easily.

A candlestick is a holder for a candle.

### Sentence frame:

"The \_\_\_\_ (noun) jumps over the candlestick."

## Challenge

Have students make up their own motions for the nursery rhymes.

[Students should take a big jump.]

*The candlestick.*

[Students should hold their forearms upright like candles, with their fingertips moving around like flames.]

### Extending the Activity: Act It Out

- Tell students that they are going to dramatize—or act out—this nursery rhyme.
- Choose a volunteer to act out the nursery rhyme by jumping over a small, safe classroom object. The best objects are those that rhyme with *quick* and have a syllable count similar to *candlestick* (e.g., “little stick,” “hockey stick,” “big red brick,” or “a toothpick”).
- As the student jumps over the object, the rest of the class may recite the nursery rhyme, inserting the student’s name in place of Jack’s name and the classroom object in place of the candlestick. For example, “Madison be nimble, Madison be quick, Madison jump over the hockey stick.”

### “LITTLE JACK HORNER”



**Show Image 3B-1: Jack Horner with plum on his thumb**

#### First Read

*Little Jack Horner*

*Sat in a corner,*

*Eating his Christmas pie;*

*He put in his thumb,*

*And pulled out a plum,*

*And said, “What a good boy am I!”*

#### Second Read with Motions

*Little Jack Horner*

*Sat in a corner,*

[Squat down like you are sitting.]

*Eating his Christmas pie;*

[Mime eating.]

#### Support

##### Rhyming words:

*horner/corner; thumb/  
plum; pie/I.*

A corner is an area of a room where two walls meet.

*He put in his thumb,*

*[Put thumb in pretend pie.]*

*And pulled out a plum,*

*[Pull out thumb and look pleased]*

*And said, "What a good boy am I!"*

*[Say this with expression and high pitch.]*

### Third Read Using Echo Technique

**Note:** Pause after each line, and prompt students to echo.

*Little Jack Horner*

*Sat in a corner,*

*Eating his Christmas pie;*

*He put in his thumb,*

*And pulled out a plum,*

*And said, "What a good boy am I!"*

### Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions.

*Little Jack Horner*

*Sat in a corner,*

*[Students should squat down like they are sitting.]*

*Eating his Christmas pie;*

*[Students should mime eating.]*

*He put in his thumb,*

*[Students should put in their thumbs in pretend pie.]*

*And pulled out a plum,*

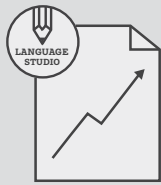
*[Students should pull out their thumbs and act pleased.]*

*And said, "What a good boy am I!"*

*[Students should use expressive and high-pitched voices.]*

### Support

A plum is a small fruit. Usually plums are purple, but they do come in different colors such as red, blue, green, and yellow.



## Recite Nursery Rhyme

[Use the Recording Sheet for Recitation of Nursery Rhymes for students who are ready to recite a nursery rhyme of their choice.]

### LANGUAGE PROFICIENCY ASSESSMENT

#### Speaking

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

| Evaluation Tool    |                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                     |
| Knowledge/Lesson   | K1L3                                                                                         |
| Activity Name      | Recite Nursery Rhyme                                                                         |
| Proficiency Levels |                                                                                              |
| Entering           | Student echoes nursery rhyme with prompting and support.                                     |
| Emerging           | Student echoes nursery rhyme and performs the motions with prompting and support.            |
| Transitioning      | Student recites nursery rhyme with prompting and support.                                    |
| Expanding          | Student recites nursery rhyme and performs the motions with prompting and support correctly. |
| Bridging           | Student recites nursery rhyme and performs the motions correctly.                            |

### Lesson 3: Jack Be Nimble/Little Jack Horner

# Vocabulary Building



**Primary Focus:** Students will identify the names of their fingers and tell them to a partner.

## IDENTIFYING NAMES OF FINGERS

In today's nursery rhyme, you heard that Jack Horner put his thumb into the pie.

Say the word *thumb* with me three times.

**Example:** This is my thumb. [Wiggle your thumb around.]  
This is my index finger. [Wiggle your index finger. Do the same for the rest of the fingers.]



### Check for Understanding

**Turn and Talk:** Tell your partner the names of your fingers.  
(*thumb, index finger, middle finger, ring finger, and pinkie*)

## Support

Your thumb is the short and fat finger you have on each hand. Next to your thumb is your index finger, followed by your middle finger, then your ring finger, and, finally, your pinkie.

Have students wiggle each finger as you say the name of the finger: "This is my \_\_\_\_\_."

### Lesson 3: Jack Be Nimble/Little Jack Horner

# Looking at Language

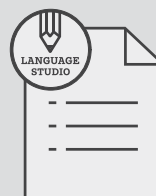


**Primary Focus:** Students will identify nouns in "Jack Be Nimble" and "Little Jack Horner."

## IDENTIFYING NOUNS

- Give each student a Noun Card (Activity Page 3.2S).
- Call on students one at a time, and have them tell you one thing they see on the card.
- Explain the following about nouns:
  - Nouns can be people or anything that is living, like *Jack* and *flowers*.
- Call on a few students to give another example of a person as a noun.

## Activity Page 3.2S



- Nouns can be places like home and [name of your city].
- Call on a few students to give another example of a place as a noun.
  - Nouns can be things like a book and a candlestick.
- Call on a few students to give another example of a thing as a noun.



### Show Image 3A-1: Jack jumping over candlestick

- State the directions for the following activity:
  1. Listen carefully to my sentences.
  2. Hold up your Noun Card when you hear a noun—a person, place, or thing.
- Possible sentences:
  - **Jack** jumps.
  - **Jack** jumps over the **candlestick**.
  - **Jack** wears a **hat**.
  - The **cat** is orange.
  - The **cat** looks.
  - The **cat** looks at **Jack**.



### Show Image 3B-1: Jack Horner with plum on his thumb

- Possible sentences:
  - **Jack Horner** eats.
  - **Jack Horner** eats **pie**.
  - The **wreath** hangs.
  - The **wreath** hangs on the **wall**.
  - **Jack** pulls out a **plum**.
  - The **plum** is on Jack's **thumb**.
  - **Jack** smiles.

## Support

### Sentence frame:

"The \_\_\_\_ (noun) is on  
the \_\_\_\_ (noun)."

End Lesson

## NURSERY RHYMES AND FABLES

# Jack and Jill/ Little Miss Muffet

**PRIMARY FOCUS OF LESSON****Speaking**

Students will act out the nursery rhymes “Jack and Jill” and “Little Miss Muffet.”

**Listening**

Students will use frequently occurring nouns and verbs to build simple sentences.

Students will identify new meanings for the multiple-meaning word *crown*.

**FORMATIVE ASSESSMENT****Speaking****Recite Nursery Rhyme [Activity Page 3.1S]****LANGUAGE PROFICIENCY ASSESSMENT****Listening****Sentence Builder [Informal Observation]**

## LESSON AT A GLANCE

|                                         | Time    | Materials                                                                                                   |
|-----------------------------------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                         |         |                                                                                                             |
| "Jack and Jill"<br>"Little Miss Muffet" | 15 min. | <input type="checkbox"/> Images 4A-1, 4B-1<br><input type="checkbox"/> Activity Page 3.1S                   |
| <b>Looking at Language</b>              |         |                                                                                                             |
| Sentence Builder                        | 10 min. | <input type="checkbox"/> Images 4A-1, 4B-1<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b>              |         |                                                                                                             |
| Multiple-Meaning Word: <i>Crown</i>     | 5 min.  | <input type="checkbox"/> Poster 3M (Crown)                                                                  |

## ADVANCE PREPARATION

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

### Note to Teacher

Continue to use the Recording Sheet for Recitation of Nursery Rhymes (Activity Page 3.1S) for students who are ready to recite a nursery rhyme of their own choice. Use the recording sheet during the On Stage activities in this unit.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Act out nursery rhymes.
- Construct simple sentences using nouns and verbs.

### Language Forms and Functions

**Expand a Sentence:** The spider . . .

The boy . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

curds and whey  
tuffet

#### Tier 2 General Academic Words

beside  
crown  
fetch  
frightened  
tumbling

#### Tier 1 Everyday Speech Words

broke  
eating  
pail  
spider

Start Lesson

## Lesson 4: Jack and Jill/Little Miss Muffet

# On Stage



Speaking  
Presenting

**Primary Focus:** Students will act out the nursery rhymes “Jack and Jill” and “Little Miss Muffet.”

### “JACK AND JILL”



#### Show Image 4A-1: Jack and Jill tumbling down hill

#### First Read

*Jack and Jill went up the hill*

*To fetch a pail of water;*

*Jack fell down and broke his crown,*

*And Jill came tumbling after.*

#### Entering/Emerging

Help students to echo the lines from the nursery rhyme, and perform some of the motions with them.

#### Transitioning/Expanding

Help students recite the nursery rhyme while performing the motions correctly.

#### Bridging

Have students recite the nursery rhyme and perform the motions correctly.

## Support

### Rhyming words:

*Jill/hill; down/crown*

*Broke his crown* means  
Jack fell down and really  
hurt the top of his head.

*Fetch a pail* means to  
get a bucket..

## Challenge

*Tumbling* means falling  
and rolling down.

Have students make up  
their own motions for  
the nursery rhymes.

## Second Read with Motions

*Jack and Jill went up the hill*

[Move your fingers as if they are walking up a hill.]

*To fetch a pail of water;*

[Pretend you are pulling up a bucket of water from the well.]

*Jack fell down and broke his crown,*

[Mime falling down, and gently tap the top of your head.]

*And Jill came tumbling after.*

[Make a tumbling motion with your arms.]

## Third Read Using Echo Technique

**Note:** Pause after each line, and prompt students to echo.

*Jack and Jill went up the hill*

*To fetch a pail of water;*

*Jack fell down and broke his crown,*

*And Jill came tumbling after.*

## Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions.

*Jack and Jill went up the hill*

[Students should move their fingers as if they are walking up a hill.]

*To fetch a pail of water;*

[Students should pretend they are pulling a bucket of water from the well.]

*Jack fell down and broke his crown,*

[Students should mime falling down and gently tap the tops of their heads.]

*And Jill came tumbling after.*

[Students should make a tumbling motion with their arms.]

## “LITTLE MISS MUFFET”



Show image 4B-1: Spider and Little Miss Muffet

### First Read

*Little Miss Muffet  
Sat on a tuffet,  
Eating her curds and whey;  
Along came a spider,  
Who sat down beside her  
And frightened Miss Muffet away.*

### Second Read with Motions

*Little Miss Muffet  
Sat on a tuffet,*  
[Pretend to sit.]  
*Eating her curds and whey;*  
[Mime eating.]  
*Along came a spider,*  
[Do the finger motions for spider.]  
*Who sat down beside her*  
[Pretend to sit.]  
*And frightened Miss Muffet away.*  
[Act frightened.]

### Support

*Tuffet* is like a small chair.

*Curds and whey* are like cottage cheese.

*Beside her* means next to her.

*Fetch a pail* means to get a bucket.

## Support

### Rhyming words:

muffet/tuffet; spider/  
her; whey/away

## Third Read Using Echo Technique

*Little Miss Muffet*

*Sat on a tuffet,*

*Eating her curds and whey;*

*Along came a spider,*

*Who sat down beside her*

*And frightened Miss Muffet away.*

## Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions.

*Little Miss Muffet*

*Sat on a tuffet,*

*[Students should pretend to sit.]*

*Eating her curds and whey;*

*[Students should mime eating.]*

*Along came a spider,*

*[Students should do the finger motions for spider.]*

*Who sat down beside her*

*[Students should pretend to sit.]*

*And frightened Miss Muffet away.*

*[Students should make frightened faces.]*

## Activity Page 3.1S



### Formative Assessment

**Recite Nursery Rhyme:** [Use the Recording Sheet for Recitation of Nursery Rhymes for students who are ready to recite a nursery rhyme of their choice.]

## Lesson 4: Jack and Jill/Little Miss Muffet

# Looking at Language



**Primary Focus:** Students will use frequently occurring nouns and verbs to build simple sentences.

### SENTENCE BUILDER



#### Show image 4A-1: Jack and Jill tumbling down hill

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. If necessary, ask students to repeat your sentences.

- State the directions for the following sentence-building activity.
  1. Look at this picture. I will call on you one at a time to say one word about the picture.
  2. Then, I will build on your word by adding other words to make a short sentence.
  3. Finally, we will say the short sentence together.

**Student A:** boy

**Teacher:** The boy falls down.

**Class:** The boy falls down.

- Possible simple sentences:
  - The boy is scared.
  - The girl falls down.
  - The bucket tips over.
  - The hill is green.
  - The flowers are yellow.
  - The boy and girl roll down a hill.



### Listening Using Verbs and Nouns

#### Entering/Emerging

Say familiar nouns and verbs in the image for students to repeat or identify.

#### Transitioning/Expanding

Display two or three different images, and describe one of them using nouns and verbs. Have students match description to image.

#### Bridging

Display two or three different images, and prompt students to identify differences between the objects and actions depicted.



### Show image 4B-1: Spider and Little Miss Muffet

4. Now, we will switch roles. I will say one word about the picture. Then, you will build on my word to make a short sentence. Finally, we will say the short sentence together.

**Teacher:** spider

**Student B:** The spider scares the girl.

**Class:** The spider scares the girl.



### Sentence Builder

Can you make a short sentence by building on—or adding words to—my word? [Say additional words—nouns or verbs—for students to build on (e.g., *Jack, spider, roll, and eats*).]

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found at the end of this volume.

| Evaluation Tool    |                                                                                |
|--------------------|--------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                      |
| Knowledge/Lesson   | K1L4                                                                           |
| Activity Name      | Sentence Builder                                                               |
| Proficiency Levels |                                                                                |
| Entering           | Student repeats familiar nouns and verbs after the teacher.                    |
| Emerging           | Student recognizes familiar nouns and verbs called out by teacher in an image. |
| Transitioning      | Student matches images to descriptions with prompting and support.             |
| Expanding          | Student matches images to descriptions.                                        |
| Bridging           | Student differentiates between the nouns and verbs in different images.        |

### Lesson 4: Jack and Jill/Little Miss Muffet

# Vocabulary Building



**Primary Focus:** Students will identify new meanings for the multiple-meaning word *crown*.

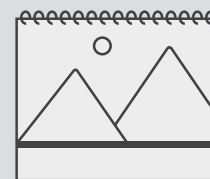
### MULTIPLE-MEANING WORD: CROWN

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

[Show Poster 3M (Crown).] In the poem, you heard that “Jack fell down and broke his crown.” Here *crown* means the top part of the head. Which picture shows this? (*one*)

A crown is also something kings or queens wear on their heads. Which picture shows this? (*two*)

### Flip Book Poster 3M





### Speaking Analyzing Language Choices

#### Entering/Emerging

Say simple sentences that include the word and meaning of *crown* in context. Have students hold up the number of fingers to indicate which image shows the way *crown* is used in the sentence.

#### Transitioning/Expanding

Have students refer to an image on the poster and give their own definitions for the word *crown*.

#### Bridging

Have students create their own sentences that reflect the meanings of the word *crown*.

Now with your partner, make a sentence for each meaning of *crown*. Try to use complete sentences. I will call on some of you to share your sentences.



### Check for Understanding

**Fill in the Blank:** *Crown* is another word for the top of a person's \_\_\_\_\_. (*head*)

End Lesson

## NURSERY RHYMES AND FABLES

# This Little Pig Went to Market/ One, Two, Buckle My Shoe

**PRIMARY FOCUS OF LESSON****Speaking**

Students will act out the nursery rhymes “This Little Pig Went to Market” and “One, Two, Buckle My Shoe.”

**Listening**

Students will identify verbs in “This Little Pig Went to Market” and “One, Two, Buckle My Shoe.”

**Speaking**

Students will discuss and apply the vocabulary word *market*.

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

Recite Nursery Rhyme [Activity Page 3.1S]

## LESSON AT A GLANCE

|                                                                | Time    | Materials                                                                                                                                                        |
|----------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                                                |         |                                                                                                                                                                  |
| "This Little Pig Went to Market"<br>"One, Two, Buckle My Shoe" | 15 min. | <input type="checkbox"/> Images 5A-2, 5B-1, 5B-2<br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>                                     |         |                                                                                                                                                                  |
| Identifying Verbs                                              | 10 min. | <input type="checkbox"/> Activity Page 3.2S<br><input type="checkbox"/> Images 5B-1, 5B-2                                                                        |
| <b>Vocabulary Building</b>                                     |         |                                                                                                                                                                  |
| Word Work: <i>Market</i>                                       | 5 min.  |                                                                                                                                                                  |

## ADVANCE PREPARATION

### On Stage

- Prepare Language Proficiency Recording Sheet for Speaking.

### Looking at Language

- Give each student the second half of Activity Page 3.2S. Refer to it as a Verb Card. Students can use their Verb Cards to talk about this part of speech and to hold up when they hear a verb during the activity.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Act out nursery rhymes.
- Share about experiences at a market.

### Language Forms and Functions

The boy \_\_\_\_\_ his shoes.  
(verb)

The boy \_\_\_\_\_ the door.  
(verb)

\_\_\_\_\_ is/is not a market.

At the market, I see. . .

At the market, I buy. . .

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

market  
none

home  
pig  
roast beef

Start Lesson

## Lesson 5: This Little Pig Went to Market/One, Two, Buckle My Shoe

# On Stage



**Primary Focus:** Students will act out the nursery rhymes “This Little Pig Went to Market” and “One, Two, Buckle My Shoe.”

### “THIS LITTLE PIG WENT TO MARKET”



#### Show Image 5A-2: Five pigs

#### First Read

*This little pig went to market,*

*This little pig stayed home;*

*This little pig had roast beef,*

*This little pig had none,*

#### Challenge

Have students make up their own motions for the nursery rhymes.



## Speaking Presenting

### Entering/Emerging

Help students to echo the lines from the nursery rhyme, and perform some of the motions with them.

### Transitioning/Expanding

Help students recite the nursery rhyme while performing the motions correctly.

### Bridging

Have students recite the nursery rhyme and perform the motions correctly.

## Support

*Roast beef* is a type of meat that comes from a cow.

*And this little pig cried, "Wee-wee-wee,"  
All the way home.*

### Second Read with Motions

*This little pig went to market,*

*[Wiggle thumb and then direct it outward.]*

*This little pig stayed home;*

*[Wiggle index finger and then point it downward.]*

*This little pig had roast beef,*

*[Wiggle middle finger and mime eating.]*

*This little pig had none,*

*[Wiggle ring finger and look downcast.]*

*And this little pig cried, "Wee-wee-wee,"*

*[Wiggle pinkie, and say, "Wee-wee-wee," in a high-pitched voice.]*

*All the way home.*

*[Use pinkie gently to tickle another student.]*

### Third Read Using Echo Technique

**Note:** Pause after each line and prompt students to echo.

*This little pig went to market,*

*This little pig stayed home;*

*This little pig had roast beef,*

*This little pig had none,*

*And this little pig cried, "Wee-wee-wee,"*

*All the way home*

### Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions. Remind students that nursery rhymes are short poems enjoyed by young children. Playful repetition of the nursery rhymes can help them remember the words.

*This little pig went to market,*

*[Students should wiggle their thumbs and direct them outward.]*

*This little pig stayed home;*

[Students should wiggle their index fingers and direct them downward.]

*This little pig had roast beef,*

[Students should wiggle their middle fingers and mime eating.]

*This little pig had none,*

[Students should wiggle their ring fingers and look downcast.]

*And this little pig cried, “Wee-wee-wee,”*

[Students should wiggle their pinkies and say, “Wee-wee-wee,” in high-pitched voices.]

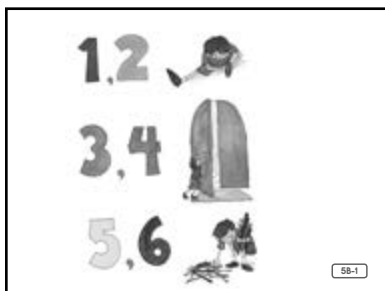
*All the way home.*

[Students should use their pinkies gently to tickle their neighbors.]

### Extending the Activity: Act it Out!

- Tell students that they are going to dramatize—or act out—“This Little Pig Went to Market.” Each student will get to play the part of one of the pigs.
- Help students form groups of five; each student will be one of the little pigs. When it is his or her turn, he or she will say his or her line and act out what is happening.

## “ONE, TWO, BUCKLE MY SHOE”



### Show Image 5B-1: Actions for 1–6

**Note:** As you read, sweep under images with your finger, calling out the print concepts left-to-right and top-to-bottom. Show image 5B-1 for actions 1–6 and image 5B-2 for actions 7–10.



### Show Image 5B-2: Actions for 7–10

#### First Read

*One, two,  
Buckle my shoe;  
Three, four,  
Shut the door;  
Five, six,*

## Support

### Rhyming words:

two/shoe; four/door;  
six/sticks; eight/  
straight; ten/hen.

*Buckle* means to fasten  
together; sometimes  
it will make a clicking  
sound.

*Pick up sticks;  
Seven, eight,  
Lay them straight;  
Nine, ten,  
A big fat hen.*

## Second Read with Motions

*One, two,*

*[Hold up one and two fingers.]*

*Buckle my shoe;*

*[Pretend to buckle a shoe.]*

*Three, four,*

*[Hold up three and four fingers.]*

*Shut the door;*

*[Pretend to shut the door.]*

*Five, six,*

*[Hold up five and six fingers.]*

*Pick up sticks;*

*[Pretend to pick up sticks.]*

*Seven, eight,*

*[Hold up seven and eight fingers.]*

*Lay them straight;*

*[Draw a straight line in the air.]*

*Nine, ten,*

*[Hold up nine and ten fingers.]*

*A big fat hen.*

*[Pretend to hold a big, heavy item.]*

### Third Read Using Echo Technique

**Note:** Pause after each line and prompt students to echo.

One, two,  
Buckle my shoe;  
Three, four,  
Shut the door;  
Five, six,  
Pick up sticks;  
Seven, eight,  
Lay them straight;  
Nine, ten,  
A big fat hen.

### Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions.

One, two,  
Buckle my shoe;

[Students pretend to buckle their shoes.]

Three, four,  
Shut the door;

[Students pretend to shut the door.]

Five, six,  
Pick up sticks;

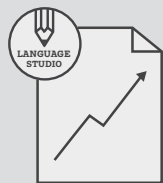
[Students pretend to pick up sticks.]

Seven, eight,  
Lay them straight;

[Students draw a straight line in the air.]

Nine, ten,  
A big fat hen.

[Students act as though they are carrying something big and heavy.]



## Recite Nursery Rhyme

[Use the Recording Sheet for Recitation of Nursery Rhymes for students who are ready to recite a nursery rhyme of their choice.]

### LANGUAGE PROFICIENCY ASSESSMENT

#### Speaking

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

| Evaluation Tool    |                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                     |
| Knowledge/Lesson   | K1L5                                                                                         |
| Activity Name      | Recite Nursery Rhyme                                                                         |
| Proficiency Levels |                                                                                              |
| Entering           | Student echoes nursery rhyme with prompting and support.                                     |
| Emerging           | Student echoes nursery rhyme and performs the motions with prompting and support.            |
| Transitioning      | Student recites nursery rhyme with prompting and support.                                    |
| Expanding          | Student recites nursery rhyme and performs the motions correctly with prompting and support. |
| Bridging           | Student recites nursery rhyme and performs the motions correctly.                            |

## Lesson 5: This Little Pig Went to Market/One, Two, Buckle My Shoe

# Looking at Language



**Primary Focus:** Students will identify verbs in “This Little Pig Went to Market” and “One, Two, Buckle My Shoe.”

### IDENTIFYING VERBS

- Give each student a Verb Card (Activity Page 3.2S).
- Call on students one at a time, and have them tell you one thing they see on the card.
- Explain the following about verbs:
  - Verbs describe an action, something you do, like sleep and jump.  
[Ask a few students to say or show an example of a verb.]
- State the following directions for this activity:
  1. Listen carefully to my sentences.
  2. Hold up your Verb Card when you hear a verb—or an action.

### Activity Page 3.2S



### Challenge

Invite students to act out the verb.



#### Show Image 5B-1: Actions for 1–6

- Possible sentences:
  - The boy **buckles** his shoes.
  - The boy **closes** the door.
  - The boy **picks up** sticks.



#### Show Image 5B-2: Actions for 7–10

- Possible sentences:
  - The boy **lays** the sticks straight.
  - The boy **carries** a big fat hen.



Speaking  
Selecting Language  
Resources

### Entering/Emerging

Ask *yes/no* questions about what a market is and is not.

### Transitioning/Expanding

Have students complete the sentence frame  
“\_\_\_\_\_ is/is not a market.”

### Bridging

Have students make a sentence that describes a market.

### Support

A market is a place where people buy and sell things..

“At the market, I see . . .”

“At the market, I buy . . .”



### Check for Understanding

**Turn and Talk:** With your partner, think of as many different verbs as you can for *closes* [the door] (*shuts, slams, bangs, etc.*).

## Lesson 5: This Little Pig Went to Market/One, Two, Buckle My Shoe

# Vocabulary Building



**Primary Focus:** Students will discuss and apply the vocabulary word *market*.

### WORD WORK: MARKET

In the nursery rhyme, you heard, “This little pig went to market.”

Say the word *market* with me three times.

**Example:** I go to the market to buy fresh vegetables.

**Making Choices:** I am going to list several places where people may go. If you think this place could also be called a market, say, “That’s a market.” If the place could not be called a market, say, “That’s not a market.”

- a grocery store (*That’s a market.*)
- someone’s home (*That’s not a market.*)
- school (*That’s not a market.*)
- a fruit and vegetable stand (*That’s a market.*)
- the playground (*That’s not a market.*)
- a bakery (*That’s a market.*)



### Check for Understanding

**Turn and Talk:** Have you ever been to a market? What kinds of things did you see or buy? Try to use the word *market* when you tell about it.

End Lesson

## NURSERY RHYMES AND FABLES

# Star Light, Star Bright/Twinkle, Twinkle, Little Star

**PRIMARY FOCUS OF LESSON****Speaking**

Students will act out the nursery rhymes “Star Light, Star Bright” and “Twinkle, Twinkle, Little Star.”

Students will write or draw and share about a wish.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Recite Nursery Rhyme [Activity Page 3.1S]**

## LESSON AT A GLANCE

|                                                              | Time    | Materials                                                                                                                                                                                                                                    |
|--------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                                              |         |                                                                                                                                                                                                                                              |
| “Star Light, Star Bright”<br>“Twinkle, Twinkle, Little Star” | 15 min. | <input type="checkbox"/> Images 6A-1, 6B-1<br><input type="checkbox"/> musical variations of “Twinkle, Twinkle, Little Star”<br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Talk Time</b>                                             |         |                                                                                                                                                                                                                                              |
| Wishing on a Star                                            | 15 min. | <input type="checkbox"/> Activity Page 6.1S                                                                                                                                                                                                  |

## ADVANCE PREPARATION

### On Stage

- Find recordings of “Twinkle, Twinkle, Little Star” in different languages, preferably in the languages spoken by your students. The melody of this song is Mozart’s “Ah, Vous Dirai-Je Maman.” You may wish to play this classical piece for students to hear and to compare it with “Twinkle, Twinkle, Little Star.”
- Prepare Language Proficiency Recording Sheet for Speaking.

### Talk Time

- Prepare Activity Page 6.1S.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                         |                                     |                                   |
|------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------|
| <ul style="list-style-type: none"> <li>• Act out nursery rhymes.</li> <li>• Share about a wish.</li> </ul> |                                     |                                   |
| Language Forms and Functions                                                                               |                                     |                                   |
| I would wish for . . .                                                                                     |                                     |                                   |
| Vocabulary                                                                                                 |                                     |                                   |
| Tier 3<br>Domain-Specific Words                                                                            | Tier 2<br>General Academic Words    | Tier 1<br>Everyday Speech Words   |
|                                                                                                            | bright<br>twinkle<br>wish<br>wonder | diamond<br>light<br>star<br>world |

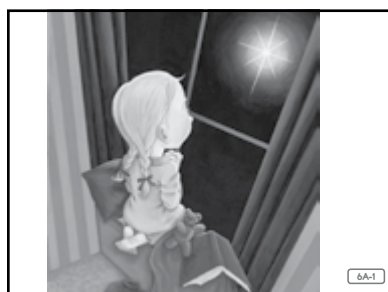
Start Lesson

## Lesson 6: Star Light, Star Bright/Twinkle, Twinkle, Little Star On Stage



**Primary Focus:** Students will act out the nursery rhymes “Star Light, Star Bright” and “Twinkle, Twinkle, Little Star.”

### “STAR LIGHT, STAR BRIGHT”



**Show Image 6A-1: Child at window, making a wish upon a star**

#### First Read

*Star light, star bright,  
First star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.*

### Support

Practice making signs for these words:

*Star*—Point up toward the stars with index fingers.

*Wish*—Form a cup with right hand, and move it from your throat down to your heart.

*Wonder*—Make little circles around the forehead.



Speaking  
Presenting

#### Entering/Emerging

Help students to echo the lines from the nursery rhyme and do a few of the motions.

#### Transitioning/Expanding

Have students echo with the motions.

#### Bridging

Have students repeat the nursery rhyme on their own with the motions.

## Support

### Rhyming words:

light/bright/might/  
tonight

Wish means to hope for  
something you want.

## Second Read with Motions

*Star light, star bright,*

[Show “star” by pointing index fingers up toward the stars.]

*First star I see tonight,*

[Mime “seeing.”]

*I wish I may, I wish I might,*

[Show “wish” by forming a cup with right hand and moving it from your throat down to your heart.]

*Have the wish I wish tonight.*

[Squeeze yourself tightly with your arms.]

## Third Read Using Echo Technique

**Note:** Pause after each line and prompt students to echo.

*Star light, star bright,*

*First star I see tonight,*

*I wish I may, I wish I might,*

*Have the wish I wish tonight.*

## Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line and prompt students to echo and do the motions.

*Star light, star bright,*

[Students show “star” by pointing their index fingers up toward the stars.]

*First star I see tonight,*

[Students mime “seeing.”]

*I wish I may, I wish I might,*

[Students show “wish” by forming cups with their right hands and moving the cups from their throats to their hearts.]

*Have the wish I wish tonight.*

[Students hug themselves tightly.]

## Challenge

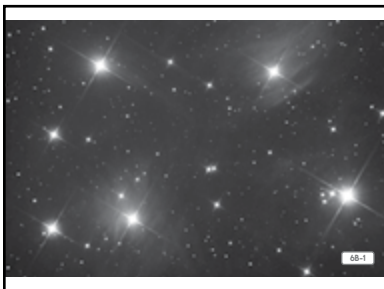
Have students make up  
their own motions for  
the nursery rhymes.



### Check for Understanding

**Turn and Talk:** Turn to a partner and tell them the following words in your home language: *wish*, *star*, and *tonight*.

## “TWINKLE, TWINKLE, LITTLE STAR”



Show Image 6B-1: Stars

### First Read

*Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!*

### Second Read with Motion

*Twinkle, twinkle, little star,*  
[Move your fingers as though they are twinkling.]  
*How I wonder what you are.*  
[Show wonder by making little circles around the forehead.]  
*Up above the world so high*  
[Reach up high.]  
*Like a diamond in the sky.*  
[Make a diamond shape with your fingers, and lift it up high.]

### Support

**Rhyming words:**  
*star/are; high/sky*

*Twinkle* means to shine or sparkle.

*Wonder* means to think about.

A diamond is a shiny, clear stone.

*Twinkle, twinkle, little star,*

*[Move your fingers as though they are twinkling.]*

*How I wonder what you are!*

*[Show “wonder” by making little circles around the forehead.]*

### **Third Read Using Echo Technique**

**Note:** Pause after each line and prompt students to echo.

*Twinkle, twinkle, little star,*

*How I wonder what you are.*

*Up above the world so high*

*Like a diamond in the sky.*

*Twinkle, twinkle, little star,*

*How I wonder what you are!*

### **Fourth Read Using Echo Technique with Motions**

**Note:** Pause after each line and prompt students to echo and do the motions.

*Twinkle, twinkle, little star,*

*[Students move fingers around as though they are twinkling.]*

*How I wonder what you are.*

*[Students show “wonder” by making little circles around their foreheads.]*

*Up above the world so high*

*[Students reach up high.]*

*Like a diamond in the sky.*

*[Students make a diamond with fingers and lift it up high.]*

*Twinkle, twinkle, little star,*

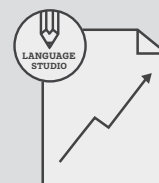
*[Students move fingers around as though they are twinkling.]*

*How I wonder what you are!*

*[Students show “wonder” by making little circles around their foreheads.]*

## Extending the Activity

- Have students sing this poem.
- You may wish to play Mozart's "Ah, Vous Dirai-Je Maman" for students to hear the original melody of "Twinkle, Twinkle, Little Star." ["The Alphabet Song" and "Baa, Baa, Black Sheep" are sung to this melody as well.]
- Invite students to sing this poem in their home languages.



## Recite Nursery Rhyme

[Use the Recording Sheet for Recitation of Nursery Rhymes for students who are ready to recite a nursery rhyme of their choice.]

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                     |
| Knowledge/Lesson   | K1L6                                                                                         |
| Activity Name      | Recite Nursery Rhyme                                                                         |
| Proficiency Levels |                                                                                              |
| Entering           | Student echoes nursery rhyme with prompting and support.                                     |
| Emerging           | Student echoes nursery rhyme and performs the motions with prompting and support.            |
| Transitioning      | Student recites nursery rhyme with prompting and support.                                    |
| Expanding          | Student recites nursery rhyme and performs the motions correctly with prompting and support. |
| Bridging           | Student recites nursery rhyme and performs proper motions correctly.                         |



### Support

#### Sentence starter:

"I would wish for . . ."



### Speaking Presenting

#### Entering/Emerging

Help students talk about their wishes by using gestures and by giving them an oral word bank of relevant words and phrases.

#### Transitioning/Expanding

Encourage students to wait their turn and ask questions about their partner's drawing/writing.

#### Bridging

Encourage students to respond to what their partner has said and to build on their partner's response (e.g., by saying, "I have a similar wish," or "I have a different wish").

## Lesson 6: Star Light, Star Bright/Twinkle, Twinkle, Little Star

# Talk Time



**Primary Focus:** Students will write or draw and share about a wish.

### WISHING ON A STAR

- Give students Activity Page 6.1S.

In today's poem you heard, "I wish I may, I wish I might, have the wish I wish tonight."

**Draw/Write-Pair-Share:** Have you ever wished for something? If you saw the first star at night and could make a wish, what would you wish for? Write or draw a picture about your wish. Then share what you would wish for with your partner.

End Lesson

## NURSERY RHYMES AND FABLES

# Hickory, Dickory, Dock/Diddle, Diddle, Dumpling

**PRIMARY FOCUS OF LESSON****Speaking**

Students will act out the nursery rhymes “Hickory, Dickory, Dock” and “Diddle, Diddle, Dumpling.”

Students will use frequently occurring nouns and verbs to build simple sentences.

**Writing**

Students will recreate a poem.

**FORMATIVE ASSESSMENT**

Speaking

Recite Nursery Rhyme [Activity Page 3.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Sentence Builder [Informal Observation]

## LESSON AT A GLANCE

|                                                        | Time    | Materials                                                     |
|--------------------------------------------------------|---------|---------------------------------------------------------------|
| <b>On Stage</b>                                        |         |                                                               |
| "Hickory, Dickory, Dock"<br>"Diddle, Diddle, Dumpling" | 10 min. | ❑ Images 7A-1, 7B-1                                           |
| <b>Looking at Language</b>                             |         |                                                               |
| Sentence Builder                                       | 10 min. | ❑ Images 7A-1, 7B-1<br>❑ Language Proficiency Recording Sheet |
| <b>Write About It</b>                                  |         |                                                               |
| Recreate a Poem                                        | 10 min. | ❑ chart paper (optional)<br>❑ Images 7A-1, 7B-1               |

## ADVANCE PREPARATION

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Act out nursery rhymes.
- Build simple sentences using nouns and verbs.
- Recreate a poem.

### Language Forms and Functions

It was one o'clock, and the clock struck, "Bong!"

The \_\_\_\_\_ down the clock. (*The mouse runs down the clock.*)

(noun)

(verb)

\_\_\_\_\_. (*John sleeps.*)

(noun)

(verb)

### Vocabulary

#### Tier 3 Domain-Specific Words

dumpling  
stocking

#### Tier 2 General Academic Words

stuck

#### Tier 1 Everyday Speech Words

clock  
mouse  
shoe  
son

Start Lesson

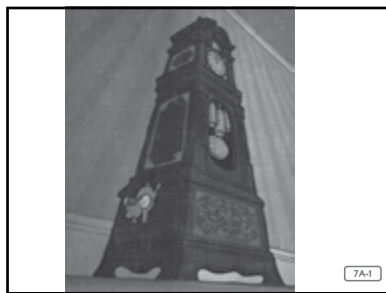
## Lesson 7: Hickory, Dickory, Dock/Diddle, Diddle, Dumpling

# On Stage



**Primary Focus:** Students will act out the nursery rhymes "Hickory, Dickory, Dock" and "Diddle, Diddle, Dumpling."

### "HICKORY, DICKORY, DOCK"



**Show Image 7A-1: Mouse running down clock**

#### First Read

*Hickory, dickory, dock,*

*The mouse ran up the clock.*

*The clock struck one,*

*The mouse ran down,*

*Hickory, dickory, dock.*

### Support

#### Rhyming words:

*dock/clock*



### Speaking Presenting

#### Entering/Emerging

Help students to echo the lines from the nursery rhyme and to do a few of the motions.

#### Transitioning/Expanding

Have students echo the nursery rhyme and do the motions.

#### Bridging

Have students recite the nursery rhyme on their own, using the correct motions.

### Support

*Struck* means made with a sound: “It was one o’clock, and the clock struck ‘Bong!’”

### Challenge

Have students make up their own motions for the nursery rhymes.

## Second Read with Motions

*Hickory, dickory, dock,*

[Sway side to side like the pendulum of a grandfather clock.]

*The mouse ran up the clock.*

[Use fingers to show “ran up.”]

*The clock struck one,*

[Use fist to strike the air, and say, “Bong!”]

*The mouse ran down,*

[Use fingers to show “ran down.”]

*Hickory, dickory, dock.*

[Sway side to side.]

## Third Read Using Echo Technique

**Note:** Pause after each line and prompt students to echo.

*Hickory, dickory, dock,*

*The mouse ran up the clock.*

*The clock struck one,*

*The mouse ran down,*

*Hickory, dickory, dock.*

## Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions.

*Hickory, dickory, dock,*

[Students sway side to side.]

*The mouse ran up the clock.*

[Students use fingers to show “ran up.”]

*The clock struck one,*

[Students strike the air with fists and say, “Bong!”]

*The mouse ran down,*

[Students use fingers to show “ran down.”]

*Hickory, dickory, dock.*

[Students sway side to side.]

## “DIDDLE, DIDDLE, DUMPLING”



**Show Image 7B-1: John in bed, wearing one shoe**

### First Read

*Diddle, diddle, dumpling, my son John,  
Went to bed with his stockings on;  
One shoe off, and one shoe on,  
Diddle, diddle, dumpling, my son John.*

### Second Read with Motions

*Diddle, diddle, dumpling, my son John,*

*[Move head side to side for each syllable.]*

*Went to bed with his stockings on;*

*[Mime sleeping, and point to your socks.]*

*One shoe off, and one shoe on,*

*[Carefully take off a shoe.]*

*Diddle, diddle, dumpling, my son John.*

*[Hold the shoe in one hand, and move head side to side for each syllable.]*

### Third Read Using Echo Technique

**Note:** Pause after each line, and prompt students to echo.

*Diddle, diddle, dumpling, my son John,*

*Went to bed with his stockings on;*

*One shoe off, and one shoe on,*

*Diddle, diddle, dumpling, my son John.*

### Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions.

*Diddle, diddle, dumpling, my son John,*

*[Students move head side to side for each syllable.]*

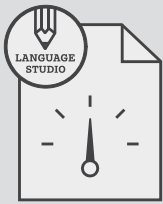
*Went to bed with his stockings on;*

### Support

#### Rhyming words:

*son/John/on*

John's stockings are his socks.



[Students mime sleeping and point to their socks.]

One shoe off, and one shoe on,

[Students carefully take off one shoe.]

Diddle, diddle, dumpling, my son John.

[Students hold up one shoe and move head side to side.]



### Formative Assessment

**Recite Nursery Rhyme:** [Use the Recording Sheet for Recitation of Nursery Rhymes for students who are ready to recite a nursery rhyme of their choice.]

## Lesson 7: Hickory, Dickory, Dock/Diddle, Diddle, Dumpling

# Looking at Language



**Primary Focus:** Students will use frequently occurring nouns and verbs to build simple sentences.

### SENTENCE BUILDER



#### Show Image 7A-1: Mouse running down clock

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so they are grammatically correct. If necessary, ask students to repeat your sentences.

- State the following directions for this

sentence-building activity:

1. Look at this picture. I will call on you one at a time to say one word about the picture.
2. Then, I will build on your word by adding other words to make a short sentence.
3. Finally, we will say the short sentence together.

**Student A:** mouse

**Teacher:** The mouse runs down the clock.

**Class:** The mouse runs down the clock.

- Possible simple sentences:
  - The mouse is frightened.
  - The clock struck one.
  - The clock is brown.



**Show Image 7B-1: John in bed, wearing one shoe**

4. Now, we will switch roles. I will say one word about the picture. Then, you will build on my word to make a short sentence. Finally, we will say the short sentence together.

**Teacher:** John

**Student B:** John sleeps.

**Class:** John sleeps.

- Possible sentences:
  - John sleeps.
  - John sleeps in his bed.
  - John wears stockings.
  - John hugs a bear.
  - John wears one green shoe.



**Sentence Builder**

Can you make a short sentence by building on—or adding words to—my word?



**Speaking**  
Using Verbs and Nouns

**Entering/Emerging**

Point to a specific part of the image, and prompt a student to say several words about it.

**Transitioning/Expanding**

Build a simple sentence together with students, and have them repeat the sentence after you.

**Bridging**

Ask questions to prompt students to add details to their sentence about the image.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                          |
| Knowledge/Lesson   | K1L7                                                                                                              |
| Activity Name      | Sentence Builder                                                                                                  |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student uses familiar nouns or verbs to describe the image with prompting and support.                            |
| Emerging           | Student uses familiar nouns, verbs, or short phrases to describe the image.                                       |
| Transitioning      | Student uses familiar nouns and verbs to create a short sentence describing the image with prompting and support. |
| Expanding          | Student uses nouns and verbs to create a complete sentence describing the image.                                  |
| Bridging           | Student uses nouns and verbs to create a detailed, complete sentence describing the image.                        |

### Lesson 7: Hickory, Dickory, Dock/Diddle, Diddle, Dumpling

## Write About It



**Primary Focus:** Students will recreate a poem.

### RECREATE A POEM

- Tell students that sometimes nursery rhymes repeat a line. Repeating lines in a poem make the poem interesting and easy to remember.



### Show Image 7A-1: Mouse running down clock

- Read “Hickory, Dickory, Dock” and ask students to listen for the line that is repeated. (*hickory, dickory, dock*)
- Explain that sometimes a poem will have silly words to make it sound interesting. These silly words could be words that we almost never use, or they could be made-up words, like *dickory*.
- **Our Turn:** Invite the class to think of an alternative repeating line by making up similar silly words by changing the first sound in the words (e.g., *bickory, mickory, mock*; or *pickory, lickory, lock*).



### Show Image 7B-1: John in bed, wearing one shoe

- Read “Diddle, Diddle, Dumpling,” and ask students to listen for the line that is repeated. (*Diddle, diddle, dumpling, my son John*)
- Explain that sometimes a poem will have silly words to make it sound interesting. These silly words could be words that we almost never use, like *diddle*, or they could be made-up words.
- **Our Turn:** Invite the class to think of an alternative repeating line by making up similar silly words by changing the first sound in the words (e.g., *middle, fiddle, zumpling*; or *piddle, piddle, pumpling*).

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

## 8

## NURSERY RHYMES AND FABLES

Little Bo Peep/  
Little Boy Blue

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will act out the nursery rhymes “Little Bo Peep” and “Little Boy Blue.”

Students will use frequently occurring nouns and verbs to build simple sentences.

**Writing**

Students will recreate a poem.

## FORMATIVE ASSESSMENT

Speaking

Recite Nursery Rhyme [Activity Page 3.1S]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Sentence Builder [informal Observation]

## LESSON AT A GLANCE

|                                       | Time    | Materials                                                                                                   |
|---------------------------------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                       |         |                                                                                                             |
| “Little Bo Peep”<br>“Little Boy Blue” | 10 min. | <input type="checkbox"/> Images 8A-2, 8B-1                                                                  |
| <b>Looking at Language</b>            |         |                                                                                                             |
| Sentence Builder                      | 10 min. | <input type="checkbox"/> Images 8A-2, 8B-1<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Write About It</b>                 |         |                                                                                                             |
| Recreate a Poem                       | 10 min. | <input type="checkbox"/> Image 8A-2                                                                         |

## ADVANCE PREPARATION

## Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                               |                                     |                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------|
| <ul style="list-style-type: none"> <li>• Act out nursery rhymes.</li> <li>• Build simple sentences using nouns and verbs.</li> <li>• Recreate a poem.</li> </ul> |                                     |                                        |
| Language Forms and Functions                                                                                                                                     |                                     |                                        |
| <p>The girl _____ for her sheep.<br/>(verb)</p> <p>The boy _____.<br/>(verb)</p>                                                                                 |                                     |                                        |
| Vocabulary                                                                                                                                                       |                                     |                                        |
| Tier 3<br>Domain-Specific Words                                                                                                                                  | Tier 2<br>General Academic Words    | Tier 1<br>Everyday Speech Words        |
| haystack<br>horn<br>meadow                                                                                                                                       | alone<br>behind<br>under<br>wagging | asleep<br>blow<br>cow<br>sheep<br>tail |



## Speaking Presenting

### Entering/Emerging

Help students to echo the lines from the nursery rhyme and to do a few of the motions.

### Transitioning/Expanding

Have students echo with the motions.

### Bridging

Have students repeat the nursery rhyme on their own with the motions.

## Support

### Rhyming words:

peep/sheep; alone/home

Sheep are soft, woolly animals.

Wagging means moving back and forth.

Start Lesson

## Lesson 8: Little Bo Peep/Little Boy Blue

# On Stage



**Primary Focus:** Students will act out the nursery rhymes “Little Bo Peep” and “Little Boy Blue.”

### “LITTLE BO PEEP”



**Show image 8A-2: Bo Peep looking for sheep**

### First Read

*Little Bo Peep has lost her sheep,  
And can't tell where to find them;  
Leave them alone, and they'll come home,  
Wagging their tails behind them.*

### Second Read with Motions

*Little Bo Peep has lost her sheep,*

*[Act like you are looking for something.]*

*And can't tell where to find them;*

*[Shrug your shoulders.]*

*Leave them alone*

*[Push out with hands like you are motioning “go.”]*

*And they'll come home*

*[Motion “come,” and put your arms above your head like the roof of a house.]*

*Wagging their tails behind them.*

*[Put one arm behind you and wag it around like a tail.]*

### Third Read Using Echo Technique

**Note:** Pause after each line, and prompt students to echo.

*Little Bo Peep has lost her sheep,*

*And can't tell where to find them;*

*Leave them alone, and they'll come home,*

*Wagging their tails behind them.*

#### Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and to do the motions.

*Little Bo Peep has lost her sheep,*

*[Students act like they are looking for something.]*

*And can't tell where to find them;*

*[Students shrug their shoulders.]*

*Leave them alone, and they'll come home,*

*[Students motion "go" and "come," then use their arms to make a roof over their heads.]*

*Wagging their tails behind them.*

*[Students put one arm behind back and wag it like a tail.]*

#### "LITTLE BOY BLUE"



**Show Image 8B-1: Little Boy Blue sleeping by haystack**

#### First Read

*Little Boy Blue,*

*Come blow your horn,*

*The sheep's in the meadow,*

*The cow's in the corn;*

*But where is the boy*

*Who looks after the sheep?*

*He's under a haystack,*

*Fast asleep.*

#### Challenge

Have students make up their own motions for the nursery rhymes.

#### Support

**Rhyming words:**  
*horn/corn; sheep/  
asleep*

## Support

Blow means to play an instrument.

The sheep is in the field of grass, and the cow is in the cornfield.

## Second Read with Motions

*Little Boy Blue,*

*Come blow your horn,*

*[Pretend to blow a horn.]*

*The sheep's in the meadow,*

*[Pretend to be eat grass.]*

*The cow's in the corn;*

*[Pretend to eat corn on a cob.]*

*But where is the boy*

*Who looks after the sheep?*

*[Pretend you are looking for someone.]*

*He's under a haystack,*

*[Put one hand under the other hand.]*

*Fast asleep.*

*[Mime sleeping.]*

## Third Read Using Echo Technique

**Note:** Pause after each line and prompt students to echo.

*Little Boy Blue,*

*Come blow your horn,*

*The sheep's in the meadow,*

*The cow's in the corn;*

*But where is the boy*

*Who looks after the sheep?*

*He's under a haystack,*

*Fast asleep.*

## Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions.

*Little Boy Blue,*

*Come blow your horn,*

[Students pretend to blow a horn.]

*The sheep's in the meadow,*

[Students pretend to eat grass.]

*The cow's in the corn;*

[Students pretend to eat corn.]

*But where is the boy*

*Who looks after the sheep?*

[Students act like they are looking for someone.]

*He's under a haystack,*

[Students show "under," using their hands.]

*Fast asleep.*

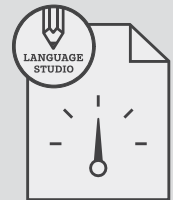
[Students mime sleeping.]



### Formative Assessment

**Recite Nursery Rhyme:** [Use the Recording Sheet for Recitation of Nursery Rhymes for students who are ready to recite a nursery rhyme of their choice.]

### Activity Page 3.1S



## Lesson 8: Little Bo Peep/Little Boy Blue

# Looking at Language



**Primary Focus:** Students will use frequently occurring nouns and verbs to build simple sentences.

### SENTENCE BUILDER



#### Show Image 8A-2: Bo Peep looking for sheep

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. If necessary, ask students to repeat your sentences.

- State the following directions for this sentence-building activity:

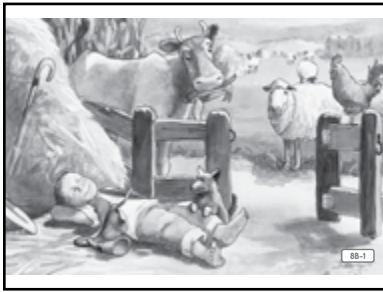
1. Look at this picture. I will call on you one at a time to say one word about the picture.
2. Then, I will build on your word by adding other words to make a short sentence.
3. Finally, we will say the short sentence together.

**Student A:** girl

**Teacher:** The girl looks for her sheep.

**Class:** The girl looks for her sheep.

- Possible simple sentences:
  - The girl looks worried.
  - The girl is next to a river.
  - Little Bo Peep holds a cane.
  - Little Bo Peep lost her sheep.



### Show Image 8B-1: Little Boy Blue sleeping by haystack

Now, we will switch roles. I will say one word about the picture. Then, you will build on my word to make a short sentence. Finally, we will say the short sentence together.

**Teacher:** boy

**Student B:** The boy is asleep.

**Class:** The boy is asleep.

- Possible sentences:
  - The cow eats corn.
  - The dog looks at the boy.
  - Little Boy Blue is relaxed.
  - The sheep are in the meadow.
  - The meadow is green.



### Sentence Builder

Can you make a short sentence by building on—or adding words to—my word?



### Speaking Using Verbs and Nouns

#### Entering/Emerging

Point to a specific part of the image, and prompt a student to say several words about it.

#### Transitioning/Expanding

Build a simple sentence together with students, and have them repeat the sentence after you.

#### Bridging

Ask questions to prompt students to add details to their sentence about the image.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                          |
| Knowledge/Lesson   | K1L8                                                                                                              |
| Activity Name      | Sentence Builder                                                                                                  |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student uses familiar nouns or verbs to describe the image with prompting and support.                            |
| Emerging           | Student uses familiar nouns, verbs, or short phrases to describe the image.                                       |
| Transitioning      | Student uses familiar nouns and verbs to create a short sentence describing the image with prompting and support. |
| Expanding          | Student uses nouns and verbs to create a complete sentence describing the image.                                  |
| Bridging           | Student uses nouns and verbs to create a detailed, complete sentence describing the image.                        |

## Lesson 8: Little Bo Peep/Little Boy Blue

# Write About It



**Primary Focus:** Students will recreate a poem.

### RECREATE A POEM

- Tell students that many times nursery rhymes have words that rhyme. Rhyming words in a poem make the poem interesting and easy to remember.



### Show Image 8A-2: Bo Peep looking for sheep

- Read "Little Bo Peep," and ask students to listen for the rhyming words. (*peep/sheep*; *alone/home*)
- **Give an Example:** Invite the class to think of an alternative rhyming pair to *peep/sheep*. The pair should include the name of an animal and a silly word that rhymes with that animal (e.g., *pats/cats* and *logs/dogs*).
- Put the alternative rhyming pair (*pats/cats*) in place of the words *peep/sheep* in the poem:

*Little Bo Pats has lost her cats,  
And can't tell where to find them;  
Leave them alone, and they'll come home,  
Wagging their tails behind them.*



### Check for Understanding

**Act It Out:** Invite students to act out their new poem.

End Lesson

## 9

## NURSERY RHYMES AND FABLES

# Baa, Baa, Black Sheep/ Humpty Dumpty

**PRIMARY FOCUS OF LESSON****Speaking**

Students will act out the nursery rhymes “Baa, Baa, Black Sheep” and “Humpty Dumpty.”

**Listening**

Students will identify nouns and verbs in “Baa, Baa, Black Sheep” and “Humpty Dumpty.”

**Writing**

Students will draw and discuss a favorite nursery rhyme.

**FORMATIVE ASSESSMENT**

Speaking

Recite Nursery Rhyme [Activity Page 3.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Favorite Nursery Rhyme [Informal Observation]

## LESSON AT A GLANCE

|                                            | Time    | Materials                                                                                                                                                    |
|--------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                            |         |                                                                                                                                                              |
| "Baa, Baa, Black Sheep"<br>"Humpty Dumpty" | 10 min. | <input type="checkbox"/> Images 9A-1, 9B-1<br><input type="checkbox"/> audio recording of "Baa, Baa, Black Sheep"                                            |
| <b>Looking at Language</b>                 |         |                                                                                                                                                              |
| Identifying Nouns and Verbs                | 5 min.  | <input type="checkbox"/> Image 9B-1<br><input type="checkbox"/> Noun Card (Activity Page 3.2S)<br><input type="checkbox"/> Verb Card (Activity Page 3.2S)    |
| <b>Write About It</b>                      |         |                                                                                                                                                              |
| Favorite Nursery Rhyme                     | 15 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> drawing paper, drawing tools<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### On Stage

- Find an audio recording of "Baa, Baa, Black Sheep" to play for the class.

### Looking at Language

- Have Noun and Verb Cards ready to distribute to students.

### Write About It

- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Act out nursery rhymes.
- Draw and discuss a favorite nursery rhyme.

### Language Forms and Functions

**Opinion:** My favorite nursery rhyme is \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

lane  
master  
wool

#### Tier 2 General Academic Words

great  
together

#### Tier 1 Everyday Speech Words

black  
fall  
sat  
sheep  
wall

Start Lesson

## Lesson 9: Baa, Baa, Black Sheep/Humpty Dumpty

# On Stage

10M



Speaking  
Presenting

### Entering/Emerging

Help students to echo the lines from the nursery rhyme and to do a few of the motions.

### Transitioning/Expanding

Have students echo with the motions.

### Bridging

Have students repeat the nursery rhyme on their own with the motions.

**Primary Focus:** Students will act out the nursery rhymes “Baa, Baa, Black Sheep” and “Humpty Dumpty.”

## “BAA, BAA, BLACK SHEEP”



**Show Image 9A-1: Sheep with three bags of wool**

### First Read

*Baa, baa, black sheep,*

*Have you any wool?*

*Yes, sir, yes, sir,*

*Three bags full.*

*One for the master,*

*And one for the dame,*

*And one for the little boy  
Who lives down the lane.*

## Second Read with Motions

*Baa, baa, black sheep,  
Have you any wool?*

*[Stand to one side, and act as though you are asking a serious question.]*

*Yes, sir, yes, sir,  
Three bags full.*

*[Stand to the other side, and nod yes twice. Show three fingers.]*

*One for the master,*

*[Speak in a low voice, and hold up one finger.]*

*And one for the dame,*

*[Speak in a sweet voice, and hold up two fingers.]*

*And one for the little boy  
Who lives down the lane.*

*[Speak in a high-pitched voice, and hold up three fingers.]*

## Third Read Using Echo Technique

**Note:** Pause after each line, and prompt students to echo.

*Baa, baa, black sheep,  
Have you any wool?*

*Yes, sir, yes, sir,  
Three bags full.*

*One for the master,*

*And one for the dame,*

*And one for the little boy  
Who lives down the lane.*

## Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line, and prompt students to echo and do the motions.

## Support

### Rhyming words:

*wool/full; dame/lame.*

Wool is sheep's hair or fur.

Master is an old English term used for a man.

Dame is an old English word for a woman.

A lane is a small street or road.

### Challenge

Have students make up their own motions for the nursery rhymes.

*Baa, baa, black sheep,*

*Have you any wool?*

*[Students stand to one side and act as though they are asking a serious question.]*

*Yes, sir, yes, sir,*

*Three bags full.*

*[Students stand to the other side and nod yes twice, showing three fingers.]*

*One for the master,*

*[Students speak in low voices and hold up one finger.]*

*And one for the dame,*

*[Students speak in sweet voices and hold up two fingers.]*

*And one for the little boy*

*Who lives down the lane.*

*[Students speak in high-pitched voices and hold up three fingers.]*

### Extending the Activity: Sing It!

- Play an audio recording of “Baa, Baa, Black Sheep,” and invite students to sing along.

## “HUMPTY DUMPTY”



### Show Image 9B-1: Humpty Dumpty

#### First Read

*Humpty Dumpty sat on a wall,*

*Humpty Dumpty had a great fall.*

*All the king's horses,*

*And all the king's men,*

*Couldn't put Humpty together again.*

#### Second Read with Motions

*Humpty Dumpty sat on a wall,*

### Support

#### Rhyming words:

*wall/fall; men/again*

[Pretend to sit.]

*Humpty Dumpty had a great fall.*

[Pretend to fall down.]

*All the king's horses,*

[Gallop in place.]

*And all the king's men,*

[Salute like a soldier.]

*Couldn't put Humpty together again.*

[Shake your head, and make a sad face.]

### Third Read Using Echo Technique

**Note:** Pause after each line, and prompt students to echo.

*Humpty Dumpty sat on a wall,*

*Humpty Dumpty had a great fall.*

*All the king's horses,*

*And all the king's men,*

*Couldn't put Humpty together again.*

### Fourth Read Using Echo Technique with Motions

**Note:** Pause after each line and prompt students to echo and do the motions.

*Humpty Dumpty sat on a wall,*

[Students pretend to sit.]

*Humpty Dumpty had a great fall.*

[Students pretend to fall.]

*All the king's horses,*

[Students gallop in place.]

*And all the king's men,*

[Students salute like soldiers.]

*Couldn't put Humpty together again.*

[Students shake their heads and make a sad faces.]

### Support

Something that is great is very big.

They could not put him back together again—or into one piece.



## Formative Assessment

**Recite Nursery Rhyme:** [Use the Recording Sheet for Recitation of Nursery Rhymes for students who are ready to recite a nursery rhyme of their choice.]

### Lesson 9: Baa, Baa, Black Sheep/Humpty Dumpty

# Looking at Language



**Primary Focus:** Students will identify nouns and verbs in “Baa, Baa, Black Sheep” and “Humpty Dumpty.”

## IDENTIFYING NOUNS AND VERBS

- Give each student a Noun Card and a Verb Card (Activity Page 3.2S).
- Call on students one at a time, and have them tell you one thing they see on each card.
- Remind them that nouns can be a person, place, or thing.
- Remind them that verbs describe an action, or something you do:
- State the directions for the following activity:
  1. Listen carefully to my sentences.
  2. Hold up your Noun Card when you hear a noun—or a person, place, or thing. Hold up your Verb Card when you hear a verb—or an action.



### Show image 9B-1: Humpty Dumpty

- Possible sentences (nouns are underlined and verbs are in bold):
  - The egg **holds** a hat.
  - The egg **wears** shoes.
  - The egg **sits** on a wall.
  - Humpty Dumpty **falls** over.
  - Humpty Dumpty **feels** startled.
- **Act It Out:** Invite students to point to the noun and verb and act out the verb.

## Lesson 9: Baa, Baa, Black Sheep/Humpty Dumpty

# Write About It



**Primary Focus:** Students will draw and discuss a favorite nursery rhyme.

### FAVORITE NURSERY RHYME



#### Check for Understanding

**Recall:** What is special about nursery rhymes? (*Nursery rhymes have rhyming words, silly words, repeated lines, and are sometimes make-believe.*)

- Have students think of their favorite nursery rhyme. [You may wish to briefly revisit some of the Flip Book images of earlier lessons to refresh students' memories of those nursery rhymes.]
- **Draw-Pair-Share:** Have students draw a representation of their favorite nursery rhyme. When students are finished with their pictures, have them share what they drew in small groups.



#### Favorite Nursery Rhyme

Write about your favorite nursery rhyme.



#### Writing Offering Opinions

##### Entering/Emerging

Write title or key words from favorite nursery rhymes for students to copy. Provide a sentence frame for students to complete with prompting and support: "My favorite nursery rhyme is \_\_\_\_\_."

##### Transitioning/Expanding

Write down key words or phrases from students' favorite nursery rhymes.

##### Bridging

Invite students to share their sentences with their partners.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                                                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                      |
| Knowledge/Lesson   | K1L9                                                                                                                         |
| Activity Name      | Favorite Nursery Rhyme                                                                                                       |
| Proficiency Levels |                                                                                                                              |
| Entering           | Student expresses an opinion about a familiar topic by repeating sentence frame and drawing a picture.                       |
| Emerging           | Student expresses an opinion about a familiar topic by using a sentence frame and copying down key words to label a picture. |
| Transitioning      | Student expresses an opinion using key words and phrases with support.                                                       |
| Expanding          | Student expresses an opinion using key words and phrases.                                                                    |
| Bridging           | Student expresses an opinion using a short sentence about the topic.                                                         |

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

NURSERY RHYMES AND FABLES

The Lion and the Mouse

PRIMARY FOCUS OF LESSON**Reading**

Students will identify characteristics of fables and discuss how fables and nursery rhymes differ.

Speaking

Students will discuss and apply the word *moral*.

Reading

Students will retell the beginning, middle, and end of “The Lion and the Mouse.”

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Retelling the Fable [Activity Page 10.1S]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|--|
| Focus on Text | | |
| Fables | 10 min. | |
| Vocabulary Building | | |
| Word Work: <i>Moral</i> | 5 min. | |
| Rewind | | |
| Sequencing: "The Lion and the Mouse" | 15 min. | <input type="checkbox"/> Image Cards 1, 3, 4
<input type="checkbox"/> Activity Page 10.1S
<input type="checkbox"/> scissors, paper
<input type="checkbox"/> glue or tape
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 10.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

Note to Teacher

Every fable has a moral, or lesson. Make sure that students understand the moral of each fable. You may wish to help students make connections between the morals of fables and real life.

Students will also be sequencing events from a story for the first time. Help them learn the terms *beginning*, *middle*, and *end*, as well as temporal words such as *first*, *next*, and *last*.

Find short videos of the fables presented in the first unit. Be sure to preview the videos for age and classroom appropriateness.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Compare and contrast fables and nursery rhymes.
- Predict the moral of a fable.
- Retell a fable.

Language Forms and Functions

Compare/Contrast: Nursery rhymes are similar to fables because . . .

Nursery rhymes are different from fables because . . .

The moral of the story is . . .

Retell: In the beginning of the fable, . . .

In the middle of the fable, . . .

In the end of the fable, . . .

Once upon a time, there was a _____.

Vocabulary

Tier 3 Domain-Specific Words

moral

Tier 2 General Academic Words

disturbed
favor
gnawing
grateful

Tier 1 Everyday Speech Words

friend
lion
mouse
promise

Lesson 10: The Lion and the Mouse

Focus on Text



Primary Focus: Students will identify characteristics of fables and discuss how fables and nursery rhymes differ.

FABLES

- Remind students that they have heard many nursery rhymes over the past several days.



Reading
Understanding Text
Structure

Entering/Emerging

Ask yes/no questions about the text structure of nursery rhymes and fables (e.g., “Do nursery rhymes have rhyming words?” “Do nursery rhymes tell a story?”).

Transitioning/Expanding

State a characteristic of a nursery rhyme and/or fable, and have students identify whether it is a characteristic of a nursery rhyme, fable, or both.

Bridging

Challenge students to explain how nursery rhymes and fables are similar and different.

Check for Understanding



Recall: What are some things that nursery rhymes have in common? (*Nursery rhymes are short, they have rhyming words, lines that repeat, silly words, etc.*)

- Tell students that they are going to listen to something different; it’s called a fable.
- Have students say the word *fable* with you three times.

Definition: A fable is a special kind of short story that teaches a lesson.

- Explain the following as you compare and contrast nursery rhymes to fables:
 - Both nursery rhymes and fables are fun to listen to.
 - Both nursery rhymes and fables have been around for a long time.
 - Both nursery rhymes and fables have animal characters.
 - Fables are longer than nursery rhymes.
 - Fables tell a story, but nursery rhymes sometimes do not tell a story.
 - Fables always teach a lesson.

Lesson 10: The Lion and the Mouse

Vocabulary Building



Primary Focus: Students will discuss and apply the word *moral*.

WORD WORK: MORAL

In today's fable, the lion learns the moral of the story.

Say the word *moral* with me three times.

Definition: The moral of a story is the lesson taught in the story. The moral is what you can learn from the story. Some stories teach us something; what the story teaches is called a moral.

Example: There are two characters in this fable—a lion and a mouse. In this fable the lion has a problem, and in the end, the lion learns a lesson, which is called the moral of the fable.

Turn and Talk: Tell your partner what you think the moral of "The Lion and the Mouse" is. (*Little friends may be great friends.*)

Support

Sentence frame:

"The moral of the story is . . ."

Lesson 10: The Lion and the Mouse

Rewind



Primary Focus: Students will retell the beginning, middle, and end of "The Lion and the Mouse."

SEQUENCING: "THE LION AND THE MOUSE"

- Give students Activity Page 10.1S.
- Tell them that this activity page has pictures that show the beginning, middle, and end of the fable.
- Have students look carefully at each picture and think about what is happening in the picture.
- They should consider:
 - Who are the characters in the picture?
 - Where are they?

Activity Page 10.1S

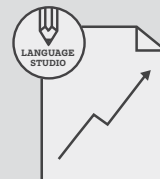
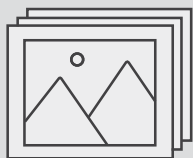


Image Cards 1, 3, 4



Reading
Selecting Language
Resources

Entering/Emerging

Display Image Cards 1, 3, and 4. Say temporal words (e.g., *first*, *next*, *last*) and key words and phrases related to each image. Have students echo the temporal word and key words about each image.

Transitioning/Expanding

Prompt students to retell the beginning, middle, and end of the fable by leaving key words and phrases from the story blank (e.g., "Once upon a time, there was a ____").

Bridging

Invite partners to take turns retelling the beginning, middle, and end of the fable.

- What is happening?
- After they have considered each picture, have them cut out the three pictures and put them in order to show the beginning, middle, and end of the fable.
- When they have made sure that they have the pictures in the correct order, they should glue or tape the pictures in the correct order onto a piece of paper.

Retelling the Fable



After you have sequenced the pictures, retell the fable with a partner. [Retelling can also be done in small groups or with home language peers.]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K1L10 |
| Activity Name | Retelling the Fable |
| Proficiency Levels | |
| Entering | Student repeats key words from a story. |
| Emerging | Student identifies key words and phrases from a story with support. |
| Transitioning | Student retells events from a story with prompting and support . |
| Expanding | Student retells events from a story. |
| Bridging | Student retells the beginning, middle, and end of a story. |

End Lesson

NURSERY RHYMES AND FABLES

The Hare and the Tortoise

PRIMARY FOCUS OF LESSON**Speaking**

Students will use frequently occurring nouns and verbs to build simple sentences.

Students will discuss and apply the word *race*.

Reading

Students will retell the beginning, middle, and end of “The Hare and the Tortoise.”

FORMATIVE ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Retelling the Fable [Activity Page 11.1S]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| Looking at Language | | |
| Sentence Builder | 10 min. | ❑ Images 12A-4, 12A-6 |
| Vocabulary Building | | |
| Word Work: <i>Race</i> | 5 min. | |
| Rewind | | |
| Sequencing: "The Hare and the Tortoise" | 15 min. | ❑ Activity Page 11.1S
❑ scissors, paper, glue or tape
❑ Image Cards 9, 11, 12
❑ Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 11.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Build simple sentences using nouns and verbs.
- Share an experience of watching or participating in a race.
- Retell a fable.

Language Forms and Functions

The _____ for the race to begin. (*The tortoise waits for the race to begin.*)
(noun) (verb)

The _____. (*The hare sleeps.*)
(noun) (verb)

I was in a race when . . .

I watched a race. It was a _____ race.

Retell: In the beginning of the fable, . . . / In the middle, . . . / In the end, . . .

Vocabulary

Tier 3 Domain-Specific Words

hare
tortoise

Tier 2 General Academic Words

boasting
break
steadily

Tier 1 Everyday Speech Words

fast/slow
race
tired
won

Lesson 11: The Hare and the Tortoise

Looking at Language



Primary Focus: Students will use frequently occurring nouns and verbs to build simple sentences.

SENTENCE BUILDER

**Show Image 12A-4: Beginning of race**

Note: There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. If necessary, ask students to repeat your sentences.

- State the directions for the following sentence-building activity:

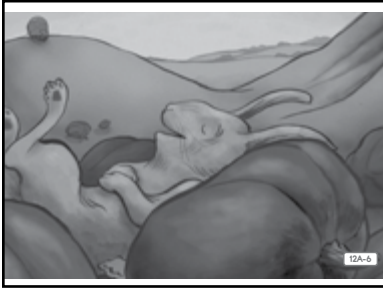
1. Look at this picture. I will call on you one at a time to say one word about the picture.
2. Then, I will build on your word by adding other words to make a short sentence.
3. Finally, we will say the short sentence together.

Student A: tortoise

Teacher: The tortoise waits for the race to begin.

Class: The tortoise waits for the race to begin.

- Possible simple sentences:
 - The hare is ready for the race.
 - The tortoise is ready for the race.
 - The hare looks at the tortoise.
 - The hare thinks that he will win.
 - The animals gathered around.



Show Image 12A-6: Hare in pumpkin patch

4. Now, we will switch roles. I will say one word about the picture. Then, you will build on my word to make a short sentence. Finally, we will say the short sentence together.

Teacher: hare

Student B: The hare sleeps.

Class: The hare sleeps.

- Possible sentences:
 - The hare rests in a pumpkin patch.
 - The tortoise comes closer and closer.
 - The pumpkins are orange.
 - The hare does not know that the tortoise is coming closer.



Formative Assessment

Sentence Builder: Can you make a short sentence by building on—or adding words to—my word?



Speaking Using Verbs and Nouns

Entering/Emerging

Point to a specific part of the image and prompt a student to say several words about it.

Transitioning/Expanding

Build a simple sentence together with students, and have them repeat the sentence after you.

Bridging

Ask questions to prompt students to add details to their sentence about the image.

Lesson 11: The Hare and the Tortoise

Vocabulary Building



Primary Focus: Students will discuss and apply the word *race*.

WORD WORK: RACE

In the fable you heard the tortoise say to the hare, “You may be fast. But I’ll bet I could beat you in a race.”

Say the word *race* with me three times.

Definition: A race is a sport or contest of speed.

Example: My older brother won the sack race at the picnic. [A sack race is a game in which people place both of their legs inside a sack like a pillow case and jump forward from a starting point toward a finish line. The first person to cross the finish line is the winner of the race.]

Making Choices: I am going to describe a few situations. If what I describe could be considered a race, say, “That is a race.” If what I describe could not be considered a race, say, “That is not a race.”

- Before the children started running, they listened for the announcement, “Ready. Set. Go.” (*That is a race.*)
- My teacher said to turn in our paper whenever we finish. (*That is not a race.*)
- The cars speed around the track to be the first to cross the finish line. (*That is a race.*)
- My friend and I hurry to see who can get to the bus stop first. (*That is a race.*)
- Antonio and his friends love to read books on the weekends. (*That is not a race.*)

Support

Sentence frames:

“I was in a race
when . . .”

“I watched a race. It was
a _____ race.”



Check for Understanding

Turn and Talk: Have you ever been in a race or watched a race? Try to use the word *race* when you tell about it.

Lesson 11: The Hare and the Tortoise

Rewind



Primary Focus: Students will retell the beginning, middle, and end of “The Hare and the Tortoise.”

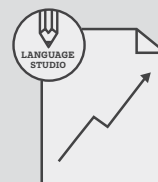
SEQUENCING: “THE HARE AND THE TORTOISE”

- Give students Activity Page 11.1S.
- Tell them that this activity page has pictures that show the beginning, middle, and end of the fable.
- Have students look carefully at each picture and think about what is happening in the picture.
- They should consider:
 - Who are the characters in the picture?
 - Where are they?
 - What is happening?
- After they have considered each picture, have them cut out the three pictures and put them in order to show the beginning, middle, and end of the fable.
- When they have made sure that they have the pictures in the correct order, they should glue or tape the pictures in the correct order onto a piece of paper.

Image Card 9, 11, 12



Activity Page 11.1S



Reading
Selecting Language
Resources

Entering/Emerging

Display image cards 9, 11, and 12. Say temporal words (e.g., *first*, *next*, *last*) and key words and phrases related to each image. Have students echo the temporal word and key words about each image.

Transitioning/Expanding

Prompt students to retell the beginning, middle, and end of the fable by leaving key words and phrases from the story blank (e.g., “Once upon a time there was a ____.”).

Bridging

Invite partners to take turns retelling the beginning, middle, and end of the fable..



Retelling the Fable

After you have sequenced the pictures, retell the fable with a partner.

Note: Retelling can also be done in small groups or with home language peers.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K1L11 |
| Activity Name | Retelling the Fable |
| Proficiency Levels | |
| Entering | Student repeats key words from a story. |
| Emerging | Student identifies key words and phrases from a story with support. |
| Transitioning | Student retells events from a story with prompting and support. |
| Expanding | Student retells events from a story. |
| Bridging | Student retells the beginning, middle, and end of a story. |

End Lesson

NURSERY RHYMES AND FABLES

The Dog and His Reflection

PRIMARY FOCUS OF LESSON**Reading**

Students will retell the beginning, middle, and end of “The Dog and His Reflection.”

Writing

Students will draw and discuss a favorite fable.

FORMATIVE ASSESSMENT

Reading

Retelling the Fable [Activity Page 12.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Favorite Fable [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Rewind | | |
| Sequencing: "The Dog and His Reflection" | 15 min. | <input type="checkbox"/> Image Cards 5–7
<input type="checkbox"/> Activity Page 12.1S
<input type="checkbox"/> scissors, paper, glue or tape |
| Write About It | | |
| My Favorite Fable | 15 min. | <input type="checkbox"/> Flip Book
<input type="checkbox"/> drawing paper, drawing tools
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 12.1S.

Write About It

- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell a fable.
- Draw and discuss a favorite fable.

Language Forms and Functions

Retell: In the beginning of the fable, . . . / In the middle, . . . / In the end, . . .

Opinion: My favorite fable is _____.

My favorite fable is _____ because . . .

Once upon a time there was a _____.

Vocabulary

Tier 3 Domain-Specific Words

stream

Tier 2 General Academic Words

feast
greedy
reflection

Tier 1 Everyday Speech Words

bark
bone

Start Lesson

Lesson 12: The Dog and His Reflection

Rewind



Primary Focus: Students will retell the beginning, middle, and end of “The Dog and His Reflection.”

SEQUENCING: “THE DOG AND HIS REFLECTION”

- Give students Activity Page 12.1S.
- Tell them that this activity page has pictures that show the beginning, middle, and end of the fable.
- Have students look carefully at each picture and think about what is happening in the picture.
- They should consider:
 - Who are the characters in the picture?
 - Where are they?

Activity Page 12.1S



Support

Use Image Cards 5–7 to help students identify the pictures that show the beginning, middle, and end of the fable. Encourage students to use connecting words *first/next/last*.



Reading Selecting Language Resources

Entering/Emerging

Display Image Cards 5–7. Say temporal words (e.g., *first*, *next*, *last*) and key words and phrases related to each image. Have students echo the temporal word and key words about each image.

Transitioning/Expanding

Prompt students to retell the beginning, middle, and end of the fable by leaving key words and phrases from the story blank (e.g., “Once upon a time there was a ____.”).

Bridging

Invite partners to take turns retelling the beginning, middle, and end of the fable.

Support

Show Flip Book images from each fable, and go over the moral of each fable before beginning this activity.

You may wish to have students dictate the scene they drew from their favorite fable. Be sure to repeat back to them what you have written on their paper.

- What is happening?

- After they have considered each picture, have them cut out the three pictures and put them in order to show the beginning, middle, and end of the fable.
- When they have made sure that they have the pictures in the correct order, they should glue or tape the pictures in the correct order onto a piece of paper.

Formative Assessment



Retelling the Fable: [As students complete their activity page, have them retell the fable using their completed sequence. Retelling of the fable can be done with their partner, in small groups, or with home language peers.]

Lesson 12: The Dog and His Reflection

Write About It



Primary Focus: Students will draw and discuss a favorite fable.

MY FAVORITE FABLE

- Review the titles and a few Flip Book images of the three fables they have heard.
- Have students think of their favorite fable.
- Have students draw a scene from their favorite fable.

Check for Understanding



Turn and Talk: What did you draw? What happens in this scene? Who are the characters? What is the moral of the fable?



Favorite Fable

Write about your favorite fable.



Writing Offering and Supporting Opinions

Entering/Emerging

Write title or key words from favorite fables for students to copy. Provide a sentence frame for students to complete with prompting and support: "My favorite fable is _____."

Transitioning/Expanding

Write down key words or phrases from students' favorite fables.

Bridging

Invite students to share their sentences with their partners.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Knowledge/Lesson | K1L12 |
| Activity Name | Favorite Fable |
| Proficiency Levels | |
| Entering | Student expresses an opinion about a familiar topic by repeating a sentence frame and drawing a picture. |
| Emerging | Student expresses an opinion about a familiar topic by using a sentence frame and copying down key words to label a picture. |
| Transitioning | Student expresses an opinion using key words and phrases with support. |
| Expanding | Student expresses an opinion using key words and phrases. |
| Bridging | Student expresses an opinion using a short sentence about the topic. |

End Lesson

Language Studio 2

The Five Senses



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|---|--|--|

THE FIVE SENSES

My Senses Are Amazing

PRIMARY FOCUS OF LESSON**Speaking**

Students will use the term *the five senses* correctly and identify the body parts associated with each sense.

Reading

Students will identify key details from a video about the five senses.

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Viewing Guide [Informal Observation]**

LESSON AT A GLANCE

| | Time | Materials |
|------------------------|---------|---|
| Look Ahead | | |
| The Five Senses | 15 min. | <input type="checkbox"/> Image Cards 1–5
<input type="checkbox"/> Image 1A-1
<input type="checkbox"/> Activity Page 1.1S
<input type="checkbox"/> Activity Page 1.2S
<input type="checkbox"/> hands-on five senses kit |
| Video: The Five Senses | 15 min. | <input type="checkbox"/> introductory video about the five senses
<input type="checkbox"/> Resource Page 2.1S
<input type="checkbox"/> chart paper
<input type="checkbox"/> sticky note (one per student)
<input type="checkbox"/> Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Look Ahead

- Create a set of Five Senses Response Cards (Activity Page 1.1S) and a set of Body Parts Response Cards (Activity Page 1.2S) for each student.
- Prepare a hands-on five senses kit with materials that students can use to explore their senses throughout this unit. The kit should contain the components listed below.

Note: Be sure to follow your school’s policy regarding food distribution and allergies.

- Sense of sight: Set aside “I Spy” books and posters with hidden images. Bring in flashlights for experimenting with shadows.
- Sense of hearing: Compile sound clips of different sounds (e.g., sounds of animals and instruments), and bring in various instruments or items that can be used to make sound.
- Sense of smell: Create scent bottles by adding imitation flavors (e.g., vanilla and peppermint) to cotton balls or by filling a bottle with spices.
- Sense of taste: Bring in various healthy foods for students to taste.

- Sense of touch: bring in items that have different textures (e.g., sandpaper, silk, and stuffed animals).
- Find a short and engaging introductory video about the five senses.
- Prepare a large copy of the Viewing Guide (Resource Page 2.1S) on chart paper for the class to fill out.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Ask and answer questions about the five senses.
- Draw/write about an interesting fact from a video.

Language Forms and Functions

This shows the sense of _____.

With my sense of _____, I can . . .

This is interesting because . . .

Vocabulary

Tier 3 Domain-Specific Words

hearing
sight
smell
taste
touch

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

ears
eyes
nose
skin
tongue

Lesson 1: My Senses are Amazing

Look Ahead



Primary Focus

Students will use the term *the five senses* correctly and identify the body parts associated with each sense.

Students will identify key details from a video about the five senses.

Image Cards 1–5



Activity Pages 1.1S, 1.2S



THE FIVE SENSES (15 MIN.)

- Tell students that over the next several days, they are going to learn about the five senses and the different parts of the body used for each sense.
- Have students say the phrase *the five senses* with you three times.

Exploring the Five Senses

- Sense of sight: Have students look around the classroom and tell you about what they see.

Say: When you see, you are using your sense of sight. [Hold up Image Card 1 (eyes).] We use our eyes to see.

- Have students say *sense of sight* while they point to their eyes.
- Sense of hearing: Tell students to close their eyes and identify the sounds they hear.

Say: When you listen to something, you are using your sense of hearing. [Hold up Image Card 2 (ear).] We use our ears to hear.

- Have students say *sense of hearing* while they point to their ears.
- Sense of smell: Pass around scent bottles, and have students identify the smell.

Say: When you smell something, you are using your sense of smell. [Hold up Image Card 3 (nose).] We use our nose to smell.

- Have students say *sense of smell* while they point to their noses.
- Sense of taste: Tell students to close their eyes, eat a sample of food, and identify the food.

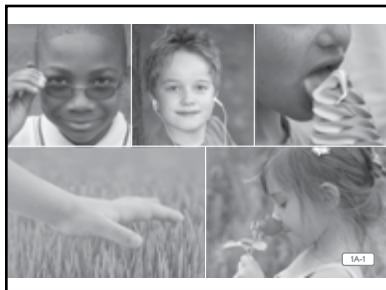
Say: When you eat, you are using your sense of taste. [Hold up Image Card 4 (tongue).] We use our tongue to taste.

- Have students say *sense of taste* while they point to their mouths/tongues.

- Sense of touch: Place an item into a box, and have students touch the item without looking into the box. See if students can correctly identify the item in the box.

Say: When you feel something, you are using your sense of touch.
[Show Image Card 5 (skin/hand).] We use our skin to touch.

- Have students say *sense of touch* while they point to a part of their skin (e.g., their hands).



Show image 1A-1: Five photos depicting senses

- Point to each picture within the image, and name the sense it represents.
- Distribute a set of Five Senses Response Cards (Activity Page 1.1S) to each student.

Turn and Talk: With your partner, name each sense on the response cards.

- Distribute a set of Body Parts Response Cards (Activity Page 1.2S) to each student.
- **Match It:** Have students match each sense with the body part associated with it.
 - » sight/eyes, hearing/ears, taste/tongue, smell/nose, and touch/skin-hands



Check for Understanding

Turn and Talk: Tell your partner one thing you know about one of the senses, and ask one question you have about the senses.

VIDEO: THE FIVE SENSES (15 MIN.)

First Play

- Tell students that you will play a short video about the five senses.
- Refer to the Viewing Guide (Resource Page 2.1S) on display. Tell students you will fill it out together.
- Tell students to watch and listen carefully for the main idea of the video.

Support

Observe how students match the body parts with the senses, and take note of difficulties students are having with matching them. By the end of this unit, students should be able to match the body parts with the senses correctly.



Speaking Exchanging Information and Ideas

Entering/Emerging

Have students refer to one of the Five Senses Response Cards and use an oral sentence frame to name the sense (e.g., “This shows the sense of ____.”).

Transitioning/Expanding

Have students refer to one of the Five Senses Response Cards and use an oral sentence frame and starter to tell about that sense (e.g., “With my sense of ____, I can . . .”). Help students to ask a question about one of the senses.

Bridging

Encourage students to add details to their responses, and ask a detailed question about the five senses.

Support

The main idea of the video is what the video is mostly about.



Reading
Reading/Viewing
Closely

Entering/Emerging

Provide an oral bank of key words and phrases from the video.

Transitioning/Expanding

Ask simple *yes/no* questions about the key details from the video.

Bridging

Ask open-ended questions about the video, and provide students the sentence starter, "This is interesting because . . ."

- Write a word or phrase that sums up the main idea of the video on the Viewing Guide. Read it together.

Second Play

- Tell students to watch and listen carefully for an interesting fact from the video.



Viewing Guide

Draw an interesting fact from the video on your sticky note, and place it on the Viewing Guide.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K2L1 |
| Activity Name | Viewing Guide |
| Proficiency Levels | |
| Entering | Student identifies a few key words and phrases from the video with prompting and support. |
| Emerging | Student identifies a few key words and phrases from the video. |
| Transitioning | Student explains some key details from the video with prompting and support. |
| Expanding | Student explains some key details from the video. |
| Bridging | Student explains key details from the video in complete sentences and explains why they are interesting, using some textual evidence. |

End Lesson

THE FIVE SENSES

The Sense of Sight

PRIMARY FOCUS OF LESSON**Reading**

Students will illustrate a fact about the sense of sight.

Speaking

Students will ask and answer *yes/no* questions in a game of “I Spy.”

Students will explain why the sense of sight is important.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

“I Spy” [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------|---------|--|
| Look Ahead | | |
| Video: The Sense of Sight | 5 min. | <input type="checkbox"/> brief video/song about the sense of sight
<input type="checkbox"/> Resource Page 2.1S
<input type="checkbox"/> chart paper
<input type="checkbox"/> sticky notes (one per student) |
| Talk Time | | |
| "I Spy" | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet |
| Rewind | | |
| The Sense of Sight | 15 min. | <input type="checkbox"/> Activity Page 2.1S
<input type="checkbox"/> Activity Page 2.2S
<input type="checkbox"/> scissors; tape or glue |

ADVANCE PREPARATION

Look Ahead

- Find a very short and engaging video or song about the sense of sight.
- Prepare a large copy of the Viewing Guide (Resource Page 2.1S) on chart paper for the class to fill out.

Talk Time

- Place students in groups of two or three.
- Prepare Language Proficiency Recording Sheet for Speaking.

Rewind

- Prepare Activity Page 2.1S. This image bank will be used in later lessons. You may wish to provide your own images or have students find images from magazines.
- Prepare Activity Page 2.2S (Sense of Sight Chart).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Illustrate information about the sense of sight.
- Ask and answer *yes/no* questions.
- Explain why the sense of sight is important.

Language Forms and Functions

I spy with my little eye something that is _____.
(adj.)

Is it _____?

Yes, it is _____. No, it is not _____.

My eyes help me to . . .

The sense of sight keeps me safe by . . .

Vocabulary

Tier 3 Domain-Specific Words

sight

Tier 2 General Academic Words

different/similar
help
protect

Tier 1 Everyday Speech Words

eyes
safe

Start Lesson

Lesson 2: The Sense of Sight

Look Ahead



Primary Focus: Students will illustrate a fact about the sense of sight.

VIDEO: THE SENSE OF SIGHT (5 MIN.)

- Tell students that you will play a short video.
- Refer to the large Viewing Guide (Resource Page 2.1S). Tell students you will complete it together.



Reading
Reading/Viewing
Closely

Entering/Emerging

Have students say the main idea of the video and use phrases and short sentences to describe their drawings.

Transitioning/Expanding

Have students say the main idea of the video and use a detailed sentence to describe their drawings.

Bridging

Have students make a connection between the main idea of the video and their drawings using key details from the video.

First Play

- Tell students to watch and listen carefully for the main idea of the video. They will need to figure out what the video is about.
- Write a word or phrase on the Viewing Guide that sums up the main idea of the video. Read it together.

Second Play

- Tell students to watch and listen carefully to learn something about the sense of sight.
- Have students draw one thing on a sticky note that they learned about the sense of sight from the video and place it onto the Viewing Guide.

Lesson 2: The Sense of Sight

Talk Time



Primary Focus: Students will ask and answer *yes/no* questions in a game of “I Spy.”

“I SPY” (10 MIN.)

- Explain the rules for the game “I Spy.”

“I Spy” Rules

Player 1: Look for something that is visible around you and say, “I spy with my little eye something that is _____ (adj).”

Other Players: Ask *yes/no* questions: “Is it _____?”

Player 1: Respond, “Yes, it is _____.”; or, “No, it is not _____.”

Other Players: Keep asking *yes/no* questions until you get the correct answer.

- Model with an adult or student who understands how to play “I Spy.”
- Assign who should be Player 1 in the first round. During the next round, another student should be Player 1.



"I Spy"

[Monitor groups as they play "I Spy."]



Speaking
Exchanging Information
and Ideas

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K2L2 |
| Activity Name | "I Spy" |
| Proficiency Levels | |
| Entering | Student responds to <i>yes/no</i> questions with prompting and support. |
| Emerging | Student responds to <i>yes/no</i> questions. |
| Transitioning | Student asks and answers <i>yes/no</i> questions with prompting and support. |
| Expanding | Student asks and answers <i>yes/no</i> questions. |
| Bridging | Student asks and answers <i>yes/no</i> questions in order to gain more information or to reach a conclusion. |

Entering/Emerging

Help students respond by having them echo: "Yes, it is ____."; or "No, it is not ____."

Transitioning/Expanding

Help students ask *yes/no* questions by providing an oral bank of describing words and question frame: "Is it ____?"

Bridging

Have partner pairs play "I Spy" independently.

Lesson 2: The Sense of Sight

Rewind



Primary Focus: Students will explain why the sense of sight is important.

THE SENSE OF SIGHT (15 MIN.)

What do you use to see? (eyes)

- Give each student the Sense of Sight Chart and an image bank. Instruct students to draw or find pictures from the image bank to cut and paste or tape onto their charts.

Which body parts are used for the sense of sight? What can you do with the sense of sight?

Turn and Talk: Share with a partner what you have on your chart. What is similar and different about your charts?

Activity Pages
2.1S, 2.2S



Support

"Do your eyes protect you?" (yes/no)

"My eyes help me to . . ."

"The sense of sight keeps me safe by . . ."

Check for Understanding



Round Robin: How does your sense of sight help you? How does your sense of sight protect you and keep you safe? Complete this sentence: "My sense of sight is important because. . ."

End Lesson

THE FIVE SENSES

The Sense of Hearing

PRIMARY FOCUS OF LESSON**Speaking**

Students will expand sentences by using prepositional phrases to provide details in a shared language activity.

Listening

Students will identify new meanings for the multiple-meaning word wave.

Speaking

Students will explain why the sense of hearing is important.

FORMATIVE ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Round Robin [Activity Page 3.1S]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------------|---------|---|
| Looking at Language | | |
| Expanding Sentences | 10 min. | ❑ Images 3A-4, 2A-1 |
| Vocabulary Building | | |
| Multiple-Meaning Word: <i>Wave</i> | 5 min. | ❑ Poster 2M (Wave) |
| Rewind | | |
| The Sense of Hearing | 15 min. | ❑ Activity Pages 2.1S, 3.1S
❑ scissors; glue or tape
❑ Language Proficiency Recording Sheet |

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 3.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Expand sentences by using prepositional phrases while speaking.
- Create sentences using the multiple meanings of the word wave.
- Explain why the sense of hearing is important.

Language Forms and Functions

When sound waves travel into your ear, they bounce off your eardrums.

My ears help me to . . .

The sense of hearing helps me to learn more about . . .

My sense of hearing is/is not important because . . .

Support Opinion: The read-aloud says . . .

In the read-aloud, we see that . . .

Vocabulary

Tier 3 Domain-Specific Words

sound waves

Tier 2 General Academic Words

different/similar
invisible
volume

Tier 1 Everyday Speech Words

ears
hear
loud/quiet
noise

Start Lesson

Lesson 3: The Sense of Hearing

Looking at Language



Primary Focus: Students will expand sentences by using prepositional phrases to provide details in a shared language activity.

EXPANDING SENTENCES (10 MIN.)

- Tell students that they can add detail to their sentences by telling where, when, or how something happens.
- Use the following excerpt from the “The Sense of Hearing” to show examples of prepositions. Refer to the image as you read the description of how a sound wave travels. Emphasize the preposition.

Support

Frequently used prepositions:

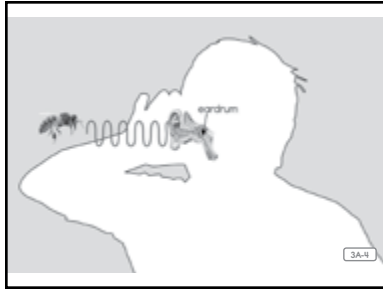
Place: above/below, at, between, in, near, on, over/under, up/down

Time: around, at, before, between, during, for, since, until

Purpose: for, to

Means: by, with

A detail gives more information about something.



Show image 3A-4: Ear diagram

When sound waves travel **into** your ear, they bounce **off** your eardrums. Your eardrums are **inside** your ears, and, like real drums, when they get bumped **by** sound waves, they vibrate back and forth. When these vibrations travel **inside** your ear **to** your brain, your brain can figure out what sound made the vibrations.



Formative Assessment

Expanding Sentences: We will expand a sentence about this image by adding details that tell where, when, and how something happens.



Speaking Modifying to Add Details

Entering/Emerging

Have students add detail to the sentence by telling where something happens.

Transitioning/Expanding

Have students add detail to the sentence by telling where and when something happens.

Bridging

Have students add detail to the sentence by telling where, when, and how something happens.



Show image 2A-1: Boy leaping onto a rock

Note: There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

Ask

- Who is in the image?
 - » a boy
- What is he doing?
 - » A boy leaps/jumps.
- Where is he?
 - » A boy leaps/jumps onto a rock.
- When does this happen?
 - » A boy leaps/jumps onto a rock on a chilly Saturday morning.
- How does he jump?
 - » A boy leaps/jumps onto a rock with his hands up in the air on a chilly Saturday morning.

Lesson 3: The Sense of Hearing

Vocabulary Building



Primary Focus: Students will identify new meanings for the multiple-meaning word wave.

MULTIPLE-MEANING WORD: WAVE (5 MIN.)

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

[Show Poster 2M (Wave).] In the read-aloud, you learned about sound waves. Which picture shows sound waves? (*one*)

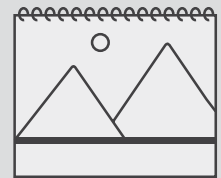
Wave also has other meanings. Wave also describes a hair style. Which picture shows wavy hair? (*three*)

Wave also means to motion with your hands. Which picture shows this? (*two*)

We can use the phrase *heat wave* to talk about several days in a row with very hot temperatures. Which picture shows someone experiencing a heat wave? (*four*)

Now that we have discussed the different meanings for wave, quiz your partner on these different meanings. For example, you could say, "Sally's hair is not straight but has waves in it." And your partner should respond, "That's number three."

Flip Book Poster 2M



Listening Analyzing Language Choices

Entering/Emerging

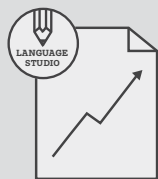
Say simple sentences that include the word and meaning of wave in context. Have students hold up the number of fingers to indicate which image shows the way wave is used in the sentence.

Transitioning/Expanding

Have students refer to an image on the poster and give their own definitions for the word wave.

Bridging

Have students create their own sentences that reflect the meanings of the word wave.



Support

“Do your ears protect
you?” (yes/no)

“My ears help me to . . .”

“The sense of hearing
helps me to learn more
about . . .”



Speaking
Offering and Supporting
Opinions

Entering/Emerging

Have students offer
an opinion using a
complete sentence: “My
sense of hearing is/is
not important to me.”

Transitioning/Expanding

Brainstorm facts from
the read-aloud that
show the sense of
hearing is important
using a sentence starter
(e.g., “The read-aloud
says . . .”; or “In the
read-aloud, we see
that. . .”).

Bridging

Invite students to share
their opinion statements
in a small group.

Lesson 3: The Sense of Hearing

Rewind



Primary Focus: Students will explain why the sense of hearing is important.

THE SENSE OF HEARING (15 MIN.)

What do you use to hear? (*ears*)

- Give each student the Sense of Hearing Chart. Instruct students to draw or find pictures from the image bank to cut and paste or tape onto their charts.

Which body parts are used for the sense of hearing? What can you
do with the sense of hearing?

Turn and Talk: Share with a partner what you have on your chart.
What is similar and different about your charts?



Check for Understanding

How does your sense of hearing help you? How does your sense
of hearing protect you and keep you safe?



Round Robin

Complete this sentence: “My sense of hearing is important
because. . .”

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Knowledge/Lesson | K2L3 |
| Activity Name | Round Robin |
| Proficiency Levels | |
| Entering | Student offers an opinion with prompting and support. |
| Emerging | Student offers an opinion. |
| Transitioning | Student supports opinion with one textual reason with prompting and support. |
| Expanding | Student supports opinion with one textual reason. |
| Bridging | Student supports opinion with textual reasons. |

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

## 4

## THE FIVE SENSES

## The Sense of Smell

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will connect two short sentences into one longer sentence in a shared language activity.

Students will ask and answer *yes/no* questions in a game of “I Spy.”

Students will explain why the sense of smell is important.

## FORMATIVE ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

Speaking

“I Spy” [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Round Robin [Activity Page 4.1S]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                              |
|----------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                                                                                                        |
| Sentence Builder           | 5 min.  | <input type="checkbox"/> Images 3A-2, 2A-5, 6A-7                                                                                                                       |
| <b>Talk Time</b>           |         |                                                                                                                                                                        |
| "I Spy"                    | 10 min. |                                                                                                                                                                        |
| <b>Rewind</b>              |         |                                                                                                                                                                        |
| The Sense of Smell         | 15 min. | <input type="checkbox"/> Activity Pages 2.1S, 4.1S<br><input type="checkbox"/> scissors; glue or tape<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Looking at Language

- Generate your own questions and sentence builder examples using Flip Book images.

### Talk Time

- Place students in groups of two or three.

### Rewind

- Prepare Activity Page 4.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Build a longer sentence with two short sentences and a conjunction while speaking.
- Ask and answer *yes/no* questions.
- Explain why the sense of smell is important.

### Language Forms and Functions

The girl can hear sound waves, but she cannot see sound waves.

I spy with my little eye something that is \_\_\_\_\_.  
(adj.)

Is it \_\_\_\_\_?

Yes, it is \_\_\_\_\_. No, it is not \_\_\_\_\_.

My nose helps me to . . .

The sense of smell keeps me safe by . . .

**Support Opinion:** The read-aloud says . . .

In the read-aloud, we see that . . .

My sense of smell is important because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

nostrils

#### Tier 2 General Academic Words

identify  
odor  
scents

#### Tier 1 Everyday Speech Words

nose  
smell  
sniff

Start Lesson

### Lesson 4: The Sense of Smell

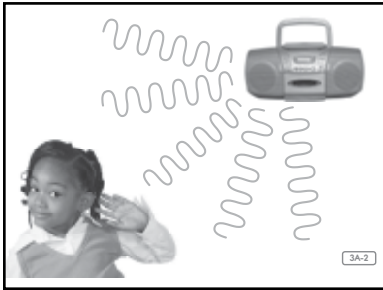
# Looking at Language



**Primary Focus:** Students will connect two short sentences into one longer sentence in a shared language activity.

### SENTENCE BUILDER (5 MIN.)

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. You may wish to generate your own questions and sentence builder examples.



### Show image 3A-2: Sound wave diagram

Think of a simple and short sentence for this image.

» The girl can hear sound waves.

I will ask a question about the image: Can she see sound waves?

Think of an answer to my question.

» She cannot see sound waves.



### Formative Assessment

**Sentence Builder:** Build a sentence using both sentences.

» The girl can hear sound waves, but she cannot see sound waves.



### Speaking Connecting Ideas

#### Entering/Emerging

Help students combine sentences using words such as *and*, *but*, and *so*.

#### Transitioning/Expanding

Have students combine sentences using words such as *and*, *but*, and *so*, and help them express cause/effect using *because*.

#### Bridging

Have students combine sentences in a variety of ways independently.

- Follow the same procedure for the following images.



### Show image 2A-5: Tears



### Show image 6A-7: Child making snow angel

## Lesson 4: The Sense of Smell

# Talk Time



**Primary Focus:** Students will ask and answer *yes/no* questions in a game of “I Spy.”

### “I SPY” (10 MIN.)

- Explain the rules for the game “I Spy.”

#### “I Spy” Rules

**Player 1:** Look for something that is visible around you and say, “I spy with my little eye something that is \_\_\_\_\_ (*adj.*).”

**Other Players:** Ask *yes/no* questions: “Is it \_\_\_\_\_?”

**Player 1:** Respond, “Yes, it is \_\_\_\_\_.”; or, “No, it is not \_\_\_\_\_.”

**Other Players:** Keep asking *yes/no* questions until you get the correct answer.

- Model with an adult or student who understands how to play “I Spy.”
- Assign a student to be Player 1 in the first round. During the next round, another student should be Player 1.



Speaking  
Exchanging Information  
and Ideas

#### Entering/Emerging

Help students to formulate *yes/no* questions (e.g., “Is it \_\_\_\_\_?”). Have students point to the object they want to ask about, and give them an oral bank of describing words for that item.

#### Transitioning/Expanding

Provide an oral bank of describing words for an object. Remind students not to ask the same questions.

#### Bridging

Encourage students to formulate their own *yes/no* questions without repeating what has been asked already.



#### Formative Assessment

**“I Spy”:** [Monitor groups as they play “I Spy.”]

## Lesson 4: The Sense of Smell

# Rewind



**Primary Focus:** Students will explain why the sense of smell is important.

### THE SENSE OF SMELL (15 MIN.)

What do you use to smell? (*nose*)

- Give each student the Sense of Smell Chart (Activity Page 4.1S). Instruct students to draw or find pictures from the image bank (Activity Page 2.1S) to cut and paste or tape onto their charts.

Which body part is used for the sense of smell? What can you do with the sense of smell?

**Turn and Talk:** Share with a partner what you have on your chart. What is similar and different about your charts?



#### Check for Understanding

How does your sense of smell help you? How does your sense of smell protect you and keep you safe?



#### Round Robin

Complete this sentence: "My sense of smell is important because . . ."

Activity Pages 2.1S,  
4.1S



#### Support

"Does your nose protect you?" (*yes/no*)

"My nose helps me to . . ."

"The sense of smell keeps me safe by . . ."



#### Speaking Offering and Supporting Opinions

##### Entering/Emerging

Have students offer an opinion using a complete sentence (e.g., "My sense of smell is/is not important to me.").

##### Transitioning/Expanding

Brainstorm facts from the read-aloud that show the sense of smell is important, using a sentence starter (e.g., "The read-aloud says . . ."; or "In the read-aloud we see that . . .").

##### Bridging

Invite students to share their opinion statements in a small group.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                              |
|--------------------|------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                     |
| Knowledge/Lesson   | K2L4                                                                         |
| Activity Name      | Round Robin                                                                  |
| Proficiency Levels |                                                                              |
| Entering           | Student offers an opinion with prompting and support.                        |
| Emerging           | Student offers an opinion.                                                   |
| Transitioning      | Student supports opinion with one textual reason with prompting and support. |
| Expanding          | Student supports opinion with one textual reason.                            |
| Bridging           | Student supports opinion with textual reasons.                               |

End Lesson

## THE FIVE SENSES

# The Sense of Taste

**PRIMARY FOCUS OF LESSON****Reading**

Students will use descriptive words *sweet*, *salty*, *sour*, and *bitter* to describe various foods.

**Speaking**

Students will explain why the sense of taste is important.

**FORMATIVE ASSESSMENT**

Speaking

Round Robin [Activity Page 5.2S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Taste Place Mat [Activity Page 5.1S]

## LESSON AT A GLANCE

|                    | Time    | Materials                                                                                                                                                                                                                                                  |
|--------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hands On</b>    |         |                                                                                                                                                                                                                                                            |
| Different Tastes   | 20 min. | <input type="checkbox"/> Images 5A-3, 5A-5<br><input type="checkbox"/> Activity Page 5.1S<br><input type="checkbox"/> tasting stations<br><input type="checkbox"/> scissors; glue or tape<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Rewind</b>      |         |                                                                                                                                                                                                                                                            |
| The Sense of Taste | 10 min. | <input type="checkbox"/> Activity Pages 2.1S, 5.2S                                                                                                                                                                                                         |

## ADVANCE PREPARATION

### Hands On

- Prepare Activity Page 5.1S.
- Set up tasting stations. Bring in pictures or samples of foods representative of the four categories of taste: sweet, salty, bitter, and sour. You may wish to set up tasting stations with a different taste at each table, or you may wish to mix up the tastes and have small groups of students sort the food at each table according to taste. If food samples are not available for tasting, use Flip Book Image 5A- 3: Four tastes. Include the following categories:
  - sweet: pear, apple juice, lightly sweetened cereal
  - salty: chips, pretzels
  - bitter: unsweetened chocolate, some types of olives, arugula, bitter gourd
  - sour: citrus fruits, yogurt

**Note:** Be sure to follow your school's policy regarding food distribution and allergies.

- Prepare Language Proficiency Recording Sheet for Reading.

### Rewind

- Prepare Activity Page 5.2S.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe the taste of different foods.
- Explain why the sense of taste is important.

### Language Forms and Functions

\_\_\_\_\_ tastes \_\_\_\_\_.  
(food) (adj.)

How does \_\_\_\_\_ taste?  
(food)

My sense of taste helps me to . . .

With my tongue, I can . . .

**Opinion:** I think/don't think my sense of taste is important.

I agree/disagree with . . .

Also,/In addition,/Moreover, my sense of taste is important because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

bitter/salty/sour/sweet  
saliva  
taste buds

#### Tier 2 General Academic Words

flavorful  
identify  
pleasant/unpleasant

#### Tier 1 Everyday Speech Words

eat  
food  
tongue

## Lesson 5: The Sense of Taste

## Hands On



**Primary Focus:** Students will use descriptive words *sweet*, *salty*, *sour*, and *bitter* to describe various foods.

## DIFFERENT TASTES (20 MIN.)



**Show image 5A-3: Four tastes: sweet (cake), salty (pretzels), bitter (coffee), and sour (lemon)**

*[Point to the images showing different tastes as you say them.]*

In certain spots on your tongue, you have special taste buds to identify four different types of tastes: sweet, salty, bitter, and sour.

*[Point to the different foods, and have students repeat the different tastes with you: sweet, salty, bitter, and sour.]*

Desserts usually taste sweet because they contain sugar. Most people think sweet is a pleasant—or good—taste.

Pretzel sticks taste salty. A little salt can make foods more flavorful.

Coffee tastes bitter. Bitter is often considered an unpleasant—or bad—taste.

Lemons taste sour. Many people think that sour is not a pleasant taste.

**Turn and Talk:** With your partner, think of one example of a food that tastes sweet; one that tastes salty; one that tastes bitter; and one that tastes sour.

## Support

*Identify* means to find out.

*Flavorful* means the food has a strong and pleasant taste.



### Show image 5A-5: Variety of food

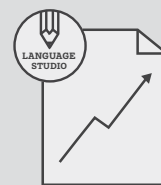
- Have students identify the taste for the different foods in the image.
- Give each student Activity Page 5.1S (Tastes Place Mat). Place small groups of students at different tasting stations. Have them sort each food by taste by drawing a quick sketch of the food, or by cutting and pasting or taping a picture of the food, onto their place mats.



### Taste Place Mat

Present information on your place mats to your small group. Your information should be based on what you heard in “The Sense of Taste.”

### Activity Page 5.1S



### Support

#### Sentence frame:

“\_\_\_\_\_ (food) tastes (sweet/salty/bitter/sour).”



Reading  
Reading/Viewing  
Closely

#### Entering/Emerging

Have students echo:  
“\_\_\_\_\_ (food) tastes \_\_\_\_\_ (sweet/salty/bitter/sour).” Help them place the food in the correct category on their place mats.

#### Transitioning/Expanding

Ask: “How does \_\_\_\_\_ (food) taste?”  
Prompt students to identify the taste (sweet, salty, sour, or bitter) of a food as described in the read-aloud.

#### Bridging

Challenge students to identify the taste of additional foods and categorize them on their place mats.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

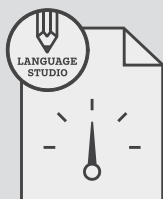
- Use the following tool to evaluate student's language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Knowledge/Lesson   | K2L5                                                                                                   |
| Activity Name      | Taste Place Mat                                                                                        |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

### Challenge

As a class, think of five ways to say *tongue* using different languages.

Activity Pages 2.1S, 5.2S



### Lesson 5: The Sense of Taste

## Rewind



**Primary Focus:** Students will explain why the sense of taste is important.

### THE SENSE OF TASTE (10 MIN.)

What do you use to taste? (*tongue*)

- Give each student a Sense of Taste Chart (Activity Page 5.2S). Instruct students to draw or find pictures from the image bank (Activity Page 2.1S) to cut and paste or tape onto their charts.

Which body part is used for the sense of taste? What can you do with the sense of taste?

**Turn and Talk:** Share with a partner what you have on your chart.  
What is similar and different about your charts?



### Check for Understanding

How does your sense of taste help you? How does your sense of taste protect you and keep you safe?



### Formative Assessment

**Round Robin:** Complete this sentence: “My sense of taste is important because . . .”

~ End Lesson ~

## Support

### Sentence starters:

“My sense of taste helps me to . . .”

“With my tongue, I can. . .”



**Speaking**  
Offering and Supporting  
Opinions

### Entering/Emerging

Have students answer using a sentence frame (e.g., “I think/don’t think my sense of taste is important.”).

### Transitioning/Expanding

Have students agree or disagree with what the previous student said and follow up with their own opinions by completing the sentence starter, “I agree/disagree with . . .”

### Bridging

Have students agree or disagree with what the previous student said and follow up with their own opinions by building on what the previous student said (e.g., “Also/In addition/Moreover, the sense of taste is important because. . .”).

## 6

## THE FIVE SENSES

# The Sense of Touch

**PRIMARY FOCUS OF LESSON****Speaking**

Students will expand sentences by using prepositional phrases to provide details in a shared language activity.

Students will ask and answer *wh*- questions in a game of “Ten Questions.”

Students will explain why the sense of touch is important.

**FORMATIVE ASSESSMENT**

Speaking

“Ten Questions” [Informal Observation]

Speaking

Round Robin [Activity Page 6.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                             |
|----------------------------|---------|-------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |         |                                                                                                       |
| Expanding Sentences        | 5 min.  | <input type="checkbox"/> Image 6A-7<br><input type="checkbox"/> Language Proficiency Recording Sheet  |
| <b>Talk Time</b>           |         |                                                                                                       |
| "Ten Questions"            | 10 min. |                                                                                                       |
| <b>Rewind</b>              |         |                                                                                                       |
| The Sense of Touch         | 15 min. | <input type="checkbox"/> Activity Pages 2.1S, 6.1S<br><input type="checkbox"/> scissors; glue or tape |

## ADVANCE PREPARATION

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

### Talk Time

- Place students in groups of two or three.

### Rewind

- Prepare Activity Page 6.1S.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Expand sentences using prepositional phrases while speaking.
- Ask and answer *wh*- questions.
- Explain why the sense of touch is important.

### Language Forms and Functions

This boy is outside playing in the snow during the wintertime.

The sense of touch lets me know . . .

I think/don't think my sense of touch is important.

My sense of touch is important because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

nerves

#### Tier 2 General Academic Words

bumpy/rough/sharp/  
smooth  
sensitive  
texture

#### Tier 1 Everyday Speech Words

hard/soft  
skin

[Start Lesson](#)

## Lesson 6: The Sense of Touch

# Looking at Language



**Primary Focus:** Students will expand sentences by using prepositional phrases to provide details in a shared language activity.

### Support

#### Frequently used prepositions:

**Place:** above/below, in, near, on, outside/inside, over/under, up/down

**Time:** around, at, before, between, during, for, since, until

**Purpose:** for, to

**Means:** by, with

### EXPANDING SENTENCES (5 MIN.)

- Tell students that they can add detail to sentences by telling where, when, or how something happens.
- Use the following from “The Sense of Touch” read-aloud to show examples of prepositions. Emphasize the prepositions.



### Show image 6A-7: Child making snow angel

This boy is **outside** playing **in** the snow **during** the wintertime. Thankfully, he is wearing a coat. If you play **in** the snow wearing only a T-shirt, then all the nerves **under** your skin will become very sensitive. You will feel cold. You can stay warm **by** putting on extra clothing, like a coat, hat, and mittens.



### Expanding Sentences

Let's expand a sentence about this image by adding details that tell where, when, and how.

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

#### Ask

Who is in the image?

» a boy

What is he doing?

» A boy makes a snow angel.

Where is he?

» A boy makes a snow angel in the snow.

When does this happen?

» A boy makes a snow angel in the snow on a cold, winter day.

How does he make a snow angel?

» A boy makes a snow angel with his body in the snow on a cold, winter day.



### Speaking Modifying to Add Details

#### Entering/Emerging

Say prepositional phrases about the image (e.g., *in the snow*; *on a cold, winter day*) and have students point them out in the image as they repeat the prepositional phrases.

#### Transitioning/Expanding

Prompt students to add detail by asking questions about where, when, and how. Provide a sentence frame that needs to be completed with a prepositional phrase [e.g., "A boy makes a snow angel \_\_\_\_\_ (*prepositional phrase*)."].

#### Bridging

Have partner pairs brainstorm other prepositional phrases to expand their sentences.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                    |
|--------------------|------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                           |
| Knowledge/Lesson   | K2L6                                                                               |
| Activity Name      | Expanding Sentences                                                                |
| Proficiency Levels |                                                                                    |
| Entering           | Student recognizes prepositional phrases in images.                                |
| Emerging           | Student recognizes and repeats prepositional phrases.                              |
| Transitioning      | Student uses frequently occurring prepositional phrases with support.              |
| Expanding          | Student uses frequently occurring prepositional phrases.                           |
| Bridging           | Student uses a growing number of prepositional phrases to expand simple sentences. |

### Lesson 6: The Sense of Touch

## Talk Time



**Primary Focus:** Students will ask and answer *wh*- questions in a game of “Ten Questions.”

### “TEN QUESTIONS” (10 MIN.)

- Place students in groups of two or three.
- Explain the rules for the game “Ten Questions.”

### “Ten Questions” Rules

**Player 1:** Think of something (*noun*), and let the group know when you are ready.

**Other Players:** Ask *wh*– questions.

**Player 1:** Answer the *wh*– questions, and keep track of the number of questions asked.

**Other Players:** Keep asking *wh*– questions until you get the answer or until you have asked ten questions.

| Wh– Question Word | Function                               | Example                       |
|-------------------|----------------------------------------|-------------------------------|
| Who               | to ask about a person                  | Who uses it?                  |
| What              | to ask for information about something | What color is it?             |
| When              | to ask about time                      | When do we use it?            |
| Where             | to ask about place                     | Where do you usually find it? |
| Why               | to ask for a reason                    | Why is it important?          |

- Model with an adult or student who understands how to play “Ten Questions.”
- Assign a student to be Player 1 in the first round. Player 1 should also keep track of the number of questions asked. During the next round, another student should be Player 1.



#### Formative Assessment

**“Ten Questions”:** [Monitor groups as they play “Ten Questions.”]

### Support

Help students ask and answer *wh*– questions as needed.

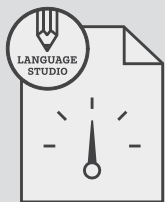


**Speaking**  
Exchanging Information and Ideas

**Entering/Emerging**  
Have students repeat *wh*– questions.

**Transitioning/Expanding**  
Help students to ask and answer *wh*– questions. Remind students not to repeat questions already asked.

**Bridging**  
Encourage students to ask and answer *wh*– questions without repeating what has been asked already.



### Support

“Does your sense of touch protect you?”  
(yes/no)

“The sense of touch lets me know . . .”



### Speaking Offering Opinions

#### Entering/Emerging

Have students answer using a sentence frame  
“I think/don't think my sense of touch is important.”).

#### Transitioning/Expanding

Have students agree or disagree with what the previous student said and follow up with their own opinions.

#### Bridging

Have students agree or disagree with what the previous student said and follow up with their own opinions by building on what a previous student said, providing evidence from the read-aloud.

## Lesson 6: The Sense of Touch

# Rewind



**Primary Focus:** Students will explain why the sense of touch is important.

### THE SENSE OF TOUCH (15 MIN.)

What do you use to touch? (*skin*)

- Give each student the Sense of Touch Chart (Activity Page 6.1S). Instruct students to draw or find pictures from the image bank (Activity Page 2.1S) to cut and paste or tape onto their charts.

Which body parts are used for the sense of touch? What can you do with the sense of touch?

**Turn and Talk:** Share with a partner what you have on your chart. What is similar and different about your charts?



### Check for Understanding

How does your sense of touch help you? How does your sense of touch protect you and keep you safe?



### Formative Assessment

**Round Robin:** Complete this sentence: “My sense of touch is important because. . .”

End Lesson

## THE FIVE SENSES

# Describing Textures

### PRIMARY FOCUS OF LESSON

#### Reading

Students will use descriptive words *soft*, *smooth*, *bumpy*, and *sharp* to describe the textures of various objects.

#### Speaking

Students will use the Five Senses Charts to form and support opinions about the most amazing sense.

Students will ask and answer *wh*- questions in a game of “Ten Questions.”

### FORMATIVE ASSESSMENT

Speaking

Round Robin [Informal Observation]

Speaking

“Ten Questions” [Informal Observation]

### LANGUAGE PROFICIENCY ASSESSMENT

Reading

Texture Place Mat [Activity Page 7.1S]

## LESSON AT A GLANCE

|                        | Time    | Materials                                                                                                                                                                                        |
|------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hands On</b>        |         |                                                                                                                                                                                                  |
| Different Textures     | 15 min. | <input type="checkbox"/> Image 6A-5<br><input type="checkbox"/> Activity Page 7.1S<br><input type="checkbox"/> texture stations<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Talk Time</b>       |         |                                                                                                                                                                                                  |
| The Most Amazing Sense | 10 min. | <input type="checkbox"/> Five Senses Charts                                                                                                                                                      |
| "Ten Questions"        | 5 min.  |                                                                                                                                                                                                  |

## ADVANCE PREPARATION

### Hands On

- Prepare Activity Page 7.1S.
- Set up texture stations. Bring in pictures or objects representative of four categories of textures: soft, smooth, bumpy, and sharp. You may wish to set up texture stations with a different texture at each table, or you may wish to mix up the textures and have small groups of students sort the pictures and objects at the table by texture. Examples of the four categories include:
  - soft: blanket, yarn, stuffed animal, cotton balls
  - smooth: marbles, laminated paper, silk
  - bumpy: rocks, basketball, bark, corn husk, orange peel
  - sharp: quills, arrowheads, knives, nails

**Note:** Use only images for sharp items.

- Prepare Language Proficiency Recording Sheet for Reading.

Talk Time

- Be sure all students' Five Senses Charts (sight, hearing, smell, taste, and touch) are available.
- Place students in groups of two or three.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Describe the texture of different items.
- Offer and support opinions about the five senses.
- Ask and answer *wh*- questions.

Language Forms and Functions

\_\_\_\_\_ feels \_\_\_\_\_.  
(item)                      (adj.)

My sense of \_\_\_\_\_ helps me to ...

With my \_\_\_\_\_, I can ...

**Support Opinion:** I think the sense of \_\_\_\_\_ is the most amazing because ...

Also,/In addition,/Moreover, ...

Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                          | Tier 1<br>Everyday Speech Words |
|---------------------------------|-----------------------------------------------------------|---------------------------------|
|                                 | bumpy<br>rough<br>sensitive<br>sharp<br>smooth<br>texture | hard/soft<br>skin<br>wet/dry    |

## Lesson 7: Describing Textures

# Hands On

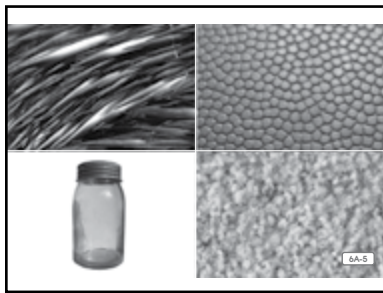


**Primary Focus:** Students will use descriptive words *soft*, *smooth*, *bumpy*, and *sharp* to describe the textures of various objects.

### Support

*Texture* refers to the way objects feel when you touch them.

### DIFFERENT TEXTURES (15 MIN.)



#### Show image 6A-5: Textures

You can use your sense of touch to feel the texture of things.

Say the word *texture* with me.

To describe texture, we use words like *soft* and *hard*, *wet* and *dry*, or *smooth*, *bumpy*, and *rough*.

[Point to the carpet in the picture.] For example, carpet is soft.

Say *soft* with me.

[Point to the glass jar.] This glass jar is smooth.

Say *smooth* with me.

[Point to the red leather.] This red leather is bumpy.

Say *bumpy* with me.

[Point to the close-up of the quills.] What about knives, needles, or porcupine quills?

**Ask:** What word do we use to describe the way these things feel?

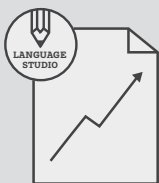
Say the word *sharp* with me.

**Turn and Talk:** With your partner, think of one example of something that is soft; one example of something that is smooth; one example of something that is bumpy; and one example of something that is sharp.

Have students review the textures of the different objects on the image.

- Give each student Activity Page 7.1S (Different Textures Place Mat). Place small groups of students at different texture stations. Have them sort the objects according to texture by drawing a quick sketch of the objects onto their place mats.

### Activity Page 7.1S





### Texture Place Mat

Present information on your place mat to your small group. Your information should be based on what you heard in “The Sense of Touch.”



**Reading**  
Reading/Viewing  
Closely

### Entering/Emerging

Have students echo:  
“\_\_\_\_\_ (item) feels  
\_\_\_\_\_ (soft/smooth/  
bumpy/sharp).” Help  
them place the item in  
the correct category on  
their place mats.

### Transitioning/Expanding

Ask: “How does  
\_\_\_\_\_ (item) feel?”  
Prompt students to  
identify the texture  
(soft/smooth/bumpy/  
sharp) of an item as  
described in the read-  
aloud.

### Bridging

Challenge students to  
identify the texture of  
additional items and  
categorize them on their  
place mats.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Knowledge/Lesson   | K2L7                                                                                                   |
| Activity Name      | Texture Place Mat                                                                                      |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

## Support

### Sentence frames:

"My sense of \_\_\_\_\_ helps me to . . ."

"With my \_\_\_\_\_, I can . . ."



Speaking  
Offering Opinions

### Entering/Emerging

Have students complete a sentence frame (e.g., "I think the sense of \_\_\_\_\_ is the most amazing.>").

### Transitioning/Expanding

Have students agree or disagree with what the previous student said and follow up with their own opinions by completing a sentence frame and starter (e.g., "I think the sense of \_\_\_\_\_ is the most amazing because . . .").

### Bridging

Have students agree or disagree with what the previous student said and follow up with their own opinions by building on what a previous student said (e.g., "Also,/In addition,/Moreover, the sense of \_\_\_\_\_ is the most amazing because . . .").

## Lesson 7: Describing Textures

# Talk Time



### Primary Focus

Students will use the Five Senses Charts to form and support opinions about the most amazing sense.

Students will ask and answer *wh*- questions in a game of "Ten Questions."

### THE MOST AMAZING SENSE (10 MIN.)

**Review:** What do you use to see? (*eyes*)  
What do you use to hear? (*ears*)  
What do you use to smell? (*nose*)  
What do you use to taste? (*tongue*)  
What do you use to touch? (*skin*)



### Check for Understanding

[Have students look over their Five Senses Charts and choose one sense that they think is the most amazing.]

Which sense helps you the most? What would happen if you did not have that sense?



### Formative Assessment

**Round Robin:** Complete this sentence: "My sense of \_\_\_\_\_ is most amazing because . . ."

**Definition:** *Amazing* means surprising and wonderful.

## “TEN QUESTIONS” (5 MIN.)

- Review the rules for the game “Ten Questions.”

### “Ten Questions” Rules

**Player 1:** Think of something (*noun*), and let the group know when you are ready.

**Other Players:** Ask *wh*– questions.

**Player 1:** Answer the *wh*– questions, and keep track of the number of questions asked.

**Other Players:** Keep asking *wh*– questions until you get the answer or until you have asked ten questions.

- Assign a student to be Player 1 in the first round. Player 1 should also keep track of the number of questions asked. During the next round, another student should be Player 1.



### Formative Assessment

**“Ten Questions”:** [Monitor groups as they play “Ten Questions.”]

~ End Lesson ~



**Speaking  
Exchanging Information  
and Ideas**

### Entering/Emerging

Have students repeat *wh*– questions.

### Transitioning/Expanding

Help students to ask and answer *wh*– questions. Remind students not to repeat questions already asked.

### Bridging

Encourage students to ask and answer *wh*– questions without repeating what has been asked already.

## 8

## THE FIVE SENSES

# Senses and Safety

**PRIMARY FOCUS OF LESSON****Listening**

Students will connect two short sentences into one longer sentence in a shared language activity.

**Speaking**

Students will describe situations and actions as harmful or safe.

**Reading**

Students will identify a key detail from a video about the five senses.

**FORMATIVE ASSESSMENT**

Reading

Viewing Guide [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Sentence Builder [Informal Observation]

## LESSON AT A GLANCE

|                                         | Time    | Materials                                                                                                                                                                |
|-----------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>              |         |                                                                                                                                                                          |
| Sentence Builder                        | 10 min. | <input type="checkbox"/> Image 4A-5<br><input type="checkbox"/> Image 4A-2 or 5A-6<br><input type="checkbox"/> Language Proficiency Recording Sheet                      |
| <b>Vocabulary Building</b>              |         |                                                                                                                                                                          |
| Vocabulary Preview: <i>Harmful/Safe</i> | 10 min. | <input type="checkbox"/> T-Chart on chart paper<br><input type="checkbox"/> sticky notes (two per student)                                                               |
| <b>Rewind</b>                           |         |                                                                                                                                                                          |
| Video: The Five Senses                  | 10 min. | <input type="checkbox"/> Body Parts Response Cards<br><input type="checkbox"/> Five Senses Response Cards<br><input type="checkbox"/> Viewing Guide (Resource Page 2.1S) |

## ADVANCE PREPARATION

### Looking at Language

- Generate your own questions and sentence builder examples using Flip Book images.
- Prepare Language Proficiency Recording Sheet for Listening.

### Vocabulary Building

- Create a large T-Chart on chart paper for *harmful/safe*.

### Rewind

- Find a short and engaging concluding video about the five senses.
- Prepare a large copy of the Viewing Guide on chart paper for the class to complete.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Build a longer sentence with two short sentences and a conjunction.
- Describe situations and actions as harmful or safe.
- Draw/write about a key detail from a video.

### Language Forms and Functions

The boy blows his nose because he is sick.

My sense of \_\_\_\_\_ keeps me safe by . . .

\_\_\_\_\_ is one new thing I learned from the video.

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

harmful/safe  
protect

danger  
hurt

## Lesson 8: Senses and Safety

# Looking at Language



**Primary Focus:** Students will connect two short sentences into one longer sentence in a shared language activity.

## SENTENCE BUILDER (10 MIN.)

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatically correct. You may wish to generate your own questions and sentence builder examples.



### Show image 4A-5: Sneezing

Think of a simple and short sentence for this image.

» The boy blows his nose.

**Ask:** Why does the boy blow his nose?

» He is sick.



### Sentence Builder

Use the two sentences created by a classmate to describe the image. Build a sentence that uses both sentences.

» The boy blows his nose because he is sick.

- Follow the same procedure for one of the following images.



**Show image 4A-2: Sniffing a flower**



**Show image 5A-6: Boy eating fried chicken**



### Listening Connecting Ideas

#### Entering/Emerging

Repeat example sentence, place emphasis on target conjunction. Have students repeat the target conjunction.

#### Transitioning/Expanding

Provide partner pairs with two short sentences and the target conjunction. Prompt them to connect the sentences using the target conjunction.

#### Bridging

Have partner pairs combine two sentences using conjunctions independently.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                       |
| Knowledge/Lesson   | K2L8                                                                            |
| Activity Name      | Sentence Builder                                                                |
| Proficiency Levels |                                                                                 |
| Entering           | Student repeats target conjunction.                                             |
| Emerging           | Student identifies target conjunction in a spoken sentence.                     |
| Transitioning      | Student repeats sentence with target conjunction.                               |
| Expanding          | Student combines sentences using target conjunction with prompting and support. |
| Bridging           | Student combines sentences using target conjunction with a partner.             |

### Lesson 8: Senses and Safety

# Vocabulary Building



**Primary Focus:** Students will describe situations and actions as harmful or safe.

## VOCABULARY PREVIEW (10 MIN.)

### Harmful

**Definition:** Something is harmful if it can hurt someone or something.

**Turn and Talk:** Taking turns with your partner, ask one another whether the action you say is harmful or not harmful.

**Student A:** Is smelling a flower harmful?

**Student B:** No, that is not harmful. Is riding a bicycle without a helmet harmful?

**Student A:** Yes, that is harmful.

## Safe

**Ask:** Can you think of a word that is the opposite of *harmful*? (*safe*)

**Definition:** Something is safe if it does not hurt or harm you.  
Something safe can protect you against harm and danger.

**Turn and Talk:** Tell your partner about how your five senses keep you safe.

- **Draw It:** Give each student two sticky notes. Have students draw a picture of something harmful and a picture of something safe.
- Have students place their drawings in the correct columns of the T-Chart.
- Review the T-Chart, and invite students to explain their pictures and how they represent the words *harmful* and *safe*.

## Lesson 8: Senses and Safety

# Rewind



**Primary Focus:** Students will identify a key detail from a video about the five senses.

### VIDEO: THE FIVE SENSES (10 MIN.)

- **Match It:** Have students match their Body Parts Response Cards to their Five Senses Response Cards.
  - » eyes/sight, ears/hearing, tongue/taste, nose/smell, and skin-hands/touch
- Tell students that you will play a short video about the five senses.
- Refer to the large Viewing Guide (Resource Page 2.1S). Tell students you will complete it together.

## Support

### Sentence starter:

"My sense of \_\_\_\_\_ keeps me safe by ..."



**Speaking**  
Evaluating Language Choices

### Entering/Emerging

Explain what you see in the drawings, and have students use the word *harmful* or *safe* to describe the drawings.

### Transitioning/Expanding

Help students give brief descriptions of their drawings, and have them state whether the drawings show something harmful or safe.

### Bridging

Have students describe their drawings and explain why the drawings represent the words *harmful* or *safe*.

## Support

Observe whether students have difficulties matching the response cards.



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Provide a sentence frame (e.g., “\_\_\_\_\_ is one new thing I learned from the video.”).

### Transitioning/Expanding

Have students say the main idea of the video and use a detailed sentence to describe their drawings.

### Bridging

Have students make a connection between the main idea of the video and their drawings using key details from the video.

## First Play

- Tell students to watch and listen carefully for the main idea of the video. Remind them that the main idea of the video is what the video is mostly about.
- Write a word or phrase on the Viewing Guide that sums up the main idea of the video. Read it together.

## Second Play

- Tell students to watch and listen carefully for something new that they did not know already about the five senses.



### Check for Understanding

Draw one new thing you learned from the video on a sticky note, and place it onto the Viewing Guide.



### Formative Assessment

**Viewing Guide:** [Invite each student to explain what she or he has drawn.]

End Lesson

Language Studio 3

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# Stories

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## STORIES

# Chicken Little

**PRIMARY FOCUS OF LESSON****Speaking**

Students will retell “Chicken Little” by orally sequencing the events in the story.

**Reading**

Students will identify the story elements in “Chicken Little.”

**Speaking**

Students will use the word *sly* in context.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Retelling [Informal Observation]

## LESSON AT A GLANCE

| Activity                         | Time    | Materials                                                                                                 |
|----------------------------------|---------|-----------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                    |         |                                                                                                           |
| Retelling the Story              | 15 min. | <input type="checkbox"/> Images 1A-1–4<br><input type="checkbox"/> Language Proficiency Recording Sheet   |
| <b>Focus on Text</b>             |         |                                                                                                           |
| Story Elements: “Chicken Little” | 10 min. | <input type="checkbox"/> Story Elements Chart for “Chicken Little”<br><input type="checkbox"/> Image 1A-4 |
| <b>Vocabulary Building</b>       |         |                                                                                                           |
| Word Work: <i>Sly</i>            | 5 min.  |                                                                                                           |

## ADVANCE PREPARATION

### Rewind

- Prepare Language Proficiency Recording Sheet for Speaking.

### Focus on Text

- Create a Story Elements Chart for “Chicken Little.”

|                   |  |
|-------------------|--|
| <b>Title</b>      |  |
| <b>Setting</b>    |  |
| <b>Characters</b> |  |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Retell a story using linking words.
- Discuss story elements.
- Describe characters in a story using the general academic word *sly*.

### Language Forms and Functions

**Retell a Story:** *First, . . . / Next, . . . / Then, . . . / Finally, . . .*

**Opinion:** I think \_\_\_\_\_ is sly.

### Vocabulary

#### Tier 3 Domain-Specific Words

character  
den  
fiction

#### Tier 2 General Academic Words

sly  
until

#### Tier 1 Everyday Speech Words

acorn  
chicken  
fox  
king

Start Lesson

### Lesson 1: Chicken Little

# Rewind



**Primary Focus:** Students will retell “Chicken Little” by orally sequencing the events in the story.

### RETELLING THE STORY (15 MIN.)

- Tell students that all stories have a plot. Explain that a plot is what happens in a story—the beginning, middle, and end of a story.
- Tell students that they will now look at the pictures and retell the plot of the story “Chicken Little.”
- Remind students that when we retell a story, we use words such as *first*, *next*, *then*, and *finally* when talking about the beginning, middle, and end of a story.
- Show students image 1A-1. Have them retell what is happening by starting off with the word *first*.
- Show students images 1A-2–4. Prompt them to retell what is happening in each image.



## Speaking Selecting Language Resources

### Entering/Emerging

Display images from the story and have students signal whether it happened at the beginning, middle, or end of the story.

### Transitioning/Expanding

Prompt students to retell story using linking words *first*, *next*, *then*, and *finally*.

### Bridging

Invite partners to take turns retelling the beginning, middle, and end of the story.



## Retelling

Tell your partner about the beginning, middle, and end of the story. Try to use the words *first*, *next*, *then*, and *finally* as you retell the story.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                              |
| Knowledge/Lesson   | K3L1                                                                                                                  |
| Activity Name      | Retelling                                                                                                             |
| Proficiency Levels |                                                                                                                       |
| Entering           | Student sequences images with support.                                                                                |
| Emerging           | Student sequences images.                                                                                             |
| Transitioning      | Student retells several events from the story using visuals and some frequently occurring linking words with support. |
| Expanding          | Student retells several events from the story using visuals and some frequently occurring linking words.              |
| Bridging           | Student retells beginning, middle, and end of a story using frequently occurring linking words.                       |

## Lesson 1: Chicken Little

# Focus on Text



**Primary Focus:** Students will identify the story elements in “Chicken Little”

### STORY ELEMENTS: “CHICKEN LITTLE” (10 MIN.)

- Tell students that you will review the story elements for “Chicken Little” together by filling in a story elements chart.

**Note:** Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

|                   |                                                                                             |
|-------------------|---------------------------------------------------------------------------------------------|
| <b>Title</b>      | “Chicken Little”                                                                            |
| <b>Setting</b>    | in the woods<br>near a place where a king lives                                             |
| <b>Characters</b> | Chicken Little<br>Goosey Loosey<br>Henny Penny<br>Ducky Lucky<br>Turkey Lurkey<br>Foxy Loxy |

**Ask:** What is the title of the story? (“*Chicken Little*”)

**Definition:** Fiction is a story that has been created from a person's imagination; it is not real. Many times stories are make-believe and fantasy with a little bit of reality, or something that is true.

Is “Chicken Little” real or fiction. (*fiction*)

**Definition:** Setting is where the story takes place.

What are the settings in this story?

- » outside in the woods; near a place where a king lives



Speaking  
Evaluating Language  
Choices

#### Entering/Emerging

Have students contribute using gestures, words, or simple phrases to indicate which character in the story is sly.

#### Transitioning/Expanding

Have students contribute using a short sentence or completing the sentence frame: "In the story \_\_\_\_\_ is sly."

#### Bridging

Have students contribute using complete sentences. Challenge students to build on a previous idea.



#### Show image 1A-4

**Definition:** Characters are the people or animals in a story.

Who are the characters in the story?

- » Chicken Little, Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, Foxy Loxy

#### Lesson 1: Chicken Little

# Vocabulary Building



**Primary Focus:** Students will use the word *sly* in context.

#### WORD WORK: SLY (5 MIN.)

One of the characters in today's fiction story is *sly*.

Say the word *sly* with me three times.

**Definition:** When someone is *sly*, they are sneaky in a smart way.

**Examples:** A sly friend may borrow your favorite book without you ever knowing!

When no one was looking, the sly student snuck down the hallway to go outside to play.



#### Check for Understanding

Which character do you think is sly in this story?

- » I think \_\_\_\_\_ is sly.

#### Extending the Activity

- Have students select an adjective to describe the other characters from the story.
- Have students add another adjective to describe the fox.

- Have one partner describe a character in an image while the other partner guesses who the animal is. Then have students switch roles.

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

2

STORIES

The Three Little Pigs

PRIMARY FOCUS OF LESSON**Listening**

Students will identify and use prepositional phrases to provide details in a shared language activity.

Students will identify the appropriate verb that matches the context and image.

Writing

Students will draw and write about the smartest pig.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Expanding Sentences [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Looking at Language		
Expanding Sentences	10 min.	<input type="checkbox"/> Images 2A-4, 2A-9 <input type="checkbox"/> Language Proficiency Recording Sheet
What's the Better Word?	5 min.	<input type="checkbox"/> Images 2A-4, 2A-7, 2A-11
Write About It		
Draw and Describe the Smartest Pig	15 min.	<input type="checkbox"/> drawing paper, drawing materials

ADVANCE PREPARATION

Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Expand sentences using prepositional phrases. • Describe the smartest pig in the story. 		
Language Forms and Functions		
<p>The wolf is knocking <u>at</u> the door <u>outside</u> of the straw house <u>after</u> the pig built his straw home.</p> <p>Offer Opinion: I think the smartest pig in the story is . . .</p> <p>Support Opinion: In the story the smartest pig . . .</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	detail material	blow/whistling making/bought walking away/ran away

Lesson 2: The Three Little Pigs

Looking at Language

15M

Primary Focus

Students will identify and use prepositional phrases to provide details in a shared language activity.

Students will identify the appropriate verb that matches the context and image.

EXPANDING SENTENCES (10 MIN.)

- Tell students that they can add detail to sentences by telling about *where*, *when*, or *how* something happens.
- Use the following example from the read-aloud, “The Three Little Pigs,” to show examples of prepositions. Refer to the image as you explain what is taking place in the picture. Emphasize the preposition.



Show image 2A-4: Mother pig with her children

The three pigs are **outside** and **in front of** their home. Two of the pigs are walking **away from** their mom and have sticks resting **on top of** their shoulders. **Inside of** these bags are the pigs' belongings.

Support

Frequently used prepositions:

Place: inside/outside, on, above/below, in front

Time: around, at, before, between, during, for, since, until

Purpose: for, to

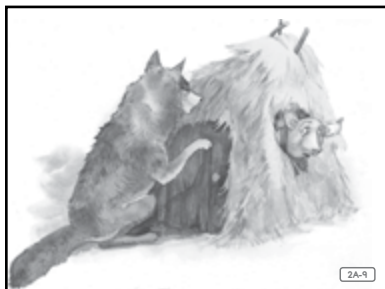
Means: by, with

A detail gives more information about something.



Expanding Sentences

Let's practice expanding a sentence about this image. We will add details about *where* and *when* something happens.



Show image 2A-9: Wolf outside straw house

Note: There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

Ask

Who is in the image? [Point to the wolf.]

- » the big, bad wolf

What is the big, bad wolf doing?

- » The big, bad wolf is knocking at the door.

Where is the wolf?

- » The wolf is knocking at the door outside of the straw house.

When does this happen?

- » The wolf is knocking at the door outside of the straw house after the pig built his straw home.

How did the little pig tell the wolf that he would not let him in?

- » He said, "Not by the hair of my chinny chin chin."

LANGUAGE PROFICIENCY ASSESSMENT

Listening

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



Listening
Modifying to Add
Details

Entering/Emerging

Say prepositional phrases about the image (e.g., *in the house, at the door*) and have students point them out in the image.

Transitioning/Expanding

Stress the preposition and prepositional phrase in the expanded sentence.

Bridging

Challenge students to use prepositional phrases to expand sentences about the image.

Evaluation Tool

Language Domain	Listening
Knowledge/Lesson	K3L2
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student points to images as teacher uses prepositional phrases to provide details about an image with prompting and support.
Emerging	Student points to images as teacher uses prepositional phrases to provide details about an image.
Transitioning	Student recognizes prepositional phrases in expanded sentences about an image with prompting and support.
Expanding	Student recognizes prepositional phrases in expanded sentences about an image.
Bridging	Student expands sentences with prepositional phrases to provide details about an image.

WHAT'S THE BETTER WORD? (5 MIN.)

- Tell students that you will say a sentence describing what is happening in the picture. Next, you will give them two words to choose from. If they think the first word is the better choice, they should stand up. If they think the second word is the better choice, they should stay seated.



Show image 2A-4

Here are the three little pigs and their mother. Would you say that they are *walking* away from their mother, or would you say that they *ran* away from their mother?



Show image 2A-7

This little pig has a house made of bricks. Would you say that in this picture he is *making* his house out of bricks, or that he *bought* his house out of bricks?



Show image 2A-11

The big, bad wolf is outside of the house, and the three little pigs are inside. Would you say that the wolf is trying to *blow* down the house, or that he is *whistling* at the pigs?



Listening
Using Verbs and Verb
Phrases

Entering/Emerging

Have students stand up or stay seated in response to questions about word choices in sentences.

Transitioning/Expanding

Have students say a sentence describing which action they are seeing in the image.

Bridging

Have students think of other words that have similar meaning to the verbs in the sentences.

Lesson 2: The Three Little Pigs

Write About It



Primary Focus: Students will draw and write about the smartest pig.

DRAW AND DESCRIBE THE SMARTEST PIG (15 MIN.)

- Remind students that the three pigs each built his own home out of different materials: straw, sticks, and bricks.
- Ask students to think about which pig was the smartest of the three.
- Next, have students think about why they think that pig was the smartest. Have them turn to a partner and discuss.
- After students have decided on the smartest pig, have them draw the pig and his house.
- Then, have students write one or two sentences about the pig underneath their drawing, using the letter-sound correspondences they have been taught.



Check for Understanding

Turn and Talk: Turn to your partner and share your picture and writing.

End Lesson

Support

Sentence frame:

"I think the smartest pig in the story is _____."

Sentence starter:

"In the story, the smartest pig . . ."

3

STORIES

The Three Billy Goats Gruff

PRIMARY FOCUS OF LESSON**Reading**

Students will identify the features of fictional stories, including common characteristics of fairy tales.

Students will identify showing and telling verbs and determine their meanings in the sentence.

Speaking

Students will use the word *longed* in context.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Verb Types [Informal Observation]

LESSON AT A GLANCE

Activity	Time	Materials
Focus on Text		
Fiction Review	10 min.	
Looking at Language		
Show and Tell Verbs	10 min.	<input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Word Work: <i>Longed</i>	10 min.	

ADVANCE PREPARATION

Looking at Language

- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Discuss the characteristics of fairy tales in a story. • Share an experience using the general academic word <i>longed</i>. 		
Language Forms and Functions		
<p>This fairy tale has . . .</p> <p>One time I longed for . . .</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
billy goats troll	gobble longed pranced roared	cross danced rolled off

Lesson 3: The Three Billy Goats Gruff

Focus on Text



Primary Focus: Students will identify the features of fictional stories, including common characteristics of fairy tales.

FICTION REVIEW (10 MIN.)

Ask: What are stories that come from an author's imagination called?

» Stories that come from the author's imagination are called fiction.

- Remind students that fictional stories are often make-believe and fantasy with a little bit of reality, or something that is true.
- Remind students that characters are the people or animals a story is about.

Ask: Who are the characters in "The Three Billy Goats Gruff?"

» The characters are the three Billy Goats Gruff and the troll.

- Tell students that fairy tales are a type of fiction. "The Three Billy Goats Gruff" is a fairy tale.
- Tell students that fairy tales often have the following characteristics:
 - royal characters
 - magical characters
 - magical events
 - "once upon a time" beginnings
 - "happily ever after" endings



Reading
Understanding Text
Structure

Entering/Emerging

Guide students through each of the characteristics of fairy tales, and determine whether it is present in this fairy tale.

Transitioning/Expanding

Have students identify the characteristics of fairy tales in "The Three Billy Goats Gruff" using a short sentence or completing the sentence starter: "This fairy tale has . . ."

Bridging

Have students make comparisons between fairy tales.



Check for Understanding

Discussion: Which fairy tale characteristics are included in "The Three Billy Goats Gruff"?

- » There are not royal characters, but there are magical characters. There are not magical events. It does start with "once upon a time," and while it doesn't end with the words "happily ever after," the goats do have a happy ending where they cross the bridge and get to eat a lot of delicious grass.

Lesson 3: The Three Billy Goats Gruff

Looking at Language



Primary Focus: Students will identify showing and telling verbs and determine their meanings in the sentence.

SHOW AND TELL VERBS (10 MIN.)

- Tell students that authors use different types of verbs to show how characters are feeling, what they are thinking, and what they are doing.
- Tell students that in today's story, we hear that the goats have to cross a brook to get to the hillside covered with thick, green grass.

Ask: What does it mean to *cross* a brook?

» To cross something is to travel from one side to another.

- Show students what it would mean to cross from one side of the classroom to the other.



Verb Types

Listen to some of the other sentences from the story. Tell me which word in each sentence is the verb, or the word that shows an action. Then tell me what that verb means.

- Use the following examples from the story for this activity. After discussing the verbs, read the sentence again and have students show you what the action looks like.



Reading Using Verbs and Verb Phrases

Entering/Emerging

Read the showing/telling verbs from the story with emphasis.

Transitioning/Expanding

Model acting out the verbs from the story.

Bridging

Ask students *yes/no* questions about a verb (e.g., *gobble*: "Does this mean that the troll was hungry and wanted to eat the goat?").

Story	What it says in the story	What it means
"The Three Billy Goats Gruff"	"Oh-ho!" said the troll. "I am coming to <i>gobble</i> you up."	The troll wanted to eat the goat quickly and greedily.
	"WHO'S THAT TRIP-TRAPPING OVER MY BRIDGE?" <i>roared</i> the troll.	The troll yelled at the goat.
	He <i>danced</i> and <i>pranced</i> all over, until the bridge shook so much that the poor troll <i>rolled</i> off the bridge into the water.	The goat jumped around until the bridge shook and the troll fell down and into the water.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K3L3
Activity Name	Verb Types
Proficiency Levels	
Entering	Student recognizes and identifies verbs in the story with prompting and support.
Emerging	Student recognizes and identifies verbs in the story.
Transitioning	Student identifies verbs in the story and demonstrates the meaning of the verbs by acting them out with prompting and support.
Expanding	Student identifies verbs in the story and demonstrates the meaning of the verbs by acting them out.
Bridging	Student identifies verbs in the story and demonstrates understanding of the meaning of the verbs.

Lesson 3: The Three Billy Goats Gruff

Vocabulary Building



Primary Focus: Students will use the word *longed* in context.

WORD WORK: LONGED (10 MIN.)

In the beginning of this fairy tale, the three Billy Goats Gruff longed to go up a hillside covered with thick, green grass.

Say the word *longed* with me three times.

Definition: When you have longed for something or longed to do something, it means you have really, really wanted something.

Examples: Josie *longed* to swim in the pool because it was so hot outside.

What is something you have longed for? Use the word *longed* when you tell about it.

End Lesson



Speaking
Evaluating Language Choices

Entering/Emerging

Ask students *yes/no* questions about whether they would long for something (e.g., “Would you long for an ice cold lemonade on a very hot day?”).

Transitioning/Expanding

Have students answer using the sentence starter: “One time, I longed for . . .”

Bridging

Have students create their own sentences that reflect the meaning of the word *longed*.

4

STORIES

The Wolf and the Seven Little Kids

PRIMARY FOCUS OF LESSON**Reading**

Students will recognize characteristics of a folktale.

Listening

Students will identify and use prepositional phrases to provide details in a shared language activity.

Reading

Students will sequence the beginning, middle, and end of “The Wolf and the Seven Little Kids.”

FORMATIVE ASSESSMENT

Reading

Sequencing [Activity Page 4.1S]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Expanding Sentences [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Focus on Text		
What is a Folktale?	5 min.	
Looking at Language		
Expanding Sentences	10 min.	<input type="checkbox"/> Images 4A-1 and 4A-2 <input type="checkbox"/> Language Proficiency Recording Sheet
Rewind		
Sequencing the Story: "The Wolf and the Seven Little Kids"	15 min.	<input type="checkbox"/> Activity Page 4.1S <input type="checkbox"/> paper, scissors, glue or tape

ADVANCE PREPARATION

Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

Rewind

- Prepare Activity Page 4.1S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Share about a story.
- Expand sentences with prepositional phrases.

Language Forms and Functions

My _____ once told me the story “_____.”
(family member) (title of story)

It was about . . .

One day she gathered her seven kids around her and said, “Dear children, I must go into the forest to get food for us to eat.

Vocabulary

Tier 3 Domain-Specific Words

bleated
kids
folktale
miller

Tier 2 General Academic Words

detail
disguises
terrified

Tier 1 Everyday Speech Words

flour
hiding
knock
paws

Start Lesson

Lesson 4: The Wolf and the Seven Little Kids

Focus on Text



Primary Focus: Students will recognize characteristics of a folktale.

WHAT IS A FOLKTALE? (5 MIN.)

- Remind students that a folktale is fiction, but it is different from the stories today that are first written down in books.
- Explain that folktales were first passed down from person to person orally, or by word of mouth, instead of being written down in a book. For example, a grandmother might tell a story to her grandchildren, and later, those children will tell that story to their children, who in turn will pass it on to others. In this way, folktales are passed down from generation to generation.
- Have students raise their hands if they have had older family members tell them a story before.

Ask: What was the title of the story? What was the story about?

Support

Sentence frame:

“My _____ (*family member*) once told me the story of _____ (*title of story*).”

Sentence starter:

“The story was about . . .”

Lesson 4: The Wolf and the Seven Little Kids

Looking at Language



Primary Focus: Students will identify and use prepositional phrases to provide details in a shared language activity.

EXPANDING SENTENCES (10 MIN.)

- Remind students that they can add detail to sentences by telling *where*, *when*, or *how* something happens.
- Use the following example from the read-aloud “The Wolf and the Seven Little Kids” to show examples of prepositions. Refer to the image as you explain what is taking place in the picture. Emphasize the preposition.



Show image 4A-1: Mother talking with the seven kids gathered around

One day she gathered her seven kids **around** her and said, “Dear children, I must go **into** the forest to get food **for** us to eat. While I am **away**, do not open the door for anyone, especially the wolf. You will always know him **by** his rough voice, and **by** the dark grey fur **on** his paws.”



Expanding Sentences

Let's practice expanding a sentence about this image. We will add details about *where*, *when*, and *how* something happens.



Show image 4A-2: Wolf at the door

Note: There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence for students. If necessary, ask students to repeat your sentence.

Support

Frequently used prepositions:

Place: around, inside/ outside, on, above/ below, into, in front

Time: at, before, during, for, since, until

Purpose: for, to

Means: by, with

A detail gives more information about something.



Listening Modifying to Add Details

Entering/Emerging

Say prepositional phrases about the image (e.g., *on the door*; *outside of the house*) and have students point them out in the image.

Transitioning/Expanding

Stress the prepositional phrase in the expanded sentence.

Bridging

Challenge students to use prepositional phrases to expand sentences about the image.

Ask

Who is in the image? [Point to the wolf.]

- » the wolf

What is the wolf doing?

- » The wolf is knocking on the door.

Where is the wolf?

- » The wolf is knocking on the door outside of the seven little kids' house.

When does this happen?

- » The wolf is knocking on the door outside of the seven little kids' house when their mother is away.

How did the wolf call to the seven little kids?

- » The wolf is knocking on the door outside of the seven little kids' house when their mother is away and saying "Open the door, my dear children!"

LANGUAGE PROFICIENCY ASSESSMENT

Listening

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

Evaluation Tool	
Language Domain	Listening
Knowledge/Lesson	K3L4
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student points to images as teacher uses prepositional phrases to provide details about an image with prompting and support.
Emerging	Student points to images as teacher uses prepositional phrases to provide details about an image.
Transitioning	Student recognizes prepositional phrases in expanded sentences about an image with prompting and support.
Expanding	Student recognizes prepositional phrases in expanded sentences about an image.
Bridging	Student expands sentences with prepositional phrases to provide details about an image.

Lesson 4: The Wolf and the Seven Little Kids

Rewind



Primary Focus: Students will sequence the beginning, middle, and end of “The Wolf and the Seven Little Kids.”

SEQUENCING THE STORY: “THE WOLF AND THE SEVEN LITTLE KIDS” (15 MIN.)

- Remind students that all stories have a plot. Explain that a plot is what happens in a story—the beginning, middle, and end of a story.
- Remind students that when we retell a story, we use words like *first*, *next*, *then*, and *finally* when talking about the beginning, middle, and end of a story.



Check for Understanding

[Review each of the four images on Activity Page 4.1S. Have students identify the characters, setting, and plot for each image.]

- Have students cut out the four images.
- Tell students that they will arrange the images in order to show the proper sequence of events. Tell students that when they sequence events, they show what happened first, next, and last. This is similar to retelling a story from beginning to middle to end.

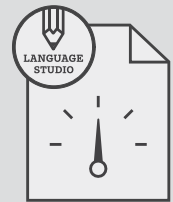


Formative Assessment

Sequencing: [Check to see if students are able to correctly sequence the pictures. Once the pictures are correctly sequenced, you may choose to have students glue or tape the pictures on paper.]

End Lesson

Activity Page 4.1S



5

STORIES

The Bremen Town Musicians

PRIMARY FOCUS OF LESSON**Reading**

Students will identify elements that are real and elements that are fictional in “The Bremen Town Musicians.”

Students will identify and discuss the characters, setting, and plot of “The Bremen Town Musicians.”

FORMATIVE ASSESSMENT

Reading

Character/Setting/Plot
[Activity Pages 5.1S, 5.2S]

PROFICIENCY ASSESSMENT

Reading

Two-Column Chart [Informal Observation]

LESSON AT A GLANCE

Activity	Time	Materials
Focus on Text		
Folktale Review	5 min.	
Two-Column Chart	10 min.	<input type="checkbox"/> Language Proficiency Recording Sheet
Rewind		
Story Elements	15 min.	<input type="checkbox"/> Activity Pages 5.1S, 5.2S <input type="checkbox"/> drawing paper, drawing materials, scissors, glue or tape

ADVANCE PREPARATION

Focus on Text

- Create a two-column chart on chart paper. Label the left-hand column “Things that Animals Really Do.” Label the right-hand column “Things that Animals Can’t Really Do.”

Things that Animals Really Do	Things that Animals Can’t Really Do

- Prepare Language Proficiency Recording Sheet for Reading.

Rewind

- Prepare Activity Pages 5.1S and 5.2S.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss real and fictional (make-believe) characteristics of animals in a story.
- Discuss the character, setting, and plot of a story.

Language Forms and Functions

The _____ in the story did _____, which is something animals can/cannot really do.
(character)

The characters in this story are . . .

The setting of this story is in . . .

_____ is an event from this story.

Vocabulary

Tier 3 Domain-Specific Words

character/setting/plot
folktale

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

Start Lesson

Lesson 5: The Bremen Town Musicians

Focus on Text



Primary Focus: Students will identify elements that are real and elements that are fictional in “The Bremen Town Musicians.”

FOLKTALE REVIEW (5 MIN.)

Ask: What are made-up stories called?

» Made-up stories are called fiction.

- Remind students that folktales are a type of fictional story. Every culture in the world has its own folktales. “The Bremen Town Musicians” is a folktale.

Turn and Talk: What are some examples from today’s story that are fictional, or made-up?

TWO-COLUMN CHART (10 MIN.)

Turn and Talk: With your partner, explain what a fictional story is.

» A fictional story is one that is made up from the author's imagination.

- Remind students that the animals and people in the story are called characters. Sometimes stories, such as fairy tales, include characters that are magical.
- Have students identify the characters from the story.



Two-Column Chart

What are some actions in the story that animals can really do? What are some actions in the story that animals cannot really do? We will list the real and fictional—or make-believe—actions of animals in today's story.

[Display the two-column chart that you have prepared in advance. Have students generate lists for both columns and record their suggestions.]

Note: As the class fills in the Two-Column Chart, explain to students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them.

Things that Animals Really Do	Things that Animals Can't Really Do



Reading Reading Closely

Entering/Emerging

Ask simple *yes/no* questions to prompt students to recall real and make-believe actions/events.

Transitioning/Expanding

Provide a sentence frame such as "The _____ in the story did _____, which is something animals can/cannot really do."

Bridging

Challenge students to provide multiple examples of real and make-believe actions with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K3L5
Activity Name	Two-Column Chart
Proficiency Levels	
Entering	Student recognizes whether an action/event is real or make-believe with support.
Emerging	Student recognizes whether an action/event is real or make-believe.
Transitioning	Student identifies one real or make-believe action/event with support.
Expanding	Student identifies one real or make-believe action/event.
Bridging	Student identifies multiple examples of real or make-believe actions/events.

Lesson 5: The Bremen Town Musicians

Rewind



Primary Focus: Students will identify and discuss the characters, setting, and plot of “The Bremen Town Musicians.”

STORY ELEMENTS (15 MIN.)



Check for Understanding

Review

What do we call the events that happen in the beginning, middle, and end of a story? (*plot*)

- What do we call the people or animals who the story is about? (*characters*)
- What do we call the place where the story occurs? (*setting*)

- Give students Activity Pages 5.1S and 5.2S. Point out that on the Character, Setting, Plot Map, the 'C' stands for characters, the 'S' stands for setting, and the 'P' stands for plot.
 - First, have students identify the characters of the story. Students can draw or cut and paste images of the characters in the column labeled 'C'.
 - Next, have them identify the settings of the story. Students can draw or cut and paste images of the settings of the story in the column labeled 'S'.
 - Finally, have students draw a picture of an event from the story in the column labeled 'P'.

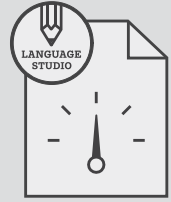


Formative Assessment

Character/Setting/Plot: Talk to your partner (or with home language peers) about the characters, setting, and plot of the story using the Character, Setting, Plot Map.

End Lesson

Activity Pages 5.1S, 5.2S



Support

Sentence starters:

"The characters in this story are ____."

"The setting of this story is ____."

Sentence frame:

"____ is an event from this story."



Reading Understanding Text Structure

Entering/Emerging

Have students identify story elements—character, setting, and plot—in the images.

Transitioning/Expanding

Have students tell about the story elements using the Character, Setting, Plot Map.

Bridging

Have students use their Character, Setting, Plot Map to show their understanding that this is a fictional text.

6

STORIES

Momotaro, Peach Boy

PRIMARY FOCUS OF LESSON**Speaking**

Students will identify the elements of a fictional story as they orally sequence the events in “Momotaro, Peach Boy.”

Reading

Students will identify showing and telling verbs and determine their meanings in the sentence.

Speaking

Students will use the word *brave* to describe a feeling.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Informal Observation]

LESSON AT A GLANCE

Activity	Time	Materials
Focus on Text		
Elements of a Folktale	5 min.	❑ Image 6A-1
Retelling the Story	15 min.	❑ Images 6A-2–8 ❑ Language Proficiency Recording Sheet
Looking at Language		
Show and Tell Verbs	5 min.	
Vocabulary Building		
Word Work: <i>Brave</i>	5 min.	❑ drawing paper, drawing materials

ADVANCE PREPARATION

Focus on Text

- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell a story.
- Share about an experience of being brave.

Language Forms and Functions

Retell a Story: *First, . . ./Next, . . ./Then, . . ./Finally, . . .*

Opinion: It is good to be brave when . . .

Vocabulary

Tier 3 Domain-Specific Words

pheasant
millet cake
oni monster

Tier 2 General Academic Words

confusion
journey
swooped
treasure

Tier 1 Everyday Speech Words

peach
ran away
shake
village

Start Lesson

Lesson 6: Momotaro, Peach Boy

Focus on Text



Primary Focus: Students will identify the elements of a fictional story as they orally sequence the events in “Momotaro, Peach Boy.”

ELEMENTS OF A FOLKTALE (5 MIN.)

Ask: What are made-up stories called?

» Made-up stories are called fiction.

- Remind students that folktales are a type of fictional story. Every culture in the world has its own folktales. “Momotaro, Peach Boy,” is a folktale from Japan.

Ask: What do you know about folktales?

» Folktales are fictional stories that have been orally passed down from person to person.



Show image 6A-1: World Map with Japan highlighted

Ask if students can point to the United States of America. Point out that the United States is connected to other countries and has water on both sides, or coasts.

Ask students to point to Japan on the map. Explain that unlike the United States, Japan is an island.

Ask: What do you think an island is?

- » An island is land that is completely surrounded by water.

RETELLING THE STORY (15 MIN.)

Ask: What is a plot?

- » A plot is what happens in a story—the beginning, middle, and end of a story.

- Tell students that they will now look at pictures and retell the plot of the story “Momotaro, Peach Boy.”
- Remind students that when we retell a story, we use words like *first*, *next*, *then*, and *finally* when talking about the beginning, middle, and end of a story.
- Show students image 6A-2. Have them retell what is happening by starting with the word *first*.
- Show students images 6A-3 through 6A-8. Prompt them to retell what is happening in each image.



Retelling

Tell your partner about the beginning, middle, and end of the story.



Speaking Selecting Language Resources

Entering/Emerging

Display images from the story and have students signal whether it happened at the beginning, middle, or end of the story.

Transitioning/Expanding

Prompt students to retell story using linking words *first*, *next*, *then*, and *finally*.

Bridging

Invite partners to take turns retelling the beginning, middle, and end of the story.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K3L6
Activity Name	Retelling
Proficiency Levels	
Entering	Student sequences images with support.
Emerging	Student sequences images.
Transitioning	Student retells several events from the story using visuals and some frequently occurring linking words with support.
Expanding	Student retells several events from the story using visuals and some frequently occurring linking words.
Bridging	Student retells beginning, middle, and end of a story using frequently occurring linking words.

Lesson 6: Momotaro, Peach Boy

Looking at Language



Primary Focus: Students will identify showing and telling verbs and determine their meanings in the sentence.

SHOW AND TELL VERBS (5 MIN.)

- Tell students that authors use different types of verbs to show how characters are feeling, what they are thinking, and what they are doing.
- Tell students that in today's story, we heard that the wife was scrub, scrub, scrubbing the clothes on a stone. What does *scrub* mean?
 - » To scrub something is to rub it back and forth on something in order to get it clean.
- Show students what it would look like to scrub clothes on your desk.

- Tell students that they will now listen to some of the other sentences from the story. After discussing the verbs, read the sentence again and have students show you what the action looks like.



Reading
Using Verbs and Verb
Phrases

Entering/Emerging

Ask students *yes/no* questions (e.g. “Does that mean the peach was still?”).

Transitioning/Expanding

Tell students what it says in the story and have them say what the sentence means.

Bridging

Have students find other examples of show and tell verbs in the story and explain what they mean.

Using Verbs to Show and Tell

Story	What it says in the story	What it means
“Momotaro, Peach Boy”	The peach began to <i>shake</i> and wobble the table.	The peach moved around so much that the table moved back and forth.
	The pheasant flew over the high castle walls. He <i>swooped</i> down and flew back and forth so fast that it scared the oni.	The pheasant flew down quickly in a spiraling motion.

Lesson 6: Momotaro, Peach Boy

Vocabulary Building



Primary Focus: Students will use the word *brave* to describe a feeling.

WORD WORK: BRAVE (5 MIN.)

Momotaro grew up to be strong and brave—which was a good thing for the village, because for many years the villagers had been bothered by the oni, who were greedy monsters who stole things from the villagers.

Say the word *brave* with me three times.

Definition: *Brave* means feeling or showing no fear.

Example: Roberto was brave when he went to the doctor for stitches.

Turn and Talk: Can you think of a time when it is good to be brave? Tell your partner about it.



Speaking
Evaluating Language
Choices

Entering/Emerging

Ask students *yes/no* questions about a time when it is good to be brave.

Transitioning/Expanding

Have students complete the sentence starter:
“It is good to be brave when . . .”

Bridging

Have students tell about a time they have been brave.



Check for Understanding

Write About It: Think about times when it is good to be brave and make a list. Share your list with your partner.

End Lesson

STORIES

The Story of Jumping Mouse, Part I

PRIMARY FOCUS OF LESSON**Reading**

Students will predict what happens in “The Story of the Jumping Mouse, Part I.”

Speaking

Students will expand sentences by adding adjectives in a shared language activity.

Students will use the word *perilous* in context.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Expanding Sentences [Informal Observation]**

LESSON AT A GLANCE

Activity	Time	Materials
Look Ahead		
Picture Walk: “The Story of the Jumping Mouse, Part I”	15 min.	❑ Images 7A-1–5
Looking at Language		
Expanding Sentences	10 min.	❑ Image 7A-5 ❑ Language Proficiency Recording Sheet
Vocabulary Building		
Word Work: <i>Perilous</i>	5 min.	

ADVANCE PREPARATION

Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> Predict what happens in the story. Expand sentences using adjectives. Contribute to a discussion using the general academic word <i>perilous</i>. 		
Language Forms and Functions		
<p>The _____ mouse is eating _____ berries. <small>(adj.) (adj.)</small></p> <p>_____ is a perilous situation.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
desert brush	brave continue journey	berries frog magic

Lesson 7: The Story of Jumping Mouse, Part I

Look Ahead



Primary Focus: Students will predict what happens in “The Story of the Jumping Mouse, Part I.”

**PICTURE WALK: “THE STORY OF JUMPING MOUSE, PART I”
(15 MIN.)**

- Tell students that you will take a picture walk through the folktale “The Story of the Jumping Mouse, Part I” together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story’s plot and characters, and make predictions about what might happen in the story.
- Ask students if they know who the author of this folktale is.
 - » A folktale is a story that is first told orally, so the author is unknown.



Show image 7A-1: Jumping mouse and the far-off land

- Tell students that this is the beginning of the story.
- Point to Jumping Mouse. Have students say *Jumping Mouse* with you.
- Tell students that Jumping Mouse lives in the brush. The brush is a group of bushes and other plants growing close together. The brush is part of this story’s setting.



Show image 7A-2: Jumping Mouse and the frog

Ask

What is the setting in this picture?

- » The setting is the river.

Who is another character besides Jumping Mouse?

- » A frog is another character.

- Tell students that there is something special about the frog. This frog has special, magical powers.



Show image 7A-3: Jumping Mouse and the frog leaping across the river

Ask

What are the characters doing?

- » They are flying across the river.

Are flying frogs part of a fictional or real story? (*fictional*)



Show image 7A-4: Jumping Mouse jumping high across the landscape

Ask

What is the setting in this picture? How do you know? What words would you use to describe the desert?

- » The setting is the desert.

- » The land is dry and there are cactus plants.

- » *dry, hot*

What is unusual about what Jumping Mouse is doing?

- » jumping really high



Show image 7A-5: Jumping Mouse and the fat mouse

Ask: How are these two characters the same? How are they different?

- » They are both mice and both appear to be smiling. One is tall and round, whereas the other is small.

Predict: Do you think the two mice will become friends? Why or why not?

Lesson 7: The Story of Jumping Mouse, Part I

Looking at Language



Primary Focus: Students will expand sentences by adding adjectives in a shared language activity.

EXPANDING SENTENCES (10 MIN.)

Note: There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence for students. If necessary, ask students to repeat your sentence. Point to the character in the picture as you say a sentence about him or her.



Show image 7A-5: Jumping mouse and the fat mouse

- State the directions for this sentence-expanding activity.

First, I will point to a part of this picture and say a sentence about it.

Then you will think of one detail or adjective you could add to my sentence.

Tell your partner about the detail or adjective you have added. Did both of you think of the same detail or adjective?



Expanding Sentences

I will call on some of you to share your sentence with the added detail or adjective.

Suggested sentences:

- The mice are talking. (The two mice are talking.)
- The big mouse is eating. (The big mouse is eating red berries.)
- The mice are near the river. (The mice are near the blue, sparkling river.)
- Behind the river is the desert. (Behind the river is the dry, hot desert.)

Support

Sentence frame:

"The _____ mouse is eating the _____ berries."



Speaking Using Nouns and Noun Phrases

Entering/Emerging

Provide students an oral word bank of familiar adjectives (size and color) to describe the image.

Transitioning/Expanding

Help students brainstorm more complex adjectives, such as those that describe appearance and shape (e.g., *round*, *tall*, *sparkling*).

Bridging

Encourage students to use a variety of adjectives (e.g., *hungry*, *rocky*) to describe the image with a partner.

Extending the Activity

- Add more than one detail or adjective to the nouns in the sentence.
- Have one partner describe a person in the image while the other partner guesses who that person is. Then have students switch roles.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K3L7
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student describes images using familiar adjectives, with prompting and support.
Emerging	Student describes images using familiar adjectives.
Transitioning	Student expands sentences by using a growing number of adjectives with prompting and support.
Expanding	Student expands sentences by using a growing number of adjectives.
Bridging	Student expands sentences using a variety of adjectives.

Lesson 7: The Story of Jumping Mouse, Part I

Vocabulary Building



Primary Focus: Students will use the word *perilous* in context.

WORD WORK: PERILOUS (5 MIN.)

The fat mouse says to Jumping Mouse, “Be careful, for the journey may be perilous.”

Say the word *perilous* with me three times.

Definition: When something is *perilous*, it is very dangerous.

Example: Walking along the edge of a busy road at night would be perilous.

- Tell students that you are going to describe several situations. If they think the situation is perilous, they should say, “That is perilous.” If they think it is not dangerous, they should say, “That is not perilous.” Encourage students to answer in complete sentences.
 - a raindrop falling on your head
 - playing outside in a sandbox
 - a baby bird falling out of its nest
 - a car driving very fast on a windy road at night
 - looking both ways before crossing the street



Check for Understanding

Think-Pair-Share: Can you think of a perilous situation? Tell your partner about a perilous situation.

End Lesson

Support

Sentence frame:

“_____ is a perilous situation.”



Speaking Evaluating Language Choices

Entering/Emerging

Have students respond to simple *yes/no* questions (e.g., “Is riding a bicycle without a helmet perilous?”).

Transitioning/Expanding

Provide sentence frames (e.g., “_____ is a perilous situation.”).

Bridging

Challenge students to describe situations that can be perilous.

8

STORIES

The Story of Jumping Mouse, Part II

PRIMARY FOCUS OF LESSON

Writing

Students will describe the characters, setting, and plot of “The Story of Jumping Mouse, Part II.”

Speaking

Students will expand sentences by adding adjectives in a shared learning activity.

Listening

Students will determine the meaning of words related to the antonyms *brave* and *fearful*.

FORMATIVE ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

Listening

Word Wall [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Character/Setting/Plot
[Activity Pages 8.1S, 8.2S]

LESSON AT A GLANCE

Activity	Time	Materials
Rewind		
Story Elements	15 min	<input type="checkbox"/> Activity Pages 8.1S, 8.2S <input type="checkbox"/> drawing paper, drawing tools, scissors, glue or tape <input type="checkbox"/> Language Proficiency Recording Sheet
Looking at Language		
Expanding Sentences	5 min	<input type="checkbox"/> Image 8A-7
Vocabulary Building		
Word Wall: <i>Brave, Fearful</i>	10 min	<input type="checkbox"/> words on index cards <input type="checkbox"/> red and green pens or markers

ADVANCE PREPARATION

Rewind

- Prepare Activity Pages 8.1S and 8.2S.
- Prepare Language Proficiency Recording Sheet for Writing.

Vocabulary Building

- Prepare a long strip of chart paper with the core vocabulary words *brave* and *fearful* on either end. Write the following words in red on index cards: *fearful*, *afraid*, *scared*, *timid*. Write the following words in green: *brave*, *courageous*, *bold*, *daring*.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss the characters, setting, and plot of a story.
- Expand sentences using adjectives.
- Create sentences using the general academic words *brave* and *fearful*.

Language Forms and Functions

Below Eagle is a _____ river and _____ trees.
(adj.) (adj.)

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
bison	brave/fearful	beneath lost

Start Lesson

Lesson 8: The Story of Jumping Mouse, Part II

Rewind



Primary Focus: Students will describe the characters, setting, and plot of “The Story of Jumping Mouse, Part II.”

STORY ELEMENTS (15 MIN.)

Ask:

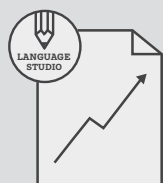
What do we call the events that happen in the beginning, middle, and end of a story? (*plot*)

What do we call the people or animals whom the story is about? (*characters*)

What do we call the place where the story occurs? (*setting*)

- Give students Activity Pages 8.1S and 8.2S. Point out that on the Character, Setting, Plot Map, the ‘C’ stands for *characters*, the ‘S’ stands for *setting*, and the ‘P’ stands for *plot*.
 - First, have students identify the characters of the story. Students can draw or cut and paste images of the characters in the column labeled ‘C’.

Activity Pages
8.1S, 8.2S



- Next, have them identify the settings of the story. Students can draw or cut and paste images of the settings of the story in the column labeled 'S'.
- Finally, have students draw a picture of an event from the story in the column labeled 'P'.



Character/Setting/Plot

Write about the characters, setting, and plot of the story, using the Character, Setting, Plot Map.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

Evaluation Tool	
Language Domain	Writing
Knowledge/Lesson	K3L8
Activity Name	Character/Setting/Plot
Proficiency Levels	
Entering	Student labels key words and phrases with support.
Emerging	Student labels key words and phrases.
Transitioning	Student dictates short sentences with support.
Expanding	Student dictates short sentences.
Bridging	Student writes phrases or short sentences using the spelling for sounds taught.



Writing
Understanding Text
Structure

Entering/Emerging

Write simple key words and phrases about characters and setting on the board for students to copy.

Transitioning/Expanding

Have students dictate short phrases that describe characters, setting, and plot.

Bridging

Challenge students to write phrases or short sentences using the spellings for sounds taught.

Lesson 8: The Story of Jumping Mouse, Part II

Looking at Language



Primary Focus: Students will expand sentences by adding adjectives in a shared learning activity.

EXPANDING SENTENCES (5 MIN.)

Note: There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence for students. If necessary, ask students to repeat your sentence. Point to the character in the picture as you say a sentence about him or her.



Speaking
Using Nouns and Noun
Phrases

Entering/Emerging

Have students use familiar adjectives to describe the characters and setting in simple ways.

Transitioning/Expanding

Have students use more complex adjectives (appearance and shape) to describe the characters and settings in a growing number of ways.

Bridging

Have students use a variety of adjectives, (e.g., emotion and texture) to describe the characters and settings in a wide variety of ways.



Show image 8A-7: Jumping Mouse at the top of the mountain



Formative Assessment

Expanding Sentences: Today you will add details to the sentences that I provide, as you did in “The Story of Jumping Mouse, Part I.”

Suggested sentences:

- Jumping Mouse has changed.
 - » Jumping Mouse has changed into a big eagle.
- Eagle is flying over the trees.
 - » Eagle is flying over the tall, green trees.
- Below Eagle is a river.
 - » Below Eagle is a sparkling river and tall, green trees.



Check for Understanding

Extending the Activity: [Have students add more than one detail or adjective to the nouns in the sentence.]

Lesson 8: The Story of Jumping Mouse, Part II

Vocabulary Building



Primary Focus: Students will determine the meaning of words related to the antonyms *brave* and *fearful*.

WORD WALL: BRAVE, FEARFUL (10 MIN.)

In the folktale, Jumping Mouse is usually brave, but he becomes fearful.

Say the word *brave* with me three times.

Definition: To be *brave* means you do not show that you are scared, and you are willing to do difficult things.

Say the word *fearful* with me three times.



Formative Assessment

Word Wall: We will make a Horizontal Word Wall for *brave* and *fearful*. Then you will create sentences using the words on the word wall.

- Place *fearful* on the far left of the chart and place *brave* on the far right. Now hold up the card with the word *afraid* and ask whether it should be placed with *fearful* or *brave*. Hold up the rest of the cards and ask where they should be placed on the Horizontal Word Wall.

End Lesson



Listening Analyzing Language Choices

Entering/Emerging

Have students decide where on the Word Wall each of the *brave*/*fearful* cards should be placed.

Transitioning/Expanding

Have students use the words *brave* and *fearful* in a sentence.

Bridging

Challenge students to explain why the card should be listed under *brave* or *fearful*.

Challenge

Have students choose two different-colored words and create a sentence using the words. Call on several students to share their sentences. Some students may be able to write down their sentences.

9

STORIES

Goldilocks and the Three Bears

PRIMARY FOCUS OF LESSON**Listening**

Students will signal the meaning of action verbs from the story.

Students will use sentence-level context clues to determine the multiple meanings of the word *peep*.

Speaking

Students will expand sentences by using prepositional phrases to provide details in a shared language activity.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Expanding Sentences [Informal Observation]**

LESSON AT A GLANCE

Activity	Time	Materials
On Stage		
Acting Out the Story: "Goldilocks and the Three Bears"	15 min.	<input type="checkbox"/> Images 9A-2–9
Vocabulary Building		
Multiple-Meaning Word: <i>Peep</i>	5 min.	<input type="checkbox"/> Poster 5M (Peep)
Looking at Language		
Expanding Sentences	10 min.	<input type="checkbox"/> Images 9A-3, 9A-9 <input type="checkbox"/> additional image <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Looking at Language

- Choose an additional image and create prompts for students to add prepositional phrases.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Perform different actions from the story.
- Create sentences using the multiple meanings of the word *peep*.
- Expand sentences using prepositional phrases.

Language Forms and Functions

Goldilocks is running quickly away from the bears' house after she woke up.

Vocabulary

Tier 3 Domain-Specific Words

porridge

Tier 2 General Academic Words

detail

Tier 1 Everyday Speech Words

make/walk/eat/sit/sleep/
return/run
peep

Start Lesson

Lesson 9: Goldilocks and the Three Bears

On Stage

15M

Primary Focus: Students will signal the meaning of action verbs from the story.

ACTING OUT THE STORY: "GOLDILOCKS AND THE THREE BEARS" (15 MIN.)

- Tell students that they are going to act out parts of "Goldilocks and the Three Bears." You will show them an image from the story and they will act out the action.



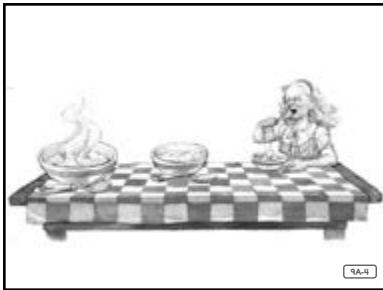
Show Image 9A-2: The three bears at the table

Mama Bear made porridge. Show me how you would make porridge.



Show Image 9A-3: Goldilocks approaching the house

Goldilocks is walking towards the house. Show me how you would walk to [name a part of the classroom]. Now walk back to your seat.



Show Image 9A-4: Goldilocks trying the porridge

Goldilocks is trying to eat the hot porridge. Show me what it looks like to eat something very hot.



Show Image 9A-5: Goldilocks and the chairs

[Ask students to stand up.] Goldilocks is trying out the chairs to see which one is comfortable. Show me how you would sit in a chair to see if it is comfortable.



Show Image 9A-6: The three beds

Goldilocks gets into a bed to sleep. Show me how you sleep when you are very tired.



Show Image 9A-7: The bears return

The bears are returning home. To return somewhere means to go back to a place.



Show Image 9A-8: The three bears finding Goldilocks

The three bears return home and are unhappy at the mess and at finding Goldilocks in the bed. Show me your face when you are unhappy.



Show Image 9A-9: Goldilocks running from the house

[Ask students to stand up.] Goldilocks is running away from the bears' house! Show me how you can run in place very fast.

Lesson 9: Goldilocks and the Three Bears

Vocabulary Building



Primary Focus: Students will use sentence-level context clues to determine the multiple meanings of the word *peep*.

MULTIPLE-MEANING WORD: PEEP (5 MIN.)

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

Show Poster 5M (Peep) In the read-aloud you heard, “[Goldilocks] took a quick *peep* in at the door.”

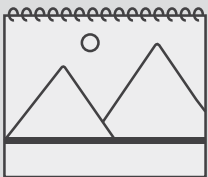
Peep is a secret look. Which picture shows this? (*one*)

A *peep* is also the sound baby birds make. Which picture shows this? (*two*)

I'm going to say some sentences using the word *peep*. Hold up one finger if my sentence tells about *peep* in picture one or two fingers if my sentence tells about *peep* in picture one.

I didn't want to wake the baby, so I took just a quick *peep* into the nursery. (*one*)

Flip Book Poster 5M



When you play hide and seek, you should not make a peep. (*two*)

Ramona knew there were birds in the nest because she could hear them peep. (*two*)



Listening Listening Closely

Entering/Emerging

Say simple sentences that include the word and meaning of *peep* in context. Have students hold up the number of fingers to indicate which image shows the way *peep* is used in the sentence.

Transitioning/Expanding

Have students refer to an image on the poster and give their own definition for the word *peep* as it is used in the context of the sentence.

Bridging

Have students create their own sentence that reflects the meaning of the word *peep*.



Check for Understanding

Now with your partner, make a sentence for each meaning of *peep*. Try to use complete sentences. Be sure to use the word *peep* in your sentences.

Lesson 9: Goldilocks and the Three Bears

Looking at Language



Primary Focus: Students will expand sentences by using prepositional phrases to provide details in a shared language activity.

EXPANDING SENTENCES (10 MIN.)

- Remind students that they can add detail to their sentences by telling about *where*, *when*, or *how* something happens.

Definition: A detail gives more information about something.

- Use the following example from the read-aloud, “Goldilocks and the Three Bears,” to show examples of prepositions. Refer to the image as you explain what is taking place in the picture. Emphasize the preposition.



Show image 9A-3: Goldilocks approaching the house

While they were gone, a little girl named Goldilocks came **to** the house. First she looked **in at** the window. After a quick peep **in at** the door, she knocked, but no one answered. Now you might think that she would turn right **around** and go home. But no—Goldilocks walked right **into** the house!

Support

Frequently used prepositions:

Place: around, at, inside/outside, on, above/below, into, front

Time: before, during, for, since, until

Purpose: for, to

Means: by, with



Speaking Modifying to Add Details

Entering/Emerging

Say prepositional phrases about the image (e.g., *to the house*; *from the house*; *on the grass*) and have students point to them in the image as they repeat the prepositional phrases.

Transitioning/Expanding

Prompt students to add detail by asking questions about where, when, and how. Provide a sentence frame that needs to be completed with a prepositional phrase: "Goldilocks walked _____ (*prepositional phrase*)."

Bridging

Have partner pairs brainstorm other prepositional phrases to expand their sentences.



Show image 9A-9: Goldilocks running from the house

- Tell students that they will expand a sentence about this image by adding details that tell about *where*, *when*, and *how* something happens.

Ask

Who is in the image? (*Goldilocks*)

What is Goldilocks doing?

» Goldilocks is running.

Where is Goldilocks?

» Goldilocks is running away from the bears' house.

When does this happen?

» Goldilocks is running away from the bears' house after she woke up and found they had come home.

How is Goldilocks running?

» Goldilocks is running quickly away from the bears' house after she woke up and found they had come home.



Expanding Sentences

[Display another image.] Let's expand another sentence. We will add details that tell about *where*, *when*, and *how* something happens.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K3L9
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student recognizes prepositional phrases in images.
Emerging	Student recognizes and repeats prepositional phrases.
Transitioning	Student uses frequently occurring prepositional phrases with support.
Expanding	Student uses frequently occurring prepositional phrases.
Bridging	Student uses a growing number of prepositional phrases to expand simple sentences.

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

## 10

## STORIES

## Tug-of-War

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will expand sentences by adding adjectives in a shared language activity.

**Writing**

Students will choose a favorite fictional story and write about it.

## LANGUAGE PROFICIENCY ASSESSMENT

**Speaking****Expanding Sentences [Informal Observation]**

## LESSON AT A GLANCE

| Activity                   | Time   | Materials                                                                                                       |
|----------------------------|--------|-----------------------------------------------------------------------------------------------------------------|
| <b>Looking at Language</b> |        |                                                                                                                 |
| Expanding Sentences        | 10 min | <ul style="list-style-type: none"> <li>❑ Image 10A-2</li> <li>❑ Language Proficiency Recording Sheet</li> </ul> |
| <b>Write About It</b>      |        |                                                                                                                 |
| My Favorite Story          | 20 min | <ul style="list-style-type: none"> <li>❑ drawing paper, drawing tools</li> </ul>                                |

## ADVANCE PREPARATION

## Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                    |                                  |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------|
| <ul style="list-style-type: none"> <li>Expand sentences using adjectives.</li> <li>Write about a favorite fictional story.</li> </ul> |                                  |                                           |
| Language Forms and Functions                                                                                                          |                                  |                                           |
| The _____ turtle is talking to the _____ elephant.<br><div style="text-align: center;">(adj.)                      (adj.)</div>       |                                  |                                           |
| My favorite story is . . .                                                                                                            |                                  |                                           |
| Vocabulary                                                                                                                            |                                  |                                           |
| Tier 3<br>Domain-Specific Words                                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words           |
|                                                                                                                                       |                                  | elephant<br>hippo<br>tug-of-war<br>turtle |

## Lesson 10: Tug-of-War

## Looking at Language



**Primary Focus:** Students will expand sentences by adding adjectives in a shared language activity.

## EXPANDING SENTENCES (10 MIN.)

**Note:** There may be variations in the different types of sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence for students. If necessary, ask students to repeat your sentence. Point to the character in the picture as you say a sentence about him or her.



Speaking  
Using Nouns and Noun  
Phrases

**Entering/Emerging**

Provide students an oral word bank of familiar adjectives (size and color) to describe the image.

**Transitioning/Expanding**

Help students brainstorm more complex adjectives, such as those that describe appearance and shape (e.g., *huge*, *wrinkled*).

**Bridging**

Encourage students to use a variety of adjectives (e.g., *brave*, *clever*) to describe the image with a partner.

**Show image 10A-2: Turtle talking to Elephant**

- State the directions for this sentence-expanding activity.

First, I will point to a part of this picture and say a sentence about it.

Then you will think of one detail or adjective you could add to my sentence.

Tell your partner about the detail or adjective you have added. Did both of you think of the same detail or adjective?

**Expanding Sentences**

I will call on some of you to share your sentence with the added detail or adjective.

Suggested sentences:

The turtle is talking.

» The little turtle is talking.

The little turtle is talking to the elephant.

» The little turtle is talking to the big elephant.

The turtle is sitting on a rock.

» The brave, green turtle is sitting on a grey rock.

- Continue with additional images if time allows.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                               |
|--------------------|-----------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                      |
| Knowledge/Lesson   | K3L10                                                                                         |
| Activity Name      | Expanding Sentences                                                                           |
| Proficiency Levels |                                                                                               |
| Entering           | Student describes images using familiar adjectives, with prompting and support.               |
| Emerging           | Student describes images using familiar adjectives.                                           |
| Transitioning      | Student expands sentences by using a growing number of adjectives with prompting and support. |
| Expanding          | Student expands sentences by using a growing number of adjectives.                            |
| Bridging           | Student expands a sentence using a variety of adjectives.                                     |

## Lesson 10: Tug-of-War

# Write About It



**Primary Focus:** Students will choose a favorite fictional story and write about it.

### MY FAVORITE STORY (20 MIN.)

- Ask students to tell you the titles of the stories they have heard. You may wish to show a few Flip Book images to refresh students' memories of previous stories.
- Ask students to think of their favorite story and draw a picture about it. Encourage students to label or write a short sentence, using the letter-sound correspondences they have learned.

### Support

#### Sentence Starter:

"My favorite story is . . ."



### Writing Writing

#### Entering/Emerging

Have students dictate what is in the drawing while you write down the words.

#### Transitioning/Expanding

Encourage students to use the spellings of the sounds they have been taught to write one or two short sentences about the drawing.

#### Bridging

Challenge students to write detailed sentences about a favorite story.

### Check for Understanding



**Turn and Talk:** Tell your partner which story is your favorite and explain why.

- **Vote:** Take a vote to see which story is the class favorite. You may tally the votes for each story on the board.
- Have students share their picture and writing with their partner, in small groups, or with home-language peers.

End Lesson

Language Studio 4

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# Plants

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## PLANTS

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**Look Ahead** (15 min.)

- Living or Nonliving?

**Vocabulary Building** (10 min.)

- Word Work: *Environment*

**On Stage** (5 min.)

- Song and Chant: "A Flower in the Park"

### Lesson 2 Plant Parts

248

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "Plant Parts"

**Rewind** (10 min.)

- Plants Pages: "Plant Parts" (1)

**On Stage** (5 min.)

- Song and Chant: "Plant Parts"

### Lesson 3 The Life Cycle of a Plant

256

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "The Life Cycle of a Plant"

**Looking at Language** (5 min.)

- Expanding Sentences

**Vocabulary Building** (10 min.)

- Word Work: *Cycle*

### Lesson 4 The Gigantic Turnip

267

**On Stage** (15 min.)

- "Life Cycle of a Plant"

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- Plants Pages: "Life Cycle of a Plant" (2)

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### Lesson 5 Polly the Honeybee's Flower Tour

274

**Hands On** (20 min.)

- Nature Walk

**Looking at Language** (5 min.)

- Expanding Sentences

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## Lesson 6 The Fruits of Polly’s Labor

281

### Hands On (15 min.)

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## Lesson 7 Johnny Appleseed

288

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- Retelling “Johnny Appleseed”

### Focus on Text (5 min.)

- Literary vs. Informational Text

### Looking at Language (5 min.)

- Connecting Sentences

## Lesson 8 Deciduous Trees

295

### Look Ahead (10 min.)

- Vocabulary Preview: *Deciduous*, *Habitat*

### Write About It (15 min.)

- Plants Pages: “Deciduous Trees” (3)

### Looking at Language (5 min.)

- Expanding Sentences

## Lesson 9 Evergreen Trees

303

### Write About It (15 min.)

- Plants Pages: “Evergreen Trees” (4)

### Vocabulary Building (10 min.)

- Multiple-Meaning Word: *Cones*

### Looking at Language (5 min.)

- Connecting Sentences

## Lesson 10 Plants and People

310

### Look Ahead (10 min.)

- Interactive Read-Aloud: “Plants and People”

### Rewind (15 min.)

- Plants Pages: “Plants and People” (5)

### Looking at Language (5 min.)

- Expanding Sentences

## Lesson 11 George Washington Carver

318

### Focus on Text (10 min.)

- Literary vs. Informational Text

### Vocabulary Building (15 min.)

- Word Work: *Botany*, *Experiment*

### Looking at Language (5 min.)

- Connecting Sentences

## PLANTS

# Introduction to Plants

**PRIMARY FOCUS OF LESSON****Listening**

Students will distinguish between living and non-living things and identify the connection between living things and the things they need to survive.

Students will apply the general academic word *environment* in context.

**Speaking**

Students will present a song and chant about plants.

**FORMATIVE ASSESSMENT**

Listening

Living or Nonliving? [Informal Observation]

Speaking

Song and Chant [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Making Choices [Informal Observation]

## LESSON AT A GLANCE

|                                        | Time    | Materials                                                                                                                                      |
|----------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                      |         |                                                                                                                                                |
| Living or Nonliving?                   | 15 min. | <input type="checkbox"/> Image 1A-1<br><input type="checkbox"/> pictures/realia of living and nonliving things                                 |
| <b>Vocabulary Building</b>             |         |                                                                                                                                                |
| Word Work: <i>Environment</i>          | 10 min. | <input type="checkbox"/> Images 1A-3, 5, 6, 7<br><input type="checkbox"/> Language Proficiency Recording Sheet                                 |
| <b>On Stage</b>                        |         |                                                                                                                                                |
| Song and Chant: "A Flower in the Park" | 5 min.  | <input type="checkbox"/> Image 1A-7<br><input type="checkbox"/> music to "I'm a Little Tea Pot"<br><input type="checkbox"/> Resource Page 4.1S |

## ADVANCE PREPARATION

### Look Ahead

- Bring in pictures/realia of various living and nonliving things to help students gain an understanding of the concept *living* and to help them notice differences between living and nonliving things. You may wish to use these items during the first few days to reinforce the concept of living things.
- Throughout this unit, have pictures/realia of different kinds of plants: flowers, house plants, vegetables, fruits as well as potted plants, readily available. You can refer to and use these items throughout this unit to help make domain concepts more concrete.

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

On Stage

- Find the music to “I’m a Little Tea Pot.” The songs and chants for this unit can be sung to this tune.

Take Home Material

- Prepare Activity Page 1.1S for each student to take home. Students can use this activity page to practice the song and chant they have learned.

Note to Teacher

This lesson will help students gain an understanding of living vs. nonliving things and a realization that all living things need food, air, and water. Whenever possible, reinforce the domain concepts of living and nonliving.

Students will also learn that different plants thrive in different environments. Different environments presented in the first read-aloud include forest, desert, underwater, park, and home/indoors. There is a song and chant for each type of environment on Resource Page 4.1S. You may wish to use these songs and chants to reinforce the domain concept that all plants have similar needs even though they live in different places.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                        |                                  |                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Discuss the connection between living things and their needs.</li><li>Apply the general academic word <i>environment</i> in context.</li><li>Present a song about plants.</li></ul> |                                  |                                                             |
| Language Forms and Functions                                                                                                                                                                                              |                                  |                                                             |
| _____ is/is not a good environment for _____.                                                                                                                                                                             |                                  |                                                             |
| Vocabulary                                                                                                                                                                                                                |                                  |                                                             |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                           | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words                             |
| desert<br>forest<br>underwater                                                                                                                                                                                            | alive<br>environment<br>survive  | air<br>food<br>living/nonliving<br>parks<br>plants<br>water |

## Lesson 1: Introduction to Plants

## Look Ahead

15M

**Primary Focus:** Students will distinguish between living and non-living things and identify the connection between living things and the things they need to survive.

## LIVING OR NONLIVING? (15 MIN.)



## Show image 1A-1: Living things

- Tell students that for the next few weeks they will learn about plants.

**Ask:** Did you see any plants on the way to school today?

## Support

Call on a few pairs of students to identify and, with your help, to name, the different living things in the picture.

Use pictures/realia of living and nonliving things you have prepared for this activity. Provide feedback and help students use and apply the criteria for living things—the need for food, water, and air, and the ability to reproduce.



## Check for Understanding

**Turn and Talk:** Talk to your partner about what you see in this image. Use the words *living* and *plants*.

- Point out that this is a picture of many different kinds of *living* things.
- Explain to students that all living things need food, water, and air. People, animals, and plants need food, water, and air to survive—or stay alive.

**I Wonder:** What would happen if you did not drink water for a day?  
What would happen if you did not breathe air for thirty seconds?



## Formative Assessment

**Living or Nonliving?** I am going to read a list of things—some are living and some are nonliving. If what I say is alive, like a dog, say, “A dog is living.” If what I say is not alive, like a rock, say, “A rock is nonliving.”

- ant (*living*)

- tree (*living*)
- pencil (*nonliving*)
- cat (*living*)
- car (*nonliving*)
- desk (*nonliving*)
- teacher (*living*)
- flower (*living*)
- crayon (*nonliving*)

**Take Away:** What three things do all living things need to grow and stay alive? (*food, water, air*)

## Challenge

Invite students to come up with their own living or nonliving examples and explain the connection between living things and the things they need to survive.

### Lesson 1: Introduction to Plants

# Vocabulary Building



**Primary Focus:** Students will apply the general academic word *environment* in context.

## WORD WORK: ENVIRONMENT (10 MIN.)

Different types of plants grow in different *environments* or places.

Say the word *environment* with me three times.

**Definition:** The environment is the place where living things live, such as in the air, on the land, or in the water.

**Look and Learn:** I will show you pictures of different environments. We will name and describe them together.



### Show image 1A-3: Hardwood forest

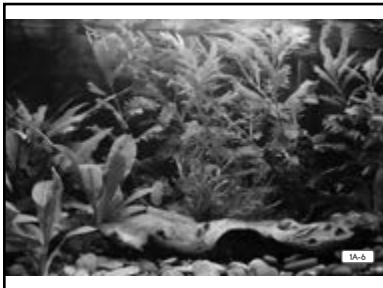
This is a forest. A forest is a large area of land where many, many trees grow close together. Who or what lives in the forest?

» tall trees, bears, flowers, ants, etc.



### Show image 1A-5: Desert cactus

This is a desert. A desert is hot and dry with plenty of sunshine all year around. Not all plants can live in the desert, though. Which plant do you see? (*cactus*)



### Show image 1A-6: Underwater plants

This is an underwater environment. Plants live underwater, too. What do you see? (*fish, plants*)



### Show image 1A-7: City park

This is a city park. People create parks so there is a place in the neighborhood to play and relax. What do you see at this park? (*trees, grass, flowers*)



## Making Choices

I will name a living thing. Then I will describe an environment. Decide whether the environment I describe is or is not a good environment for the living thing I name.

- cows: a rocky mountain with no grass
  - » A rocky mountain with no grass is not a good environment for cows.
- bluebirds: inside a garage
  - » Inside a garage is not a good environment for bluebirds.
- dolphins: the sea
  - » The sea is a good environment for dolphins.
- ladybugs: a shoebox with the lid on
  - » A shoebox with the lid on is not a good environment for ladybugs.
- squirrels: a park with many trees
  - » A park with many trees is a good environment for squirrels.



## Listening Analyzing Language Choices

### Entering/Emerging

Instruct students to signal thumbs up for “good environment” and thumbs down for “not a good environment.” Have students repeat the phrase “good environment” or “not a good environment” to respond.

### Transitioning/Expanding

Model responses using a sentence frame [e.g., “\_\_\_\_\_ (*description of environment*) is/is not a good environment for \_\_\_\_\_ (*living thing*).”]

### Bridging

Challenge students to think of other environments that would be a good one for the plant or animal or add a description to the current environment being discussed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

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

| Evaluation Tool    |                                                                                  |
|--------------------|----------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                        |
| Knowledge/Lesson   | K4L1                                                                             |
| Activity Name      | Making Choices                                                                   |
| Proficiency Levels |                                                                                  |
| Entering           | Student signals choice using gestures and repeating target word(s) with support. |
| Emerging           | Student signals choice using gestures and repeating target word(s).              |
| Transitioning      | Student responds using target word(s) in a complete sentence with support.       |
| Expanding          | Student responds using target word(s) in a complete sentence.                    |
| Bridging           | Student provides additional information about target word(s).                    |

### Lesson 1: Introduction to Plants

## On Stage



**Primary Focus:** Students will present a song and chant about plants.

### SONG AND CHANT: "A FLOWER IN THE PARK" (5 MIN.)

- Remind students that they heard about plants and the different environments in which plants live. Remind them that not all plants live in the same environment.
- Use the following Song and Chant: "A Flower in the Park" (Resource Page 4.1S) to review the concept that different plants live in different environments. This song also reviews the needs of every plant: food, water, air, and light.



### Show image 1A-7: City park

*I'm a little flower  
with petals bright.  
I grow in gardens,  
I'm such a sight.  
Although I may be different,  
My needs are the same:  
food, air, sunshine, and the rain.*



### Formative Assessment

**Song and Chant:** [Choose a few students or a small group to present this song and chant about plants to the rest of the class.]

End Lesson

### Support

Add motions to the song. Create motions for food, air, sunshine, and rain.

### In presenting the Song and Chant, have students:

Use loud, presenting voices

Stand up tall

Do the motions with enthusiasm

Stay together



### Speaking Presenting

### Entering/Emerging

Have students hum the tune and do the motions.

### Transitioning/Expanding

Have students sing and chant most of the words.

### Bridging

Have students sing and chant all the words and do the motions.

## 2

## PLANTS

## Plant Parts

## PRIMARY FOCUS OF LESSON

**Reading**

Students will preview plant parts through an interactive read-aloud.

Students will use a combination of drawing and writing to recount information from “Plant Parts.”

**Speaking**

Students will present a song and chant about plant parts.

## FORMATIVE ASSESSMENT

Speaking

Song and Chant [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Reading

Plants Pages [Activity Page 2.3S]

## LESSON AT A GLANCE

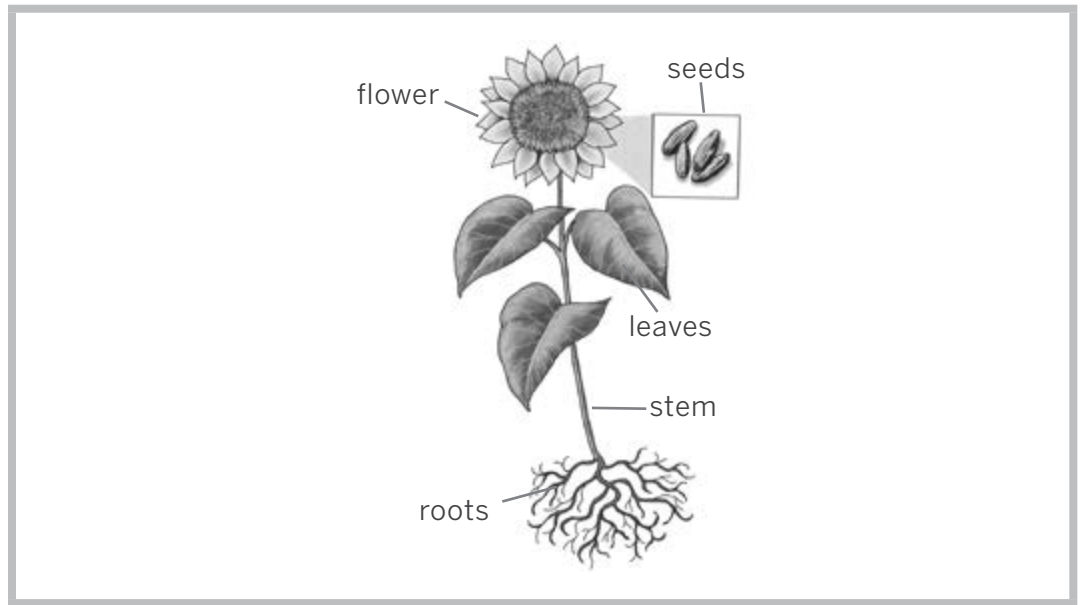
|                                       | Time    | Materials                                                                                                                                |
|---------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                     |         |                                                                                                                                          |
| Interactive Read-Aloud: "Plant Parts" | 15 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> potted plants<br><input type="checkbox"/> Activity Page 2.1S              |
| <b>Rewind</b>                         |         |                                                                                                                                          |
| Plants Pages: "Plant Parts" (1)       | 10 min. | <input type="checkbox"/> Activity Pages 2.2S, 2.3S<br><input type="checkbox"/> Language Proficiency Recording Sheet                      |
| <b>On Stage</b>                       |         |                                                                                                                                          |
| Song and Chant: "Plant Parts"         | 5 min.  | <input type="checkbox"/> Image 2A-1<br><input type="checkbox"/> potted plant<br><input type="checkbox"/> music to "I'm a Little Tea Pot" |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the Interactive Read-Aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud.
  1. 2A-8: Boy watering plant
  2. 2A-3: Apple tree
  3. 2A-5: Leaves
  4. 2A-1: Sunflower
- Bring in potted plants for students to observe and point out the different plant parts, pointing out that the roots are under the soil so they can't see them. You may wish to invite different students to help take care of the potted plants by watering them and making sure they have the right amount of sunlight.

- Prepare Activity Page 2.1S. Refer to this as the Response Card for Plant Parts.



### Rewind

- Prepare Activity Pages 2.2S (Cover) and 2.3S (Page 1).
- Prepare Language Proficiency Recording Sheet for Reading.

### Take-Home Material

- Prepare Activity Page 2.4S. Students can use this activity page at home to practice the song and chant they have learned.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Talk about the different parts of a plant.
- Draw/write about plant parts in a journal.
- Present a song about plant parts.

### Language Forms and Functions

I can see the \_\_\_\_\_ of the apple tree.

This is the plant's \_\_\_\_\_ .  
(plant part)

### Vocabulary

#### Tier 3 Domain-Specific Words

blossom  
nutrients  
photosynthesis  
stem

#### Tier 2 General Academic Words

survival

#### Tier 1 Everyday Speech Words

flowers  
leaves  
root  
seed  
sunflower

Start Lesson

## Lesson 2: Plant Parts

# Look Ahead



**Primary Focus:** Students will preview plant parts through an interactive read-aloud.

### INTERACTIVE READ-ALoud: "PLANT PARTS" (15 MIN.)

- Gather students into small groups and have them observe and describe a potted plant.
- Guide students' talk about the parts of the plant they can see. Introduce them to some of the different plant parts: *stem*, *leaves*, *flowers*.

**Find It:** Can you find the leaves, stem, flower, roots?

**Definition:** Roots are the parts of the plant that keep it in the ground and take up food and water from the soil. Roots are usually hidden under the ground.

- Point out that they cannot see the roots.

### Support

Point to each part as you introduce it, and have students repeat its name after you.

### Challenge

Have students tell a partner some of the foods that keep them healthy.



### Show image 2A-8: Boy watering plant

Take a look at this boy watering his sunflowers. *[Point to each part of the plant as it is mentioned.]*

The parts of the plant at the very bottom of the sunflower are its \_\_\_\_\_. (*roots*)

The **roots** of the plant are covered with soil, so you cannot see them.

Even though we cannot see the roots, they are important to plants.

Roots help to hold the plant in place in the soil, so when the wind blows, the plant does not get blown away. But most important, the roots take up water and nutrients that are in the soil. *Nutrients help plants grow and stay healthy, just like healthy foods help us grow and stay healthy.*

Now we will trace the path of water and nutrients in a plant. *[Use your finger to trace the path of water and nutrients through the plant. Pause at the blanks and wait for student responses.]*

The water and nutrients move through the \_\_\_\_\_ (*roots*) up into the \_\_\_\_\_ (*stem*).

The **stem** of the plant holds the plant up tall and grows toward the light.

As the water and nutrients travel up the stem, they reach the \_\_\_\_\_ (*leaves*).

Leaves are usually green, but they can be other colors, too.

At the end of the stem are \_\_\_\_\_ (*flowers*). Another name for flowers is *blossoms*.

In the center part of the **flower**, or blossom, are many small \_\_\_\_\_ (*seeds*).

These **seeds** can grow into new sunflower plants!



### Show image 2A-3: Apple tree

This is an apple tree with many blossoms.

**Ask:** Why can't we see the roots of the apple tree?

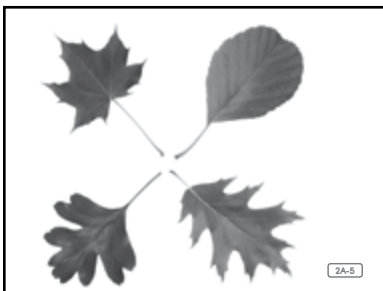
» We cannot see the roots of the apple tree because they are growing underground.



### Check for Understanding

**Look and Learn:** Talk to your partner about the parts of the apple tree that are visible, or can be seen.

We can see the many stems on the tree. The smaller stems are called branches and the largest stem of the tree is called the trunk.



### Show image 2A-5: Leaves

Here are some **leaves** from different kinds of trees. Take a close look, and you will notice that the leaves have different shapes. You can tell what kind of tree you are looking at by looking closely at its leaves.

Leaves are very important to the survival of all plants. Plants make their own food in their leaves through a process called photosynthesis.



### Show image 2A-1: Sunflower

*[Give each student Activity Page 2.1S (Plant Parts).]*

Let's review the parts of plants. Use this picture to review the parts of plants with your partner. Use the words *seeds*, *roots*, *stems*, *leaves*, and *flowers*.

### Support

#### Sentence frame:

"I can see the \_\_\_\_\_ of the apple tree."

### Activity Page 2.1S



### Support

Be sure the following information about plant parts has been introduced:

Roots reach down into the soil and take up water and nutrients that are in the soil.

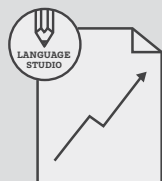
The stem holds the plant up tall and toward the light.

Leaves grow out from the stem. Photosynthesis happens at the leaves.

Flowers are also called blossoms. In the center of a blossom are many small seeds.

Seeds can grow into new plants.

## Activity Pages 2.2S, 2.3S



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Have students point to a plant part and echo: "This is the plant's \_\_\_\_\_ (*plant part*)."

### Transitioning/Expanding

Ask: "Where is the (*plant part*)? What does it do?" Prompt students to identify the function of different plant parts as described in the read-aloud.

### Bridging

Challenge students to explain each plant part with a partner.

## Lesson 2: Plant Parts Rewind



**Primary Focus:** Students will use a combination of drawing and writing to recount information about plant parts.

### PLANTS PAGES: "PLANT PARTS" (1) (10 MIN.)

- Give students the cover to their *My Plants Pages* (Activity Page 2.2S). Have them write their name on the cover.



### Plants Pages

[Give students Page 1 (Activity Page 2.3S).] Complete the drawing of the plant using information you heard in the read-aloud "Plant Parts."

### LANGUAGE PROFICIENCY ASSESSMENT

#### Reading

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

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Knowledge/Lesson   | K4L2                                                                                                   |
| Activity Name      | Plants Pages                                                                                           |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

## Lesson 2: Plant Parts

# On Stage



**Primary Focus:** Students will present a song and chant about plant parts.

### SONG AND CHANT: “PLANT PARTS” (5 MIN.)

- Remind students that they heard about plant parts. Using a potted plant, point out the basic parts of plants—seeds, stems, leaves, and flowers. Remind students that some parts are underground, or under the soil, like the seeds when they are planted and the roots.
- Use the following Song and Chant: “Plant Parts” to review the plant parts covered in the lesson.



#### Show image 2A-1: Sunflower

*Let's review our plant parts,  
We'll start with the seed.  
Its roots grow in soil;  
Its stems have leaves.  
At the very top a  
flower blooms.  
I know plant parts, and so do you!*



#### Formative Assessment

**Song and Chant:** [Choose a few students or a small group to present this song and chant about plants to the rest of the class.]

End Lesson

#### Support

Identify different parts of the body as plant parts. For example, legs can be the roots, torso can be the stem, arms can be the leaves, and head can be the flower.

#### In presenting the Song and Chant, have students:

Use loud, presenting voices

Stand up tall

Do the motions with enthusiasm

Stay together



#### Speaking Presenting

#### Entering/Emerging

Have students hum the tune and do the motions.

#### Transitioning/Expanding

Have students sing and chant most of the words.

#### Bridging

Have students sing and chant all the words and do the motions.

## 3

## PLANTS

# The Life Cycle of a Plant

**PRIMARY FOCUS OF LESSON****Reading**

Students will preview the life cycle of a plant through an interactive read-aloud.

**Speaking**

Students will produce and expand simple sentences by adding details in a shared language activity.

Students will demonstrate an understanding of the general academic word *cycle* by providing examples of things that happen in cycles.

**FORMATIVE ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]

Speaking

Cycles [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q&A [Activity Page 3.1S]

## LESSON AT A GLANCE

|                                                     | Time    | Materials                                                                                                                                          |
|-----------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                   |         |                                                                                                                                                    |
| Interactive Read-Aloud: "The Life Cycle of a Plant" | 15 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>                          |         |                                                                                                                                                    |
| Expanding Sentences                                 | 5 min.  | <input type="checkbox"/> Image 3A-8 and additional image                                                                                           |
| <b>Vocabulary Building</b>                          |         |                                                                                                                                                    |
| Word Work: <i>Cycle</i>                             | 10 min. |                                                                                                                                                    |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the Interactive Read-Aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud.
  1. 3A-2: Seeds
  2. 3A-3: Phases of germination
  3. 3A-4: Seedling
  4. 3A-1: Sunflower
  5. 3A-10: Decomposition
  6. 3A-11: Life cycle of a sunflower
- Bring in several different kinds of seeds to show students and to help them understand that different seeds grow into different plants.
- Prepare Activity Page 3.1S. Refer to this as their Response Card for the Life Cycle of a Plant.
- Prepare Language Proficiency Recording Sheet for Reading.

## Looking at Language

- Find an additional image for the Expanding Sentences activity. Prepare questions that will elicit details from students about the image.

### Note to Teacher

The concept of *cycle* is presented in this lesson using the daily cycle of familiar routines (e.g., wake, wash, eat breakfast, go to school, etc.). It is important to help students understand that a cycle is something that happens over and over again. Having a good understanding of what a cycle is will help them understand the life cycle of a plant. Students will have an opportunity to act out the life cycle of a plant during the Vocabulary Building Activity.

## FEATURES OF ACADEMIC LANGUAGE

## Discourse Features

- Produce and expand simple sentences by adding details.
- Continue discussion with examples of things that happen in a cycle.

## Language Forms and Functions

The plant is a \_\_\_\_\_ in this stage of the life cycle of a plant.

I see a \_\_\_\_\_ tree with \_\_\_\_\_ leaves.  
(adj.) (adj.)

\_\_\_\_\_ happen in cycles.

## Vocabulary

| Tier 3<br>Domain-Specific Words     | Tier 2<br>General Academic Words  | Tier 1<br>Everyday Speech Words |
|-------------------------------------|-----------------------------------|---------------------------------|
| germinate<br>life cycle<br>seedling | adult<br>cycle<br>decay<br>mature | roots<br>seed<br>sunflower      |

## Lesson 3: The Life Cycle of a Plant

## Look Ahead



**Primary Focus:** Students will preview the life cycle of a plant through an interactive read-aloud.

**INTERACTIVE READ-ALoud:**  
**"THE LIFE CYCLE OF A PLANT" (15 MIN.)**

- Tell students that in today's lesson they will learn about the life cycle of a plant.

**Definition:** When something happens in a cycle, it happens over and over again.

**Share:** Tell your partner about something you do every day. Consider what you do in the morning, afternoon, evening, and night.

[A sample student's daily cycle may be to wake up, eat breakfast, go to school, come home, eat dinner, take a bath, and sleep.]



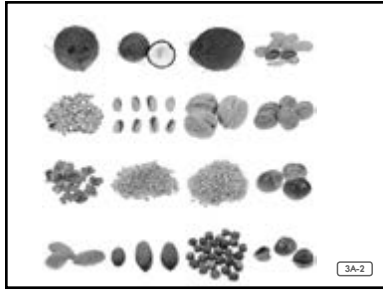
### Check for Understanding

**Act It Out:** [To make the concept of cycle more concrete, have different students stand in a line and act out each part of the daily cycle. After they sleep, they wake up in the morning and start the cycle again. Have the last student in the cycle loop back to the first student, forming a circle. Have students repeat the cycle with you. Be sure to emphasize that a cycle is something that happens over and over again.]

## Support

Show students the different examples of seeds you have prepared. Ask if they can identify what type of plant each will grow into. It is hard to tell what type of plants the seeds will grow into just by looking at the seeds.

Review the four things plants need to grow: food, water, air, and light.



### Show image 3A-2: Seeds

You have already learned about the different parts of a plant. One of those parts is the seed. Many plants begin with a seed. Seeds come in all shapes and sizes, and the seeds from different plants look different.

Only a sunflower plant can grow from a sunflower seed, and only an apple tree can

grow from an apple seed.

What type of plant do you think would grow if you planted a watermelon seed?

How about a pumpkin seed?

Each seed is a plant waiting to sprout—or grow.

Seeds are the beginning of new plants. Like all living things, plants have a **life cycle**. *A life cycle is the series of stages and changes that happen over and over in living things.*

Let's explore the life cycle of plants. We'll start with a sunflower.



### Show image 3A-3: Phases of germination

The sunflower's life cycle begins as a seed. Most seeds have nutrients inside them so that new plants can survive—or live on their own—for a little while. But in order to **germinate**—or start to grow—seeds must have air, water, and warmth from the sun, and nutrients from the soil.

When a plant first starts to grow from a seed, it looks very different from a **mature**—or full grown, adult—plant. Baby plants are called **seedlings**. This image shows a plant's growth into a seedling. *[Have students say seedling with you three times.]*

The first picture in this image shows a seed that is just beginning to sprout. If you look very carefully, you can see that it is just starting to grow its first root.

**Find It:** Can you find the plant's first root? *[Point to the first picture and the plant's first root.]*

The next several pictures show the same plant several days later. As the plant grows, more thin roots grow deeper into the soil. The roots absorb water and nutrients and push them up through the plant's stem, which grows above ground.

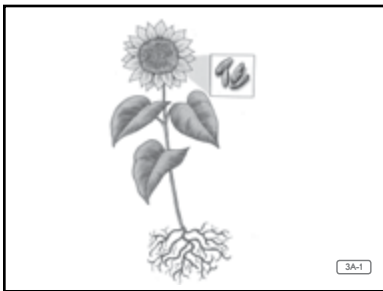
**Find It:** Can you see the thin roots of the plant grow deeper into the soil? Can you see the stem? *[Point to the thin roots growing deeper into the soil. Point to the stem beginning to grow above the ground.]*



### Show image 3A-4: Seedling

The time it takes for a seedling to grow into a mature plant is different for different types of plants. If you plant a sunflower seed, it will take about a month for the plant to look like a mature sunflower plant. If you plant an apple seed, it will take several years for the seedling to grow into a full-grown, mature tree!

Seedlings need the right amount of nutrients, water, air, and light for them to continue to grow.

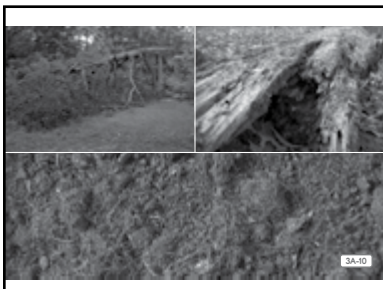


### Show image 3A-1: Sunflower

Sooner or later, the seedling will grow into an adult sunflower plant. The adult plant will make more seeds.

What can grow from these seeds?

- » New plants can grow from the seeds.

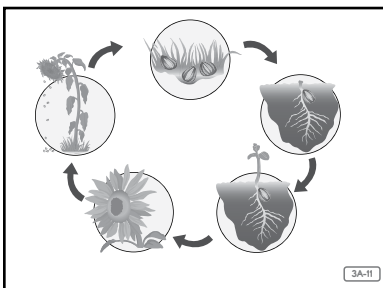


### Show image 3A-10: Decomposition

Eventually, what happens to all plants?

- » Eventually, all plants die.

When the plant dies and decays, the old plant becomes part of the soil where seeds might germinate into new plants. A new life cycle of a plant begins!

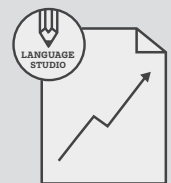


### Show image 3A-11: Life cycle of a sunflower

*[Give students Activity Page 3.1S (Life Cycle of a Plant).]*

As we have seen, all plants have a life cycle. This diagram shows you the life cycle of a sunflower.

### Activity Page 3.1S





Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Say a stage in the life cycle. Have students point to the stage on their response card and name that stage.

### Transitioning/Expanding

Invite students to repeat the questions from the lesson. Provide a sentence frame [e.g., "The plant is a \_\_\_\_\_ in this stage of the life cycle of a plant."].

### Bridging

Repeat or ask additional questions about the life cycle of a plant that requires key details from the text.

Follow along with me:

A new plant begins when the sunflower seed germinates and sprouts to become a seedling.

If the seedling receives the right amount of water, nutrients, and light, the plant will continue to grow.

Eventually, the plant will become mature and make seeds. New plants can grow from those seeds.

When the sunflower dies and decays, it becomes the nutrients in the soil so that seeds can germinate and grow into new plants.

And a new life cycle of a plant begins!



### Q&A

Answer the following comprehension questions.

- A plant's life cycle begins with what part of the plant? (*seed*)  
[Have students point to this stage on their Response Card.]
- What does a seed need to germinate—or start to grow?
  - » water, light, and nutrients
- Which picture shows a seedling? (*third image*)
- What parts of a plant does a seedling have? (*roots, stem, leaves*)  
[Have students point to the parts of the seedling on their Response Card.]
- Which picture shows a mature—or full grown—plant? (*fourth image*)
- Which picture shows a decaying—or dying—plant? (*fifth image*)

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                        |
| Knowledge/Lesson   | K4L3                                                                                           |
| Activity Name      | Q&A                                                                                            |
| Proficiency Levels |                                                                                                |
| Entering           | Student matches key words from the lesson to an image with prompting and support.              |
| Emerging           | Student matches key words from the lesson to an image.                                         |
| Transitioning      | Student asks and answers questions about key details from an image with prompting and support. |
| Expanding          | Student answers questions about key details from an image.                                     |
| Bridging           | Student responds to questions about an image using key details from the text.                  |

### Lesson 3: The Life Cycle of a Plant

# Looking at Language



**Primary Focus:** Students will produce and expand simple sentences by adding details in a shared language activity.

### EXPANDING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

- Explain the directions to this expanding-sentences activity:
  - First, I will show you a picture.

- Then I will ask one question at a time.
- We will answer the question by adding a detail or a few details.
- After a question is answered, we will add the details to our sentence to expand the sentence.



### Show image 3A-8: Mature oak

#### Ask

What do you see in this picture? (*a tree*)

» I see a tree.

Is the tree tall or short? (*tall*)

» I see a tall tree.

» I see a tree that is tall.

What is on the tree? (*leaves*)

» I see a tall tree with leaves.

» The tall tree has leaves.

» Leaves are on the tall tree.

What color are the leaves on the tree? (*green*)

» I see a tall tree with green leaves.

» The tall tree has green leaves.

» The leaves on the tall tree are green.



### Speaking Using Nouns and Noun Phrases

#### Entering/Emerging

Have students use familiar adjectives (color) to describe the image in simple ways.

#### Transitioning/Expanding

Have students use more complex adjectives (appearance and shape) to describe the image in a growing number of ways.

#### Bridging

Have students use a variety of adjectives (emotion and texture) to describe the image in a wide variety of ways.



### Formative Assessment

**Expanding Sentences:** [Choose another image from this lesson and ask questions to prompt students to add details to expand the sentence.]

### Lesson 3: The Life Cycle of a Plant

# Vocabulary Building



**Primary Focus:** Students will demonstrate an understanding of the general academic word *cycle* by providing examples of things that happen in cycles.

#### WORD WORK: CYCLE (10 MIN.)

- All plants have a life *cycle*.
- Say the word *cycle* with me three times.

**Definition:** A cycle is a repeated series of events or something that happens over and over again in the same order.

**Act It Out:** Let's pretend that we are a plant going through its life cycle.

Let's start with a seed in the soil. *[Have students crouch down like a ball.]*

Remember, the seed needs water, light, and nutrients to germinate.

Now the seed is germinating. *[Have students slowly lift themselves up at the legs, but keep their knees bent.]*

The plant continues to grow into a seedling that has stems and leaves. *[Have students continue to lift themselves up and unfold their arms.]*

After some time, the seedling will grow into an adult plant with flowers. *[Have students stand up straight with head tilted upwards.]*

An adult plant can make seeds.

Eventually the plant will die and decay. *[Have students slowly slouch and fall gently to the ground.]*

The decayed plant becomes nutrients in the soil.

The seeds of the plant might become new plants. *[Have students crouch down into a ball.]*

A new life cycle of a plant begins!

## Support

### Sentence frame:

“\_\_\_\_\_ happen  
in cycles.”



### Formative Assessment

**Cycles:** Can you think of other things that happen in cycles? Try to use the word *cycle* when you tell about it.

- » days of the week, seasons of the year, routines during the school day, activities during the week, shows on TV

End Lesson

## PLANTS

# The Gigantic Turnip

**PRIMARY FOCUS OF LESSON****Speaking**

Students will present a song and chant about the life cycle of a plant.

Students will sequence and retell the life cycle of a plant in small groups using images.

**Writing**

Students will use a combination of drawing and writing with linking words and phrases to retell the life cycle of a plant.

**Reading**

Students will compare literary and informational text types.

**FORMATIVE ASSESSMENT**

Speaking

Song and Chant [Informal Observation]

Reading

Text Types [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Plants Pages [Activity Pages 4.1S, 4.2S]

## LESSON AT A GLANCE

|                                           | Time    | Materials                                                                                                                                             |
|-------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                           |         |                                                                                                                                                       |
| "Life Cycle of a Plant "                  | 15 min. | <input type="checkbox"/> Images 3A-5, 3A-11<br><input type="checkbox"/> music to "I'm a Little Teapot"<br><input type="checkbox"/> Resource Page 4.2S |
| <b>Write About It</b>                     |         |                                                                                                                                                       |
| Plants Pages: "Life Cycle of a Plant" (2) | 10 min. | <input type="checkbox"/> Activity Pages 4.1S, 4.2S<br><input type="checkbox"/> Language Proficiency Recording Sheet                                   |
| <b>Focus on Text</b>                      |         |                                                                                                                                                       |
| Literary vs. Informational Text           | 5 min.  | <input type="checkbox"/> Images 4A-7, 3A-3                                                                                                            |

## ADVANCE PREPARATION

### On Stage

- Prepare sets of Life Cycle Images reproduced from Resource Page 4.2S.

### Write About It

- Prepare Activity Pages 4.1S (Page 2) and 4.2S (Image Bank).
- Prepare Language Proficiency Recording Sheet for Writing.

### Take-Home Material

- Prepare Activity Page 4.3S. Students can use this activity page at home to practice the song and chant they have learned.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Present a song about the life cycle of a plant.
- Retell the life cycle of a plant.
- Draw/write about the life cycle of a plant in a journal.

### Language Forms and Functions

**Recount a Process:** *First, .../Next, .../Then, .../Finally, ...*

### Vocabulary

#### Tier 3 Domain-Specific Words

germinates  
life cycle  
nutrients  
sapling  
seedling

#### Tier 2 General Academic Words

eventually

#### Tier 1 Everyday Speech Words

seed  
tree

Start Lesson

## Lesson 4: The Gigantic Turnip

# On Stage



### Primary Focus

Students will present a song and chant about the life cycle of a plant.

Students will sequence and retell the life cycle of a plant in small groups using images.

### “LIFE CYCLE OF A PLANT” (15 MIN.)

- Remind students that they heard about the life cycle of a sunflower and an oak tree. Trees, such as oak trees, have a similar life cycle.
- Use the following Song and Chant: “Life Cycle of a Plant” to review the life cycles of a sunflower and an oak tree.

### Support

Have students create motions to represent the different stages in the life cycle of a plant.

## Support

### In presenting the Song and Chant, have students:

- Use loud, presenting voices
- Stand up tall
- Do the motions with enthusiasm
- Stay together



## Speaking Presenting

### Entering/Emerging

Have students hum the tune and do the motions.

### Transitioning/Expanding

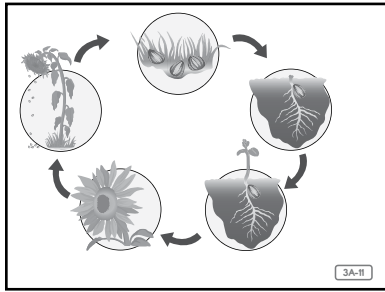
Have students sing and chant most of the words.

### Bridging

Have students sing and chant all the words and do the motions.

## Support

Guide students in arranging themselves in order.



### Show image 3A-11: Life cycle of a sunflower

Here's a plant's life cycle,  
First is the seed.  
Out germinates a seedling,  
More nutrients it needs  
To grow to an adult plant  
That makes more seeds,  
So new plants grow eventually.



### Show image 3A-5: Acorn and oak

Here's a tree's life cycle,  
First is the seed.  
Out germinates a seedling,  
More nutrients it needs  
To become a sapling  
Then a tree  
And when it dies, the soil it'll be.



## Formative Assessment

**Song and Chant:** [Choose a few students or a small group to present one of the stanzas of this song and chant about the life cycle of a plant to the rest of the class.]



## Check for Understanding

**Sequencing The Life Cycle of a Plant:** [Group students into small groups of five. Give each group a set of Life Cycle Images (Resource Page 4.2S) and present the following directions:]

- First, look at the picture on your image card. Which stage in the life cycle of a sunflower does it represent?
- Next, come together with your group members to form the complete life cycle of a sunflower.
- Finally, present the life cycle of a sunflower with your group.

## Lesson 4: The Gigantic Turnip

# Write About It



**Primary Focus:** Students will use a combination of drawing and writing with linking words and phrases to retell the life cycle of a plant.

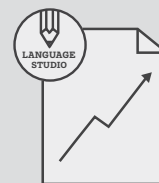
### PLANTS PAGES: “LIFE CYCLE OF A PLANT” (2) (10 MIN.)



#### Plants Pages

[Give students Page 2 (Activity Page 4.1S).] Draw or use the images from the Image Bank (Activity Page 4.2S) to show the life cycle of a plant. When you write or talk about your drawing, use some linking words, such as *first*, *next*, and *finally*, to explain the life cycle of a plant (e.g., *First*, the seed germinates. *Next*, it sprouts into a seedling. *Then*, the seedling grows into an adult or mature plant. The mature plant will make more seeds from which new plants will grow. *Finally*, the mature plant dies and decays and becomes nutrients in the soil.).

#### Activity Pages 4.1S, 4.2S



#### Writing Writing

#### Entering/Emerging

Help students gather and place images in the correct place on the life cycle graphic.

#### Transitioning/Expanding

Provide a word bank to help students label the stages.

#### Bridging

Challenge students to write a short sentence to describe the life cycle of a plant with a partner.

#### Linking Words and Phrases that Describe a Process

|                  |            |            |
|------------------|------------|------------|
| First            | Second     | Third, etc |
| In the beginning | Then       | Last       |
| At first         | After that | Finally    |
| To start         | Next       | At the end |

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                         |
|--------------------|-------------------------------------------------------------------------|
| Language Domain    | Writing                                                                 |
| Knowledge/Lesson   | K4L4                                                                    |
| Activity Name      | Plants Pages                                                            |
| Proficiency Levels |                                                                         |
| Entering           | Student places image(s) in the correct place on a graphic with support. |
| Emerging           | Student places image(s) in the correct place on a graphic.              |
| Transitioning      | Student labels image(s) on a graphic with support.                      |
| Expanding          | Student labels image(s) on a graphic.                                   |
| Bridging           | Student writes a short sentence about image(s) on a graphic.            |

### Lesson 4: The Gigantic Turnip

## Focus on Text



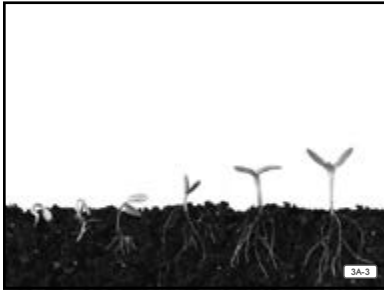
**Primary Focus:** Students will compare literary and informational text types.

### LITERARY VS. INFORMATIONAL TEXT (5 MIN.)



#### Show image 4A-7

- Remind students that they heard a story about a gigantic—or very big—turnip.
- **Story Elements:** Who are the characters in this story? Where does this story take place? Does this story seem real to you? Do you think events in the story could happen in real life?



### Show image 3A-3

- Remind students that they heard lessons on plant parts and the life cycle of a plant.
- **Text Features:** Point out that this is a photograph of a real plant. Highlight that the purpose of this photograph is to show how a seed grows into a plant. This image is part of a text that tells information about the life cycle of a plant.



### Formative Assessment

**Text Types:** What are the differences between the story you heard today and the read-alouds about plants and the life cycle of a plant?

- » The story is not real, has characters, and is entertaining, whereas the read-aloud is about real things, has photographs, and gives information.

End Lesson

## 5

## PLANTS

# Polly the Honeybee's Flower Tour

**PRIMARY FOCUS OF LESSON****Speaking**

Students will categorize examples of living and nonliving things on a nature walk.

Students will produce and expand simple sentences by adding details in a shared language activity.

Students will review and present a song and chant about plants.

**FORMATIVE ASSESSMENT**

Speaking

Living/Nonliving? [Activity Page 5.1S]

Speaking

Song and Chant [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                 |
|----------------------------|---------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Hands On</b>            |         |                                                                                                                           |
| Nature Walk                | 20 min. | <input type="checkbox"/> Activity Page 5.1S                                                                               |
| <b>Looking at Language</b> |         |                                                                                                                           |
| Expanding Sentences        | 5 min.  | <input type="checkbox"/> Image 5A-2 and additional image<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>On Stage</b>            |         |                                                                                                                           |
| Song and Chant: Review     | 5 min.  | <input type="checkbox"/> song and chant from previous lessons<br><input type="checkbox"/> music to “I’m a Little Tea Pot” |

## ADVANCE PREPARATION

### Hands On

- Prepare Activity Page 5.1S.
- Be sure there is adequate adult supervision for this activity.

### Looking at Language

- Find an additional image for the Expanding Sentences activity. Prepare questions that will elicit details from students about the image.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss examples of living and nonliving things.
- Produce and expand sentences by adding details.
- Present a song about plants.

### Language Forms and Functions

What part of the image is . . . ?

I found \_\_\_\_\_. It is living/nonliving.

I see \_\_\_\_\_ flowers.  
(adj.) (adj.)

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

category

living/nonliving

Start Lesson

## Lesson 5: Polly the Honeybee's Flower Tour

# Hands On



**Primary Focus:** Students will categorize examples of living and nonliving things on a nature walk.

### Activity Page 5.1S



### NATURE WALK (20 MIN.)

- Give each student Activity Page 5.1S.
- Tell students they will go outside with their group to look for different things.
- Identify each category for students:
  - Person—teacher, friend, classmate
  - Rock—stone, pebble, gravel
  - Plant—grass, tree, flower
  - School supplies—pencils, crayons, ruler, erasers, notebook
  - Vehicle—school bus, van, car

- Animal/Insect—bird, squirrel, dog, mouse, ant, fly, worm, bee, butterfly, spider
- Clothing—shoe, T-shirt, jacket
- Once they find something in a category, they can put a checkmark, draw a simple picture, or color in the box for that category.



### Formative Assessment

**Living/Nonliving?** Discuss with your small groups the kinds of living and nonliving things you found on the nature walk.



### Check for Understanding

**Extending the Activity:** Cut out the boxes and sort them into the categories *living* and *nonliving*. [Alternatively, you can have students draw on small pieces of paper two pictures of living things and two pictures of nonliving things they found on their walk and have the small group sort them into the categories *living* and *nonliving*.]

### Support

#### Sentence frame:

"I found \_\_\_\_\_. It is living/nonliving."

Provide feedback and help students use and apply the criteria for living things—the need for food, water, air, and light, and the ability to reproduce.

## Lesson 5: Polly the Honeybee's Flower Tour

# Looking at Language



**Primary Focus:** Students will produce and expand simple sentences by adding details in a shared language activity.

### EXPANDING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

- Explain the directions to this expanding sentences activity:
  - First, I will show you a picture.
  - Then I will ask one question at a time.
  - We will answer the question by adding a detail or some details.

- After a question is answered, we will add the details to our sentence to expand our sentence.



### Show image 5A-2

What do you see in this picture? (*flowers*)

» I see flowers.

How many flowers do you see? (*three*)

» I see three flowers.

» There are three flowers.

What color are the flowers? (*yellow*)

» I see three yellow flowers.

» I see three flowers that are yellow.

» There are three yellow flowers.

How do you think they smell? (*fragrant, sweet*)

» I see three sweet-smelling and yellow flowers.

» I see three flowers that are sweet-smelling and yellow.

» There are three sweet-smelling and yellow flowers.

Where are they? (*in the garden*)

» I see three sweet-smelling and yellow flowers in the garden.

» There are three sweet-smelling and yellow flowers in the garden.



### Speaking Using Nouns and Noun Phrases

#### Entering/Emerging

Ask students questions to focus attention on details (size, color) about the image in simple ways [e.g., "What part of the image is yellow?"].

#### Transitioning/Expanding

Prompt students with questions about the image that will elicit details about the image.

Help students add details to expand their sentences.

#### Bridging

Have students brainstorm with a partner a variety of adjectives (shape, emotion, texture) that they can use to expand a sentence.



### Expanding Sentences

[Choose another image from this lesson and ask questions to prompt the class to add details to expand the sentence.]

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                               |
|--------------------|-----------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                      |
| Knowledge/Lesson   | K4L5                                                                                          |
| Activity Name      | Expanding Sentences                                                                           |
| Proficiency Levels |                                                                                               |
| Entering           | Student describes images using familiar adjectives, with prompting and support.               |
| Emerging           | Student describes images using familiar adjectives.                                           |
| Transitioning      | Student expands sentences by using a growing number of adjectives with prompting and support. |
| Expanding          | Student expands sentences by using a growing number of adjectives.                            |
| Bridging           | Student expands a sentence using a variety of adjectives.                                     |

### Lesson 5: Polly the Honeybee's Flower Tour

## On Stage



**Primary Focus:** Students will review and present a song and chant about plants.

### SONG AND CHANT: REVIEW (5 MIN.)

- Remind students that they learned several songs and chants about plants.
- Pick a song and chant from the previous lesson to review. Alternatively, you can split the class into small groups and have each group review one song and chant.

### Support

**In presenting the Song and Chant, have students:**

Stand up tall

Do the motions with enthusiasm

Stay together



Speaking  
Presenting

**Entering/Emerging**

Have students hum the tune and do the motions.

**Transitioning/Expanding**

Have students sing and chant most of the words.

**Bridging**

Have students sing and chant all the words and do the motions.



Formative Assessment

**Song and Chant:** [Choose a few students or a small group to present a song and chant about plants to the rest of the class.]

End Lesson

## PLANTS

# The Fruits of Polly's Labor

**PRIMARY FOCUS OF LESSON****Writing**

Students will identify the plant parts that are edible and describe the taste of different plants (or foods made from plants).

**Speaking**

Students will demonstrate an understanding of the meaning of the word *scrumptious* by drawing and discussing a scrumptious meal.

Students will connect two shorter sentences using the conjunction *and*.

**FORMATIVE ASSESSMENT****Speaking****Sentence Builder [Informal Observation]****LANGUAGE PROFICIENCY ASSESSMENT****Writing****Different Tastes [Activity Page 6.1S]**

## LESSON AT A GLANCE

|                               | Time    | Materials                                                                                                    |
|-------------------------------|---------|--------------------------------------------------------------------------------------------------------------|
| <b>Hands On</b>               |         |                                                                                                              |
| Edible Plant Parts            | 15 min. | <input type="checkbox"/> Activity Page 6.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b>    |         |                                                                                                              |
| Word Work: <i>Scrumptious</i> | 10 min. | <input type="checkbox"/> Image Cards 2–12<br><input type="checkbox"/> drawing paper, drawing tools           |
| <b>Looking at Language</b>    |         |                                                                                                              |
| Connecting Sentences          | 5 min.  | <input type="checkbox"/> Images 6A-5, 10A-2                                                                  |

## ADVANCE PREPARATION

### Hands On

- Bring in images and/or realia of different edible plant parts. (Refer to the chart below.) Prepare tasting stations for students to taste different plant parts or foods made from plants.

| Common Edible Plant Parts                    |                                   |                                                   |                                                  |                         |                           |
|----------------------------------------------|-----------------------------------|---------------------------------------------------|--------------------------------------------------|-------------------------|---------------------------|
| Roots                                        | Stems                             | Leaves                                            | Seeds                                            | Flowers                 | Fruits                    |
| potato<br>carrot<br>beet<br>radish<br>turnip | celery<br>sugar cane<br>asparagus | lettuce<br>cabbage<br>spinach<br>parsley<br>basil | wheat<br>corn<br>rice<br>beans<br>oats<br>barley | cauliflower<br>broccoli | apple<br>tomato<br>orange |

**Note:** Be sure to follow your school's policy regarding food distribution and allergies.

- Prepare Activity Page 6.1S. Refer to this as students' place mat.
- Prepare Language Proficiency Recording Sheet for Writing.

## Vocabulary Building

- Prepare pictures of food or food magazines.

### FEATURES OF ACADEMIC LANGUAGE

#### Discourse Features

- Describe the taste of different plants (or foods made from plants).
- Share about a scrumptious meal.
- Construct sentences using the conjunction *and*.

#### Language Forms and Functions

\_\_\_\_\_ comes from a plant. It tastes sweet/salty/bitter/sour.

(name of food)

I will eat a healthy snack, and I will play with my brother.

#### Vocabulary

##### Tier 3 Domain-Specific Words

bitter/salty/sour/sweet

##### Tier 2 General Academic Words

categorize  
identify  
scrumptious

##### Tier 1 Everyday Speech Words

food  
plant

Start Lesson

## Lesson 6: The Fruits of Polly's Labor

# Hands On

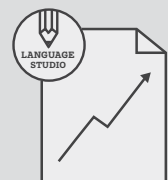


**Primary Focus:** Students will identify the plant parts that are edible and describe the taste of different plants (or foods made from plants).

### EDIBLE PLANT PARTS (15 MIN.)

- Give each student Activity Page 6.1S. Help them identify the categories of taste: sweet (apple), salty (pretzels), bitter (radish), and sour (orange).
- Place small groups of students at different “tasting stations.” Help them identify the part of the plant from which each fruit or vegetable comes.

### Activity Page 6.1S



## Support

### Sentence frame:

"\_\_\_\_\_ (name of food)  
comes from a plant.  
It tastes sweet/salty/  
bitter/sour."



Writing  
Writing

### Entering/Emerging

Display realia and  
images of foods for  
students to reference  
while drawing.

### Transitioning/Expanding

Write simple words or  
short phrases on the  
board for students to  
copy when describing  
how the food tastes.

### Bridging

Provide the sentence  
frame for students to  
complete.



## Different Tastes

Sort the foods according to taste by drawing and describing a picture, or by writing a word, phrase, or sentence on your place mat.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                 |
|--------------------|-----------------------------------------------------------------|
| Language Domain    | Writing                                                         |
| Knowledge/Lesson   | K4L6                                                            |
| Activity Name      | Different Tastes                                                |
| Proficiency Levels |                                                                 |
| Entering           | Student draws a picture about a topic from models with support. |
| Emerging           | Student draws a picture about a topic from models.              |
| Transitioning      | Student copies labels for a picture based on models.            |
| Expanding          | Student copies labels for a picture.                            |
| Bridging           | Student produces phrases and short sentences for a picture.     |

## Lesson 6: The Fruits of Polly's Labor

# Vocabulary Building



**Primary Focus:** Students will demonstrate an understanding of the meaning of the word *scrumptious* by drawing and discussing a scrumptious meal.

### WORD WORK: SCRUMPTIOUS (10 MIN.)

Polly the Honeybee loves to drink the scrumptious nectar of plant blossoms.

Say the word *scrumptious* with me three times.

**Definition:** When you say that something is scrumptious, that means you think it tastes great.

**Match It:** [Hold up Image Cards 2–12 and have students identify the fruits and their seeds.] What fruit is this? Do you think this fruit is scrumptious?

**Draw It:** Think about some foods that you think are scrumptious. Draw a picture of the most scrumptious meal ever.



### Check for Understanding

**Turn and Talk:** Share your picture of the most scrumptious meal with your partner [or small group or home language peers]. Tell your partner/group/home language peers whether any of the food in your picture comes from plants.

### Challenge

Have students tell a partner other words that could be used that also mean *scrumptious*. (*Delicious, very good, yummy, tastes good*) Have students identify how they say *scrumptious* in their home language.

### Image Cards 2-12



### Support

Provide several pictures of food or food magazines for students to cut and paste.

## Lesson 6: The Fruits of Polly's Labor

# Looking at Language



**Primary Focus:** Students will connect two shorter sentences using the conjunction *and*.

### CONNECTING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

- Explain the directions to this sentence-building activity:
  - First, I will show you a picture.
  - Then I will ask one question at a time.
  - Each time a question is answered, we will add it to our sentence to expand the sentence using the word *and*.



### Show image 10A-2: Fruits and vegetables collage

Name one thing you see in this picture. (*a kiwi*)

» I see a kiwi.

Name something else you see in this picture (*corn*)

» I see corn.

Now let's put these two sentences together using *and*.

» I see kiwi, and I see corn.



### Show image 6A-5: Strawberry plant

What is Polly the Honeybee doing? (*buzzing next to a strawberry plant*)

» Polly the Honeybee is buzzing next to a strawberry plant.

### Support

Explain that the word *and* is used to show that there is something more, or to add more information.

What else is Polly doing? (*telling us about strawberries*)

- » Polly is telling us about strawberries.

Now let's put these sentences together using *and*.

- » Polly the Honeybee is buzzing next to a strawberry plant, and Polly is telling us about strawberries.  
Polly the Honeybee is buzzing next to a strawberry plant and telling us about strawberries.



### Formative Assessment

**Sentence Builder:** Tell your partner two things you will do after school today. Use the word *and* to connect your two ideas. For example, you could say, "I will eat a healthy snack, and I will play with my little brother."

~ End Lesson ~

## 7

## PLANTS

## Johnny Appleseed

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will retell the story of “Johnny Appleseed,” including a description of how apple trees grow in the story.

**Reading**

Students will compare literary and informational text types.

**Speaking**

Students will connect two shorter sentences using the conjunction *and*.

## FORMATIVE ASSESSMENT

Reading

Text Types [Informal Observation]

Speaking

Sentence Builder [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Activity Page 7.1S]

## LESSON AT A GLANCE

|                                 | Time    | Materials                                                                                                    |
|---------------------------------|---------|--------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                   |         |                                                                                                              |
| Retelling “Johnny Appleseed”    | 20 min. | <input type="checkbox"/> Activity Page 7.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Focus on Text</b>            |         |                                                                                                              |
| Literary vs. Informational Text | 5 min.  | <input type="checkbox"/> Images 6A-8 , 7A-2                                                                  |
| <b>Looking at Language</b>      |         |                                                                                                              |
| Connecting Sentences            | 5 min.  | <input type="checkbox"/> Images 7A-2, 7A-3                                                                   |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Page 7.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                    |                                  |                                     |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------|
| <ul style="list-style-type: none"> <li>• Retell a story.</li> <li>• Construct sentences using the conjunction <i>and</i>.</li> </ul>  |                                  |                                     |
| Language Forms and Functions                                                                                                          |                                  |                                     |
| <b>Retell:</b> <i>First, . . . /Next, . . . /Then, . . . /Last, . . .</i><br>I like to read books, <u>and</u> I like to ride my bike. |                                  |                                     |
| Vocabulary                                                                                                                            |                                  |                                     |
| Tier 3<br>Domain-Specific Words                                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words     |
| orchards<br>saplings                                                                                                                  | wander                           | apples<br>food/water/light<br>seeds |

## Lesson 7: Johnny Appleseed

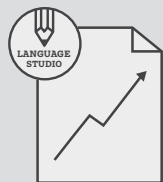
## Rewind



**Primary Focus:** Students will retell the story of “Johnny Appleseed,” including a description of how apple trees grow in the story.

**RETELLING “JOHNNY APPLESEED” (20 MIN.)**

## Activity Page 7.1S



Speaking  
Understanding  
Cohesion

**Entering/Emerging**

Say key words about the images on the activity page. Have students echo. Assist them in placing the images in the correct order.

**Transitioning/Expanding**

Provide an oral word bank of frequently used linking words, such as *First, Next, Then, Last*.

Prompt students to retell the story using these linking words.

**Bridging**

Challenge students to use linking words and phrases to retell the story of “Johnny Appleseed” with a partner.


**Check for Understanding**

**Making Connections:** Tell your partner what the apple seeds that Johnny Appleseed planted would need in order to grow.

- » The apple seeds need air, food, water, and light to grow.

Where could the apple seeds get food, water, and light?

- » The apple seeds get food from the nutrients in the seed, in the soil, and through photosynthesis.
- » The apple seeds get water from the water in the soil, from the rain, and if someone waters it.
- » The apple seeds get light from the sun.

- Remind students that they heard a story about a famous man named Johnny Appleseed.

**Ask:** Can you guess what Johnny’s favorite food is?

- Give each student Activity Page 7.1S. Tell students that the activity page has images from the story that show what Johnny Appleseed is known for—planting apple trees.


**Retelling**

Sequence the images and retell the story of “Johnny Appleseed,” including how the apple trees in the story grew.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                              |
| Knowledge/Lesson   | K4L7                                                                                                                  |
| Activity Name      | Retelling                                                                                                             |
| Proficiency Levels |                                                                                                                       |
| Entering           | Student sequences images with support.                                                                                |
| Emerging           | Student sequences images.                                                                                             |
| Transitioning      | Student retells several events from the story using visuals and some frequently occurring linking words with support. |
| Expanding          | Student retells several events from the story using visuals and some frequently occurring linking words.              |
| Bridging           | Student retells beginning, middle, and end of the story using frequently occurring linking words.                     |

### Lesson 7: Johnny Appleseed

## Focus on Text



**Primary Focus:** Students will compare literary and informational text types.

### LITERARY VS. INFORMATIONAL TEXT (5 MIN.)

- Remind students that they heard a story about a famous man named Johnny Appleseed. This story is called a tall tale.

**Definition:** A tall tale is a funny story that exaggerates the truth, so some parts of the story are unbelievable. For example, an exaggeration would be that Johnny Appleseed is a very tall man who is as tall as a tree!



### Show image 7A-2

**Story Elements:** Who is the main character of this story? Who is this story mostly about? (*Johnny Appleseed*)

### Ask

Where does this story take place?

- » all across the United States, in the woods, in people's homes

Does this story seem real to you? Do you think events in the story could happen in real life?

- » Some parts could be true, but many parts are exaggerated and not true.



### Show image 6A-8

- Remind students that they heard a lesson about fruit and seeds.
- **Text Features:** Point out that this is a photograph of a real watermelon. Highlight that the purpose of this photograph is to show how the fruit holds the seeds. This image is part of a text that gives information about how plants produce fruit to hold seeds.



### Formative Assessment

**Text Types:** What are the differences between the story you heard today and the read-alouds about seeds and fruits?

- » The story is not entirely real, has characters, and is entertaining, whereas the read-aloud is about real things, has photographs, and gives information.

## Lesson 7: Johnny Appleseed

# Looking at Language



**Primary Focus:** Students will connect two shorter sentences using the conjunction *and*.

### CONNECTING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

- Explain the directions to this sentence-building activity:
  - First, I will show you a picture.
  - Then I will ask one question at a time.
  - Each time a question is answered, we will add it to our sentence to expand the sentence using the word *and*.



#### Show image 7A-2

#### Ask

What is the setting of this picture? (*the woods*)

Name one person or thing you see in this picture. (*Johnny Appleseed*)

» Johnny Appleseed is in the woods.

Name something else you see in this picture. (*deer*)

» A deer is in the woods.

Now let's put these two sentences together using *and*.

» Johnny Appleseed is in the woods, and a deer is in the woods.

» Johnny Appleseed and a deer are in the woods.

#### Support

The setting is where something takes place.

## Support

Remind students that we use *and* to show that there is something more, or to add more information.



### Show image 7A-3

#### Ask

What is the setting of this picture? (*in a home*)

Who is in this picture? (*Johnny Appleseed*)

» Johnny Appleseed is in a home.

Who else is in this picture? (*a family*)

» A family is in a home.

Now let's put these sentences together using *and*.

» Johnny Appleseed is in a home, and a family is in a home.

» Johnny Appleseed and a family are in a home.

#### Ask

What is Johnny Appleseed doing? (*playing his violin*)

» Johnny Appleseed is playing his violin.

What is the family doing? (*listening*)

» The family is listening to him play.

Now let's put these sentences together using *and*.

» Johnny Appleseed is playing his violin, and the family is listening to him play.



### Formative Assessment

**Sentence Builder:** Tell your partner two things you like to do for fun or when you have free time. Use the word *and* to connect your two ideas. For example, you could say, "I like to read books, and I like to ride my bike."

End Lesson

PLANTS

# Deciduous Trees

## PRIMARY FOCUS OF LESSON

### Speaking

Students will use the domain-specific words *deciduous* and *habitat* in context.

### Writing

Students will use a combination of drawing and writing with linking words and phrases to explain the life cycle of a deciduous tree.

### Speaking

Students will produce and expand simple sentences by adding details in a shared language activity.

## FORMATIVE ASSESSMENT

Speaking

Word to World [Informal Observation]

Speaking

Expanding Sentences [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

Plants Pages [Activity Page 8.1S]

## LESSON AT A GLANCE

|                                               | Time    | Materials                                                                                                                                           |
|-----------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                             |         |                                                                                                                                                     |
| Vocabulary Preview: <i>Deciduous, Habitat</i> | 10 min. | <input type="checkbox"/> Images 8A-6, 8A-7<br><input type="checkbox"/> examples of leaves from deciduous plants                                     |
| <b>Write About It</b>                         |         |                                                                                                                                                     |
| Plants Pages: "Deciduous Trees" (3)           | 15 min. | <input type="checkbox"/> Image 8A-7<br><input type="checkbox"/> Activity Page 8.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>                    |         |                                                                                                                                                     |
| Expanding Sentences                           | 5 min.  | <input type="checkbox"/> Image 8A-3<br><input type="checkbox"/> additional image                                                                    |

## ADVANCE PREPARATION

### Look Ahead

- Bring in examples of leaves from deciduous trees to show students what the leaves of various deciduous trees look like.

### Write About It

- Prepare Activity Page 8.1S (Page 3).
- Prepare Language Proficiency Recording Sheet for Writing.

### Looking at Language

- Find an additional image for the Expanding Sentences activity. Prepare questions that will elicit details from students about the image.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Apply the domain-specific words *deciduous* and *habitat* in context.
- Draw/write about the life cycle of a deciduous tree in a journal.
- Produce and expand simple sentences by adding details.

### Language Forms and Functions

I have/have not seen the leaves of a deciduous tree change color. I saw them change to . . .

\_\_\_\_\_’s habitat is \_\_\_\_\_.

The \_\_\_\_\_ tree has \_\_\_\_\_ blossoms.  
(adj.) (adj.)

### Vocabulary

#### Tier 3 Domain-Specific Words

deciduous  
habitat

#### Tier 2 General Academic Words

cycle

#### Tier 1 Everyday Speech Words

apple  
tree

Start Lesson

## Lesson 8: Deciduous Trees

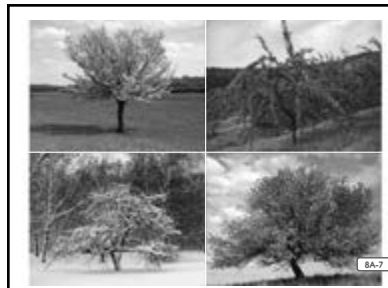
# Look Ahead



**Primary Focus:** Students will use the domain-specific words *deciduous* and *habitat* in context.

## VOCABULARY PREVIEW (10 MIN.)

### Deciduous



### Show image 8A-7: Apple tree in the four seasons

Today’s lesson is on deciduous trees.

*Deciduous* [/dis\*ij\*ə\*wəs/] is a tricky word to say because it has four parts. Let’s say the word together.

### Support

Clap out the four syllables of /dis\*ij\*ə\*wəs/ as you say them. Have students clap as they say the word with you.

## Support

### Sentence frame:

"I have/have not seen the leaves of a deciduous tree change color. I saw them change to \_\_\_\_."

Say the word *deciduous* with me three times.

**Definition:** A deciduous plant loses its leaves every year.

**Example:** Byron and Shirley like to see the leaves on the deciduous trees change color in the fall. [Pass around examples of deciduous leaves.]

The four parts of the word *deciduous* can actually help you remember that deciduous trees change every four seasons: winter, spring, summer, and fall. [Clap out the four syllables of /dis\*ij\*ə\*wəs/ as you say them. Have students clap as they say the word with you. Then say each season with a clap: winter, spring, summer, fall.]



### Formative Assessment

**Word to World:** Tell your partner whether or not you have seen the leaves of a deciduous tree change color. What color did you see them change to? Use the word *deciduous* when you tell about it.

## Habitat



### Show image 8A-6: Apple tree in winter

This tree is in a habitat with many other trees.

Say the word *habitat* with me three times.

**Definition:** A habitat is a place where animals or plants live that has food, water, and shelter.

**Example:** A plant that needs a lot of water will survive in a habitat where there is a lot of rain, but it will not survive in a desert habitat.



### Formative Assessment

**Word to World:** Name a plant or animal and its habitat. For example, a bear's habitat is a forest. Use the word *habitat* when you tell about it.

### Support

**Sentence frame:**  
"A (*name of animal/plant*)'s habitat is \_\_\_\_."

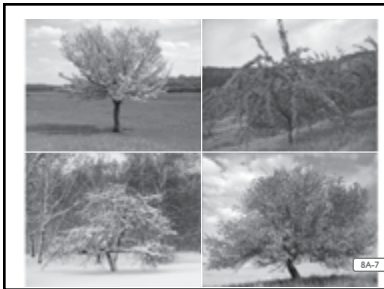
## Lesson 8: Deciduous Trees

# Write About It



**Primary Focus:** Students will use a combination of drawing and writing with linking words and phrases to explain the life cycle of a deciduous tree.

### PLANTS PAGES: "DECIDUOUS TREES" (3) (15 MIN.)



### Show image 8A-7

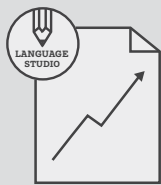
Here is an apple tree in the four seasons.



### Check for Understanding

#### Find It:

- In the winter, you can play in the snow under its bare branches. Which image shows an apple tree in winter?
- In the spring, you can see its white blossoms. Which image shows an apple tree in spring?
- In the summer, you can climb its branches, sit under the shade of its large green leaves, and see the apples as they grow out of the blossoms. Which image shows an apple tree in summer?
- In the fall, you can pick the apple tree's fruit and watch its leaves change colors before falling off. Which image shows an apple tree in the fall?



Writing  
Writing

Entering/Emerging

Write simple key words and phrases about the seasons on the board for students to copy.

Transitioning/Expanding

Have students dictate short sentences that describe the life cycle of an apple tree.

Bridging

Challenge students to write phrases or short sentences about the life cycle of an apple tree using the spellings for sounds taught.



Plants Pages

[Give students Page 3 (Activity Page 8.1S).]

Think about how a deciduous apple tree looks in each season: spring, summer, fall, and winter. Think about how you can show this in a picture with the parts of the tree and with different colors. Decorate the trees to show the seasons.

Next, use your Plants Page to explain the life cycle of an apple tree in the four seasons. Use linking words such as *first*, *then*, and *finally* to tell about the life cycle of a deciduous apple tree.

- » In the winter, the tree is bare. Next, in spring, white blossoms grow. Then, in summer, the fruits grow. Finally, in the fall, the leaves change colors and begin to drop.

| Linking Words and Phrases that Describe a Process |            |             |
|---------------------------------------------------|------------|-------------|
| First                                             | Second     | Third, etc. |
| First                                             | Second     | Third, etc  |
| In the beginning                                  | Then       | Last        |
| At first                                          | After that | Finally     |
| To start                                          | Next       | At the end  |

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

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

| Evaluation Tool    |                                                                                 |
|--------------------|---------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                         |
| Knowledge/Lesson   | K4L8                                                                            |
| Activity Name      | Plants Pages                                                                    |
| Proficiency Levels |                                                                                 |
| Entering           | Student labels key words and phrases with support.                              |
| Emerging           | Student labels key words and phrases.                                           |
| Transitioning      | Student dictates short sentences with support.                                  |
| Expanding          | Student dictates short sentences.                                               |
| Bridging           | Student writes phrases or short sentences using the spelling for sounds taught. |

### Lesson 8: Deciduous Trees

# Looking at Language



**Primary Focus:** Students will produce and expand simple sentences by adding details in a shared language activity.

### EXPANDING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

- Explain the directions to this expanding sentences activity:
  - First, I will show you a picture.
  - Then I will ask one question at a time.
  - We will answer the question by adding a detail or some details.

- After a question is answered, we will add the details to our sentence to expand the sentence.



### Show image 8A-3: Apple tree in spring

What do you see in this picture? (*a tree*)

» I see a tree.

What kind of tree is it? (*apple*)

» I see an apple tree.

What are on the tree? (*blossoms*)

» I see an apple tree with blossoms.

» The apple tree has blossoms.

What color are the blossoms? (*white*)

» I see an apple tree with white blossoms.

» The apple tree has white blossoms.

In which season do apple trees have white blossoms? (*spring*)

» The apple tree has white blossoms in the spring.



### Speaking Using Nouns and Noun Phrases

#### Entering/Emerging

Have students use familiar adjectives (color) to describe the image in simple ways.

#### Transitioning/Expanding

Have students use more complex adjectives (appearance and shape) to describe the image in a growing number of ways.

#### Bridging

Have students use a variety of adjectives (emotion and texture) to describe the image in a wide variety of ways.



### Formative Assessment

**Expanding Sentences:** [Choose another image from this lesson and ask questions to prompt the class to add details to expand the sentence.]

End Lesson

## PLANTS

# Evergreen Trees

**PRIMARY FOCUS OF LESSON****Writing**

Students will use a combination of drawing and writing to recount information about evergreen trees.

**Listening**

Students will use sentence-level context clues to determine the multiple meanings of the word *cones*.

**Speaking**

Students will connect two shorter sentences using the conjunction *and*.

**FORMATIVE ASSESSMENT**

Writing

Plants Pages [Activity Page 9.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Sentence Builder [Informal Observation]

## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                                                                                                                                           |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b>               |         |                                                                                                                                                                                                     |
| Plants Pages: "Evergreen Trees" (4) | 15 min. | <input type="checkbox"/> Activity Page 9.1S<br><input type="checkbox"/> Image 9A-1<br><input type="checkbox"/> leaves from deciduous trees<br><input type="checkbox"/> needles from evergreen trees |
| <b>Vocabulary Building</b>          |         |                                                                                                                                                                                                     |
| Multiple-Meaning Word: <i>Cones</i> | 10 min. | <input type="checkbox"/> Poster 5M (Cones)                                                                                                                                                          |
| <b>Looking at Language</b>          |         |                                                                                                                                                                                                     |
| Connecting Sentences                | 5 min.  | <input type="checkbox"/> Images 9A-1, 9A-2<br><input type="checkbox"/> Language Proficiency Recording Sheet                                                                                         |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 9.1S (Page 4).
- Bring in needles from evergreen trees for students to see, smell, and touch.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Draw/write about evergreen trees in a journal.
- Create sentences using the multiple meanings of the word *cones*.
- Construct sentences using the conjunction *and*.

### Language Forms and Functions

Evergreen and deciduous trees are in the forest.

I like to play in the snow, and I like to go to my friend's house.

### Vocabulary

#### Tier 3 Domain-Specific Words

cones  
evergreen  
needles

#### Tier 2 General Academic Words

similarities/differences

#### Tier 1 Everyday Speech Words

leaves

Start Lesson

## Lesson 9: Evergreen Trees

# Write About It



**Primary Focus:** Students will use a combination of drawing and writing to recount information about evergreen trees.

## PLANTS PAGES: “EVERGREEN TREES” (4) (15 MIN.)



### Show image 9A-1: Winter forest

**Ask:** Which season is it in this image? How can you tell?

**Find It:** Do you see two different kinds of trees?

[Invite students to come to the image to point out the deciduous trees and evergreen trees.]

- Have students repeat *deciduous* and *evergreen* as they point to them in the image.

## Support

Bring in examples of leaves from deciduous trees and needles from evergreen trees for students to compare.

## Support

Explain that a good way to remember these trees is by the word *ever* in their name. *Ever* means *always*, so an evergreen tree is always green.

## Activity Page 9.1S



Writing  
Writing

### Entering/Emerging

Have students draw the evergreen tree in a specific season.

### Transitioning/Expanding

Encourage students to label the season.

### Bridging

Challenge students to label the season and write a sentence about the evergreen tree in that season.

**Look and Learn:** *[Point to the deciduous tree.]* What do you notice about this tree? *[Explain that the deciduous trees lose their leaves for part of the year, usually during the winter.]*

*[Point to the evergreen tree.]* What do you notice about this tree? *[Explain that the evergreen trees in this picture still have their leaves, even in the winter.]*

## Formative Assessment



**Plants Pages:** [Give students Page 4 (Activity Page 9.1S).] Think about how an evergreen looks in each season: winter, spring, summer, and fall. Choose one season and decorate this evergreen tree to include cones and needles, and draw the background to show the season.

## Check for Understanding



**Share:** Share your Plants Page with your partner [or small group or home language peers]. Talk about the similarities and differences between your pictures.

## Lesson 9: Evergreen Trees

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *cones*.

### MULTIPLE-MEANING WORD: CONES (10 MIN.)

**Note:** You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

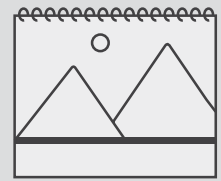
- In the read-aloud you heard the word *cones*.

**With a Partner:** Think of as many meanings for *cones* as you can or discuss ways you can use the word *cones*.

- [Show Poster 5M (Cones)] How is the word *cones* used in this lesson? Which picture shows this? (*one*)
- Cones are also shapes with a circular base and sides that come together at a point. Which picture shows this? (*two*)
- Cones are something that can be used to hold ice cream. Which picture shows this? (*three*)
- Did you or your partner think of any of these definitions?

**Definition Detective:** Now quiz your partner on the different meanings of *cones*. For example you could say, “Beatrice likes to eat her ice cream in a cone. Which cone am I?” Your partner would point to the ice cream cone to show that you meant that kind of cone.

## Poster 5M



## Listening Analyzing Language Choices

### Entering/Emerging

Say simple sentences that include the word and meaning of *cones* in context. Have students hold up the number of fingers to indicate which image shows the way *cones* is used in the sentence.

### Transitioning/Expanding

Have students refer to an image on the poster and give their own definition for the word *cones*.

### Bridging

Have students create their own sentence that reflects the meaning of the word *cones*.

## Lesson 9: Evergreen Trees

# Looking at Language



**Primary Focus:** Students will connect two shorter sentences using the conjunction *and*.

### CONNECTING SENTENCES (5 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

- Explain the directions to this sentence-building activity:
  - First, I will show you a picture.
  - Then I will ask one question at a time.
  - Each time a question is answered, we will add it to our sentence to expand the sentence using the word *and*.

## Support

Remind students that the setting is where something takes place.

Explain that the word *and* is used to show that there is something more, or to add more information.



## Speaking Connecting Ideas

### Entering/Emerging

Review how the conjunction *and* is used in sentences. Invite students to echo the compound sentence and place emphasis on the conjunction *and*.

### Transitioning/Expanding

Provide students with two ideas or two simple sentences [e.g., "The trees are green." and "The trees are tall."]. Help them connect ideas or simple sentences by using the conjunction *and*.

### Bridging

Have students use the conjunction *and* to connect two ideas with a partner.



### Show image 9A-1

What is the setting of this picture? (*the forest*)

What type of tree do you see in this picture? (*evergreen tree*)

» Evergreen trees are in the forest.

What other type of tree do you see in this picture? (*deciduous tree*)

» Deciduous trees are in the forest.

Now let's put these two sentences together using *and*.

» Evergreen trees are in the forest, and deciduous trees are in the forest.

» Evergreen trees and deciduous trees are in the forest.



### Show image 9A-2

What type of tree is in this picture? (*evergreen tree*)

Describe the evergreen trees. (*green*)

» The evergreen trees are green.

How else can you describe the evergreen trees? (*tall*)

» The evergreen trees are tall.

Now let's put these sentences together using *and*.

*The evergreen trees are green, and the evergreen trees are tall.*

*The evergreen trees are green and tall.*



## Sentence Builder

Tell your partner two things you like to do for fun in the winter. Use the word *and* to connect your two ideas. For example, you could say, "I like to play in the snow, and I like to go to my friend's house."

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                   |
| Knowledge/Lesson   | K4L9                                                                                       |
| Activity Name      | Sentence Builder                                                                           |
| Proficiency Levels |                                                                                            |
| Entering           | Student recognizes the use of a target conjunction in a sentence.                          |
| Emerging           | Student recognizes and uses a target conjunction in a sentence with prompting and support. |
| Transitioning      | Student uses a target conjunction to produce compound sentences with support.              |
| Expanding          | Student uses a target conjunction to produce compound sentences.                           |
| Bridging           | Student combines sentences using a target conjunction independently.                       |

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

10

PLANTS

Plants and People

PRIMARY FOCUS OF LESSON**Reading**

Students will preview plants' relationship to people through an interactive read-aloud.

Students will use a combination of drawing and writing to explain how plants are important.

Speaking

Students will produce and expand simple sentences by adding details in a shared language activity.

FORMATIVE ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Plants Pages [Activity Page 10.1S]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---|
| Look Ahead | | |
| Interactive Read-Aloud: "Plants and People" | 10 min. | <input type="checkbox"/> Flip Book
<input type="checkbox"/> samples of food and products made from plants |
| Rewind | | |
| Plants Pages: "Plants and People" (5) | 15 min. | <input type="checkbox"/> Images 10A-2–14
<input type="checkbox"/> Activity Page 10.1S
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Looking at Language | | |
| Expanding Sentences | 5 min. | <input type="checkbox"/> Image 10A-2
<input type="checkbox"/> additional image |

ADVANCE PREPARATION

Look Ahead

- Preview the order in which Flip Book images will be shown during the Interactive Read-Aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud.
 1. 10A-3: Corn
 2. 10A-4: Wheat and wheat products
 3. 10A-5: Rice
 4. 10A-14: Child and trees
- Provide samples of food made from plants (corn, rice, wheat).

Note: Be sure to follow your school's policy regarding food distribution and allergies.

- Bring in examples of products made from plants (e.g., paper and wooden products, aloe vera, medicine and lotions with plant products, etc.).

Rewind

- Prepare Activity Page 10.1S (Page 5).
- Prepare Language Proficiency Recording Sheet for Reading.

Looking at Language

- Find an additional image for the Expanding Sentences activity. Prepare questions that will elicit details from students about the image.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none">• Use a combination of drawing and writing to explain how plants are important.• Produce and expand simple sentences by adding details. | | |
| Language Forms and Functions | | |
| Plants provide _____.
I see a _____, _____, _____ apple.
<div>(adj.) (adj.) (adj.)</div> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| oxygen | produce
provide | corn
fruit
rice
wheat |

Start Lesson

Lesson 10: Plants and People

Look Ahead



Primary Focus: Students will preview plants’ relationship to people through an interactive read-aloud.

INTERACTIVE READ-ALOUD: “PLANTS AND PEOPLE” (10 MIN.)

- Remind students that they learned about living and nonliving things at the beginning of this unit. Refer to the living and nonliving examples you have in the classroom.



Check for Understanding

Review: What do all living things need to survive?

» All living things need food, water, and air.

- Tell students that in today's lesson they will learn that plants provide, or give, two very important things for animals and humans to survive: oxygen and food.



Show image 10A-3: Corn

This is a picture of one of the most important plants in the world—corn. Believe it or not, corn is the seed of a special type of grass.



Show Image 10A-4: Wheat and wheat products

Have you eaten bread, cookies, or crackers recently? If so, you probably have eaten wheat. Wheat is also a seed that comes from a type of grass. Its seeds are crushed and used to make flour, which is used in many kinds of breads, cereals, and cakes.

In My Opinion: What kinds of food made from wheat do you think are scrumptious?



Show image 10A-5: Rice

This is a picture of rice. Rice is another important food that comes from a seed. People all over the world eat rice. Rice is used to feed billions of people every day!

Turn and Talk: Tell your partner what you like to eat with rice, or tell your partner about a plant you have eaten recently.

You have just learned about the three most important food plants in the world: corn, wheat, and rice. They are all seeds that come from different types of grasses.

Support

Have students sample different food made from plants.

Support

Show students additional, non-edible products made from plants.

Have students take a deep breath with you.

Tell them that when they breathe in, oxygen from the air is going into their bodies.



Show image 10A-14: Child and trees

Plants do not only provide us with food. Here is another important thing plants provide us with: clean and fresh air.

When plants make their own food through photosynthesis, they release oxygen into the air. When you breathe in, oxygen travels into

your body. Oxygen keeps you alive. You need oxygen all day, every day.

Trees are the biggest and best makers of clean-air. Trees help keep the air clean and safe to breathe. So, the next time you see a big tree, wrap your arms around it and give it a big hug, just to show you understand how important it is.

Vocabulary Preview: Oxygen

When you breathe in, oxygen goes into your body.

Say the word *oxygen* with me three times.

Definition: Oxygen is something that is in the air we breathe. We cannot see it, smell it, or taste it, but it is very important to our survival.

Examples: If animals do not get enough oxygen, they cannot survive. If you do not breathe, your body cannot get the oxygen it needs.

With a Partner: Tell each other three things that need oxygen to survive (e.g., *humans, dogs, ants, bears, cats*). Use the word *oxygen* when you tell about them.

Lesson 10: Plants and People

Rewind



Primary Focus: Students will use a combination of drawing and writing to explain how plants are important.

PLANTS PAGES: “PLANTS AND PEOPLE” (5) (15 MIN.)

- Briefly show students images 10A-2–14 and talk about what they see in each image and how it shows what plants provide for people.



Plants Pages

[Give students Page 5 (Activity Page 10.1S).] Based on what you've seen in the images, think about how plants are important to you. What kinds of things do plants provide? Draw a picture to show how plants are important.

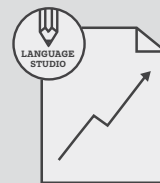
LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Knowledge/Lesson | K4L10 |
| Activity Name | Plants Pages |
| Proficiency Levels | |
| Entering | Student recalls basic information with prompting and support. |
| Emerging | Student recalls basic information. |
| Transitioning | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding | Student recalls information highlighted from the text to answer a question. |
| Bridging | Student recalls information from the text to answer a question. |

Activity Page 10.1S



Reading
Reading/Viewing
Closely

Entering/Emerging

Provide a sentence frame for students to present what they have drawn [e.g., "Plants provide ____."].

Transitioning/Expanding

Ask: "Why are plants important to people?" Prompt students to identify what plants provide, as stated in the read-aloud.

Bridging

Challenge students to discuss with a partner how plants are important.

Lesson 10: Plants and People

Looking at Language



Primary Focus: Students will produce and expand simple sentences by adding details in a shared language activity.

EXPANDING SENTENCES (5 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

- Explain the directions to this expanding sentences activity:

First, I will show you a picture.

Then I will ask one question at a time.

We will answer the question by adding a detail or some details.

After a question is answered, we will add the details to our sentence to expand the sentence.



Show image 10A-2: Fruits and vegetables collage

Name one fruit or vegetable that you see.

(*apple*)

» I see an apple.

What color is it? (*red*)

» I see a red apple.

What shape does it have? (*round*)

» I see a round, red apple.

» The red apple is round.

How else can you describe this apple? (*juicy*)

» I see a round, juicy, red apple.

» The red apple is round and juicy.

- Continue to describe the apple, or have students describe another fruit or vegetable in the image.



Formative Assessment

Expanding Sentences: [Choose another image from this lesson and ask questions to prompt the class to add details to expand the sentence.]

End Lesson



Speaking
Using Nouns and Noun Phrases

Entering/Emerging

Have students use familiar adjectives (color) to describe the image in simple ways.

Transitioning/Expanding

Have students use more complex adjectives (appearance and shape) to describe the image in a growing number of ways.

Bridging

Have students use a variety of adjectives (emotion and texture) to describe the image in a wide variety of ways.

11

PLANTS

George Washington Carver

PRIMARY FOCUS OF LESSON

Reading

Students will compare literary and informational text types.

Speaking

Students will use the domain-specific word *botany* and the general academic word *experiment* in context.

Students will connect two shorter sentences using the conjunction *and*.

FORMATIVE ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Text Types [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|---|
| Focus on Text | | |
| Literary vs. Informational Text | 10 min. | <input type="checkbox"/> Images 7A-1, 10A-2, 11A-3
<input type="checkbox"/> Language Proficiency Recording Sheet |
| Vocabulary Building | | |
| Word Work: <i>Botany, Experiment</i> | 15 min. | |
| Looking at Language | | |
| Connecting Sentences | 5 min. | <input type="checkbox"/> Images 11A-3, 11A-8 |

ADVANCE PREPARATION

Focus on Text

- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to a discussion using the domain-specific word *botany* and the general academic word *experiment*.
- Create sentences using the conjunction *and*.

Language Forms and Functions

Contrast: One difference between the stories of Johnny Appleseed and George Washington Carver is . . .

If I were a botanist, I would study . . .

Once I did an experiment about . . .

One day, I would like to do an experiment about . . .

Vocabulary

Tier 3 Domain-Specific Words

botany/botanist

Tier 2 General Academic Words

experiment

Tier 1 Everyday Speech Words

Lesson 11: George Washington Carver

Focus on Text



Primary Focus: Students will compare literary and informational text types.

LITERARY VS. INFORMATIONAL TEXT (10 MIN.)



Show image 7A-1: Johnny Appleseed

- Remind students that they heard a story about a famous man named Johnny Appleseed. This story is called a tall tale.

Definition: A tall tale is a funny story that exaggerates the truth, so some parts of the story are unbelievable. For example, an exaggeration would be Johnny Appleseed is a very tall man who is as tall as a tree.



Show image 11A-3: Young George

Ask: Who is this true story about?

- » George Washington Carver



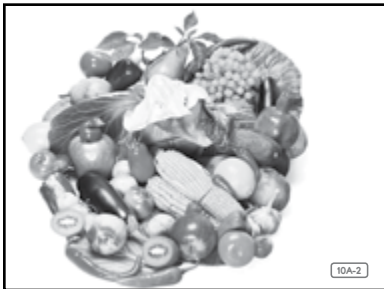
Check for Understanding

Compare and Contrast: Tell your partner how the lives of Johnny Appleseed and George Washington Carver were similar and how they were different.

- » Johnny Appleseed and George Washington Carver were similar because both of them loved and planted plants. Johnny Appleseed and George Washington Carver were different because Johnny wandered from place to place, but George lived on a farm; Johnny planted apple seeds, but George planted a garden; Johnny played the violin, but George painted.

Support

Use a Venn diagram to show the similarities and differences.



Show image 10A-2: Fruits and vegetables collage

- Remind students that they heard a lesson about plants and people.
- **Text Features:** Point out that this is a photograph of real fruits and vegetables. Highlight that the purpose of this photograph is to show all the different kinds of food that come from plants. This image is part of a text that gives information about how plants provide food to people.



Reading Understanding Text Structure

Entering/Emerging

Provide simple yes/no sentences about the differences between the texts [e.g., "Do both the stories of Johnny Appleseed and George Washington Carver include made-up events?"].

Transitioning/Expanding

Provide a sentence starter about the differences between the texts [e.g., "One difference between the stories of Johnny Appleseed and George Washington Carver is . . ."].

Bridging

Challenge students to discuss the differences between the stories in complete sentences.



Text Types

What are the differences between the story you heard today about George Washington Carver and the story about Johnny Appleseed? What are the differences between these stories and the read-alouds about plants?

- » The story about George Washington Carver is true, but the story about Johnny Appleseed is not entirely real; the read-aloud is about real things, has photographs, and gives information.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Knowledge/Lesson | K4L11 |
| Activity Name | Text Types |
| Proficiency Levels | |
| Entering | Student answers simple yes/no questions about the differences between the texts with prompting and support. |
| Emerging | Student answers simple yes/no questions about the differences between the texts. |
| Transitioning | Student completes a sentence starter about the differences between the texts with prompting and support. |
| Expanding | Student completes a sentence starter about the differences between the texts. |
| Bridging | Student identifies differences between the texts in complete sentences. |

Lesson 11: George Washington Carver

Vocabulary Building



Primary Focus: Students will use the domain-specific word *botany* and the general academic word *experiment* in context.

WORD WORK (15 MIN.)

Botany/Botanist

George Washington Carver studied *botany* in college and became an expert *botanist*.

Say the word *botany* with me three times.

Say the word *botanist* with me three times.

Definition: *Botany* is the study of plants and the life of plants.

What do you think *botanist* means?

» A botanist is someone who studies plants.

An expert in botany knows a lot about all kinds of plants. Someone who studies plants is called a botanist.

Share: If you were a botanist, which plant would you like to know about first? Tell your partner about it.

Experiment

George Washington Carver liked to *experiment* with ways to make plants grow better.

Say the word *experiment* with me three times.

Definition: When you do an experiment, you are testing something to see what will happen or trying out different things to see what they are like.

Making Choices: You usually do an experiment when you want to find out more about something. I will tell you several situations. If what I say is an experiment, say, "That is an experiment." If what I say is not an experiment, say, "That is not an experiment."

◦ George Washington Carver trying to find out which flowers need more sunlight

» That's an experiment.

Support

Sentence starter:

"If I were a botanist, I would study . . ."

Support

Sentence starters:

"Once I did an experiment about . . ."

One day, I would like to do an experiment about . . ."

- mixing different colors together to see what color they make
 - » That's an experiment.
- petting a horse
 - » That is not an experiment.
- using different-shaped bubble wands to see what kind of bubbles they make
 - » That is an experiment.
- eating your favorite food for lunch
 - » That is not an experiment.

Turn and Talk: Tell your partner about a time you did an experiment. What were you trying to find out? What happened? Or, tell your partner about an experiment you would like to do one day.

Lesson 11: George Washington Carver

Looking at Language



Primary Focus: Students will connect two shorter sentences using the conjunction *and*.

CONNECTING SENTENCES (5 MIN.)

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatically correct. Repeat each sentence. If necessary, ask students to repeat your sentence.

- Explain the directions to this sentence-building activity:

First, I will show you a picture.

Then I will ask one question at a time.

Each time a question is answered, we will add it to our sentence to expand the sentence using the word *and*.



Show image 11A-8: Collage of products

Name one thing you see in this picture.
(peanuts)

» I see peanuts.

Name something else you see in this picture.
(peanut butter)

» I see peanut butter.

Now let's put these two sentences together using *and*. We use *and* to show that there is something more or to add more information.

» I see peanuts, and I see peanut butter.



Show image 11A-3: Young George

Ask

- What is George doing? (*sitting next to a stream*)
 - » George is sitting next to a stream.
- What else is George doing? (*holding a seedling in his hand*)
 - » George is holding a seedling in his hand.

What word can we use to put these two sentences together? (*and*)

Put these two sentences together using *and*.

» George is sitting next to a stream, and George is holding a seedling in his hand.



Formative Assessment

Sentence Builder: Tell your partner two things that interest you. Use the word *and* to connect your two ideas. For example, you could say, "I have an interest in animals, and I have an interest in math."

End Lesson

Support

Explain that the word *and* is used to show that there is something more, or to add more information.

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Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

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ISBN 9781681615165



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