



# Language Studio

Teacher Guide

Kindergarten

## Volume 2

Kindergarten

Language Studio 5–8

# Volume 2

## Teacher Guide



ISBN 978-1-68161-517-2

© 2015 The Core Knowledge Foundation and its licensors  
**[www.coreknowledge.org](http://www.coreknowledge.org)**

Revised and additional material  
© 2015 Amplify Education, Inc. and its licensors  
**[www.amplify.com](http://www.amplify.com)**

All Rights Reserved.

Core Knowledge Language Arts is a trademark  
of the Core Knowledge Foundation.

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

Printed in the USA  
NALS01 RRVV 2016



# Contents

## VOLUME 2

<b>Language Studio 5 Farms</b>	<b>1</b>
.....	
<b>Language Studio 6 Native Americans</b>	<b>79</b>
.....	
<b>Language Studio 7 Kings and Queens</b>	<b>149</b>
.....	
<b>Language Studio 8 Seasons and Weather</b>	<b>211</b>
.....	





Language Studio 5

---

# Farms

---





# Contents



## FARMS

### Lesson 1 Old MacDonald Had a Farm

5

**Look Ahead** (10 min.)

- Animal Names and Sounds

**Talk Time** (10 min.)

- *Wh*—Questions

**On Stage** (10 min.)

- Sing “Old MacDonald Had a Farm”

### Lesson 2 With a Moo, Moo Here

13

**Look Ahead** (10 min.)

- With A Moo, Moo Here

**Rewind** (10 min.)

- Milk: From Farm to Home

**Connections** (10 min.)

- Domain-Related Trade Book

### Lesson 3 And a Cluck, Cluck There

24

**Look Ahead** (15 min.)

- Vocabulary Preview: *Perching*, *Predators*
- And a Cluck, Cluck There

**Connections** (10 min.)

- Sayings and Phrases: The Early Bird Gets the Worm

**Looking at Language** (5 min.)

- Expanding Sentences

### Lesson 4 Here an Oink, There an Oink

34

**Look Ahead** (10 min.)

- Interactive Read-Aloud: “Here an Oink, There an Oink”

**Vocabulary Building** (10 min.)

- Word Work: *Products*

**Focus on Text** (10 min.)

- “This Little Pig Went to Market”

### Lesson 5 Everywhere a Baa, Baa

43

**Look Ahead** (10 min.)

- Interactive Read-Aloud: “Baa, Baa Black Sheep”

**Focus on Text** (5 min.)

- Everywhere a Baa, Baa

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

- My Favorite Farm Animal

### Lesson 6 All Kinds of Crops

51

**Rewind** (10 min.)

- Farm Animals Review

**Vocabulary Building** (15 min.)

- Multiple Meaning Word: *Crops*
- Homograph: *Produce*

**Looking at Language** (5 min.)

- Expanding Sentences

<b>Lesson 7 The Little Red Hen</b>		<b>58</b>
<b>On Stage</b> (20 min.) <ul style="list-style-type: none"> <li>• “The Little Red Hen”</li> </ul>	<b>Talk Time</b> (10 min.) <ul style="list-style-type: none"> <li>• <i>Wh–</i> Questions</li> </ul>	

<b>Lesson 8 The Seasons of Farming</b>		<b>64</b>
<b>Look Ahead</b> (10 min.) <ul style="list-style-type: none"> <li>• Song and Chant for the Seasons</li> </ul>	<b>Vocabulary Building</b> (10 min.) <ul style="list-style-type: none"> <li>• Word Work: <i>Harvest, Cycle</i></li> </ul>	<b>On Stage</b> (10 min.) <ul style="list-style-type: none"> <li>• “The Seasons of Farming”</li> </ul>

<b>Lesson 9 From Farm to Market</b>		<b>71</b>
<b>Rewind</b> (10 min.) <ul style="list-style-type: none"> <li>• Sequencing: “From Farm to Market “</li> </ul>	<b>Write About It</b> (15 min.) <ul style="list-style-type: none"> <li>• My Favorite Farm Food</li> </ul>	<b>Looking at Language</b> (5 min.) <ul style="list-style-type: none"> <li>• Expanding Sentences</li> </ul>

## FARMS

# Old MacDonald Had a Farm

**PRIMARY FOCUS OF LESSON****Listening**

Students will identify farm animals and the sounds they make.

**Speaking**

Students will ask and answer *wh*- questions about Old MacDonald and his farm.

Students will present the song “Old MacDonald Had a Farm.”

**FORMATIVE ASSESSMENT**

Speaking

*Wh*- Questions [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Farm Animals [Informal Observation]

## LESSON AT A GLANCE

Activity	Time	Materials
<b>Look Ahead</b>		
Animal Names and Sounds	10 min.	<input type="checkbox"/> Images 1A-1 and 1A-2 <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Talk Time</b>		
Wh– Questions	10 min.	<input type="checkbox"/> Images 1A-1 and 1A-3 and additional image
<b>On Stage</b>		
Sing “Old MacDonald Had a Farm”	10 min.	<input type="checkbox"/> Image Cards 1, 4, 7, 10 <input type="checkbox"/> music to “Old MacDonald Had a Farm”

## ADVANCE PREPARATION

### Look Ahead

- Bring in a recording of the song, “Old MacDonald Had a Farm.” Play this song throughout this unit. You may wish to have the lyrics and audio available for this song in the languages your students speak.
- Prepare Language Proficiency Recording Sheet for Listening.

### Talk Time

- Choose an additional image for the Wh– Questions activity. Prepare wh– questions to ask students about the image.

### Take-Home Material

- Prepare Activity Page 1.1S for students to take home and practice the song, “Old MacDonald Had a Farm.”

### Note to Teacher

This unit explores a topic familiar to most children, but one that may not be in their life experiences (e.g., they may never have visited an actual farm before). You may wish to show various pictures of actual farms, farm animals, farm buildings, and farmers at work, as well as short, child-friendly video clips about farms.

Several lessons in this unit discuss food (e.g., beef, pork) that comes from farms. You may wish to adjust the language of the lessons to fit the needs of your class. There are many opportunities within this unit to point out that people, for a variety of reasons (e.g., religious or personal beliefs, food allergies), do not eat eggs, dairy, and/or meat products. This is an opportunity to teach students awareness and sensitivity.

**FEATURES OF ACADEMIC LANGUAGE**

Discourse Features		
<ul style="list-style-type: none"><li>• Ask and answer <i>wh</i>—questions about farm animals.</li><li>• Present the song “Old MacDonald Has a Farm.”</li></ul>		
Language Forms and Functions		
This is a _____. It says “_____.” <small>(farm animal)</small>		
<b>Wh– Questions:</b> Who/What/When/Where/Why . . . ?		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
barn tractor		chicken/cow/dog/pig/ rooster/sheep farm



## Lesson 1: Old MacDonald Had a Farm

## Look Ahead



**Primary Focus:** Students will identify farm animals and the sounds they make.

## ANIMAL NAMES AND SOUNDS (10 MIN.)



**Show Image 1A-1: Old MacDonald and his farm**

**Turn and Talk:** Tell your partner who and what you see in this picture. What do you think we will be learning about? (*farm, farmer, barn, dog, tractor*)



**Show Image 1A-2: Farm animals**

Farms can be noisy places. Sometimes, several different kinds of animals live on a farm, and each makes a different kind of sound.

- Point to each animal, and say the animal name and the corresponding sound it makes. Have the students repeat after you.

**Note:** You may wish to have students teach the class how to make different farm animal sounds in their home language.

- The sheep says *baa*.  
[Spanish/Russian/French: *bee*; Chinese/Japanese: *meh*]
- The dog says *woof*.  
[Spanish: *guau*; Chinese: *wun*; Korean: *mung*; Japanese: *wan*; Arabic: *how*; French: *ouaf*; Russian: *hav* or *gav*]
- The chickens/hen say *cluck*.  
[Spanish: *caca-racá* or *cocorocó*; Japanese: *ku* or *ko*; French: *cotcotcodet*; Russian: *ko*]
- The rooster says *cock-a-doodle-doo*.  
[Spanish: *kikiriki*; Chinese: *ko ko koi*; Korean: *kokioo*; Japanese: *kokekoko*; Arabic: *bak bakbvagiir*; French: *cocorico*; Russian: *kukareku*]
- The pig says *oink*.  
[Spanish: *oink* or *kurrin*; Chinese: *ku*; Japanese: *buhi*; Korean: *kouro*; French: *chaa chaa* or *groin*; Russian: *hrgu*]

## Support

## Sentence frame:

"This is a \_\_\_\_\_ (*farm animal*). It says \_\_\_\_\_."

- The cow says *moo*.  
[Spanish: *muuu* or *meee*; Chinese: *mo moou*; Japanese: *mau*; Korean: *mmmoh*; French: *meuh*; Russian: *mu-u-u*]



## Farm Animals

[Point to the sheep, the dog, the chicken, the pig, and the cow.]  
What sound does each animal make?



## Listening Listening Actively

### Entering/Emerging

Give a simple description of an animal and have students point to the animal.

### Transitioning/Expanding

Ask: "Which farm animal is this and what sound does it make?" Provide students with the oral sentence frame: "This is a \_\_\_\_\_ (*farm animal*). It says '\_\_\_\_\_.'"

### Bridging

Encourage students to ask and answer questions about the farm animal with a partner.

## 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	K5L1
Activity Name	Farm Animals
Proficiency Levels	
Entering	Student matches oral descriptions with images with prompting and support.
Emerging	Student matches oral descriptions with images.
Transitioning	Student answers questions about main topics using a sentence frame with support.
Expanding	Student answers questions about main topics using a sentence frame.
Bridging	Student asks and answers questions about main topics.

## Lesson 1: Old MacDonald Had a Farm

# Talk Time



**Primary Focus:** Students will ask and answer *wh*- questions about Old MacDonald and his farm.

### WH- QUESTIONS (10 MIN.)



#### Show Image 1A-1: Old MacDonald and his farm

We ask questions by using question words—*who*, *what*, *when*, *where*, and *why*.

**Who:** When someone asks a question using the question word *who*, they are asking about a person.

Who is in this image? (*Old MacDonald is in the image.*)

**What:** When someone asks a question using the question word *what*, they are asking a question about an object, idea, or action.  
What is he doing? (*He is introducing us to his farm.*)

**When:** When someone asks a question using the question word *when*, they are asking a question about time.  
When will he tell us about cows? (*He will tell us about cows tomorrow.*)

**Where:** When someone asks a question using the question word *where*, they are asking a question about a place.  
Where is Bingo, the dog? (*Bingo sits next to Old MacDonald.*)

**Why:** When someone asks a question using the question word *why*, they are asking for a reason.  
Why does Old MacDonald have a tractor? (*He has a tractor to help him get around the farm.*)



### Check for Understanding

**Show Me:** Choose another image and ask *wh*- questions about that image. Help students connect the *wh*- question word with what it is asking about.



Speaking  
Exchanging  
Information and Ideas



**Show Image 1A-3: Old MacDonald pitching hay to the cow**



### Formative Assessment

**Wh- Questions:** With your partner, ask and answer a *wh*- question about this image.

### Entering/Emerging

Choose one or two *wh*- question words for students to focus on: *who*, *what*, *where*.

### Transitioning/Expanding

Help students ask and answer *wh*- questions.

### Bridging

Have students use all *wh*- question words.

## Lesson 1: Old MacDonald Had a Farm

# On Stage

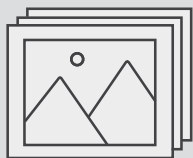


**Primary Focus:** Students will present the song “Old MacDonald Had a Farm.”

### “OLD MACDONALD HAD A FARM” (10 MIN.)

- Play the song, “Old MacDonald” for students. Ask whether they have heard or sung this song before.
- Sing the song through in this order: cow, chicken, pig, and sheep.
- Start by singing a line and having students echo. Once students are familiar with the song, you may try variations (e.g., you sing each verse and students sing the animal sounds, or you could have different groups of students sing the verse for a particular animal.)

## Image Card 1, 4, 7, 10



### Extending the Activity

- Divide the students into small groups, and assign each group an animal using the Image Cards 1 (Cow), 4 (Pig), 7 (Chicken), and 10 (Sheep).
- Have each group make up a motion to represent their animal and practice making their animal sound.
- Sing or play a recording of the song, “Old MacDonald Had a Farm.” Have each group stand up and do their animal motion and sound when the song mentions their animal.

**Note:** Have students share if they know how to sing “Old MacDonald” in a language other than English.

---

End Lesson

## FARMS

# With a Moo, Moo Here

**PRIMARY FOCUS OF LESSON****Reading**

Students will listen to an interactive read-aloud.

Students will use linking words and phrases to recount how milk gets from the farm to the home.

Students will recognize how text types are organized by comparing a trade book to the read-alouds.

**FORMATIVE ASSESSMENT**

Reading

R&L Guide [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Sequencing [Informal Observation]

## LESSON AT A GLANCE

Activity	Time	Materials
<b>Look Ahead</b>		
Interactive Read-Aloud: “With a Moo, Moo Here”	10 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> straw hat <input type="checkbox"/> Activity Page 2.1S
<b>Rewind</b>		
Milk: From Farm to Home	10 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> large calendar pages <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Connections</b>		
Domain-Related Trade Book	10+ min.	<input type="checkbox"/> trade book <input type="checkbox"/> Reading/Listening Guide <input type="checkbox"/> Resource Page 5.1S

## 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-2: Herd of cattle
  2. 2A-1: Old MacDonald on tractor, leaving driveway
  3. 2A-5: Hay bales
  4. 2A-2: Herd of cattle
  5. 2A-3: Cow and calf
  6. 2A-4: Bull
- Students will hear most of the read-alouds in the first-person voice of Old MacDonald.
- Prepare Activity Page 2.1S. Refer to it as Response Card 1: Cows. Students

can use this Response Card for discussion, review, and to answer questions.

**Note:** Wear a straw hat to show students that you are assuming the character, Old MacDonald.

### Rewind

- Bring in large calendar pages to help students visualize how often milk is collected from the dairy.
- Prepare Language Proficiency Recording Sheet for Reading.

### Connections

- Find a fictional story about cows or farms to read-aloud to the class. Create a large Reading/Listening Guide (R&L) for Literary Text (Resource Page 5.1S).

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"><li>• Recount a process using linking words.</li><li>• Discuss how text types are organized.</li></ul>		
Language Forms and Functions		
<b>Recount a Process:</b> First, . . . / Next, . . . / Finally, . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
grazing herd	produces	



## Lesson 2: With a Moo, Moo Here

## Look Ahead



**Primary Focus:** Students will listen to an interactive read-aloud.

**INTERACTIVE READ-ALoud: “WITH A MOO, MOO HERE” (10 MIN.)**



**Show Image 2A-2: Herd of cattle**

**Turn and Talk:** Ask your partner if he or she has seen a real cow before. Tell your partner what you know about cows. What sounds do cows make? What do cows look like? Which foods come from cows? You can also tell your partner what you wonder about cows.



**Show Image 2A-1: Old MacDonald on tractor, leaving driveway**

Who is in this picture? (*Old MacDonald*)

Where does Old MacDonald live? (*on a farm*)

What farm buildings do you see in this picture? (*house, barn, silo*)

Today, Old MacDonald is going to take us to visit his friend's cow farm.

*[Put on straw hat and assume the character of Old MacDonald.]*



### Show Image 2A-5: Hay bales

Welcome to my neighbor's farm. I have a few cows on my farm, but my neighbor has a whole **herd**. This means he has many, many cows.

Hmmm, do you see my neighbor's **herd** of cows in this picture?

Well, the **herd** must be out in the fields, **grazing** on—or eating—fresh, green grass.

Cows need grass to eat.



### Show Image 2A-2: Herd of cattle

There they are! Here is my neighbor's **herd** of cows.

Cows can be also called cattle. This is a herd of cattle.

As you can see, there is plenty of green grass for the cattle to graze on here. And there is plenty of space here for cows to live and grow.



### Show Image 2A-3: Cow and calf

This is a picture of a female—or girl—cow with her baby. *[Have a student point to the mother and the baby. Have students repeat female, mother cow.]*

Baby cattle are called calves. *[Point to the baby. Have students repeat calf.]*

Mother cows usually give birth to one calf each year.

The mother cow **produces**—or makes—milk inside her udder for her young calf to drink. *[Point to the udder of the cow.]*

### Support

Circle finger around picture to express the concept of a herd. Remind students that there are many animals in a herd.



### Show image 2A-4: Bull

Males—or boy cattle—are called bulls.

Bulls do not **produce**—or make—milk.

Bulls are usually larger than female cows.

Farmers usually have many female cows, but have only one or two bulls.



### Check for Understanding

**Turn and Talk:** Why do you think this is true? Why do farmers have only one or two bulls, but many, many cows?

- » (Answers may vary and may include that females produce milk, bulls do not; cows have babies, and bulls do not; bulls are larger, so they need more food, water, and space.)

### Activity Page 2.1S



### Challenge

Help students label their Response Cards.

- Give students Activity Page 2.1S (Response Card 1: Cow).

**Find It:** Point to the cow, bull, and calf.

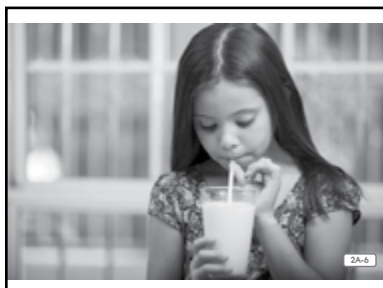
### Lesson 2: With a Moo, Moo Here

## Rewind



**Primary Focus:** Students will use linking words and phrases to recount how milk gets from the farm to the home.

### MILK: FROM FARM TO HOME (10 MIN.)



### Show Image 2A-6: Children drinking milk

Calves are not the only ones who drink cow's milk. Do you like to drink milk?

**Tally:** Do you like to drink milk? Hold up one finger for "yes" or two fingers for "no."



### Show Image 2A-7: Milking a cow

Farms that **produce** milk for dairy products are called dairy farms.

This girl is milking the cow. With each tug, a little more milk squirts into the bucket. Little by little, milk squirts into the bucket.

*[Have the students pantomime milking by squatting down, making a squeezing motion, and tugging motion with their hands.]*

**What Do You Think?** Do you think milking a cow is a fast and easy job?



### Show Image 2A-8: Milking parlor

Now, many dairy farms use machines to milk their cows. The building where the cows are milked is called the milking parlor.

Machines pump or squeeze the milk out of the udders.



### Show Image 2A-9: Milk truck

The dairy farmer milks his cows two times a day. Every two days, a big truck comes to the dairy farm for the milk the cows have **produced**.

*[On the calendar page mark off to show how cows are milked two times each day by drawing two tally marks on each day. Show that the milk truck comes every other day by asking students to put a dot on the days the truck would come to the farm to collect milk.]*

After the truck leaves the farm, it brings the milk to a bottling factory, where milk is put into containers. Finally, the milk is sent to grocery stores to be sold.

**Tally:** Do you have milk in your refrigerator? Hold up one finger for “yes” or two fingers for “no.”



## Reading Selecting Language Resources

### Entering/Emerging

Show students an image and help them connect key words from the lesson to the image.

### Transitioning/Expanding

Show students two or more images from the lesson and have them connect key words and phrases (e.g., *first*, *next*, *finally*) from the lesson to the images. Provide students with an oral bank of some linking words or phrases to recount the process shown in the images.

### Bridging

Have students recount how milk goes from the farm to the home using complete sentences and linking words or phrases.



## Sequencing

**Sequencing:** With your partner, recount how milk goes from the farm to the home. [Guide students through the milking process using facts from the read-aloud and linking words and phrases.]

### Linking Words and Phrases that Describe a Process

First In the beginning At first To start	Second Then After that Next	Third, etc. Last Finally At the end
---	--------------------------------------	--



Show Image 2A-2: Herd of cattle



Show Image 2A-8: Milking parlor



Show Image 2A-9: Milk truck



**Show Image 2A-6: Child drinking milk**

## 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
Domain/Lesson	K5L2
Activity Name	Sequencing
Proficiency Levels	
Entering	Student connects a few key words from the text to an image with prompting and support.
Emerging	Student connects some key words and phrases from the text to an image.
Transitioning	Student uses key words, phrases, and some linking words to recount the process across two or more images with prompting and support.
Expanding	Student uses phrases, short sentences, and some linking words to recount the process across two or more images.
Bridging	Student uses complete sentences and linking words to recount the process across all images.

## Lesson 2: With a Moo, Moo Here

# Connections



**Primary Focus:** Students will recognize how text types are organized by comparing a trade book to the read-alouds.

### DOMAIN-RELATED TRADE BOOK (10 MIN.)



#### Formative Assessment

**R&L Guide:** As a class, fill in a Reading/Listening Guide. This can be done during the reading or after reading. Use images whenever possible.

- Choose a fictional trade book about cows or farms to read aloud to the class.
- Point out the text features of the trade book.
  - Identify the title, author, and illustrator.
  - Preview a few of the illustrations or images for characters and setting.
- As you read, use the same strategies that you have been using when reading the read-aloud selections: pause and ask occasional questions and rapidly clarify critical vocabulary within the context of the read-aloud.
- After you finish reading the trade book aloud, lead students in a discussion about how the story in this book relates to the read-alouds in this unit.

**Text Type & Purpose:** Help students determine the text type and its purpose by prompting them with the following questions:

- Is this a story (literary) or an explanation (informational)?
- Is it completely factual (informational/nonfiction) or is part of it made up (fiction)?
- Why did the author write this? Is it to entertain, teach something, explore a topic, or give an opinion?

**Everybody Counts:** Have students draw their favorite part of the story and post them on the large Reading/Listening Guide.

#### Challenge

Have students draw their favorite part of the story and post them on the large Reading/Listening Guide.



---

### Formative Assessment

---

**R&L Guide:** As a class, fill in a Reading/Listening Guide. This can be done during the reading or after reading. Use images whenever possible.

**Note:** Explain that you are going to write down what students 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. Tell them it is important for you to remember what they have said, and that you will read the words to them.

---

End Lesson

---



## 3

## FARMS

# And a Cluck, Cluck There

**PRIMARY FOCUS OF LESSON****Listening**

Students will discuss and apply the vocabulary words *perching* and *predators*.

**Reading**

Students will discuss and apply the familiar saying “The Early Bird Gets the Worm.”

**Speaking**

Students will produce and expand simple sentences by adding details in a shared language activity.

**FORMATIVE ASSESSMENT**

Listening

Word to World [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]

## LESSON AT A GLANCE

Activity	Time	Materials
<b>Look Ahead</b>		
Vocabulary Preview: <i>Perching</i> , <i>Predators</i>	5 min.	<input type="checkbox"/> images of predators of chickens
"And a Cluck, Cluck There"	10 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> straw hat <input type="checkbox"/> large calendar <input type="checkbox"/> Activity Page 3.1S
<b>Connections</b>		
Sayings and Phrases: "The Early Bird Gets the Worm"	10 min.	
<b>Looking at Language</b>		
Expanding Sentences	5 min.	<input type="checkbox"/> Image 3A-4 and additional image <input type="checkbox"/> Language Proficiency Recording Sheet

## 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: Chickens
2. 3A-1: Old MacDonald and chicken
3. 3A-2: Chickens
4. 3A-3: Foraging chickens
5. 3A-8: Nesting chicken
6. 3A-9: Hatching chicks
7. 3A-10: Hen and chicks
8. 3A-11: Rooster

- Find images of several predators of chickens, (e.g., owls, foxes, raccoons, weasels, and skunks).
- Prepare Activity Page 3.1S for each student. Refer to it as Response Card 2: Chickens. Students can use this Response Card for discussion, review, and to answer questions.

### 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.

### Note to Teacher

Students may wonder why some chicken eggs do not become chicks. This is because the hen has not been fertilized by a rooster. Hens will lay eggs regardless of whether they have been fertilized by a rooster. Unfertilized eggs are the type of eggs people buy at the store.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Contribute to discussion using the words <i>perching</i> and <i>predators</i>.</li> <li>• Discuss and apply the familiar saying “the early bird gets the worm.”</li> <li>• Produce and expand simple sentences by adding details.</li> </ul>		
Language Forms and Functions		
<p>I was an early bird when. . .</p> <p>The _____ and _____ chickens are pecking.</p> <p style="text-align: center;">(adj.)                      (adj.)</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
hatch hen/rooster peck	beak perching predator	chicken wing

## Lesson 3: And a Cluck, Cluck There

# Look Ahead



**Primary Focus:** Students will discuss and apply the vocabulary words *perching* and *predators*.

### VOCABULARY PREVIEW (5 MIN.)

#### Perching

Today you will learn about chickens. Some chickens enjoy *perching* on rooftops and other high places.

Say the word *perching* with me three times.

**Definition:** Perching is sitting on branches, on a roof, or on other tall places.

**Examples:** The owl is perching on the pine tree branch.  
The rooster is perching on the fence.



#### Formative Assessment

**Word to World:** Tell your partner whether you have seen a bird perching before. Where did you see the bird perching? What does perching look like? Use the word *perching* when you tell about it.

#### Predators

Owls, foxes, and raccoons are *predators* to chickens.

Say the word *predators* with me three times.

**Definition:** Predators are animals that hunt other animals for food.

**Example:** Wild predators like to hunt farm animals. Farmers build fences to keep predators away from their animals.

#### Support

Show pictures of predators.



### Formative Assessment

**Word to World:** Tell your partner about predators that might be dangerous to chickens. Use the word *predators* when you tell about it.

## “AND A CLUCK, CLUCK THERE” (10 MIN.)



### Show Image 3A-2: Chickens

**Turn and Talk:** Ask your partner if he or she has seen a real chicken before. What sound does a chicken make? What do chickens look like? Which foods come from chickens? Tell your partner what you know about chickens. You can also tell your partner what you wonder about chickens.



### Show Image 3A-1: Old MacDonald and chicken

Who do you see in this picture? (*Old MacDonald*)

What is Old MacDonald's job?

» He is a farmer.

What is the name of the farm animal in the picture? (*chicken*)

*[Put on a straw hat, and assume the character of Old MacDonald.]*

Old MacDonald here again. This time I want to tell you about chickens. I have a few chickens on my farm, but some farmers have lots of chickens.



### Show Image 3A-2: Chickens

Chickens are birds. They have feathers, feet, beaks, and wings.

Chickens cannot really fly. They can flap their wings and sometimes get off the ground, but they cannot really fly.

*[Invite students to flap their arms like a chicken while saying the word flap.]*



### Show Image 3A-3: Foraging chickens

The chicken uses its beak to **peck** for food. Chickens use their beaks to get food from the ground.

*[Invite students to point out and name a chicken's beak. Using your hands as a beak, demonstrate how a chicken would strike the ground using a pecking motion. Invite students to do the same.]*

Chickens peck for insects, seeds, and any feed—or small pieces of food—they can find on the ground.



### Show Image 3A-8: Nesting chicken

What do you see in this picture?

Female—or girl—chickens are called hens. Hens lay eggs. This hen is sitting on her eggs to keep them warm and protected.



### Show Image 3A-9: Hatching chicks

After the hen sits on the eggs for about twenty-one days, something amazing will happen. A chick will be born! The chick uses its beak to crack open the shell from the inside. Some chicks have **hatched**—the chicks have come out of their shells!

*[Using a calendar, count off twenty-one days with students to illustrate the amount of time a hen needs to nest.]*

## Support

Have students say the words *feathers*, *feet*, *beaks*, and *wings* with you while you point to the respective parts of the chicken.

Have students identify the chicks that have hatched and say, “hatched,” and then identify the ones that have not hatched.

When the chicks **hatch**, they look wet. After a few hours, the chicks become fluffy and yellow.



### Show Image 3A-10: Hen and chicks

This picture is a mother hen and her chicks. Hens are good mothers. Hens patiently sit on their eggs for twenty-one days. They even help other birds sit on their eggs, too!

Hens do not produce milk for their chicks like cows do for their calves. After the chicks hatch, they quickly learn to peck for food on the ground.

*[Mimic pecking around for food, and invite students to do the same.]*

### Support

Invite volunteers to point out and name the feathers, beak, feet, and wings.



### Show Image 3A-11: Rooster

Male—or boy—chickens are called roosters.

*[Have students repeat the word rooster with you.]*

**Compare and Contrast:** Tell your partner about the similarities and differences you see between a hen and a rooster.

Roosters and hens have a wattle under their beaks.

*[Point to the wattle. Have students place a hand under their chin and dangle it like a wattle while repeating the word wattle.]*

Roosters and hens also have a red comb on top of their head.

*[Point to the red comb. Have students open out the fingers and thumb of one hand and place it on their head to pantomime a red comb.]*

Roosters, are famous for perching—or sitting—on fences and on rooftops. Roosters like to perch on high places and crow “cock-a-doodle-doo!” My roosters are my alarm clock. They crow “cock-a-doodle-doo” as soon as the sun starts to rise.

*[Have students crow “cock-a-doodle-doo.”]*

- Give students Activity Page 3.1S (Response Card 2: Chickens).

**Find It:** Point to the rooster, hen, and chicks.

### Activity Page 3.1S



### Challenge

Help students label their Response Cards.

### Lesson 3: And a Cluck, Cluck There

# Connections



**Primary Focus:** Students will discuss and apply the familiar saying “The Early Bird Gets the Worm.”

## SAYINGS AND PHRASES: “THE EARLY BIRD GETS THE WORM” (10 MIN.)

- Remind students that the rooster wakes up the farmer when the sun comes up.  
**Ask:** What does the rooster say when the sun rises? (*cock-a-doodle-doo*)
- Explain that the farmer usually gets up because “the early bird gets the worm.” Have students repeat “the early bird gets the worm!” with enthusiasm.
- Explain that worms are a food birds like to eat. The early bird would see the worm before other birds see it, and the early bird will be able to eat the worm.
- Relate this saying to people. People probably don’t want a worm when they are early, but there are other rewards or prizes they can get for being early.

**Examples:** Waking up early means time to read a book after you are all ready for school. The early bird gets the worm!

Arriving early to a party means you will not miss any fun. The early bird gets the worm!

Starting your homework right after school means you can finish your work and then play. The early bird gets the worm!

Getting ready to go to the park right when your mother says it is time to go means you can have more time to play at the park. The early bird gets the worm!



### Check for Understanding

**Turn and Talk:** Tell your partner about a time you were “the early bird” and what happened when you were “the early bird.”

- Find opportunities to use this saying when it applies to situations in the classroom.

### Support

**Sentence starter:**  
“I was an early bird when ...”



### Lesson 3: And a Cluck, Cluck There

# 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 grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

- Tell students 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 expand our sentence.



### Show Image 3A-4: Chickens eating feed

What do you see in this picture?  
(*chickens*)

What are the chickens doing? (*pecking*)

» The chickens are pecking.

What colors are the chickens? (*yellow, brown*)

» The yellow and brown chickens are pecking.

How do the chickens' feathers feel? (*soft and fluffy*)

» The fluffy and soft, yellow and brown chickens are pecking.



## Expanding Sentences

Choose another image from this lesson and ask questions to prompt the class to add details to expand the sentence.



## Speaking Using Nouns and Noun Phrases

### Entering/Emerging

Point to an object in the image and have students name it. Then say a detail or particular attribute about the object (e.g., small grain, fluffy chick) and have students echo.

### Transitioning/Expanding

Invite students to point to an object in the image and help them think of details and attributes about that object. Then have them use a detail or attribute to create a sentence.

### Bridging

Ask questions that build on each other and have students expand sentences by adding details.

## Challenge

Students work with their partner to ask questions and expand their own 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	K5L3
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student repeats descriptive phrases.
Emerging	Student uses a detail or attribute to produce a simple sentence with support.
Transitioning	Student uses specified detail or attribute to produce a sentence.
Expanding	Student uses more than one detail or attribute to produce a sentence.
Bridging	Student produces and expands sentences.

End Lesson

## 4

## FARMS

# Here an Oink, There an Oink

**PRIMARY FOCUS OF LESSON****Reading**

Students will listen to an interactive read-aloud.

**Listening**

Students will apply the vocabulary word *products* in context.

**Reading**

Students will compare literary and informational text types.

**FORMATIVE ASSESSMENT**

Reading

Text Types [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Word to World [Informal Observation]

## LESSON AT A GLANCE

Activity	Time	Materials
<b>Look Ahead</b>		
Interactive Read-Aloud: "Here an Oink, There an Oink"	10 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> straw hat <input type="checkbox"/> Activity Page 4.1S (Response Card 3: Pigs)
<b>Vocabulary Building</b>		
Word Work: <i>Products</i>	10 min.	<input type="checkbox"/> Language Proficiency Recording Sheet
<b>Focus on Text</b>		
"This Little Pig Went to Market"	10 min.	<input type="checkbox"/> Image 4A-3 <input type="checkbox"/> video or pictures of nursery rhyme "This Little Pig Went to Market" (optional)

## 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.
  - 4A-3: Pigs in mud
  - 4A-1: Old MacDonald and pig
  - 4A-2: Pigs feeding at trough
  - 4A-4: Pig
  - 4A-5: Pig in field
  - 4A-7: Sow and litter
  - 4A-6: Boar
- Prepare Activity Page 4.1S. Refer to it as Response Card 3: Pigs. Students can use this Response Card for discussion, review, and to answer questions.

Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

[Optional] Cross-Cultural Connections

Coordinate with the art teacher to have students to create a model of a pig. Prepare the molding compound for students to sculpt with. Students should not be required to make their model true-to-life, but their model should resemble the form of a pig and a pig’s features (e.g., four legs, a snout, a tail, and two ears). This is a two-step project, and students can paint their models at a separate time.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"><li>• Contribute to discussion using the general academic word <i>products</i>.</li><li>• Discuss differences between text types.</li></ul>		
Language Forms and Functions		
<div><div></div> is a product that comes from a <div></div>.</div> <div>(type of food)(farm animal)</div> <p><b>Compare:</b> The nursery rhyme is _____ and _____, but the read-aloud is _____ and _____.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
boar/piglet/sow litter	products	pig

## Lesson 4: Here an Oink, There an Oink

## Look Ahead



**Primary Focus:** Students will listen to an interactive read-aloud.

**INTERACTIVE READ-ALoud: “HERE AN OINK, THERE AN OINK”  
(10 MIN.)**



**Show Image 4A-3: Pig in mud**

**Turn and Talk:** Ask your partner if he or she has seen a real pig before. What sounds do pigs make? What do pigs look like? Which foods come from pigs? Tell your partner what you know about pigs. You can also tell your partner what you wonder about pigs.



**Show Image 4A-1: Old MacDonald and pig**

**Ask**

Whom do you see in this picture? (*Old MacDonald*)

Where is Old MacDonald? (*on his farm*)

What is the name of the farm animal in the picture? (*pig*)

[Put on straw hat, and assume the character of Old MacDonald.]



**Show Image 4A-2: Pigs feeding at trough**

Hi kids! Today I want to tell you about another farm animal—pigs!

What are these pigs doing? (*eating*)

Just like cows and chickens, pigs depend on farmers like me for food and shelter.

In this picture, did I give the pigs food, water, or shelter? (*food*)

## Support

Two hundred pounds is heavier than twenty gallons of water, seven student's desks with chairs, or five kindergartners.

*[Have students hold up one finger for food, two fingers for water, and three fingers for shelter.]*

Pigs like to eat a lot! Tell your partner what might be in the pigs' feed—or food—that I gave them.

Pigs eat grass, grain, cheese, vegetable scraps, pretty much whatever you feed them. Some pigs grow to be over two hundred pounds!



### Check for Understanding

**Recall:** What do animals need to live and grow?

» Animals need food, water, and shelter to live and grow.



### Show Image 4A-4: Pig

Besides having the reputation of being messy and dirty, pigs also have a reputation for being lazy. When people think of pigs, they think of a lazy animal that does not like to do any work.



### Show Image 4A-5: Pig in field

Some people think that pigs are lazy animals that lie around all day. They do not know that, in fact, pigs are fast runners. Who would have thought that pigs are fast runners?

Pigs are intelligent—or smart—animals. Pigs are friendly animals, too. Some people think

pigs make good pets because they are affectionate—they show a lot of warmth and love—and they are playful.

Were you were surprised to hear these things about pigs? What surprised you?



### Show Image 4A-7: Sow and litter

Just like cows and chickens, male and female pigs have different names.

Female—or girl—pigs are called sows. Sow rhymes with cow. *[Ask a student to point out the sow. Have the students repeat the words sow and cow with you.]*

This sow has given birth to a litter of baby pigs or piglets. A litter is a group of babies born to the mother at the same time.

*[As a class, count the piglets in the image using the sentence frame: “The sow has \_\_\_\_ piglets.”]*

The sow will usually give birth to litters of between six and twelve piglets each year.

Piglets drink milk from the sow.



### Show Image 4A-6: Boar

Male—or boy—pigs are called boars.

*[Ask a student to point out the boar. Have students repeat the word boar with you.]*

This pig looks like he is wearing an earring, but it is really his ear tag. The tag has a number on it so the farmer knows which pig is which.

It's about time for me to put more feed—or food—into my pigs' trough.

- Give students Activity Page 4.1S (Response Card 3: Pigs).

**Find It:** Point to the piglets, boar, and sow.

### Activity Page 4.1S



### Challenge

Help students label their Response Cards.



## Lesson 4: Here an Oink, There an Oink

# Vocabulary Building



### Support

#### Sentence frame:

"\_\_\_\_\_ are farm products I like to eat."



### Listening Selecting Language Resources

#### Entering/Emerging

Give students an oral description of a food in the image. Have students match image with oral description and hold up the corresponding response card of the farm animal.

#### Transitioning/Expanding

Provide students with the sentence frame:  
"\_\_\_\_\_ is a product that comes from a \_\_\_\_\_."  
Prompt answers by pointing to the images.

#### Bridging

Ask students a question such as, "What products come from a cow?" and have them answer using key words from the read-alouds they have heard.

**Primary Focus:** Students will apply the vocabulary word *products* in context.

### WORD WORK: PRODUCTS (10 MIN.)

In the read-aloud you heard that pork is used to make pork *products*.

Say the word *products* with me three times.

**Definition:** Products are things that are made from something else. Products are made to be sold.

**Examples:** Bacon, sausage, and ham are three pork products. Milk, ice cream and cheese are three dairy products.

**Think About It:** Think about what you like to eat. Are any of them farm products, or made from something found on a farm? [This can also include food from plants such as corn, rice, and wheat.]



### Word to World

I am going to show you a picture of a farm animal. Tell me a product that comes from that animal. [Show Flip Book images 1A-9 and 2A-10 for cow products; 3A-7 and 3A-12 for chicken products; and 4A-8 for pig products.]

## 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	K5L4
Activity Name	Word to World
Proficiency Levels	
Entering	Student matches oral descriptions with images and response cards with prompting and support.
Emerging	Student matches oral descriptions with images and response cards.
Transitioning	Student recalls information from teacher prompts to complete the sentence frame with support.
Expanding	Student recalls information from teacher prompts to complete the sentence frame.
Bridging	Student recalls information from read-alouds to answer a question.

### Lesson 4: Here an Oink, There an Oink

## Focus on Text



**Primary Focus:** Students will compare literary and informational text types.

### "THIS LITTLE PIG WENT TO MARKET" (10 MIN.)

**Echo Technique:** I am going to say the first line of "This Little Pig Went to Market." Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

*This little pig went to market,*

*This little pig stayed home;*

*This little pig had roast beef,*

## Support

### Sentence frame:

"The nursery rhyme is \_\_\_\_\_ and \_\_\_\_\_, but the read-aloud is \_\_\_\_\_ and \_\_\_\_\_."



### Reading Understanding Text Structure

#### Entering/Emerging

Ask *yes/no* questions about the text structure of nursery rhymes (e.g., "Is the nursery rhyme short? Does the nursery rhyme tell you real things about pigs?").

#### Transitioning/Expanding

Have students tell you one or two differences between a nursery rhyme and the read-aloud.

#### Bridging

Challenge students to explain how the nursery rhyme and the read-aloud are similar and different.

*This little pig had none,*

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

**Note:** This rhyme is usually counted out on a child's toes, with each line corresponding to a different toe, starting with the big toe. Have students repeat the rhyme touching each finger on one hand for each line, starting with the thumb.



### 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.



### Show Image 4A-3

Remind students that they heard a lesson on pigs.

**Text Features:** Point out that this is a photograph of a real pig. Highlight that the purpose of this photograph is to show what a pig looks like and to describe a pig. This image is part of a text that gives information about pigs.



### Formative Assessment

**Text Types:** What are the differences between this nursery rhyme and the read-aloud about pigs?

- » The nursery rhyme is short, entertaining, has the pigs doing things that pigs don't normally do; the read-aloud is about real things, has photographs, gives information.

End Lesson

## FARMS

# Everywhere a Baa, Baa

**PRIMARY FOCUS OF LESSON****Reading**

Students will listen to an interactive read-aloud.

Students will compare literary and informational text types.

**Writing**

Students will express an opinion about a favorite farm animal by drawing and labeling a picture.

**FORMATIVE ASSESSMENT**

Writing

Favorite Animal [Activity Page 5.2S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Text Types [Informal Observation]

## LESSON AT A GLANCE

Activity	Time	Materials
<b>Look Ahead</b>		
Interactive Read-Aloud: “Everywhere a Baa, Baa”	10 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> straw hat <input type="checkbox"/> Activity Page 5.1S
<b>Focus on Text</b>		
“Baa, Baa Black Sheep”	5 min.	<input type="checkbox"/> Image 5A-6 <input type="checkbox"/> video of nursery rhyme “Baa, Baa Black Sheep” (optional) <input type="checkbox"/> additional poems or songs about sheep (optional) <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Write About It</b>		
My Favorite Farm Animal	15 min.	<input type="checkbox"/> Response Cards 1–4 <input type="checkbox"/> Activity Page 5.2S

## 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. 5A-6: Sheep grazing
  2. 5A-1: Old MacDonald and a sheep
  3. 5A-2: Flock of sheep
  4. 5A-7: Shepherd
  5. 5A-3: Ewe and ram
  6. 5A-4: Lamb
- Prepare Activity Page 5.1S. Refer to it as Response Card 4: Sheep. Students can use this Response Card for discussion, review, and to answer questions.

**Focus on Text**

- Prepare Language Proficiency Recording Sheet for Reading.

**Write About It**

- Prepare Activity Page 5.2S. Students will draw and write or label a picture of their favorite farm animal.

**FEATURES OF ACADEMIC LANGUAGE**

Discourse Features		
<ul style="list-style-type: none"><li>• Discuss differences between text types.</li><li>• Express an opinion through drawing and labeling a picture.</li></ul>		
Language Forms and Functions		
<b>Compare:</b> The nursery rhyme is _____ and _____, but the read-aloud is _____ and _____.		
<b>Opinion:</b> My favorite farm animal is _____ because. . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
ewe/ram flock shepherd	responsibilities	lamb sheep

## Lesson 5: Everywhere a Baa, Baa

## Look Ahead



**Primary Focus:** Students will listen to an interactive read-aloud.

**INTERACTIVE READ-ALOUD: “EVERYWHERE A BAA, BAA” (10 MIN.)**



**Show Image 5A-6: Sheep grazing**

**Turn and Talk:** Ask your partner if he or she has seen real sheep before. Tell your partner what you know about sheep. You can also tell your partner what you wonder about sheep.



**Show Image 5A-1: Old MacDonald and a sheep**

**Ask**

What is one of the most important jobs Old MacDonald has on his farm? (*taking care of his farm animals*)

Which farm animal do you see in this picture? (*sheep*)

What sound do sheep make? (*baa, baa*)

What sound do sheep make? (*Answers may vary.*)

Which products come from sheep? (*Answers may vary.*)

[*Put on straw hat, and assume the character of Old MacDonald.*]



**Check for Understanding**

**Recall:** What do farm animals need to live and grow?

» Farm animals need food, water, and shelter or space to live and grow.



### Show image 5A-2: Flock of sheep

Up the road, on my neighbor's farm, you can hear "baa, baa" everywhere, because she has a large **flock**—or large group—of sheep. Another animal that travels in a **flock** is birds.

*[Have students repeat the word flock with you.]*

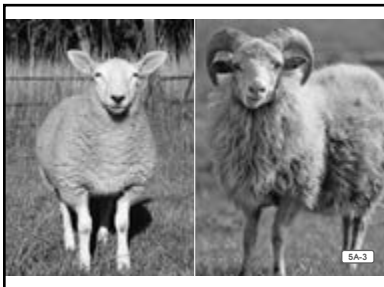
So what would you call a group of chickens? (*a flock of chickens*)



### Show Image 5A-7: Shepherd

A **shepherd** is a person who watches over a **flock** of sheep.

The **shepherd's** most important **responsibility**—or job—is to make sure the sheep are healthy and safe.



### Show Image 5A-3: Ewe and ram

Like the other farm animals you have learned about, there are male sheep and female sheep. A male sheep is called a ram. The ram sometimes has long, curled horns.

My neighbor has one or two rams and the rest of her flock is female. A female sheep is called a ewe. It sounds like the word *you*—as in *you and me*—

but it is spelled differently. *[Point to the ewe. Have students repeat ewe with you.]*



### Show Image 5A-4: Lamb

Baby sheep are called lambs.

The ewe often has twin lambs—or two lambs at one time.

Similar to calves and piglets, lambs drink their mother's milk when they are very young. If there is not enough milk for two lambs, the farmer feeds one lamb with milk from a bottle.

I had better get back to my responsibilities on the farm. I am going to go check on my animals to make sure they have enough food.

### Support

Invite a volunteer to point out the ram. Have students repeat the word *ram* with you.





### Challenge

Help students label their Response Cards.

### Support

**Sentence frame:**  
“The nursery rhyme is \_\_\_\_\_ and \_\_\_\_\_, but the read-aloud is \_\_\_\_\_ and \_\_\_\_\_.”

- Give students Activity Page 5.1S (Response Card 4: Sheep).

**Find It:** Point to the ewe, lamb, and ram.

## Lesson 5: Everywhere a Baa, Baa

# Focus on Text



**Primary Focus:** Students will compare literary and informational text types.

### “BAA, BAA BLACK SHEEP” (5 MIN.)

Do you remember the nursery rhyme “Baa, Baa, Black Sheep”?

**Echo Technique:** I am going to say the first line of “Baa, Baa Black Sheep.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

*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.*

**Characteristics of Nursery Rhymes:** What are some things that nursery rhymes have in common?

- » Nursery rhymes are short, they have rhyming words, lines that repeat, silly words, etc.



### Show Image 5A-6

Remind students that they heard a lesson on sheep.

- **Text Features:** Point out that this is a photograph of real sheep. This image is part of a text that gives information about sheep.

**Ask:** What is the purpose of this photograph? (*to show what sheep look like and to describe sheep.*)



### Text Types

What are the differences between this nursery rhyme and the read-aloud about sheep?

- » The nursery rhyme is short, has rhyming words, is entertaining; the read-aloud is about real things, has photographs, 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	K5L5
Activity Name	Text Types
Proficiency Levels	
Entering	Student answers simple questions about the differences between the text types with prompting and support.
Emerging	Student answers simple questions about the differences between the text types.
Transitioning	Student identifies at least one difference between the text types with prompting and support.
Expanding	Student identifies at least one difference between the text types.
Bridging	Student explains the similarities and differences between the text types.



### Reading Understanding Text Structure

#### Entering/Emerging

Ask students *yes/no* questions about the differences between the nursery rhyme and the read-aloud (e.g. "Does the nursery rhyme have rhyming words?" "Does the read-aloud have rhyming words?").

#### Transitioning/Expanding

Have students identify one or two differences between the nursery rhyme and the read-aloud.

#### Bridging

Challenge students to explain how the nursery rhyme and read-aloud are similar and different.

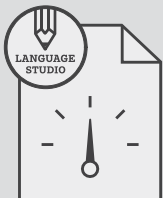
## Lesson 5: Everywhere a Baa, Baa

# Write About It



**Primary Focus:** Students will express an opinion about a favorite farm animal by drawing and labeling a picture.

Activity Page 5.2S



Writing  
Offering Opinions

### Entering/Emerging

Have students answer using the sentence frame: "My favorite farm animal is \_\_\_\_."

### Transitioning/Expanding

Encourage students to respond to what the previous student said (e.g., "I have the same/a different favorite farm animal as X."). Then have students offer their opinions using a sentence frame.

### Bridging

Have students agree or disagree with what the previous student said (e.g., "I have the same/a different favorite farm animal as X.") and follow up with their own opinions.

### MY FAVORITE FARM ANIMAL (15 MIN.)

- Remind students that today they learned about four different types of farm animals: cows, chickens, pigs, and sheep.

**Look and Learn:** Use your Response Cards to tell your partner something you learned about each farm animal.



### Formative Assessment

**Favorite Animal:** [Give each student Activity Page 5.2S.] Draw your favorite farm animal onto the farm background, or draw a picture of the farm animal you think is most interesting. Then tell your small group why it is your favorite animal.

### • Prompts:

Where does the animal sleep at night?

What does the animal eat?

What is the animal doing?

Who takes care of the animal?

End Lesson

## FARMS

# All Kinds of Crops

**PRIMARY FOCUS OF LESSON****Listening**

Students will recognize the characteristics of different farm animals.

Students will identify multiple meanings for the word *crop* and apply them accurately.

Students will identify the different pronunciations and meanings of the word *produce* and apply them accurately.

**Speaking**

Students will produce and expand simple sentences by adding details in a shared language activity.

**FORMATIVE ASSESSMENT**

Listening

Review [Activity Page 6.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]

## LESSON AT A GLANCE

Activity	Time	Materials
<b>Rewind</b>		
Farm Animals Review	10 min.	❑ Activity Page 6.1S
<b>Vocabulary Building</b>		
Multiple-Meaning Word: <i>Crops</i>	10 min.	❑ Poster 4M
Homograph: <i>Produce</i>	5 min.	❑ Poster 5M
<b>Looking at Language</b>		
Expanding Sentences	5 min.	❑ Image 6A-5 and additional image ❑ Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Page 6.1S. This will be the answer sheet for the Farm Animal Review.

### 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

- Create sentences using multiple meanings of the word *crop*.
- Create sentences using the general academic word *produce*.
- Produce and expand simple sentences by adding details.

### Language Forms and Functions

I see eight \_\_\_\_\_ carrots.  
(adj.)

### Vocabulary

#### Tier 3 Domain-Specific Words

crop

#### Tier 2 General Academic Words

produce

#### Tier 1 Everyday Speech Words

chicken  
cow  
pig  
sheep

Start Lesson

## Lesson 6: All Kinds of Crops

# Rewind



**Primary Focus:** Students will recognize the characteristics of different farm animals.

## FARM ANIMALS REVIEW (10 MIN.)



### Formative Assessment

**Review:** [Give students Activity Page 6.1S. Go over the name of each farm animal—pig, sheep, cow, and chicken.] I am going to read a sentence about farm animals. First, you will listen to the sentence that I read. Then, you will circle the farm animal my sentence is about.

1. This animal makes the sound “baa, baa.” (*sheep*)
2. The babies of this animal hatch out from an egg. (*chicken*)
3. The farmer uses this animal’s wool. (*sheep*)

## Activity Page 6.1S



4. This animal wallows in the mud. (*pig*)
5. This animal lives in a coop. (*chicken*)
6. The female is called a hen, and the male is called a rooster. (*chicken*)
7. A group of babies born from this animal is called a litter. (*pig*)
8. This animal sometimes has twin babies. (*sheep*)

### Lesson 6: All Kinds of Crops

# Vocabulary Building



**Primary Focus:** Students will identify multiple meanings for the word *crop* and apply them accurately.

Students will identify the different pronunciations and meanings of the word *produce* and apply them accurately.

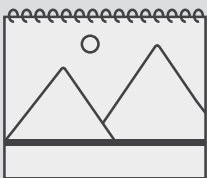
## MULTIPLE-MEANING WORD: CROP (10 MIN.)

**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 4M (Crop).] Springtime marks the beginning of the *crop* cycle, when seeds are planted and new crops begin to grow. Which picture shows this kind of crop? (1)

*Crop* can also mean to cut short or make smaller. Which picture shows this?(2)

Poster 4M



### Check for Understanding

**Turn and Talk:** Quiz your partner on the different meanings of *crop*. For example you could say, "I am going to crop my pants and make them into shorts." And your partner should respond, "That's number two."

## HOMOGRAPH: PRODUCE (5 MIN.)

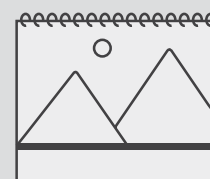
**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

[Show Poster 5M (Produce).] Most produce (*PRO*-duce) is grown on a farm. Which picture shows produce? (1)

Produce (pro-*DUCE*) means to create or make something, like chickens produce (pro-*DUCE*) eggs and cows produce milk. Which picture shows this? (2)

Now with your partner, make a sentence for *PRO*-duce and pro-*DUCE*.

Poster 5M



## Lesson 6: All Kinds of Crops

# 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 for the students. If necessary, ask students to repeat your sentence.

- Tell students 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 make our sentence expand.





### Speaking Using Nouns and Phrases

#### Entering/Emerging

Point to an object in the image and have students name it. Then say a detail or particular attribute about the object (e.g., long, crispy, orange carrot) and have students echo.

#### Transitioning/Expanding

Invite students to point to an object in the image and help them think of details and attributes about that object. Then have them use a detail or attribute to create a sentence.

#### Bridging

Ask questions that build on each other about the image and have students expand sentences by adding details.

#### Challenge

Students work with their partner to ask questions and expand their own sentences.



### Show image 6A-5: Field of carrot plants/ carrots

#### Ask

What do you see in this picture? (*carrots*)

» *I see carrots.*

How many carrots do you see? (*eight*)

» *I see eight carrots.*

What color are the carrots? (*orange*)

» *I see eight orange carrots.*

What shape are the carrots—are they long or short? (*long*)

» *I see eight long and orange carrots.*

What kind of texture does a carrot have—are they soft or crispy? (*crispy*)

» *I see eight long and crispy, orange carrots*



### 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	K5L6
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student repeats descriptive phrases.
Emerging	Student uses a detail or attribute to produce a simple sentence with support.
Transitioning	Student uses specified detail or attribute to produce a sentence.
Expanding	Student uses more than one detail or attribute to produce a sentence.
Bridging	Student produces and expands sentences.

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

## 7

## FARMS

# The Little Red Hen

**PRIMARY FOCUS OF LESSON****Reading**

Students will sequence events in “The Little Red Hen” and recount the story using linking words and phrases.

Students will dramatize the story, “The Little Red Hen,” in small groups.

**Speaking**

Students will ask and answer *wh*– questions about “The Little Red Hen.”

**FORMATIVE ASSESSMENT**

Reading

Sequencing [Activity Page 7.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

*Wh*– Questions [Informal Observation]

## LESSON AT A GLANCE

| Activity              | Time    | Materials                                                                                                                             |
|-----------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>       |         |                                                                                                                                       |
| "The Little Red Hen"  | 20 min. | <input type="checkbox"/> Activity Page 7.1S, blank paper, scissors<br><input type="checkbox"/> Resource Page 5.4S                     |
| <b>Talk Time</b>      |         |                                                                                                                                       |
| <i>Wh</i> – Questions | 10 min. | <input type="checkbox"/> Images 7A-2 and 7A-7, plus additional image<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### On Stage

- Prepare Activity Page 7-1S for each student. They will sequence images from the story, "The Little Red Hen."
- Create character puppets using Resource Page 5.4S. Make sure each student has a character puppet.

### Talk Time

- Choose an additional image for the *Wh*– Questions activity. Prepare *wh*– questions to ask students about the image.
- Prepare Language Proficiency Recording Sheet for Speaking.

### Take-Home Material

- Prepare Activity Page 7.2S for students to take home and share the story, "The Little Red Hen," with family.

### [Optional]Cross-Curricular Activity

You may wish to make bread following the process presented in "The Little Red Hen." Be sure to follow school guidelines about food distribution and preparation. See Resource Page 5.3S for a recipe.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Retell a story.
- Ask and answer *wh*- questions.

### Language Forms and Functions

**Wh- Questions:** Who/What/When/Where/Why...?

Start Lesson

## Lesson 7: The Little Red Hen

# On Stage



**Primary Focus:** Students will sequence events in “The Little Red Hen” and recount the story using linking words and phrases.

Students will dramatize the story, “The Little Red Hen,” in small groups.

## “THE LITTLE RED HEN” (20 MIN.)

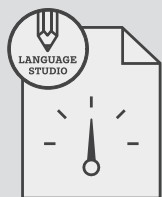
### Sequencing the Story

- Give each student Activity Page 7.1S. Explain to students that this activity page has pictures of events from the plot for “The Little Red Hen.”
  - First, go over each image and briefly talk about what is happening in the picture.
  - Next, have students cut out the three pictures.
  - Then, students should arrange the pictures in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.
- Check-In:** When students think they have the pictures in the correct order, they should ask an adult or check with another student to see if their order is correct.
- Have students glue the sequenced pictures onto a separate piece of paper.

### Support

The plot is the events that happen in a story.

### Activity Page 7.1S





### Formative Assessment

**Sequencing:** [Work with your partner or home-language peers to retell the story referring to the images. Remind students to use linking words and phrases as they retell the story.]



### Check for Understanding

**Recall:** Name some linking words that you might use to retell the story.

» Answers may vary.



### Reading Understanding Cohesion

#### Entering/Emerging

Provide an oral bank of everyday linking words and phrases for students to use as they retell the story.

#### Transitioning/Expanding

Encourage students to use a growing number of linking words and phrases (e.g., *once there was*, *suddenly*, *in the end*.)

#### Bridging

Challenge students to use a variety of linking words and phrases and think of other connecting words to use.

### Linking Words and Phrases that Show Sequence (for Narratives)

|                  |             |                    |
|------------------|-------------|--------------------|
| Once upon a time | Suddenly    | Happily ever after |
| Once there was   | Immediately | The end            |
| One day          | Then        | In the end         |
| Long ago         | Next        | At last            |
| There once was a | Later       | Finally            |
| First            | Afterward   | In conclusion      |
|                  | Second      |                    |



### Formative Assessment

**Act it Out:** You will act out the story in small groups by pretending to be the animals in the story.

- Place students in groups of four: one student will be the red hen, another student will be the duck, etc.
- Have students create stick puppets by gluing or taping images from Resource Page 5.4S onto wooden sticks.



## Speaking Presenting

### Entering/Emerging

Have students hold up their puppet and repeat their assigned lines.

### Transitioning/Expanding

Have students hold up their puppet and say their lines.

### Bridging

Have students make up their own lines for their characters.

- Tell them that you will be the narrator, or person who tells the story.
- Practice what the characters say and the gestures they might make. For example, the animals might shake their heads when saying “Not I” and make an animal sound.

## Lesson 7: The Little Red Hen

# Talk Time



**Primary Focus:** Students will ask and answer *wh*– questions about “The Little Red Hen.”

### WH– QUESTIONS (10 MIN.)



### Show Image 7A-2

We ask questions by using question words—*who*, *what*, *when*, *where*, and *why*.

**Who:** When someone asks a question using the question word *who*, they are asking about a person. Who is in this image? (*Little Red Hen*)

**What:** When someone asks a question using the question word *what*, they are asking a question about an object, idea, or action.  
What is she doing? (*She is planting seeds.*)

**When:** When someone asks a question using the question word *when*, they are asking a question about time.  
When should she plant seeds? (*She should plant seeds in the spring.*)

**Where:** When someone asks a question using the question word *where*, they are asking a question about a place.  
Where does she plant seeds? (*She plants seeds on the farm.*)

**Why:** When someone asks a question using the question word *why*, they are asking for a reason.  
Why does she plant seeds? (*She plants seeds because she wants to grow wheat to make bread.*)

**Practice:** Choose another image and ask *wh*– questions about that image. Help students connect the *wh*– question word with what it is asking about.



Show Image 7A-7



### Wh– Questions

With your partner, ask and answer a *wh–* question about this image.



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   | K5L7                                                                                                 |
| Activity Name      | Wh– Questions                                                                                        |
| Proficiency Levels |                                                                                                      |
| Entering           | Student answers one simple <i>wh–</i> question about a familiar topic with prompting and support.    |
| Emerging           | Student answers simple <i>wh–</i> questions about a familiar topic.                                  |
| Transitioning      | Student answers at least two <i>wh–</i> questions about a familiar topic with prompting and support. |
| Expanding          | Student answers at least two <i>wh–</i> questions about a familiar topic.                            |
| Bridging           | Student asks and answers <i>wh–</i> questions about a familiar topic.                                |

### Entering/Emerging

Use sentence frames to help students answer simple *wh–* questions about the read-aloud.

### Transitioning/Expanding

Use a word bank to help students ask and answer *wh–* questions about the read-aloud.

### Bridging

Challenge students to ask and answer their own *wh–* questions about the read-aloud.

End Lesson



## 8

## FARMS

# The Seasons of Farming

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

Students will preview the seasons of farming with a song and chant about the seasons.

**Listening**

Students will discuss and apply the vocabulary words *harvest* and *cycle*.

**Reading**

Students will use linking words and phrases to describe the seasons of farming.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Act It Out [Informal Observation]

## LESSON AT A GLANCE

|                                  | Time    | Materials                                                                                            |
|----------------------------------|---------|------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                |         |                                                                                                      |
| Song and Chant for the Seasons   | 10 min. | <input type="checkbox"/> Image 8A-1<br><input type="checkbox"/> Large calendar                       |
| <b>Vocabulary Building</b>       |         |                                                                                                      |
| Word Work: <i>Harvest, Cycle</i> | 10 min. |                                                                                                      |
| <b>On Stage</b>                  |         |                                                                                                      |
| "The Seasons of Farming"         | 10 min. | <input type="checkbox"/> Image 8A-1<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Bring in a large calendar pages for each month of the year to show students the months that make up each season.

### On Stage

- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Present a song and chant about the seasons.
- Continue to discuss using the words *harvest* and *cycle*.
- Recount the seasons of farming.

### Language Forms and Functions

"It is \_\_\_\_\_. I can tell because . . ."

A farmer harvests \_\_\_\_\_.

My favorite time of year is \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

harvest

#### Tier 2 General Academic Words

cycle

#### Tier 1 Everyday Speech Words

winter/spring/summer/fall

Start Lesson

## Lesson 8: The Seasons of Farming

# Look Ahead



**Primary Focus:** Students will preview the seasons of farming with a song and chant about the seasons.

## SONG AND CHANT FOR THE SEASONS (10 MIN.)



### Show Image 8A-1: Four seasons

**Note:** This unit covers seasons and weather.

Tell students that in today's lesson, they will learn about the different responsibilities—or jobs—a farmer has during the different seasons of the year.

Have students sit in a circle on the floor.

Explain that they are sitting in a circle because the seasons follow a cycle—or the same order every year. They begin and end at the same time each year.

- **Winter:** Point to the illustration for winter, and place the months of

December, January, and February on the floor. Point to each calendar page, and say the name of the month.

- **Spring:** Continue the cycle by pointing to the illustration for spring. Place the months of March, April, and May on the floor, and say the names of the month.
- **Summer:** Add summer. Place the months of June, July, and August on the floor, and say their names.
- **Fall:** Complete the seasons with the fall or autumn months of September, October, and November, and say their names.

**Song and Chant:** Have students repeat after you:

*Winter is cold during December, January, and February.*

*Spring warms us up during March, April, and May.*

*Summer is hot during June, July, and August.*

*Autumn is cool during September, October, and November.*

*After autumn we return to winter, then spring, then summer and autumn again.*

*This is the cycle of the seasons!*

*This is the cycle of the seasons!*

**Look and Learn:** [Point to a section of the image.] Do you know which season is shown here? What clues from the picture tell you that it is \_\_\_\_\_?

**Ask:** Do you know what season we are in now? How can you tell?

## Support

### Sentence starter:

"It is \_\_\_\_\_. I can tell because . . ."

Lesson 8: The Seasons of Farming

# Vocabulary Building



**Primary Focus:** Students will discuss and apply the vocabulary words *harvest* and *cycle*.

## WORD WORK (10 MIN.)

### Harvest

Farmers *harvest* their crops when the crops are ready to be picked.

Say the word *harvest* with me three times.

**Definition:** *Harvest* means to pick or collect a ripe crop.

**Examples:** Old MacDonald needs a lot of help during corn harvest season.

The apple harvest festival was lots of fun this year.

### Cycle

You learned about the crop *cycle*.

Say the word *cycle* with me three times.

**Definition:** A cycle is a process that starts and ends in the same place or time and always follows the same order.

**Examples:** The cycle of the seasons is the same each year: winter, spring, summer, and then fall or autumn.

The crop cycle begins with new leaves and flowers in the spring.



### Check for Understanding

**Turn and Talk:** Think about the cycle of the seasons. Tell your partner names of crops a farmer harvests. What is your favorite time of year?

### Support

#### Sentence frames:

"A farmer harvests \_\_\_\_."

"My favorite time of year is \_\_\_\_."

## Lesson 8: The Seasons of Farming

# On Stage



**Primary Focus:** Students will use linking words and phrases to describe the seasons of farming.

### "THE SEASONS OF FARMING" (10 MIN.)



#### Show Image 8A-1: Four seasons

**Review:** Let's review what the farmer does during each season. *[Invite a different student to come up and point to a picture of a season and explain what a farmer does in that season.]*

In the winter the farmer is planning.

In the spring the farmer is planting.

In the summer the farmer is growing crops.

In the fall the farmer is harvesting.



#### Act It Out

I will point to a picture and you will act out what a farmer does during that season. When we move on to the next season, use a linking word or phrase. *[Guide students through the seasons of farming using facts from the read-aloud and linking words and phrases.]*

#### Challenge

Have students think of motions that show *planning, planting, growing, and harvesting.*



#### Reading Understanding Cohesion

#### Entering/Emerging

Show students an image and help them connect key words from the lesson to that image.

#### Transitioning/Expanding

Show students two or more images from the lesson. Provide students with an oral bank of some linking words or phrases to recount the process shown in the images.

#### Bridging

Challenge students to use linking words and phrases to recount the seasons of farming with a partner.

## Support

### Sentence frame:

"The farmer \_\_\_\_\_ in  
the winter/spring/  
summer/fall."

### 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 |

### Variation

- Split the class into four groups and assign them each one season. Have the group work together to come up with actions for their assigned season and then act those actions out for the rest of the class.

## 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   | K5L8                                                                                                                                 |
| Activity Name      | Act It Out                                                                                                                           |
| Proficiency Levels |                                                                                                                                      |
| Entering           | Student connects a few key words from the text to an image with prompting and support.                                               |
| Emerging           | Student connects some key words and phrases from the text to an image.                                                               |
| Transitioning      | Student uses key words, phrases, and some linking words to recount the process across two or more images with prompting and support. |
| Expanding          | Student uses phrases, short sentences, and some connecting linking words to recount the process across two or more images.           |
| Bridging           | Student uses complete sentences and linking words to recount the process across all images.                                          |

End Lesson

FARMS

# From Farm to Market

## PRIMARY FOCUS OF LESSON

### Speaking

Students will use linking words and phrases to describe how crops get from the farm to the market.

### Writing

Students will express an opinion about a favorite farm food by drawing and labeling a picture.

### Speaking

Students will produce and expand simple sentences by adding details in a shared language activity.

## FORMATIVE ASSESSMENT

Reading

Sequencing [Informal Observation]

Speaking

Expanding Sentences [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

Favorite Food [Activity Page 9.1S]



## LESSON AT A GLANCE

| Activity                           | Time   | Materials                                                                                                                      |
|------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                      |        |                                                                                                                                |
| Sequencing: “From Farm to Market “ | 10 min | ❑ Image Cards 19–22                                                                                                            |
| <b>Write About It</b>              |        |                                                                                                                                |
| My Favorite Farm Food              | 15 min | ❑ Favorite Farm Foods Chart<br>❑ sticky note—one per student<br>❑ Activity Page 9.1S<br>❑ Language Proficiency Recording Sheet |
| <b>Looking at Language</b>         |        |                                                                                                                                |
| Expanding Sentences                | 5 min  | ❑ Image 9A-5 plus additional image                                                                                             |

## ADVANCE PREPARATION

### Write About It

- Create a Favorite Farm Foods Chart using large chart paper and picture labels for vegetable, fruit, meat, grain, and dairy.

| Favorite Farm Food Chart |       |      |       |       |
|--------------------------|-------|------|-------|-------|
| Vegetable                | Fruit | Meat | Grain | Dairy |
|                          |       |      |       |       |

- Prepare Activity Page 9.1S for each student. They will draw and write or label a picture of their favorite farm food.
- 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

- Recount a process using linking words.
- Express an opinion through drawing and labeling a picture.
- Produce and expand sentences by adding details.

### Language Forms and Functions

**Opinion:** \_\_\_\_\_ is my favorite farm food. I like it because \_\_\_\_\_.

**Recount a Process:** At first, .../After that, .../Next, .../Last, ...

I see twenty-one \_\_\_\_\_, \_\_\_\_\_ eggs.  
(adj.) (adj.)

### Vocabulary

#### Tier 3 Domain-Specific Words

dairy  
grain

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

fruit  
meat  
vegetable

Start Lesson

## Lesson 9: From Farm to Market

# Rewind



**Primary Focus:** Students will use linking words and phrases to describe how crops get from the farm to the market.

### SEQUENCING: “FROM FARM TO MARKET” (10 MIN.)

- Tell students that they will show how food goes from the farm to the market.
- Show students Image Cards 19–22. Tell students to think about the steps by which food moves from farm to market. Have students explain what they see in each image.

Image Card 19–22





## Speaking Selecting Language Resources

### Entering/Emerging

Ask whether an image refers to the beginning, middle, and end of the process. Have students use basic linking words.

### Transitioning/Expanding

Have students use key words from the lesson and several linking words or phrases (e.g., *at first*, *after that*, *next*, *last*) for each image.

### Bridging

Have students recount how food moves from farm to market using detailed and complete sentences.



## Writing Writing

### Entering/Emerging

Use example images to prompt students to draw their favorite food.

### Transitioning/Expanding

Help students copy or reproduce labels for their drawings.

### Bridging

Challenge students to write words or short phrases to describe their drawings.



## Formative Assessment

**Sequencing:** These Image Cards are out of order. Let's put these Image Cards in order to show the process of how food goes from the farm to the market. When we move on to the next step, use a linking word or phrase. [Guide students through the process of moving food from the farm to the market using facts from the read-aloud and linking words and phrases.]

### 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 |

## Lesson 9: From Farm to Market

# Write About It



**Primary Focus:** Students will express an opinion about a favorite farm food by drawing and labeling a picture.

### MY FAVORITE FARM FOOD (15 MIN.)

- Give each student a sticky note. Have each student draw his/her face on the sticky note and/or write his or her name.
  - Present categories on the chart: vegetable, fruit, meat, grain, and dairy.
- Survey:** Which category represents your favorite farm food?  
[For example, if a student likes ice cream, the category would be dairy; if a student likes carrots, the category would be vegetables.]
- Invite students to add their sticky note to the chart under the label for their favorite food category.

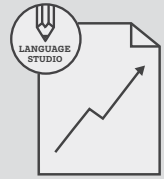
- Review the chart with the students and make observations about class preferences.



### **Favorite Food**

[Give each student Activity Page 9.1S.] Draw your favorite farm food. Then tell your small group why it is your favorite food that comes from a farm.

## **Activity Page 9.1S**



### **Support**

#### **Sentence starter:**

"\_\_\_\_\_ is my favorite farm food. I like it because . . ."

## **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.

| <b>Evaluation Tool</b>    |                                                               |
|---------------------------|---------------------------------------------------------------|
| <b>Language Domain</b>    | Writing                                                       |
| <b>Knowledge/Lesson</b>   | K5L9                                                          |
| <b>Activity Name</b>      | Favorite Food                                                 |
| <b>Proficiency Levels</b> |                                                               |
| <b>Entering</b>           | Student draws picture about a topic from models with support. |
| <b>Emerging</b>           | Student draws picture about a topic from models.              |
| <b>Transitioning</b>      | Student labels pictures with support.                         |
| <b>Expanding</b>          | Student labels pictures.                                      |
| <b>Bridging</b>           | Student produces phrases and short sentences for picture.     |

## Lesson 9: From Farm to Market

# Looking at Language



**Primary Focus:** Students will produce and expand simple sentences by adding details in a shared language activity.



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.

### Challenge

Students work with their partners to ask questions and expand their own sentences.

### 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 grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

- Tell students 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 make our sentence expand.



### Show image 9A-5

#### Ask

Do you see eggs in this picture? (yes)

» I see eggs.

How many eggs do you see? (*twenty-one*)

» I see *twenty-one* eggs.

What color are the eggs? (white)

» I see *twenty-one white* eggs.

What shape are the eggs? (*oval*)

» I see *twenty-one oval, white* eggs.

Is it easy to break the egg? Are the eggs fragile? (yes)

» I see *twenty-one fragile, oval, white* eggs.



---

### 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

---



Language Studio 6

---

# **Native Americans**

---







# Contents



## NATIVE AMERICANS

### Lesson 1 Introduction to Native Americans

83

**Look Ahead** (10 min.)

- Native Americans

**Vocabulary Building** (5 min.)

- Multiple-Meaning Word: *Foot*

**Talk Time** (15 min.)

- Focus on Regions

### Lesson 2 The Lakota Sioux and the Buffalo

92

**Look Ahead** (10 min.)

- Where Are We?

**Talk Time** (10 min.)

- Asking *Wh*- Questions

**Hands On** (10 min.)

- Shelter

### Lesson 3 Where's Winona?

100

**Look Ahead** (10 min.)

- Picture Walk

**Hands On** (15 min.)

- Native American Clothing

**Looking at Language** (5 min.)

- Verbs: *Made/Make*

### Lesson 4 Little Bear Goes Hunting

110

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

- Making Moccasins

**Connections** (5 min.)

- Sayings and Phrases: "Practice Makes Perfect"

**Rewind** (15 min.)

- Sioux Review

### Lesson 5 Bear, Gull, and Crow

117

**Look Ahead** (10 min.)

- Where Are We?

**Vocabulary Building** (5 min.)

- Word Work: *Spy*

**Rewind** (15 min.)

- Wampanoag Review

### Lesson 6 The Lenape: The People of the Seasons

125

**Look Ahead** (10 min.)

- Where Are We?

**Looking at Language** (5 min.)

- Past Tense Verbs

**Rewind** (15 min.)

- Lenape Review

Lesson 7 Native American Review, Part I

134

|                                                                                                |                                                                                                           |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Rewind</b> (25 min.) <ul style="list-style-type: none"><li>Native American Review</li></ul> | <b>Looking at Language</b> (5 min.) <ul style="list-style-type: none"><li>Verbs: <i>Eat/Ate</i></li></ul> |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

Lesson 8 Native American Review, Part II

140

|                                                                                                        |                                                                                                      |                                                                                            |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Talk Time</b> (10 min.) <ul style="list-style-type: none"><li>Asking <i>Wh-</i> Questions</li></ul> | <b>Looking at Language</b> (5 min.) <ul style="list-style-type: none"><li>Past Tense Verbs</li></ul> | <b>Write About It</b> (15 min.) <ul style="list-style-type: none"><li>Traditions</li></ul> |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

## NATIVE AMERICANS

# Introduction to Native Americans

**PRIMARY FOCUS OF LESSON****Listening**

Students will identify items needed by all Native Americans for survival: food, clothing, and shelter.

Students will use sentence-level context clues to determine the multiple meanings of the word *foot*.

**Speaking**

Students will identify and describe environments in which Native Americans lived.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Surprise [Informal Observation]**

## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                                                                                                                                                                                  |
|------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                  |         |                                                                                                                                                                                                                                                            |
| Native Americans                   | 10 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> yarn or colored string, tape or push pins<br><input type="checkbox"/> Resource Page 6.1S<br><input type="checkbox"/> Resource Page 6.2S<br><input type="checkbox"/> Images 1A-7, 1A-8, 1A-21 |
| <b>Vocabulary Building</b>         |         |                                                                                                                                                                                                                                                            |
| Multiple-Meaning Word: <i>Foot</i> | 5 min.  | <input type="checkbox"/> Image 1A-18<br><input type="checkbox"/> twelve-inch ruler<br><input type="checkbox"/> Activity Page 1.1S                                                                                                                          |
| <b>Talk Time</b>                   |         |                                                                                                                                                                                                                                                            |
| Focus on Regions                   | 15 min. | <input type="checkbox"/> Resource Page 6.1S<br><input type="checkbox"/> envelopes (one per student)<br><input type="checkbox"/> Language Proficiency Recording Sheet                                                                                       |

## ADVANCE PREPARATION

### Look Ahead

- On a large U.S. map, using colored yarn or string, connect Environment Photo Cards (Resource Page 6.1S) showing the forest, plains, ocean, and desert to the following specific locations:
  - New York, New Jersey, and Delaware—forest
  - Great Plains region—plains
  - New England coast—ocean
  - Arizona—desert
- Have images of tribes from Resource Page 6.2S ready to pin or tape on the labeled map. Students will use the map again in this unit.

### Vocabulary Building

- Prepare Activity Page 1.1S, including a set of images to show to the class.

Talk Time

- Make enough copies of the images in Resource Page 6.1S to show to the class and to use in the following envelope activity:
  - Plan to put students in groups of approximately four students each. Place one Environment Photo Card in each envelope. Distribute one envelope to each student so that all four Environment Photo Cards are represented within each group of students.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                     |                                  |                                               |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------|
| • Describe environments in which Native Americans lived.                                                               |                                  |                                               |
| Language Forms and Functions                                                                                           |                                  |                                               |
| I like to eat . . .<br>I am wearing . . .<br>Some people today live in . . .<br>This tribe lives in/on/near the _____. |                                  |                                               |
| Vocabulary                                                                                                             |                                  |                                               |
| Tier 3<br>Domain-Specific Words                                                                                        | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words               |
| desert<br>forest<br>plain<br>tribe                                                                                     | shelter                          | clothing<br>food<br>foot<br>lives in<br>ocean |

## Lesson 1: Introduction to Native Americans

## Look Ahead



**Primary Focus:** Students will identify items needed by all Native Americans for survival: food, clothing, and shelter.

**NATIVE AMERICANS (10 MIN.)****Show Image 1A-21: Native Americans in regional traditional dress**

- Explain that the names *Native Americans* and *American Indians* mean the same thing. They both refer to the first-known people who lived in North and South America.
- Briefly discuss the environment of each tribe according to its location.
- Explain that although we use the terms *Native American* or *American Indian* when we talk about the group as a whole, there are many, many different groups of Native Americans. These groups are often called tribes.

**Where Are We?**

- Ask volunteers to come to the map to match the tribes to the environments in which they lived: forest, plains, and near the ocean.

**Definition:** Plains are wide open and flat areas.

**Definition:** The coast is near the ocean.

- One tribe called the Lakota Sioux lived in the plains. [Help students pin or tape the image for the Sioux next to the plains image indicated on the map.]
- The Wampanoag tribe lived near the coast, or by the ocean. [Help students pin or tape the image for the Wampanoag next to the ocean image indicated on the map.]
- The Lenape lived in the forest where there are a lot of trees. [Help students pin or tape the image for the Lenape next to the forest image indicated on the map.]

## Compare lifestyles

Native Americans who lived in the forest had a different way of life—or lifestyle—than Native Americans who lived near the ocean. They lived in different shelters, ate different food, wore different clothes, spoke different languages, and played different games.

Some Native American tribes lived in the desert. Others lived next to the ocean. Native Americans who lived in the desert had a different way of life—or lifestyle—than Native Americans who lived near the ocean.

Some Native Americans lived in the forest. Others lived on the plains. Native Americans who lived in the forest had a different lifestyle than Native Americans who lived on the plains.

All Native Americans needed food, clothing, and shelter to survive. Native Americans needed food. *[Make a motion of moving your hand to your mouth. Have students follow the gesture with you.]*

- Explain that different groups of Native Americans would have eaten buffalo meat, fish, nuts, and other food they could hunt, gather, or grow.

**Turn and Talk:** Ask your partner what food she or he likes to eat.

Native Americans needed clothing, too. *[Sweep your hands down your sleeves and pants, say “clothes,” and have students follow your motions.]*

What clothes are you wearing? (*shirt, pant/shorts, etc.*) *[Use clothing motion.]*

Shelter is a place to live—for example, a house. *[Place your hands overhead in a triangle formation and say “shelter.” Have students follow your hand motions.]* Say the word *shelter* with me three times.

What kind of shelters do people have today? (*houses, apartments, etc.*)

## Support

### Sentence starters:

“I like to eat . . .”

“I am wearing . . .”

“Some people today live in . . .”



**Show Image 1A-7: Tipi**





### Show Image 1A-8: Wetu

Native Americans had shelters, too, so they could be protected.

We will learn about Native Americans who lived in tipis, and about Native Americans who lived in wigwams, although there were many other types of shelters built by Native Americans.

**Take-Away:** Native Americans, like all people, needed food, clothing, and shelter to survive.

## Lesson 1: Introduction to Native Americans

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to determine the multiple meanings of the word *foot*.

### MULTIPLE-MEANING WORD: FOOT (5 MIN.)



### Show image 1A-18: Iroquois Trail

Long ago, Native Americans traveled by foot; this means they walked everywhere they went. There were no roads. Wherever they roamed—or wandered by foot—paths were made in the dirt by their footsteps and by the hooves of their animals.

[Give students Activity Page 1.1S.] *Foot*

has multiple meanings. A foot is a body part. [Point to your foot and ask students to point to one of their feet. Then hold up the image of a foot, and ask students to hold up the image of a foot from Activity Page 1.1S.]

*By foot* means walking. When someone goes somewhere “by foot,” he or she has walked there. [Have students say, “by foot” and walk in place with you. Hold up the “by foot” image, and have students locate the same image on Activity Page 1.1S.]

[Hold up a twelve-inch ruler.] A foot equals twelve inches. We can use this ruler to measure the length of things. [Measure a book and a desk. Then hold up the image, and ask students to hold up their images of a foot-long ruler.]

## Activity Page 1.1S





### Check for Understanding

**Making Choices:** I am going to say a sentence using the word *foot*. Choose the photo card of *foot* from Activity Page 1.1S that best fits the sentence. For example, if I say, “My foot was too big for the shoe,” which image of *foot* will you hold up? (*body part*)

- I kicked the ball with my foot.
- I put my foot in the water.
- My friend and I got to school by foot.
- I measured the box, and it was one foot long.
- A bee stung my foot.
- The snow outside measured one foot.
- I went to the store by foot.

## Lesson 1: Introduction to Native Americans

# Talk Time



**Primary Focus:** Students will identify and describe environments in which Native Americans lived.

### FOCUS ON REGIONS (15 MIN.)

- Tell students you are going to have a surprise for each of them after the review.
- Review the Native American regions discussed earlier: forest, plain, desert, and ocean. Emphasize the prepositions—*in*, *on*, and *near*—as you orally complete these sentence frames with students:
  - This tribe lives *in* the \_\_\_\_\_.
    - » This tribe lives in the forest.
  - This tribe lives *in* the \_\_\_\_\_.
    - » This tribe lives in the desert.
  - This tribe lives *on* the \_\_\_\_\_.
    - » This tribe lives on the plains.

### Support

#### Sentence frames:

“This tribe lives in the \_\_\_\_\_.”

“This tribe lives on the \_\_\_\_\_.”

“This tribe lives near the \_\_\_\_\_.”



**Speaking**  
Exchanging Information  
and Ideas

**Entering/Emerging**

Repeat the sentence frame, and have students echo the sentence.

**Transitioning/Expanding**

Provide an oral word bank of nouns and adjectives that describe each image.

**Bridging**

Challenge students to describe the image in complete sentences to the group.

- This tribe lives *near* the \_\_\_\_\_.
- » This tribe lives near the ocean.



**Surprise**

Each of you has an envelope with a surprise inside. When I tell you to do so, you will all open your envelopes at the same time. You will have one minute to discuss what is in your envelope. Use the sentence frames we have practiced.

- Give a signal to indicate students can open their envelopes.
- Allow time for discussion and for students to practice the sentence frame that corresponds with the assigned photo.
- Circulate and ask students to state the sentence frame with their group. Encourage students to expand on their explanation of the region using details they learned from today's lesson.

**Present:** Have several students state the sentence frame that corresponds with the assigned Environment Photo Card.

## 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   | K6L1                                                                                            |
| Activity Name      | Surprise                                                                                        |
| Proficiency Levels |                                                                                                 |
| Entering           | Student completes the sentence frame with support.                                              |
| Emerging           | Student completes the sentence frame.                                                           |
| Transitioning      | Student completes the sentence frame and adds other descriptive words and phrases with support. |
| Expanding          | Student completes the sentence frame and adds other descriptive words and phrases.              |
| Bridging           | Student completes the sentence frame and adds other descriptive details in complete sentences.  |

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

## 2

## NATIVE AMERICANS

# The Lakota Sioux and the Buffalo

**PRIMARY FOCUS OF LESSON****Listening**

Students will preview information about the Lakota Sioux and gather information about the tribe on a web.

**Speaking**

Students will ask and answer questions about the Lakota Sioux.

Students will design a Lakota Sioux shelter and explain it to a peer.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Interview [Informal Observation]

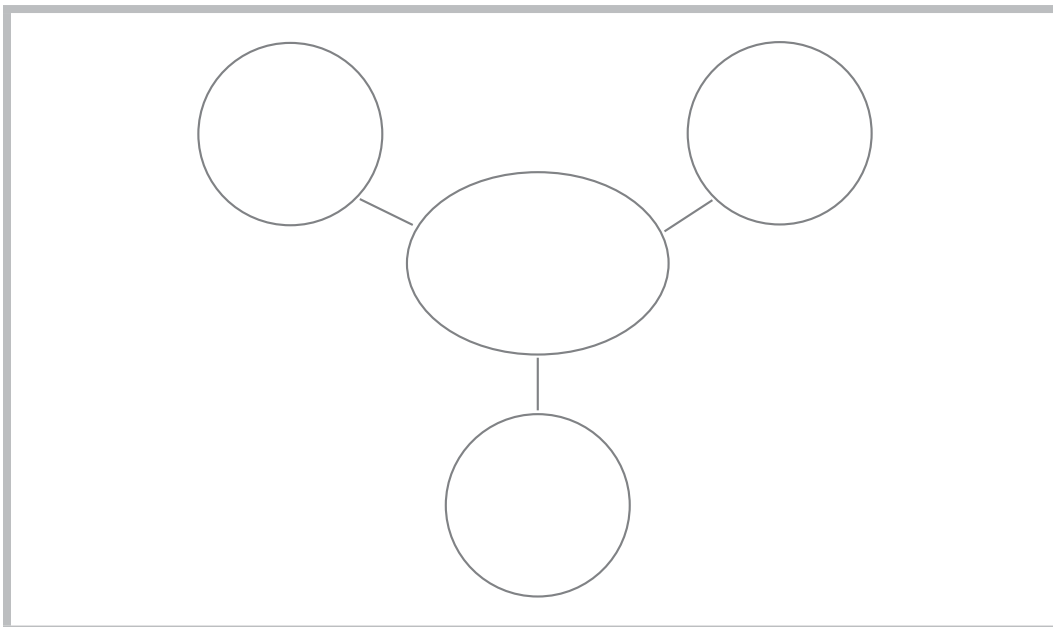
## LESSON AT A GLANCE

|                              | Time    | Materials  |
|------------------------------|---------|--|
| <b>Look Ahead</b>            |         |  |
| Where Are We?                | 10 min. | <input type="checkbox"/> Labeled map from Lesson 1<br><input type="checkbox"/> Resource Page 6.3S<br><input type="checkbox"/> Activity Page 2.1S<br><input type="checkbox"/> chart paper; tape or glue |
| <b>Talk Time</b>             |         |  |
| Asking <i>Wh</i> - Questions | 10 min. | <input type="checkbox"/> Lakota Sioux web<br><input type="checkbox"/> Language Proficiency Recording Sheet   |
| <b>Hands On</b>              |         |  |
| Shelter                      | 10 min. | <input type="checkbox"/> Image 2A-7<br><input type="checkbox"/> Activity Page 2.2S<br><input type="checkbox"/> three sample decorated and designed tipis   |

## ADVANCE PREPARATION

### Look Ahead

- Make the following web on chart paper:



- Duplicate Resource Page 6.3S, and cut out the four pictures representing the Lakota Sioux. These images match Activity Page 2.1S and will be added to the web. You will use the completed Lakota Sioux web again later in this unit.
- Prepare Activity Page 2.1S.

### Talk Time

- Pair students for an interview.
- Prepare Language Proficiency Recording Sheet for Speaking.

### Hands On

- Make three copies of Activity Page 2.2S. Color each tipi with a few shapes, pictures, and patterns to show students examples of tipi shelters.
- Prepare Activity Page 2.2S.

### Note to Teacher

You will be discussing shelters and homes. Please be sensitive to students' different home lives and various types of shelter.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Contribute information to a concept web about the Lakota Sioux.</li> <li>• Ask and answer <i>wh</i>- questions.</li> <li>• Explain the design of a tipi.</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <b>Wh- Questions:</b> Who? What? When? Where? Why?<br><br>My shelter is _____.<br><br>My shelter has _____.  |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| buffalo<br>plain<br>tipi   | shelter                          | grass<br>hunt                   |

## Lesson 2: The Lakota Sioux and the Buffalo

## Look Ahead



**Primary Focus:** Students will preview information about the Lakota Sioux and gather information about the tribe on a web.

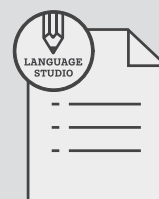
## WHERE ARE WE? (10 MIN.)

- Display the labeled map used in Lesson 1. Point to the area of the United States known as the Great Plains.
- **Ask:** What does the plains region look like?
  - » The plains region is a large area of fairly flat land with lots of grass but few trees.
- Explain that long ago, some Native American tribes lived in the Great Plains. One of those tribes was the Lakota Sioux [/lə\*coe\*tə/ /soo/].
- Have students say *Lakota Sioux* with you three times.
- Tell students that we also call the tribe the Sioux.
- Give students Activity Page 2.1S.
- Have students point to the photo of the plains, and explain that the plains are flat lands with grass and few trees.
- Have students repeat *plains*.
- Have students point to the photo of the buffalo, and explain that buffalo lived in the plains and were important to the Sioux. They were used for food and to make homes and clothes.
- Have students repeat *buffalo*.
- Have students point to the photo of the tipi, and explain that the Sioux called their homes tipis.
- Have students repeat *tipis*.
- Have students point to the photo of the Sioux on horseback, and explain that the Sioux might have looked like these horseback riders long ago.
- Have students repeat *Sioux*.

## Gather Information: Lakota Sioux

- Point to the web you prepared in advance. Using images from Resource Page 6.3S, tape or paste the picture of Lakota Sioux on horseback in the middle of the web. Help students complete the web while discussing

## Activity Page 2.1S



## Support

Hold up the corresponding images on Resource Page 6.3S as you refer to different items on the activity page.



what they have learned about the Sioux. Tape or paste the other images on the web as students make statements about the Sioux (e.g., “They lived in the plains”; “They hunted buffalo”; “They lived in tipis”; “They used buffalo for food and to make clothes”; and “They lived in tipis long ago.”).

- Save this web. You will be making one web for each tribe.

## Lesson 2: The Lakota Sioux and the Buffalo

# Talk Time



**Primary Focus:** Students will ask and answer questions about the Lakota Sioux.

### ASKING WH– QUESTIONS (10 MIN.)

- Display the Lakota Sioux web so that all students can reference it.

You just learned about the Lakota Sioux tribe. We will now ask questions about the Lakota Sioux by using question words—*who*, *what*, *when*, *where*, and *why*.

- Divide the class in half, into Groups A and B.
- Say each question below, and ask students to repeat the question with you chorally. Then, state the answer, and ask students to repeat the answer with you chorally. Ask Group A to repeat the first question with you, and ask Group B to repeat the answer. Then have the groups switch roles.

**Who:** When someone asks a question using the question word *who*, he or she is asking about a person or people.

*Who is in this image?* [Point to the picture of people from the Sioux tribe on horseback. Have Group A repeat the question.]

» People from the Sioux tribe are in the image. [Have Group B repeat the answer.]

**What:** When someone asks a question using the question word *what*, he or she is asking a question about an object, idea, or action.

*What are they doing?* [Point to the same image. Have Group B repeat the question.]

» They are riding horses. [Have Group A repeat the answer.]

**When:** When someone asks a question using the question word *when*, he or she is asking a question about time.

*When did the Lakota Sioux shown in this image live on the plains?*

[Point to the same image. Have Group A repeat the question.]

- » The Lakota Sioux shown in this image lived on the plains long ago. [Have Group B repeat the answer.]

**Where:** When someone asks a question using the question word *where*, he or she is asking a question about a place.

*Where did the Sioux live?* [Point to the image of the plains. Have Group B repeat the question.]

- » They lived on the plains. [Have Group A repeat the answer.]

**Why:** When someone asks a question using the question word *why*, he or she is asking for a reason.

*Why did the Sioux have tipis?* [Point to the image of the tipi. Have Group A repeat the question.]

- » They had tipis because they needed shelter. [Have Group B repeat the answer.]



### Interview

Choose any image from the web, and ask your partner a *wh*-question about that image. Your partner will answer the question. Then switch roles, and have your partner ask you a *wh*-question that you will answer.



### Challenge

Have students create their own *wh*-questions.

### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Repeat the *wh*-questions beginning with *who* and *where*, and prompt students to respond using the answers they have practiced.

#### Transitioning/Expanding

Repeat the *wh*-questions or ask additional *wh*-questions about the Lakota Sioux web. Have students use images and information from the web to answer.

#### Bridging

Invite students to ask additional *wh*-questions about the Lakota Sioux web.

## 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   | K6L2  |
| Activity Name      | Interview   |
| Proficiency Levels |   |
| Entering           | Student responds to some <i>wh</i> - questions (e.g., <i>who</i> and <i>where</i> ) with prompting and support. |
| Emerging           | Student responds to some <i>wh</i> - questions (e.g., <i>who</i> and <i>where</i> ).                            |
| Transitioning      | Student responds to <i>wh</i> - questions using information from a web.   |
| Expanding          | Student responds to additional <i>wh</i> - questions using information from a web.                              |
| Bridging           | Student asks and answers questions about information from a web.  |

### Lesson 2: The Lakota Sioux and the Buffalo

## Hands On



**Primary Focus:** Students will design a Lakota Sioux shelter and explain it to a peer.

### SHELTER (10 MIN.)

- Remind students that tribes needed food, clothing, and shelter for survival.
- Emphasize that all Native Americans needed shelter—a place that protected them from the weather and wild animals. Some Native Americans lived in shelters called tipis.



### Show Image 2A-7: Tipi with painted images

The Lakota Sioux often painted beautiful designs or pictures on the buffalo skin they used to make their homes. A design is a pattern of lines, colors, flowers, animals, or shapes used to decorate something.

What kind of design do you see on the tipi in this image?

- Show students the examples of colored and designed tipis you have made using Activity Page 2.2S.
- Give students Activity Page 2.2S. Have them decorate the tipi using shapes, pictures, and patterns that reflect something about the Sioux culture that they have learned about so far. When they complete the tipi, they will share information about it with a peer.
- As students design their tipis, circulate and ask them about the shapes, pictures, and patterns on their tipis.



### Check for Understanding

**Turn and Talk:** Share your tipi with a neighbor, and explain why you decorated it the way you did.

~ End Lesson ~

### Activity Page 2.2S



### Support

#### Sentence frames:

"My shelter is\_\_\_\_\_."

"My shelter has \_\_\_\_\_."

## 3

## NATIVE AMERICANS

## Where's Winona?

## PRIMARY FOCUS OF LESSON

**Reading**

Students will preview the story “Where’s Winona?” through an interactive read-aloud.

**Speaking**

Students will design and describe Native American clothing.

**Listening**

Students will identify the past tense irregular verb *made* and distinguish between it and the present tense verb *make*.

## LANGUAGE PROFICIENCY ASSESSMENT

**Listening****Making Choices [Informal Observation]**

## LESSON AT A GLANCE

|                            | Time    | Materials  |
|----------------------------|---------|--|
| <b>Look Ahead</b>          |         |  |
| Picture Walk               | 10 min. | <input type="checkbox"/> Images 3A-1–3A-12   |
| <b>Hands On</b>            |         |  |
| Native American Clothing   | 15 min. | <input type="checkbox"/> Images 1A-14, 2A-6, 7A-1, 8A-5<br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> scissors and coloring tools |
| <b>Looking at Language</b> |         |  |
| Verbs: <i>Made/Make</i>    | 5 min.  | <input type="checkbox"/> Images 3A-4, 3A-7, 8A-1<br><input type="checkbox"/> Language Proficiency Recording Sheet  |

## ADVANCE PREPARATION

### Hands On

- Prepare Activity Page 3.1S.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe Native American clothing.

### Language Forms and Functions

\_\_\_\_\_ made \_\_\_\_\_.

Today, I will make \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

buffalo  
cradleboards  
plains  
tipis

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

clothing  
doll  
make/made

Start Lesson

### Lesson 3: Where's Winona?

# Look Ahead



**Primary Focus:** Students will preview the story “Where’s Winona?” through an interactive read-aloud.

### PICTURE WALK (10 MIN.)



#### Show Image 3A-1: Mapiya

[Point to Mapiya.] This is Mapiya. She is the main character in this story. The story is about Mapiya and her family.



### Show Image 3A-2: Mapiya's family

This is Mapiya's family. She has a mother, father, grandmother, a little sister, and a little brother. They are all wearing clothes made from buffalo skin. Their house, or tipi, is also made of buffalo skin. *[Use the gestures for shelter and clothes to help students remember.]*



### Show Image 3A-3: Mapiya's family traveling

Her family travels by foot and on horseback in the summer and winter months.



### Show Image 3A-4: Mapiya packing her doll

Mapiya is taking her doll with her on the trip. She is packing her doll very carefully. Her doll's name is Winona. Mapiya's mother made her the doll. It is very special.



### Show Image 3A-5: Sioux camp

Mapiya's family has arrived at the summer camp. All of the other families have arrived, too. Mapiya's mother will now build their house, or tipi. *[Remind students about the tipis they decorated in the previous lesson.]*



### Show Image 3A-6: Mapiya's mother leaning a cradleboard against the tree

Mapiya's mother will raise the tipi near trees. Mother leans baby Chetan's cradleboard against a tree trunk because he is asleep.

### Support

A cradleboard is a board that many Native American tribes used to carry babies.





**Show Image 3A-7: Mapiya's mother erecting the tipi**

[*Emphasize the linking words in italics.*] To build the tipi, Mapiya's mother *first* ties three poles together. *Then*, she pulls them up using a rope. *Next*, she adds more poles to the frame. *Finally*, she adds the cover and pulls it around all of the poles, making the walls for the tipi.



**Show Image 3A-8: Mapiya looking for her doll**

Mapiya wants to build her toy tipi and play with her doll. She looks in her bag but can't find Winona. She is worried that she lost her doll on the long trip.



**Show Image 3A-9: Mapiya talking to her father about her lost doll**

Mapiya asks her father if he has seen her doll. He tells her that he hasn't seen the doll but not to worry.



**Show Image 3A-10: Family scene; Mapiya's mother cooking**

Mapiya finds her mother, who is starting to cook, and asks her if she has seen her doll. Mother says she hasn't seen the doll.



**Show Image 3A-11: Mapiya cheering up Chetan**

Chetan has woken up from his nap and is crying. Mapiya can always make him smile. She goes to him and begins to play by making silly faces. Just then, she notices her doll's feet, and she pulls Winona out from the cradleboard. She is so happy that she has found her doll!



**Show Image 3A-12: Tashna taking Mapiya's doll out of her hands and back to Chetan**

At that moment, Tashna toddles over from Auntie's tipi, with Grandmother trying her best to keep up. Tashna sees the doll. "Nona!" she exclaims. She pulls Winona out of Mapiya's hand and sticks the doll back inside Chetan's cradleboard.

"Now I know who did it!" says Mapiya. "It was Little Sister!"

"You are right, Mapiya!" says Mother. "I suppose tomorrow I will have to make Tashna a doll of her own."

**Ask:** Do you have a special toy that you treasure?

**Lesson 3: Where's Winona?**

# Hands On



**Primary Focus:** Students will design and describe Native American clothing.

**NATIVE AMERICAN CLOTHING (15 MIN.)**



**Show Image 7A-1: Several Native Americans from different tribes**

- Remind students that the Sioux used buffalo skin to make their clothing.
- Mapiya's mother made Winona, the doll, using buffalo skin and beads.
- Tell students that they are going to design a piece of Native American clothing.



**Show Image 8A-5: Native American powwow**

Many Native American women wore dresses with decorative fringe and designs.

## Activity Page 3.1S



### Show Image 2A-6: Items made of soft leather

Many Native American men wore long pants with fringe and beads. Many also wore bands on their arms. *[Point out fringe in the image.]*



### Show image 1A-14: Woodland animals

Many Native Americans wore moccasins on their feet.

- Give students Activity Page 3.1S. Explain that they will decorate their shirts. They can add designs and colors and cut out fringes on their shirts, too.



### Check for Understanding

**Share:** [Have a few student volunteers share information about their Native American clothing. Encourage them to use descriptive language and content-specific vocabulary (e.g., *fringe*).]

### Lesson 3: Where's Winona?

# Looking at Language



**Primary Focus:** Students will identify the past tense irregular verb *made* and distinguish between it and the present tense verb *make*.

## VERBS: MADE/MAKE (5 MIN.)

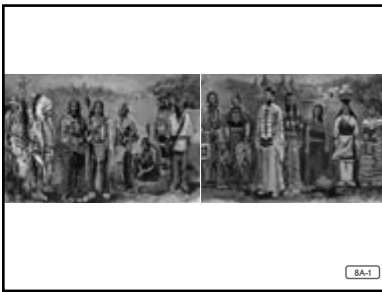
**Note:** The purpose of this activity is to help students understand the direct connection between grammatical structures—such as past tense verbs—and the meaning of text. This activity should be used in conjunction with the complex text images presented in the lesson.

Today we will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.

## Support

Verbs often describe an action, or something you do, such as sleep or jump.

Point behind you to indicate the past.



### Show Image 8A-1: Native Americans of long ago

[Emphasize the bold words as you read.] We listened to a story about Mapiya and her family. Long ago, her mother **made** her dolls. When we say that someone **made** something, it means that it happened in the past.



### Show Image 3A-4: Mapiya packing her doll



### Show Image 3A-7: Mapiya's mother erecting the tipi

Let's talk about what the Lakota Sioux **made**. Say *made* with me three times.

## Support

### Sentence frames:

“\_\_\_\_\_ made \_\_\_\_\_.”

“Today, I make \_\_\_\_\_.”



### Listening Using Verbs and Verb Phrases

#### Entering/Emerging

Use Flip Book images and/or gestures as you say the sentences. Emphasize the verbs *make* and *made*.

#### Transitioning/Expanding

Invite students to repeat the sentence after you and point behind them if the action happened in the past.

#### Bridging

Challenge students to use the past tense verb *made* to tell about the different things the Lakota Sioux made.

The Lakota Sioux **made** dolls.

The Lakota Sioux **made** tipis. [Have students repeat the sentences in a whisper.]

We use the word *made* to show that something happened in the past. [Have students say *made*.]

Tell me some other things Mapiya **made**.

» clothes for her doll; a doll-sized tipi

We use the word *make* when we talk about something that is happening right now. What are some things you like to make today?



Show Image 3A-4: Mapiya packing her doll



### Making Choices

I am going to read some sentences that include either the word *make* or the word *made*. If the sentence includes the word *make*, it means that the action is taking place now, or in the present. If it includes the word *made*, it means that the action took place in the past. Listen carefully for the verb *made*. If you hear *made*, point behind you to show that the action happened in the past.

The Lakota Sioux **made** tipis. (*past*)

I **made** a sandwich last night for lunch. (*past*)

I like to **make** a mess!

Mapiya's mother **made** her a doll for her sixth birthday. (*past*)

I want to **make** a picture for my friend.

## 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   | K6L3  |
| Activity Name      | Making Choices  |
| Proficiency Levels |   |
| Entering           | Student recognizes past tense verbs in a sentence with prompting from the teacher and visual support. |
| Emerging           | Student recognizes past tense verbs in a sentence with visual support.                                |
| Transitioning      | Student repeats the sentence and identifies if it is in the past tense with support.                  |
| Expanding          | Student repeats the sentence and identifies if it is in the past tense.                               |
| Bridging           | Student uses target past tense verbs.   |

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

## 4

## NATIVE AMERICANS

# Little Bear Goes Hunting

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

Students will explain a process using the linking words *first*, *next*, *then*, and *finally*.

Students will demonstrate an understanding of the phrase “practice makes perfect” by describing real-world examples.

**Reading**

Students will review and retell information about the Sioux tribe.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Sioux Review [Informal Observation]

## LESSON AT A GLANCE

|  | Time    | Materials   |
|--|---------|---|
| <b>Looking at Language</b>                       |         |   |
| Making Moccasins                                 | 10 min. | <input type="checkbox"/> Images 2A-6, 4A-3  |
| <b>Connections</b>                               |         |   |
| Sayings and Phrases:<br>"Practice Makes Perfect" | 5 min.  |   |
| <b>Rewind</b>                                    |         |   |
| Sioux Review                                     | 15 min. | <input type="checkbox"/> Image 4A-3<br><input type="checkbox"/> Image Cards 1–4<br><input type="checkbox"/> Resource Page 6.3S<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Rewind

- Use Resource Page 6.3S to copy and cut out enough images of the buffalo, tipi, and plains so that each partner pair has all three images.
- Prepare Language Proficiency Recording Sheet for Reading.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Explain a process using linking words *first*, *next*, *then*, and *finally*.
- Provide real-world examples of the phrase “practice makes perfect.”
- Retell information about the Sioux tribe.

### Language Forms and Functions

**Retell a Process:** First, . . . / Next, . . . / Then, . . . / Finally, . . .

The Lakota Sioux made their clothes from \_\_\_\_\_.

The Lakota Sioux got their food from \_\_\_\_\_.

The Lakota Sioux lived in \_\_\_\_\_.

The Lakota Sioux lived on \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

buffalo  
moccasins  
tipi

#### Tier 2 General Academic Words

environment  
scraped  
shelter  
stretched

#### Tier 1 Everyday Speech Words

cut/sew  
dried  
“practice makes perfect”  
pulled

Start Lesson

## Lesson 4: Little Bear Goes Hunting

# Looking at Language



**Primary Focus:** Students will explain a process using the linking words *first*, *next*, *then*, and *finally*.

## MAKING MOCCASINS (10 MIN.)



### Show Image 2A-6: Items made of soft leather

You have learned that the Sioux tribe used the buffalo for many things, including food and clothes.

In fact, almost every part of the buffalo had a special use for the Sioux.

In the story about Little Bear's family, you learned that the buffalo provided them with warm fur. The buffalo also provided soft leather for moccasins and clothes.



### Show Image 4A-3: Lakota Sioux women making clothes and moccasins

Little Bear is a boy who is a member the Sioux tribe. When he was younger, Little Bear watched his grandmother, mother, and sisters while they worked to make tipis, clothing, and moccasins from buffalo skin. They followed many steps to turn buffalo skin into these things.

- Emphasize the linking words *first*, *then*, *next*, and *finally*. Encourage students to do the motions with you.

First, the skin had to be stretched and scraped.

- Point to the buffalo skin being stretched in the background. Make a scraping motion.

Next, it was soaked (put in water) and dried (put out in the sun) several times.

Then, it was pulled and stretched to make it soft.

- Make a pulling and stretching motion.

Finally, as the last step, the skin was ready to be cut and sewn into the things Little Bear's people needed. Little Bear's sister made him his first pair of moccasins from buffalo skin. She decorated them by sewing a beautiful design with colorful beads.

**Your Turn:** Let's review the steps involved in getting buffalo skin ready to make moccasins.

What happened first? [Point to the buffalo skin being stretched in the background. Make a scraping motion.]

- » First, the skin had to be stretched and scraped.

What happened next?

- » Next, it was soaked and dried several times.

Then what happened?

- » Then, it was pulled and stretched to make it soft.

Finally, what happened at the end?

- » Finally, the skin was ready to be cut and sewn into things people needed.

### Support

Moccasins are soft shoes made of leather. Sometimes moccasins are decorated with beads and feathers.

### Sentence starters:

"First, . . ."

"Next, . . ."

"Then, . . ."

"Finally, . . ."

Remind students they can use these words (*first*, *next*, *then*, and *finally*) when they give someone directions on how to do something.

## Lesson 4: Little Bear Goes Hunting

# Connections



**Primary Focus:** Students will demonstrate an understanding of the phrase “practice makes perfect” by describing real-world examples.

### SAYINGS AND PHRASES: “PRACTICE MAKES PERFECT” (5 MIN.)

- Ask students if they have ever heard the phrase “practice makes perfect.”
- Have them say “practice makes perfect” with you three times.
- Explain that “practice makes perfect” means that someone can get better and better at doing something by practicing a lot, or by doing it over and over and over again.
- Provide students with a few examples of activities they can practice, such as riding a bicycle, writing letters and numbers, playing a sport, etc.
- Have students think about the story “Where’s Winona?,” and ask if they can think of something Mapiya practiced over and over again until she was very good at it.
  - » putting together and taking apart a toy tipi
- Have students think of something Little Bear practiced until he was very good at it.
  - » riding a horse; throwing a pole through the center of a hoop



### Check for Understanding

**Share:** Tell your partner about something you became good at because you practiced it over and over again.

## Lesson 4: Little Bear Goes Hunting

# Rewind



**Primary Focus:** Students will review and retell information about the Sioux tribe.

### SIoux REVIEW (15 MIN.)



#### Show Image 4A-3: Lakota Sioux women making clothes and moccasins

- Help students describe the clothing they see the Lakota Sioux women wearing. Encourage them to talk about the designs on the women's clothes that they see in this image. Talk about designs, patterns, fringe, and colors you notice.
- Show students Image Card 1 (Plains), Image Card 2 (Buffalo), Image Card 3 (Lakota Sioux Women's Clothing), and Image Card 4 (Lakota Sioux Men's Clothing).

### Ask

Where did the Lakota Sioux get their clothes? [Hint: Have students look at what is stretched out behind the women in the image.]

- » The Lakota Sioux made their clothes from buffalo skin.

What did the Lakota Sioux eat as food? [Remind students of the succulent stew and the dried buffalo meat.]

- » The Lakota Sioux got their food from buffalo.

In what type of house did Little Bear and his family live?

- » Little Bear and his family lived in tipis.

Where did the Lakota Sioux live?

- » The Lakota Sioux lived on the plains.

### Image Cards 1–4



### Support

#### Sentence frames:

"The Lakota Sioux made their clothes from \_\_\_\_."

"The Lakota Sioux got their food from \_\_\_\_."

"The Lakota Sioux lived in \_\_\_\_."

"The Lakota Sioux lived on \_\_\_\_."



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Display an image, and identify the key words related to the image. Then repeat the learned sentence frame related to the image.

### Transitioning/Expanding

Invite students to repeat the questions from the lesson, or help them make up their own questions about key details from an image.

### Bridging

Ask additional questions about the tribe's environment, clothing, and food that require key details from the text.



## Sioux Review

[Give students the images of buffalo, tipi, and plains from Resource Page 6.3S.] With a partner, you will retell information about the Sioux tribe.

First, place all your images facedown.

Turn over a card, and use the sentence frame and the image to tell your partner about the Lakota Sioux. For example, if you turn over the buffalo card, you can say "The Lakota Sioux made their clothes from buffalo skin."

Take turns until you have each used all the images.

## 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   | K6L4   |
| Activity Name      | Sioux Review   |
| Proficiency Levels |  |
| Entering           | Student identifies a few key words and phrases about an image with prompting and support.      |
| Emerging           | Student identifies a few key words and phrases about an image.                                 |
| Transitioning      | Student asks and answers questions about key details from an image with prompting and support. |
| Expanding          | Student answers questions using key details from an image.                                     |
| Bridging           | Student responds to questions using key details from the text.                                 |

End Lesson

## NATIVE AMERICANS

# Bear, Gull, and Crow

**PRIMARY FOCUS OF LESSON****Listening**

Students will preview information about the Wampanoag tribe and gather information about the tribe on a web.

**Speaking**

Students will apply the general academic word *spy* in context.

Students will exchange information about the Wampanoag tribe.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Wampanoag Rewind [Informal Observation]**

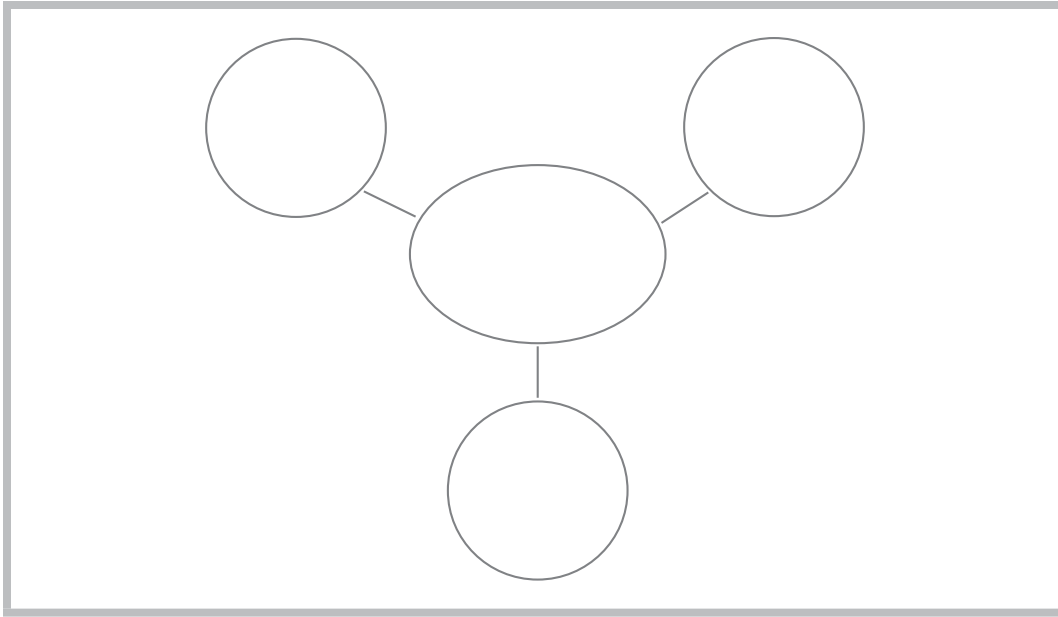
## LESSON AT A GLANCE

|                            | Time    | Materials  |
|----------------------------|---------|--|
| <b>Look Ahead</b>          |         |  |
| Where Are We?              | 10 min. | <input type="checkbox"/> labeled map from Lesson 1<br><input type="checkbox"/> Resource Page 6.4S<br><input type="checkbox"/> Activity Page 5.1S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> tape or glue<br><input type="checkbox"/> picture of corn and squash |
| <b>Vocabulary Building</b> |         |  |
| Word Work: <i>Spy</i>      | 5 min.  | <input type="checkbox"/> Image 5A-6  |
| <b>Rewind</b>              |         |  |
| Wampanoag Review           | 15 min. | <input type="checkbox"/> Wampanoag web<br><input type="checkbox"/> Resource Page 6.4S<br><input type="checkbox"/> envelopes (one per student)<br><input type="checkbox"/> picture of corn and squash<br><input type="checkbox"/> Language Proficiency Recording Sheet                    |

## ADVANCE PREPARATION

### Look Ahead

- Make the following web on the chart paper:



- Duplicate Resource Page 6.4S, and cut out the four images representing the Wampanoag. These images match students' Activity Page 5.1S and will be added to the web. You will use the completed Wampanoag web again later in this unit.
- Prepare Activity Page 5.1S.
- Find a picture of corn and squash to show students.

### **Rewind**

- Make enough copies of the images in Resource 6.4S to hold up in class and to use in the following envelope activity:
  - Plan to put students in groups of approximately four students each. Place one image from Resource Page 6.4S in each envelope. Distribute one envelope to each student so that all four Wampanoag images are represented within each group of students.
- Prepare Language Proficiency Recording Sheet for Speaking.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Exchange information about the Wampanoag tribe.

### Language Forms and Functions

I spy something that is . . .

The Wampanoag lived near \_\_\_\_\_.

The Wampanoag ate \_\_\_\_\_.

The Wampanoag lived in \_\_\_\_\_.

The Wampanoag planted \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

bay  
clams  
coast  
wetu

#### Tier 2 General Academic Words

celebration  
spy

#### Tier 1 Everyday Speech Words

ocean

Start Lesson

## Lesson 5: Bear, Gull, and Crow

# Look Ahead



**Primary Focus:** Students will preview information about the Wampanoag tribe and gather information about the tribe on a web.

### WHERE ARE WE? (10 MIN.)

- Refer to the labeled map from Lesson 1.
- Remind students that, in an earlier lesson, you discussed the environments in which Native Americans lived. Remind them that they learned that the Lakota Sioux lived on the plains. Point to this area on the map.
- Explain that today they are going to learn about another tribe that lived in a different environment. This environment is called coastal, and it is near the ocean. Point to the area on the map and distinguish between the land and water.

### Support

The coast is near the ocean.

- Have students describe what life might be like near the ocean or a bay, which is a smaller body of water connected to the ocean. Have them describe what they might see, smell, and eat.

» I would see the ocean or water. I would smell salty air. I would eat fish, clams, and other seafood.

**Turn and Talk:** Ask your partner to describe what it might be like near the ocean.

## Introduce the Wampanoag

You are going to learn about a tribe called the Wampanoag that lived in this area.

Say *Wampanoag* with me three times.

The Wampanoag lived near the bay, or in a coastal region, and in the forest. [Have students point to the ocean/coastal region on the map.]

- Give students Activity Page 5.1S.
- Point to images of the coast and forest, and tell students that the Wampanoag lived near the ocean and in the forest.
- Have students repeat *near the ocean* and *in the forest* while pointing to the images on their activity pages.
- Point to the clams and explain that besides collecting clams near the bay, the Wampanoag got their food by hunting animals in the forest, fishing in the water, and growing crops like corn and squash on the land.
- Have students say *clams* while pointing to the image on their activity page.
- Point to the wetu and tell students that wetus were the homes of the Wampanoag.
- Have students say *wetu* while pointing to the image on their activity pages.
- Point to the photo of the Wampanoag girl, and tell students that this is what a Wampanoag girl might have looked like long ago.
- Have students say *Wampanoag* while pointing to the image on their activity pages.

## Gather Information: Wampanoag

- Point to the web you prepared in advance. Using images from Resource Page 6.4S, tape or paste the picture of a Wampanoag girl in the middle. Help students complete the web while discussing what they have learned about the Wampanoag. Tape or paste the other images on the web as students make statements about the Wampanoag (e.g., “They lived near the ocean”; “They ate clams”; “They lived in wetus.”).

## Support

Hold up the corresponding images on Resource Page 6.4S as you refer to different items on the activity page.

## Activity Page 5.1S



- You may wish to add or draw other images as students give you information. For example, “They planted corn and squash.” [Show students a picture of corn and squash.]
- Save this Wampanoag web to use later in this unit.

## Lesson 5: Bear, Gull, and Crow

# Vocabulary Building



**Primary Focus:** Students will apply the general academic word *spy* in context.

### WORD WORK: SPY (5 MIN.)

In the story “Bear, Gull, and Crow,” the animals wanted to find out what an appanaug was.

The animals decided to spy on the Wampanoag to find out what the tribe was doing.

**Definition:** To spy means to watch in a secret way.



### Show Image 5A-6: Bear spying

In the story, Bear found a pile of stones, hid behind the trees, and waited.

Bear was able to watch the Wampanoag without being seen.

Say the word *spy* with me three times.

Have you ever tried to spy on something or someone? Think about a time when you tried to spy on something or someone.

**I Spy:** There is a fun game called *I Spy*. In the game, you try to look for something without anyone else noticing what you are looking at. Then, you give clues to your partner to see if she or he can guess what you were spying. Let’s play together. [Choose something in the class, such as the flag, to describe, and give students the opportunity to guess the object after each clue is given.]

- I spy something that has three colors.
- I spy something that is hanging above our heads.
- I spy something that is red, white, and blue.
- Repeat with another object.



### Check for Understanding

**Your Turn:** Now it's your turn. You will play *I Spy* with your partner. Look for something in the class, and give clues starting with the sentence: "I spy something that is \_\_\_\_." Give as many clues as your partner needs. Then switch roles.

### Support

#### Sentence starter:

"I spy something that is ..."

## Lesson 5: Bear, Gull, and Crow

# Rewind



**Primary Focus:** Students will exchange information about the Wampanoag tribe.

### WAMPANOAG REVIEW (15 MIN.)

- Review the Wampanoag environment, food, and shelter.
- Orally complete these sentence frames with students:
  - The Wampanoag lived near \_\_\_\_\_. [Hold up the picture of the ocean.]
    - » The Wampanoag lived near the ocean.
  - The Wampanoag ate \_\_\_\_\_. [Hold up the pictures for clam, corn, and squash.]
    - » The Wampanoag ate clams, fish, squash, and corn.
  - The Wampanoag lived in \_\_\_\_\_. [Hold up the picture of a wetu.]
    - » The Wampanoag lived in a wetu.
  - The Wampanoag planted \_\_\_\_\_. [Hold up the pictures of corn and squash.]
    - » The Wampanoag planted corn and squash.



### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Repeat the sentence frames that were practiced. Have students hold up the correct image and echo the learned sentence frame.

#### Transitioning/Expanding

Repeat or recast student descriptions so that they are clear to group members. Invite group members to hold up the corresponding image.

#### Bridging

Encourage students to use information from the lesson to describe the image.



### Wampanoag Rewind

Each of you has an envelope with a surprise inside. When I tell you to do so, you will all open your envelopes at the same time. You will have time to discuss what is in your envelope. Use the sentence frames we have practiced.

- Signal to students to open their envelopes.
- Give small groups time to discuss and practice the sentence frame that corresponds with their photo.
- Circulate and ask students to state the sentence frame with their group. Encourage students to expand on their explanation of the tribe using details that they learned from today's lesson.

## 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   | K6L5   |
| Activity Name      | Wampanoag Rewind   |
| Proficiency Levels |  |
| Entering           | Student identifies correct image and echoes the learned sentence frame with prompting and support.           |
| Emerging           | Student identifies correct image and echoes the learned sentence frame.                                      |
| Transitioning      | Student matches descriptions to the correct image using provided sentence frames with prompting and support. |
| Expanding          | Student uses a sentence frame and additional key words to tell about the image.                              |
| Bridging           | Student provides key details about the image in complete sentences.  |

End Lesson

## NATIVE AMERICANS

# The Lenape: The People of the Seasons

**PRIMARY FOCUS OF LESSON****Listening**

Students will preview information about the Lenape tribe and gather information about the tribe on a web.

Students will identify and use past tense verbs in a shared language activity.

**Speaking**

Students will exchange information about the Lenape tribe.

**FORMATIVE ASSESSMENT****Speaking****Lenape Rewind [Informal Observation]****LANGUAGE PROFICIENCY ASSESSMENT****Listening****Past Tense Verbs [Informal Observation]**

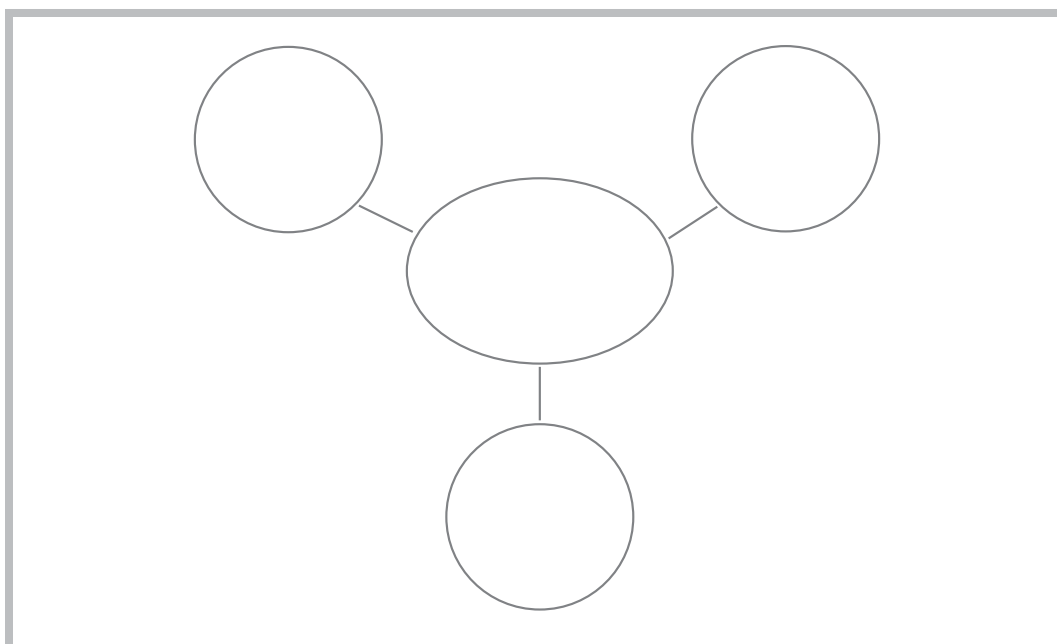
## LESSON AT A GLANCE

|                            | Time    | Materials   |
|----------------------------|---------|---|
| <b>Look Ahead</b>          |         |   |
| Where Are We?              | 10 min. | <input type="checkbox"/> labeled map from Lesson 1<br><input type="checkbox"/> Resource Page 6.5S<br><input type="checkbox"/> Activity Page 6.1S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> tape or glue |
| <b>Looking at Language</b> |         |   |
| Past Tense Verbs           | 5 min.  | <input type="checkbox"/> Images 6A-1, 6A-4<br><input type="checkbox"/> Language Proficiency Recording Sheet   |
| <b>Rewind</b>              |         |   |
| Lenape Review              | 15 min. | <input type="checkbox"/> Lenape web<br><input type="checkbox"/> Resource Page 6.5S  |

## ADVANCE PREPARATION

### Look Ahead

- Make the following web on chart paper:



- Duplicate Resource Page 6.5S, and cut out the four pictures representing the Lenape. These images match Activity Page 6.1S and will be added to the web. You will use the completed Lenape web again later in this unit.
- Prepare Activity Page 6.1S.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

### Rewind

- Duplicate Resource Page 6.5S, and cut out each picture.

**FEATURES OF ACADEMIC LANGUAGE**

| Discourse Features  |                                  |   |
|---|----------------------------------|---|
| <ul style="list-style-type: none"> <li>• Construct sentences using regular past tense verbs.</li> <li>• Contribute to a discussion about the Lenape tribe.</li> </ul>   |                                  |   |
| Language Forms and Functions  |                                  |   |
| <p>Three things the Lenape got from the world around them were _____, _____, and _____.</p> <p>In the spring, the Lenape got _____ by _____.</p> <p>In the summer, the Lenape got _____ by _____.</p> <p>In the autumn, the Lenape got _____ by _____.</p> <p>In the winter, the Lenape got _____ by _____.</p> |                                  |   |
| Vocabulary  |                                  |   |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words                   |
| canoe<br>wigwam<br>woodland   |                                  | seasons: winter, spring,<br>summer, fall<br>trees |



## Lesson 6: The Lenape: The People of the Seasons

## Look Ahead



**Primary Focus:** Students will preview information about the Lenape tribe and gather information about the tribe on a web.

## WHERE ARE WE? (10 MIN.)

- Refer to the labeled map from Lesson 1.

We have discussed the environments of different Native American tribes. You have learned that the Lakota Sioux lived on the plains. [Point to the plains area on the map.]

You have also learned that the Wampanoag lived near the coast and in the forest. [Point to the coastal area on the map.]

Today you are going to learn about another tribe that lived near the Wampanoag but farther inland, or away from the ocean or coast.

The environment in which this tribe lived is called the forest or woodland. What does the word *woodland* make you think of? (*woods or trees*) [Point to the forest area on the map.]

## Support

The woodland is inland from the coast where there are a lot of trees.

## Introduce the Lenape

You are going to learn about a tribe called the Lenape.

Say *Lenape* with me three times.

The Lenape lived in houses called wigwams.

**Ask:**

What were the houses of the Lakota Sioux called? (*tipis*)

What were the houses of the Wampanoag called? (*wetus*)

The Lenape got everything they needed from the world around them. They relied on the seasons of the year to know what to do. [Review the four seasons.]

During the **springtime** they planted crops and went hunting. They hunted by foot.

During the **summertime** they harvested crops and fished. They used canoes to fish and travel on rivers nearby.

During **autumn** they continued to harvest, and they prepared their wigwams for winter.

In the **wintertime** they listened to stories in their wigwams, made clothes, and hunted.

The Lenape did not move around; they lived in one place because they were able to get everything they needed all year long from the world around them.

- Give students Activity Page 6.1S.
- Point to the image of the woodlands, and explain that the Lenape lived in the woodlands.
- Have students repeat *woodlands* while pointing to the image on their activity pages.
- Point to the picture of the deer, turkey, fish, and pumpkins, and name each item. Tell students that these were the foods that the Lenape ate.
- Have students repeat *deer, turkey, fish, and pumpkins* while pointing to the picture on their activity pages.
- Point to the image of a boy in a canoe, and explain that the Lenape also made canoes to travel on rivers.
- Have students repeat *canoe* while pointing to the image on their activity pages.
- Point to the image of wigwams, and explain that the image shows what the homes of the Lenape looked like.
- Have students repeat *wigwam* while pointing to the image on their activity pages.

### Gather Information: Lenape

- Point to the web you prepared in advance. Using images from Resource Page 6.5S, tape or paste the picture of the Lenape boy in the middle. Help students complete the web while discussing what they have learned about the Lenape.
- Tape or paste the other images on the web as students make statements about the Lenape (e.g., "They did different things in different seasons"; "They lived in houses called wigwams"; "They lived in the woodlands"; "They made canoes for traveling"; "They hunted animals"; and "They planted and harvested.").
- Save this web. You will be using this and the other two webs to review the tribes later in this unit.

### Activity Page 6.1S



### Support

Hold up the corresponding images on Resource Page 6.5S as you refer to different items on the activity page.

## Lesson 6: The Lenape: The People of the Seasons

# Looking at Language



**Primary Focus:** Students will identify and use past tense verbs in a shared language activity.

### PAST TENSE VERBS (5 MIN.)

Today we will listen carefully for verbs in a sentence and will see how a verb changes based on when the action is done. [Emphasize the bold words as you read.]



#### Show Image 6A-1 Four seasons of the Eastern Woodlands

The Lenape **lived** their lives season by season.

The verb in this sentence is *lived*. This action happened in the past. We add *-ed* to action words to show that the action happened in the past.

The Lenape **listened** to the earth's rhythm.

#### Ask:

Which verb did you hear? (*listened*)

When did this action happen: right now or in the past? (*past*)

### Support

Verbs describe an action, something you do, such as sleep and jump.

Point behind you to signal the past.



### Check for Understanding

Which verbs do you hear in the following sentences? Point behind you when you hear an action word that shows that the action happened in the past.

- The Lenape **planted** crops. They **planted** corn, squash, and beans. In the springtime, the Lenape men and older boys **hunted**. They **hunted** animals such as bear, deer, elk, and raccoon.

When did these actions happen: right now, or in the past? (*past*)



## Past Tense Verbs

I am going to read some other sentences about this lesson. Listen carefully for verbs with the *-ed* ending that tells us something happened in the past. When you hear the word, point behind you to indicate the action happened in the past.



## Listening Using Verbs and Verb Phrases

### Entering/Emerging

Point to parts of the image and/or use gestures as you say the sentences. Emphasize the past tense verbs.

### Transitioning/Expanding

Invite students to repeat the sentence after you and to point behind them if the action happened in the past.

### Bridging

Challenge students to create their own sentences using past tense verbs.

## Support

Ask students why many of the verbs in this lesson are past tense verbs. (*This lesson is about things that happened in the past.*)



### Show Image 6A-4: The Lenape in the fall

In the autumn the Lenape **harvested** their gourds and pumpkins. They **gathered** nuts, and berries. They **strengthened** their wigwams to prepare for the snow.

**Now you try!** With your partner, use verbs such as *walk*, *talk*, and *play* to make sentences about things that happened in the past. Remember to add *-ed* to each verb to show that the action happened in the past (e.g., “I walked to school today”; “I played with my friend yesterday.”).

## 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   | K6L6  |
| Activity Name      | Past Tense Verbs  |
| Proficiency Levels |   |
| Entering           | Student recognizes past tense verbs in a sentence with prompting from the teacher and visual support. |
| Emerging           | Student recognizes past tense verbs in a sentence with visual support.                                |
| Transitioning      | Student repeats the sentence and identifies if it is in the past tense with support.                  |
| Expanding          | Student repeats the sentence and identifies if it is in the past tense.                               |
| Bridging           | Student uses past tense verbs to make his or her own sentences.                                       |

### Lesson 6: The Lenape: The People of the Seasons

## Rewind



**Primary Focus:** Students will exchange information about the Lenape tribe.

### LENAPE REVIEW (15 MIN.)

- Review what the Lenape did during each season. Use images from Resource Page 6.5S.
- Orally complete these sentence frames:

In the spring, the Lenape got \_\_\_\_\_ by \_\_\_\_\_.

» food such as bear, elk, and raccoon by hunting

In the summer, the Lenape got \_\_\_\_\_ by \_\_\_\_\_.

- » food such as salmon, herring by fishing; food such as corn, beans, and squash by harvesting; animal skins and fur by hunting

In the autumn, the Lenape got \_\_\_\_\_ by \_\_\_\_\_.

- » food such as nuts, roots, strawberries, and raspberries by gathering

In the winter, the Lenape got \_\_\_\_\_ by \_\_\_\_\_.

- » meat such as elk, deer, and raccoon by hunting: clothes made from animal skins and fur by hunting



### Speaking Exchanging Information and Ideas

#### Entering/Emerging

Have students use a sentence frame (e.g., “Three things the Lenape got from the world around them were \_\_\_\_\_, \_\_\_\_\_, and, \_\_\_\_\_.”).

#### Transitioning/Expanding

Have students use a sentence frame along with other key words to tell what the people of the Lenape tribe got from the world around them.

#### Bridging

Have students, using key details, tell what the Lenape people got from the world around them.



### Formative Assessment

**Lenape Rewind:** What are three things the Lenape got from the world around them?

End Lesson

## 7

## NATIVE AMERICANS

# Native American Review, Part I

**PRIMARY FOCUS OF LESSON****Writing**

Students will draw and write about one of the Native American tribes discussed.

**Speaking**

Students will identify the past tense irregular verb *ate* and distinguish between *ate* and the present tense verb *eat*.

**FORMATIVE ASSESSMENT**

Speaking

Turn and Talk [Activity Page 6.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Native American Rewind [Activity Page 7.1S]

## LESSON AT A GLANCE

|                            | Time    | Materials   |
|----------------------------|---------|---|
| <b>Rewind</b>              |         |   |
| Native American Review     | 25 min. | <ul style="list-style-type: none"><li><input type="checkbox"/> Flip Book</li><li><input type="checkbox"/> Lakota Sioux, Wampanoag, and Lenape webs</li><li><input type="checkbox"/> Activity Pages 2.1S, 5.1S, 6.1S, 7.1S</li><li><input type="checkbox"/> drawing materials</li><li><input type="checkbox"/> scissors, glue or tape (optional)</li><li><input type="checkbox"/> Language Proficiency Recording Sheet</li></ul> |
| <b>Looking at Language</b> |         |   |
| Verbs: <i>Eat/Ate</i>      | 5 min.  | <ul style="list-style-type: none"><li><input type="checkbox"/> Image 8A-1</li><li><input type="checkbox"/> Webs: Lakota Sioux, Wampanoag, Lenape</li><li><input type="checkbox"/> Activity Pages 2.1S, 5.1S, 6.1S</li></ul>   |

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Page 7.1S. Students can use the images from Activity Pages 2.1S, 5.1S, or 6.1S to include on their pages.
- Prepare Language Proficiency Recording Sheet for Writing.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Draw/write about one of three Native American tribes.
- Construct sentences using the irregular past tense verb *ate*.

### Language Forms and Functions

The \_\_\_\_\_ ate \_\_\_\_\_ because they lived (in/on/near) the \_\_\_\_\_.  
(tribe)

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

environment  
shelter

eat/ate  
food

Start Lesson

## Lesson 7: Native American Review, Part I

# Rewind



**Primary Focus:** Students will draw and write about one of the Native American tribes discussed.

## NATIVE AMERICAN REVIEW (25 MIN.)

You have been learning about Native Americans, or American Indians. Native Americans were the first-known people to live in North and South America. [Refer to images from the Flip Book and the webs you created for each tribe.]

Who are the three tribes you have been learning about?

» Lakota Sioux, Wampanoag, and Lenape

These tribes all needed clothing, food, and shelter to survive.

In what kinds of shelters did the Lakota Sioux, the Wampanoag, and the Lenape live?

» tipis, wetus, and wigwams

You also learned that each tribe ate different types of food depending on the environment. What were the different types of food and the environments of the three tribes?

- » The Lakota Sioux ate buffalo because they lived on the plains.
- » The Wampanoag ate clams because they lived near the coast.
- » The Lenape ate deer because they lived in the woodlands.



### Native American Rewind

[Give students Activity Page 7.1S.] Draw and write about one of the three tribes you learned about.

In the top-left box, draw the kind of shelter the tribe lived in. In the top-right box, draw a picture of a food eaten by people in the tribe. In the bottom box, draw something that interests you about the tribe (e.g., environment, clothing, etc.). [Students may use images from Activity Pages 2.1S, 5.1S, or 6.1S to include on their pages.]

## 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   | K6L7   |
| Activity Name      | Native American Rewind   |
| 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 labels pictures about a topic with support.                      |
| Expanding          | Student labels pictures about a topic.                                   |
| Bridging           | Student produces phrases and short sentences for pictures about a topic. |

### Support

#### Sentence frame:

"The \_\_\_\_\_ (tribe) ate \_\_\_\_\_ because they lived (in/on/near) the \_\_\_\_\_."

Activity Pages 2.1S, 5.1S, 6.1S, 7.1S



Writing  
Writing

#### Entering/Emerging

Hold up an image from the activity pages, and help students identify what is in the image.

#### Transitioning/Expanding

Label images for students to copy.

#### Bridging

Provide sentence frames for students to describe the environment, food, clothing, and shelter of a particular tribe.

## Lesson 7: Native American Review, Part I

# Looking at Language



**Primary focus:** Students will identify the past tense irregular verb *ate* and distinguish between *ate* and the present tense verb *eat*.

### VERBS: EAT/ATE (5 MIN.)

Today we will listen carefully for verbs in a sentence and will see how a verb changes based on when the action is done.

- Emphasize the bold words as you read. Refer to the webs you have created.



### Show Image 8A-1: Native Americans of long ago

You have learned about three Native American tribes and talked about what they used to eat long ago.

Let's review what the Lakota Sioux used to eat. What did the Lakota Sioux **eat** long ago? (*buffalo*). Let's change the word *eat* to show that it happened in the past.

The word *ate* is used to show that the action happened in the past.

Let's change our sentence to say what the Lakota Sioux ate.

» The Lakota Sioux **ate** buffalo.

- Have students repeat the sentence in a whisper.

Let's talk about what the Wampanoag used to eat. What did the Wampanoag **eat** long ago? (*clams, fish*).

Let's change the word *eat* to show that it happened in the past.

» The Wampanoag **ate** clams.

- Repeat the sentence with other food items.

Let's talk about what the Lenape used to eat. What did the Lenape **eat** long ago? (*fish, deer, corn*).

Let's change the word *eat* to show that it happened in the past.

» The Lenape **ate** deer.

- Repeat the sentence with other food items.

### Support

Point behind you to signal the past.



### Check for Understanding

**Making Choices:** I am going to read some sentences. Listen carefully for a verb that tells us that something happened in the past. When you hear the word, point behind you to show that the action happened in the past.

- The Lenape **ate** deer. (*past*)
- I **ate** a sandwich for lunch yesterday. (*past*)
- I like to **eat** cookies.
- We **ate** lunch at my cousin's house last weekend. (*past*)
- We **eat** dinner at five o'clock every day.



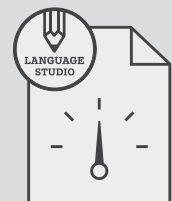
### Formative Assessment

**Turn and Talk** [Refer to Activity Page 6.1S.] In the autumn, the Lenape harvested and hunted for their food. They ate nuts and berries. They ate deer, fish, and birds.

With your partner, use the verb *ate* to tell what the different tribes used to eat long ago. Remember to use the word *ate* in your sentences. [Remind students to refer to Activity Pages 2.1S, 5.1S, or 6.1S.]

End Lesson

Activity Pages 2.1S,  
5.1S, 6.1S



### Support

Ask why many of the verbs in this lesson are past tense verbs. (*This lesson is about things that happened in the past.*)



**Speaking**  
Using Verbs and Verb  
Phrases

### Entering/Emerging

Have students contribute using the word *ate* and the noun for the food.

### Transitioning/Expanding

Have students contribute using the word *ate* in a short sentence.

### Bridging

Have students add details to their ideas.

## 8

## NATIVE AMERICANS

# Native American Review, Part II

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

Students will ask and answer questions about Native American tribes.

Students will identify and use past tense and present progressive tense (*-ing*) verbs in a shared language activity.

**Writing**

Students will write about traditions at family celebrations.

**FORMATIVE ASSESSMENT**

Speaking

Past Tense Verbs [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Interview [Informal Observation]

## LESSON AT A GLANCE

|                              | Time    | Materials   |
|------------------------------|---------|---|
| <b>Talk Time</b>             |         |   |
| Asking <i>Wh</i> – Questions | 10 min. | <input type="checkbox"/> Images 1A-1, 4A-3, 6A-5, 7A-28, 8A-3<br><input type="checkbox"/> Lakota Sioux, Wampanoag, and Lenape webs<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>   |         |   |
| Past Tense Verbs             | 5 min.  | <input type="checkbox"/> Images 6A-4, 8A-1  |
| <b>Write About It</b>        |         |   |
| Traditions                   | 15 min. | <input type="checkbox"/> Activity Page 8.1S   |

## ADVANCE PREPARATION

### Talk Time

- Prepare Language Proficiency Recording Sheet for Speaking.

### Write About It

- Prepare Activity Page 8.1S.

### Note to Teacher

You will be discussing family traditions and celebrations. Please be sensitive to each child's contribution to this discussion.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Ask and answer *wh*- questions about Native Americans.
- Construct sentences using past tense verbs.
- Write about traditions at a family celebration.

### Language Forms and Functions

The Wampanoag eat \_\_\_\_\_ at a celebration.

I like to eat \_\_\_\_\_ at a celebration.

### Vocabulary

#### Tier 3 Domain-Specific Words

appanaug

#### Tier 2 General Academic Words

celebrations  
traditions

#### Tier 1 Everyday Speech Words

party

Start Lesson

## Lesson 8: Native American Review, Part II

# Talk Time



**Primary Focus:** Students will ask and answer questions about Native American tribes.

### ASKING WH- QUESTIONS (10 MIN.)

Today we will practice using question words to ask about Native Americans. Remember, we use the question words *who*, *what*, *when*, *where*, and *why* to ask questions when we want to get more information.

- Divide the class in half, designating Groups A and B.
- Say each question and answer below, then ask students to repeat them with you chorally. Group A will chorally ask the question. Group B will chorally state the answer. Then they will switch roles.



**Show Image 4A-3: Lakota Sioux women making clothes and moccasins.**

**Who:** When someone asks a question using the question word *who*, she or he is asking about a person.

*Who is in this image?* [Have Group A repeat the question.]

- » *Lakota Sioux women and girls are in the image.* [Have Group B repeat the answer.]



**Show Image 6A-5: The Lenape in the winter**

**What:** When someone asks a question using the question word *what*, she or he is asking a question about an object, idea, or action.

*What is he doing?* [Have Group B repeat the question.]

- » *He is telling stories.* [Have Group A repeat the answer.]



**Show Image 8A-3: Native Americans shopping in supermarket**

**When:** When someone asks a question using the question word *when*, she or he is asking a question about time.

*When is this image from?* [Have Group A repeat the question.]

- » *This image is from today.* [Have Group B repeat the answer.]



**Show Image 1A-1: Woods and plains**

**Where:** When someone asks a question using the question word *where*, she or he is asking a question about a place.

*Where did the Lenape and the Lakota Sioux live?* [Have Group B repeat the question.]





## Speaking Exchanging Information and Ideas

### Entering/Emerging

Repeat the *wh*-questions beginning with *who* and *where*, and prompt students to respond using the answers they have practiced.

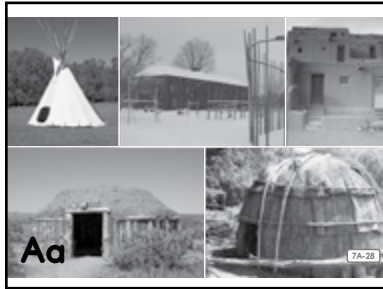
### Transitioning/Expanding

Repeat the *wh*-questions or ask additional *wh*-questions about the images. Have students use the images and information from the webs to answer.

### Bridging

Invite students to ask additional *wh*-questions about the images.

- » *They lived in the woods and plains.* [Have Group A repeat the answer.]



### Show Image 7A-28: Tipi, longhouse, pueblo, hogan, and wetu

**Why:** When someone asks a question using the question word *why*, she or he is asking for a reason.

*Why did different tribes live in different shelters?* [Have Group A repeat the question.]

- » *They lived in different shelters because they lived in different environments.* [Have Group B repeat the answer.]



## Interview

Now it is your turn! Use the images on the webs to think of questions you can ask your partner. Remember to ask *who*, *what*, *where*, *when*, and *why* questions. Your partner can answer by pointing to a picture on the web. Then switch roles with your partner.

## 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   | K6L8  |
| Activity Name      | Interview   |
| Proficiency Levels |   |
| Entering           | Student responds to some <i>wh</i> - questions (e.g., <i>who</i> and <i>where</i> ) with prompting and support. |
| Emerging           | Student responds to some <i>wh</i> - questions (e.g., <i>who</i> and <i>where</i> ).                            |
| Transitioning      | Student responds to <i>wh</i> - questions using information from a web.   |
| Expanding          | Student responds to additional <i>wh</i> - questions using information from a web.                              |
| Bridging           | Student asks and answers questions about information from a web.  |

### Lesson 8: Native American Review, Part II

# Looking at Language



**Primary Focus:** Students will identify and use past tense and present progressive tense (*-ing*) verbs in a shared language activity.

### PAST TENSE VERBS (5 MIN.)

Today we will listen carefully for verbs in a sentence and will see how a verb changes based on when the action is done. [Emphasize the bold words as you read.]

## Support

Point behind you to  
signal the past.

Point to the ground to  
signal the present.



### Show Image 8A-1 Native Americans of long ago

You have **learned** about three Native American tribes. These tribes **lived** in North America long ago.

The verbs in this sentence are *learned* and *lived*. These actions happened in the past. We add *-ed* to action words to show that the action happened in the past.

But, did you know that there are hundreds of tribes **living** in the United States today?

The verb in this sentence is *living*. This action is happening now. We add *-ing* to action words to show that they are happening right now, or in the present.

Listen to this sentence: “Long ago, these Native Americans **hunted** for animals.”

### Ask

Which verb did you hear? (*hunted*)

When did the action happen: right now or in the past? (*past*)

Listen to this sentence: “The Lakota Sioux still have the tradition of **dancing, drumming, and singing**.”

### Ask

Which verbs did you hear in that sentence?

» *dancing, drumming, and singing*

When did these actions happen: right now or in the past? (*right now*)

Let’s change the verbs from present tense, or happening right now, to past tense to show the action happened in the past.

- *Dancing*: What word do you get when you change the ending of the word *dancing* by replacing *-ing* with *-ed* to change it to the past tense? (*danced*)
- *Drumming*: What word do you get when you change the ending of the word *drumming* by replacing *-ing* with *-ed* to change it to the past tense? (*drummed*)



### Formative Assessment

**Past Tense Verbs:** I am going to read some other sentences about this lesson. Listen carefully for verbs with the *-ed* ending that tell us something happened in the past. When you hear these words, point behind you to show the action happened in the past.



### Show image 6A-4: The Lenape in the fall

In the autumn the Lenape **harvested** their gourds and pumpkins. They **gathered** nuts and berries. They **strengthened** their wigwams to prepare for the snow.



### Check for Understanding

**Turn and Talk:** Now you try! With your partner, use verbs such as *walk*, *talk*, and *play* to make sentences about things that happened in the past. Remember to add *-ed* to each verb to show that an action happened in the past.



### Speaking Using Verbs and Verb Phrases

**Entering/Emerging**  
Help students to hear the *-ed* ending in the verb and to understand that the *-ed* ending signals past tense in verbs.

**Transitioning/Expanding**  
Have students identify the past tense verb in sentences and change other verbs into past tense.

**Bridging**  
Have students create their own sentences using past tense verbs.

## Lesson 8: Native American Review, Part II

# Write About It



**Primary Focus:** Students will write about traditions at family celebrations.

### TRADITIONS (15 MIN.)

In the read-aloud you heard, “Native Americans still remember their tribal traditions of long ago.”

Say the word *traditions* with me.

**Definition:** Traditions are customs that are often passed down from one generation to another.

## Support

### Sentence frames:

"The Wampanoag  
eat \_\_\_\_\_ at a  
celebration."

"I like to eat \_\_\_\_\_ at a  
celebration."

## Activity Page 8.1S



## Examples

The Lakota Sioux still carry on the tradition of honoring the buffalo.

The Wampanoag still follow the tradition of having the appanaug, a celebration with a clambake feast.

The Lenape still have the tradition of telling stories about the Great Spirit.

**Do You Remember?** In the story "Bear, Gull, and Crow," you learned about an appanaug, or celebration, that the Wampanoag had long ago and still have today.

## Ask

What would it be like to go to a clambake feast or an appanaug?

» It would be fun; family and friends would be there; there would be lots of food.

What would you do, eat, and say at an appanaug, or celebration?

What do you think you would see on the table at a clambake? What would the Wampanoag eat?

» clams, fish, pumpkin, squash, corn, deer meat

**Share:** What types of traditions or celebrations does your family have? What do you see on the table at one of these celebrations? What do you eat?

[Give students Activity Page 8.1S.] Draw a picture of the different foods you eat during your family celebration.

End Lesson

Language Studio 7

---

# Kings and Queens

---





# Contents



## KINGS AND QUEENS

### Lesson 1 What are Kings and Queens?

153

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "The Royal Family"

**Vocabulary Building** (5 min.)

- Multiple-Meaning Word: *Rules*

**Rewind** (10 min.)

- Two-Column Chart

### Lesson 2 The Royal Family

161

**Look Ahead** (10 min.)

- Around the World

**Vocabulary Building** (5 min.)

- Homophones: *Rain/Reign*

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

- Prince/Princess for a Day

### Lesson 3 King Midas and the Golden Touch

167

**Look Ahead** (10 min.)

- Picture Walk

**Looking at Language** (5 min.)

- What's the Better Word: *Gaze, Peek, or Glare?*

**Rewind** (15 min.)

- "King Midas and the Golden Touch"

### Lesson 4 Old King Cole

175

**Look Ahead** (10 min.)

- Read and Echo: "Old King Cole"

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

- Sentence Builder

**Focus on Text** (10 min.)

- Rhyming Words

### Lesson 5 Sing A Song of Six Pence

183

**Look Ahead** (5 min.)

- Vocabulary Preview: *Rye, Maid*

**Focus on Text** (10 min.)

- Rhyming Words

**Talk Time** (15 min.)

- Acting and Sharing



Lesson 6 The Princess and the Pea190

|   |  |
|---|--|
| <b>Focus on Text</b> (15 min.) <ul style="list-style-type: none"><li>Character/Setting/Plot Map</li></ul> | <b>Rewind</b> (15 min.) <ul style="list-style-type: none"><li>"The Princess and the Pea"</li></ul> |
|---|--|

Lesson 7 Cinderella195

|  |  |  |
|--|--|--|
| <b>Look Ahead</b> (10 min.) <ul style="list-style-type: none"><li>Picture Walk</li></ul> | <b>Vocabulary Building</b> (5 min.) <ul style="list-style-type: none"><li>Multiple-Meaning Word:<br/><i>Ball</i></li></ul> | <b>Rewind</b> (15 min.) <ul style="list-style-type: none"><li>"Cinderella"</li></ul> |
|--|--|--|

Lesson 8 Snow White and the Seven Dwarfs203

|  |   |  |
|--|---|--|
| <b>Look Ahead</b> (10 min.) <ul style="list-style-type: none"><li>Picture Walk</li></ul> | <b>Vocabulary Building</b> (5 min.) <ul style="list-style-type: none"><li>Words ending in <i>-er/-est</i></li></ul> | <b>Write About It</b> (15 min.) <ul style="list-style-type: none"><li>Happily Ever After</li></ul> |
|--|---|--|

## KINGS AND QUEENS

# What Are Kings and Queens?

**PRIMARY FOCUS OF LESSON****Reading**

Students will describe and discuss kings, queens, and royal traditions.

**Listening**

Students will recognize the multiple meanings of the word *rules* in various contexts.

**Writing**

Students will compare and contrast everyday objects and royal objects.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Everyday Life/Royal Life [Activity Page 1.1S]

## LESSON AT A GLANCE

|  | Time    | Materials   |
|--|---------|---|
| <b>Look Ahead</b>                          |         |   |
| Interactive Read-Aloud: “The Royal Family” | 15 min. | <input type="checkbox"/> images 1A-1–1A-4 and 2A-1<br><input type="checkbox"/> world map  |
| <b>Vocabulary Building</b>                 |         |   |
| Multiple Meaning Word: <i>Rules</i>        | 5 min.  | <input type="checkbox"/> Poster 1M  |
| <b>Rewind</b>                              |         |   |
| Two-Column Chart                           | 10 min. | <input type="checkbox"/> Activity Pages 1.1S and 1.2S<br><input type="checkbox"/> scissors<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## 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. 1A-2: King Richard II
2. 1A-3: Crown
3. 1A-1: Palace
4. 2A-1: King George V and family

### Rewind

- Prepare a two-column chart, using Activity Page 1.1S as a guide. Label the left column “Everyday Life” and the right column “Royal Life.”
- Prepare Activity Pages 1.1S and 1.2S. Students will cut out the images and categorize them on their individual charts as everyday items or royal items.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe and discuss kings, queens, and royal traditions.
- Compare and contrast everyday objects with royal objects.

### Language Forms and Functions

\_\_\_\_\_ is a royal object.

It is good be a king or queen because . . .

**Compare:** Both everyday life and royal life have \_\_\_\_\_.

**Contrast:** Everyday life has \_\_\_\_\_. Royal life has \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

kingdom  
orb  
scepter  
servant

#### Tier 2 General Academic Words

advantages/disadvantages  
power  
royal  
rules  
symbol

#### Tier 1 Everyday Speech Words

crown  
jewels  
king/prince/princess/  
queen  
palace  
wear

Start Lesson

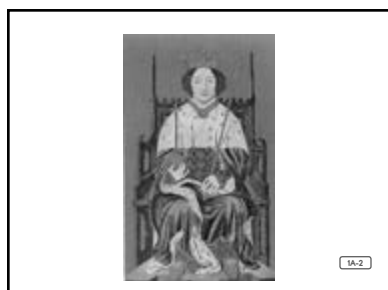
## Lesson 1: What are Kings and Queens?

# Look Ahead



**Primary Focus:** Students will describe and discuss kings, queens, and royal traditions.

## INTERACTIVE READ-ALOUD: “THE ROYAL FAMILY” (15 MIN.)



### Show Image 1A-2: King Richard II

“It’s good to be king.” That’s what people say to show that they are happy to be in charge and to have people listen to them and serve them, just like a king. If you walked into a palace where the king and queen lived and you saw this man, you would immediately—or very quickly—know that this man was the king.

This king's name was King Richard the second of England.

*[Point to England on a map. Have students repeat, "King Richard the Second of England."]*

When King Richard II was king, he was the most important and powerful person in the kingdom. King Richard II's kingdom was England; everyone in his kingdom listened to King Richard and did as he said—"It's good to be king!"

The king and his royal family had many advantages—there were many good things about being in a royal family. The royal family always got the best of everything: the best houses, the best clothing, and the best food—"It's good to be king!"

They did not have to clean up after themselves. They did not have to cook. They did not even need to dress themselves or brush their own hair—"It's good to be king!"

The royal family had servants do all the work inside the palace.

Everything the king and queen had was called royal. Anything that belonged to the king or queen was royal.

*[Point to each item as you mention it.]*

The soft, fluffy robes King Richard II wore were called royal robes.

The slippers he wore were called royal slippers. The throne he sat on was called the royal throne. If something was royal, only someone in the royal family was allowed to use it.

Do you see two things that King Richard II is holding in his hands?

*[Invite a student to point out the objects.]*

In one hand he is holding the royal orb. The royal orb is shaped like a ball and is made out of gold and decorated with jewels.

*[Have students repeat royal orb while making a circle with their hands.]*

In the other hand he is holding the royal scepter. The royal scepter looks like a rod or a wand.

*[Have students repeat royal scepter while pretending to hold a rod or a wand.]*

The king holds the royal orb and royal scepter to remind—or to make sure people remember—that he is in charge and has the power—"It's good to be king!"



### Show Image 1A-3: Crown

Kings and queens wear crowns. Crowns are not regular hats like the ones you would wear to a baseball game or the hats you wear in the winter to help keep your head warm. The crown is an important symbol of the king's power. A *symbol* is something that stands for something else; when we see it, we think

of something else. When people see the crown, they know that the person wearing the crown is important and powerful.

This crown is made of gold and many pearls and jewels.

*[Point to the pearls and jewels.]*

Can you name a royal object you have seen or heard about?



### Show Image 1A-1: Palace

**Ask:** Can you guess who lives in this building?

*[Call on two students to answer.]*

Kings and queens had the biggest and best homes in the kingdom. They are called palaces. Palaces are also sometimes called castles.

This palace belonged to a queen of France. It has 440 rooms inside!

The king or queen rules his or her kingdom from the palace. The king or queen makes important decisions for the people of the kingdom, and the people must listen to and obey the king or queen's rules.

Long ago, there were many, many kingdoms in the world that were ruled by a king or a queen. But today there are not as many kingdoms or kings and queens as there used to be.

*[You may wish to review and point out some countries that still have kings and queens (e.g., Japan, Denmark, Spain, Jordan, and Thailand).]*

## Support

### Sentence frame:

"\_\_\_\_\_ is a royal object."



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Have students refer to images 1A-2 and 1A-4 and use key words to describe the features in the picture that show this is a king.

### Transitioning/Expanding

Prompt students to add details to their description.

### Bridging

Have students refer to an image and use key words and details to describe the image.



### Show Image 2A-1: King George V and family

But being a prince or princess is not all fun and games. There are also disadvantages—or not-so-good things about being in a royal family.

Princes and princesses cannot do whatever they want. They cannot play with whomever they want. They do not go to school with all

the other children. They cannot go outside the palace whenever they want to. They have to be careful about everything they do. They have to behave in a royal manner at all times. And once they become king or queen, they will have the big responsibility of making decisions for the whole kingdom and all the people living in the kingdom. Every day they will have to think about what is best for the kingdom. If they make a wrong decision, the people will be unhappy with them. So there are both advantages and disadvantages to being part of a royal family.

### Support

**Sentence starter:** “It is good to be a king because. . .”



### Check for Understanding

**Turn and Talk:** Is it really “good to be king?” What do you think?

## Lesson 1: What are Kings and Queens?

# Vocabulary Building



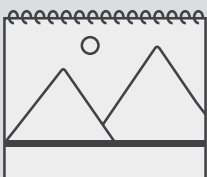
**Primary Focus:** Students will recognize the multiple meanings of the word *rules* in various contexts.

### MULTIPLE MEANING WORD: RULES (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 1M (Rules).] In the read-aloud, you heard, that “the king or queen rules [the] kingdom.” Here, *rules* means leads and makes decisions. Which picture shows this? (*one*)

### Poster 1M



*Rules* can also mean other things. *Rules* can mean directions for how to do something, like play a game. Which picture shows this? (*two*)

I'm going to say some sentences using the word *rules*. Hold up one finger if my sentence tells about *rules* in picture one; hold up two fingers if my sentence tells about *rules* in picture two.

- King Richard III rules England. (*one*)
- Are you sure you know the rules for soccer? (*two*)
- One of the rules in our classroom is [state the rule]. (*two*)
- Queen Elizabeth II rules Great Britain. (*one*)
- [Your name or the king or queen of the day] rules this classroom. (*one*)
- Can you please tell me the rules to this game? (*two*)



### Listening Analyzing Language Choices

#### Entering/Emerging

Have students point to the picture that represents the meaning of *rules* that is used in the example sentence.

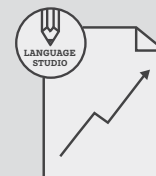
#### Transitioning/Expanding

Have students hold up one finger if the sentence tells about *rules* in picture one, and hold up two fingers if the sentence tells about *rules* in picture two.

#### Bridging

Have students brainstorm with a partner to think of synonyms or their own definitions for each form of *rules*, and share their ideas with the class.

### Activity Pages 1.1S, 1.2S



## Lesson 1: What are Kings and Queens?

# Rewind



**Primary Focus:** Students will compare and contrast everyday objects and royal objects.

### TWO-COLUMN CHART (10 MIN.)

- Show students the two-column chart you have created. Point to and name each column, “Everyday Life” and “Royal Life.”
- Give students Activity Pages 1.1S and 1.2S. Tell students to look at the images on Activity Page 1.2S and think about whether the images belong in the Everyday Life column or the Royal Life column.
- Point to the Everyday Life column, and explain that everyday life includes objects and activities that students are familiar with, such as their houses, what they wear, and what they do for fun.
- Point to the Royal Life column, and remind students that they learned about royal families.
- Have students work individually or in pairs to cut out the images on Activity Page 1.2S, and paste them into the appropriate category. Check students’ progress as they work.



## Support

### Sentence frames:

"Everyday life  
has \_\_\_\_\_.  
Royal life has \_\_\_\_\_.  
"Both everyday life and  
royal life have \_\_\_\_\_."



Writing  
Interacting via Written  
English

### Entering/Emerging

Hold up an image from  
the activity page and  
help students identify  
what is in the image.  
Ask, "Does this picture  
belong in the column  
for everyday life or the  
column for royal life?"

### Transitioning/Expanding

Label the images  
for students to copy.  
Encourage students to  
list items from everyday  
life and royal life.

### Bridging

Provide sentence  
frames for students to  
compare and contrast  
everyday life with royal  
life.



## Everyday Life/Royal Life

As a class, review the two categories, and write where each picture goes on the chart. Review the two columns and talk about the similarities and differences between everyday life and royal life.

## 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   | K7L1  |
| Activity Name      | Everyday Life/Royal Life                                |
| Proficiency Levels |   |
| Entering           | Student categorizes images with support.                |
| Emerging           | Student categorizes images.                             |
| Transitioning      | Student copies names from labeled images.               |
| Expanding          | Student lists examples from labeled images.             |
| Bridging           | Student compares and contrasts two topics with support. |

End Lesson

## KINGS AND QUEENS

# The Royal Family

**PRIMARY FOCUS OF LESSON****Listening**

Students will describe and discuss current royal families.

Students will recognize the difference between words that sound alike (*rain*, *reign*) but have different meanings.

**Writing**

Students will draw a picture and describe what life would be like as a prince or princess.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Prince/Princess [Informal Observation]

## LESSON AT A GLANCE

|                               | Time    | Materials   |
|-------------------------------|---------|---|
| <b>Look Ahead</b>             |         |   |
| Around the World              | 10 min. | <input type="checkbox"/> world map<br><input type="checkbox"/> pictures of current royal families<br><input type="checkbox"/> pins and colored string |
| <b>Vocabulary Building</b>    |         |   |
| Homophones: <i>Rain/Reign</i> | 5 min.  |   |
| <b>Write About It</b>         |         |   |
| Prince/Princess for a Day     | 15 min. | <input type="checkbox"/> drawing paper, drawing tools<br><input type="checkbox"/> Language Proficiency Recording Sheet                                |

## ADVANCE PREPARATION

### Look Ahead

- Find examples of countries that currently have kings or queens, and print pictures of four or five of these royal families to show to students. You will also need a world map, pins, and colored string.

### Write About It

- Prepare Language Proficiency Recording Sheet for Writing.

### Note to Teacher

You may wish to conduct group research about a current royal family and learn about that royal family as a class.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the domain-specific word *reign*.
- Draw a picture that describes life as a royal.

### Language Forms and Functions

\_\_\_\_\_ reigns over my family because . . .

**Tell a Story:** I am (prince/princess) \_\_\_\_\_. I like \_\_\_\_\_ and \_\_\_\_\_. Here I am . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

crown prince/princess  
reign

#### Tier 2 General Academic Words

power  
royal

#### Tier 1 Everyday Speech Words

crown  
king/president

Start Lesson

## Lesson 2: The Royal Family

# Look Ahead



**Primary Focus:** Students will describe and discuss current royal families.

### AROUND THE WORLD (10 MIN.)

- Show students a map of the world. Point to the United States. Then point to the country of Greece. Point out that Greece is mainly surrounded by a body of water called the Mediterranean Sea. Tell students that they will hear a story that comes from Greece, “King Midas and the Golden Touch.”
- You may wish to mention that, like France, Greece had kings and queens *long ago*, but *now* Greece no longer has kings and queens. Greece’s leader is a president.
- Use pins to point out countries that still have kings and queens today. Then, using colored string, connect the pins to pictures of the current kings, queens, or royal families of those countries. Use this as an opportunity to review key vocabulary and concepts about royal families by asking students the following questions about the pictures:
  - What are the queens and kings wearing?



**Listening**  
Exchanging  
Information and Ideas

### Entering/Emerging

Have students answer *yes/no* questions about the images of kings and queens. Invite students to point to the part of the image you are talking about.

### Transitioning/Expanding

Have students take turns describing what they see in the images.

### Bridging

Challenge students to compare and contrast images of two different kings and queens.

- Where do they live?
- What activities are they doing?

## Lesson 2: The Royal Family

# Vocabulary Building



**Primary Focus:** Students will recognize the difference between words that sound alike (*rain, reign*) but have different meanings.

### HOMOPHONES: RAIN/REIGN (5 MIN.)

- The time when a king is the king is called a king's reign.
- Say the word *reign* with me three times.

**Definition:** *Reign* is the amount of time when a king or ruler is in charge of a country. *Reign* can also mean to rule, as in "The French king reigns, or rules, over the kingdom of France."

**Example:** When the king dies, his reign ends, and one of the children from the royal family becomes the new ruler.

## Support

### Sentence starter:

"\_\_\_\_\_ reigns over my family because . . ."



### Check for Understanding

**Turn and Talk:** Think about who makes the rules in your family. Who do you think reigns over your family?

**Homophones:** There are some words that sound the same but mean different things. Which word sounds like the word *reign* we learned about when talking about kings and queens? What about the rain that falls from the sky? These words sound the same but have different meanings.

**Making Choices:** I am going to say several sentences. If the sentence I say describes *reign* as in a king's reign, stand up and boldly say, "That is like a king's reign." If the sentence I say describes *rain* as in the rain that falls from the sky, make raindrop motions with your fingers and say, "That is like the rain that falls from the sky."

- You wear boots and use an umbrella to protect you from the rain. (*rain*)
- My mom reigns over our house; everybody does what she says. (*reign*)
- The outdoor game was canceled because of the rain. (*rain*)
- King Louis XIV's reign over France lasted for seventy-two years. (*reign*)
- Sometimes people say, "It's raining cats and dogs," when it is raining very hard. (*rain*)

## Lesson 2: The Royal Family

# Write About It



**Primary Focus:** Students will draw a picture and describe what life would be like as a prince or princess.

### PRINCE/PRINCESS FOR A DAY (15 MIN.)

- Have students think about what it might be like to be a prince or princess of a royal family for one day. Some questions to consider:
  - What would you wear?
  - What would you do?
  - What would you play?
  - With whom would you play?
- Have students draw themselves being princes or princesses for a day.
- Encourage students to narrate what they are doing as princes or princesses in their pictures.
- They may even wish to give themselves royal names: Crown Prince [Name], Archduke [Name], or Princeling [Name], for a boy; Crown Princess [Name], Princess Royal [Name], or Archduchess [Name], for a girl.
- After they have finished their drawings, help them create simple stories about what they have imagined.

## Support

### Story frames:

"I am (prince/princess) \_\_\_\_\_. I like \_\_\_\_\_ and \_\_\_\_\_."

### Sentence starter:

"Here I am . . . (activity)"



## Writing Writing

### Entering/Emerging

Display images related to royal life.

### Transitioning/Expanding

Provide a written word bank of key words related to royalty. Invite students to dictate simple sentences or a short story about their pictures.

### Bridging

Provide a simple story starter for students to write their own short stories.



## Formative Assessment

**Prince/Princess:** Share what you have drawn and written in small groups. Describe what you are doing in your picture.

## 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   | K7L2   |
| Activity Name      | Prince/Princess  |
| Proficiency Levels |  |
| Entering           | Student draws picture related to topic.                    |
| Emerging           | Student draws and describes picture related to topic.      |
| Transitioning      | Student copies key words related to topic.                 |
| Expanding          | Student dictates a short story to describe pictures.       |
| Bridging           | Student composes short story using a simple story starter. |

End Lesson

## KINGS AND QUEENS

# King Midas and the Golden Touch

**PRIMARY FOCUS OF LESSON****Reading**

Students will describe images from the story “King Midas and the Golden Touch.”

**Listening**

Students will distinguish between words that have similar meanings.

**Speaking**

Students will retell “King Midas and the Golden Touch.”

**FORMATIVE ASSESSMENT**

Speaking

Retelling [Activity Page 3.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

What’s the Better Word? [Informal Observation]



## LESSON AT A GLANCE

|  | Time    | Materials   |
|--|---------|---|
| <b>Look Ahead</b>  |         |   |
| Picture Walk   | 10 min. | <input type="checkbox"/> images 3A-1–3A-4<br><input type="checkbox"/> world map<br><input type="checkbox"/> fake gold coins in a bag; fake gold jewelry |
| <b>Looking at Language</b>   |         |   |
| What's the Better Word : <i>Gaze</i> , <i>Peek</i> , or <i>Glare</i> ? | 5 min.  | <input type="checkbox"/> image 3A-1<br><input type="checkbox"/> Language Proficiency Recording Sheet  |
| <b>Rewind</b>  |         |   |
| "King Midas and the Golden Touch"                                      | 15 min. | <input type="checkbox"/> Image Cards 1–6<br><input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> paper, scissors, glue, and tape     |

## ADVANCE PREPARATION

### Look Ahead

- Bring in examples of fake gold coins in a bag and fake gold jewelry for students to handle and describe.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

### Rewind

- Prepare Activity Page 3.1S.

### Note to Teacher

This story presents the concepts of greed and the desire of wanting more of something. You may wish to talk with students about how King Midas might be feeling when he counts his gold but is still not satisfied. In the end, King Midas learns an important lesson about valuing people, especially loved ones, over gold and riches. You may wish to discuss with students why this is a good lesson to learn.

The popular saying "having the golden touch" is from this story. You may wish to explain after telling the story that "having a golden touch" is a saying that could be used to talk about someone who seems to make money easily,

or who is very skillful or good at something. For instance, if someone keeps scoring points over and over again while playing basketball, you could say she has the golden touch for basketball. Or if someone is very good at fixing things, that person has a golden touch for fixing things.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |  |
|---|----------------------------------|--|
| <ul style="list-style-type: none"><li>Describe images from a story.</li><li>Retell a story.</li></ul> |                                  |  |
| Language Forms and Functions  |                                  |  |
| _____ is strange.<br>In this picture, I notice that. . . This is strange because . . .                |                                  |  |
| Vocabulary  |                                  |  |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words                                |
|   | golden<br>treasures              | basement<br>daughter<br>gold<br>stranger<br>"the golden touch" |

Start Lesson

### Lesson 3: King Midas and the Golden Touch

# Look Ahead



**Primary Focus:** Students will describe images from the story "King Midas and the Golden Touch."

## PICTURE WALK (10 MIN.)

### Where Are We?

- Show students a map of the world. Point to the United States. Then point to the country of Greece. Point out that Greece is mainly surrounded by a body of water called the Mediterranean Sea. Tell students that today's story comes from Greece.
- Tell students that the story they will hear is called "King Midas and the Golden Touch."

### Support

Long ago Greece had kings and queens, but now Greece's leader is a president.

- Tell students that you will take a picture walk through some of the pictures in this story together. Explain that a picture walk involves looking at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.
- Tell students that these pictures were drawn by someone—that person is called the illustrator.
- Tell students that this story was created by someone—that person is called the author. Because this story was told orally a long, long time ago, the author is unknown.



**Show Image 3A-1: King Midas and Marygold looking at the sunset**

- Identify two characters in the story: King Midas and Marygold. Have students name these characters with you.
- Mention that Marygold is King Midas's daughter.

**Ask:** If Marygold is the only child of King Midas, what would she be called? (*crown princess*)



**Show Image 3A-2: King Midas**

- Tell students that this is King Midas in the basement with his treasures. Ask students to point out some of his treasures (e.g., the golden goblets, the ruby ring, gold coins, and gold bar).

**Define:** A *basement* is a room of a house that is underground. [Ask if any students have basements in their homes or if they have ever been inside a basement.]



### Show Image 3A-3: King Midas and stranger

- Ask students what is special about the other character in this picture.

**Define:** A *stranger* is someone you do not know.



### Show Image 3A-4: King Midas touching his shoes



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Point to a specific part of an image and model using the sentence frame: “\_\_\_\_\_ is strange.”

### Transitioning/Expanding

Have students answer using the sentence frame.

### Bridging

Encourage students to support their answer by using the sentence starter: “In this picture, I notice that. . . This is strange because . . .”



### Check for Understanding

**Turn and Talk:** Tell your partner if you see something strange in this picture.

## Lesson 3: King Midas and the Golden Touch

# Looking at Language



**Primary Focus:** Students will distinguish between words that have similar meanings.

### WHAT'S THE BETTER WORD: GAZE, PEEK, OR GLARE? (5 MIN.)



### Show Image 3A-1: King Midas and Marygold looking at the sunset

When [King Midas] gazed at the gold colored clouds, he would wish the clouds were real gold.

**Definition:** When you gaze at something, you look at it for a long time. Sometimes

### Support

Use gestures to represent each of the words.



### Listening Analyzing Language Choices

#### Entering/Emerging

Hint at the correct answer by doing the gesture for the word. Encourage students to say the words as they act them out.

#### Transitioning/Expanding

Emphasize the two word choices.

#### Bridging

Model answering using complete sentences.

you are thinking about something, and sometimes you are daydreaming while you gaze at something.

**Examples:** You can gaze at the stars and make a wish; you can gaze at the clouds in the sky and daydream.

**Act it Out:** We are going to act out the word *gaze*. [Stare up at a particular object in the classroom.] Now everyone join me in acting out the word *gaze*.

Here are two other words that also have to do with looking at something, but they are different from *gaze*.

**Definition:** *Peek* means to look quickly at something.

**Example:** Goldilocks peeked in the window to see if anybody was home.

**Act it Out:** We are going to act out the word *peek*. [Make a peek-a-boo motion with your hands over your face.] Now everyone join me in acting out the word *peek*.

**Definition:** *Glare* means to look at something in an angry way.

**Example:** Marygold glared at her father when he turned her roses into gold.

**Act it Out:** We are going to act out the word *glare*. [Wrinkle your eyebrows and put your hands on your hips.] Now everyone join me in acting out the word *glare*.



### What's the Better Word?

Let's practice using these words: *gaze*, *peek*, *glare*. Can everyone show me *gaze*? Can everyone show me *peek*? Can everyone show me *glare*?

Now, I will say a sentence. I want you to make the motion of the word that you think is the best fit for this sentence. I will give you two choices. [You may use prompts, giving students a choice between two words, for all sentences or for only a few sentences.]

- Does Sharay *glare* or *gaze* at the night sky? (*gaze*)
- Does Jordan's father *peek* or *gaze* into the car? (*peek*)
- Daniel and Rhys are playing hide and seek. Rhys takes a quick look around

the corner to see if Daniel is coming. Does Rhys *peek* or *glare* around the corner?(*peek*)

- Robin is not happy with her younger sister, who drew on her book. Does Robin *glare* or *gaze* at her sister? (*glare*)
- Luis takes Frances's toy truck without asking. Does Frances *peek* or *glare* at Luis? (*glare*)
- Tanya looks at the same page of the book for a very long time. Is Tanya *gazing* or *peeking* at the page? (*gazing*)

## 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   | K7L3  |
| Activity Name      | What's the Better Word?   |
| Proficiency Levels |   |
| Entering           | Student distinguishes between two frequently used words with prompting and support.                             |
| Emerging           | Student distinguishes between two frequently used words.  |
| Transitioning      | Student distinguishes how two words with similar meanings produce different effects with prompting and support. |
| Expanding          | Student distinguishes how two words with similar meanings produce different effects.                            |
| Bridging           | Student distinguishes how several different words with similar meanings produce different effects.              |



### Support

Reduce the number of images to three images that represent the beginning, middle, and end of the story.



### Speaking Understanding Cohesion

### Entering/Emerging

Talk about the story with students and ask guiding questions (e.g., “What happened first?”; “What happened here?”; and “Who is this?”) to form a joint construction retelling of the story.

### Transitioning/Expanding

Use guiding questions with key temporal words as a model for students to retell the story.

### Bridging

Have students use temporal transition words as they retell the story.

## Lesson 3: King Midas and the Golden Touch

# Rewind



**Primary Focus:** Students will retell “King Midas and the Golden Touch.”

### “KING MIDAS AND THE GOLDEN TOUCH” (15 MIN.)

- Hold up Image Cards 1–6, in order, as the class describes what is happening in each illustration. Encourage students to use this unit’s vocabulary and temporal words such as *first*, *next*, *then*, *after that*, and *finally*.
- Give each student Activity Page 3.1S, a blank piece of paper, scissors, and glue or tape.
- Tell students the following instructions:
  - This activity page has pictures of events, or what happened, from “King Midas and the Golden Touch.”
  - First, cut out the six pictures.
  - Next, think about what is happening in each picture, and arrange the pictures in the correct order to show the proper sequence of events.
  - Glue or tape the pictures on a separate piece of paper in the correct order.



### Formative Assessment

**Retelling:** Work with your partner or home-language peers to retell this story.

End Lesson

## KINGS AND QUEENS

# Old King Cole

**PRIMARY FOCUS OF LESSON****Listening**

Students will use motions while echoing the poem “Old King Cole.”

**Speaking**

Students will produce and expand complete sentences in a shared language activity.

**Listening**

Students will identify rhyming words in the poem “Old King Cole.”

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



## LESSON AT A GLANCE

|                                | Time    | Materials   |
|--------------------------------|---------|---|
| <b>Look Ahead</b>              |         |   |
| Read and Echo: “Old King Cole” | 10 min. | <input type="checkbox"/> image 4A-1<br><input type="checkbox"/> video of “Old King Cole” (optional) |
| <b>Looking at Language</b>     |         |   |
| Sentence Builder               | 10 min. | <input type="checkbox"/> image 4A-1   |
| <b>Focus on Text</b>           |         |   |
| Rhyming Words                  | 10 min. | <input type="checkbox"/> Language Proficiency Recording Sheet                                       |

## ADVANCE PREPARATION

### Look Ahead

- Find the music for “Old King Cole” to play for the class in preparation.  
Optional: Find a child-friendly video of “Old King Cole” for students to enjoy after learning this nursery rhyme.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Create and expand detailed sentences using connecting words.
- Identify and generate rhyming words.

### Language Forms and Functions

The king likes \_\_\_\_\_ and \_\_\_\_\_.

The king has \_\_\_\_\_ (adj.) \_\_\_\_\_ (noun).

\_\_\_\_\_ rhymes with \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

fiddle/fiddler  
merry old soul  
pipe

#### Tier 2 General Academic Words

compare  
merry  
rare  
soul

#### Tier 1 Everyday Speech Words

bowl  
king

Start Lesson

## Lesson 4: Old King Cole

# Look Ahead



**Primary Focus:** Students will use motions while echoing the poem “Old King Cole.”

## READ AND ECHO: “OLD KING COLE” (10 MIN.)



### First Read

#### Show Image 4A-1: Old King Cole

*Old King Cole was a merry old soul,*

*And a merry old soul was he;*

*He called for his pipe, and he called for  
his bowl,*

*And he called for his fiddlers three.*

*Every fiddler had a very fine fiddle,*

*And a very fine fiddle had he.*

*Oh, there's none so rare as can compare  
With King Cole and his fiddlers three.*

## Second Read with Motions

**Directions:** I am going to say the lines of “Old King Cole” and do some motions. Repeat the words after me.



### Show Image 4A-1: Old King Cole

*[With an exaggerated smile, swing your arms to the beat of the rhyme.]*

*Old King Cole was a merry old soul,*

*[Explain that this means that Old King Cole was a very happy person.]*

*And a merry old soul was he;*

*He called for his pipe, and he called for his bowl,*

*[Explain that in this poem, a bowl means a cup or a goblet that the king drinks from. Make the shape of a bowl with your hands.]*

*And he called for his fiddlers three.*

*[Remind students that a fiddler is someone who plays the fiddle, or violin. For the second stanza, move your arms back and forth like you are playing the fiddle to the beat of the rhyme.]*

*Every fiddler had a very fine fiddle,*

*And a very fine fiddle had he.*

*[Explain that a fine fiddle is a very nice fiddle.]*

*Oh, there's none so rare as can compare*

*With King Cole and his fiddlers three.*

*[Explain that this means there are very few things that could be better than listening to the fiddlers play music.]*

## Third Read Using Echo Technique with Motions

**Directions:** I am going to say the first line of “Old King Cole” and do the motions that go with it. Then you will echo the words as you also repeat the motions.



### Show Image 4A-1: Old King Cole

*[Pause after each line to give students time to echo and do the motions. Have students swing their arms to the beat of the rhyme, with smiles on their faces.]*

*Old King Cole was a merry old soul,  
And a merry old soul was he;  
He called for his pipe, and he called for  
his bowl,*

*[Have students make the shape of a bowl with their hands.]*

*And he called for his fiddlers three.*

*[Have students pantomime playing the fiddle. For the second stanza, have students continue to move their arms back and forth like they are playing the fiddle to the beat of the rhyme.]*

*Every fiddler had a very fine fiddle,  
And a very fine fiddle had he.  
Oh, there's none so rare as can compare  
With King Cole and his fiddlers three.*

#### Lesson 4: Old King Cole

# Looking at Language



**Primary Focus:** Students will produce and expand complete sentences in a shared language activity.

### SENTENCE BUILDER (10 MIN.)

**Note:** There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so they are grammatically correct. Once students have mentioned two ideas, combine them to make one sentence.



## Speaking Connecting Ideas

### Entering/Emerging

Help students combine sentences using connecting words (e.g., *and*, *but*, *so*) by modeling combined sentences using their simple sentence examples.

### Transitioning/Expanding

Have students combine sentences using a variety of connecting words (e.g., *and*, *because*, *then*) and encourage them to use the appropriate connecting word to combine the sentences.

### Bridging

Have students combine sentences in a variety of ways independently.

## Support

### Sentence frames:

"The king likes \_\_\_\_\_ and \_\_\_\_\_."

"The king has \_\_\_\_\_ (adj.) \_\_\_\_\_ (noun)."



## Show Image 4A-1: Old King Cole

Tell students the following directions for this sentence building activity:

- First, look at the picture.
- Next, I will call on you one at a time to say a short sentence about the picture.
- Finally, we will put your sentences together to make a longer sentence.

### • Suggested Sentences:

The men are dancing.

The men are wearing red.

» *The men are dancing and wearing red.*

» *The dancing men are wearing red.*

» *The men who are wearing red are dancing.*

The king has white hair.

The king likes music.

» *The king has white hair and likes music.*

» *The king with white hair likes music.*



## Check for Understanding

**Think-Pair-Share:** [Have students work with their partners to build their own sentences and/or to build longer sentences. Model for students how to take turns saying one thing at a time and how to combine their ideas into one sentence.] Turn to your partner and build a long sentence about one of the images.

## Lesson 4: Old King Cole

# Focus on Text



**Primary Focus:** Students will identify rhyming words in the poem “Old King Cole.”

### RHYMING WORDS (10 MIN.)

- Tell students that you will read this nursery rhyme again, but this time you want them to listen carefully for rhyming words.
- Remind students that rhyming words begin with a different sound but end with the same sound. Review some rhyming words, or have students tell you a word that rhymes with the first word: *cat/hat; big/pig; bake/take; ball/hall;* etc.

*Old King Cole*

*[Tell students to listen carefully for a word that rhymes with Cole.]*

*was a merry old soul,*

*[Soul rhymes with Cole.]*

*And a merry old soul was he;*

*[Have students listen for the word that rhymes with soul.]*

*He called for his pipe, and he called for his bowl,*

*[Bowl rhymes with soul. Now have students listen for the word that rhymes with he.]*

*And he called for his fiddlers three.*

*[Three rhymes with he.]*

*Every fiddler had a very fine fiddle,*

*And a very fine fiddle had he.*

*Oh, there's none so rare*

*[Tell students to listen carefully for a word that rhymes with rare.]*

*as can compare*

*[Compare rhymes with rare.]*

*With King Cole and his fiddlers three.*



**Listening**  
Listening Closely

### 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 *bowl* and *he*.

### Bridging

Challenge students to think of at least three words that rhyme with *bowl* or *he*.

### Support

#### Sentence frame:

“\_\_\_\_\_ rhymes  
with \_\_\_\_\_.”



## Rhyming Words

Listen to this poem again, and tell me rhyming words in this poem: *Cole/soul/bowl; he/three; rare/compare*.

Can you think of additional words that rhyme with words in the nursery rhyme?

## 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   | K7L4  |
| Activity Name      | Rhyming Words   |
| Proficiency Levels |   |
| Entering           | Student echoes rhyming words with prompting and support.                          |
| Emerging           | Student echoes rhyming words.   |
| Transitioning      | Student produces words that rhyme with target word(s) with prompting and support. |
| Expanding          | Student produces words that rhyme with target word(s) with minimal support.       |
| Bridging           | Student produces words that rhyme with target word(s) independently.              |

End Lesson

## KINGS AND QUEENS

# Sing a Song of Sixpence

**PRIMARY FOCUS OF LESSON****Listening**

Students will describe and apply the words *rye* and *maid*.

Students will identify rhyming words in “Sing a Song of Sixpence.”

**Speaking**

Students will act out a nursery rhyme and express opinions about characters in the nursery rhyme.

**FORMATIVE ASSESSMENT**

Speaking

Think-Pair-Share [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Rhyming Words [Informal Observation]



## LESSON AT A GLANCE

|                                      | Time    | Materials   |
|--------------------------------------|---------|---|
| <b>Look Ahead</b>                    |         |   |
| Vocabulary Preview: <i>Rye, Maid</i> | 5 min.  | <input type="checkbox"/> pictures of rye and rye products, samples of rye products<br><input type="checkbox"/> image 5A-3 |
| <b>Focus on Text</b>                 |         |   |
| Rhyming Words                        | 10 min. | <input type="checkbox"/> image 5A-1<br><input type="checkbox"/> Language Proficiency Recording Sheet                      |
| <b>Talk Time</b>                     |         |   |
| Acting and Sharing                   | 15 min. | <input type="checkbox"/> images 5A-1–5A-3   |

## ADVANCE PREPARATION

### Look Ahead

- Bring in pictures of rye and rye products. You may wish to bring in samples of rye bread and crackers for students to try.

**Note:** Be sure to check with your school's policy regarding food distribution and allergies.

### Focus on Text

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify and generate rhyming words.
- Dramatize and discuss a nursery rhyme.

### Language Forms and Functions

I think rye tastes \_\_\_\_\_.

\_\_\_\_\_ rhymes with \_\_\_\_\_.

I would want to be the \_\_\_\_\_ because . . .  
(character name)

### Vocabulary

#### Tier 3 Domain-Specific Words

maid  
parlor  
rye  
sixpence

#### Tier 2 General Academic Words

dainty  
pecked

#### Tier 1 Everyday Speech Words

baked  
blackbird  
counting  
pie

Start Lesson

## Lesson 5: Sing a Song of Six Pence

# Look Ahead



**Primary Focus:** Students will describe and apply the words *rye* and *maid*.

## VOCABULARY PREVIEW (5 MIN.)

### Rye

In this poem you will hear the phrase “a pocket full of rye.”

Say the word *rye* with me three times.

**Definition:** Rye is a grain, similar to wheat. But unlike wheat, rye can grow in soil that does not have a lot of nutrients, and rye can grow in bad weather. People use rye to make flour and bread.

**Example:** Rye bread is usually darker and has a stronger taste than white bread. [Show images of rye and rye products. If available, pass out samples of rye bread and crackers for students to try. Have them make comparisons between rye bread and white bread.]

### Support

#### Sentence frame:

“I think rye  
tastes \_\_\_\_\_.”

## Support

Remind students that rhyming words begin with a different sound but end with the same sound. Have students tell you words that rhyme with *jig*, *play*, *mat*, and *pin*.

**Note:** Be sure to check with your school's policy regarding food distribution and allergies.

Did you taste a difference between rye bread and bread that you usually eat?

## Maid



### Show Image 5A-3: Maid

In this poem, you will hear that the maid was in the garden, hanging out the clothes.

Say the word *maid* with me three times.

**Definition:** A *maid* is a female, or girl, helper who does a lot of the housework such as cooking and cleaning.

**Example:** After the maid washed the king's clothes, she hung them up to dry.



### Check for Understanding

**Turn and Talk:** Tell your partner why the king and queen have a maid.

## Lesson 5: Sing a Song of Six Pence

# Focus on Text



**Primary Focus:** Students will identify rhyming words in "Sing a Song of Sixpence."

### RHYMING WORDS (10 MIN.)

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



### Show Image 5A-1: Blackbirds

*Sing a song of sixpence,*

*A pocket full of rye,*

*Four and twenty blackbirds*

*[Tell students to raise their hands when they hear a word that rhymes with rye.]*

*Baked in a pie.*

*[Point out that pie rhymes with rye.]*

*When the pie was opened,*

*The birds began to sing;*

*Now wasn't that a dainty dish*

*[Tell students to raise their hands when they hear a word that rhymes with sing.]*

*To set before the king?*

*[Point out that king rhymes with sing.]*



### Show Image 5A-2: King counting and queen eating

*The king was in his counting house*

*Counting out his money;*

*The queen was in the parlor,*

*[Tell students to raise their hands when they hear a word that rhymes with money.]*

*Eating bread and honey.*

*[Point out that honey rhymes with money.]*



### Show Image 5A-3: Maid

*The maid was in the garden,*

*Hanging out the clothes,*

*When down came a blackbird*

*[Tell students to raise their hands when they hear a word that rhymes with clothes.]*

*And pecked at her toes!*



**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 *pie* and *king*.

### Bridging

Challenge students to think of at least three words that rhyme with *pie* or *king*.

[Point out that toes rhymes with clothes.]

## Support

**Sentence frame:**  
“\_\_\_\_\_ rhymes with  
\_\_\_\_\_.”



### Rhyming Words

Listen to the poem again, and tell me the rhyming words in this poem. (*rye/pie; sing/king; money/honey; clothes/toes*)

Can you think of other words that rhyme with words in this nursery rhyme?

## 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   | K7L5  |
| Activity Name      | Rhyming Words   |
| Proficiency Levels |   |
| Entering           | Student echoes rhyming words with prompting and support.                          |
| Emerging           | Student echoes rhyming words.   |
| Transitioning      | Student produces words that rhyme with target word(s) with prompting and support. |
| Expanding          | Student produces words that rhyme with target word(s) with minimal support.       |
| Bridging           | Student produces words that rhyme with target word(s) independently.              |

## Lesson 5: Sing a Song of Six Pence

# Talk Time



**Primary Focus:** Students will act out a nursery rhyme and express opinions about characters in the nursery rhyme.

### ACTING AND SHARING (15 MIN.)

- Tell students that you are going to discuss the characters in the nursery rhyme and act out what each character is doing. Use Flip Book images.

#### Ask

Who are the characters in this rhyme?

- » The king, the queen, and the maid are the characters in this rhyme.

Where was the king? What was he doing?

- » *The king was in his counting house counting his money.*

Can you act out counting money?

- » *Model a gesture of counting money.*

Where was the queen? What was she doing?

- » *The queen was in the parlor eating bread and honey.*

Can you act out eating bread and honey?

- » *Model a gesture of eating bread and honey.*

Where was the maid? What was she doing?

- » *The maid was in the garden hanging out the clothes.*

Can you act out hanging out clothes?

- » *Model a gesture of hanging out clothes*



**Speaking**  
Offering and  
Supporting Opinions

#### Entering/Emerging

Hold up images of characters for students to refer to and choose from.

#### Transitioning/Expanding

Have students answer using the sentence starter: "I would want to be the \_\_\_\_\_ because . . ."

#### Bridging

Encourage students to give detailed reasons, using key details when possible.



#### Formative Assessment

**Think-Pair-Share:** I am going to ask two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

If you could be one of the characters in this nursery rhyme, who would you want to be: the king, the queen, or the maid? Why?

End Lesson

## 6

## KINGS AND QUEENS

# The Princess and the Pea

**PRIMARY FOCUS OF LESSON****Reading**

Students will identify and discuss the character, setting, and plot of “The Princess and the Pea.”

**Speaking**

Students will retell “The Princess and the Pea.”

**FORMATIVE ASSESSMENT**

Reading

Character/Setting/Plot [Activity Page 6.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Retelling [Activity Page 6.3S]

## LESSON AT A GLANCE

|                            | Time    | Materials   |
|----------------------------|---------|---|
| <b>Focus on Text</b>       |         |   |
| Character/Setting/Plot Map | 15 min. | <input type="checkbox"/> Image Cards 7–12<br><input type="checkbox"/> Activity Pages 6.1S and 6.2S<br><input type="checkbox"/> drawing paper, drawing tools, scissors, and glue or tape |
| <b>Rewind</b>              |         |   |
| “The Princess and the Pea” | 15 min. | <input type="checkbox"/> Activity Page 6.3S<br><input type="checkbox"/> paper, scissors, and glue or tape<br><input type="checkbox"/> Language Proficiency Recording Sheet              |

## ADVANCE PREPARATION

### Focus on Text

- Prepare Activity Pages 6.1S and 6.2S. You may wish to create a Chart/Setting/Plot map on the board or chart paper using Activity Page 6.1S as a reference.

### Rewind

- Prepare Activity Page 6.3S.
- Prepare Language Proficiency Recording Sheet for Speaking.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the character, setting, and plot of a story.
- Retell a story.

### Language Forms and Functions

**Retell a Story:** First, .../Next, .../Then, .../Last, ...

The characters in this story are. . .

The setting of this story is in. . .

. . . is an event from the story.

### Vocabulary

#### Tier 3 Domain-Specific Words

castle  
kingdom

#### Tier 2 General Academic Words

delicate  
graceful  
real

#### Tier 1 Everyday Speech Words

married  
mattress  
pea  
prince/princess/queen  
storm

Start Lesson

## Lesson 6: The Princess and the Pea

# Focus on Text



**Primary Focus:** Students will identify and discuss the character, setting, and plot of “The Princess and the Pea.”

### CHARACTER/SETTING/PLOT MAP (15 MIN.)

- Hold up Image Cards 7–12, in order, as the class describes what is happening in the illustrations. Encourage students to use this unit’s vocabulary and temporal words such as *first*, *next*, *then*, *after that*, and *finally*.
- For the first Image Card, begin retelling the story with the phrase “once upon a time.” Explain that many fairy tales begin with this phrase.

Image Card 7-12





### Formative Assessment

**Character/Setting/Plot:** [Distribute Activity Page 6.1S to students or create a large Character/Setting/Plot Map on the board, and do this activity as a class.] The first column is “Character.” The second column is “Setting.” The third column is “Plot.” Cut and paste images from the image sheet (Activity Page 6.2S) or draw pictures to fill in your Character/Setting/Plot Map. Work in small groups or with home-language peers to identify the characters, setting, and plot of the story.

### Activity Pages 6.1S, 6.2S



### Support

#### Sentence starters:

“The characters in this story are. . .”

“The setting of this story is in . . .”

“. . . is an event from this story.”

### Lesson 6: The Princess and the Pea

# Rewind

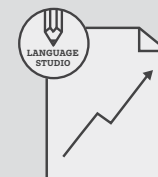


**Primary Focus:** Students will retell “The Princess and the Pea.”

### “THE PRINCESS AND THE PEA” (15 MIN.)

- Give each student Activity Page 6.3S, a blank piece of paper, scissors, and glue or tape.
- Tell students the following instructions:
  - This activity page has pictures of events, or what happened, from “The Princess and the Pea.”
  - First, cut out the six pictures.
  - Next, think about what is happening in each picture, and arrange the pictures in the correct order to show the proper sequence of events.
  - Glue or tape the pictures on a separate piece of paper in the correct order.

### Activity Page 6.3S



### Support

Reduce the number of images to three images that represent the beginning, middle, and end of the story



### 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 with a partner.



### Retelling

Work with your partner or home-language peers to retell this story. [Prompt students to use linking words and phrases.]

## 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   | K7L6  |
| 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.                       |

End Lesson

## KINGS AND QUEENS

# Cinderella

**PRIMARY FOCUS OF LESSON****Reading**

Students will identify character, setting, and plot.

**Listening**

Students will recognize the multiple meanings of the word *ball* and use it appropriately in various contexts.

**Speaking**

Students will retell the story “Cinderella.”

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Group Storytelling [Informal Observation]

## LESSON AT A GLANCE

|                                    | Time    | Materials   |
|------------------------------------|---------|---|
| <b>Look Ahead</b>                  |         |   |
| Picture Walk                       | 10 min. | <input type="checkbox"/> Images 7A-2 and 7A-8<br><input type="checkbox"/> Character/Setting/Plot Map                                      |
| <b>Vocabulary Building</b>         |         |   |
| Multiple-Meaning Word: <i>Ball</i> | 5 min.  | <input type="checkbox"/> Poster 3M  |
| <b>Rewind</b>                      |         |   |
| "Cinderella"                       | 15 min. | <input type="checkbox"/> images 7A-1, 7A-4, 7A-5, 7A-9, 7A-10, and 7A-13<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Recreate the Character/Setting/Plot Map on the board or on chart paper using Activity Page 6.1S as a reference.

### Rewind

- Prepare Language Proficiency Recording Sheet for Speaking.

### Note to Teacher

This story lends itself to rich and deep discussions about fairness. There are several spots in the read-aloud where you can pause and have students think about whether the situation is fair to Cinderella.

You may wish to skip the introductory sentence of this story, especially if you have students sensitive toward remarriages within their own families.

This story presents stepmothers and stepsisters in a negative light. You may wish to tell students that not all stepmothers and stepsisters are bad or evil. Remind students that this story is a fantasy and is not real.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss elements of a story.
- Create sentences using the multiple meanings of the word *ball*.
- Retell a story.

### Language Forms and Functions

Someone who writes a story is called the \_\_\_\_\_.

author

Someone who draws pictures for a book is called the \_\_\_\_\_.

illustrator

**Retell a Story:** *Once upon a time, . . . / Next, . . . / Then, . . . / Suddenly, . . . / At last, . . . / . . . lived happily ever after.*

### Vocabulary

#### Tier 3 Domain-Specific Words

ball  
character/setting/plot  
fairy godmother  
gown

#### Tier 2 General Academic Words

announced  
dazzling  
fair/unfair  
stumbled  
tattered

#### Tier 1 Everyday Speech Words

"Happily ever after"  
midnight  
"Once upon a time"  
stepmother/stepsisters

Start Lesson

## Lesson 7: Cinderella

# Look Ahead



**Primary Focus:** Students will identify character, setting, and plot.

### PICTURE WALK (10 MIN.)

- Tell students that the story they will hear is called "Cinderella." "Cinderella" also has characters, a setting, and a plot, just like "The Princess and the Pea."
- Tell students that you will take a picture walk through some of the pictures in this story together.

What do you call someone who draws the pictures for a story? (*the illustrator*)

What do you call someone who writes the story? (*the author*)

### Support

#### Sentence frames:

"Someone who writes a story is called the \_\_\_\_\_ (*author*)."

"Someone who draws pictures for a book is called the \_\_\_\_\_ (*illustrator*)."



**Show Image 7A-2: Cinderella listening to her stepsisters talking**

**Meet the Author:** The author of this story is Charles Perrault. Other stories written by him include: “Sleeping Beauty,” “Puss in Boots,” “The Three Wishes,” and “Little Red Riding Hood.”

- Have students point to Cinderella and to her stepsisters. Then, point to the Character/Setting/Plot Map.

**Ask:** Do Cinderella and her stepsisters belong in the category of character, setting, or plot? (*character*)



**Show Image 7A-8: Cinderella in a glittering gown**

- Have students point to Cinderella.

**Ask:** What has changed about Cinderella? (*She is wearing a gown.*)

- Tell students that Cinderella is wearing a gown because she is at a ball. Then, point to the Character/Setting/Plot Map.

**Ask**

Does a ball belong in the category of character, setting, or plot? (*setting*)

[Point to the fairy godmother.]

Who is this woman? (*fairy godmother*)

Does the fairy godmother belong in the category of character, setting, or plot? (*character*)

- Tell students that the fairy godmother does many things for Cinderella so that she can go to the ball. Point one more time to the Character/Setting/Plot Map.



**Check for Understanding**

**Recall:** Do the events in the story belong in the category of character, setting, or plot? (*plot*)

## Lesson 7: Cinderella

# Vocabulary Building



**Primary Focus:** Students will recognize the multiple meanings of the word *ball* and use it appropriately in various contexts.

### MULTIPLE-MEANING WORD: BALL (5 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 story, the king's son—the prince—announces that he is going to hold a ball.

**With Your Partner:** Think of as many meanings for *ball* as you can, or discuss ways you can use the word *ball*.

[Show Poster 3M (Ball).] Which picture shows the way *ball* is used in the story? (*one*)

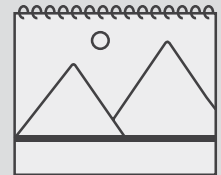
*Ball* can also mean other things. *Ball* can mean a sports game that uses a ball. Which picture shows this? (*three*)

*Ball* can also mean a round object. Which picture shows this? (*two*)

Did you or your partner think of any of these definitions?

**Quiz:** Quiz your partner on the different meanings of *ball*. For example you could say, "You use me to play basketball. Which ball am I?" And your partner should hold up two fingers to show that you meant a round object.

### Poster 3M





## Lesson 7: Cinderella

# Rewind



**Primary Focus:** Students will retell the story “Cinderella.”

### “CINDERELLA” (15 MIN.)

- Tell students that you are going to retell “Cinderella” as a class.



#### Show Image 7A-1: Cinderella scrubbing floor

- Say the phrase “once upon a time,” and have students chorally repeat the phrase.
- Ask students to retell the beginning of the story using the phrase “once upon a time.”



#### Show Image 7A-4: Fairy godmother

- Say the word “next,” and have students repeat the word chorally.
- Ask students what happened in the picture and help them to create a sentence using “next” to describe the event.



#### Show Image 7A-5: Cinderella in a pumpkin patch

- Say the word “then,” and have students repeat the word chorally.
- Ask students why the fairy godmother needs a pumpkin.
- Ask students to retell the event shown in the image and help them to create a sentence using “then” to describe the event.



Speaking  
Selecting Language  
Resources

#### Entering/Emerging

Point to an image and have students say key words or phrases to describe it.

#### Transitioning/Expanding

Have students use the images to retell the story using simple sentences.

#### Bridging

Encourage students to retell the story using complete, detailed sentences and linking words.

## Support

### Sentence starters:

"Once upon a time. . ."

"Next . . ."

"Then. . ."

"After that. . ."

"Suddenly. . ."

"At last. . ."

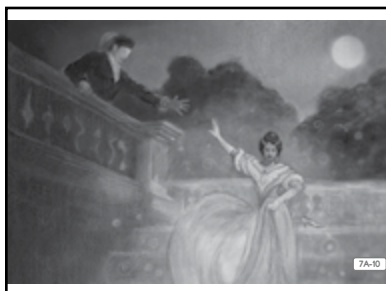
". . . lived happily ever after."



### Show Image 7A-9: Cinderella dancing with the prince

- Say the phrase "after that," and have students repeat the phrase chorally.
- Tell students that this time they are going to retell their part of the story with a partner.

- Ask one student to share his or her version of retelling with the group. Fill in any important details that students do not mention.



### Show Image 7A-10: Cinderella running from the ball

- Say the word "suddenly," and have students repeat the word chorally.
- Tell students that this time they are going to retell this part of the story with a partner.

- Ask one student to share his/her version of retelling for the group. Fill in any important details that students do not mention.



### Show Image 7A-13: Cinderella trying on the glass slipper

- Say the phrase "at last," and have students repeat the phrase chorally.
- Tell students that this time they are going to retell the end of the story with a partner.

- Ask one student to share his or her version of retelling with the group. Fill in any important details that students do not mention.
- Tell students that many fairy tales end with the phrase "happily ever after." Have students repeat after you chorally, saying "Cinderella and the prince lived happily ever after."



### Group Storytelling

In small groups, you will retell this story again, using the same images and linking words and phrases.[Circulate around the room helping students to retell events, add details, and use linking words and phrases.]

## 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   | K7L7  |
| Activity Name      | Group Storytelling  |
| Proficiency Levels |   |
| Entering           | Student uses key words to describe the main event in each image with prompting and support. |
| Emerging           | Student uses key words to describe the main event in each image.                            |
| Transitioning      | Student uses key words and phrases to describe main events in the story.                    |
| Expanding          | Student uses complete sentences to retell the story.  |
| Bridging           | Student uses complete, detailed sentences to retell the story.                              |

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

## KINGS AND QUEENS

# Snow White and the Seven Dwarfs

**PRIMARY FOCUS OF LESSON****Listening**

Students will determine what could be real and what is make-believe in “Snow White.”

Students will distinguish between fair, fairer, and fairest.

**Writing**

Students will create alternate endings for a fairy tale.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Happily Ever After [Informal Observation]

## LESSON AT A GLANCE

|                                 | Time    | Materials  |
|---------------------------------|---------|--|
| <b>Look Ahead</b>               |         |  |
| Picture Walk                    | 10 min. | <input type="checkbox"/> images 8A-1, 8A-6, and 8A-8   |
| <b>Vocabulary Building</b>      |         |  |
| Words Ending in <i>-er/-est</i> | 5 min.  |  |
| <b>Write About It</b>           |         |  |
| Happily Ever After              | 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

### Write About It

- You will help students make up their own endings to fairy tales from this unit. Have a few alternate endings prepared to serve as examples.
- Choose images from the Flip Book to illustrate the different fairy tales.
- Prepare Language Proficiency Recording Sheet for Writing.

### Note to Teacher

In the story the queen, Snow White's stepmother, is very jealous of Snow White's beauty. You may wish to have a discussion about jealousy and how it can lead to anger and hurtful actions.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss elements in a fairy tale that are real and make-believe.
- Write an alternate ending for a fairy tale.

### Language Forms and Functions

\_\_\_\_\_ is an example of a realistic event in the story.

\_\_\_\_\_ is an example of a make-believe event in the story.

At last, . . . / In the end, . . . / . . . And they lived happily ever after.

### Vocabulary

#### Tier 3 Domain-Specific Words

kingdom  
peddler

#### Tier 2 General Academic Words

fairest  
poisonous  
real/make-believe  
vain

#### Tier 1 Everyday Speech Words

apple  
mirror

Start Lesson

## Lesson 8: Snow White and the Seven Dwarfs

# Look Ahead



**Primary Focus:** Students will determine what could be real and what is make-believe in “Snow White.”

### PICTURE WALK (10 MIN.)

- Tell students that the story they will hear is called “Snow White and the Seven Dwarfs.”
- Tell students that you will take a picture walk through some of the pictures in the story together. During the picture walk, they are going to think about and discuss which elements of the story could be real and which are make-believe or fantasy.

### Support

#### Sentence frames:

“\_\_\_\_\_ is an example of a realistic event in the story.”

“\_\_\_\_\_ is an example of a make-believe event in the story.”



### Show Image 8A-1: Queen and magic mirror

- Have students point to the queen.

**Ask:** How do you know the woman in the picture is a queen? (*She is wearing a crown and fancy clothes.*)

- Tell students that the queen is Snow White's stepmother. Explain that the queen is a vain

woman who wants to be the most beautiful person in the kingdom. She looks in her magic mirror, which tells her who the most beautiful person in the kingdom is. When she finds out that Snow White is more beautiful than the queen, the queen gets jealous and does mean things to Snow White.



### Check for Understanding

**Discuss:** What could be real and what is make-believe in this picture? (*Snow White could really have a mean stepmother, but the magic mirror is make-believe.*)



### Show Image 8A-6: Snow White with the dwarfs

- Have students point to Snow White and the seven dwarfs.
- Tell students to listen to find out how Snow White met the seven dwarfs.

### Support

A peddler is someone who travels from place to place to sell things. What does this peddler sell?



### Show Image 8A-8: Queen with apple

**Ask:** What do you see in the peddler's hands? (*an apple*)

What could be real and what is make-believe in this picture? (*The peddler is really someone who sells apples.*)

- Tell students they are going to learn that there is something special and make-believe about this apple and to listen carefully to find out what.

## Lesson 8: Snow White and the Seven Dwarfs

# Vocabulary Building



**Primary Focus:** Students will distinguish between fair, fairer, and fairest.

### WORDS ENDING IN -ER/-EST (5 MIN.)

In the story you heard the mirror say to the queen, “Though you are fair, O Queen, ‘tis true, Snow White is fairer still than you.”

Here *fair* means beautiful. When we add a suffix *-er* or a “word tail” to the ending of the word, it changes the meaning of the word.

- Line up three students by height. Describe the students as tall, taller, and tallest.

When we add *-er* to a word, it means *more than*.

When we add *-est* to a word, it means *the most*.

*The mirror says the queen is fair, but that Snow White is fairer.*

**Ask:** Who is more beautiful? (*Snow White*)

Let’s practice a few more “word tails.” Listen to my sentence. One of the words is missing its “tail” or ending. If a word has a missing “tail,” I will draw a blank in the air. Tell me the correct “tail” or ending for that word.

- The dwarfs are short\_\_\_\_\_ than Snow White. (*shorter*)
- Snow White is fair\_\_\_\_\_ than the queen. (*fairer*)
- The Queen is the mean\_\_\_\_\_ character in the story. (*meanest*)
- Who is the fair\_\_\_\_\_ one of them all? (*fairest*)



## Lesson 8: Snow White and the Seven Dwarfs

# Write About It



**Primary Focus:** Students will create alternate endings for a fairy tale.



Writing  
Writing

### Entering/Emerging

Provide images from each story for students to reference while drawing.

### Transitioning/Expanding

Provide a written bank of key words from the fairy tales. Invite students to dictate simple sentences about their alternate endings.

### Bridging

Provide a simple story ending for students to complete: "At last. . ./In the end. . ./ . . And they lived happily ever after."

### Support

Give a few examples of different endings. Choose a few students to dictate what they have drawn. Be sure to read to the students what you have written.

### HAPPILY EVER AFTER (15 MIN.)

- Briefly review Flip Book images of the different fairy tales presented in this unit: "The Princess and the Pea," "Cinderella," and "Snow White and the Seven Dwarfs."

**Turn and Talk:** Think about what all three fairy tales have in common. [Point out that the endings of all the fairy tales are similar—the princess and the prince live "happily ever after."]



### Happily Ever After

Choose one of the fairy tales you have heard, and think of a different "happily ever after" ending. Draw your alternate ending. Then, write about your ending. [Students may work with home-language partners to dictate the alternate endings in their own language.]

- As students finish their drawings, divide them into small groups according to the particular fairy tale they have chosen, and have them share their different endings. Encourage them to make comments about how their endings may be similar or different from each other.

## 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   | K7L8  |
| Activity Name      | Happily Ever After                                    |
| Proficiency Levels |   |
| Entering           | Student draws a picture related to topic.             |
| Emerging           | Student draws and describes picture related to topic. |
| Transitioning      | Student copies key words related to topic.            |
| Expanding          | Student dictates a short story ending.                |
| Bridging           | Student composes a short story ending.                |

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



Language Studio 8

---

# Seasons and Weather

---





# Contents



## SEASONS AND WEATHER

### Lesson 1 What's the Weather Like?

215

**Look Ahead** (20 min.)

- Different Types of Weather

**On Stage** (10 min.)

- Song and Chant: "Four Seasons"

### Lesson 2 Winter

222

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "Winter"

**Vocabulary Building** (5 min.)

- Word Work:  
*Frigid*

**Talk Time** (10 min.)

- Winter Holidays

### Lesson 3 Spring

231

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "Spring"

**Vocabulary Building** (5 min.)

- Word Work:  
*Gradually/  
Suddenly*

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

- Spring Scene

### Lesson 4 Summer

240

**Vocabulary Building** (10 min.)

- Word Work: *Thermometer,  
Temperature*

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

- Expanding Sentences

**Talk Time** (10 min.)

- My Favorite Summer Activity

### Lesson 5 Autumn

247

**Vocabulary Building** (5 min.)

- Multiple-Meaning Word:  
*Fall*

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

- Expanding Sentences

**Talk Time** (15 min.)

- My Favorite Season

### Lesson 6 The Grasshopper and the Ants

253

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "The Grasshopper and the Ants"

**Focus on Text** (10 min.)

- Characterization

**Talk Time** (5 min.)

- What Would You Do?

Lesson 7 Safety in Storms

262

|   |  |
|---|--|
| <b>Vocabulary Building</b> (20 min.) <ul style="list-style-type: none"><li>• Word Work: <i>Severe</i></li><li>• Context Clues</li></ul> | <b>Looking at Language</b> (10 min.) <ul style="list-style-type: none"><li>• Expanding Sentences</li></ul> |
|---|--|

Lesson 8 Meteorology

269

|  |  |
|--|--|
| <b>Look Ahead</b> (10 min.) <ul style="list-style-type: none"><li>• Vocabulary Preview: <i>Predicts, Meteorologist</i></li></ul> | <b>Write About It</b> (20 min.) <ul style="list-style-type: none"><li>• Meteorologist's Report</li></ul> |
|--|--|

## SEASONS AND WEATHER

# What's the Weather Like?

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

Students will describe and discuss types of weather.

Students will chorally present a song and chant about the four seasons.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Describing Weather [Activity Page 1.1S]



## LESSON AT A GLANCE

|                                | Time    | Materials   |
|--------------------------------|---------|---|
| <b>Look Ahead</b>              |         |   |
| Different Types of Weather     | 20 min. | <input type="checkbox"/> U.S. map<br><input type="checkbox"/> Images 1A-1, 1A-2<br><input type="checkbox"/> Activity Page 1.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>On Stage</b>                |         |   |
| Song and Chant: "Four Seasons" | 10 min. | <input type="checkbox"/> Image 1A-8<br><input type="checkbox"/> music to "Oh, My Darling Clementine"  |

## ADVANCE PREPARATION

### Look Ahead

- Prepare Activity Page 1.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

### On Stage

- Find an audio recording of "Oh, My Darling Clementine."

### Take-Home Material

- Prepare Activity Page 1.2S for students to take home and practice the song and chant for this unit.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe types of weather.
- Present a song and chant about the four seasons.

### Language Forms and Functions

The weather is \_\_\_\_\_.

Which picture shows \_\_\_\_\_ weather?

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

weather

cloudy/rainy/sunny/windy  
seasons  
winter/spring/summer/  
autumn

Start Lesson

## Lesson 1: What's the Weather Like?

# Look Ahead



**Primary Focus:** Students will describe and discuss types of weather.

## DIFFERENT TYPES OF WEATHER (20 MIN.)



### Show Image 1A-1: Annie in Washington, D.C.

- Explain that Annie is in fifth grade and lives in Washington, D.C. She will be sending them letters about the weather and seasons where she lives.
- Show students a map of the United States. Point to your current location and say, "This is where we live. This is [name students' hometown]."
- Point to Washington, D.C., on the map. Explain that this is where Annie lives. Explain that the weather where Annie lives may be very different from the weather in the students' hometown.

## Activity Page 1.1S



### Speaking Selecting Language Resources

#### Entering/Emerging

Ask simple *yes/no* and *wh-* questions about the weather shown in the image (e.g., “Is it sunny in this picture?”). Have students repeat domain-related vocabulary.

#### Transitioning/Expanding

Brainstorm an oral word bank of domain-related vocabulary about each image. Provide a sentence frame for students to describe the weather in an image: “The weather is \_\_\_\_.”

Prompt students to ask questions about an image: “Which picture shows \_\_\_\_ weather?”

#### Bridging

Invite partner pairs to ask and answer their own questions about an image, using domain-related vocabulary.



### Show Image 1A-2: Kinds of weather

- Tell students that Annie will be telling them about different kinds of weather.
- Have students repeat *weather* with you three times.

**Definition:** *Weather* describes conditions outside, such as if it is sunny, cloudy, rainy, hot or cold.

- Tell students that there are many different kinds of weather. Describe each type of weather shown in image 1A-2, pointing to each picture as you describe the kind of weather it shows.
- For each type of weather shown in image 1A-2, have students give a choral response to the question “What is the weather like?” (*It is windy; it is cloudy, etc.*)



### Describing Weather

[Have students work in pairs. Give students Activity Page 1.1S.]  
Tell your partner what the weather is like in each picture.

## 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   | K8L1   |
| Activity Name      | Describing Weather   |
| Proficiency Levels |  |
| Entering           | Student responds to simple <i>yes/no</i> and <i>wh</i> - questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple <i>yes/no</i> and <i>wh</i> - questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions about an image using domain-related vocabulary with support.                                      |
| Expanding          | Student asks and answers questions about an image using domain-related vocabulary.   |
| Bridging           | Student asks and answers questions using domain-related vocabulary.  |

## Lesson 1: What's the Weather Like?

# On Stage



**Primary Focus:** Students will chorally present a song and chant about the four seasons.

### SONG AND CHANT: "FOUR SEASONS" (10 MIN.)



#### Show Image 1A-8: Seasons

- Tell students that, besides weather, Annie is also going to teach them about the four seasons.

**Ask:** How many seasons are in a year?

- Name the four seasons as you point to each one in the image. Explain that the seasons occur in the same order every year: winter, spring, summer, and autumn.

- Have students repeat the names of the seasons in order after you.
- Tell students that there is a song about the four seasons that can be sung to the tune of "Oh, My Darling Clementine."
- Play the song "Oh, My Darling Clementine." Invite students to sing the song together or to hum along.
- Have students listen as you sing the "Four Seasons" song.

*There are four seasons,*

*There are four seasons,*

*There are four seasons in the year.*

*Winter, spring, then*

*Summer, autumn.*

*There are four seasons in the year.*

- As you say each line of the song, have students repeat the words after you. Then have students sing the song with you.
- Explain and model the guidelines for presenting the song and chant.



Speaking  
Presenting

#### Entering/Emerging

Have students hum the tune.

#### Transitioning/Expanding

Have students sing most or all of the words with you or after you.

#### Bridging

Have students sing all of the words independently.

- Have students practice singing this song in small groups.
- Have students take home Activity Page 1.2S to practice singing the “Four Seasons” song.

~~~~~  
End Lesson

## Activity Page 1.2S



## 2

## SEASONS AND WEATHER

## Winter

## PRIMARY FOCUS OF LESSON

**Reading**

Students will use key words to describe the characteristics of winter.

**Listening**

Students will determine whether a situation involves weather that is frigid or not frigid.

**Speaking**

Students will recount a winter holiday.

## FORMATIVE ASSESSMENT

**Speaking**

**Winter Holiday** [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

**Reading**

**Describing Winter** [Activity Page 2.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Interactive Read-Aloud: "Winter"	15 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> Image Card 1 <input type="checkbox"/> large monthly calendar <input type="checkbox"/> Activity Page 2.1S <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Vocabulary Building</b>		
Word Work: <i>Frigid</i>	5 min.	
<b>Talk Time</b>		
Winter Holidays	10 min.	<input type="checkbox"/> Images 2A-10–2A-12 <input type="checkbox"/> additional winter holiday images

## 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-1: Annie in Winter
  2. 2A-3: Winter Clothing
  3. 2A-4: Snowy Washington, D.C.
  4. 2A-5: Shoveling Snow
  5. 2A-6: Snowplow
  6. 2A-7: Snowman
  7. 2A-8: Sledding
- Prepare Activity Page 2.1S.



- Prepare Language Proficiency Recording Sheet for Reading.

**Talk Time**

- Find additional images of winter holidays that your students celebrate. Display them along with the Flip Book images.

**FEATURES OF ACADEMIC LANGUAGE**

Discourse Features		
<ul style="list-style-type: none"> <li>• Describe winter using key words and phrases.</li> <li>• Describe frigid weather.</li> <li>• Present a winter holiday.</li> </ul>		
Language Forms and Functions		
<p>In winter, the weather is _____.</p> <p style="text-align: center;"><small>(type of weather)</small></p> <p>In winter, people wear _____ to stay warm.</p> <p style="text-align: center;"><small>(clothing)</small></p> <p>In winter, people can _____.</p> <p style="text-align: center;"><small>(activity)</small></p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
snowplow	blizzard freeze frigid holiday temperature	coat/hat/mittens/scarf sled snowman winter

## Lesson 2: Winter

## Look Ahead



**Primary Focus:** Students will use key words to describe the characteristics of winter.

**INTERACTIVE READ-ALOUD: “WINTER” (15 MIN.)**

**Show Image 2A-1: Annie in winter**

Dear Kindergartners,

Hello again from your friend, Annie! In my last letter, I told you about the four seasons—winter, spring, summer, and autumn.

*[Show Image Card 1 (four seasons).]*

Can you say the names of the four seasons with me?

*[Point to the corresponding image as you name each season in order, and have students name each season with you.]*

The four seasons are winter, spring, summer, and autumn.

*[Point to the winter scene.]*

Today I’m going to tell you more about the first season in the cycle of the seasons—winter. What kinds of things do you think of when I say *winter*?

*[Pause for students to respond.]*

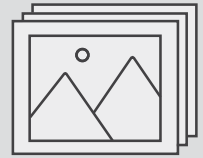
I’ll tell you what I think of: cold!

Winter is the coldest season of the year in the United States. Winter includes the months of December, January, and February. Let’s look at the calendar to see when winter is.

*[Show students the span of winter on the calendar. Then show students today’s date on the calendar.]*

Can you tell by looking at today’s date on the calendar if it is winter now?

*[Pause for students to respond. Correct responses as needed.]*

**Image Card 1**




### Show Image 2A-3: Winter clothing

Sometimes, it gets so cold outside that we say it is frigid.

**Definition:** *Frigid* means very, very cold.

[Have students repeat frigid.]

When the weather is frigid, it's a good idea to wear clothes that will keep you warm when you go outside. Can you name some of the clothes that help keep us warm when the weather outside is cold or frigid?

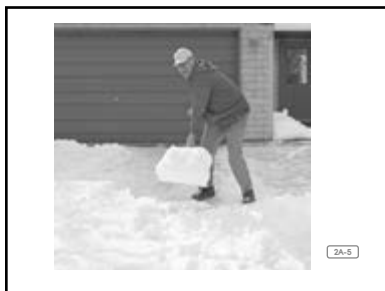
[Pause for students to respond. Then point to each article of clothing in the image as you name it.]

Clothes like hats, scarves, coats, and mittens help keep you warm when the weather outside is very cold—or frigid.



### Show Image 2A-4: Snowy Washington, D.C.

In Washington, D.C., where I live, the winter is usually cold. Sometimes it even gets cold enough to snow!



### Show Image 2A-5: Shoveling snow

Some places have big snowstorms in winter called blizzards.

[Have students repeat blizzard.]

During a blizzard, there is lots of snow and wind. When there is a blizzard, traffic comes to a halt—all the cars and trucks on the road stop. They halt—or stop—because there is too much snow to drive. Schools are closed, too, if there is a blizzard.

When it snows, people use snow shovels to clear snow off sidewalks so that no one slips and gets hurt. People also shovel their driveways so they can get their cars out once they can safely drive.

What is a storm with lots of snow and wind called? (*blizzard*)

What do people do to remove the snow from the sidewalks and driveways? (*shovel*)



### Show Image 2A-6: Snowplow

In many places where it snows, snowplows clear the snow from the streets.

*[Have students repeat snowplow.]*

The big plow on the front of the truck scrapes the snow and ice from the streets. But even though people shovel snow off the sidewalks

and snowplows scrape snow off the streets, people should always drive and walk slowly and cautiously—or very carefully. Snow and ice are slippery, so you should use extra caution—or be extra careful—when there is snow or ice on the ground.



### Show Image 2A-7: Snowman

Shoveling snow can be hard work, but you can also have fun in the snow.

What is this a picture of? (*snowman*)

*[Have students repeat snowman.]*

I'm always happy when it snows because I love to play in it! I like to build snowmen and play outside with my friends.



### Show Image 2A-8: Sledding

Another way to have fun in the snow is to go sledding!

*[Have students repeat sledding.]*

After a big snow, all you need is a hill, warm clothes, and a sled or a flattened cardboard box to slide on. Sledding is my favorite part of winter!



Reading  
Exchanging  
Information and Ideas

### Entering/Emerging

Display an image from the read-aloud. Help students think of key words and phrases from the text about the image.

### Transitioning/Expanding

Brainstorm an oral word bank of domain-related vocabulary about each image. Provide sentence frames with which students can describe winter: "In winter, the weather is \_\_\_\_\_ (*type of weather*). In winter, people wear \_\_\_\_\_ (*clothing*) to stay warm. In winter, people can \_\_\_\_\_ (*activity*)."

### Bridging

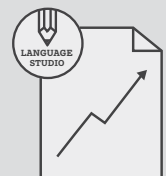
Invite students to take turns asking and answering questions about winter using the images on the activity page and domain-related vocabulary.



### Describing Winter

[Give students Activity Page 2.1S. Show related images from the read-aloud.] In small groups, describe winter. You can discuss winter weather, the clothes people wear in winter, and winter activities.

### Activity Page 2.1S



## 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	K8L2
Activity Name	Describing Winter
Proficiency Levels	
Entering	Student matches key words and phrases to the image with support.
Emerging	Student identifies a few key words and phrases that relate to the image.
Transitioning	Student recounts main topic by using domain-related vocabulary to complete sentence frames with support.
Expanding	Student recounts main topic by using domain-related vocabulary to complete sentence frames.
Bridging	Student asks and answers questions using domain-related vocabulary.

### Lesson 2: Winter

# Vocabulary Building



**Primary Focus:** Students will determine whether a situation involves weather that is frigid or not frigid.

### WORD WORK: FRIGID (5 MIN.)

In Annie's letter she tells us that when the weather is frigid, it's a good idea to wear clothes that will keep you warm when you go outside.

Say the word *frigid* with me three times.

**Definition:** *Frigid* means very, very cold.

**Example:** When the weather outside is frigid, many animals stay in their homes to keep warm.

**Making Choices:** I am going to describe a situation. If the situation I describe involves weather that is frigid, say, “That’s frigid.” If the situation I describe involves weather that is not frigid, say, “That’s not frigid.”

- The cold weather outside caused the water in the pond to freeze. (*That’s frigid.*)
- The blizzard brought cold weather, snow, and wind. (*That’s frigid.*)
- It was warm outside, so we took our jackets off. (*That’s not frigid.*)
- The snowman we built did not melt for weeks because the weather was very cold. (*That’s frigid.*)
- The weather was getting warmer, so the snow changed to rain. (*That’s not frigid.*)



### Check for Understanding

**Turn and Talk:** What happens when the weather is frigid? Use the word *frigid* when you tell about it.

- » Answers may vary (e.g., “There is cold wind”; “It might snow”; “People wear hats, mittens, and scarves”; “Pets stay indoors”; “Breath can be seen in the air”; and “People shiver.”).

## Lesson 2: Winter

# Talk Time



**Primary Focus:** Students will recount a winter holiday.

### WINTER HOLIDAYS (10 MIN.)



**Show Image 2A-10: Christmas, Hanukkah, and Kwanzaa**



### Speaking Presenting

#### Entering/Emerging

Have students point to the image of the holiday they are presenting and identify objects or activities shown in the image.

#### Transitioning/Expanding

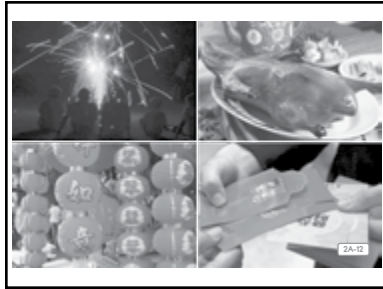
Have students describe what is happening in the image of the holiday, adding detail when possible.

#### Bridging

Encourage students to talk about the reasons why their family or people celebrate the holiday. Encourage students to add details to their descriptions.



**Show Image 2A-11: New Year's Eve**



**Show Image 2A-12: Chinese New Year**

- **Look and Learn:** Explain to students that winter is a time when many people celebrate different holidays. Ask students to identify the holidays shown and what the people are doing in each image.

- Tell students to choose a winter holiday to present to the class. It can be a holiday shown in one of the Flip Book images, or another holiday that they celebrate in the winter.
- Tell students to talk about how their family, or people in general, celebrate the holiday.
- Remind students to use loud, clear voices when they speak.
- Remind students to stand up straight and look at the audience when speaking.



### Formative Assessment

**Winter Holiday:** One by one, have students come up to the image showing the holiday they have chosen and give their presentations.

End Lesson

## SEASONS AND WEATHER

# Spring

**PRIMARY FOCUS OF LESSON****Reading**

Students will preview aspects of spring through an interactive read-aloud.

**Listening**

Students will distinguish between events that happen gradually and those that happen suddenly.

**Writing**

Students will draw a picture of a spring scene and use key words to describe it.

**FORMATIVE ASSESSMENT**

Writing

Draw It [Activity Page 3.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Q&A [Informal Observation]



## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Interactive Read-Aloud: “Spring”	15 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> Image Card 1 <input type="checkbox"/> large monthly calendar <input type="checkbox"/> water, cup or bowl, tray <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Vocabulary Building</b>		
Word Work: <i>Gradually/Suddenly</i>	5 min.	
<b>Write About It</b>		
Spring Scene	10 min.	<input type="checkbox"/> Flip Book images from Lesson 3 <input type="checkbox"/> Activity Page 3.1S

## 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-1: Annie in spring
  2. 3A-6: Potomac River
  3. 3A-2: Spring showers
  4. 3A-3: Washington, D.C., cherry blossoms
  5. 3A-5: Collage of farm animals
- Prepare Language Proficiency Recording Sheet for Speaking.

### Write About It

- Choose various Flip Book images from Lesson 3 for the “Spring Scene” activity.

- Prepare Activity Page 3.1S. Students will draw their spring scene on this activity page.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Discuss and apply the words <i>gradually</i> and <i>suddenly</i> in appropriate contexts.</li> <li>• Draw a spring scene, using key words to describe it.</li> </ul>		
Language Forms and Functions		
<p>In springtime, I see . . .</p> <p>In springtime, I like to . . .</p> <p>What is . . . ? / Who is . . . ? / Where do . . . ? / When does . . . ? / Why does . . . ?</p> <p>_____ happens gradually/suddenly.</p> <p>The weather in spring is _____.</p> <p>In spring, _____ and _____.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
bloom blossoms duckling/foals/lambs	gradually/suddenly melt thaw	“April showers bring May flowers” baby animals flower rainy/windy spring

## Lesson 3: Spring

## Look Ahead



**Primary Focus:** Students will preview aspects of spring through an interactive read-aloud.

**INTERACTIVE READ-ALOUD: “SPRING” (15 MIN.)**

**Show Image 3A-1: Annie in Spring**

Dear Kindergartners,

In my last letter I told you all about winter. In today's letter, I'm going to tell you about the next season in the cycle of the seasons.

*[Show Image card 1 (four seasons)]*

Let's say the cycle of seasons together—winter, spring, summer, autumn.

Which season comes next after winter?

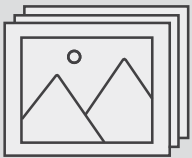
*[Pause for students to respond.]*

The next season is spring!

Spring doesn't arrive all of a sudden. Spring arrives gradually—spring comes slowly, or bit by bit. Spring begins in the middle of March, and it continues through the months of April and May. Let's look at the calendar to see the months in spring.

Can you tell by looking at today's date on the calendar if it is spring now?

During spring, the days are longer than they are during winter. That means we have more sunlight each day. The sun causes the air to get warmer. Any snow or ice that is on the ground begins to melt, and the ground begins to thaw. When something thaws, that means it is not hard or frozen anymore.

**Image Card 1**

**Support**

On a large monthly calendar, show students the beginning and duration of spring. Show today's date on the calendar.

**Sentence starters:**

“In springtime, I see . . .”

“In springtime, I like to . . .”



### Show Image 3A-6: Potomac River

What happens when snow and ice melt?

When snow and ice melt, they turn into water. This water goes into the rivers and streams, making them very full. Rivers usually reach their highest levels during the spring. Sometimes the river water becomes so high, it floods. When a river floods, that means the water comes over the banks—or sides—of the river and goes onto the land.



### Show Image 3A-2: Spring showers

There is something else that can cause some rivers to flood. What do you think it is?

Rain causes some rivers to flood during spring. There are many rainy days in the spring, especially in March and April. There is a saying that tells us, “April showers bring May flowers.”

*[Have students repeat the saying with you.]*



### Check for Understanding

**Turn and Talk:** Ask your partner what he or she thinks “April showers bring May flowers” means.

- » “April showers bring May flowers” means that the rains of April help plants to grow big and healthy, so they produce beautiful flowers in May and throughout the summer.

Besides being rainy, spring is also a very windy season. In fact, the windy beginning of spring is a perfect time to fly a kite!

### Support

You may wish to show the concept of a flood by pouring water into a cup or bowl until it overflows. Catch the water in the tray.



### Speaking Selecting Language Resources

#### Entering/Emerging

Display images related to spring. Ask simple *wh*- questions about spring for students to echo (e.g., “What is the weather in spring like?” “When are baby animals born?”). Have students repeat domain-related vocabulary as they answer.

#### Transitioning/Expanding

Brainstorm an oral word bank of domain-related vocabulary about each image. Prompt students to ask *wh*- questions about an image: “What is . . . ? Who is . . . ? Where do . . . ? When does . . . ? Why does . . . ?”

#### Bridging

Invite partner pairs to ask and answer their own questions about an image, using domain-related vocabulary.



#### Show Image 3A-3: Washington, D.C., cherry blossoms

The world outside changes during spring. Flowers are one of the most important signs of spring because they tell you that the plant world has come to life once again. Soon, bees will be buzzing among the flowers, and birds will be chirping in the leafy trees.



#### Show Image 3A-5: Collage of farm animals

Spring is also an important time for farm animals. Many animals give birth to new baby animals in the springtime. The barnyard and fields are full of baby animals.

*[Point to each animal as you read about it.]*

Baby horses—called foals—play in the fields. Lambs nuzzle close to the mother sheep. Ducklings line up and follow their mother duck to the pond.

What is the word for a baby horse? (*foal*)

What is the word for a baby sheep? (*lamb*)

What is the word for a baby duck? (*duckling*)



#### Q&A

Use *wh*- question words (who, what, where, when, why) to ask your partner about what spring is like. Ask your partner about the weather in spring and about different events that happen in spring.

## 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	K8L3
Activity Name	Q&A
Proficiency Levels	
Entering	Student echos <i>wh</i> – questions and repeats domain-related vocabulary in the answer.
Emerging	Student responds to simple <i>wh</i> – questions, repeating domain-related vocabulary.
Transitioning	Student asks and answers <i>wh</i> – questions about an image using domain-related vocabulary with support.
Expanding	Student asks and answers <i>wh</i> – questions about an image using domain-related vocabulary.
Bridging	Student asks and answers questions using domain-related vocabulary.

### Lesson 3: Spring

# Vocabulary Building



**Primary Focus:** Students will distinguish between events that happen gradually and those that happen suddenly.

## WORD WORK: GRADUALLY/SUDDENLY (5 MIN.)

In the read-aloud you heard that spring arrives gradually.

Say the word *gradually* with me three times.

**Definition:** *Gradually* means slowly, or over a long period of time. If something happens gradually, it happens slowly.

**Example:** The seedling gradually grew into a tree.



## Listening Evaluating Language Choices

### Entering/Emerging

Give each student a word or phrase about something that happens gradually, and have students respond using a sentence frame:  
“\_\_\_\_\_ happens gradually.”

### Transitioning/Expanding

Give each student a word or phrase from the reading, and have students decide if the word or phrase describes something that happens gradually or suddenly.

### Bridging

Have students think of other words or phrases that describe something that happens gradually or suddenly.

### Support

#### Sentence frame:

“\_\_\_\_\_ happens gradually/suddenly.”

Let's listen again to the part of Annie's letter that tells about spring arriving gradually. Listen for words that tell you the meaning of the word *gradually*.

Read the following section of the read-aloud. Ask for volunteers to identify the language from the text that tells the meaning of the word *gradually*. (*slowly, bit by bit, continues*)

- Spring doesn't arrive all of a sudden. Spring arrives gradually—spring comes slowly, or bit by bit. Spring begins in the middle of March, and it continues through the months of April and May. Let's look at the calendar to see the months in spring.

**Ask:** Which words describe the opposite of gradually?

» all of a sudden

**Opposites:** The opposite of *gradually* is *suddenly*. If something happens suddenly, it happens very quickly, or all of a sudden. If I describe something that happens gradually, say, “\_\_\_\_\_ happens gradually.” If I describe something that happens suddenly, say, “\_\_\_\_\_ happens suddenly.”

- |                                   |                                                              |
|-----------------------------------|--------------------------------------------------------------|
| ◦ growing up                      | ( <i>Growing up happens gradually.</i> )                     |
| ◦ winter turning to spring        | ( <i>Winter turning to spring happens gradually.</i> )       |
| ◦ dropping crayons on the floor   | ( <i>Dropping crayons on the floor happens suddenly.</i> )   |
| ◦ a seedling growing into a tree  | ( <i>A seedling growing into a tree happens gradually.</i> ) |
| ◦ the wind slamming the door shut | ( <i>The wind slamming the door shut happens suddenly.</i> ) |
| ◦ lightning flashing in the sky   | ( <i>Lightning flashing in the sky happens suddenly.</i> )   |



Writing  
Selecting Language  
Resources

### Entering/Emerging

Have students dictate their sentences using sentence frames and words listed on the board to describe their drawings: "The weather in spring is \_\_\_\_." "In spring, \_\_\_\_ and \_\_\_\_."

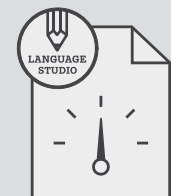
### Transitioning/Expanding

Have students dictate their sentences. Provide sentence frames and domain-related vocabulary when needed.

### Bridging

Encourage students to add details to their sentences about spring.

## Activity Page 3.1S



### Lesson 3: Spring

# Write About It



**Primary Focus:** Students will draw a picture of a spring scene and use key words to describe it.

## SPRING SCENE (10 MIN.)

- Show various Flip Book images from Lesson 3.
- Ask students guiding questions to help them describe the weather and events in spring depicted in each image.
- List domain-related vocabulary words on the board. Have students repeat the words after you.



### Formative Assessment

**Draw It:** [Give students Activity Page 3.1S.] Draw a spring scene to show the weather and different things that happen in spring. [Have students draw their scenes and dictate/write descriptions of what they drew.]

End Lesson



## 4

## SEASONS AND WEATHER

## Summer

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will discuss how thermometers are used and why temperature readings are useful.

Students will expand sentences by adding prepositional phrases beginning with *in* and *under*.

Students will express opinions about a favorite summer activity.

## FORMATIVE ASSESSMENT

Speaking

Word to World [informal observation]

Speaking

Summer Activity [informal observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Expanding Sentences [informal observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Vocabulary Building</b>		
Word Work: <i>Thermometer</i> ; <i>Temperature</i>	10 min.	<input type="checkbox"/> Image card 6 <input type="checkbox"/> outdoor thermometers
<b>Looking at Language</b>		
Expanding Sentences	10 min.	<input type="checkbox"/> Images 4A-7, 4A-9, 4A-10 <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Talk Time</b>		
My Favorite Summer Activity	10 min.	<input type="checkbox"/> Images 4A-2, 4A-6, 4A-9–4A-11

## ADVANCE PREPARATION

### Vocabulary Building

- Bring examples of outdoor thermometers to show students.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the words *thermometer* and *temperature*.
- Express opinions about a favorite summer activity.
- Expand sentences using prepositional phrases beginning with *in* and *under*.

### Language Forms and Functions

We use a thermometer to . . .

We need to know the temperature of . . .

People stay cool \_\_\_\_\_  
(prepositional phrase) .

My favorite summer activity is \_\_\_\_\_ because . . .

I like \_\_\_\_\_, too, because . . . /I don't like \_\_\_\_\_ because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

thermometer

#### Tier 2 General Academic Words

favorite  
temperature

#### Tier 1 Everyday Speech Words

beach/lake/pool  
fireworks  
hot/cold  
summer  
swimming

Start Lesson

## Lesson 4: Summer

# Vocabulary Building



**Primary Focus:** Students will discuss how thermometers are used and why temperature readings are useful.

## WORD WORK (10 MIN.)

### Thermometer

- Show Image Card 6: (Thermometer)

One way to tell how warm or cold something is to look at a thermometer.

This is a thermometer. [Pass around examples of outdoor thermometers.]

Image Card 6



Say the word *thermometer* with me three times.

**Definition:** A thermometer is a tool used to measure how hot or cold something is.

**Example:** When it is cool outside, the liquid in the thermometer stays down in the lower part of the thermometer. When it is warm outside, the liquid rises in the thermometer and comes close to the top.



Speaking  
Selecting Language  
Resources



### Check for Understanding

**Recall:** Which thermometer shows what the temperature might be like in the summertime?

[Invite two or three students to come up to the image and point to the thermometer.]



### Formative Assessment

**Word to World:** Tell your partner something we use a thermometer for. Use the word *thermometer* when you tell about it.

### Entering/Emerging

Have students state uses for a thermometer and reasons for needing to know a temperature. Prompt students with the questions: “What can we use a thermometer for?” “Why would we need to know our body’s temperature?” “Why would we want to know the temperature outside?”

### Transitioning/Expanding

Have students answer using the sentence starters: “We use a thermometer to . . .” “We need to know the temperature of. . .”

### Bridging

Have students provide two examples and add details to their responses.

## Temperature

A thermometer tells us the temperature of something or someone.

Say the word *temperature* with me three times.

**Definition:** *Temperature* is how hot or cold something is.

**Example:** The temperature outside is usually very different in different seasons. In summer the temperature is warmer, and in winter the temperature is colder.



### Formative Assessment

**Word to World:** Tell your partner a reason why we might need to know the temperature of something or someone. Use the word *temperature* when you tell about it.

## Lesson 4: Summer

# Looking at Language



**Primary Focus:** Students will expand sentences by adding prepositional phrases beginning with *in* and *under*.

### EXPANDING SENTENCES (10 MIN.)



Speaking  
Modifying to Add  
Details

#### Entering/Emerging

Say prepositional phrases about the image (e.g., *in the pool*, *under the tree*), and have students point them out in the image as they repeat the prepositional phrases.

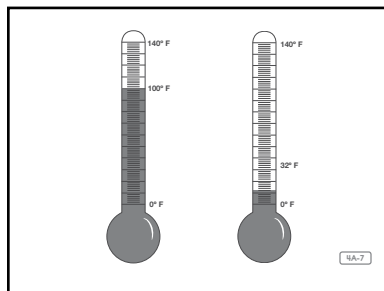
#### Transitioning/Expanding

Provide a sentence frame to students that needs to be completed with a prepositional phrase: "People stay cool \_\_\_\_ (*prepositional phrase*)."

Prompt students to answer using a prepositional phrase.

#### Bridging

Have students brainstorm other ideas using prepositional phrases to expand their sentences.



#### Show Image 4A-7: Thermometers

During the summer, the weather can be very hot in Washington, D.C.

[Point to the corresponding thermometer as you describe it.]

See how high the liquid is in this thermometer on the left? It says that it is 100 degrees Fahrenheit; that means it is

really hot outside! When the temperature is this hot outside, people should find a way to stay cool and safe from the hot summer sun.

We can use the words *in* and *under* to tell where people stay cool on hot summer days.

For example, we can say, "People stay cool in the lake," or "People stay cool under a canopy, or covering."



#### Show Image 4A-9: Crowded pool



**Show Image 4A-10: Shady tree in the park**



### Expanding Sentences

Can you think of other places where people stay cool?

- » in the ocean, in a lake, in a house or building, in the shade, and under an umbrella

Look at the images. Use *in* or *under* in a complete sentence to tell where people stay cool.

## 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	K8L4
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 4: Summer

# Talk Time



**Primary Focus:** Students will express opinions about a favorite summer activity.



Speaking  
Offering and  
Supporting Opinions

### Entering/Emerging

Have students answer using the sentence starter: "My favorite summer activity is \_\_\_\_\_ because . . ."

### Transitioning/Expanding

Have students respond to their partners' statements using the sentence starter: "I like \_\_\_\_\_, too, because . . . / I don't like \_\_\_\_\_ because . . ."

### Bridging

Have students agree or disagree with their partners' responses, giving a reason why. Encourage students to add information from the read-aloud to support their opinions.

### MY FAVORITE SUMMER ACTIVITY (10 MIN.)

- Show students Images 4A-2, 4A-6, and 4A-9–4A-11 from the Flip Book, and ask them to name some activities that people do in the summer.
- List responses on the board.



### Formative Assessment

**Summer Activity:** What is your favorite summer activity? Why?

Tell your partner about your favorite summer activity. Give at least one reason why that is your favorite activity.

End Lesson

## SEASONS AND WEATHER

# Autumn

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

Students will use sentence-level context clues to describe and determine the multiple meanings of the word *fall*.

Students will expand a sentence by adding prepositional phrases that describe time, place and manner.

Students will express opinions about a favorite season.

**FORMATIVE ASSESSMENT****Speaking****Expanding Sentences [Informal Observation]****LANGUAGE PROFICIENCY ASSESSMENT****Speaking****My Favorite Season [Informal Observation]**



## LESSON AT A GLANCE

	Time	Materials
<b>Vocabulary Building</b>		
Multiple-Meaning Word: <i>Fall</i>	5 min.	❑ Poster 4M (Fall)
<b>Looking at Language</b>		
Expanding Sentences	10 min.	❑ Image 5A-4
<b>Talk Time</b>		
My Favorite Season	15 min.	❑ Flip Book images from Lessons 2–5 ❑ Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Talk Time

- Choose specific Flip Book images from Lessons 2–5 for reviewing the seasons.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Create sentences using the multiple meanings of the word *fall*.
- Express opinions about a favorite season.
- Describe a fall activity using prepositional phrases.

### Language Forms and Functions

People rake leaves \_\_\_\_\_.  
(prepositional phrase)

The family is picking up leaves in the yard in autumn with their hands and a rake.

My favorite season is \_\_\_\_\_.

My favorite season is \_\_\_\_\_ because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

activities  
favorite  
holidays

autumn/winter/spring/  
summer  
fall  
leaves

Start Lesson

## Lesson 5: Autumn

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to describe and determine the multiple meanings of the word *fall*.

### MULTIPLE-MEANING WORD: FALL (5 MIN.)

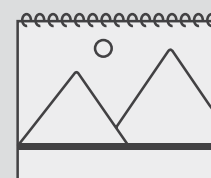
**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

In the read-aloud you heard the word *fall*, when Annie said, “That’s why another name for autumn is *fall*, because autumn is when the leaves of deciduous trees fall to the ground.”

With your partner, think of as many meanings for *fall* as you can, or discuss different ways you can use the word *fall*.

[Show Poster 4M (Fall).] *Fall* is another word for the season of autumn. Which picture shows this? (*one*)

Poster 4M





## Speaking Analyzing Language Choices

### Entering/Emerging

Have Student A say a simple sentence that includes the word and meaning of *fall* in context. Have Student B hold up the correct number of fingers to indicate which image shows the way *fall* is used in the sentence.

### Transitioning/Expanding

Encourage students to say more complex sentences using the word *fall*. Have students provide reasons for their answers when indicating which picture shows the meaning of *fall* described.

### Bridging

Have students provide their own definitions of *fall*.

*Fall* can also mean something different. *Fall* can mean to drop from a higher place to a lower place. Which picture shows this? (two)

Did you and your partner think of both of these definitions, or meanings, for *fall*?



## Check for Understanding

**Quiz:** Now quiz your partner on the different meanings of *fall*. For example, you could say, “I love how the trees change colors in the fall. Which fall am I?” Then your partner should hold up one finger to indicate the picture of autumn and to show which kind of fall you mean.

## Lesson 5: Autumn

# Looking at Language



**Primary Focus:** Students will expand a sentence by adding prepositional phrases that describe time, place and manner.

## EXPANDING SENTENCES (10 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. If necessary, have students repeat the sentences.



### Show Image 5A-4: Raking leaves

**Ask:** What do you see in this picture? Use a complete sentence to tell who and what you see.

- Have students repeat this base sentence after you: “The family is picking up leaves.”

We can use the words *in* and *with* to tell where, when, and how something happens.

[Write *in* and *with* on the board.] For example, we can say, “The family is picking up leaves *in the morning*” to tell when.



### Formative Assessment

**Expanding Sentences:** I will ask one question at a time using the question words *where*, *when*, and *how*. Try to answer each question by adding information using the words *in* or *with* to our sentence: "The family is picking up leaves."

- Where is the family picking up leaves? ("The family is picking up leaves *in the yard*.")
- When is the family picking up leaves? ("The family is picking up leaves *in autumn*." "The family is picking up leaves *in the daytime/morning/afternoon*.")
- How is the family picking up leaves? ("The family is picking up leaves *with their hands and a rake*.")



### Speaking Modifying to Add Details

#### Entering/Emerging

Say prepositional phrases about the image (*in the yard*, *with their hands*), and have students point them out in the image as they repeat the prepositional phrases.

#### Transitioning/Expanding

Provide a sentence frame that needs to be completed with a prepositional phrase: "People rake leaves \_\_\_\_\_ (*prepositional phrase*)."

Prompt students to answer using a prepositional phrase.

#### Bridging

Have students add each prepositional phrase to the previous complete sentence to build a final sentence with three prepositional phrases: "The family is picking up leaves *in the yard in autumn with their hands and a rake*."

## Lesson 5: Autumn

# Talk Time



**Primary Focus:** Students will express opinions about a favorite season.

### MY FAVORITE SEASON (15 MIN.)



#### Show Image 1A-8: Seasons

- Ask students to name the four seasons in order. You may wish to have students sing the "Four Seasons" song from Lesson 1 as a review.
- Slowly flip through images in the Flip Book for Lesson 2. Ask students to name the season depicted in the images.
- Ask students to name some characteristics and activities of winter.
- Repeat the previous two steps for Lessons 3–5.



### Speaking Offering and Supporting Opinions

#### Entering/Emerging

Have students offer an opinion using a complete sentence: "My favorite season is \_\_\_\_."

#### Transitioning/Expanding

Brainstorm ideas from the read-alouds about the seasons. Provide the sentence starter: "My favorite season is \_\_\_\_ because ..."

#### Bridging

Encourage students to provide more than one reason for their opinions. Invite students to share their opinion statements in a small group.



### My Favorite Season

What is your favorite season? Why? Tell your partner what your favorite season is and give reasons why. Try to include your favorite holidays and activities in your answer.

## 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	K8L5
Activity Name	My Favorite Season
Proficiency Levels	
Entering	Student offers an opinion with prompting and support.
Emerging	Student offers an opinion .
Transitioning	Student supports an opinion with one textual reason with prompting and support.
Expanding	Student supports an opinion with one textual reason.
Bridging	Student supports an opinion with textual reasons.

End Lesson

## SEASONS AND WEATHER

# The Grasshopper and the Ants

**PRIMARY FOCUS OF LESSON****Listening**

Students will preview “The Grasshopper and the Ants” through an interactive read-aloud.

**Reading**

Students will identify language from the text used to describe the grasshopper and the ants.

**Speaking**

Students will express opinions about events in the story.

**FORMATIVE ASSESSMENT**

Speaking

What Would You Do? [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Q&A [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Interactive Read-Aloud: "The Grasshopper and the Ants"	15 min.	<input type="checkbox"/> Images 6A-1–6A-4 <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Focus on Text</b>		
Characterization	10 min.	<input type="checkbox"/> Image 6A-2
<b>Talk Time</b>		
What Would You Do?	5 min.	<input type="checkbox"/> Images 6A-3, 6A-4

## ADVANCE PREPARATION

### Look Ahead

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Express opinions about events in a story.

### Language Forms and Functions

What season is it? It is \_\_\_\_\_.  
(season)

In this image we can see . . .

I know this because . . .

I would/would not help the grasshopper because . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

future  
last  
lazy  
plenty

ants  
grasshopper

Start Lesson

## Lesson 6: The Grasshopper and the Ants

# Look Ahead



**Primary Focus:** Students will preview “The Grasshopper and the Ants” through an interactive read-aloud.

### INTERACTIVE READ-ALoud: “THE GRASSHOPPER AND THE ANTS” (15 MIN.)



#### Show Image 6A-1: Grasshopper and ants

In a field on a fine summer’s day, a grasshopper was hopping about, singing and dancing and enjoying himself.

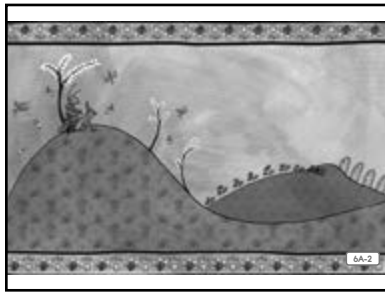
Nearby, a group of ants was hard at work. They had built their house underground—or under the soil. The ants were filling their house with food to last them through the long, cold winter



ahead. The ants wanted to be sure they had enough food to eat through the winter.

“Why not come and play with me?” asked the grasshopper. “Why bother—or worry—about winter when it is still summer? We have plenty of food now. Come, leave your work. Now’s the time to dance and sing.”

But the ants paid no attention to the grasshopper. They didn’t listen to the grasshopper. They kept working hard, all day and every day.

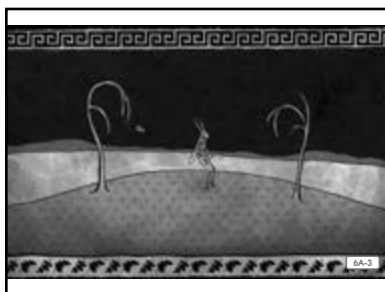


**Show Image 6A-2: The grasshopper napping under a tree**

But the grasshopper did not work hard. All summer long, while the ants worked, he jumped about the field and danced and sang. Sometimes he’d sit for hours and listen to the humming of the bees, or watch the butterflies flitting—or moving quickly—about. The grasshopper would take long, lazy naps in the warm sun. And when he woke up, he would sing this song:

*The summertime’s the time for me,  
For then I’m happy as can be.  
I watch the butterflies and bees,  
As they fly around as they please.  
Oh, summertime’s the time for me!  
For I’m as happy as can be.*

Yes, the grasshopper was a happy fellow—but he never thought about the future. The grasshopper only thought about what was happening now, not what was going to happen next.



**Show Image 6A-3: Grasshopper in late fall**

One day the grasshopper woke up and felt a chill in the air.

[Explain that a chill is a cold feeling.]

Then he saw the leaves turn red, gold, and brown, and fall from the trees.

The days kept getting cooler, and soon, the

grasshopper saw no butterflies or bees, and the fields where he liked to sing and dance turned bare, empty, and hard.

Soon, the cold days of winter were upon him, and the grasshopper was freezing. He was very cold and hungry.



#### Show Image 6A-4: Grasshopper knocking at the ants' door

He came to the ants' house and knocked on the door.

"What do you want?" asked the ants.

"May I come in and share your food?" asked the grasshopper.

"What did you do all summer?" asked the ants. "Didn't you put away—or save—some food to use now?"

"No," said the shivering grasshopper. "I didn't think of that while I was singing and dancing in the sun."

*[Have students show you what shivering looks like.]*

"So," said the ants meanly, "you sang and danced all summer while we worked. Well, now you can sing and dance while we eat!"

And as the hungry grasshopper walked away, he sang this song:

*Next time I'll work as well as dance; then I'll be ready, like the ants!*



#### Q&A

[Review each Flip Book image.] What seasons are at the beginning, middle, and end of the story? (*summer, fall, and winter*)

Who are the characters in the story? (*The characters are the ants and the grasshopper.*)

What are the ants doing? (*The ants are working to fill their house with food.*)

Why do you think the ants are working so hard right now? (*The ants are working so hard to make sure that they have enough food for winter.*)



#### Listening Listening Actively

##### Entering/Emerging

Display images from the story. Ask: "What season is it?" Prompt students to answer: "It is \_\_\_\_ (season)."

##### Transitioning/Expanding

Ask additional *wh*-questions about the story. Prompt students to provide reasons, using images from the story and sentence starters: "In this image we can see . . ." "I know this because . . ."

##### Bridging

Invite partner pairs to ask and answer questions about the story, using images and text from the story to support their responses.



### Check for Understanding

**Turn and Talk:** Ask your partner what lesson you can learn from this story. [Ask for volunteers to share their responses. (*I need to think ahead and prepare for the future. I need to work and play, not just play.*)]

## 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	K8L6
Activity Name	Q&A
Proficiency Levels	
Entering	Student responds to simple questions about the story with support.
Emerging	Student responds to simple questions about the story.
Transitioning	Student responds to <i>wh</i> - questions and identifies one reason from an image or text with support.
Expanding	Student responds to <i>wh</i> - questions and identifies one reason from an image or text.
Bridging	Student asks and answers questions and provides evidence from the images and text.

## Lesson 6: The Grasshopper and the Ants

# Focus on Text



**Primary Focus:** Students will identify language from the text used to describe the grasshopper and the ants.

### CHARACTERIZATION (10 MIN.)

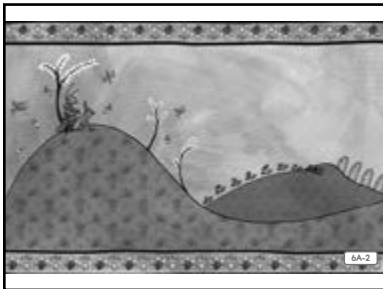
**Ask:** Do you remember what the person who writes a story is called?

**Definition:** The person who writes a story is called an author. When an author writes a story, he or she chooses words to let the readers know what the characters are like.

**Ask:** Who are the characters in the story we heard?

» *the ants and the grasshopper*

I will read parts of the story, “The Grasshopper and the Ants.” As I read, listen for words the author uses to describe the characters, or to tell what they are like.



### Show Image 6A-2: The grasshopper napping under a tree

In a field on a fine summer’s day, a grasshopper was hopping about, singing and dancing and enjoying himself. All summer long, while the ants worked, he jumped about the field and danced and sang. Sometimes he’d sit for hours and listen to the humming of

the bees, or watch the butterflies flitting—and moving quickly—about. The grasshopper would take long, lazy naps in the warm sun.

### Ask

What is the grasshopper like?

» playful, lazy

What words does the author use to describe the grasshopper?

» hopping about; singing; dancing; enjoying; jumped about the field; danced; sang; sit for hours; take long, lazy naps



## Speaking Evaluating Language Choices

### Entering/Emerging

Have students choose between two words to describe first the grasshopper and then the ants (e.g., “Is the grasshopper serious or playful?” “Are the ants hardworking or silly?”).

### Transitioning/Expanding

Have students identify the characters (e.g., “Which characters ‘take long lazy naps,’ or ‘kept working hard all day?’”). Repeat one line from the story at a time, asking students to identify the words or phrases in that line that describe the characters.

### Bridging

Have students think of synonyms for *lazy* and *playful* to describe the characters. Have students think of other examples to describe the characteristics of the grasshopper and ants.

Now listen for words the author uses to tell what the ants are like.

Nearby, a group of ants was hard at work. They had built their house underground—or under the soil. The ants were filling their house with food to last them through the long, cold winter ahead. The ants wanted to be sure they had enough food to eat through the winter.

“Why not come and play with me?” asked the grasshopper. “Why bother—or worry—about winter when it is still summer? We have plenty of food now. Come, leave your work. Now’s the time to dance and sing.”

But the ants paid no attention to the grasshopper. They didn’t listen to the grasshopper. They kept working hard, all day and every day.

### Ask

What are the ants like?

» hardworking, serious, responsible

What words does the author use to describe the ants?

» hard at work, built their house, filling their house with food, wanted to be sure they had enough food, working hard

Are the ants and the grasshopper alike or different? How do you know?

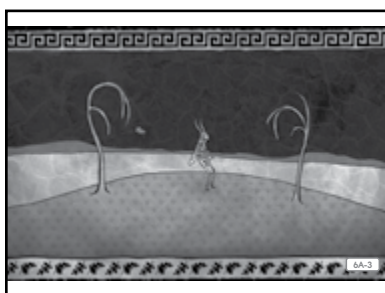
## Lesson 6: The Grasshopper and the Ants

# Talk Time



**Primary Focus:** Students will express opinions about events in the story.

### WHAT WOULD YOU DO? (5 MIN.)



### Show Image 6A-3: Grasshopper in late fall

Let’s take another look at the second part of the story, “The Grasshopper and the Ants.”

One day the grasshopper realized that all the leaves had fallen from the trees, the temperature was getting colder, and the animals had gone.

**Ask:** What season was it? (*fall or winter*)

Soon, the cold days of winter were upon him, and the grasshopper was freezing. He was very cold and hungry.



**Show Image 6A-4: Grasshopper knocking at the ants' door**

**Ask**

What is happening in this picture?

- » The grasshopper is knocking on the door of the ants' house.

What does the grasshopper want from the ants?

- » He wants them to share their food with him.

Why doesn't the grasshopper have any food?

- » He played all summer long and did not save food for winter.



**Formative Assessment**

**What Would You Do?** Tell your partner what you would do if you were one of the ants and the grasshopper asked you to share your food. Then give a reason for your answer.

End Lesson



**Speaking**  
**Offering Opinions**

**Entering/Emerging**

Have students answer using the sentence frame: "If I were one of the ants, I would/ would not help the grasshopper."

**Transitioning/Expanding**

Have students support their answers using the sentence starter: "I would/would not help the grasshopper because . . ."

**Bridging**

Have students agree or disagree with their partners' responses. Then have students tell what they would do if they were one of the ants and provide two or more reasons to support their choices.

## 7

## SEASONS AND WEATHER

# Safety in Storms

**PRIMARY FOCUS OF LESSON****Listening**

Students will apply the general academic word *severe* in different contexts.

Students will identify language the author uses to tell that lightning is dangerous.

**Speaking**

Students will expand sentences by adding prepositional phrases of place.

**FORMATIVE ASSESSMENT**

Speaking

Making Choices [informal observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Expanding Sentences [informal observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Vocabulary Building</b>		
Word Work: Severe Context Clues	20 min.	☐ Images 7A-2, 7A-3
<b>Looking at Language</b>		
Expanding Sentences	10 min.	☐ Images 7A-1–7A-3 ☐ Language Proficiency Recording Sheet

## 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>• Contribute to discussion using the general academic word <i>severe</i>.</li> <li>• Expand sentences using prepositional phrases.</li> </ul>		
Language Forms and Functions		
<p>_____ is severe.</p> <p>Lightning is dangerous because it can . . .</p> <p>We stay safe _____.</p> <p style="text-align: center;">(prepositional phrase)</p> <p>Lightning strikes _____.</p> <p style="text-align: center;">(prepositional phrase)</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
electricity	dangerous injure lightning severe strike/struck	clouds ground safe sky storm



## Lesson 7: Safety in Storms

## Vocabulary Building



**Primary Focus:** Students will apply the general academic word *severe* in different contexts.

Students will identify language the author uses to tell that lightning is dangerous.

## WORD WORK: SEVERE (10 MIN.)

## Support

## Sentence frame:

“\_\_\_\_\_ is severe.”

In the read-aloud you heard about weather that is severe, or very bad.

Say the word *severe* with me three times.

**Definition:** *Severe* means very bad.

**Examples:** Someone’s facial expression can be severe if she or he is very angry.

Severe weather is dangerous weather.



Listening  
Selecting Language  
Resources

## Entering/Emerging

Have students hold up one or two fingers to indicate which choice describes something severe.

## Transitioning/Expanding

Have students tell which choice is severe using the sentence frame:  
“\_\_\_\_\_ is severe.”

## Bridging

Encourage students to explain why the choice is severe.



## Formative Assessment

**Making Choices:** I’m going to say two things; one of them is severe, and the other is not severe. Tell me which one is severe.

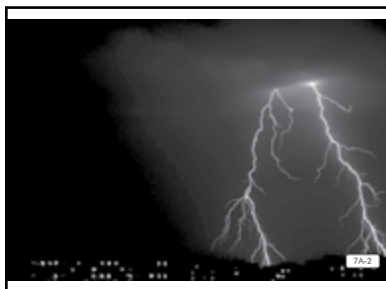
- light rain/strong thunderstorm (*strong thunderstorm*)
- big punishment/quiet time (*big punishment*)
- stuffy nose/really bad cold (*really bad cold*)
- small cut on your arm/a broken arm (*broken arm*)
- blizzard/snow flurries (*blizzard*)



## Check for Understanding

**Turn and Talk:** Tell your partner something that is severe. Try to use the word *severe* in a complete sentence when you tell it.

## CONTEXT CLUES (10MIN)



### Show Image 7A-2: Lightning

**Ask:** What do you see in this image?  
(*lightning*)

In the read-aloud you heard that lightning can be dangerous.

**Definition:** *Lightning* is a stroke — or line — of electricity that connects energy in the ground with energy in a cloud.

**Definition:** Something that is dangerous is something that can harm, or hurt, you.

Listen again to the part of the read-aloud that describes how lightning is dangerous. Listen for words the author uses to let us know that lightning is dangerous, or can hurt us.



### Show Image 7A-3: Lightning-struck tree

Lightning struck—or hit—and knocked down this tree. Lightning can start fires, too. Worst of all, lightning can seriously injure—or hurt—a person. There is a very small chance of being struck by lightning, but it can happen. Luckily, there are simple ways to be safe from lightning during a storm.

**Ask:** Which words and phrases tell us that lightning is dangerous?

» struck, hit, knocked down, start fires, seriously injure, hurt, be safe from

**Note:** You may wish to read the passage again, one sentence at a time, having students identify the words that tell lightning is dangerous in each sentence. You may also wish to write the words and phrases on the board.



**Listening**  
Evaluating Language Choices

### Entering/Emerging

Give students each word or phrase that describes lightning as dangerous and have them respond using a sentence starter: “Lightning is dangerous because it can . . .”

### Transitioning/Expanding

Give students a choice of two words or phrases from the reading and have them choose the one that tells that lightning is dangerous.

### Bridging

Have students identify words and phrases from the text independently. Encourage students to use the identified words and phrases in an original sentence to describe something dangerous.

## Lesson 7: Safety in Storms

# Looking at Language



**Primary Focus:** Students will expand sentences by adding prepositional phrases of place.



**Speaking**  
Modifying to Add  
Details

### Entering/Emerging

Say prepositional phrases about the image (e.g., *in the sky*, *from the clouds*), and have students point them out in the image as they repeat the prepositional phrases.

### Transitioning/Expanding

Provide a sentence frame that needs to be completed with a prepositional phrase (e.g., "We stay safe \_\_\_\_\_ [*prepositional phrase*].") "Lightning strikes \_\_\_\_\_ [*prepositional phrase*].")

Prompt students to answer using a prepositional phrase.

### Bridging

Have students brainstorm other ideas for using prepositional phrases to expand their sentences.

### EXPANDING SENTENCES (10 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. If necessary, have students repeat the sentences.

In the read-aloud, you heard about severe—or bad—weather and ways to stay safe during storms.

We can add detail to sentences using the words *in*, *on*, *out*, *to*, *from*, and *under* to tell where something happens.

[Write *in*, *on*, *out*, *to*, *from*, and *under* on the board. Have students repeat each word after you.]



### Expanding Sentences

I will say a sentence. Then you will expand my sentence using *in*, *on*, *out*, *to*, *from*, or *under* to give details about where something happens. For example, if I say, "Heavy rain falls," you could say, "Heavy rain falls *from the sky*," or "Heavy rain falls *on the ground*."



### Show Image 7A-1: Storm clouds

Storm clouds form.

» Storm clouds form in the sky.

We stay safe .

» We stay safe in the house/school/building.



### **Show Image 7A-2: Lightning**

Lightning strikes.

- » Lightning strikes in the sky.

Lightning connects.

- » Lightning connects from the clouds to the ground.

We stay safe from lightning.

- » We stay safe from lightning in a house, building or car.
- » We stay safe from lightning out of water.

We are not safe from lightning.

- » We are not safe from lightning under a tree/a tall object.
- » We are not safe from lightning in the water.



### **Show Image 7A-3: Lightning-struck tree**

The tree falls.

- » The tree falls to the ground.
- » The tree falls in the street.

## 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	K8L7
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

## SEASONS AND WEATHER

# Meteorology

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

Students will describe the job of a meteorologist.

**Writing**

Students will use key words and drawings to present a weather report.

**FORMATIVE ASSESSMENT**

Speaking

Word to World [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Weather Report [Activity Page 8.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Vocabulary Preview: <i>Predicts, Meteorologist</i>	10 min.	<input type="checkbox"/> video clip of a weather report <input type="checkbox"/> Image 8A-2
<b>Write About It</b>		
Meteorologist's Report	20 min.	<input type="checkbox"/> Image 1A-2 <input type="checkbox"/> Activity Page 8.1S <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Look Ahead

- Prepare to show a live version or a recorded clip of a weather report.

### Write About It

- Prepare Activity Page 8.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe the job of a meteorologist.
- Present a weather report using drawings and key words.

### Language Forms and Functions

I do/do not think it is important to predict the weather because . . .

A meteorologist \_\_\_\_\_ what the \_\_\_\_\_ will be like.  
(predicts) (weather)

A meteorologist. . .

Hi! I'm meteorologist \_\_\_\_\_. I predict that it will be \_\_\_\_\_ tomorrow.  
(name) (type of weather)

### Vocabulary

#### Tier 3 Domain-Specific Words

meteorologist

#### Tier 2 General Academic Words

predicts  
weather

#### Tier 1 Everyday Speech Words

clouds/cloudy  
cold/warm/hot  
rain/rainy  
storm/stormy  
sun/sunny  
wind/windy

Start Lesson

## Lesson 8: Meteorology

# Look Ahead



**Primary Focus:** Students will describe the job of a meteorologist.

## VOCABULARY PREVIEW (10 MIN.)

### Predicts

A weatherman predicts, or makes his best guess at, what the weather is going to be like.

Say the word *predicts* with me three times.

**Definition:** When someone predicts, she or he says what she or he thinks will happen in the future.

**Example:** Readers often use information about characters and plot

### Support

**Sentence starter:** "I do/do not think it is important to be able to predict the weather because . . ."



in a story to predict what might happen later in the story.

**What Do You Think?** Do you think it is important to be able to predict the weather? Why or why not?

## Meteorologist

- Play a short video showing a weather report. Tell students to watch and listen carefully for what the person in the video says and does.

### Ask

What did you see in the video?

» a man or woman telling about the weather

Did he or she tell about the weather in the past, present or future?

» in the present and/or the future



Speaking  
Selecting Language  
Resources

### Entering/Emerging

Have students tell what a meteorologist does by using the sentence frame: "A meteorologist \_\_\_\_\_ (*predicts*) what the \_\_\_\_\_ (*weather*) will be like."

### Transitioning/Expanding

Have students tell what a meteorologist does by using the sentence starter: "A meteorologist . . ."

### Bridging

Have students explain what a meteorologist does. Encourage students to include domain-specific vocabulary and details to describe what he or she reports about.



### Show Image 8A-2: Meteorologist

The person who gives a weather report is called a meteorologist.

Say the word *meteorologist* with me three times.

**Definition:** A meteorologist is a person who studies weather and predicts what the weather will be like before it happens.

**Example:** The meteorologist is tracking the storm and predicts that we will have lots of rain and wind tomorrow.



### Formative Assessment

**Word to World:** Tell your partner what a meteorologist does. Use details from the video.

## Lesson 8: Meteorology

# Write About It



**Primary Focus:** Students will use key words and drawings to present a weather report.

### METEOROLOGIST'S REPORT (20 MIN.)

- Tell students that they are going to pretend to be a meteorologist on the news and give a weather report.



#### Show image 1A-2: Kinds of weather

- Review different types of weather and temperatures with the students. List key words on the board as they are mentioned (e.g., *blizzard, cloudy, cold, cool, hot, hurricane, rainy, sleet, snow, stormy, sunny, thunderstorm, warm, and windy*).
- Tell students that they should include information about temperature and weather conditions in their reports. Have students think about what they will include in their reports.
- Give students Activity Page 8.1S. Have students draw and label pictures of the weather they report on or write short sentences to go with their weather reports.



#### Weather Report

[Give students Activity Page 8.1S.] Draw a picture of the weather you will report on. Write a short sentence to go with your weather report.



**Writing**  
Selecting Language Resources

#### Entering/Emerging

Provide a written bank of key words.

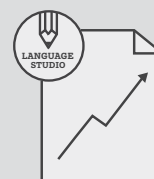
#### Transitioning/Expanding

Brainstorm a written bank of key words and phrases to add detail about the temperature and weather conditions.

#### Bridging

Write a sentence frame on the board for students to copy and complete.

#### Activity Page 8.1S



#### Support

**Sentence frame:** “Hi, I’m meteorologist \_\_\_\_\_ (name). I predict that it will be \_\_\_\_\_ (type of weather) tomorrow.”

- Have students present their weather reports to the class.

**Presentation Tips:** Use loud voices, stand up tall, and look at the audience.

## 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	K8L8
Activity Name	Weather Report
Proficiency Levels	
Entering	Student draws and labels picture with key words copied from models with help.
Emerging	Student draws and labels picture with key words copied from models.
Transitioning	Student writes caption for report copied from models.
Expanding	Student writes caption for report.
Bridging	Student writes short report based on model.

End Lesson

# Core Knowledge Language Arts

## **Series Editor-in-Chief**

E. D. Hirsch, Jr.

## **President**

Linda Bevilacqua

## **Rights Manager**

Elizabeth Bland

## **Editorial Staff**

Mick Anderson  
Robin Blackshire  
Laura Drummond  
Emma Earnst  
Lucinda Ewing  
Sara Hunt  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Tonya Ronayne  
Deborah Samley  
Kate Stephenson  
Elizabeth Wafler  
James Walsh  
Sarah Zelinke

## **Design and Graphics Staff**

Kelsie Harman  
Liz Loewenstein  
Bridget Moriarty  
Lauren Pack  
Cecilia Sorochin

## **Consulting Project Management Services**

ScribeConcepts.com

## **Additional Consulting Services**

Erin Kist  
Carolyn Pinkerton  
Scott Ritchie  
Kelina Summers

## **Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

## **Contributors to Earlier Versions of these Materials**

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental 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.

# Core Knowledge Language Arts

## Editorial Staff

Susan Lambert, Vice President, CKLA  
Rachel Wolf, Editorial Director  
Sarah McClurg, Senior Content Specialist  
Elizabeth Wade, PhD, Managing Curriculum Developer  
Patricia Erno, Senior Curriculum Developer  
Jamie Raade, Senior Curriculum Developer  
Marc Goldsmith, Curriculum Developer  
Carrie Hughes, Curriculum Developer  
Amber McWilliams, ELL Specialist  
Brian Black, Managing Copy Editor

## Project Management

Matthew Ely, Senior Project Manager  
Jennifer Skelley, Senior Producer  
Cesar Parra, Project Manager

## Design and Graphics Staff

Todd Rawson, Design Director  
Chris O'Flaherty, Art Director  
Carmela Stricklett, Art Director  
Stephanie Cooper, Art Director  
Annah Kessler, Visual Designer  
Erin O'Donnell, Senior Production Designer  
Tim Chi Ly, Illustrator  
John Starr, Illustrator

## Contributors

Ann Andrew  
Desirée Beach  
Leslie Beach  
Nicole Crook  
Stephen Currie  
Kira Dykema  
Carol Emerson  
Jennifer Flewelling  
Mairin Genova  
Christina Gonzalez Vega  
Stephanie Hamilton  
Rowena Hymer  
Brooke Hudson  
Jason Jacobs  
Leslie Johnson  
Debra Levitt  
Bridget Looney  
Christina Martinez  
Julie McGeorge  
Evelyn Norman  
Leighann Pennington  
Heather Perry  
Tim Quiroz  
Maureen Richel  
Jessica Richardson  
Carol Ronka  
Laura Seal  
Cynthia Shields  
Alison Tepper  
Karen Venditti  
Carri Waloven  
Michelle Warner



Amplify.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Language Studio 5

Expert Reviewer

Joyce G. Latimer, Edward Mills

Writers

Michael L. Ford, Core Knowledge Staff

Illustrators and Image Sources

Cover: Amplify Learning, Inc; 1A-1: Michael Parker; 1A-2: Michael Parker; 1A-3: Michael Parker; 2A-1: Michael Parker; 2A-2: Shutterstock; 2A-3: Shutterstock; 2A-4: Shutterstock; 2A-5: Shutterstock; 2A-6: Shutterstock; 2A-7: Shutterstock; 2A-8: Shutterstock; 2A-9: Shutterstock; 3A-1: Michael Parker; 3A-2: Shutterstock; 3A-3: Shutterstock; 3A-4: Shutterstock; 3A-8: Shutterstock; 3A-9: Shutterstock; 3A-10: Shutterstock; 3A-11: Shutterstock; 4A-1: Michael Parker; 4A-2: Shutterstock; 4A-3: Shutterstock; 4A-4: Shutterstock; 4A-5: Shutterstock; 4A-6: Shutterstock; 4A-7: Shutterstock; 5A-1: Michael Parker; 5A-2: Shutterstock; 5A-3: Shutterstock; 5A-4: Shutterstock; 5A-6: Shutterstock; 5A-7: Shutterstock; 6A-5: Shutterstock; 7A-2: Gail McIntosh; 7A-7: Gail McIntosh; 8A-1: Michael Parker; 9A-5: Michael Parker

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”

Language Studio 6

Expert Reviewer

Jeffery Hantman

Writers

Beth Engel, Rosie McCormick, Cate Whittington, Core Knowledge Staff

Illustrators and Image Sources

Cover: Amplify Learning, Inc; 1A-21: Tyler Pack; 1A-7: Shutterstock; 1A-8: Shutterstock; 1A-18: Brooke Sadler; 2A-7: Sharae Peterson; 3A-1: Shari Griffiths; 3A-2: Shari Griffiths; 3A-3: Shari Griffiths; 3A-4: Shari Griffiths; 3A-5: Shari Griffiths; 3A-6: Shari Griffiths; 3A-7: Shari Griffiths; 3A-8: Shari Griffiths; 3A-9: Shari Griffiths; 3A-10: Shari Griffiths; 3A-11: Shari Griffiths; 3A-12: Shari Griffiths; 7A-1: Tyler Pack; 8A-5: Shutterstock; 2A-6: Shutterstock; 1A-14: Mary Parker; 8A-1: Tyler Pack; 3A-4: Shari Griffiths; 3A-7: Shari Griffiths; 3A-4: Shari Griffiths; 2A-6: Shutterstock; 4A-3: Sharae Peterson; 4A-3: Sharae Peterson; 5A-6: Apryl Stott; 6A-1: Bryan Beus; 6A-4: Bryan Beus; 8A-1: Tyler Pack; 4A-3: Sharae Peterson; 6A-5: Bryan Beus; 8A-3: Shutterstock; 1A-1: Shutterstock; 7A-28: Shutterstock; 8A-1: Tyler Pack; 6A-4: Bryan Beus

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”

Language Studio 7

Expert Reviewer

John J. Butt

Writers

Michael L. Ford

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1A-2: Library of Congress, Prints and Photographs, LC-USZ62-118783; 1A-3: Ikiwaner / Wikimedia Commons / Creative Commons Attribution-Share Alike 3.0 Unported, <http://creativecommons.org/licenses/by-sa/3.0/deed.en> / Modified from Original; 1A-1: Shutterstock; 2A-1: Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-32479; 3A-1: Michael Parker; 3A-2: Michael Parker; 3A-3: Michael Parker; 3A-4: Michael Parker; 3A-1: Michael Parker; 4A-1: Steve Morrison; 4A-1: Steve Morrison; 4A-1: Steve Morrison; 4A-1: Steve Morrison; 5A-3: Katy Cummings; 5A-1: Katy Cummings; 5A-2: Katy Cummings; 5A-3: Katy Cummings; 7A-2: Shari Griffiths; 7A-8: Shari Griffiths; 7A-1: Shari Griffiths; 7A-4: Shari Griffiths; 7A-5: Shari Griffiths; 7A-9: Shari Griffiths; 7A-10: Shari Griffiths; 7A-13: Shari Griffiths; 8A-1: Kristin Kwan; 8A-6: Kristin Kwan; 8A-8: Kristin Kwan

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”

Language Studio 8

Expert Reviewer

Scott Curtis

Writers

Michael L. Ford

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1A-1: Dustin Mackay; 1A-2: Shutterstock; 1A-8: Shutterstock; 2A-1: Dustin Mackay; 2A-3: Shutterstock; 2A-4: Shutterstock; 2A-5: Shutterstock; 2A-6: Shutterstock; 2A-7: Shutterstock; 2A-8: Shutterstock; 2A-10: Shutterstock; 2A-11: Dustin Mackay; 2A-12: Shutterstock; 3A-1: Dustin Mackay; 3A-6: Shutterstock; 3A-2: Dustin Mackay; 3A-3: Shutterstock; 3A-5: Shutterstock; 4A-7: Core Knowledge Staff; 4A-9: Shutterstock; 4A-10: Shutterstock; 5A-4: Shutterstock; 1A-8: Shutterstock; 6A-1: Steve Morrison; 6A-2: Steve Morrison; 6A-3: Steve Morrison; 6A-4: Steve Morrison; 6A-2: Steve Morrison; 6A-3: Steve Morrison; 6A-4: Steve Morrison; 7A-2: Shutterstock; 7A-3: Shutterstock; 7A-1: Shutterstock; 7A-2: Shutterstock; 7A-3: Shutterstock; 8A-2 (weatherman): Shutterstock; 8A-2 (map): Core Knowledge Staff; 1A-2: Shutterstock

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”

Regarding the Shutterstock items listed above, please note: “No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.”



ISBN 9781681615172



Amplify Core Knowledge Language Arts

