



# Language Studio

Teacher Guide

Kindergarten

Volume 3

Kindergarten

Language Studio 9–12

# Volume 3

## Teacher Guide



ISBN 978-1-68161-518-9

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Printed in the USA  
NALS01 RRVV 2016



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Language Studio 9

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# Columbus and the Pilgrims

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## COLUMBUS AND THE PILGRIMS

# The Spice Seekers

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

Students will compare forms of travel used in the past to forms of travel used today.

**Listening**

Students will preview the domain-specific word *spices*.

**Speaking**

Students will use the general academic word *convince* in context.

**Listening**

Students will identify and use the past tense verb *convinced* in a shared language activity.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Verb Tense [Informal Observation]**

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Introducing Columbus	10 min.	<input type="checkbox"/> Image 3A-5 <input type="checkbox"/> T-Chart: Long, Long Ago/Today <input type="checkbox"/> world map or globe
Vocabulary Preview: <i>Spices</i>	5 min.	<input type="checkbox"/> Image 1A-8 <input type="checkbox"/> world map <input type="checkbox"/> samples of different spices
<b>Vocabulary Building</b>		
Word Work: <i>Convince</i>	10 min.	
<b>Looking at Language</b>		
Verb Tense	5 min.	<input type="checkbox"/> Image 2A-5 <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Look Ahead

- Prepare a “Long, Long Ago/Today T-Chart on chart paper using the model:.

Long, Long Ago	Today

- Highlight the general region known as the Indies on a world map: Southeast Asia and Indonesia. Keep referring to this part of the world map whenever the Indies is mentioned.
- Obtain an audio recording of ocean sounds.
- Prepare several containers of spices for students to smell. Suggested spices include cinnamon, cassia, cardamom, ginger, turmeric, nutmeg, and black pepper.

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

**Looking at Language**

- Prepare Language Proficiency Recording sheet for Listening.

**Note to Teacher**

This introductory lesson provides the groundwork for later lessons. Students will use a world map to identify several continents (Europe, Asia, Africa) and the Atlantic Ocean. They will be introduced to cardinal directions as you talk about the routes to the Indies.

Note that the region of the world that was known as “the Indies” is now called “the East Indies.” In the time of Columbus, “the Indies” included India, Pakistan and all of Southeast Asia, as well as the islands of the Malay Archipelago. The region in the Caribbean to which Columbus actually sailed is now referred to as “the West Indies.”

Continue to point out the two different areas on a world map throughout the Columbus section of this unit—where Columbus thought he was going, and where he actually went.

**FEATURES OF ACADEMIC LANGUAGE**

Discourse Features		
<ul style="list-style-type: none"><li>• Compare forms of travel used in the past with forms of travel used today.</li><li>• Share about an experience using the general academic word <i>convince</i>.</li></ul>		
Language Forms and Functions		
I convinced _____ to let me _____.		
I convinced _____ that . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
explorers spices	convince travel	hear/smell/feel ocean



## Lesson 1: The Spice Seekers

## Look Ahead



## Primary Focus

Students will compare forms of travel used in the past to forms of travel used today.

Students will preview the domain-specific word *spices*.

## INTRODUCING COLUMBUS (10 MIN.)



## Show image 3A-5: Open ocean

*[Set the scene for students by showing them an image of the ocean and playing a recording of ocean sounds as they consider what it might be like to travel on the sea.]*

This is a picture of an ocean. You are going to learn about how people traveled on the ocean in boats long ago.

Close your eyes and imagine what it is like to travel on the ocean.

## Ask

What do you hear?

What do you smell?

How do you feel? Where are you going?

Are you in a boat?

How do you know you are going in the right direction?

## Travel: Past and Present

- Display the Long, Long Ago/Today T-Chart:

On this chart we can show the different ways people traveled long, long ago and the different ways people travel today. In the left column, we can list how people traveled long ago. In the right column, we can list how people travel today.

**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.

Let's think of two things for each column of the chart: two ways people traveled long ago and two ways people travel today.

**Ask:** How did Native Americans travel long ago?

» walking, horseback, canoes

- If there are repeated answers as students share their ideas, acknowledge the repetition and put a tally next to it. If there is the same answer in both columns (e.g., walking, running, riding horses), put a star next to them.

**Ask:** How do people travel today?

» in cars, trains, airplanes

- Lead the class in making observations about the chart (e.g., which answers came up the most frequently, which answers are in both columns, etc.).
- Explain that the people they will hear about in this unit traveled by ships—or large boats—long, long ago.

## VOCABULARY PREVIEW: SPICES (5 MIN.)

### Where in the World?

The Europeans wanted to go to the Indies to find treasures.

**Definition:** Europeans are people who live or lived on the continent of Europe. [Point to Europe on a world map or globe.]

Say the word *Indies* with me three times.

- Show where the Indies is located on a world map.

The Indies included many lands and islands. The Indies are a part of the continent of Asia.

- Point to Europe, then point to the Indies in Asia.

### Support

Explain that the area known as the “Indies” in Columbus’s day was a large part of Asia, including India, Pakistan, and Southeast Asia. Today, the term *East Indies* refers to the islands of Southeast Asia, particularly those of the Malay Archipelago, which includes Indonesia.

### Ask

Are the Indies close to Europe or far away from Europe?

What are some ways people could travel from Europe to the Indies?



### Show Image 1A-8: Asian spices

In today's lesson you will hear that people traveled to the Indies to get spices. Say the word *spices* with me three times.

**Definition:** Spices are plant products that have a special smell or taste. Spices are used to flavor foods and drinks.

**Example:** Pepper and cinnamon are common spices used in cooking.

- Pass around the containers of different spices for students to smell: cinnamon, cassia, cardamom, ginger, turmeric, nutmeg, and black pepper. Name the different spices. You may wish to take a quick tally of students' favorite spices.

---

### Lesson 1: The Spice Seekers

# Vocabulary Building



**Primary Focus:** Students will use the general academic word *convince* in context.

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

Columbus tried to *convince* several kings and queens that his idea was a good one.

Say the word *convince* with me three times.

**Definition:** To convince someone means to make that person believe you or agree with you.

**Example:** Columbus could not convince the king of Italy to give him money and ships for his trip to the Indies.



### Check for Understanding

**Share:** Have you ever had to convince someone to let you do something? Think about a time when you had to convince someone to let you do something. Use the sentence frame to tell your partner what you had to convince someone to do.

- teacher: have extra time for recess
- parents: have a movie night
- friends: go to their houses for a play date
- parents: let me take [art, music, martial arts] lessons
- parents: get a pet

### Support

**Sentence frame:**

"I convinced \_\_\_\_\_ to let me \_\_\_\_\_."

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

## Lesson 1: The Spice Seekers

# Looking at Language



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

### VERB TENSE (5 MIN.)

**Note:** This activity will 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 lessons.

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



### Show Image 2A-5: Columbus appeals to the king and queen

You have learned that Columbus **convinced** the king and queen of Spain to give him money and ships so that he could sail west.



### Listening Using Verbs and Verb Phrases

#### Entering/Emerging

Emphasize the *-ed* ending in the verb *convinced*.

#### Transitioning/Expanding

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

#### Bridging

Challenge students to use the past tense verb *convinced* to explain how Columbus got the king and queen to help him.

### Support

#### Sentence starter:

"I convinced \_\_\_\_\_ that . . ."

### Challenge

Ask why many of the verbs in this lesson are past tense verbs. (*This lesson is about events that happened in the past.*)

The word **convince** is used to describe an action that is happening now.

When you have gotten someone to agree with you, then you have **convinced** them. [Emphasize the *-ed* ending.]

We added an *-ed* ending to **convince** to show the action happened in the past. [Point behind you.]

Say *convinced* with me three times.



### Verb Tense

I am going to say some sentences. Listen carefully for the verb that tells us something happened in the past. When you hear the past tense verb, point behind you to show that the action happened in the past.

- I want to **convince** my parents to let me stay up late.
- I **convinced** my parents to let me eat cookies. (*past*)
- Columbus **convinced** the king and queen to give him money and ships. (*past*)
- We **convinced** our teacher to give us extra recess. (*past*)

**Turn and Talk:** Now you try! With your partner, use the word *convinced* to tell about a time you got someone to agree with you. Remember to use the word *convinced* in your sentences.

## 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	K9L1
Activity Name	Verb Tense
Proficiency Levels	
Entering	Student recognizes past tense verbs in sentences with support.
Emerging	Student recognizes past tense verbs in sentences.
Transitioning	Student repeats sentences and identifies whether they are in the past tense with support.
Expanding	Student repeats sentences and identifies whether they are in the past tense.
Bridging	Student uses the target past tense verb.

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

## 2

## COLUMBUS AND THE PILGRIMS

Ferdinand  
and Isabella

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will use sentence-level context clues to create sentences using the multiple meanings of the word *trip*.

Students will chorally present a song and chant about Columbus.

**Reading**

Students will summarize a story about Columbus in a shared writing activity.

## FORMATIVE ASSESSMENT

Speaking

Multiple-Meaning [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Reading

Putting It Together [Informal Observation]

## LESSON AT A GLANCE

|                                       | Time    | Materials                                                                                                              |
|---------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>            |         |                                                                                                                        |
| Multiple-Meaning Word: <i>Trip</i>    | 5 min.  | ❑ Poster 1M (Trip)                                                                                                     |
| <b>On Stage</b>                       |         |                                                                                                                        |
| Song and Chant: Columbus              | 10 min. | ❑ Resource Page 9.1S<br>❑ Images 1A-8, 2A-2, 2A-3, 3A-2<br>❑ music to “If You’re Happy and You Know It”<br>❑ world map |
| <b>Rewind</b>                         |         |                                                                                                                        |
| Somebody Wanted But So Then: Columbus | 15 min. | ❑ Resource Page 9.2S<br>❑ Language Proficiency Recording Sheet                                                         |

## ADVANCE PREPARATION

### On Stage

- Write the lyrics for stanzas 1 and 2 of the song and chant about Columbus, using Resource Page 9.1S as a guide.
- Find an audio version of the children’s song “If You’re Happy And You Know It” to play for the class. The song and chant for the Columbus section of this unit will use this tune. Be sure students are familiar with the tune before teaching them the words to the song and chant.

### Rewind

- Prepare an enlarged version of the Somebody Wanted But So Then (SWBST) chart, using Resource Page 9.2S as a guide.
- Prepare Language Proficiency Recording Sheet for Reading.



## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                               |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Create sentences using the multiple meanings of the word <i>trip</i>.</li> <li>• Present a song about Columbus.</li> <li>• Summarize a story about Columbus.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                     |                                  |                                 |
| <b>Summarize:</b> <i>Somebody/... Wanted/.../But.../So.../Then...</i>                                                                                                                                            |                                  |                                 |
| Vocabulary                                                                                                                                                                                                       |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| fleet                                                                                                                                                                                                            | journey                          | east/west<br>gold               |

Start Lesson

### Lesson 2: Ferdinand and Isabella

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to create sentences using the multiple meanings of the word *trip*.

## MULTIPLE-MEANING WORD: TRIP (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

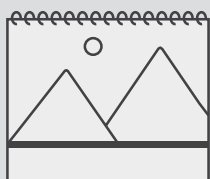
Today you learned about a trip that Columbus wanted to take.

*Trip* also means something else; it can mean to fall or stumble.

[Show Poster 1M (Trip).] In the read-aloud you heard, “[The king and queen] had no time or money to give Columbus to make his trip.” In this sentence, a trip refers to a journey from one place to another place. Which picture shows this? (1) When I point to this picture, say the word *journey*.

*To trip* also means to stumble or almost fall. Which picture shows this? (2) When I point to this picture, say the word *fall*.

Poster 1M





### Check for Understanding

**Making Choices:** I am going to say a sentence and you will tell me which picture it is referring to.

- I took a *trip* with my family to the beach. (1)
- Be careful, or you might *trip*! (2)
- Columbus went on a *trip* to the west. (1)
- I like to jump rope, but I hope I don't *trip*. (2)



### Formative Assessment

**Multiple-Meaning:** Now it's your turn. I am going to point to a picture and you say *journey* or *fall* depending on which picture I point to. Then, we will create a sentence for that meaning of *trip*. Try to use complete sentences.



### Speaking Analyzing Language Choices

**Entering/Emerging**  
Say simple sentences that include the word *trip* in context. Have students point to the image that shows the way *trip* is used in the sentence.

**Transitioning/Expanding**  
Have students use the word *trip* in a short sentence that corresponds to the meaning of a picture.

**Bridging**  
Have students use the word *trip* in a detailed sentence that corresponds with the meaning of a picture.

## Lesson 2: Ferdinand and Isabella

# On Stage



**Primary Focus:** Students will chorally present a song and chant about Columbus.

### SONG AND CHANT: COLUMBUS (10 MIN.)

#### Stanza 1

- **Read:** Read stanza 1 all the way through, pointing to each word as you read the stanza.

*The Indies in Asia had gold and spice.*

*The Indies in Asia had gold and spice.*

*But it was a distant land,*

*Miles and miles across the sand.*

*It was difficult to get the gold and spice!*

- **Read It Again:** This time, point to various pictures as you say the stanza.
  - Indies in Asia—refer to the Indies on a world map.

- Gold and spice—refer to Image 1A-8 Asian spices.

- **Read it Again Adding Motions:** This time add movements. Have students repeat after each line.

*The Indies in Asia had gold and spice. [Cup your hands as if you are holding gold, and then bring your cupped hands to your nose as if you are smelling spices.]*

*The Indies in Asia had gold and spice.*

*But it was a distant land, [Cover your brow with your hand to show that you are looking far away.]*

*Miles and miles across the sand, [Place your palm face down and move your hand in front of you in a sweeping motion.]*

*It was difficult to get the gold and spice! [Make two fists and pound them on top of each other.]*

## Stanza 2

- **Read:** Read stanza 2 all the way through, pointing to each word as you read the stanza.

*Columbus made a plan to sail west.*

*Columbus made a plan to sail west.*

*The king of Spain thought it was neat,*

*So he gave him his own fleet*

*To search for riches in the east by sailing west!*

- **Read It Again:** This time point to various images as you say it.
  - Columbus—refer to Image 2A-2.
  - The king of Spain—refer to Image 2A-3.
  - Fleet—refer to Image 3A-2

- **Read it Again Adding Motions:** This time add movements. Have students repeat after each line.

*Columbus made a plan to sail west. [Make a large 'C' shape with your hand, and then point to the west (left).]*

*Columbus made a plan to sail west.*

*The king of Spain thought it was neat, [Make a crown on your head.]*

*So he gave him his own fleet [Bring your hands together in a 'V' formation and make a motion in front of you as if over water.]*

*To search for riches in the east by sailing west! [Cover your brow with your hand to show that you are searching for something far away.]*

## Lesson 2: Ferdinand and Isabella

# Rewind



**Primary Focus:** Students will summarize a story about Columbus in a shared writing activity.

### SOMEBODY WANTED BUT SO THEN: COLUMBUS (15 MIN.)

**Note:** Complete this SWBST chart throughout the second part of the read-aloud about Columbus. Tell students that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the chart to them.

|                 |                                                       |
|-----------------|-------------------------------------------------------|
| <b>Somebody</b> | Columbus                                              |
| <b>Wanted</b>   | to travel west to the Indies.                         |
| <b>But</b>      | many kings and queens said "no."                      |
| <b>So</b>       | he waited a long time.                                |
| <b>Then</b>     | the king and queen of Spain gave him money and ships. |

During the read-aloud, you heard about Columbus. You heard what he wanted to do. Remember, at first he was not able to do what he wanted.

[Point to the Somebody Wanted But So Then chart you created.]  
Let's look at our chart.

[Point to *Somebody*.] *Somebody* refers to the person that we are talking about. Who are we talking about? (*Columbus*)

[Point to *Wanted*.] What did Columbus want?

» He wanted to travel west to get to the Indies.

*Columbus wanted to travel west to get to the Indies.* [Point towards the west/left.] Say this sentence with me three times.



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Repeat the questions from the activity. Have students echo the answers using information from the chart.

### Transitioning/Expanding

Repeat the questions and prompt students to answer using their own words.

### Bridging

Challenge students to retell the story in small groups.

[Point to *But*.] When you hear the word *but* in a sentence, that means something changed. Usually it shows that there was a problem.

But, what happened? Why wasn't Columbus able to travel west to get to the Indies?

» Many kings and queens said "no."

*Many kings and queens said "no."* [Shake your head 'no'.] Say this sentence with me three times.

[Point to *So*.] When you hear the word *so* in a sentence, that means there is a result. Usually it shows what happened next.

So, what did Columbus do?

» He waited a long time.

*He waited a long time.* [Point to your wrist where a watch would be.] Say this sentence with me three times.

[Point to *Then*.] On this chart, *Then* shows what happened at the end.

Then, what happened?

» The king and queen of Spain gave him money and ships.

*The king and queen of Spain gave him money and ships.* Say this sentence with me three times.



### Putting It Together

In small groups, help each other retell the story about Columbus. Use the words: *Somebody, Wanted, But, So, and Then*.

## 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   | K9L2                                                                                                   |
| Activity Name      | Putting It Together                                                                                    |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

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

## 3

## COLUMBUS AND THE PILGRIMS

1492

## PRIMARY FOCUS OF LESSON

**Speaking**

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

**Writing**

Students will label a world map in a journal.

**Speaking**

Students will describe Columbus using details.

## FORMATIVE ASSESSMENT

Speaking

Word to World [Activity Page 3.1S]

Writing

My Travel Journal [Activity Pages 3.2S, 3.3S]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Adding Details [Informal Observation]

## LESSON AT A GLANCE

|                             | Time    | Materials                                                                                                                                                 |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>  |         |                                                                                                                                                           |
| Word Work: <i>Route</i>     | 10 min. | <input type="checkbox"/> Activity Page 3.1S                                                                                                               |
| <b>Write About It</b>       |         |                                                                                                                                                           |
| My Travel Journal: Columbus | 15 min. | <input type="checkbox"/> Activity Pages 3.2S, 3.3S<br><input type="checkbox"/> world map<br><input type="checkbox"/> red, green, yellow, and blue crayons |
| <b>Looking at Language</b>  |         |                                                                                                                                                           |
| Expanding Sentences         | 5 min.  | <input type="checkbox"/> Image 2A-2<br><input type="checkbox"/> Language Proficiency Recording Sheet                                                      |

## ADVANCE PREPARATION

### Vocabulary Building

- Prepare Activity Page 3.1S.

### Write About It

- Prepare Activity Pages 3.2S and 3.3S.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Apply the general academic word *route* in context.
- Write about the continents in a journal.
- Describe Columbus using details.

### Language Forms and Functions

The route I take to school includes . . .

I see \_\_\_\_\_ on my route to school.

This is the continent of \_\_\_\_\_.

Columbus had a new plan.

### Vocabulary

#### Tier 3 Domain-Specific Words

compass rose

#### Tier 2 General Academic Words

continent  
route

#### Tier 1 Everyday Speech Words

map  
north/south/east/west

Start Lesson

### Lesson 3: 1492

# Vocabulary Building



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

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

You heard that the land route to the east, going through Constantinople, was closed to travelers.

Say the word *route* with me three times.

**Definition:** A route is a way or path you take to get from one place to another place.

**Examples:** The school bus takes the same route to school every day.

I take the same route home from school every day.

**Compass:** [Give students Activity Page 3.1S and have them color in

### Activity Page 3.1S



the compass rose.] When we talk about a route, we can use words such as *north*, *south*, *east*, and *west*. Can you find north/N, south/S, east/E, and west/W on your compass rose?

Which letter stands for north? To which direction does it point? (*N/up*)

Which letter stands for south? To which direction does it point? (*S/down*)

Which letter stands for east? To which direction does it point to? (*E/right*) [Point toward students' right.]

Which letter stands for west? To which direction does it point to? (*W/left*) [Point toward students' left.]



### Formative Assessment

**Word to World:** Tell your partner about a route that you take every day. Use the word *route* to tell about it. Tell your partner about what you see on your route.

## Lesson 3: 1492

# Write About It



**Primary Focus:** Students will label a world map in a journal.

### MY TRAVEL JOURNAL: COLUMBUS (15 MIN.)

- Tell students that they will make their own Travel Journals to record information they learn in this unit.
- Give each student Activity Page 3.2S and explain that this is the cover page. Have them write their names on them. Tell students that they can color the ships at a later time.
- Give each student Activity Page 3.3S and explain that this is the first page of the Travel Journal.

**Ask:** What do you see on this page? (*a world map*)

- Point out three continents on the map: Europe, Africa, and Asia.

**Definition:** A continent is one of several large landmasses on Earth.

### Support

#### Sentence starter:

"The route I take to school includes . . ."

#### Sentence frame:

"I see \_\_\_\_\_ on my route to school."



Speaking  
Exchanging  
Information and Ideas

#### Entering/Emerging

Ask students *yes/no* questions about the route they take to school.

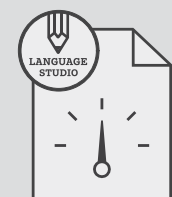
#### Transitioning/Expanding

Have students respond using the sentence frame: "I see \_\_\_\_\_ on my way to school."

#### Bridging

Have students add more details about the route to school.

### Activity Pages 3.2S, 3.3S



[Point to Europe on a large world map.] This is Europe. Can you find Europe on your map? When you find it, whisper “Europe.”

[Point to Africa on the world map.] This is Africa. Can you find Africa on your map? When you find it, whisper “Africa.”

[Point to Asia on the world map.] This is Asia. Can you find Asia on your map? When you find it, whisper, “Asia.”



### Check for Understanding

**Label the Map:** Listen carefully to my instructions.

- [Point to Europe on a world map.] Color the continent of Europe in red.
- [Point to Africa on a world map.] Color the continent of Africa in green.
- [Point to Asia on a world map.] Color the continent of Asia in yellow.
- [Point to the Atlantic Ocean.] Color the ocean to the west of Europe and Africa blue.



### Writing Writing

#### Entering/Emerging

Have students copy the sentence frame “This is the continent of \_\_\_\_\_.”

#### Transitioning/Expanding

After students complete the sentence frame, encourage them to use it to identify an additional continent.

#### Bridging

Challenge students to identify all three continents they have colored.



### Formative Assessment

**My Travel Journal:** After you have finished coloring the continents, write a short sentence on the activity page about the continents.

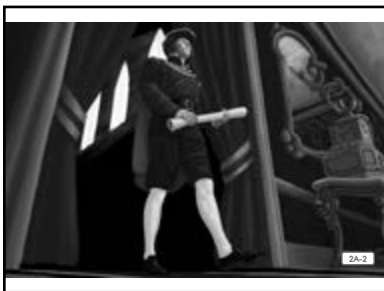
Lesson 3: 1492

# Looking at Language



**Primary Focus:** Students will describe Columbus using details.

## EXPANDING SENTENCES (5 MIN.)



### Show Image 2A-2: Columbus

You have been learning about Columbus. Let's think of ways to describe him.

First we can look at his picture and think of ways to describe him.

What do you notice about Columbus?

» Columbus had brown hair.

We know that he had a new plan to do something that no one he knew had done before.

» Columbus had a new plan.

We can also think of his characteristics or personality.

He was going somewhere that no one he knew had gone before. We can think of this as being adventurous.

» Columbus was an adventurous man.



## Speaking Using Nouns and Noun Phrases

### Entering/Emerging

Point to specific parts of the image, and ask simple questions to prompt students to add detail using familiar adjectives (size and color).

### Transitioning/Expanding

Prompt students with questions about the image that will elicit details about it. Help students add details to expand sentences.

### Bridging

Have students brainstorm with a partner a variety of adjectives (shape, emotion, texture) to use to expand sentences.



## Adding Details

Describe Columbus to your partner. Give as many details about him as you can.

## 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   | K9L3                                                                                          |
| Activity Name      | Adding Details                                                                                |
| Proficiency Levels |                                                                                               |
| Entering           | Student describes images using familiar adjectives with prompting and support.                |
| Emerging           | Student describes images using familiar adjectives.                                           |
| Transitioning      | Student expands sentences by using a growing number of adjectives with prompting and support. |
| Expanding          | Student expands sentences by using a growing number of adjectives.                            |
| Bridging           | Student expands sentences using a variety of adjectives.                                      |

End Lesson

## COLUMBUS AND THE PILGRIMS

# Not the Indies

**PRIMARY FOCUS OF LESSON****Writing**

Students will write about sights Columbus and his crew saw on their voyage.

**Speaking**

Students will use sentence-level context clues to create sentences using the multiple meanings of the word *rulers*.

Students will use cardinal directions to guide a ship to different continents.

**FORMATIVE ASSESSMENT**

Speaking

Multiple-Meaning [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

My Travel Journal [Activity Page 4.1S]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                                           |
|--------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b>                |         |                                                                                                                     |
| My Travel Journal: Columbus          | 15 min. | <input type="checkbox"/> Activity Pages 4.1S, 4.2S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b>           |         |                                                                                                                     |
| Multiple-Meaning Word: <i>Rulers</i> | 5 min.  | <input type="checkbox"/> Poster 2M                                                                                  |
| <b>Hands On</b>                      |         |                                                                                                                     |
| Where Are We?                        | 10 min. | <input type="checkbox"/> Resource Page 9.3S<br><input type="checkbox"/> world map<br><input type="checkbox"/> tape  |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Pages 4.1S and 4.2S.
- Prepare Language Proficiency Recording Sheet for Writing.

### Hands On

- Copy Resource Page 9.3S and cut out the directional cards and ship.
- Tape the four directional cards (N,S,E,W) to the world map in their respective positions.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Write in a journal about what Columbus saw on his voyage.
- Create sentences using the multiple meanings of the word *rulers*.
- State cardinal directions to guide a ship in a group activity.

### Language Forms and Functions

Columbus and his crew saw \_\_\_\_\_ on their voyage.

The ship is traveling \_\_\_\_\_.  
(cardinal direction)

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | continent<br>direction<br>rulers | north/south/east/west<br>ship   |

Start Lesson

## Lesson 4: Not the Indies

# Write About It



**Primary Focus:** Students will write about what Columbus and his crew saw on their voyage.

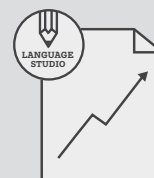
### MY TRAVEL JOURNAL: COLUMBUS (15 MIN.)

- Give students Activity Page 4.1S, and explain that this is the second page of the Travel Journal.

**Ask:** What is the background on this page? (*the ocean*)

- Remind students that Columbus and his crew sailed on the ocean for a very long time—seventy days.
- Tell students that they can draw a picture of the three ships—the *Niña*, the *Pinta*, and the *Santa María*—or use the cut-outs on Activity Page 4.2S.
- Have students think about something Columbus and his crew saw on the long voyage (e.g., a stick, a gull, a fish, seaweed, etc.). Then have them draw that item on the activity page.

Activity Pages  
4.1S, 4.2S



Support

**Sentence frame:**

"Columbus and his crew saw \_\_\_\_\_ on their voyage."





## Writing Writing

### Entering/Emerging

Provide a model of a completed journal entry with ships and items the crew saw on their voyage at sea.

### Transitioning/Expanding

Write labels for the names of the ships and items the crew saw at sea.

### Bridging

Provide a sentence frame (e.g., "Columbus and his crew saw \_\_\_\_\_ on their voyage:").



## My Travel Journal

Write about what Columbus and his crew saw while sailing on the ocean.

- Have students share their drawings with their partners or home-language peers. As students share their drawings and writing, expand upon their vocabulary using richer and more complex language, including, if possible, any read-aloud vocabulary.

## 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   | K9L4                                                           |
| Activity Name      | My Travel Journal                                              |
| Proficiency Levels |                                                                |
| Entering           | Student draws pictures about a topic from models with support. |
| Emerging           | Student draws pictures about a topic from models.              |
| Transitioning      | Student labels pictures with support.                          |
| Expanding          | Student labels pictures.                                       |
| Bridging           | Student produces phrases and short sentences for pictures.     |

## Lesson 4: Not the Indies

# Vocabulary Building



**Primary Focus:** Students will use sentence-level context clues to create sentences using the multiple meanings of the word *rulers*.

### MULTIPLE-MEANING WORD: RULERS (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.

Columbus said, “On behalf of the *rulers* of Spain, I, Christopher Columbus, claim this land and all that is in it for Spain.”

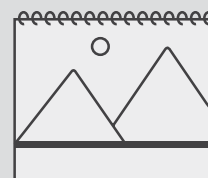
[Show Poster 2M (Rulers).] *Rulers* has multiple meanings.

Rulers are people, such as kings and queens, who are leaders in charge of a country or land. Which picture shows this type of ruler?

(1)

*Rulers* can also mean other things. Rulers are straight pieces of wood, plastic, or metal that are used to measure how long something is or to draw a straight line. Which picture shows this type of ruler? (2)

Poster 2M



### Check for Understanding

**Which Rulers?** I am going to say some sentences, and you will tell me which picture it is referring to.

- In my video game, my friend and I are the rulers of the land. (1)
- I need rulers to measure my book and lunch box. (2)
- The rulers did not want to give Columbus money for his trip. (1)
- May I borrow one of your rulers during math class? (2)



Speaking  
Analyzing Language  
Choices

### Entering/Emerging

Have students answer *yes/no* questions about the different meanings of the word *rulers*.

### Transitioning/Expanding

Have the students use the word *rulers* in a short sentence that corresponds with the picture.

### Bridging

Have students use the word *rulers* in a detailed sentence that corresponds with the picture.

### Support

#### Sentence frame:

"The ship is traveling \_\_\_\_\_ (*cardinal direction*)."



### Formative Assessment

**Multiple Meaning:** Now it's your turn! I am going to point to a picture and you say "king/queen" or "measure" depending on which one I point to. Then, we will make up a sentence for the meaning of the word *rulers* shown in that image. Try to use complete sentences. For example, you could say, "I use a ruler to measure things."

### Lesson 4: Not the Indies

# Hands On



**Primary Focus:** Students will use cardinal directions to guide a ship to different continents.

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

- Point to each letter you taped on the world map and have students repeat the cardinal direction for which it stands.
- Hold the ship against the map in the middle of the Atlantic Ocean (between North America and Europe), but do not tape it.
- Tell students that they are going to say the name of the direction in which the ship is traveling.
- Explain that the ship will first travel to Africa. As you move the ship across the map, do not travel diagonally. Instead, travel due south first before traveling east.

**Ask:** In what direction is the ship traveling?

- » The ship is traveling south. The ship is traveling east.
- Return the ship to the middle of the Atlantic Ocean and start over again.

#### Extending the Activity

- If time permits and students have learned the four directions quickly, you can sail the ship directly from one continent to the next.

End Lesson

## COLUMBUS AND THE PILGRIMS

# Further Adventures of Christopher Columbus

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

Students will chorally present a song and chant about Columbus.

**Writing**

Students will write about events that happened during one of Columbus's voyages.

**Speaking**

Students will identify and use the verbs *find/found* in a shared language activity.

**FORMATIVE ASSESSMENT**

Writing

My Travel Journal [Activity Page 5.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Verb Tense [Informal Observation]

## LESSON AT A GLANCE

|                             | Time    | Materials                                                                                                                                                                                                                                       |
|-----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>             |         |                                                                                                                                                                                                                                                 |
| Song and Chant: Columbus    | 10 min. | <input type="checkbox"/> Resource Page 9.1S<br><input type="checkbox"/> music to “If You’re Happy and You Know It”<br><input type="checkbox"/> Images 1A-8, 3A-2<br><input type="checkbox"/> world map<br><input type="checkbox"/> Image Card 8 |
| <b>Write About It</b>       |         |                                                                                                                                                                                                                                                 |
| My Travel Journal: Columbus | 15 min. | <input type="checkbox"/> Activity Page 5.1S<br><input type="checkbox"/> Flip Book                                                                                                                                                               |
| <b>Looking at Language</b>  |         |                                                                                                                                                                                                                                                 |
| Verb Tense                  | 5 min.  | <input type="checkbox"/> Images 2A-2, 4A-5<br><input type="checkbox"/> Language Proficiency Recording Sheet                                                                                                                                     |

## ADVANCE PREPARATION

### On Stage

- Write the lyrics for stanzas 3 and 4 of the song and chant about Columbus on chart paper, using Resource Page 9.1S as a guide.
- Find an audio version of the children’s song “If You’re Happy And You Know It” to play for the class.

### Write About It

- Prepare Activity Page 5.1S.
- Choose Flip Book images to illustrate Columbus’s voyages.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Present a song about Columbus
- Write about one of Columbus's voyages in a journal.
- Create sentences using the verb *found*.

### Language Forms and Functions

On his \_\_\_\_\_ voyage, Columbus . . .  
number  
Columbus found \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

fleet

#### Tier 2 General Academic Words

difficult  
explore  
search  
voyage

#### Tier 1 Everyday Speech Words

first/second/third/fourth  
ship

Start Lesson

## Lesson 5: Further Adventures of Christopher Columbus

# On Stage



**Primary Focus:** Students will chorally present a song and chant about Columbus.

## SONG AND CHANT: COLUMBUS (10 MIN.)

### Stanza 3

- **Read:** Read stanza 3 all the way through, pointing to each word as you read the stanza.

*In 1492 Columbus sailed the ocean blue.*

*In 1492 Columbus sailed the ocean blue.*

*The Niña, Pinta, and his ship,*

*The Santa María made the trip.*

*In 1492 Columbus sailed the ocean blue.*

- **Read It Again:** This time, point to various pictures as you say the stanza.
  - Ocean blue—point to the ocean on a map.

- The *Niña*, the *Pinta*, and the *Santa María*—refer to Image 3A-2.
- The *Santa María*—point to the *Santa María*.

**Read It Again Adding Motions:** This time add movements. Have students repeat after each line.

*In 1492 Columbus sailed the ocean blue.* [Make a 'C' with your hand. Then put your hands together in a 'V' formation (like an open book) and make a motion in front of you as if over water.]

*In 1492 Columbus sailed the ocean blue.*

*The Niña, Pinta, and his ship.* [Separate your hands farther and farther apart to indicate a bigger and bigger size.]

*The Santa María made the trip.* [Separate your hands wide apart.]

*In 1492 Columbus sailed the ocean blue.* [Make a 'C' with your hand. Then put your hands together in a 'V' formation (like an open book) and make a motion in front of you as if over water.]

#### Stanza 4

- **Read:** Read stanza 4 all the way through, pointing to each word as you read the stanza.

*Columbus thought he found the Indies.*

*Columbus thought he found the Indies.*

*He thought that he'd find gold,*

*But he had no luck, we're told.*

*Because he wasn't really in the Indies.*

- **Read It Again:** This time, point to various pictures as you say the stanza.

- Indies in Asia—point to the area on a map.
- Gold and spice—refer to Image 1A-8.
- Island—refer to Image Card 8.

- **Read It Again Adding Motions:** This time add movements. Have students repeat after each line.

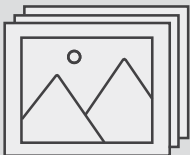
*Columbus thought he found the Indies.* [Make a 'C' with your hand. Then point to your temple for "thought."] ]

*Columbus thought he found the Indies.*

*He thought that he'd find gold.* [Point to your head for "thought" and cup your hand as if you are holding gold.] ]

*But he had no luck, we're told.* [Wag your finger 'no'.]

Image Card 8



Because he wasn't really in the Indies. [Make an 'X' with your arms and shake your head 'no'.]

## Lesson 5: Further Adventures of Christopher Columbus

# Write About It



**Primary Focus:** Students will write about events that happened during one of Columbus's voyages.

### MY TRAVEL JOURNAL: COLUMBUS (15 MIN.)

- Give students Activity Page 5.1S, and explain that this is the third and final page for their Travel Journal on Columbus.

You learned that Columbus made four voyages to the New World, which he incorrectly thought was the Indies. Let's talk about each one of his voyages using the sentence frame. [Use various Flip Book images to refresh students' memory of Columbus's voyages.]

#### Ask

What were some things that happened on his first voyage?

- » On the first voyage, Columbus and his sailors met Tainos, they named two islands, and the *Santa María* crashed into rocks.

What were some things that happened on his second voyage?

- » On the second voyage, Columbus's men were not on the beach to greet him and he found out that his men treated the natives badly.

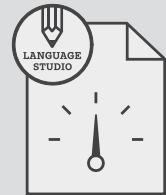
What were some things that happened on his third voyage?

- » On his third voyage, he traveled to island after island, but he could not find more gold.

What were some things that happened on his fourth voyage?

- » On his fourth voyage, he traveled to island after island, but, again, he did not find gold.

### Activity Page 5.1S



### Support

#### Sentence frame:

"On his \_\_\_\_\_ (number) voyage, Columbus . . ."





## Writing Writing

### Entering/Emerging

Have students complete the sentence frame orally.

### Transitioning/Expanding

Write the sentence frame on the board for students to copy.

### Bridging

Challenge students to write their own sentence about their drawing and share it with a partner.

## Support

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



## Formative Assessment

**My Travel Journal:** Draw a scene or event that happened during one of Columbus's voyages. Create a title for your drawing, using the voyage number. Write a sentence about your drawing.

- Have students share their drawings with their partners or home language peers. As students share their drawings and writing, expand upon their vocabulary using richer and more complex language, including, if possible, any read-aloud vocabulary.

## Lesson 5: Further Adventures of Christopher Columbus

# Looking at Language



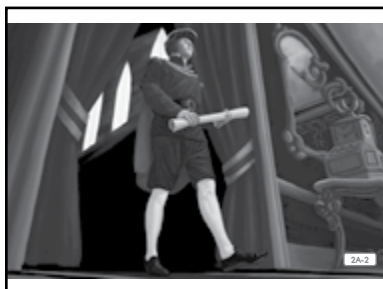
**Primary Focus:** Students will identify and use the verbs *find/found* in a shared language activity.

### VERB TENSE (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 lessons.

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

**Definition:** Verbs describe an action, or something you do, such as sleep or jump.



### Show Image 2A-2: Columbus

You listened to a story about Columbus. Columbus sailed west because he wanted to **find** gold and spices. When we want to show that the action happened in the past, we use the word **found**. [Point behind you to signal the past.]



### Show Image 4A-5: Parrot and gold

Let's talk about what Columbus wanted to **find**. What did Columbus want to **find**? (*gold, spices*)

- Columbus wanted to **find** gold.

Let's change the word *find* to show that it happened in the past. To do this, we will use the past tense verb *found*.

- Columbus **found** gold.

Let's say what Columbus found. [Have students repeat the sentences after you.]

- Columbus **found** islands.
- Continue with a few more examples.



### Check for Understanding

**Making Choices:** I am going to say some sentences from this lesson. Listen carefully for the verb that tells us something happened in the past. When you hear the past tense verb, point behind you to show that the action happened in the past.

- Columbus **found** gold. (*past*)
- I need to **find** my book.
- Columbus **found** new fruits. (*past*)
- We need to **find** our markers.
- The native people **found** the *Santa Maria* had crashed. (*past*)



### Verb Tense

Now you try! With your partner, use the verb *found* to tell about some of the different things Columbus found. Remember to use the word *found* in your sentences.

### Support

#### Sentence frame:

"Columbus found \_\_\_\_."



### Speaking Using Verbs and Verb Phrases

#### Entering/Emerging

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

#### Transitioning/Expanding

Provide an oral sentence frame: "Columbus found \_\_\_\_."

#### Bridging

Invite students to share their own *find/found* 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   | K9L5                                                                                                    |
| Activity Name      | Verb Tense                                                                                              |
| Proficiency Levels |                                                                                                         |
| Entering           | Student recognizes irregular present and past tense verbs <i>find/found</i> with support.               |
| Emerging           | Student recognizes irregular present and past tense verbs <i>find/found</i> .                           |
| Transitioning      | Student uses irregular present and past tense verbs <i>find/found</i> in a sentence frame with support. |
| Expanding          | Student uses irregular present and past tense verbs <i>find/found</i> in a sentence frame.              |
| Bridging           | Student creates sentences using the irregular verbs <i>find/found</i> .                                 |

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

COLUMBUS AND THE PILGRIMS

# Colonies in Native American Lands

## PRIMARY FOCUS OF LESSON

### Speaking

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

### Writing

Students will write about one item they would choose to take on the *Mayflower*.

### Speaking

Students will identify and use the verbs *go* and *went* in a shared language activity.

## FORMATIVE ASSESSMENT

Speaking

Word to World [Informal Observation]

Speaking

Verb Tense [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

My Travel Journal [Activity Pages 6.1S, 6.2S]

## LESSON AT A GLANCE

|                                 | Time    | Materials  |
|---------------------------------|---------|--|
| <b>Vocabulary Building</b>      |         |  |
| Word Work: <i>Refused</i>       | 10 min. |  |
| <b>Write About It</b>           |         |  |
| My Travel Journal: The Pilgrims | 15 min. | <input type="checkbox"/> Activity Pages 6.1S, 6.2S<br><input type="checkbox"/> drawing and coloring tools<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>      |         |  |
| Verb Tense                      | 5 min.  | <input type="checkbox"/> Image 7A-1  |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Pages 6.1S and 6.2S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to a discussion using the general academic word *refused*.
- Write about an item to take on the *Mayflower*.
- Create sentences using the past tense verb *went*.

### Language Forms and Functions

My \_\_\_\_\_ refused to let me . . .

I would take \_\_\_\_\_ with me.

The Pilgrims went . . .

I went to . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

cargo

#### Tier 2 General Academic Words

passengers  
refused

#### Tier 1 Everyday Speech Words

ship

[Start Lesson](#)

## Lesson 6: Colonies in Native American Lands

# Vocabulary Building



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

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

In the read-aloud you heard, “King James *refused* to let people in his kingdom have their own religion—or beliefs.”

Say the word *refused* with me three times.

**Definition:** To *refuse* means you do not want something. *Refused* is the past tense of *refuse*.

#### Examples

King James *refused* to let the people in his kingdom go to their own churches; they all had to go to the Church of England.

Carol’s mother *refused* to let Carol watch television because Carol had not finished her homework yet.



## Speaking Selecting Language Resources

### Entering/Emerging

Ask students *yes/no* questions (e.g., “Would your parents refuse to let you eat candy every day?”).

### Transitioning/Expanding

Have students respond using the sentence frame.

### Bridging

Have students add more detail about their experience.

## Support

### Sentence frame:

“My \_\_\_\_\_ refused to let me . . .”

Activity Pages  
6.1S, 6.2S



**Opposites:** An opposite of *refuse* is *accept*. To *accept* means to say “yes,” or to take something when it is offered to you.

I am going to read you some situations. If you would refuse, shake your head ‘no’ and say, “I refuse.” If you would accept, nod your head ‘yes’ and say, “I accept.” [Answers may vary for each.]

- an invitation to go to a friend’s house to play
- candy from a stranger
- a present from your grandparents
- an offer from the zookeeper to pet a snake
- a new book to read



## Formative Assessment

**Word to World:** Has your mother, father, or caretaker ever refused to let you do something? Tell your partner about it. Use the word *refused* when you tell about it.

## Lesson 6: Colonies in Native American Lands

# Write About It



**Primary Focus:** Students will write about one item they would choose to take on the *Mayflower*.

### MY TRAVEL JOURNAL: THE PILGRIMS (15 MIN.)

- Tell students that they will create another Travel Journal to record information they learn about the Pilgrims.
  - Give each student Activity Page 6.1S and explain that this is the cover page. Have them write their names on them and suggest that they can color the ships at a later time.
  - Give each student Activity Page 6.2S and explain that this is the first page.
- Ask:** What is the name of the ship on this page? (Mayflower)

- Remind students that the *Mayflower* was not made to carry passengers, but cargo. The Pilgrims left England on the *Mayflower*.

**Ask:** Pretend you are a Pilgrim about to board the *Mayflower*. What would you take with you?



### My Travel Journal

Inside the ship, draw one thing that you would take with you on the *Mayflower*. Then, write a sentence about why you would take that item with you. Finally, color in the rest of the ship.

- Have students share their drawings with their partners or home-language peers. As students share their drawings and writing, expand upon their vocabulary using richer and more complex language, including, if possible, read-aloud vocabulary.

## 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   | K9L6  |
| Activity Name      | My Travel Journal   |
| Proficiency Levels |   |
| Entering           | Student draws picture about a topic from models with support. |
| Emerging           | Student draws picture about a topic from models.              |
| Transitioning      | Student labels pictures with support.                         |
| Expanding          | Student labels pictures.                                      |
| Bridging           | Student produces phrases and short sentences for pictures.    |

### Support

#### Sentence frame:

"I would take \_\_\_\_\_ with me."



### Writing Writing

#### Entering/Emerging

Provide a model of a completed journal entry with items that might be taken on the *Mayflower*.

#### Transitioning/Expanding

Write labels for the name of the ship and items that might be taken on the *Mayflower*.

#### Bridging

Provide a sentence frame (e.g., "I would take \_\_\_\_\_ with me.").



## Lesson 6: Colonies in Native American Lands

# Looking at Language



**Primary Focus:** Students will identify and use the verbs *go* and *went* in a shared language activity.

### VERB TENSE (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 lessons.

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

- Emphasize the bold words as you read.



### Show Image Card 7A-1: Boarding the *Mayflower*

You listened to a story about Pilgrims on the *Mayflower*. The Pilgrims wanted to **go** to the new world because they were unhappy with King James. When we want to say that someone wanted to **go** somewhere, we can use the word **went**

to show that it already happened, or happened in the past. [Point behind you to signal the past.]

**Ask:** Let's talk about what the Pilgrims did. Where did the Pilgrims want to **go**?

- » The Pilgrims wanted to **go** to the new world.

Let's change the word *go* to show that it happened in the past. To do this, we will use the past tense verb *went*. Let's say the sentence about where the Pilgrims went. [Have students repeat the following sentences after you.]

- The Pilgrims **went** to the new world.
- The Pilgrims **went** on the *Mayflower*.
- The Pilgrims **went** far away from their home.

### Support

#### Sentence starter:

"The Pilgrims went . . ."



### Check for Understanding

**Making Choices:** I am going to say some sentences from this lesson. Listen carefully for the verb that tells us something happened in the past. When you hear the past tense verb, point behind you to show that the action happened in the past.

- The Pilgrims **went** to the New World. (*past*)
- I like to **go** to the movies.
- The Pilgrims **went** to the New World on the *Mayflower*. (*past*)
- We **went** to the store yesterday. (*past*)
- Can you **go** to the park today?



### Formative Assessment

**Verb Tense:** Now you try! With your partner, use the verb *went* to tell about a place you have traveled to or visited before.

End Lesson

### Support

#### Sentence starter:

"I went to . . ."



### Speaking Using Verbs and Verb Phrases

#### Entering/Emerging

Help students use the past-tense verb *went* to convey a past experience.

#### Transitioning/Expanding

Have students convey a past experience using the sentence frame.

#### Bridging

Have students use a variety of past tense verbs to convey past experiences.

## 7

## COLUMBUS AND THE PILGRIMS

# The Voyage of the Mayflower

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

Students will chorally present a song and chant about the Pilgrims.

**Writing**

Students will summarize the Pilgrims' experience on the *Mayflower* in a shared writing activity.

**Speaking**

Students will use details to describe an image of a Pilgrim girl.

**FORMATIVE ASSESSMENT**

Writing

Five Senses [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Adding Details [Informal Observation]

## LESSON AT A GLANCE

|   | Time    | Materials   |
|---|---------|---|
| <b>On Stage</b>                             |         |   |
| Song and Chant: The Pilgrims                | 10 min. | <input type="checkbox"/> Image Cards 15–17<br><input type="checkbox"/> Image 8A-3<br><input type="checkbox"/> Resource Page 9.4S<br><input type="checkbox"/> music to “I’m a Little Teapot” |
| <b>Rewind</b>                               |         |   |
| Five Senses: “What Did the Pilgrims _____?” | 15 min. | <input type="checkbox"/> “What Did the Pilgrims _____?” Chart<br><input type="checkbox"/> drawing paper, drawing tools  |
| <b>Looking at Language</b>                  |         |   |
| Expanding Sentences                         | 5 min.  | <input type="checkbox"/> Image 7A-1<br><input type="checkbox"/> Language Proficiency Recording Sheet  |

## ADVANCE PREPARATION

### On Stage

- Write the lyrics for stanzas 1 and 2 of the song and chant about the Pilgrims on chart paper, using Resource Page 9.4S as a reference.
- Find an audio version of the children’s song “I’m a Little Tea Pot” to play for the class. The song and chant for the Pilgrims section of this unit will use this tune. Be sure students are familiar with the tune before teaching them the words to the song and chant.

### Rewind

- Create a “What Did the Pilgrims \_\_\_\_\_?” chart on chart paper.

### What did the Pilgrims \_\_\_\_\_?

|        |  |
|--------|--|
| See?   |  |
| Hear?  |  |
| Smell? |  |
| Feel?  |  |
| Taste? |  |

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

### FEATURES OF ACADEMIC LANGUAGE

#### Discourse Features

- Present a song about the Pilgrims.
- Draw/write about the Pilgrims' experiences, using the five senses.
- Describe an image of a Pilgrim girl.

#### Language Forms and Functions

The Pilgrims saw \_\_\_\_\_.

The Pilgrims heard \_\_\_\_\_.

The Pilgrims smelled \_\_\_\_\_.

The Pilgrims felt \_\_\_\_\_.

The Pilgrims tasted \_\_\_\_\_.

The little Pilgrim girl had on a black dress.

#### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| colonies                        |                                  | see/hear/smell/feel/taste       |

## Lesson 7: The Voyage of the Mayflower

## On Stage



**Primary Focus:** Students will chorally present a song and chant about the Pilgrims.

## SONG AND CHANT: THE PILGRIMS (10 MIN.)

## Stanza 1

You learned that the Pilgrims were called Separatists because they wanted to separate from the Church of England.

[Point to Image Card 15 (Separatists).] The people in this image are Separatists. They were from England. They decided to go to the New World.

**Read:** Read stanza 1 all the way through, pointing to each word as you read the stanza.

*We are Separatists, and we believe  
That we should worship as we please.  
But King James has ordered us to pray,  
So we've decided to move away.*

**Read It Again:** This time, point to various pictures as you say the stanza.

- Separatists—refer to Image Card 15.
- Move away—refer to Image Card 17 showing the Separatists in a boat, moving away.

**Read it Again Adding Motions:** This time add movements. Have students repeat after each line.

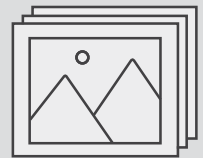
*We are Separatists, and we believe* [Stand up straight with your head held high.]

*That we should worship as we please.* [Bring your hands together in the gesture for prayer.]

*But King James has ordered us to pray.* [Bring your hands up to your head to make a crown.]

*So we've decided to move away.* [Put your hands together in a 'V' formation like an open book, and make a motion in front of you as if a boat is going over water.]

## Image Cards 15-17



## Stanza 2

The *Mayflower* journey was not easy. The ship was designed for cargo and not people. There was a big storm, many passengers got seasick, there was not a lot of room, there were no seats, and the air was not fresh. It was a difficult journey.

**Read:** Read stanza 2 all the way through, pointing to each word as you read the stanza.

*I am the Mayflower. I'm the ship  
To take the Pilgrims on their trip.  
They are sailing west to the colonies  
So they can worship as they please.*

**Read It Again:** This time, point to various images as you say the stanza.

*Mayflower*—refer to Image Card 16.

*Pilgrims*—refer to Image Card 17.

*Colonies*—refer to Image 8A-3.

**Read It Again Adding Motions:** This time, add movements. Have students repeat after each line.

*I am the Mayflower. I'm the ship* [Bring your hands together in a 'V' formation like an open book, and make a motion in front of you as if a boat is going over water.]

*To take the Pilgrims on their trip.* [Wave your hand "goodbye."]

*They are sailing west to the colonies* [Point toward the west/left.]

*So they can worship as they please.* [Bring your hands together in the gesture for prayer.]

Lesson 7: The Voyage of the Mayflower

Rewind



**Primary Focus:** Students will summarize the Pilgrims’ experience on the *Mayflower* in a shared writing activity.

FIVE SENSES: “WHAT DID THE PILGRIMS \_\_\_\_\_?” (15 MIN.)

You learned that the journey for the Pilgrims on the *Mayflower* was difficult. Today you are going to imagine what the Pilgrims experienced using your five senses.

| What did the Pilgrims _____? |  |
|------------------------------|--|
| See?                         |  |
| Hear?                        |  |
| Smell?                       |  |
| Feel?                        |  |
| Taste?                       |  |

First let's talk about what the Pilgrims could see. Imagine what the Pilgrims saw.

**Ask:** What did the Pilgrims see? [Have students point to their eyes and repeat the question. Have students respond to this question using the sentence frame with different answers (e.g., *boat, boxes, inside the ship, the sky, etc.*)]

» The Pilgrims saw the ocean.

Imagine what the Pilgrims heard.

**Ask:** What did the Pilgrims hear? [Have students point to their ears and repeat the question. Have students respond to this question using the sentence frame with different answers (e.g. *ocean waves, birds overhead, people crying*).]

» The Pilgrims heard ocean waves.

Support

Sentence frames:

- “The Pilgrims saw \_\_\_\_\_.”
- “The Pilgrims heard \_\_\_\_\_.”
- “The Pilgrims smelled \_\_\_\_\_.”
- “The Pilgrims felt \_\_\_\_\_.”
- “The Pilgrims tasted \_\_\_\_\_.”



Imagine what the Pilgrims smelled.

**Ask:** What did the Pilgrims smell? [Have students point to their nose and repeat the question. Have students respond to this question using the sentence frame with different answers (e.g., *salty ocean, garbage on the ship*).]

» The Pilgrims smelled the ocean.

Imagine how the Pilgrims felt.

**Ask:** What did the Pilgrims feel? [Have students cover their heart and point to their head and repeat the question. Have students respond to this question using the sentence frame with different answers (e.g., *seasick, scared, excited*)].

» The Pilgrims felt seasick.

Imagine what the Pilgrims tasted.

**Ask:** What did the Pilgrims taste? [Have students point to their mouth and repeat the question. Have students respond to this question using the sentence frame with different answers (e.g., *old food, salt air*).]

» The Pilgrims tasted old food.



Writing  
Interacting via Written  
English

#### Entering/Emerging

Help students write  
labels for their  
drawings.

#### Transitioning/Expanding

Encourage students  
to use the sentence  
frames to write about  
their drawings.

#### Bridging

Encourage students  
to add detail to their  
sentences.



#### Formative Assessment

**Five Senses:** Draw a picture and/or write a sentence showing one thing the Pilgrims may have seen, heard, smelled, felt, or tasted during their journey on the *Mayflower*. Then, you will present your drawing and add it to the chart.



### Check for Understanding

**Presentation:** You will present your drawing to the class and use the following directions:

- The class will ask a question: “What did the Pilgrims \_\_\_\_\_ (see, hear, smell, feel, taste)?”
- You will present your drawing to the class and answer the question: “The Pilgrims \_\_\_\_\_ (saw, heard, smelled, felt, tasted) \_\_\_\_\_.”

## Lesson 7: The Voyage of the Mayflower

# Looking at Language



**Primary Focus:** Students will use details to describe an image of a Pilgrim girl.

### EXPANDING SENTENCES (5 MIN.)



#### Show Image 7A-1: Boarding the Mayflower

You have been learning about the Pilgrims. You know that they went on a long journey on a ship called the *Mayflower*.

Let's look at this little Pilgrim girl. We are going to describe her.

What do you notice about the little girl?

- » The little Pilgrim girl had blonde hair.
- » The little Pilgrim girl had on a black dress.

We can also talk about what is going to happen to the girl. We know from the story some of the things that happened to the Pilgrims.

**Ask:** What was something that happened to the Pilgrims?

- » They had a long journey; had little food; and had lots of seasickness.
- The little Pilgrim girl had a long journey.
- The little Pilgrim girl had little food.



## Speaking Using Nouns and Noun Phrases

### Entering/Emerging

Point to specific parts of the image and ask simple questions to prompt students to add detail using familiar adjectives (size and color).

### Transitioning/Expanding

Prompt students with questions about the image that will elicit details about the image. Help students add details to expand their sentences.

### Bridging

Have students brainstorm with a partner a variety of adjectives (shape, emotion, texture) that they can use to expand their sentences.



## Adding Details

Describe the little Pilgrim girl to your partner. Give as many details about her as you can.

## 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   | K9L7   |
| Activity Name      | Adding Details   |
| Proficiency Levels |  |
| Entering           | Student describes images using familiar adjectives, with prompting and support.            |
| Emerging           | Student describes images using familiar adjectives.  |
| Transitioning      | Student expands sentences using a growing number of adjectives with prompting and support. |
| Expanding          | Student expands sentences using a growing number of adjectives.                            |
| Bridging           | Student expands sentences using a variety of adjectives.                                   |

End Lesson

## COLUMBUS AND THE PILGRIMS

# The Wampanoag

### PRIMARY FOCUS OF LESSON

#### Speaking

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

#### Writing

Students will write a “Thank You” letter.

#### Speaking

Students will use linking words and phrases to describe a celebration.

### FORMATIVE ASSESSMENT

Speaking

Word to World [Activity Page 3.1S]

Speaking

Describe a Celebration [Informal Observation]

### LANGUAGE PROFICIENCY ASSESSMENT

Writing

My Travel Journal [Activity Page 8.1S]

## LESSON AT A GLANCE

|                                 | Time    | Materials  |
|---------------------------------|---------|--|
| <b>Vocabulary Building</b>      |         |  |
| Word Work: <i>Destination</i>   | 10 min. | <input type="checkbox"/> Activity Page 3.1S<br><input type="checkbox"/> world map                            |
| <b>Write About It</b>           |         |  |
| My Travel Journal: The Pilgrims | 15 min. | <input type="checkbox"/> Activity Page 8.1S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Talk Time</b>                |         |  |
| Sentence Builder                | 5 min.  |  |

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 8.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to a discussion using the general academic word *destination*.
- Write a “Thank You” letter.
- Share about a celebration using linking words and phrases.

### Language Forms and Functions

A destination I have been to is \_\_\_\_\_.

A destination I would like to visit one day is \_\_\_\_\_.

Thank you for teaching/giving us \_\_\_\_\_.

**Sequence:** *First, .../Next, .../Then, .../Finally, ...*

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

celebration  
destination  
teach

give  
north/south/east/west  
share

Start Lesson

## Lesson 8: The Wampanoag

# Vocabulary Building



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

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

While the Pilgrims were on the *Mayflower*, they thought about the freedom they would have at their *destination*.

Say the word *destination* with me three times.

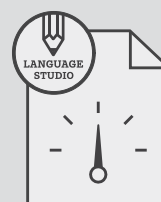
**Definition:** A destination is the place to which a person is traveling. It is the endpoint of a journey.

**Example:** After driving for eight hours, the Jordans were happy to finally reach their destination.

**Ask:** What was the Pilgrims' destination?

» The Pilgrims' destination was the New World.

### Activity Page 3.1S



## Support

### Sentence frames:

"A destination I have been to is \_\_\_\_."

"A destination I would like to visit one day is \_\_\_\_."



Speaking  
Selecting Language  
Resources

### Entering/Emerging

Ask students yes/  
no questions about a  
destination.

### Transitioning/Expanding

Have students respond  
using the sentence  
frame.

### Bridging

Encourage students  
to add more details to  
their sentences about  
their destinations.

## Activity Page 8.1S



## Check for Understanding



**Cardinal Directions:** Using your compass rose on Activity Page 3.1S, tell me in which direction I should travel to reach my destination. [Point to each location on a world map.]

- I am in North America, and my destination is Europe. (*east*)
- I am in South America, and my destination is North America. (*north*)
- I am in Europe, and my destination is Asia. (*east*)
- I am in Africa, and my destination is Europe. (*north*)

## Formative Assessment



**Word to World:** Tell your partner about a destination you have been to or a destination you would really like to visit one day. Use the word *destination* to tell about it.

## Lesson 8: The Wampanoag

# Write About It



**Primary Focus:** Students will write a "Thank You" letter.

### MY TRAVEL JOURNAL: THE PILGRIMS (15 MIN.)

- Give students Activity Page 8.1S, and explain that this is the second page of their Travel Journal.
- Tell students that they will pretend to be a Pilgrim and write a "Thank You" letter to Squanto and the Wampanoag tribe.

### Ask

What did Squanto and the Wampanoag tribe teach or give to the Pilgrims?

If you were a Pilgrim, why would you want to write a "Thank You" letter to Squanto?

- » They taught the Pilgrims how to hunt; how to fish; to live in two places during the year; how to store food; how to plant vegetables; and how to harvest.

How would you write a “Thank You” letter for these things?

- » “Thank you for teaching us how to hunt.”

- Practice using the sentence frame with different answers.

### Ask

What things did Squanto and the Wampanoag give to the Pilgrims?

- » They gave the Pilgrims meat and fish during the first year; a good harvest; and a harvest celebration.

How would you write a “Thank You” letter for these things?

- » “Thank you for giving us meat and fish.”

- Practice using the sentence frame with different answers.



### My Travel Journal

Draw a picture of the Wampanoag helping the Pilgrims. Then, write your “Thank You” letter to Squanto. Finally, sign or write your name at the end.

- Have students share their drawings and writing with their partners or home-language peers. As students share their drawings and writing, expand upon their vocabulary using richer and more complex language, including, if possible, read-aloud vocabulary.

### Support

#### Sentence frame:

“Thank you for teaching/giving us \_\_\_\_.”



### Writing Writing

#### Entering/Emerging

Provide a model of a completed journal entry with Squanto and the Wampanoag helping the Pilgrims.

#### Transitioning/Expanding

Write labels for the Pilgrims, Wampanoag, and Squanto.

#### Bridging

Provide the sentence frame “Thank you for teaching/giving us \_\_\_\_.”



## 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   | K9L8   |
| Activity Name      | My Travel Journal  |
| Proficiency Levels |  |
| Entering           | Student draws pictures about a topic from models with support. |
| Emerging           | Student draws pictures about a topic from models.              |
| Transitioning      | Student labels pictures with support.                          |
| Expanding          | Student labels pictures.                                       |
| Bridging           | Student produces phrases and short sentences for pictures.     |

### Lesson 8: The Wampanoag

## Talk Time



**Primary Focus:** Students will use linking words and phrases to describe a celebration.

### SENTENCE BUILDER (5 MIN.)

**Note:** This lesson is about celebrations. Be sensitive to students' home lives, and be aware of cultural traditions.

You have been learning about the first Thanksgiving. We know that it was a harvest celebration for both the Pilgrims and the Wampanoag.

#### Ask

Do you remember from Unit 6 (Native Americans) that the Wampanoag had a yearly celebration called an appanaug? What things did the Wampanoag do to get ready for this celebration?

- » They went fishing; got clams; cooked; and everyone gathered.

Now, you are learning about another celebration—the first Thanksgiving. What did the Pilgrims and the Wampanoag do to get ready for this celebration?

- » They went fishing; hunted; harvested; and everyone gathered.

### Ask

Is there a time when you celebrate? Let's think about a birthday celebration.

What do you do first? Use the word *first* to describe it.

- » First, I decorate my house. [Have students repeat the answer. Practice using different answers (e.g., *get the house or place ready, decorate, invite friends, etc.*).]

What do you do next to get ready for a celebration? Use the word *next* to describe it.

- » Next, I bake a cake. [Have students repeat. Practice using different answers (e.g., *make food, bake a cake, etc.*).]

Then what happens? Use the word *then* to describe it.

- » Then, guests come over, and we play. [Have students repeat. Practice using different answers (e.g., *guests come over, we play, we eat cake, etc.*).]

Finally what happens at the end? Use the word *finally* to describe it.

- » Finally, I thank my guests for coming. [Have students repeat the answer. Practice using different answers (e.g., *thank my guests, clean up, etc.*).]



### Formative Assessment

**Describe a Celebration:** Describe a celebration that you have been to. Tell your partner what happened first, next, then, and finally. Be sure to use the word *celebration* while you are telling your story.

End Lesson



### Speaking Understanding Cohesion

#### Entering/Emerging

Help students sequence events using *first*, *next*, *then*, and *finally*.

#### Transitioning/Expanding

Have students sequence sentences using *first*, *next*, *then*, and *finally*.

#### Bridging

Have students sequence sentences independently.

## 9

## COLUMBUS AND THE PILGRIMS

## Thanksgiving

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will chorally present a song and chant about the Pilgrims.

**Reading**

Students will ask and answer questions about the Wampanoag in a shared writing activity.

**Speaking**

Students will retell the story of the first Thanksgiving using the conjunctions *and* and *or*.

## FORMATIVE ASSESSMENT

Speaking

The First Thanksgiving [Activity Page 9.1S]

## LANGUAGE PROFICIENCY ASSESSMENT

Reading

Wh– Review [Informal Observation]

## LESSON AT A GLANCE

|                              | Time    | Materials  |
|------------------------------|---------|--|
| <b>On Stage</b>              |         |  |
| Song and Chant: The Pilgrims | 5 min.  | <input type="checkbox"/> Image Card 19<br><input type="checkbox"/> Resource Page 9.4S<br><input type="checkbox"/> music to “I’m a Little Teapot”   |
| <b>Rewind</b>                |         |  |
| The Wampanoag                | 15 min. | <input type="checkbox"/> Images 9A-2, 9A-3, 9A-4<br><input type="checkbox"/> Resource Pages 9.5S, 9.6S<br><input type="checkbox"/> <i>Wh</i> – Question Chart<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Talk Time</b>             |         |  |
| The First Thanksgiving       | 10 min. | <input type="checkbox"/> Large Numbered Chart<br><input type="checkbox"/> images/sketches to add to the chart<br><input type="checkbox"/> Activity Page 9.1S   |

## ADVANCE PREPARATION

### On Stage

- Write the lyrics for stanza 3 of the song and chant about the Pilgrims on chart paper, using Resource Page 9.4S as a reference.

### Rewind

- Create a large *Wh*– Question Chart, using Resource Page 9.5S as a guide.
- Pair students and prepare enough Wampanoag image bundles (Resource Page 9.6S) so that each pair of students receives one bundle.
- Prepare Language Proficiency Recording Sheet for Reading.

### Talk Time

- Create a Large Numbered Chart on chart paper using Activity Page 9.1S as a guide.

- Preview the content of the Large Numbered Chart, and prepare images and sketches to include on the chart.
- Prepare Activity Page 9.1S.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Present a song about the Pilgrims.</li> <li>• Ask and answer questions about the Wampanoag.</li> <li>• Discuss the first Thanksgiving using the conjunctions <i>and</i> and <i>or</i>.</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <p><i>Who...? What...? When...? Where...? Why...?</i></p> <p>The Pilgrims had to decide to stay in England <u>or</u> leave for the New World.</p> <p>The Pilgrims pack up <u>and</u> sail on the <i>Mayflower</i> for two months.</p>      |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|  | feast                            | fish<br>hunt<br>plant           |

Start Lesson

### Lesson 9: Thanksgiving

# On Stage



**Primary Focus:** Students will chorally present a song and chant about the Pilgrims.

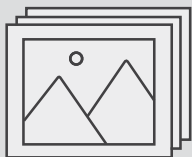
## SONG AND CHANT: THE PILGRIMS (5 MIN.)

### Stanza 3

[Point to Image Card 19 (Thanksgiving Feast).] This is a picture of the Pilgrims and the Wampanoag. They are having a Thanksgiving feast.

**Read:** Read stanza 3 all the way through, pointing to each word as you read the stanza.

Image Card 19



*We're the Wampanoag and we live here.*  
*We helped the Pilgrims survive their first year.*  
*We taught them to plant crops, including maize.*  
*We shared a feast and all gave praise.*

**Read It Again:** This time pointing to various pictures as you say the stanza.

- Wampanoag [point to image of the Wampanoag]
- Pilgrims—refer to image of the Pilgrims.
- Maize—refer to image of corn.
- Feast—refer to image of Thanksgiving Feast.
- **Read It Again Adding Motions:** This time add movements. Have students repeat after each line.

*We're the Wampanoag, and we live here.* [Point to yourself and point to the floor.]

*We helped the Pilgrims survive their first year.* [Move your hands away from you to make a "giving" gesture.]

*We taught them to plant crops, including maize.* [Make a motion that indicates you are planting seeds in the ground.]

*We shared a feast and all gave praise.* [Open your arms wide and smile.]

---

## Lesson 9: Thanksgiving Rewind



**Primary Focus:** Students will ask and answer questions about the Wampanoag in a shared writing activity.

---

### THE WAMPANOAG (15 MIN.)

You have been reading about the first Thanksgiving and learning about the Pilgrims and the Wampanoag.

[Point to the large *Wh*– Question Chart.] Let's say the *Wh*– question words together: *who, what, when, where, why*.

Let's review what you learned about the Wampanoag using *Wh*– question words.

### Wh– Question Chart

|       |   |
|-------|---|
| Who   | The Wampanoag   |
| What  | taught the Pilgrims to fish, hunt, and plant crops; shared their food with the Pilgrims |
| When  | the Pilgrims' first winter in America   |
| Where | Massachusetts; near the ocean and inland  |
| Why   | [Invite students to think about why the Wampanoag would help the Pilgrims.]             |



#### Show Image 9A-2: Wampanoag man with deer in forest

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

» The story is about the Wampanoag.

**What:** When someone asks a question using the word *what*, they are asking about an object, idea, or action. What happened?

» The Wampanoag taught the Pilgrims to hunt.

**Where:** When someone asks a question using the question word *where*, they are asking a question about a place. Where did the Wampanoag live?

» The Wampanoag lived near the ocean and inland.



#### Show Image 9A-3: Pilgrims' first winter

**When:** When someone asks a question using the word *when*, they are asking a question about time. When did this happen?

» This happened during the Pilgrims' first winter.



**Show Image 9A-4: Squanto helps Pilgrims**



### Check for Understanding

**Why?** When someone asks a question using the word *why*, they are asking for a reason or an explanation. Why did the Wampanoag help the Pilgrims?

» [Invite students to explain.]



### Wh– Review

[Give each pair of students a bundle of images related to the Wampanoag from Resource Page 9.6S] With your partner, ask and answer *wh–* questions about the Wampanoag. Use the images to help you ask a question. Use the same image to help you answer the question.



**Reading**  
Reading/Viewing  
Closely

### Entering/Emerging

Repeat the questions from the activity. Have students echo the answers using information from the chart.

### Transitioning/Expanding

Repeat the questions and prompt students to answer, using their own words.

### Bridging

Have students ask and answer questions about the images with a partner.



## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

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

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Reading  |
| Knowledge/Lesson   | K9L9   |
| Activity Name      | Wh– Review   |
| Proficiency Levels |  |
| Entering           | Student recalls basic information with prompting and support.  |
| Emerging           | Student recalls basic information.   |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.  |

### Lesson 9: Thanksgiving

## Talk Time



**Primary Focus:** Students will retell the story of the first Thanksgiving using the conjunctions *and* and *or*.

### THE FIRST THANKSGIVING (10 MIN.)

You have been learning about the first Thanksgiving and how the Pilgrims and the Wampanoag met. [Emphasize the words in bold.]

We are going to use the word **and** and the word **or** in our sentences. **And** and **or** are connecting words. They can bring two words, thoughts, or ideas together into one sentence.

[Point to the large numbered chart you have created. Give students Activity Page 9.1S.] Follow along with me as we complete this chart together.

#### Activity Page 9.1S



| Large Numbered Chart   |  |   |   |
|--|--|---|---|
| <b>The First Thanksgiving</b>  | <b>1</b><br><br>The Pilgrims had to decide to stay in England <b>or</b> leave for the New World. | <b>2</b><br><br>They pack up <b>and</b> sail on the Mayflower for two months.   | <b>3</b><br><br>When the Pilgrims arrive in Massachusetts they must decide whether to land at Plymouth Rock <b>or</b> stay on the Mayflower.    |
| <b>4</b><br><br>Next, the Pilgrims meet the Wampanoag <b>and</b> Squanto for the first time. | <b>5</b><br><br>The Wampanoag teach the Pilgrims how to hunt <b>and</b> plant food.              | <b>6</b><br><br>Also, the Wampanoag help the Pilgrims by showing them the best places to live <b>and</b> by sharing food. | <b>7</b><br><br>Finally, after a long winter, the Pilgrims <b>and</b> the Wampanoag celebrate a great harvest. This was the first Thanksgiving. |

The first box says, “The First Thanksgiving.” We are going to record the events that led to the first Thanksgiving.

[Point to “1.”] Let’s start at the beginning. The Pilgrims had a choice to make. They had to decide whether they wanted to stay in England **or** leave for the New World. We can use the word **or** to explain in the same sentence the choice the Pilgrims had to make.

- » The Pilgrims had to decide whether to stay in England **or** to go to the New World. [Place the image/sketch of the Pilgrims leaving England on the chart.]

[Point to “2.”] What happened next? (*The Pilgrims pack up and sail away on the Mayflower.*) We use the word **and** to join those two steps in the same sentence.

- » They pack up **and** sail on the *Mayflower* for two months. [Place the image/sketch of the *Mayflower* on the ocean on the chart.]

[Point to “3.”] Then what happened? (*When the Pilgrims arrive in Massachusetts they must decide whether to stay on the Mayflower or land on Plymouth Rock.*) We can use the word **or** to discuss the choice the Pilgrims had when they arrived in Massachusetts.

- » When the Pilgrims arrive in Massachusetts they have to decide whether to stay on the Mayflower **or** land at Plymouth Rock. [Place the image/sketch of the Pilgrims arriving at Plymouth Rock on the chart.]



### Speaking Connecting Ideas

#### Entering/Emerging

Have students repeat phrases that include the conjunctions *and* and *or*.

#### Transitioning/Expanding

Have students repeat complete sentences that use the conjunctions *and* and *or*.

#### Bridging

Have students retell what they have on their charts in small groups.

[Point to “4.”] What happened after that?

- » The Pilgrims meet the Wampanoag **and** Squanto for the first time. [Place the image/sketch of the Pilgrims and the Wampanoag together on the chart.]

[Point to “5.”] Then what happened? (*The Wampanoag teach the Pilgrims many things.*) We use the word **and** to join things on a list.

- » The Wampanoag teach the Pilgrims how to hunt **and** plant food. [Place the image/sketch of the Wampanoag hunting or planting on the chart.]

[Point to “6.”] How else did the Wampanoag help? We use the word **and** to connect two ideas.

- » Also, the Wampanoag helped the Pilgrims by showing them the best places to live **and** by sharing food. [Place the image/sketch of the Wampanoag sharing food on the chart.]

[Point to “7.”] What happened at the end? Who celebrated Thanksgiving together? We use the word **and** to connect two ideas.

- » Finally, after a long winter the Pilgrims **and** the Wampanoag celebrate a the first Thanksgiving. [Place the image/sketch of the first Thanksgiving on the chart.]



### Formative Assessment

**The First Thanksgiving:** Use the words *and* and *or* to tell about the events that led up to the first Thanksgiving.

End Lesson

Language Studio 10

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# **Colonial Towns and Townspeople**

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|---|--|

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Country Family

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

Students will preview concepts and terms related to colonial times.

**Writing**

Students will compare chores that children had during colonial times with chores that children might have today.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Chores Chart [Informal Observation]



## LESSON AT A GLANCE

|                       | Time    | Materials   |
|-----------------------|---------|---|
| <b>Look Ahead</b>     |         |   |
| Colonial Times        | 10 min. | <input type="checkbox"/> Images 1A-1, 1A-4, 1A-6, 1A-8, 1A-9  |
| <b>Write About It</b> |         |   |
| Chores Chart          | 20 min. | <input type="checkbox"/> Image 1A-2<br><input type="checkbox"/> Resource Page 10.1S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> sticky notes (one per student)<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Write About It

- Use Resource Page 10.1S to create a large Chores Chart on chart paper. [The chores listed in the “Long Ago” column on the resource page are examples of chores that your students may suggest. Do not write them on the chart in advance.]
- Prepare Language Proficiency Recording Sheet for Writing.

### Note to Teacher

There is a reference to the story “The Little Red Hen” in this lesson. Students have heard this story in Unit 5 (*Farms*, Lesson 7). You may wish to retell this story.

This unit includes many concepts, people, and information from the past. To help students understand what life might have been like during colonial times (more than two hundred fifty years ago), you may wish to show short video clips to introduce the colonial time period.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to a discussion about chores done long ago and chores done today.

### Language Forms and Functions

**Opinion:** I \_\_\_\_\_ like to have lived during colonial times.  
(would/would not)

I think life during colonial times would be . . .

His/her chore is to \_\_\_\_\_.

My chore is to \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

colonial times

#### Tier 2 General Academic Words

chores  
compare/contrast

#### Tier 1 Everyday Speech Words

family  
farm  
long ago/today

Start Lesson

## Lesson 1: The Country Family

# Look Ahead



**Primary Focus:** Students will preview concepts and terms related to colonial times.

## COLONIAL TIMES (10 MIN.)



### Show Image 1A-1: Farm family

Today we are going to go back in time more than two hundred fifty years to visit an early American farm during colonial times.

You are going to learn about what life was like then and how it is different from life now.

If you lived out in the country long ago, you and your family would have had lots of chores, or daily jobs.

**Ask**

What are the people in this farm family doing on their farm?

- » They are cutting firewood, feeding chickens, hanging up laundry, and plowing the field.

In the country, colonial farm families also lived far from stores. They could not easily buy their food or clothing. So, how did they get their food and clothing?

- » Farm families had to grow their own food and make their own clothing.

Think about what you learned in *Native Americans*. What are some things people need to survive?

- » food, water, clothing, and shelter

Every member of a country family, even the young children, worked hard to get water, grow food, make clothing, and build shelter for the family.



**Show Image 1A-4: Rolling dough**

This colonial woman is making bread for her family.

Families living in the country during colonial times made their own bread. They followed the same steps that the hen does in “The Little Red Hen.” Do you remember that story? What a lot of work!



**Show Image 1A-6: Using a butter churn**

**Ask:** Do you know how colonial families got butter? Did farm families buy butter from stores?

- » Colonial families living in the country made their own butter using the milk from their cows.



### Show Image 1A-8: Needlework at home

This is a spinning wheel. A spinning wheel was used to make yarn or thread for clothing during colonial times.

During colonial times, families made their own clothes.



### Show Image 1A-9: Vintage corn-husk dolls

Children did not have much play time because they were busy each day helping their families with farm chores. However, they did make toys, such as the corn-husk dolls you see in this image.

**What Do You Think?** Would you like to have lived during colonial times? What do you think life was like during colonial times?

## Support

### Sentence frame:

"I \_\_\_\_\_ (would/ would not) like to have lived during colonial times."

### Sentence starter:

"I think life during colonial times would be . . ."

## Lesson 1: The Country Family

# Write About It



**Primary Focus:** Students will compare chores that children had during colonial times with chores that children might have today.

### CHORES CHART (20 MIN.)

In "The Country Family," you heard about the daily chores of a colonial farm family.

Say the word *chores* with me three times.

**Definition:** Chores are jobs or tasks that you do on a regular basis—every day, every week, or every month.

**Chores Chart:** [Point to the Chores Chart (Resource Page 10.1S) that you have prepared. The chart shows examples of colonial chores that students may suggest.] We will use this chart to list the kinds of chores children had long ago and the kinds of chores children have today. We will use this chart to compare and

contrast children's chores from long ago with children's chores today.

**Definition:** To compare is to tell how things are similar, and to contrast is to tell how things are different.

**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 that it is important for you to remember what they have said, and that you will read the words to them.

| Chores Chart  |                          |
|---|--------------------------|
| Long Ago  | Today                    |
| cut firewood<br>hang up laundry<br>plow the field/plant crops<br>feed farm animals<br>make candles<br>fetch water<br>milk the cows<br>churn the butter<br>pick cotton<br>shear the sheep<br>sew and weave | [students' sticky notes] |

Chores: Long ago

Support

Sentence frame:

“His/her chore is to \_\_\_\_\_.”



Show Image 1A-2: Household chores

This is a farm family from colonial times, or from long ago. Each family member in the picture is doing one of his or her chores, or jobs.

We are going to write down each chore as we discuss it.

**Ask:** [Point to the pictures, one at a time.] What chore do you see in this picture? What is his [or her] chore?

- » Her chore is to feed the farm animals.
- » His chore is to plant crops.
- » Her chore is to make candles.



### Check for Understanding

**Asking Questions:** Use these pictures to ask and answer questions about chores.

## Chores: Today

Now let's talk about chores you have today and put them on the Chores Chart.

Complete this sentence: "My chore is to \_\_\_\_\_."

**Examples:** My chore is to set the table for dinner. My chore is to take the mail in.



### Chores Chart

[Give each student a sticky note.] Draw or write about a chore you have or would like to have at home. Do you do this chore in the morning or after school? Who helps you with the chore? Do you enjoy this chore? [Have students place their sticky notes on the chart.]

### Support

**Sentence frame:**  
"My chore is to \_\_\_\_\_."



**Writing**  
Interacting via Written English

### Entering/Emerging

Provide a written word bank of chores to help students label their pictures.

### Transitioning/Expanding

Write the sentence frame: "My chore is to \_\_\_\_\_." Provide a written word bank of chores.

### Bridging

Have partners ask and answer questions about each other's pictures in order to add details to the descriptions of their pictures.

## 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   | K10L1   |
| Activity Name      | Chores Chart  |
| Proficiency Levels |   |
| Entering           | Student draws a picture about a topic and writes a label with support.          |
| Emerging           | Student draws a picture about a topic and writes a label.                       |
| Transitioning      | Student draws a picture about a topic and writes a short sentence with support. |
| Expanding          | Student draws a picture about a topic and writes a short sentence.              |
| Bridging           | Student writes a detailed sentence about a picture with support.                |

End Lesson

## COLONIAL TOWNS AND TOWNSPEOPLE

# A Trip to Town

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

Students will preview the life of townspeople in colonial times.

**Speaking**

Students will compare *then* (colonial times) with *now* (life today) through discussion and on a Venn diagram.

**Listening**

Students will identify and use different tenses of the verb *make* in a shared language activity.

**FORMATIVE ASSESSMENT**

Speaking

Venn Diagram [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Verb Tense [Informal Observation]



## LESSON AT A GLANCE

|                                 | Time    | Materials   |
|---------------------------------|---------|---|
| <b>Look Ahead</b>               |         |   |
| Colonial Towns and Tradespeople | 10 min. | <input type="checkbox"/> Images 2A-1, 2A-2<br><input type="checkbox"/> Resource Page 10.2S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Activity Pages 2.1S, 2.2S (optional) |
| <b>Rewind</b>                   |         |   |
| Venn Diagram: Then/Now          | 15 min. | <input type="checkbox"/> Images 1A-1, 1A-2, 1A-6<br><input type="checkbox"/> Resource Page 10.3S<br><input type="checkbox"/> chart paper  |
| <b>Looking at Language</b>      |         |   |
| Verb Tense: <i>Make</i>         | 5 min.  | <input type="checkbox"/> Image 4A-6<br><input type="checkbox"/> Language Proficiency Recording Sheet  |

## ADVANCE PREPARATION

### Look Ahead

- Create a large Town Map on chart paper, using Resource Page 10.2S as a guide. Display this Town Map throughout this unit.

**Note:** Later in this unit, students will place images from Resource 10.6S on the map's rectangles, which represent shops and other colonial buildings. Be sure that you draw rectangles on the map that are the same size or larger than the images on Resource Page 10.6S.

- (Optional) Prepare Activity Pages 2.1S and 2.2S. You may wish to have students follow along on their own town maps.

### Talk Time

- Create a large Venn diagram on chart paper using Resource Page 10.3S as a guide.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Compare colonial times with life today.
- Construct sentences with different tenses of the verb *make*.

### Language Forms and Functions

Then, they . . .

Now, we . . .

I will make a cake tomorrow evening.

I make a cake today.

I made a cake yesterday.

### Vocabulary

#### Tier 3 Domain-Specific Words

colonial town  
town square

#### Tier 2 General Academic Words

compare/contrast  
everyday/rare

#### Tier 1 Everyday Speech Words

store  
then/now

Start Lesson

## Lesson 2: A Trip to Town

# Look Ahead



**Primary Focus:** Students will preview the life of townspeople in colonial times.

## COLONIAL TOWNS AND TRADESPEOPLE (10 MIN.)



### Show Image 2A-1: Farmer in town

**Share:** If you and your family were going to go to the store or the mall, how would you get there?

During colonial times, there were no malls, and visiting a store meant taking a trip to town. Trips to town were rare. That means a country family would go to town only once in a while.

**Ask:** Are trips to town and a store rare today? Hold up one finger for *yes* or two fingers for *no*.

When we want to take trips to towns or stores, we have many different ways to get there, such as by car, by bus, walking, by subway, or by bicycle. Today, going to town can be an everyday event, or something that happens almost every day.

In colonial times, there were no cars, trains, or buses. A family would walk or use a horse and wagon to get from the country to the town. This trip would take a long time.



### **Show Image 2A-2: Town square**

In larger colonial towns, there were tradespeople who made things that colonial families needed.

Many different tradespeople worked in larger colonial towns. Some made iron nails or shoes—things that colonial families could not make for themselves.

Others made clothing or flour—jobs that took a long time when done at home.

Buildings in the larger colonial towns were very close together. Farm families could visit many shops in one day because the shops were all around the town square.

[Point to the Large Town Map you created, using Resource Page 10.2S. Optional: give students copies of Activity Pages 2.1S and 2.2S.] As we talk about colonial towns and townspeople, we will be using this Town Map. We will label the kinds of shops and buildings that you would find in a colonial town. Let's first label the town square. [Write "Town Square" on the map.]

We will continue to label our Town Map as we learn more about the town.

## Lesson 2: A Trip to Town

# Rewind



**Primary Focus:** Students will compare *then* (colonial times) with *now* (life today) through discussion and on a Venn diagram.

### VENN DIAGRAM: THEN/NOW (15 MIN.)



#### Show Image 1A-1: Farm family

We are going to go back in time more than two hundred fifty years ago to visit an early American farm during colonial times. We are going to learn about what life was like then and how it was different from life now. [Emphasize the words **then** and **now**, marked in bold,

throughout the lesson.]

Say the words **then** and **now** with me.

**Then** means time that has already passed. For this lesson, we are going to use **then** to mean long ago—more than two hundred fifty years ago—in the 1700s. [Point behind you.]

**Now** means the present time; it means today. [Point to the floor.]



#### Show Image 1A-2: Household chores

**Then**, families made candles to light their homes. **Now**, homes have electricity.



#### Show Image 1A-6: Using a butter churn

**Then**, families made their own butter using a churn. **Now**, families go to the store to buy butter.

## Venn Diagram

[Point to the Venn diagram you have created.] We will make a Venn diagram to compare and contrast early American life—or life **then**—with American life today—or life **now**.

**Definition:** To compare means to tell how things are similar, and to contrast means to tell how things are different.

**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 that it is important for you to remember what they have said, and that you will read the words to them. Draw pictures when possible.

[Point to the word *Then* at the top of the Venn diagram.] This is where we will write down what happened **then**, or during colonial times.

[Point to the word *Now* at the top of the Venn diagram.] This is where we will write down what happens **now**, or today.

[Point to where the circles intersect.] We can write in this space to show how some things are the same when comparing **then** to **now**.

**Compare:** What are some things that were the same **then** as they are **now**? What are some chores that children did **then** and also do **now**?

- » Then and now: making beds, setting the table, etc.

[Write students' ideas in the center of the Venn diagram.]

**Contrast:** How was life different **then** than it is **now**?

- » Then: people made their own butter and used candles for light.
- » Now: people buy butter at the store and have electricity.

[Write students' ideas in the respective sections of the diagram.]

### Support

#### Sentence starters:

"Then, they . . ."

"Now, we . . ."



Speaking  
Selecting Language  
Resources

#### Entering/Emerging

Help students answer simple *yes/no* questions (e.g., "Did people in colonial times set the table for meals?").

#### Transitioning/Expanding

Provide sentence starters for students (e.g., "Then, they . . ."; "Now, we . . .").

#### Bridging

Encourage students to create their own detailed sentences to add to the Venn diagram.



### Formative Assessment

**Venn Diagram:** Use the Venn diagram to compare and contrast colonial times with life today.

## Lesson 2: A Trip to Town

# Looking at Language



**Primary Focus:** Students will identify and use different tenses of the verb *make* in a shared language activity.

### VERB TENSE: 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 and images presented in the lesson.

[Emphasize the bold words as you read.]

Today we will listen carefully for the verbs **will make**, **make**, and **made** in sentences and will see how a verb changes based on when the action is done.

- I **will make** a cake tomorrow evening.

That means I will do the action in the future. [Point in front of you.]

- I **make** a cake today.

This means I am baking the cake today or right now. [Point to the ground.]

- I **made** a cake yesterday.

This means I baked it in the past. [Point behind you.]



### Show Image 4A-6: Woman spinning

She **makes** yarn using a spinning wheel.

I can change the sentence and say, “She **made** yarn using a spinning wheel.”

**Ask:** Which verb did you hear? (*made*)

I changed *make* to *made*. *Made* means it happened in the past. [Point behind you].



### Listening Using Verbs and Verb Phrases

#### Entering/Emerging

Emphasize the verbs *will make*, *make(s)*, and *made* in the example sentences.

#### Transitioning/Expanding

Invite students to repeat the sentence after you. Have them point to the front to indicate the future, point to the ground to indicate the present, and point behind them to indicate the past.

#### Bridging

Challenge students to use all three tenses of the verb *make* in complete sentences.



### Verb Tense

I am going to read some sentences. Listen carefully for the verb *will make*, *make(s)*, or *made*. Point in front of you if the action will happen in the future (*will make*). Point to the floor if the action is happening right now (*make/makes*). Point behind you if the action happened in the past (*made*).

The bread baker **makes** fresh bread.

The weaver **made** red cloth.

I **will make** a birthday card for my friend.

My grandmother **made** me a blue sweater last Christmas.

Ana **makes** her bed.



### Check for Understanding

**Now you try!** With your partner use one of the verbs *will make*, *make*, or *made* to tell about something you want to make in the future, or are making now, or have made in the past. Remember to use the correct tense of the verb *make*.

## 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   | K10L2   |
| Activity Name      | Verb Tense  |
| Proficiency Levels |   |
| Entering           | Student recognizes past, present, and future tense verbs in sentences with support.                       |
| Emerging           | Student recognizes past, present, and future tense verbs in sentences.                                    |
| Transitioning      | Student repeats sentences and identifies whether they are in past, present, or future tense with support. |
| Expanding          | Student repeats sentences and identifies whether they are in past, present, or future tense.              |
| Bridging           | Student uses the target past, present, and future tense verbs in complete sentences.                      |

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



## 3

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Bread Makers: Millers and Bakers

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

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

**Speaking**

Students will sequence the four steps of making bread.

Students will use adjectives to describe bread.

**FORMATIVE ASSESSMENT**

Speaking

Describing Bread [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Making Bread [Activity Pages 3.1S, 3.2S]

## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                                                                                                                            |
|------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>         |         |                                                                                                                                                                                                      |
| Multiple-Meaning Word: <i>Shop</i> | 5 min.  | <input type="checkbox"/> Poster 3M (Shop)<br><input type="checkbox"/> items for school supply shop<br><input type="checkbox"/> Resource Page 10.4S                                                   |
| <b>Rewind</b>                      |         |                                                                                                                                                                                                      |
| Sequencing: Bread Making           | 15 min. | <input type="checkbox"/> Resource Page 10.5S<br><input type="checkbox"/> Activity Pages 3.1S, 3.2S<br><input type="checkbox"/> glue<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>         |         |                                                                                                                                                                                                      |
| Describing Bread                   | 10 min. | <input type="checkbox"/> Image 3A-9<br><input type="checkbox"/> samples of bread                                                                                                                     |

## ADVANCE PREPARATION

### Vocabulary Building

- Gather various items to use in creating a school supply shop (e.g., pencils, paper, crayons). Place them on a table or large desk, and write prices on index cards for each item.
- Copy Resource Page 10.4S, write “School Supply Shop” on it, and hang it on an empty table or desk nearby.

### Rewind

- Copy Resource Page 10.5S and cut out the images.
- Prepare Activity Pages 3.1S and 3.2S.
- Prepare Language Proficiency Recording Sheet for Speaking.

### Looking at Language

- Bring in samples of different kinds of breads.

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

**Note to Teacher**

**Poetry Connections:** Rhyme is an important factor in phonological awareness. Hearing rhymes helps students tune into oral language, specifically phonemes. In this unit, you may wish to teach students the rhyme about a baker: “Pat-A-Cake.” Use a student’s name in the rhyme. Show students how to pantomime rolling, patting, and marking as they sing.

*Pat-a-cake, pat-a-cake, baker’s man,  
Bake me a cake as fast as you can;  
Roll it, pat it and mark it with a [first initial of student’s name],  
Put it in the oven for [name of student] and me.*

**FEATURES OF ACADEMIC LANGUAGE**

| Discourse Features                                                                                                                                                                                                                       |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Retell the process of bread making.</li><li>• Describe bread using a variety of adjectives.</li></ul>                                                                                            |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                             |                                  |                                 |
| <p><b>Retell:</b> First, . . . /Next, . . . /Then, . . . /Last, . . .</p> <p>My bread is _____.<br/>(adj.)</p> <p>My bread feels _____.<br/>(adj.)</p> <p>My bread smells _____.<br/>(adj.)</p> <p>My bread tastes _____.<br/>(adj.)</p> |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                               |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                          | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| baker<br>miller                                                                                                                                                                                                                          | first/next/then/last             | bread<br>shop                   |

## Lesson 3: The Bread Makers: Millers and Bakers

## Vocabulary Building



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

**MULTIPLE-MEANING WORD: SHOP (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 3M (Shop).] The baker's shop was a place where colonial farm families and townspeople could buy bread, cakes, and biscuits.

A shop is a place where goods are sold. We sometimes call it a store. Which picture shows this meaning of *shop*? (*one*)

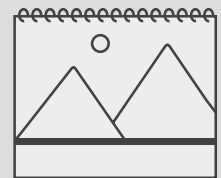
[Show students your empty "shop" for school supplies.] This is our School Supply Shop. What items can we sell in our School Supply Shop? [Have students set up the shop by placing the school supply items and their price tags on the empty table or desk.]

Great job! We just set up a School Supply Shop. Remember one meaning of *shop* is a place where items are sold.

*Shop* can also mean an action, to visit a store to buy something. Which picture shows this meaning of *shop*? (*two*)

Who would like to shop and buy some school supplies?

Poster 3M


**Check for Understanding**

**Making Choices:** I'm going to say some sentences. If the meaning of *shop* in the sentence is a place where items are sold, point to our School Supply Shop. If it is the action *to shop*, or to go to a store to buy something, pretend to hold a shopping bag.

- The candy shop has many types of my favorite candy.
- I went to the flower shop with my mom yesterday.
- I need to shop for a new pair of shoes.

- My uncle went to the bread shop to buy fresh bread.
- Do you want to shop for a new toy with me after school today?

Activity Pages  
3.1S, 3.2S



Speaking  
Understanding  
Cohesion

### Entering/Emerging

Say key words about the images on the resource page, and have students echo the words. 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, and last*. Prompt students to retell the process using these linking words.

### Bridging

Challenge students to retell the process with a partner, using linking words and phrases.

## Lesson 3: The Bread Makers: Millers and Bakers

# Rewind



**Primary Focus:** Students will sequence the four steps of making bread.

### SEQUENCING: BREAD MAKING (15 MIN.)

- Remind students that they have learned about the two tradespeople who worked together to make bread: the miller and the baker.
- Give each of four students one of the four images from Resource Page 10.5S. Explain that these images show four steps in the bread-making process.

**Sequencing:** Which picture shows what happens first? Which picture shows what happens next? Then, what happens in the bread-making process? Which picture shows what happens last?

- Place the four students in order: first, next, then, and last.



### Making Bread

[Give students Activity Pages 3.1S and 3.2S.] Sequence the four steps in the bread-making process.

[While students are working on their individual sequences, circulate around the room, and ask them to tell you or show you the correct picture order. Encourage students to use temporal words (*first, next, then, and last*) and tradespeople's names.]

## 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   | K10L3                                                                                                                    |
| Activity Name      | Making Bread                                                                                                             |
| Proficiency Levels |                                                                                                                          |
| Entering           | Student sequences images with support.                                                                                   |
| Emerging           | Student sequences images.                                                                                                |
| Transitioning      | Student retells several events from the process, using visuals and some frequently occurring linking words with support. |
| Expanding          | Student retells several events from the process, using visuals and some frequently occurring linking words.              |
| Bridging           | Student retells the complete process, using frequently occurring linking words.                                          |

### Lesson 3: The Bread Makers: Millers and Bakers

# Looking at Language



**Primary Focus:** Students will use adjectives to describe bread.

## Support

### Sentence frames:

"My bread is  
\_\_\_\_\_ (adj.)."

"My bread feels  
\_\_\_\_\_ (adj.)."

"My bread smells  
\_\_\_\_\_ (adj.)."

"My bread tastes  
\_\_\_\_\_ (adj.)."



## Speaking Using Nouns and Noun Phrases

### Entering/Emerging

Have students use familiar adjectives (e.g., color adjectives) to describe the bread in simple ways.

### Transitioning/Expanding

Have students use more complex adjectives (e.g., appearance and shape adjectives) to describe the bread in a growing number of ways.

### Bridging

Have students use a variety of adjectives (e.g., texture adjectives) to describe the bread in a wide variety of ways.

## DESCRIBING BREAD (10 MIN.)

**Note:** You are going to ask a series of questions to ignite students' senses and to help them think of ways to describe bread.



### Show Image 3A-9 Modern bakery

#### Ask

What do you see in this picture?

» breads, treats, desserts, and cinnamon rolls

What colors do you see?

» brown, white, and yellow

What kind of shop is it?

» a bakery

What does a bakery smell like?

» baked bread, cookies, and other desserts



## Formative Assessment

**Describing Bread:** [Pass around samples of bread.] Use as many descriptive words and phrases as you can to describe the bread. What color is it? Is it big or small? How does it feel? How does it smell? How does it taste?

End Lesson

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Cloth Makers: Spinners and Weavers

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

Students will preview information about spinners and weavers and describe cloth samples.

**Reading**

Students will compare and contrast colonial times with life today through discussion based on a Venn diagram.

**Listening**

Students will identify past tense verbs ending in *-ed*.

**FORMATIVE ASSESSMENT**

Listening

Past Tense [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Venn Diagram [Informal Observation]



## LESSON AT A GLANCE

|                                          | Time    | Materials                                                                                                                                                                                   |
|------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                        |         |                                                                                                                                                                                             |
| "The Cloth Makers: Spinners and Weavers" | 10 min. | <input type="checkbox"/> Images 4A-6, 4A-7<br><input type="checkbox"/> cloth samples                                                                                                        |
| <b>Rewind</b>                            |         |                                                                                                                                                                                             |
| Venn Diagram: Then/Now                   | 15 min. | <input type="checkbox"/> Resource Page 10.3S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Flip Book<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b>               |         |                                                                                                                                                                                             |
| Verb Tense                               | 5 min.  | <input type="checkbox"/> Image 4A-3                                                                                                                                                         |

## ADVANCE PREPARATION

### Look Ahead

- Bring in samples of cloth, such as pieces of cotton, wool, linen, burlap, and silk.

### Rewind

- Create a large Venn diagram on chart paper, using Resource Page 10.3S as a guide.
- Select Flip Book images from Lessons 3 and 4 to display while completing the Venn diagram activity.
- Prepare Language Proficiency Recording Sheet for Reading.

### Note to Teacher

You may wish to introduce students to the cloth-making process during colonial times. Search for appropriate video clips and images of sheep shearing, colonial spinning, and weaving.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe cloth samples.
- Compare and contrast colonial times with life today.
- Identify past tense regular verbs.

### Language Forms and Functions

Then they . . .

Now we . . .

First, the farmers picked the cotton, piece by piece.

### Vocabulary

#### Tier 3 Domain-Specific Words

spinners  
weavers

#### Tier 2 General Academic Words

compare/contrast  
fabric

#### Tier 1 Everyday Speech Words

cloth  
clothing

Start Lesson

## Lesson 4: The Cloth Makers: Spinners and Weavers

# Look Ahead



**Primary Focus:** Students will preview information about spinners and weavers and describe cloth samples.

### “THE CLOTH MAKERS: SPINNERS AND WEAVERS” (10 MIN.)

**Review:** You have already learned about two colonial tradespeople. Who were they? What did they do?

- » A miller ground wheat and corn into flour. A baker used flour to make bread, cakes, biscuits, and muffins to sell to customers.

Today, you will learn about two more tradespeople: the spinner and the weaver. The spinner and weaver helped with different steps in making cloth for clothing.

**Explore:** Look at your clothes. How do you think they were made?

During colonial times, families made their own clothing, but before they could make clothing, they had to make or buy cloth first.

## Support

Create motions to represent *spinner* and *weaver*.



Listening  
Using Nouns and Noun  
Phrases

### Entering/Emerging

Have students use familiar adjectives (e.g., color adjectives) to describe the cloth in simple ways.

### Transitioning/Expanding

Have students use more complex adjectives (e.g., appearance and shape adjectives) to describe the cloth in a growing number of ways.

### Bridging

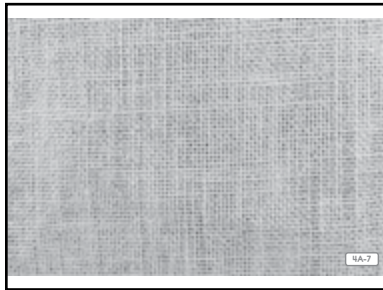
Have students use a variety of adjectives (e.g., texture adjectives) to describe the cloth in a wide variety of ways.



### Show Image 4A-6: Woman spinning

This is a picture of a woman making yarn. She was called a spinner. A spinner spun yarn.

**Definition:** Spinners were tradespeople who twisted cotton, flax, and wool into thread and yarn using a spinning wheel.



### Show Image 4A-7: Close-up of cloth

This is a close-up picture of a piece of cloth. A weaver took the yarn the spinner made and wove it into cloth. A weaver made cloth.

If you look at the clothing, or garments you are wearing, you will see that the cloth is made up of lots of little rows of threads, just like in this picture.

[Hold up pieces of cloth.] This is cloth. We can also call it fabric. This is what was used to make the clothes you are wearing.

**Explore:** [Pass the samples around for students to touch and feel.] Say the words *fabric* and *cloth* with me. Let's describe the cloth together.

## Lesson 4: The Cloth Makers: Spinners and Weavers

# Rewind



**Primary Focus:** Students will compare and contrast colonial times with life today through discussion based on a Venn diagram.

### VENN DIAGRAM: THEN/NOW (15 MIN.)

Today we are going to create another Then and Now Venn diagram. [Emphasize the words **then** and **now**, marked in bold, throughout the lesson.]

Remember, **then** means time that has already passed. We are going to use **then** to mean long ago—more than two hundred fifty years ago—in the 1700s. [Point behind you.]

**Now** means the present time; it means today. [Point to the floor.]

## Bread Making

[Show images from Lesson 3, “The Bread Makers: Millers and Bakers.”]

**Compare:** How was bread making the same **then** as it is **now**?

[Give students an opportunity to contribute. Write their ideas in the center of the Venn diagram.]

- » Then and now: use of wheat, similar bread-making process

**Contrast:** How was bread making different **then** compared to **now**?

[Give students an opportunity to contribute. Write their ideas in the respective sections of the Venn diagram.]

- » Then: used wood-fired oven, took longer to make, baked smaller batches
- » Now: use gas or electric oven, make in large kitchens, bake larger batches

## Cloth making

[Show images from Lesson 4, “The Cloth Makers: Spinners and Weavers.”]

**Compare:** How was cloth making the same **then** as it is **now**?

[Give students an opportunity to contribute. Write their ideas in the center of the Venn diagram.]

- » Then and now: use of yarn and thread

**Contrast:** How was cloth making different **then** compared to **now**?

[Give students an opportunity to contribute. Write their ideas in the respective sections of the Venn diagram.]

- » Then: used spinning wheel, took longer to make yarn and cloth
- » Now: use machines, make yarn and cloth in factories



### Venn Diagram

Use the information on the Venn diagram to compare and contrast colonial times with life today.

## Support

### Sentence starters:

“Then they . . .”

“Now we . . .”



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Repeat a key word or phrase about colonial life or life today. Have students point to the section on the Venn diagram where it belongs.

### Transitioning/Expanding

Provide the sentence starters: “Then they . . .”; “Now we . . .” Model how to use information on the Venn diagram to complete the sentence starters.

### Bridging

Challenge students to contribute additional ideas based on what they have heard in the read-alouds.

## 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   | K10L4                                                                         |
| Activity Name      | Venn Diagram                                                                  |
| Proficiency Levels |                                                                               |
| Entering           | Student signals where a key word or phrase belongs on a diagram with support. |
| Emerging           | Student signals where a key word or phrase belongs on a diagram.              |
| Transitioning      | Student compares key details about main topics with support.                  |
| Expanding          | Student compares key details about main topics.                               |
| Bridging           | Student adds additional information using key details from the text.          |

## Lesson 4: The Cloth Makers: Spinners and Weavers

# Looking at Language



**Primary Focus:** Students will identify past tense verbs ending in *-ed*.

### VERB TENSE (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 and images presented in the lesson.

[Emphasize the bold past tense verbs and *-ed* endings as you read.]

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

We can change a verb, or action word, to show that the action happened in the past. [Point behind you.] We do this by adding *-ed*.

Listen for words that have *-ed* at the end.



### Show Image: 4A-3: Cotton boll

**Ask:** What kind of plant is this is?  
(cotton)



### Check for Understanding

Listen carefully to what happens to cotton. When you hear a verb that ends in *-ed*, point behind you to show that the action happened in the past.

This part of the cotton plant could be used to make thread. First, farmers **picked** the cotton, piece by piece. Then they **pulled** the cotton apart and **cleaned** it to get out any seeds or dirt. Finally, the farmers **traveled** to town to take the cotton to spinners.



### Listening Using Verbs and Verb Phrases

#### Entering/Emerging

Help students to hear the *-ed* ending in verbs and to make the connection that the *-ed* ending signals past tense in action verbs.

#### Transitioning/Expanding

Have students identify the past tense verbs in sentences, and help them change action verbs into the past tense.

#### Bridging

Have students change action verbs into the past tense.



### Formative Assessment

**Past Tense:** I am going to read some other sentences. 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 that the action happened in the past.

- The farmer **will collect** eggs to sell at the market.
- The farmer **picked** cotton to make cloth.
- The farmer **is shearing** the sheep in the field.
- The children **poured** water from the well into the bucket.
- The girl **milked** the cow.

End Lesson

## COLONIAL TOWNS AND TOWNSPEOPLE

# Dressmakers, Tailors, Hatters, and Cobblers

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

Students will create a class chart on experts and items they make.

**Writing**

Students will discuss and write about the trade shops on the town map.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

My Shop [Activity Page 5.1S]



## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                                                                                   |
|----------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> |         |                                                                                                                                                                                                                                             |
| Word Work: <i>Expert</i>   | 10 min. | <input type="checkbox"/> Image 5A-5<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Image Cards 4, 16, 17, 18<br><input type="checkbox"/> images of a dress and suit, tape                                              |
| <b>Rewind</b>              |         |                                                                                                                                                                                                                                             |
| Town Map                   | 20 min. | <input type="checkbox"/> Town Map<br><input type="checkbox"/> Resource Page 10.6S<br><input type="checkbox"/> Activity Page 5.1S<br><input type="checkbox"/> drawing tools<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Vocabulary Building

- Make the following two-column Word Chart on chart paper. The chart should be large enough to fit several image cards in each column. Reserve horseshoe image for Lesson 8.

| Word Chart |       |
|------------|-------|
| Expert     | Makes |
|            |       |

- Find images of a dress and suit.

### Rewind

- Make copies of Resource Page 10.6S and cut out images.
- Prepare Activity Page 5.1S.

- Prepare Language Proficiency Recording Sheet for Writing.

| Discourse Features                                                                                                                                    |                                  |                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Contribute to a discussion about experts and items they make.</li> <li>• Write about trade shops.</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                          |                                  |                                 |
| <p>_____ is an expert at making _____.</p> <p>This is the _____'s shop.</p> <p>It makes/sells _____.</p>                                              |                                  |                                 |
| Vocabulary                                                                                                                                            |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| cobbler<br>dressmaker<br>hatter<br>tailor                                                                                                             | expert                           | made<br>shop                    |

Start Lesson

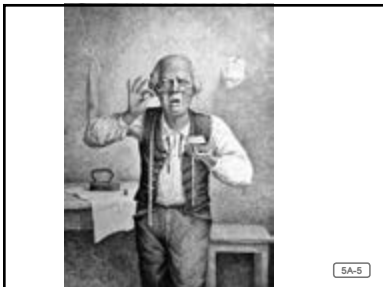
## Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers

# Vocabulary Building



**Primary Focus:** Students will create a class chart on experts and items they make.

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



#### Show Image 5A-5: Tailor

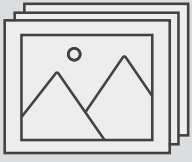
Each tradesperson was an expert at what he or she made.

Say the word *expert* with me three times.

**Definition:** An expert is someone who is very good at doing or making something.

**Example:** The tailor was an expert in making breeches.

Image Cards  
4, 16–18



Support

**Sentence frame:**

“\_\_\_\_\_ is an expert at  
making \_\_\_\_\_.”

**Word Chart:** [Point to the Word Chart you have created.] We will make a two-column chart for the word *expert*. This chart has two columns: one for “Expert” and another for “Makes.”

[Show Image Card 16 (Baker).] **Ask:** Who is this expert? What is she an expert at making?

- Have a student tape Image Card 16 in the “Expert” column. Invite another student to tape Image Card 4 (Bread) in the “Makes” column.
- Repeat this process with Image Card 17 (Dressmaker) and Image Card 18 (Tailor). Ask two students to place pictures of a dress and a suit in the “Makes” column.



Check for Understanding

**Think, Pair, Share:** Think of an expert and what he or she makes. The expert can be one from our chart or a person you think of. Tell your partner about the expert and what he or she makes.

Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers

# Rewind



**Primary Focus:** Students will discuss and write about the trade shops on the town map.

**TOWN MAP (20 MIN.)**

**Review:** What are the names of the tradespeople we have learned about so far?

- Give each student or groups of students an image from Resource Page 10.6S (reserve the horseshoe image for Lesson 8). Invite volunteers to look at their images and name the tradespeople’s shops that match.
- Invite students or groups, one at a time, to come up and tape the images on the rectangles representing shops on the Town Map. Remind students to follow along using their own town maps. Have them complete the sentence frame: “This is the \_\_\_\_\_’s shop.”

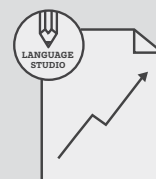
| Shops                 | Photo                                                |
|-----------------------|------------------------------------------------------|
| The general store     | apple and candy                                      |
| The miller            | sacks of flour                                       |
| The baker's shop      | loaf of bread                                        |
| The weaver's shop     | loom                                                 |
| The hatter's shop     | hat                                                  |
| The spinner's shop    | spinning wheel                                       |
| The dressmaker's shop | dress                                                |
| The cobbler's shop    | shoes                                                |
| The tailor's shop     | breeches (men's pants that come just below the knee) |
|                       |                                                      |



### My Shop

[Give students Activity Page 5.1S.] Pick one shop that you find the most interesting. Design a sign for that shop. Then write about the shop. We will post our shop signs around the room.

### Activity Page 5.1S



### Writing Writing

#### Entering/Emerging

Provide a written bank of shops for students to copy.

#### Transitioning/Expanding

Provide sentence frames: "This is the \_\_\_\_\_'s shop. It makes/sells \_\_\_\_\_." Model how to complete the sentence frames.

#### Bridging

Have partners ask and answer questions about each other's signs in order to add details to the descriptions of their shops.

## 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   | K10L5                                                            |
| Activity Name      | My Shop                                                          |
| Proficiency Levels |                                                                  |
| Entering           | Student labels key words and phrases with support.               |
| Emerging           | Student labels key words and phrases.                            |
| Transitioning      | Student copies sentences from models.                            |
| Expanding          | Student writes short sentences with support.                     |
| Bridging           | Student writes a detailed sentence about a picture with support. |

End Lesson

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Elves and the Shoemaker

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

Students will retell “The Elves and the Shoemaker” using linking words and phrases.

Students will expand simple sentences by adding details.

**Reading**

Students will distinguish between literary and informational texts.

**FORMATIVE ASSESSMENT**

Speaking

Retelling [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]

## LESSON AT A GLANCE

|                                 | Time    | Materials                                                                                                                   |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>                   |         |                                                                                                                             |
| "The Elves and the Shoemaker"   | 15 min. | ❑ Resource Page 10.7S                                                                                                       |
| <b>Looking at Language</b>      |         |                                                                                                                             |
| Expanding Sentences             | 10 min. | ❑ Image 6A-7<br>❑ additional Flip Book image<br>❑ questions about Flip Book image<br>❑ Language Proficiency Recording Sheet |
| <b>Focus on Text</b>            |         |                                                                                                                             |
| Literary vs. Informational Text | 5 min.  | ❑ Text samples                                                                                                              |

## ADVANCE PREPARATION

### Rewind

- Copy and cut out images from Resource Page 10.7S. Place them in order on the board.

### Looking at Language

- Find an additional Flip Book image. Prepare questions that will elicit details from students about the image.
- Prepare Language Proficiency Recording Sheet for Speaking.

### Focus on Text

- Bring in examples of literary and informational texts, including a trade book version of "The Elves and the Shoemaker," other literary texts, and magazines, brochures, or newspapers.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Retell a story using linking words and phrases.
- Expand sentences using details.

### Language Forms and Functions

**Retell:** First, . . . / Next, . . . / Last, . . .

The \_\_\_\_\_ elves are making shoes.  
(adj.)

### Vocabulary

**Tier 3**  
Domain-Specific Words

elf/elves  
shoemaker

**Tier 2**  
General Academic Words

sequence

**Tier 1**  
Everyday Speech Words

Start Lesson

## Lesson 6: The Elves and the Shoemaker

# Rewind



**Primary Focus:** Students will retell “The Elves and the Shoemaker” using linking words and phrases.

### “THE ELVES AND THE SHOEMAKER” (15 MIN.)

[Point to images from Resource page 10.7S on the board.] Let’s retell “The Elves and the Shoemaker” by using these images.

When we retell, we show what happened first, next, and last. This is similar to retelling a story from beginning to middle to end. The linking words *first*, *next*, and *last* are often used to sequence events.

Let’s talk about what is happening in each image.

**Ask:** What words can we use to show the sequence of the story?

» *first*, *next*, and *last*

### Support

Help students with sequencing by reducing the number of images to three, representing the beginning, middle, and end of the story.





Speaking  
Understanding  
Cohesion

### Entering/Emerging

Talk about the story and ask guiding questions: "What happened first?"; "What happened here?"; "What happened next?" Retell the story together.

### Transitioning/Expanding

Use guiding questions with linking words as a model for students to use to retell the story: "First, what happened?"; "Then, what happened?"; "Finally, how did it end?"

### Bridging

Remind students of linking words (*first*, *then*, *next*, and *finally*), and have them use these words as they retell the story.



### Formative Assessment

**Retelling:** [Point to the first image.] Turn to your partner and take turns asking and answering the questions: Who is in the picture? What is happening? Which linking word or phrase can we use for this part of the story?

[Restate students' responses in complete sentences using linking words and phrases. Have students repeat the complete sentences. Repeat this process with each image on the board.]

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

Once upon a time  
Once there was  
One day  
Long ago  
There once was a  
First

Suddenly  
Immediately  
Then  
Next  
Later  
Afterward  
Second

Happily ever after  
The end  
In the end  
At last  
Finally  
In conclusion

### Lesson 6: The Elves and the Shoemaker

# Looking at Language



**Primary Focus:** Students will expand simple sentences by adding details.

### 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. Repeat each sentence. If necessary, ask students to repeat your sentences.

- Give students the following directions:

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 6A-7 Shoemaker, wife, and elves

#### Ask

What are the elves doing in this picture?

» The elves are making shoes.

What size are the elves?

» The small elves are making shoes.

When did they make shoes?

[Point to the moon.]

» The small elves are making shoes at night.



#### Expanding Sentences

**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

Say familiar adjectives (e.g., color adjectives) to describe the image in simple ways.

#### Transitioning/Expanding

Prompt students to add detail by asking questions about the image. Provide a sentence frame that needs to be completed with an adjective (e.g., "The \_\_\_\_\_ [*adj.*] elves are making shoes.").

#### Bridging

Have partner pairs brainstorm other adjectives to expand their sentences.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

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

| Evaluation Tool    |                                                                         |
|--------------------|-------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                |
| Knowledge/Lesson   | K10L6                                                                   |
| Activity Name      | Expanding Sentences                                                     |
| Proficiency Levels |                                                                         |
| Entering           | Student recognizes adjectives in images.                                |
| Emerging           | Student recognizes and repeats adjectives.                              |
| Transitioning      | Student uses frequently occurring adjectives with support.              |
| Expanding          | Student uses frequently occurring adjectives.                           |
| Bridging           | Student uses a growing number of adjectives to expand simple sentences. |

### Lesson 6: The Elves and the Shoemaker

## Focus on Text



**Primary Focus:** Students will distinguish between literary and informational texts.

### LITERARY VS. INFORMATIONAL TEXT (5 MIN.)

**Note:** Have a copy of “The Elves and the Shoemaker” and other literary and informational texts available.

This is a picture book of “The Elves and the Shoemaker.” It has illustrations and words.

**Text Type & Purpose:** Why do we read this book?

» We read for fun or to entertain ourselves.

Is this story real or make-believe? (*make-believe*)

We call make-believe text fiction, or literary text.

**Ask:** Can you think of other types of stories that are make-believe?

» fables and fairy tales

**Definition:** Literary text is fiction, is make-believe, and is meant to entertain an audience.

[Show examples of magazines, brochures, or newspaper articles.]  
Another type of text is called informational text.

**Ask:** How is informational text different from fiction, or literary text?  
[Point out differences between informational and literary texts in the examples you have (e.g., often literary text uses drawings, and informational text uses photos).]

**Definition:** Informational text is non-fiction and provides information to the audience.



---

### Check for Understanding

**Text Type:** I'm going to show you something we read. If it is something we read for information, show me "thumbs up."

- newspaper article (*thumbs up*)
- picture book
- brochure (*thumbs up*)
- "The Elves and the Shoemaker"
- magazine article (*thumbs up*)

---

End Lesson

## 7

## COLONIAL TOWNS AND TOWNSPEOPLE

# The House Builders: Bricklayers, Masons, and Carpenters

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

Students will describe building materials used during colonial times.

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

**Reading**

Students will compare and contrast colonial times with life today through discussion based on a Venn diagram.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Venn Diagram [Informal Observation]

## LESSON AT A GLANCE

|                                                           | Time    | Materials                                                                                                                                                                                   |
|-----------------------------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                                         |         |                                                                                                                                                                                             |
| "The House Builders: Bricklayers, Masons, and Carpenters" | 10 min. | <input type="checkbox"/> Images 7A-1, 7A-3, 7A-6<br><input type="checkbox"/> materials: brick, large stone, block of wood                                                                   |
| <b>Vocabulary Building</b>                                |         |                                                                                                                                                                                             |
| Multiple-Meaning Word: <i>Trade</i>                       | 5 min.  | <input type="checkbox"/> Show Poster 2M (Trade)                                                                                                                                             |
| <b>Rewind</b>                                             |         |                                                                                                                                                                                             |
| Venn Diagram: Then/Now                                    | 15 min. | <input type="checkbox"/> Resource Page 10.3S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> Flip Book<br><input type="checkbox"/> Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### Look Ahead

- Bring a brick, large stone, and a piece of wood to represent the three house builders: bricklayer, mason, and carpenter.

### Rewind

- Create a large Venn diagram on chart paper using Resource Page 10.3S as a guide.
- Select Flip Book images from Lessons 5–7 to display while completing the Venn diagram activity.
- Prepare Language Proficiency Recording Sheet for Reading.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe building materials used during colonial times.
- Compare and contrast colonial times with life today.

### Language Forms and Functions

Can we trade? I will trade you my \_\_\_\_\_ for a \_\_\_\_\_.

Then they . . .

Now we . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

bricklayer/brick  
carpenter/wood  
mason/stone

#### Tier 2 General Academic Words

compare/contrast  
trade

#### Tier 1 Everyday Speech Words

home  
then/now  
wall

Start Lesson

## Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters

# Look Ahead



**Primary Focus:** Students will describe building materials used during colonial times.

### “THE HOUSE BUILDERS: BRICKLAYERS, MASON, AND CARPENTERS” (10 MIN.)

In today's lesson, you will learn about three tradespeople who built homes during colonial times: the bricklayer, the mason, and the carpenter.

Today, these tradespeople still build homes.

[Hold up a brick.] **Ask:** What is this material called? (*brick*)

Say *brick* with me.

### Support

Show actual building materials used by each trades person: bricklayer, mason, and carpenter.



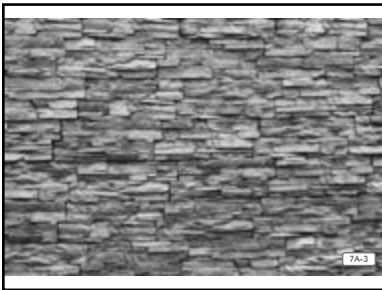
### Show Image 7A-1: Bricklayer

In colonial times, bricks were used by colonial tradespeople to build houses and walls. The tradespeople who were experts at building with bricks were called bricklayers. There are still bricklayers today.

Say *bricklayers* with me.

[Hold up a large stone.] **Ask:** What is this material called? (*stone*)

Say *stone* with me.



### Show Image 7A-3: Stone wall

In colonial times, stones were also used by colonial tradespeople to build houses and walls. The tradespeople who were experts at building with stones were called stonemasons, or masons. There are still stonemasons today.

Say *masons* with me.

[Hold up a block of wood.] **Ask:** What is this material called? (*wood*)

Say *wood* with me.



### Show Image 7A-6: Frame of house

In colonial times, wood was also used by colonial tradespeople to build houses, fences, and walls. The tradespeople who were experts at building with wood were called carpenters. There are still carpenters today.

Say *carpenters* with me.





### Check for Understanding

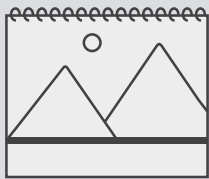
**Explore:** [Place the brick, stone, and block of wood in three different areas of the classroom. Divide the class into three groups. Rotate groups through the home building materials stations. Allow students to name, feel, observe, and describe each building material.]

## Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters

# Vocabulary Building



### Poster 2M



### Support

#### Sentence frame:

"Can we trade? I will  
trade you my  
\_\_\_\_\_ for a \_\_\_\_\_."

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

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

[Show Poster 2M (Trade).] The bricklayer, mason, and carpenter were all experts at their trades.

A trade is a job that uses special skills, knowledge, and tools. Which picture shows this meaning of *trade*? (*two*)

*Trade* can also mean other things. To trade means to give something to someone and receive something in return. Which picture shows this meaning of *trade*? (*one*)

**Make a Trade:** [Give half the class pencils and the other half paper.] Find somebody to trade with. If you have paper, you need to trade for a pencil. If you have a pencil, you need to trade for paper.

#### Ask

Which picture of trade means to give something to someone and receive something in return? (*one*)

Which picture of trade means a job that uses special skills, knowledge, and tools? (*two*)

## Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters

# Rewind



**Primary Focus:** Students will compare and contrast colonial times with life today through discussion based on a Venn diagram.

### VENN DIAGRAM: THEN/NOW (15 MIN.)

Today we are going to create another Then and Now Venn diagram.  
[Emphasize the words **then** and **now**, marked in bold, throughout the lesson.]

Remember, **then** means time that has already passed. We are going to use **then** to mean long ago—more than two hundred fifty years ago—in the 1700s. [Point behind you.] **Now** means the present time; it means today. [Point to the floor.]

#### “Dressmakers, Tailors, Hatters, and Cobblers”/ “The Elves and the Shoemaker”

[Show images from Lessons 5 and 6.]

**Compare:** How was making shoes the same **then** as it is **now**?

[Give students an opportunity to contribute. Write their ideas in the center of the Venn diagram.]

- » Then and now: cobblers used to repair and still repair shoes.

**Contrast:** How was making shoes different **then** compared to **now**?

[Give students an opportunity to contribute. Write their ideas in the respective sections of the Venn diagram.]

- » Then: shoes were made by hand and were made-to-order to fit one person.
- » Now: shoes are made in factories.

#### “The House Builders: Bricklayers, Masons, and Carpenters”

[Show images from Lesson 7.]

**Compare:** How was building homes the same **then** as it is **now**?

[Give students an opportunity to contribute. Write their ideas in the center of the Venn diagram.]

- » Then and now: builders still use the same materials, brick, stone, and wood.

### Support

#### Sentence starters:

“Then they . . .”

“Now we . . .”



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Repeat a key word or phrase about colonial life or life today. Have students point to the section on the Venn diagram where it belongs.

### Transitioning/Expanding

Provide sentence starters:

"Then they . . .";  
"Now we . . ." Model how to use information on the Venn diagram to complete the sentence starters.

### Bridging

Challenge students to contribute additional ideas based on what they have heard in the read-alouds.

**Contrast:** How was building homes different **then** compared to **now**? [Give students an opportunity to contribute. Write their ideas in the respective sections of the Venn diagram.]

- » Then: homes were built by hand with simple tools over a long time.
- » Now: machines and electric tools are used, more metal is used, and less time is needed.



### Venn Diagram

Use the information on the Venn diagram to compare and contrast colonial times with life today.

## 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   | K10L7                                                                         |
| Activity Name      | Venn Diagram                                                                  |
| Proficiency Levels |                                                                               |
| Entering           | Student signals where a key word or phrase belongs on a diagram with support. |
| Emerging           | Student signals where a key word or phrase belongs on a diagram.              |
| Transitioning      | Student compares key details about main topics with support.                  |
| Expanding          | Student compares key details about main topics.                               |
| Bridging           | Student adds additional information using key details from the text.          |

End Lesson

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Blacksmith

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

Students will categorize items as either materials or tools.

**Writing**

Students will match tradespeople to trade shops and create a grand opening sign through a shared writing activity.

**Listening**

Students will identify irregular past tense verbs ending in *-t*.

**FORMATIVE ASSESSMENT**

Speaking

Past Tense [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Grand Opening [Informal Observation]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                                                                                                                                       |
|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> |         |                                                                                                                                                                                                                                                                                                 |
| Material or Tool?          | 10 min. | <input type="checkbox"/> Image 8A-4<br><input type="checkbox"/> Word Chart<br><input type="checkbox"/> chart paper, tape<br><input type="checkbox"/> Image Cards 7, 8, 11, 14, 17, 18, 20                                                                                                       |
| <b>Rewind</b>              |         |                                                                                                                                                                                                                                                                                                 |
| Town Map                   | 15 min. | <input type="checkbox"/> Town Map<br><input type="checkbox"/> chart paper or poster board<br><input type="checkbox"/> Resource Page 10.6S<br><input type="checkbox"/> grand opening sign<br><input type="checkbox"/> Flip Book<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Looking at Language</b> |         |                                                                                                                                                                                                                                                                                                 |
| Verb Tense                 | 5 min.  | <input type="checkbox"/> Images 8A-5, 6A-2                                                                                                                                                                                                                                                      |

## ADVANCE PREPARATION

### Vocabulary Building

- Create the following two-column Word Chart on chart paper. The chart should be large enough to fit several image cards in each column.

| Word Chart |      |
|------------|------|
| Material   | Tool |
|            |      |

- Put image cards in the following order: 7, 14, 8, 17, 11, 18, and 20.

Rewind

- Cut out image of horseshoe from Resource Page 10.6S.
- Prepare a large grand opening sign on chart paper or poster board. At the top write, “Blacksmith’s Grand Opening.” Leave plenty of room for students to add details.
- Select Flip Book images from Lesson 8.
- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

Bring in horseshoes and other items made of iron (e.g., hammers, shovels, nails, handles for doors and drawers, hinges for doors, hooks, pots, pans) to show students the types of things a blacksmith makes.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                            |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| • Create a grand opening sign.                                                                                                                                                                                                                                                                                |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                  |                                  |                                 |
| Is _____ a material or a tool?<br>_____ is a material/tool.<br>This is the _____'s shop.<br>I sell _____.<br>Come in and buy _____.<br>_____ sold here!<br>When the blacksmith hits the hot metal with his hammer, he makes the metal <u>bend</u> .<br>The blacksmith <u>bent</u> the metal into a horseshoe. |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                    |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| anvil<br>blacksmith<br>metal                                                                                                                                                                                                                                                                                  | material<br>tool                 | hammer                          |

## Lesson 8: The Blacksmith

## Vocabulary Building



**Primary Focus:** Students will categorize items as either materials or tools.

### MATERIAL OR TOOL? (10 MIN.)



**Show Image 8A-4: Blacksmith working on an anvil**

[Point to the anvil.] The anvil was an important tool for the blacksmith.

Say the word *tool* with me three times.

**Definition:** Tools are equipment used by tradespeople as they work.

**Examples:** A hammer is a tool that a blacksmith uses to shape the metal.

A loom is a tool that a weaver uses to make cloth.

[Point to the metal.] Metal is material that a blacksmith uses to make things.

Say the word *material* with me three times.

**Definition:** A material is something that is made into an object or thing.

**Examples:** Iron is a material that is made into horseshoes.

Wool is a material used to make yarn.

**Word Chart:** [Point to the chart you have created.] We will make a two-column chart and sort pictures into columns for materials or tools.

[Show Image Card 7 (Wool).] **Ask:** Is wool a spinner's material or tool?

» Wool is a material.

- Repeat this process with Image Card 14 (Anvil: *Tool*); Image Card 8 (Yarn: *Material*); Image Card 17 (Scissors: *Tool*); Image Card 11 (Bricks: *Material*); Image Card 18 (Measuring Tape: *Tool*); and Image Card 20 (Hammer: *Tool*).
- Help students tape the image cards in the correct columns.



### Check for Understanding

**Material or Tool?** I will point to an image on the chart. ?You will tell me whether it is a material or a tool.

## Lesson 8: The Blacksmith Rewind



**Primary Focus:** Students will match tradespeople to trade shops and create a grand opening sign through a shared writing activity.

### TOWN MAP (15 MIN.)

#### Ask

What are the names of the tradespeople we have learned about?  
[Point to each image already on the Town Map, and invite students to name the tradesperson of each shop. Then ask the questions below.]

What can we buy from the shop?

What does the tradesperson sell or do?

[Hold up the image of a horseshoe.] It's time to complete our Town Map! We have now learned about all of the shops in our town. [Have a student tape the horseshoe image onto the map. Have students complete the sentence frame: "This is the \_\_\_\_\_'s shop."]

Image Cards  
7, 8, 11, 14, 17, 18, 20



### Support

#### Sentence frames:

"Is \_\_\_\_\_ a material or a tool?"

"\_\_\_\_\_ is a material/ tool."

#### Sentence frame:

"This is the \_\_\_\_\_'s shop."



## Support

### Sentence frames:

"I sell \_\_\_\_\_."

"Come in and  
buy \_\_\_\_\_."

"\_\_\_\_\_ sold here!"



Writing  
Interacting via Written  
English

### Entering/Emerging

Ask students  
yes/no questions  
(e.g., "Does the  
blacksmith sell bread?";  
"Does the blacksmith  
sell horseshoes?").  
Have students echo  
key words from the  
questions.

### Transitioning/Expanding

Write the sentence  
frames on the board.  
Help students complete  
the sentence frames.

### Bridging

Challenge students to  
come up with creative  
slogans to attract  
customers to come into  
the store.

| Shops                 | Photo                                                |
|-----------------------|------------------------------------------------------|
| The general store     | apple and candy                                      |
| The miller            | sacks of flour                                       |
| The baker's shop      | loaf of bread                                        |
| The weaver's shop     | loom                                                 |
| The hatter's shop     | hat                                                  |
| The spinner's shop    | spinning wheel                                       |
| The dressmaker's shop | dress                                                |
| The cobbler's shop    | shoes                                                |
| The tailor's shop     | breeches (men's pants that come just below the knee) |
| The blacksmith's shop | horseshoe                                            |

## Grand Opening!

The blacksmith is going to open his shop. He needs to let people know that his shop is opening and what they can buy from his store. We are going to help him make a poster for his grand opening.

- Display the prepared Blacksmith's Grand Opening sign. Point to each word and read the title of the poster.



### Grand Opening

[Show Flip Book images from Lesson 8.] We need to add details to this sign. What can we say on it to let people know what the blacksmith sells? Tell your neighbor something a blacksmith would sell in his shop.

- » chisels, hammers, nails, cooking pots, candle holders, horseshoes, locks, and keys

## 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   | K10L8                                              |
| Activity Name      | Grand Opening                                      |
| Proficiency Levels |                                                    |
| Entering           | Student contributes using key words with support.  |
| Emerging           | Student contributes using key words.               |
| Transitioning      | Student contributes a short sentence with support. |
| Expanding          | Student contributes a short sentence.              |
| Bridging           | Student contributes his or her own unique ideas.   |

### Lesson 8: The Blacksmith

# Looking at Language



**Primary Focus:** Students will identify irregular past tense verbs ending in *-t*.

### VERB TENSE (5 MIN.)

**Note:** This activity will 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 and images presented in the lesson.

[Emphasize the bold words and word parts as you read.]



Listening  
Using Verbs and Verb  
Phrases

### Entering/Emerging

Help students to hear the *-t* ending in the action verbs and to connect the *-t* ending with past tense.

### Transitioning/Expanding

Have students identify the past tense verbs, and help them change action verbs into the past tense.

### Bridging

Have students change action verbs into the past tense.



### Show Image 8A-5: Blacksmith shaping a red-hot horseshoe

You learned that the colonial blacksmith would shape and **bend** metal into useful things, such as horseshoes or nails.

To **bend** something is to make it curve and turn into a new shape.

When the blacksmith hits the hot metal with his hammer, he makes the metal **bend**.

We can change a verb, or action word, to show that the action happened in the past. [Point behind you.] We sometimes do this by adding **-t**.

Let's say that the action **bend** happened already, or happened in the past. We would say **bent**. [Emphasize the 't' sound.]

The blacksmith **bent** the metal into a horseshoe.

There are other verbs, or action words, that change their endings in the same way.



### Show Image 6A-2: Shoemaker

The shoemaker was too tired to work, so he decided he would **sleep**.

**Sleep** is another action word that we change by adding **-t** when the action happened in the past. We say **slept**.

The shoemaker **slept** while the elves made a pair of shoes. [Emphasize the 't' sound.]



### Formative Assessment

**Past Tense:** Listen to these verb pairs. Tell me which verb is the past tense verb.

- feel, felt (*felt*)
- slept, sleep (*slept*)
- creep, crept (*crept*)
- built, build (*built*)

End Lesson

## COLONIAL TOWNS AND TOWNSPEOPLE

# The Little Gray Pony

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

Students will retell “The Little Gray Pony” using linking words and phrases.

**Listening**

Students will identify tradespeople based on oral descriptions.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Story Map [Informal Observation]

## LESSON AT A GLANCE

|                        | Time    | Materials                                                                                                                                                                                                                                        |
|------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rewind</b>          |         |                                                                                                                                                                                                                                                  |
| "The Little Gray Pony" | 20 min. | <input type="checkbox"/> Activity Page 9.1S<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> glue (optional)<br><input type="checkbox"/> Resource Page 10.8S<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| Who Am I?              | 10 min. | <input type="checkbox"/> Flip Book                                                                                                                                                                                                               |

## ADVANCE PREPARATION

### Rewind

- Create a large story map on chart paper, using Activity Page 9.1S as a guide.
- [Optional] Prepare Activity Page 9.1S for students.
- Copy and cut out images from Resource Page 10.8S.
- Prepare Language Proficiency Recording Sheet for Speaking
- Tab Flip Book Images 9A-4–9A-6, 9A-8, and 9A-9. Be prepared to show these images during the "Who Am I?" guessing game.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Retell a story, using linking words and phrases.
- Describe tradespeople.

### Language Forms and Functions

**Retell:** Once there was . . . / Suddenly, . . . / In the end, . . .

I make . . . I use . . . Who am I?

Are you a \_\_\_\_\_?

### Vocabulary

#### Tier 3 Domain-Specific Words

blacksmith  
characters  
miller  
miner  
plot  
storekeeper

#### Tier 2 General Academic Words

events  
problem  
solve

#### Tier 1 Everyday Speech Words

farmer

Start Lesson

## Lesson 9: The Little Gray Pony

# Rewind



### Primary Focus

Students will retell “The Little Gray Pony” using linking words and phrases.

Students will identify tradespeople based on oral descriptions.

### “THE LITTLE GRAY PONY” (20 MIN.)

Let’s retell “The Little Gray Pony” using this story map. [Point to the large story map you have created.]

This story map will help us see the important parts of the story. It will help us clearly see the plot, or the order of events that make up the story. First, let’s look at some images and name the characters in the story that these images make us think of. [Hold up images from Resource Page 10.8S, one by one.]

- » a man on his pony (*the man*)
- » anvil (*blacksmith*)
- » apple and candy (*storekeeper*)
- » corn and wheat (*farmer*)
- » sacks of flour (*miller*)
- » goose (*woman*)
- » coal (*miner*)



### Check for Understanding

#### Story Elements:

What is the setting of the story, or where the story takes place?

- » colonial town

What is the problem in the story?

- » A little gray pony has lost his horseshoe.

### Support

Have students follow along using Activity Page 9.1S.

### Story Map

Let's connect the pictures to the story map. We will use these pictures to retell the events from the story. Remember, the order of events is called the plot.

[Pass out images from Resource Page 10.8S to students or pairs of students.] We will put these images in the correct places on the story map. I will emphasize linking words as we go through the story.

- **In the beginning**, the man rides his pony everywhere, but then the pony's horseshoe falls off. [Have a student or students tape the correct image in the first box of the large story map. As you continue to read, have students tape correct images in successive boxes of the story map.]
- **Next**, the man takes his pony to see a blacksmith, but the blacksmith has no coal to light the fire to heat the iron to make a new horseshoe.
- **So**, the man goes to see a storekeeper, but the storekeeper has no coal, only apples and candy to sell.
- **Later**, the man meets a farmer on the road, but the farmer has no coal, only bushels of wheat, hay, and corn.

- **Then**, the man goes to see a miller, but the miller has no coal, only wheels to turn and stones to grind grain.
- **After a while**, the man meets a woman with a flock of geese. The woman has no coal, but she tells the man to go see the miner.
- **After that**, the man goes to see the miner, and the miner gives him lumps of coal. [Have a student or students tape the correct image in the final box of the large story map.]
- **Finally**, the man returns to see the blacksmith. The blacksmith uses coal to make a fire, heat the iron, and makes four new horseshoes for the little gray pony. [Point to the image already on the story map.]



### Check for Understanding

**Solution:** How does the man solve his problem?

- » The man gets coal from the miner and brings the coal to the blacksmith, who uses it to heat the fire to make four new horseshoes for the pony.



### Story Map

Let's retell the story again using our story map. I will read through the story map from start to finish. As I point to an image, I will say what is happening, and you will provide a linking word or phrase to help the story move along.

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

Once upon a time  
Once there was  
One day  
Long ago  
There once was a  
First

Suddenly  
Immediately  
Then  
Next  
Later  
Afterward  
Second

Happily ever after  
The end  
In the end  
At last  
Finally  
In conclusion



### Speaking Understanding Cohesion

#### Entering/Emerging

Focus on three of the images. Retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

#### Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was*, *suddenly*, and *in the end*).

#### Bridging

Challenge students to retell the story in small groups, using their own linking and temporal words.



## 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   | K10L9                                                                                                           |
| Activity Name      | Story Map                                                                                                       |
| Proficiency Levels |                                                                                                                 |
| Entering           | Student repeats a sequence of events in a story using a select set of linking words with prompting and support. |
| Emerging           | Student repeats a sequence of events in a story using a select set of linking words.                            |
| Transitioning      | Student retells a story using a growing number of linking words with prompting and support.                     |
| Expanding          | Student retells a story using a growing number of linking words.                                                |
| Bridging           | Student retells a story using a variety of linking and temporal words.                                          |

### WHO AM I? (10 MIN.)

**Note:** Flip to the designated Flip Book image, but do not show the image until students have heard and attempted to guess the person in the riddle.

We are going to play a game called *Who Am I?* First we are going to play as a class. Then you will have a chance to play with your partner.



**Show Image 9A-4: Man talking to storekeeper**

I have more nice things than I can tell, including apples and candy to sell. Who am I?

» the storekeeper



**Show Image 9A-5: Man talking to farmer**

I have bushels of corn and hay and wheat. I always have something for you and your pony to eat. Who am I?

» the farmer



**Show Image 9A-6: Man talking to miller**

I have wheels that go round and round to turn the stones till the grain is ground. Who am I?

» the miller



**Show Image 9A-8: Man talking to miner**

I have lumps of coal that I have found in the mine, down under the ground. Who am I?

» the miner



**Show Image 9A-9: Man smiles as blacksmith hammers horseshoes**

I am strong and sturdy with a hammer and anvil. I will shoe your horse when you bring me coal for my fire. Who am I?

» the blacksmith

## Support

### Sentence frames:

"I make . . . I use . . .  
Who am I?"

"Are you a \_\_\_\_\_?"

## Who Am I?

- Place students in pairs designated Student A and Student B. Have Student B stand up with his or her back to you. Show Student A an image of a trades person, and have Student A describe that trades person. Have Student B guess who the trades person is. Then have students switch roles.

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

## COLONIAL TOWNS AND TOWNSPEOPLE

# Stone Soup

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

Students will retell the story “Stone Soup” using linking words and phrases and key vocabulary from the story.

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

**FORMATIVE ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Retelling [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Rewind</b>		
Making “Stone Soup”	20 min.	<input type="checkbox"/> drawing of large pot/cauldron <input type="checkbox"/> chart paper <input type="checkbox"/> Resource Page 10.9S <input type="checkbox"/> drawing tools <input type="checkbox"/> tape <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Looking at Language</b>		
Expanding Sentences	10 min.	<input type="checkbox"/> Image 10A-7 <input type="checkbox"/> additional Flip Book image <input type="checkbox"/> questions about Flip Book image

## ADVANCE PREPARATION

### Rewind

- Draw a large pot or cauldron on chart paper.
- Copy and cut out images from Resource Page 10.9S.
- Prepare Language Proficiency Recording Sheet for Speaking.

### Looking at Language

- Find an additional Flip Book image. Prepare questions that will elicit details from students about the image.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Retell a story using linking words and phrases.
- Produce and expand simple sentences by adding details.

### Language Forms and Functions

**Retell:** Once there was . . . / Suddenly, . . . / In the end, . . .

The \_\_\_\_\_ girl is eating the \_\_\_\_\_ soup.  
(adj) (adj)

### Vocabulary

#### Tier 3 Domain-Specific Words

baker  
blacksmith  
butcher  
carpenter  
grocer

#### Tier 2 General Academic Words

ingredients  
problem  
solve

#### Tier 1 Everyday Speech Words

hungry  
little girl  
soldiers

Start Lesson

## Lesson 10: Stone Soup Rewind



**Primary Focus:** Students will retell the story “Stone Soup” using linking words and phrases and key vocabulary from the story.

### MAKING “STONE SOUP” (20 MIN.)

[Point to the drawing of the pot.] Let’s retell “Stone Soup” by using this pot and pictures of food from the story.



#### Check for Understanding

#### Story Elements:

Who are the characters in the story?

- » soldiers, little girl, blacksmith, carpenter, baker, butcher, grocer, and other townspeople

Where does the story take place?

- » colonial town

What is the problem in the story?

- » The soldiers are hungry, but the townspeople do not give them food.

---

[Point to the large pot you have drawn. Pass out one image per student or pair of students from Resource Page 10.9S. Allow students to color their images.] What do you have? We will put these images into the pot as we retell the story.

I am going to retell the story with your help. [As you retell the story, have students use linking words and phrases to tell you what happened first, next, then, last, etc.]

- \_\_\_\_\_, the blacksmith lets the soldiers borrow his iron pot.
- \_\_\_\_\_, the townspeople fill the pot with water. [Draw blue water in the pot.]
- \_\_\_\_\_, the carpenter gives the soldiers some firewood and builds a fire to heat the soup. [Tape firewood under the pot. Say: *firewood*.]
- \_\_\_\_\_, the soldiers and the girl put the three stones in. [Tape stones into the pot. Say: *stones*.]
- \_\_\_\_\_, the baker puts some barley in. [Tape barley into the pot. Say: *barley*.]
- \_\_\_\_\_, the butcher puts some meat in. [Tape meat into the pot. Say: *meat*.]  
\_\_\_\_\_, the grocer puts some salt and onion in. [Tape saltshaker above the pot. Tape onion into the pot. Say: *salt* and *onion*.]
- \_\_\_\_\_, other townspeople put potatoes, turnips, carrots, and celery in. [Tape images into the pot. Say: *potatoes*, *turnips*, *carrots*, and *celery*.]
- \_\_\_\_\_, the soldiers enjoy the stone soup with the townspeople.



### Check for Understanding

**Solution:** How did the soldiers solve their problem?

- » The soldiers made the townspeople curious about the stone soup so that the townspeople willingly gave the soldiers the things that they needed for their soup.
-



## Retelling

Let's retell the story again using the picture of stone soup we have created. As I point to an ingredient, I will say what is happening in the part of the story that uses that ingredient, and you will provide a linking word or phrase to help the story move along.

**Note:** The order of ingredients does not need to be exact. Key elements that *do* need to be in order: The townspeople fill the pot with water. Next, the soldiers and the girl throw in the stones. Then the ingredients are put in. Finally, the soldiers and townspeople enjoy the soup.

## 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	K10L10
Activity Name	Stone Soup
Proficiency Levels	
Entering	Student repeats a sequence of events in a story using a select set of linking words with prompting and support.
Emerging	Student repeats a sequence of events in a story using a select set of linking words.
Transitioning	Student retells a story using a growing number of linking words with prompting and support.
Expanding	Student retells a story using a growing number of linking words.
Bridging	Student retells a story using a variety of linking and temporal words.



## Speaking Understanding Cohesion

### Entering/Emerging

Focus on three elements of the story. Retell the beginning, middle, and end of the story, emphasizing the linking words for students to echo.

### Transitioning/Expanding

Brainstorm an oral bank of other linking words and phrases (e.g., *once there was*, *suddenly*, and *in the end*).

### Bridging

Challenge students to retell the story in small groups, using their own linking and temporal words.



## Lesson 10: Stone Soup

# Looking at Language



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

### 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. Repeat each sentence. If necessary, ask students to repeat your sentences.

- Give students the following directions:

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.

### Support

#### Sentence frame:

"The \_\_\_\_\_ (*adj.*) girl is eating the \_\_\_\_\_ (*adj.*) soup."



#### Show Image 10A-7 People eating soup

#### Ask

What is the girl doing in this picture?

» The girl is eating soup.

How would you describe the girl?

» The young girl is eating soup.

How do you think the soup tastes?

» The young girl is eating the delicious soup.



### Formative Assessment

**Expanding Sentences:** [Choose another image from this lesson and ask questions to prompt the class to add details to expand the sentence.]

End Lesson



### Speaking Using Nouns and Noun Phrases

#### Entering/Emerging

Have students use familiar adjectives (e.g., color adjectives) to describe the image in simple ways.

#### Transitioning/Expanding

Have students use more complex adjectives (e.g., appearance and shape adjectives) to describe the image in a growing number of ways.

#### Bridging

Have students use a variety of adjectives (e.g., emotion and texture adjectives) to describe the image in a wide variety of ways.



Language Studio 11

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# **Taking Care of the Earth**

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## TAKING CARE OF THE EARTH

# Introducing the Earth

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

Students will listen to information about the earth.

**Speaking**

Students will apply the phrase “take care of” to themselves.

**Listening**

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

**Speaking**

Students will share opinions about the earth’s land, water, or air.

**FORMATIVE ASSESSMENT**

Writing

Taking Care of the Earth Book  
[Activity Page 1.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Opinion [Informal Observation]



## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Introducing Good Old Earth	5 min.	<input type="checkbox"/> Images 1A-1, 2A-1, 4A-1, 7A-1, 10A-1 <input type="checkbox"/> Earth Hat <input type="checkbox"/> globe
Vocabulary Preview: "Take Care Of"	5 min.	
<b>Vocabulary Building</b>		
Multiple-Meaning Word: <i>Earth</i>	5 min.	<input type="checkbox"/> Poster 1M (Earth)
<b>Talk Time</b>		
Taking Care of the Earth Book	15 min.	<input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> drawing tools <input type="checkbox"/> chart paper <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Look Ahead

- You may wish to create an Earth Hat (see Flip Book, Poster 1, for materials and instructions) to wear during read-alouds. This will signal to students that "Good Old Earth" (the first-person narrator of this unit) is speaking to them.

### Talk Time

- Post piece of chart paper on board.
- Prepare Activity Page 1.1S, the first page of the Taking Care of the Earth Book. Students will work to create these books throughout this unit.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the phrase “take care of.”
- Share opinions about the earth’s land, water, or air.

### Language Forms and Functions

If I played in a mud puddle, I would . . .

After playing in the mud puddle, I need to . . .

I take care of . . .

\_\_\_\_\_ takes care of me on Saturday morning.

I appreciate the earth’s \_\_\_\_\_ because . . .

I appreciate the earth’s \_\_\_\_\_.

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

appreciate  
outer space  
responsibility  
surface  
take care of

air/clouds  
land/mountains  
water/ocean

Start Lesson

## Lesson 1: Introducing the Earth

# Look Ahead



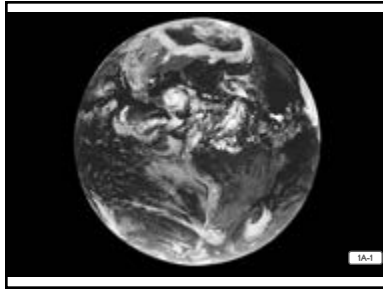
### Primary Focus

Students will listen to information about the earth.

Students will apply the phrase “take care of” to themselves.

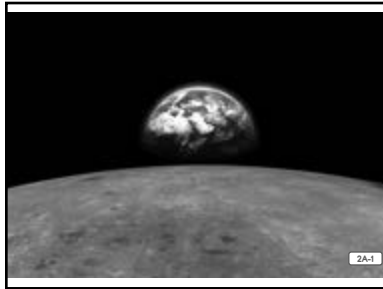
## INTRODUCING GOOD OLD EARTH (5 MIN.)

- Tell students that for the next few weeks they will learn about the earth they live on and how they can help to take care of the earth.



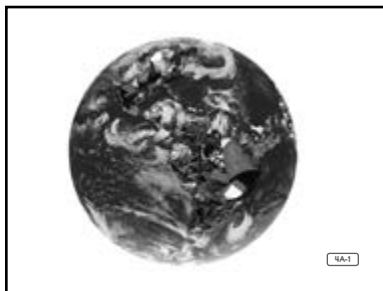
### Show Image 1A-1: Earth from outer space

This is a picture of Earth. This is where we live. The blue shows water, the white shows clouds, and the green shows land. We live on planet Earth.



### Show Image 2A-1: Earth as seen from the moon

This is another picture of planet Earth. The white you see in the foreground is the moon. Earth is in the distance. You can see blue ocean, white clouds, and green land. We live on planet Earth.



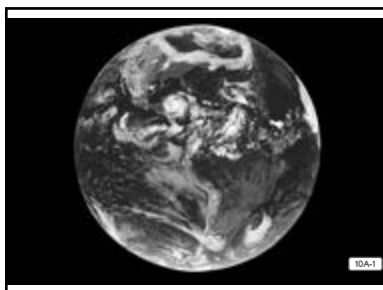
### Show Image 4A-1: Earth covered by trash

Here is another picture of Earth. We can see blue ocean and white clouds. But, there is something different about the land. It is not green. Instead we see trash. Trash is something we are going to talk about while we learn about Earth. We live on planet Earth.



### Show Image 7A-1: Earth surrounded by hands

Here is another picture of Earth. This one shows blue ocean and green land. We also see hands around Earth. These hands mean we have to take care of the planet. We live on planet Earth.



### Show Image 10A-1: A parting shot of Earth

We live in [name the city, state, and country where your school is located]. It is located here [point to the general location] on this globe.

**Share:** Tell me the names of the places some of your relatives live. It could be a name of a city, state, country, or

continent. [Show the different places mentioned by students on the globe.]

Everybody lives on planet Earth. All of the people. All of the animals. All of the plants.

Because we all live on Earth together, we need to care for the earth to keep it clean and healthy.

**Ask:** What can happen if you play in a mud puddle? What would you need to do after playing in the mud puddle?

- » If I played in a mud puddle, I would get dirty and would have to take a bath to clean up.

If the earth becomes dirty, it needs to be cleaned up.

- Tell students that a special guest—Good Old Earth—will be joining them for read-alouds in this unit. Tell students that Good Old Earth will be the narrator for the read-alouds and that when you wear the Earth Hat, Good Old Earth will be speaking to them.

### VOCABULARY PREVIEW: TAKE CARE OF (5 MIN.)

Good Old Earth will teach us how to *take care of* him.

Say the phrase “take care of” with me three times.

**Definition:** When you take care of something or someone, you pay attention to that thing or person to make sure the thing or person is safe and healthy.

**Examples:** Janae’s big sister takes care of all of her younger brothers and sisters every Saturday morning. She needs to make sure they eat their breakfast; then she takes them to the park and makes sure that they are safe.



#### Check for Understanding

**Share:** Tell your partner who takes care of you on Saturday morning and what you do together. Use the phrase “takes care of” when you talk to your partner. I will call on a few of you to share.

#### Support

##### Sentence starters:

“If I played in a mud puddle, I would. . .”

“After playing in a mud puddle, I need to. . .”

#### Support

##### Sentence starter:

“I take care of . . .”

##### Sentence frame:

“\_\_\_\_\_ takes care of me on Saturday morning.”

## Lesson 1: Introducing the Earth

# Vocabulary Building



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

### MULTIPLE-MEANING WORD: EARTH (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 (Earth).] Earth is made up of three things: land, water, and air. Earth is the planet on which we live. Which picture shows this? (*one*)

With your partner, talk about what you think of when you see this picture of Earth.

» When I see Earth, I think of the world, the planet, Mother Earth, where I live, etc.

Earth also means something else. Earth means the ground, which is made up of rock, sand, and soil. Which picture shows this? (*two*)

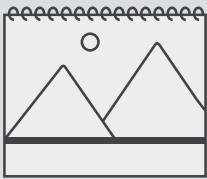
Now with your partner, talk about what you think of when you see this kind of earth.

» This picture of earth makes me think of the ground, digging in the dirt, planting seeds, flowers, etc.

**Making Choices:** I am going to say some sentences. You decide if the word *earth* in each sentence means the planet on which we live (*one*) or means dirt (*two*).

- Some people call me the world. (*one*)
- We need new earth to plant our flowers. (*two*)
- People, animals and plants live on Earth. (*one*)
- They need to dig up some earth to make room for our pool. (*two*)

Flip Book Poster 1M



## Lesson 1: Introducing the Earth

# Talk Time



**Primary Focus:** Students will share opinions about the earth's land, water, or air.

### TAKING CARE OF THE EARTH BOOK (15 MIN.)

In the read-aloud you heard Good Old Earth say, "I hope you appreciate what you have seen of my land, water, and air."

Say the word *appreciate* with me three times.

**Definition:** When you appreciate something, you like it and think it is good. Many times when you appreciate something, you are also thankful for it.

**Think About It:** Think about what you heard from Good Old Earth and about the places and things he has shown you. Do you appreciate any of these things? [Brainstorm things that students like or appreciate about the earth. Ask them to think of places they have been or things that they have seen (mountains, ocean, bugs, clouds, etc).]

### Mountains

I appreciate the earth's mountains. [Draw mountains on chart paper.] Where are the mountains?

- » The mountains are on land all over the earth.

### Oceans

I appreciate the earth's oceans. [Draw an ocean on chart paper.] Where are the oceans?

- » The oceans cover much of the earth.

### Clouds

I appreciate the earth's clouds. [Draw clouds on chart paper.] Where are the clouds?

- » The clouds are in the earth's air.

### Support

#### Sentence frame:

"I appreciate the earth's \_\_\_\_\_."

#### Sentence starter:

"I appreciate the earth's \_\_\_\_\_ because . . ."



### Speaking Offering Opinions

#### Entering/Emerging

Have students offer an opinion by completing the sentence frame.

#### Transitioning/Expanding

Brainstorm ideas about items found on the land, in the water, and in the air. Point to textual evidence from the read-aloud. Have students answer using the sentence starter.

#### Bridging

Challenge students to think of more than one textual reason.



## Opinion

What do you appreciate about the earth? Tell your partner what you appreciate and why.

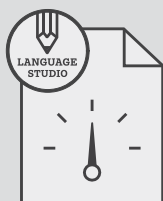
## LANGUAGE PROFICIENCY ASSESSMENT

### 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	K11L1
Activity Name	Opinion
Proficiency Levels	
Entering	Student offers an opinion with prompting and support.
Emerging	Student offers an opinion.
Transitioning	Student supports opinion with one textual reason with prompting and support.
Expanding	Student supports opinion with one textual reason.
Bridging	Student supports opinion with textual reasons.

### Activity Page 1.1S



Writing  
Writing

### Entering/Emerging

Help students to write one short sentence using the sentence frame provided.

### Transitioning/Expanding

Encourage students to write a longer sentence or two short sentences using the sentence frame.

### Bridging

Challenge students to write a detailed sentence or sentences about the topic.

## Formative Assessment



### Taking Care of the Earth Book:

[Give students Activity Page 1.1S.] Draw a picture of what you appreciate about the earth. You may wish to draw a picture of what you like about the earth's land, water, or air. This will be the first page of your *Taking Care of the Earth Book*. Complete the sentence at the bottom: "I appreciate the earth's \_\_\_\_."

End Lesson

## TAKING CARE OF THE EARTH

# Garbage

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

Students will distinguish between literary and informational texts.

Students will sequence what happens to garbage from creation to disposal in a landfill.

**Speaking**

Students will identify and use the location prepositions *from* and *to*.

**FORMATIVE ASSESSMENT**

Reading

Text Types [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Expanding Sentences [Informal Observation]



## LESSON AT A GLANCE

	Time	Materials
<b>Focus on Text</b>		
Informational Text	10 min.	<input type="checkbox"/> How Long Does It Take to Decompose? chart <input type="checkbox"/> chart paper <input type="checkbox"/> examples of literary and informational texts
<b>Rewind</b>		
Garbage	15 min.	<input type="checkbox"/> Images 2A-3–2A-8 <input type="checkbox"/> Image Cards 1–5
<b>Looking at Language</b>		
Prepositions: <i>From/To</i>	5 min.	<input type="checkbox"/> Images 2A-2, 2A-7 <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Focus on Text

- Create the following chart on chart paper:

How Long Does It Take to Decompose?	
paper towel	2–4 weeks
orange/banana peel	2–5 weeks
newspaper	6 weeks
apple core	2 months
milk carton	3 months
plastic bag	10–20 years
tin cans/plastic cups	50 years

aluminum cans	80–100 years
plastic bottle	450 years
glass bottle	1 million years

**Note:** These numbers are from the U.S. National Park Service.

- Bring in samples of literary texts (e.g., picture books and nursery rhymes) and informational texts (magazines, newspapers, and brochures).

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Sequence what happens to garbage from creation to disposal in a landfill.</li> <li>• Construct sentences using prepositions <i>from</i> and <i>to</i>.</li> </ul>		
Language Forms and Functions		
<p>A text that gives us information about the real world is called ____.</p> <p>A text that tells about make-believe is called a ____.</p> <p><b>Recount a Process:</b> <u>First</u>, we use something that creates trash.</p> <p><u>Next</u>, we throw it away in a trash can.</p> <p><u>After that</u>, we take it outside to a bigger trash can.</p> <p><u>Then</u>, a garbage truck comes to take away the trash.</p> <p><u>Finally</u>, the garbage truck takes the trash to the landfill.</p> <p>This garbage comes _____ a home. (from)</p> <p>This garbage truck is going _____ a landfill. (to)</p> <p>The garbage comes _____. (prepositional phrase)</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
landfill	generate	garbage trash

## Lesson 2: Garbage

## Focus on Text



**Primary Focus:** Students will distinguish between literary and informational texts.

## Support

**Sentence frames:**

"A text that gives us information about the real world is called \_\_\_\_\_."

"A text that tells about make-believe is called a \_\_\_\_\_."



Reading  
Understanding Text  
Structure

**Entering/Emerging**

Ask *yes/no* questions about the structure of informational text (e.g., "Does informational text give us facts about the real world? Does informational text tell a make-believe story?").

**Transitioning/Expanding**

State a characteristic of literary or informational text, and have students identify whether it is a characteristic of literary or informational text.

**Bridging**

Challenge students to explain how literary and informational texts are different.

**INFORMATIONAL TEXT (10 MIN.)**

Today you heard a read-aloud about trash on earth. This read-aloud gave us information.

When something gives us information about a topic in the real world, it is called informational text.

Say the term *informational text* with me three times.

[Point to the How Long Does It Take to Decompose chart.] Here is informational text about today's topic: trash. Let's explore it.

**Ask:** Did you know that trash takes a long time to decompose or break down? [Point to the chart that shows approximately how long it takes for trash to decompose.]

Informational text is different from make-believe stories. [Hold up an example of literary text.] This is a story.

**Check for Understanding**

**Turn and Talk:** Tell your partner the title of a story you know.

How is a story different from informational text?

- » A story is make-believe; sometimes has animal characters that talk; and has pictures that are drawn. An informational text gives information and facts about the real world and uses photographs.

**Formative Assessment**

**Text Types:** Now it is your turn! Turn and tell your partner how you know that this chart and today's lesson on garbage are informational text.

## Lesson 2: Garbage

# Rewind



**Primary Focus:** Students will sequence what happens to garbage from creation to disposal in a landfill.

### GARBAGE (15 MIN.)

Today we have read about what happens to trash that people generate, or create.

Remember, people are the only creatures on earth that create trash.

Let's think of something we do that makes trash.



#### Show Image 2A-3: Birthday party

**Ask:** What is something we do that makes trash?

Let's think about celebrating a birthday. At birthday parties, we open presents and have food, drinks, and decorations. When the party ends, we might have wrapping paper, paper plates, and other trash left over.



#### Show Image 2A-4: Trash can

**Ask:** What happens when a birthday girl or boy is finished opening presents and everyone has eaten?

- » We throw the wrapping paper, paper plates, and other garbage in the trash can.



#### Show Image 2A-5: Taking out the trash

**Ask:** When the trash can inside the house is full, what do we do?

- » When the trash can is full, we take it outside to a bigger trash can.



Speaking  
Understanding  
Cohesion

### Entering/Emerging

Assist students in placing the image cards in the correct order.

### Transitioning/Expanding

Provide an oral word bank of frequently used linking words and phrases, such as *first*, *next*, *after that*, *then*, and *finally*. Prompt students to recount the process using these linking words.

### Bridging

Challenge students to use their own linking words and phrases to recount the process in a small group.

### Image Cards 1–5



### Show Image 2A-6: Dumpster

Remember, Good Old Earth said that some people forget about the trash when they can't see it. Even though we can't see the trash, it is still there.



### Show Image 2A-7: Garbage truck

**Ask:** What happens to the trash then?

- » Then, a garbage truck comes to take away the trash.

There is a day every week that the garbage trucks come and take away our trash. Think of every house on your street. All the houses have trash.



### Show Image 2A-8: Landfill

**Ask:** Finally, what happens to the trash? Where does the trash go?

- » Finally, the garbage truck takes the trash to the landfill.

**Your Turn!** [Pass out Image Cards 1–5 to students. Have students stand in the order of the cards they are given.] Let's repeat this process together.

- First, we use something that creates trash.
- Next, we throw it away in a trash can.
- When the trash can is full, we take it outside to a bigger trash can.
- Then, a garbage truck comes to take away the trash.
- Finally, the garbage truck takes the trash to the landfill.

## Lesson 2: Garbage

# Looking at Language



**Primary Focus:** Students will identify and use the location prepositions *from* and *to*.

### PREPOSITIONS : FROM/TO (5 MIN.)

**Note:** This activity will help students understand the direct connection between grammatical structures and the meaning of text. This activity should be used in conjunction with the content presented in the read-aloud. 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 your sentence.



#### Show Image 2A-2: Garbage

[Emphasize the words in bold.] Today we are going to practice using words that tell us where things are from and where things are going.

This is a picture of a lot of garbage. We are going to think about where this garbage comes **from**.

We learned that people are the only creatures on earth that create garbage.

Let's use a sentence to tell where this garbage comes **from**. We use the word **from** when we want to show where something was before.

"This garbage comes **from** a home/a birthday party/a school."



#### Show Image 2A-7: Garbage truck

This is a garbage truck.

**Ask:** Where is this garbage truck going?

We learned that garbage trucks take garbage **to** landfills. We use the word **to** when we want to show where something is going.

This garbage truck is going **to** a landfill.

### Support

#### Sentence frames:

"This garbage comes \_\_\_\_\_ (*from*) a home."

"This garbage truck is going \_\_\_\_\_ (*to*) a landfill."



### Speaking Modifying to Add Details

#### Entering/Emerging

Say prepositional phrases about the image (e.g., *to the garbage dump*, *from the garbage truck*), 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: "The garbage comes \_\_\_\_\_ (*prepositional phrase*)."

Prompt students to answer using a prepositional phrase.

#### Bridging

Have students brainstorm other ideas using prepositional phrases to expand their sentences.



### Expanding Sentences

Use *from* and *to*, to tell your partner where garbage comes from and where the garbage truck will be going to.

## 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	K11L2
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

## TAKING CARE OF THE EARTH

# Natural Resources

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

Students will recognize common natural resources and create a chart about natural resources.

Students will determine accurate use of the word *conserve* in various contexts.

**Writing**

Students will draw and write about a natural resource.

**FORMATIVE ASSESSMENT**

Writing

Taking Care of the Earth Book  
[Activity Page 3.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Making Choices [Informal Observation]



## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Natural Resources	10 min.	<input type="checkbox"/> Images 3A-6, 3A-4, 3A-7–3A-9 <input type="checkbox"/> What is a Natural Resource? chart <input type="checkbox"/> chart paper <input type="checkbox"/> Resource Page 11.1S
<b>Vocabulary Building</b>		
Word Work: <i>Conserve</i>	10 min.	<input type="checkbox"/> Language Proficiency Recording Sheet
<b>Write About It</b>		
Taking Care of the Earth Book	10 min.	<input type="checkbox"/> What is a Natural Resource? chart <input type="checkbox"/> Activity Page 3.1S <input type="checkbox"/> drawing tools

## ADVANCE PREPARATION

### Look Ahead

- Create the following large chart on chart paper:

What Is a Natural Resource?		
Land	Water	Air

- Prepare to divide students into small groups.
- Copy and cut images from Resource Page 11.1S. Make a set of images to put on the chart and additional sets for small groups to use.

**Note:** Make an extra copy of the photo of trees to include in each set. This image will represent both trees and air.

**Vocabulary Building**

- Prepare Language Proficiency Recording Sheet for Listening.

**Write About It**

- Prepare Activity Page 3.1S.

**FEATURES OF ACADEMIC LANGUAGE**

**Discourse Features**

- Discuss natural resources.
- Draw and write about a natural resource.

**Language Forms and Functions**

\_\_\_\_\_ is a/are natural resource(s).

\_\_\_\_\_ is/are found on/in \_\_\_\_\_.

People use/need \_\_\_\_\_ to . . .

When I turn off the lights as I leave the room, I \_\_\_\_\_ energy.  
(conserve)

When I forget to turn off the hose in the garden, I \_\_\_\_\_ water.  
(waste)

I conserve water by . . .

\_\_\_\_\_ is a/are natural resource(s).  
(Water/Oxygen/Fish/Trees/Oil)

**Vocabulary**

**Tier 3**  
**Domain-Specific Words**

coal  
natural resources  
oil  
soil

**Tier 2**  
**General Academic Words**

conserve  
waste

**Tier 1**  
**Everyday Speech Words**

air  
fish  
land  
trees  
water

## Lesson 3: Natural Resources

## Look Ahead



**Primary Focus:** Students will recognize common natural resources and create a chart about natural resources.

## NATURAL RESOURCES (10 MIN.)

**Show Image 3A-6: Sky through trees**

Today we are going to hear about natural resources.

**Definition:** Natural resources are things found in nature—in land, water, and air—that are used by people. Natural resources are very important to people. People do not make natural resources.

Say the term *natural resources* with me three times.

[Point to the chart.] When you hear the term *natural resources*, you know these resources are in or on the earth's land, water, or air. Natural resources are very important and useful to people. Natural resources are already found on the earth; they are not man-made, or made by people.

## Support

**Sentence frames:**

"\_\_\_\_\_ is a/are natural resource(s)."

"\_\_\_\_\_ is/are found on/ in \_\_\_\_\_."

**Sentence starter:**

"People use/need \_\_\_\_\_ to ..."

**Trees**

- Hold up the image of trees. Have small groups find their own images of trees.

Trees are examples of the earth's natural resources. We can use a sentence frame to tell about the earth's natural resources:

» \_\_\_\_\_ (*Trees*) are natural resources.

**Ask**

Where are trees found?

» Trees are found on land. [Place image on the chart.]

How are trees useful?

» People use trees to make paper, and trees clean our air and help us to breathe.

## Air

- Hold up the other image of trees, representing air. Have small groups find their own copies of this image.

In the photo we see trees. We can also see the sky at the top. The sky makes us think of air. Use a sentence frame to tell about this natural resource.

» \_\_\_\_\_ (*Air*) is a natural resource.

The oxygen we need to survive is in the air. Where is oxygen found?

» Oxygen is found in the air. [Place image on the chart.]

**Ask:** How is oxygen useful?

» People need oxygen to breathe and stay alive.

## Water



### Show Image 3A-4: Child drinking from water fountain

- Hold up the image of water. Have small groups find their own images of water.

Use a sentence frame to tell about this natural resource.

» \_\_\_\_\_ (*Water*) is a natural resource. [Place image on the chart.]

**Ask:** How is water useful?

» People drink water and need it to stay alive.

## Soil



### Show Image 3A-7: Soil

- Hold up the image of soil. Have small groups find their own images of soil.

Use a sentence frame to tell about this natural resource—soil.

» \_\_\_\_\_ (*Soil*) is a natural resource.



### Listening Selecting Language Resources

#### Entering/Emerging

Have students answer the question, “What is a natural resource?,” using the sentence frame: “\_\_\_\_\_ is a/are natural resource(s).”

#### Transitioning/Expanding

Encourage students to add details to their answers: “\_\_\_\_\_ is a/are natural resource(s). It/They can be found on/in \_\_\_\_\_.”

#### Bridging

Challenge students to talk about how a natural resource is useful.

#### Ask

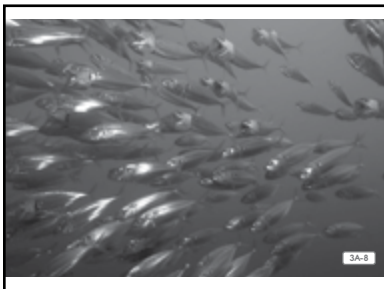
Where is soil found?

» Soil is found on land. [Place image on the chart.]

How is soil useful?

» People use soil to plant crops.

#### Fish



#### Show Image 3A-8: School of fish

- Hold up the image of fish. Have small groups find their own images of fish.

Use a sentence frame to tell about these natural resources.

» \_\_\_\_\_ (Fish) are natural resources.

#### Ask

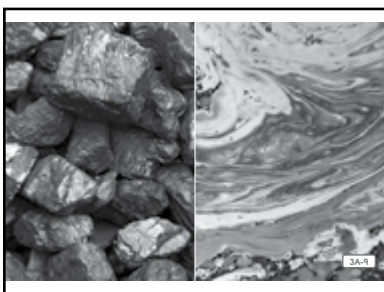
Where are fish found?

» Fish are found in water. [Place image on the chart.]

How are fish useful?

» People eat fish.

#### Coal and Oil



#### Show Image 3A-9: Coal and oil

- Hold up the image of coal and oil. Have small groups find their own images of coal and oil.

Use a sentence frame to tell about these natural resources—coal and oil.

» \_\_\_\_\_ (Coal) and \_\_\_\_\_ (oil) are natural resources.

#### Ask

Where are coal and oil found?

» Coal and oil are found in land. [Place image on the chart.]

How are coal and oil useful?

» People use coal and oil for fuel to make cars and trains move.



### Check for Understanding

**Turn and Talk:** Use the chart and images to tell your partner about natural resources. Tell your partner where the natural resource can be found: land, air, or water. Tell your partner how people use the natural resources.

## Lesson 3: Natural Resources

# Vocabulary Building



**Primary Focus:** Students will determine accurate use of the word *conserve* in various contexts.

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

Good Old Earth told us we should conserve natural resources.

Say the word *conserve* with me three times.

**Definition:** To conserve is to protect or save something, often something that is important or only available in limited amounts.

**Example:** I conserve water by turning off the faucet while I am brushing my teeth.

**Try It:** Wash your hands for the length of the “ABC” song and no longer.



### Listening Analyzing Language Choices

### Entering/Emerging

Instruct students to signal thumbs up for *conserve* and thumbs down for *waste*. Have students repeat the key words *conserve* or *waste* to respond.

### Transitioning/Expanding

Model responses using the sentence frames: “When I turn off the lights as I leave the room, I \_\_\_\_\_ (*conserve*) energy.”  
“When I forget to turn off the hose in the garden, I \_\_\_\_\_ (*waste*) water.”

### Bridging

Challenge students to think of other ways people conserve or waste natural resources.



### Making Choices

The opposite of *conserve* is *waste*. I am going to say sentences. If I talk about how to conserve a natural resource, put your thumb up and say *conserve*. If I talk about how to waste a natural resource put your thumb down and say *waste*.

- letting the water run in the sink for too long (*waste*)
- using three paper towels to clean something up when you only need one (*waste*)
- using the other side of a piece of paper to draw on (*conserve*)
- turning off the lights after everyone has left a room (*conserve*)
- walking to a nearby park instead of driving a car (*conserve*)

## Support

**Sentence frame:** “I conserve water by . . .”



### Check for Understanding

**Word to World:** How do we conserve water? [You may need to prompt students with some ideas, such as not taking too long to wash their hands, not taking long showers, not letting the hose run, etc.]

## 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	K11L3
Activity Name	Making Choices
Proficiency Levels	
Entering	Student signals choice using gestures and repeating target word(s) with support.
Emerging	Student signals choice using gestures and repeating target word(s).
Transitioning	Student responds using target word(s) in a complete sentence with support.
Expanding	Student responds using target word(s) in a complete sentence.
Bridging	Student provides additional information about target word(s).

### Lesson 3: Natural Resources

# Write About It



**Primary Focus:** Students will draw and write about a natural resource.

## TAKING CARE OF THE EARTH BOOK (10 MIN.)

We have been learning about the earth's natural resources.

[Point to the natural resources chart.] Let's use a sentence frame to talk about the earth's natural resources.

"\_\_\_\_\_ (*Water/Oxygen/Fish/Trees/Oil*) is a/are natural resource(s)."



### Formative Assessment

**Taking Care of the Earth Book:** [Give students Activity Page 3.1S.] Draw a picture of the earth's natural resources. You can draw any natural resource. Once you finish drawing, write a sentence about your picture.

End Lesson

## Activity Page 3.1S



### Writing Writing

#### Entering/Emerging

Have students draw a natural resource, and help them name the resource.

#### Transitioning/Expanding

Encourage students to label the natural resource.

#### Bridging

Challenge students to write a sentence about their drawings.



## 4

## TAKING CARE OF THE EARTH

# Reduce, Reuse, Recycle

## PRIMARY FOCUS OF LESSON

**Listening**

Students will preview the domain-specific words *reduce*, *reuse*, and *recycle*.

**Writing**

Students will offer solutions about how to keep the earth clean and green.

**Speaking**

Students will identify and use the prepositions *in* and *by*.

## FORMATIVE ASSESSMENT

Speaking

Opinion [Informal Observation]

Speaking

Expanding Sentences [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

**Taking Care of the Earth Book**  
[Activity Page 4.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Reduce, Reuse, Recycle	10 min.	<input type="checkbox"/> Image 5A-1 <input type="checkbox"/> items made from recycled materials
<b>Write About It</b>		
Taking Care of the Earth Book	15 min.	<input type="checkbox"/> Activity Page 4.1S <input type="checkbox"/> drawing tools <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Looking at Language</b>		
Prepositions: <i>In/By</i>	5 min.	<input type="checkbox"/> Image 3A-4

## ADVANCE PREPARATION

### Look Ahead

- Bring in items made from recycled materials.

### Write About It

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

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Offer solutions about how to keep Earth green and clean.
- Construct sentences using the prepositions *in* and *by*.

### Language Forms and Functions

My solution to help keep the earth clean and green is . . .

**Offer Opinion:** I have the same /a different solution to help keep the earth clean and green.  
My solution is . . .

My solution is . . .

### Vocabulary

#### Tier 3 Domain-Specific Words

reduce/reuse/recycle

#### Tier 2 General Academic Words

conserve  
solution

#### Tier 1 Everyday Speech Words

clean  
green

Start Lesson

## Lesson 4: Reduce, Reuse, Recycle

# Look Ahead



**Primary Focus:** Students will preview the domain-specific words *reduce*, *reuse*, and *recycle*.

## REDUCE, REUSE, RECYCLE (10 MIN.)

### Challenge

Have students make up motions to represent *reduce*, *reuse*, and *recycle*.



### Show Image 5A-1: Recycling symbol superimposed on Earth

Today we will learn about how we can help conserve the earth's natural resources.

### Reduce

Good Old Earth will tell us about three 'R' words. The first 'R' word is *reduce*.

Say the word *reduce* with me three times.

**Definition:** When you hear the word *reduce*, that means you do not use more than you need. You use less.

**Example:** One example of *reduce* is to take shorter showers or to fill the bathtub with less water. This will reduce your use of water.



### Check for Understanding

**Turn and Talk:** Tell your partner another way you and your family can reduce the amount of water you use. I will call on a few of you to share.

## Reuse

The second 'R' word that Good Old Earth will share with us is *reuse*.

Say the word *reuse* with me three times.

**Definition:** When you hear the word *reuse*, that means you use something again instead of throwing it away.

**Example:** One example of *reuse* is to use the other side of a piece of paper to draw a picture on, instead of throwing the paper away after drawing on just one side of it.



### Check for Understanding

**Turn and Talk:** Tell your partner about something that you reuse.

## Recycle

The third and final 'R' word that Good Old Earth will share with us is *recycle*.

Say the word *recycle* with me three times.

**Definition:** When you hear the word *recycle*, that means making something completely new from something that could have been trash in a landfill.

**Example:** One example of *recycle* is to make new notebooks out of old and used papers. [If available, show students some examples of items made from recycled materials.]



### Check for Understanding

**Turn and Talk:** Tell your partner whether you recycle things instead of throwing them away. What kinds of things do you recycle?



### Speaking Offering and Supporting Opinions

#### Entering/Emerging

Have students answer using the sentence starter: "My solution to help keep earth clean and green is . . ."

#### Transitioning/Expanding

Encourage students to respond by agreeing or disagreeing with the previous student (e.g., "I have the same/a different solution to help keep the earth green. My solution is . . .").

#### Bridging

Have students agree or disagree with what the previous student said. Then have students offer and support their opinions.

**Making Choices:** I am going to say some sentences. You will tell me if each sentence shows how to reduce, reuse or recycle.

- I turn off the water while I am washing my hands. (*reduce*)
- My dad takes cloth bags to the grocery store instead of using plastic bags. (*reduce*)
- My cousin made a bouncy ball out of used plastic rubber bands. (*reuse*)
- My neighbor collects cans to take to the recycling center. (*recycle*)
- My grandmother takes old clothes and makes purses for me. (*reuse*)
- My family separates the trash in our house. (*recycle*)

### Lesson 4: Reduce, Reuse, Recycle

## Write About It



**Primary Focus:** Students will offer solutions about how to keep the earth clean and green.

### TAKING CARE OF THE EARTH BOOK (15 MIN.)

#### Word Work: Solution

In the read-aloud, you heard Good Old Earth say, "I have a solution to help you keep me clean and green."

Say the word *solution* with me three times.

**Definition:** A solution is an answer to a problem.

**Examples:** Tyler spent a long time trying to figure out the solution to the puzzle.

Amelia and Chesney both wanted to play with the blocks, so they decided that the best solution would be to take turns.

**Ask:** What is Good Old Earth's solution for keeping him clean and green? Hint: three words that begin with 'R.'

» His solution is to reduce, reuse, and recycle.

### What's Your Solution?

**Ask:** How can you help conserve earth's natural resources? What would your solution be?

» My solution to help keep earth clean and green is to use less water when I wash my hands. [Have students contribute with their own examples, using the sentence starter.]

**Offering Opinions:** When I am talking to others, they might have the same solution as I do, or they may have different ones. If I have a different idea, I can say: "I have a different solution to help keep earth clean and green. My solution is . . ."

If I have the same idea, it is fine to repeat the idea. I can say: "I have the same solution. My solution is . . ."



### Formative Assessment

**Opinion:** What is your solution to help keep the earth clean and green? Tell your partner why you think it is a good solution.



### Taking Care of the Earth Book

[Give students Activity Page 4.1S.] Draw a picture of your solution to help the earth stay green and clean. Make sure to include yourself in your picture.

Complete the sentence starter at the bottom: "My solution is . . ."

### Support

#### Sentence starter:

"My solution to help keep the earth clean and green is . . ."



### Writing Writing

#### Entering/Emerging

Display images related to conserving natural resources.

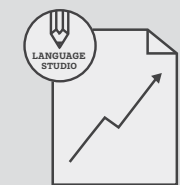
#### Transitioning/Expanding

Provide a written word bank of key words related to natural resources. Invite students to dictate simple sentences about their pictures.

#### Bridging

Have students compose a short sentence using a simple sentence starter. "My solution is. . ."

### Activity Page 4.1S



## 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	K11L4
Activity Name	Taking Care of the Earth Book
Proficiency Levels	
Entering	Student draws picture related to the topic.
Emerging	Student draws picture related to the topic and describes items in the picture.
Transitioning	Student copies key words related to topic from models.
Expanding	Student dictates a sentence to describe picture.
Bridging	Student writes a sentence using a sentence starter.

### Lesson 4: Reduce, Reuse, Recycle

# Looking at Language



**Primary Focus:** Students will identify and use the prepositions *in* and *by*.

### PREPOSITIONS: IN/BY (5 MIN.)



#### Show Image 3A-4: Child drinking from water fountain

We can use the words *in* and *by* to tell where, when, and how something happens.

[Write *in* and *by* on the board.] For example, we can say, "The child is drinking water from the water foundation

**in** the afternoon." "In the afternoon" tell us when she drinks water.



## 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 *by*.

Where is the child drinking?

- » The child is drinking **in** the park.

When is the child drinking?

- » The child is drinking **in** the afternoon.

How is the child conserving water?

- » The child is conserving water **by** drinking only what she needs and not wasting it.

Use *in* and *by* to tell your partner where there is water in your home. Then tell your partner how you conserve water.

End Lesson



**Speaking**  
Modifying to Add  
Details

## Entering/Emerging

Help students add details to the sentence by adding prepositional phrases that begin with *in* and *by*.

## Transitioning/Expanding

Have students add details to the sentence by using *in* and *by*.

## Bridging

Encourage students to add more details (e.g., related to time, manner, and place) to the sentence.



## 5

## TAKING CARE OF THE EARTH

# Recycle! Recycle! Recycle!

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

Students will create a three Rs (Reduce, Reuse, Recycle) display and discuss information on the display.

Students will present a chant about the three Rs.

**FORMATIVE ASSESSMENT**

Speaking

Chant [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Turn and Talk [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Focus on Text</b>		
3Rs Display	15 min.	<input type="checkbox"/> Reduce, Reuse, Recycle trifold display <input type="checkbox"/> Resource Page 11.2S <input type="checkbox"/> half sheets of paper <input type="checkbox"/> drawing tools, tape <input type="checkbox"/> Language Proficiency Recording Sheet
<b>On Stage</b>		
Reduce, Reuse, Recycle!	15 min.	

## ADVANCE PREPARATION

### Focus on Text

- Create a large trifold display labeled “Reduce, Reuse, Recycle.” Attach images from Resource Page 11.2S to the top of each column. The image of paper towels goes in the “Reduce” column; the image of the child’s drawing goes in the “Reuse” column; and the image showing the recycling of a plastic bottle goes in the “Recycle” column.
- Prepare to divide students into small groups.
- Prepare half sheets of paper, three per small group of students.
- Prepare Language Proficiency Recording Sheet for Speaking.

### On Stage

- Prepare to help students create motions for a chant.

### Take-Home Material

- Prepare Activity Page 5.1S for students to take home.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Create and discuss a three Rs display.</li> <li>• Present a chant.</li> </ul>		
Language Forms and Functions		
<p>I can recycle _____.</p> <p>_____ is an example of how to reuse/reduce/recycle.</p> <p>I can reuse/reduce/recycle by . . .</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
natural resources reduce/reuse/recycle	conserve display	

Start Lesson

### Lesson 5: Recycle! Recycle! Recycle!

## Focus on Text



**Primary Focus:** Students will create a three Rs (Reduce, Reuse, Recycle) display and discuss information on the display.

### 3RS DISPLAY (15 MIN.)

You have heard an informational text about how we can help to conserve the earth's natural resources. Let's talk about three ways we can conserve our resources.

- Divide students into small groups, and give three half sheets of paper to each group.

#### Reduce

[Point to the image of paper towels, representing "Reduce," on the trifold display.] The informational text tells us that using fewer paper towels when drying our hands is a good way to reduce our use of paper towels.

**Ask:** What other ways can we reduce our use of such natural resources as water and trees? [Have students draw or write their ideas on half sheets of paper and post them on the display.]

## Reuse

[Point to the image of the child's drawing, representing "Reuse."] The second 'R' word is *reuse*. One example of *reuse* is to use the other side of a piece of paper to draw something on instead of throwing the paper away.

**Ask:** What other ways can we reuse things? [Have students draw or write their ideas on half sheets of paper and post them on the display.]

## Recycle

[Point to the recycling image.] The third and final 'R' word is *recycle*. The informational text tells us that we should put recyclable items in the correct bin to be recycled.

**Ask:** What types of things can we recycle? [Have students draw or write their ideas on half sheets of paper and post them on the display.]



### Check for Understanding

**Making Choices:** I am going to read examples from our three Rs display. You will tell me if each example shows a way to reduce, reuse, or recycle. [Use students' ideas from the display.]



### Turn and Talk

Using information from our three Rs display, tell your partner ways you can reduce, reuse, and recycle.

## Support

### Sentence frame:

"I can recycle \_\_\_\_."



## Speaking Exchanging Information and Ideas

### Entering/Emerging

Ask simple questions about information on the display (e.g., "Is this an example of how to reuse?").

### Transitioning/Expanding

Point to specific examples on the display, and have students respond using the sentence frame: "\_\_\_\_\_ is an example of how to reuse/reduce/recycle."

### Bridging

Encourage students to share ideas with a partner using the sentence starter: "I can reuse/reduce/recycle by. . ."

## 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	K11L5
Activity Name	Turn and Talk
Proficiency Levels	
Entering	Student answers simple questions with support.
Emerging	Student answers simple questions.
Transitioning	Student contributes in complete sentences with support.
Expanding	Student contributes in complete sentences.
Bridging	Student contributes his or her own ideas.

### Lesson 5: Recycle! Recycle! Recycle!

## On Stage



**Primary Focus:** Students will present a chant about the three Rs.

### REDUCE, REUSE, RECYCLE! (15 MIN.)

#### Support

Use motions. Repeat stanzas multiple times for students to remember.

We have been learning about the three Rs.

Remember, the three Rs are the words *reduce*, *reuse*, and *recycle*.

Good Old Earth has told us how to take care of the earth by putting these three words into action.

As a class, let's create three motions to show how we can put Good Old Earth's words into action. Then we will learn a chant about the three Rs and do our motions with it.

- As you say each line, have students repeat the words after you. Then have students say the words with you.

*Reduce, reduce, reduce! Don't use more than you really need.*

*Reuse, reuse, reuse! If you can, use it again.*

*Recycle, recycle, recycle! Instead of throwing it in the trash, first check if it can be recycled.*



### Formative Assessment

**Chant:** [Choose a few students or a small group to present the chant about the three Rs to the rest of the class.]

End Lesson



Speaking  
Presenting

### Entering/Emerging

Have students chant the key words.

### Transitioning/Expanding

Have students chant most of the words.

### Bridging

Have students chant all of the words and do the motions.

## 6

## TAKING CARE OF THE EARTH

## Recycling Center

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will apply the saying “a place for everything and everything in its place” to everyday life.

**Listening**

Students will create a classroom recycling center.

**Speaking**

Students will expand sentences about the three Rs.

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Connections</b>		
Sayings and Phrases: "A Place for Everything and Everything in Its Place"	10 min.	<input type="checkbox"/> Image 5A-2
<b>Hands On</b>		
Recycling Center	15 min.	<input type="checkbox"/> Image 5A-2 <input type="checkbox"/> four bins <input type="checkbox"/> drawing paper, drawing tools <input type="checkbox"/> glue or tape <input type="checkbox"/> recyclable items
<b>Looking at Language</b>		
Expanding Sentences	5 min.	<input type="checkbox"/> 3Rs Display <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Hands On

- Bring in four large bins or cardboard boxes. Bring in various examples of recyclable items from the following categories: paper, plastic, glass, and aluminum. Encourage students to bring in recyclable items.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Apply the saying “a place for everything and everything in its place” to everyday life.
- Expand sentences about the three Rs.

### Language Forms and Functions

First we use the \_\_\_\_\_. Then we recycle it!

We can \_\_\_\_\_ by ...  
(reuse/reduce/recycle)

### Vocabulary

#### Tier 3 Domain-Specific Words

aluminum  
plastic  
recycling center

#### Tier 2 General Academic Words

“a place for everything and  
everything in its place”

#### Tier 1 Everyday Speech Words

glass  
paper

Start Lesson

## Lesson 6: Recycling Center

# Connections



**Primary Focus:** Students will apply the saying “a place for everything and everything in its place” to everyday life.

### SAYINGS AND PHRASES: “A PLACE FOR EVERYTHING AND EVERYTHING IN ITS PLACE” (10 MIN.)

**Ask:** Have you heard this saying before: “a place for everything and everything in its place”? Repeat it after me.

This saying means that there should be a proper place for everything and that things should be returned to where they belong after they are used.

**Example:** After Sara finishes a craft project, her father says, “A place for everything and everything in its place.” So Sara puts all her art supplies—scissors, glue, and markers—back where they belong.



### Show Image 5A-2: Recycling center

When people recycle, they should put everything in its proper place. This means that people should sort recyclable items and place them in the correct bins—empty water bottles in the plastics bin, newspaper in the paper bin, and empty soda cans in the aluminum bin.



### Check for Understanding

**Share:** Can you think of another time that everything has to be put away in its place? [Suggestions: after playing with toys, after a beach day, after making cookies, etc.]

- Any time students need to put materials away in their proper places, be sure to use the saying, “a place for everything and everything in its place.”

## Lesson 6: Recycling Center

# Hands On



**Primary Focus:** Students will create a classroom recycling center.

### RECYCLING CENTER (15 MIN.)



### Show Image 5A-2: Recycling center

**Ask:** How does the saying, “a place for everything and everything in its place,” relate to this picture of a recycling center?

- » We should put recyclable items in the correct bins.

## Support

### Sentence frame:

"First we use the \_\_\_\_\_. Then we recycle it!"

### Sentence starter:

"We can \_\_\_\_\_ (*reduce/reuse/recycle*) by ..."

We are going to create a classroom recycling center. Our recycling center will have a paper bin, a plastic bin, an aluminum bin, and a glass bin.

- Split students into four groups—one group per recycling bin.

Each group is in charge of decorating a recycling bin. Draw a symbol or picture for your recyclable material. Then glue or tape your picture on your recycling bin.

Once we finish decorating, we will place recyclable items into the correct bins.

As you place your item into the correct bin, say: "First we use the \_\_\_\_\_. Then we recycle it!"

Remember, a place for everything and everything in its place!

## Lesson 6: Recycling Center

# Looking at Language



**Primary Focus:** Students will expand sentences about the three Rs.

### EXPANDING SENTENCES (5 MIN.)

**Note:** The purpose of this activity is to expand sentences. There are examples of possible questions and answers below. Please use your students' responses to guide further questions and sentence expansion.

[Point to the 3Rs Display.] We have thought of ways we can reduce, reuse and recycle.

### Ask

What is one way that we can reduce?

- » We can reduce by turning off the water while brushing our teeth.

What is one way we can reuse?

- » We can reuse by using the other side of drawing paper.

What is one way we can recycle?

- » We can recycle by collecting cans .



## Expanding Sentences

I am going to give examples of how we can reduce, reuse or recycle. Do the motions for reduce, reuse, or recycle. Then turn to your partner and use the sentence starter to tell how each example is a way to reduce, reuse or recycle. Try to use details to expand your sentences.

- turning off water while brushing teeth
  - » We can reduce by turning off the water while brushing our teeth.
- collecting bottles and cans and taking them to the recycling center
  - » We can recycle by taking bottles and cans to the recycling center.
- turning off lights in rooms where no one is using them
  - » We can reduce by turning off lights in rooms that are empty.
- making toys into something new
  - » We can reuse by making toys into something new.
- separating plastic and paper into separate bins
  - » We can recycle by separating plastic and paper into separate bins.
- drawing on all the empty space on paper
  - » We can reuse by drawing on all the empty space on paper.



## Speaking Modifying to Add Details

### Entering/Emerging

Repeat a model sentence from the lesson. Have students repeat the model sentence.

### Transitioning/Expanding

Help students make up another sentence using the sentence starter.

### Bridging

Invite students to create their own sentences with partners.

## 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	K11L6
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student repeats model sentences with support.
Emerging	Student repeats model sentences.
Transitioning	Student makes up sentences using a sentence frame and starter with support.
Expanding	Student makes up sentences using a sentence frame and starter.
Bridging	Student creates sentences with a partner.

End Lesson

## TAKING CARE OF THE EARTH

# Pollution

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

Students will identify different types of pollution.

**Listening**

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

**Speaking**

Students will apply the meanings of the general academic words *hazardous* and *safe* in new contexts.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Word to World [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Pollution	10 min.	❑ Images 7A-4, 7A-6, 7A-8
<b>Vocabulary Building</b>		
Multiple-Meaning Word: <i>Litter</i>	5 min.	❑ Poster 4M
Word Work: <i>Hazardous</i>	15 min.	❑ Image 2A-11 ❑ T-chart ❑ chart paper, red and green markers ❑ half sheets of drawing paper, drawing tools, tape ❑ Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Vocabulary Building

- Prepare a large T-chart on chart paper. In one column, draw a large red circle to represent *hazardous*. In the other column, draw a large green circle to represent *not hazardous* or *safe*.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss types of pollution.
- Apply meanings of *hazardous* and *safe* in various contexts.

### Language Forms and Functions

\_\_\_\_\_ pollution is garbage found on \_\_\_\_\_.  
(Land) (land)

\_\_\_\_\_ pollution is garbage found in \_\_\_\_\_.  
(Water) (water)

\_\_\_\_\_ pollution is smog found in \_\_\_\_\_.  
(Air) (air)

\_\_\_\_\_ is hazardous.

\_\_\_\_\_ is safe.

### Vocabulary

#### Tier 3 Domain-Specific Words

land/water/air pollution  
litter  
smog

#### Tier 2 General Academic Words

hazardous

#### Tier 1 Everyday Speech Words

garbage

Start Lesson

## Lesson 7: Pollution

# Look Ahead



**Primary Focus:** Students will identify different types of pollution.

### POLLUTION (10 MIN.)

When something harmful that does not belong on the earth is brought into the land, water, or air, it is called pollution.

Say *pollution* with me three times.

Good Old Earth will tell us about three types of pollution: land pollution, water pollution, and air pollution.

- As you show each image below, use the sentence frame to tell what it is and where it is found.



## Support

### Sentence frames:

"\_\_\_\_\_ (Land) pollution  
is garbage found on

\_\_\_\_\_ (land)."

"\_\_\_\_\_ (Water)  
pollution is garbage  
found in \_\_\_\_\_ (water)."

"\_\_\_\_\_ (Air) pollution is  
smog found in  
\_\_\_\_\_ (air)."



### Show Image 7A-4: Litter in park

This is a picture of garbage, or litter, on the ground. Litter is found on land. So we call this land pollution.

Land pollution is garbage found on land.



### Show Image 7A-6: Litter in the water

This is another picture of garbage. This time the garbage is in the water. We call this water pollution.

Water pollution is garbage found in water.



### Show Image 7A-8: Factory smog

This is a picture of smoke coming from a factory and pouring into the air. This is another kind of pollution. Smog is created when smoke and fumes from factories and cars go into the air and make it dirty. We call this air pollution.

Air pollution is smog or dirt found in air.



### Check for Understanding

**Turn and Talk:** Look at these pictures again, and tell your partner the type of pollution shown in each picture.

## Lesson 7: Pollution

# Vocabulary Building



### Primary Focus

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

Students will apply the meanings of the general academic words *hazardous* and *safe* in new contexts.

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

[Show Poster 4M (Litter).] In the read-aloud, Good Old Earth showed us some litter in the park. Here *litter* means trash that has been left on the ground. Which picture shows this? (*one*)

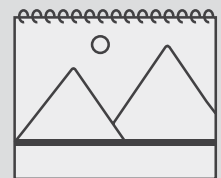
*Litter* is also an action word that means throwing trash on the ground instead of into a trash can. Which picture shows this? (*two*)

And *litter* can also mean a group of baby animals born at the same time from the same mother. Which picture shows a litter of pigs? (*three*)

**Multiple Choice:** I'm going to say some sentences with the word *litter*. Hold up one finger if my sentence relates to *litter* in picture one; hold up two fingers if my sentence relates to *litter* in picture two; and hold up three fingers if my sentence relates to *litter* in picture three.

- Joey littered the ground with the wrapper from his juice box straw. (*two*)
- Marcella picked up the litter on the playground and threw it in the garbage can. (*one*)
- Instead of placing the scrap paper in the recycling bin, Jayden littered the classroom floor. (*two*)
- Old MacDonald's dog had a litter of puppies. (*three*)
- The litter at the beach makes the beach look ugly. (*one*)

### Poster 4M



### Speaking Analyzing Language Choices

#### Entering/Emerging

Have students respond with the words *animals* or *garbage* to questions about *litter*.

#### Transitioning/Expanding

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

#### Bridging

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

## WORD WORK: HAZARDOUS (15 MIN.)



### Show Image 2A-11: Closed landfill

Garbage trapped underground may have hazardous gases and chemicals in it.

Say *hazardous* with me three times.

**Definition:** *Hazardous* means very dangerous. Something hazardous can really hurt or harm you.

We will make a T-chart for the words *hazardous* and *safe*.

- Point to the left column with the red circle at the top.

**Ask:** Can you think of some things or some actions that are hazardous?

» gases, pollution, chemicals, walking in the road, etc.

**Turn and Talk:** Tell your partner something that is hazardous.

- Point to the right column with the green circle at the top.

The opposite of *hazardous* is *safe*. When something is safe, it will not hurt or harm you. Can you think of some things that are safe?

» trees, flowers, clean air, etc.

**Turn and Talk:** Tell your partner something that is safe.

### Support

#### Sentence frames:

“\_\_\_\_\_ is hazardous.”

“\_\_\_\_\_ is safe.”



### Speaking Evaluating Language Choices

#### Entering/Emerging

Ask students, “Is this hazardous or safe?” Have students answer using the words *hazardous* and *safe*.

#### Transitioning/Expanding

Provide students with the sentence frames.

#### Bridging

Invite students to explain why something is hazardous or safe.

### Word to World



[Give students two half sheets of paper.] Draw one picture showing something hazardous and one picture showing something safe. When you have finished drawing your pictures, come up to put them in the correct columns of our T-chart. You will tell me about your pictures using the words *hazardous* and *safe*.

## 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	K11L7
Activity Name	Word to World
Proficiency Levels	
Entering	Student answers using target word(s) with support.
Emerging	Student answers using target word(s).
Transitioning	Student responds using target word(s) in a sentence frame.
Expanding	Student responds using target word(s) in a sentence.
Bridging	Student supplies additional information about target word(s).

End Lesson

## 8

## TAKING CARE OF THE EARTH

## Air Pollution

## PRIMARY FOCUS OF LESSON

**Writing**

Students will draw and write about pollution.

**Speaking**

Students will distinguish between facts and opinions about air pollution.

Students will expand sentences about pollution.

## FORMATIVE ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

**Taking Care of the Earth Book**  
[Activity Page 8.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Write About It</b>		
Taking Care of the Earth Book	15 min.	<input type="checkbox"/> Images 7A-8, 7A-4, 7A-6 <input type="checkbox"/> Activity Page 8.1S <input type="checkbox"/> drawing tools <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Talk Time</b>		
Air Pollution	10 min.	
<b>Looking at Language</b>		
Expanding Sentences	5 min.	<input type="checkbox"/> Image 7A-7 <input type="checkbox"/> additional Flip Book image <input type="checkbox"/> questions about Flip Book image

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 8.1S.

**Note:** Students will continue to work on this page during Lesson 9.

- Prepare Language Proficiency Recording Sheet for Writing.

### Looking at Language

- Find an additional Flip Book image. Prepare questions that will elicit details about the image.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Draw and write about pollution.
- Express opinions about air pollution.
- Expand sentences using details and prepositional phrases.

### Language Forms and Functions

\_\_\_\_\_ pollution is . . .  
(Air/Land/Water)

**Offer and Support Opinion:** I think air pollution is \_\_\_\_\_.

I think the best way to clean up air pollution is . . .

I think the best way to clean up air pollution is . . . because . . .

I see smog \_\_\_\_\_ the city that was created \_\_\_\_\_ exhaust \_\_\_\_\_ cars.  
(over) (by) (from)

### Vocabulary

#### Tier 3 Domain-Specific Words

air pollution  
smog

#### Tier 2 General Academic Words

harmful

#### Tier 1 Everyday Speech Words

cars

Start Lesson

## Lesson 8: Air Pollution

# Write About It



**Primary Focus:** Students will draw and write about pollution.

## TAKING CARE OF THE EARTH BOOK (15 MIN.)

### Support

#### Sentence starter:

"\_\_\_\_\_ (Air/Land/  
Water) pollution is . . ."

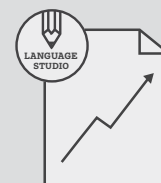


### Show Image 7A-8: Factory smog

Today we heard an informational text, and the main topic was air pollution.

**Ask:** What are some facts we learned about air pollution?

» Air pollution is caused by people and produced by cars and factories.



Writing  
Writing

### Entering/Emerging

Provide images from the read-aloud for students to reference while drawing.

### Transitioning/Expanding

Invite students to dictate simple sentences about their drawings.

### Bridging

Provide a simple sentence starter for students to complete:  
"\_\_\_\_\_ pollution is . . ."



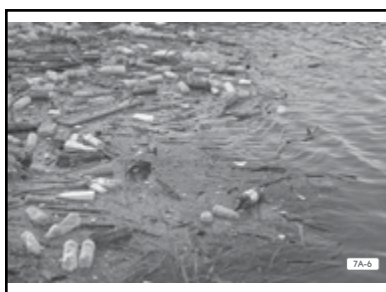
### Show Image 7A-4: Litter in park

#### Ask

What do you see in this picture?

What are some facts we know about land pollution?

- » Land pollution is litter on the ground and is hazardous to animals and plants.



### Show Image 7A-6: Litter in the water

#### Ask

What do you see in this picture?

What are some facts we know about water pollution?

- » Water pollution is garbage in the water and is hazardous to fish.



### Taking Care of the Earth Book

[Give students Activity Page 8.1S.] What comes to mind when you think about pollution? Draw a picture of the most harmful or hazardous pollution. Complete the sentence at the bottom of the page:

"\_\_\_\_\_ pollution is . . ."

[Make sure that students can name the topic of the picture—the most harmful pollution.]



## 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	K11L8
Activity Name	Taking Care of the Earth Book
Proficiency Levels	
Entering	Student draws picture related to the topic.
Emerging	Student draws picture related to the topic and describes items in the picture.
Transitioning	Student copies key words related to topic from models.
Expanding	Student dictates a sentence to describe picture.
Bridging	Student writes a sentence using a simple sentence starter.

### Lesson 8: Air Pollution

## Talk Time



**Primary Focus:** Students will distinguish between facts and opinions about air pollution.

### AIR POLLUTION (10 MIN.)

In today's informational text, we learned some facts about air pollution. Facts are important in informational text.

**Definition:** A fact is something known to be true. A fact can be supported by observation and experience. An opinion is someone's attitude or the way he or she feels about an issue.

**Fact:** People create air pollution.

**Ask:** What are two things people use that create a lot of air pollution?

- » People use cars and factories that create a lot of air pollution.

**Fact:** Cars create air pollution.

**Ask:** What do you call the pollution that comes from a car?

» Pollution that comes from a car is called exhaust.

**Fact:** Smoke and fog mix in the air to make air pollution.

**Ask:** What is this type of air pollution called?

» It is called smog.

**Fact:** Air pollution is harmful to your health.

**Ask:** How is air pollution harmful to your health?

» It makes the air I breathe dirty. If I breathe in too much air pollution, I might get sick.

We can have opinions about the best ways to clean up air pollution.  
Opinions are different than facts.



### Check for Understanding

**Opinion:** How do you feel about air pollution? Tell your partner your opinion about the best way to reduce or clean up air pollution.



### Speaking Offering and Supporting Opinions

#### Entering/Emerging

Have students offer their opinions using the sentence frame: "I think air pollution is \_\_\_\_\_."

#### Transitioning/Expanding

Encourage students to agree or disagree, using the sentence starter: "I think the best way to clean up air pollution is . . ."

#### Bridging

Have students support their opinions, using the sentence starter: "I think the best way to clean up air pollution is . . . because . . ."



### Entering/Emerging

Have students add details to the sentence by saying what is happening.

### Transitioning/Expanding

Have students add details to the sentence by saying what is happening and where it happens.

### Bridging

Have students add details to the sentence by saying what, where, and how something happens.

## Lesson 8: Air Pollution

# Looking at Language



**Primary Focus:** Students will expand sentences about pollution.

### EXPANDING SENTENCES (5 MIN.)

**Note:** The purpose of this activity is to expand sentences. There are examples of possible questions and answers below. Please use your students' responses to guide further questions and sentence expansion.



### Show Image 7A-7: City smog

#### Ask

What do you see in this picture?

» I see smog.

Where is the smog?

» I see smog over the city.

How did the smog get there? What created it?

» I see smog over the city that was created by exhaust from cars.



### Formative Assessment

**Expanding Sentences:** [Choose another image from this lesson and ask questions to prompt the class to add details about what, where, and how something happens.]

End Lesson

## TAKING CARE OF THE EARTH

# Willy the Water Drop

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

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

**Speaking**

Students will express opinions about water pollution.

**Writing**

Students will draw and write about pollution.

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

## LESSON AT A GLANCE

	Time	Materials
<b>Vocabulary Building</b>		
Multiple-Meaning Word: <i>Drop</i>	5 min.	❑ Show Poster 5M
<b>Talk Time</b>		
Water Pollution	10 min.	❑ Language Proficiency Recording Sheet
<b>Write About It</b>		
Taking Care of the Earth Book	15 min.	❑ Activity Page 8.1S

## ADVANCE PREPARATION

### Talk Time

- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Create sentences using the multiple meanings of the word <i>drop</i>.</li> <li>• Express opinions about water pollution.</li> <li>• Draw and write about pollution.</li> </ul>		
Language Forms and Functions		
<b>Offer and Support Opinion:</b> I think water pollution is _____. I think the best way to clean up water pollution is ... I think the best way to clean up water pollution is ... because ...		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
reservoir wastewater water pollution	toxins	dirty/clean drop fish

## Lesson 9: Willy the Water Drop

## Vocabulary Building



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

**MULTIPLE-MEANING WORD: DROP (5 MIN.)**

[Show Poster 5M (Drop).] In the read-aloud you met a character called Willy the Water Drop. Willy is a drop of fresh water. Which picture shows this meaning of *drop*? (*one*)

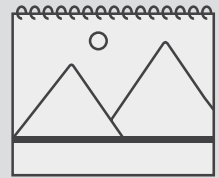
*Drop* can also mean other things. *Drop* can mean to put something somewhere, for example, to drop a napkin into the trash can. Which picture shows this meaning of *drop*? (*three*)

*Drop* can also mean to fall, like ice cream that drops off a cone. Which picture shows this meaning of *drop*? (*two*)

**Multiple Choice:** Now I am going to say some sentences with the word *drop*. Hold up one finger if my sentence relates to *drop* in picture one; hold up two fingers if my sentence relates to *drop* in picture two; and hold up three fingers if my sentence relates to *drop* in picture three.

- Jason dropped his ice cream on the floor. (*two*)
- Sally caught a drop of rain in her mouth. (*one*)
- Please drop your trash in the wastebasket. (*three*)
- The flower had drops of water on it. (*one*)
- Alma dropped her pencil. (*two*)

## Poster 5M


**Check for Understanding**

**Quiz:** Ask your partner about the different meanings of *drop*. For example, you could say, “Juan dropped the library books into the “return” slot. Which meaning of *drop* is this?” And your partner should say, “That’s number three.”

## Lesson 9: Willy the Water Drop

# Talk Time



**Primary Focus:** Students will express opinions about water pollution.



**Speaking**  
Offering and Supporting  
Opinions

### Entering/Emerging

Have students offer their opinions, using the sentence frame: "I think water pollution is \_\_\_\_\_."

### Transitioning/Expanding

Encourage students to agree or disagree, using the sentence starter: "I think the best way to clean up water pollution is ..."

### Bridging

Have students support their opinions, using the sentence starter: "I think the best way to clean up water pollution is ... because ..."

## WATER POLLUTION (10 MIN.)

Today we heard an informational text, and the main topic was water pollution.

We learned some facts about water pollution. Facts are important in informational text.

**Definition:** A fact is something known to be true. A fact can be supported by observation and experience. An opinion is someone's attitude or the way he or she thinks about an issue.

**Fact:** People create water pollution.

**Ask:** What do people use that creates water pollution?

» People use factories that create water pollution.

**Fact:** Wastewater creates pollution.

**Ask:** What happens to fish when wastewater pollutes fresh water?

» Dirty wastewater and toxins harm the fish.

**Fact:** People create reservoirs to hold water.

**Ask:** What happens to water when it is in a reservoir?

» The water is cleaned and toxins are removed.

We can have opinions about the best ways to clean up water pollution. Opinions are different than facts.



### Opinion

How do you feel about water pollution? Tell your partner your opinion about the best way to clean up or reduce water pollution.

## 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	K11L9
Activity Name	Opinion
Proficiency Levels	
Entering	Student offers an opinion with prompting and support.
Emerging	Student offers an opinion.
Transitioning	Student supports opinion with one textual reason with prompting and support.
Expanding	Student supports opinion with one textual reason.
Bridging	Student supports opinion with textual reason(s).

### Lesson 9: Willy the Water Drop

## Write About It



**Primary Focus:** Students will draw and write about pollution.

### TAKING CARE OF THE EARTH BOOK (15 MIN.)

- Give students extra time to finish their pictures and sentences on Activity Page 8.1S.
- Have students share their drawings in small groups or with home-language peers.
- Encourage students to ask and answer questions about the pictures and to comment about the pictures; for example, students may describe how the pictures are similar or recount something they learned.

Activity Page 8.1S



End Lesson



## 10

## TAKING CARE OF THE EARTH

Good-bye from  
Good Old Earth

## PRIMARY FOCUS OF LESSON

**Writing**

Students will write about how to take care of the earth.

**Speaking**

Students will present a page from their completed books.

Students will use prepositions that signal location.

## FORMATIVE ASSESSMENT

Speaking

Prepositions [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Writing

**Taking Care of the Earth Book**  
[Activity Page 10.1S]

## LESSON AT A GLANCE

	Time	Materials
<b>Write About It</b>		
Taking Care of the Earth Book	15 min.	<input type="checkbox"/> Activity Page 10.1S <input type="checkbox"/> drawing tools <input type="checkbox"/> Language Proficiency Recording Sheet
<b>On Stage</b>		
Present a Page	10 min.	<input type="checkbox"/> Taking Care of the Earth Books
<b>Looking at Language</b>		
Prepositions of Location	5 min.	<input type="checkbox"/> Images 9A-3–9A-5, 9A-12

## ADVANCE PREPARATION

### Write About It

- Prepare Activity Page 10.1S, the cover page of the Taking Care of the Earth Book.
- Prepare Language Proficiency Recording Sheet for Writing.

### On Stage

- Prepare to place students in pairs.

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Write about how to take care of the earth.</li> <li>• Present a page from the <i>Taking Care of the Earth Book</i>.</li> <li>• Construct sentences using prepositions that signal location.</li> </ul>		
Language Forms and Functions		
We can help take care of the earth by . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
natural resources pollution reduce/reuse/recycle	responsibility take care of	clean it up

Start Lesson

### Lesson 10: Good-bye from Good Old Earth

# Write About It



**Primary Focus:** Students will write about how to take care of the earth.

#### Support

**Sentence starter:** “We can help take care of the earth by . . .”

### TAKING CARE OF THE EARTH BOOK (15 MIN.)

We have been listening to informational texts about the earth.

We learned that the earth has natural resources. Who can remember some of the natural resources found on the earth?

» water, trees, oil, etc.

We have also learned that it is our responsibility to care for the earth. Humans create pollution, so it is our job—or responsibility—to figure out how to clean it up.



### Check for Understanding

**Turn and Talk:** What are some ways we can help take care of the earth? Hint: think of the three Rs. [Use student-generated ideas to complete the sentence starter.]

“We can help take care of the earth by . . .”

- » picking up trash, turning off water while brushing teeth, turning off lights, reusing drawing paper, etc.



### Taking Care of the Earth Book

[Give students Activity Page 10.1S.] This will be the cover of your *Taking Care of the Earth Book*. Draw a picture of how you can take care of the earth. Complete the sentence at the bottom of the page: “We can help take care of the earth by \_\_\_\_.”

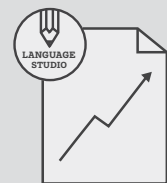
## LANGUAGE PROFICIENCY ASSESSMENT

### 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	K11L10
Activity Name	Taking Care of the Earth Book
Proficiency Levels	
Entering	Student draws picture related to the topic.
Emerging	Student draws picture related to the topic and describes items in the picture.
Transitioning	Student copies key words related to topic from models.
Expanding	Student dictates a sentence to describe picture.
Bridging	Student composes a sentence using a simple sentence starter.

### Activity Page 10.1S



### Writing Writing

**Entering/Emerging**  
Collaborate with students to write one short sentence.

**Transitioning/Expanding**  
Invite students to dictate simple sentences about their drawings.

**Bridging**  
Provide a simple sentence starter for students to complete. “We can help take care of the earth by . . .”

## Lesson 10: Good-bye from Good Old Earth

# On Stage



**Primary Focus:** Students will present a page from their completed books.

### PRESENT A PAGE (10 MIN.)

You have just finished drawing pictures of how you can take care of the earth. Now you will share your drawings.

I've placed you in pairs. Decide who will be the presenter (Student B) and who will be the audience (Student A).

Student B will present a page from his or her *Taking Care of the Earth Book* to Student A.

When Student B has finished presenting a page from his or her book, Student A will ask questions, and Student B will answer.

Then you will switch roles.

Here is an example of what you can say:

**Student A:** How are you taking care of the earth?

**Student B:** I am taking care of the earth by . . .

**Student A:** Why did you choose to draw that?

**Student B:** I chose to draw this because . . .

**Student A:** Your drawing is similar to mine! / I drew something different.

## Lesson 10: Good-bye from Good Old Earth

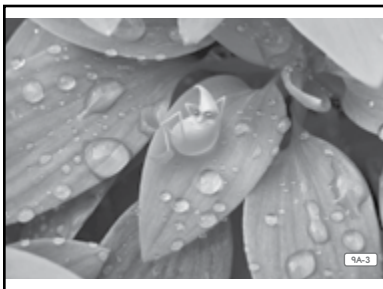
# Looking at Language



**Primary Focus:** Students will use prepositions that signal location.

### PREPOSITIONS OF LOCATION (5 MIN.)

Today we are going to review words that tell us the location, or where something is.



#### Show Image 9A-3: Water drops on leaves

Tell your partner what you see in this picture. Use the words *on* and *next to/ beside*.



#### Show Image 9A-4: Littered river

Tell your partner what you see in this picture. Use the words *in* and *next to/ beside*.



#### Show Image 9A-5: Factory on a river

Tell your partner what you see in this picture. Use the words *from*, *out*, and *behind*.



#### Show Image 9A-12: Treated water coming out of a pipe

Tell your partner what you see in this picture. Use the words *in*, *from*, and *out*.

### Support

Use motions and objects to show the meanings of *on*, *next to/ beside*, *in*, *from*, *out*, *behind*, *over*, *under*, and *to*.



**Speaking**  
Modifying to Add Details

**Entering/Emerging**  
Have students repeat sentences, placing emphasis on the prepositions of location.

**Transitioning/Expanding**  
Have students add details to the sentences by using prepositions of location.

**Bridging**  
Encourage students to add more details (related to time, manner, place, and cause) to their sentences.



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### Formative Assessment

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**Prepositions:** Tell your partner what you see in this picture. Use the words *over*, *under*, and *to*.

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End Lesson

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Language Studio 12

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# **Presidents and American Symbols**

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# Contents



## PRESIDENTS AND AMERICAN SYMBOLS

### Lesson 1 The Home of the President: Washington, D.C.

235

**Look Ahead** (15 min.)

- Interactive Read-Aloud: "The Home of the President: Washington, D.C."

**Rewind** (15 min.)

- Venn Diagram: Kings/Queens vs. Presidents

### Lesson 2 The Legend of George Washington and the Cherry Tree

243

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

- Legend

**Vocabulary Building** (10 min.)

- Word Work: *Confession, Respect*

**Rewind** (15 min.)

- Sequencing: "The Legend of George Washington and the Cherry Tree"

### Lesson 3 A Clever General

250

**Look Ahead**  
(5 min.)

- General/Colonel

**Talk Time** (10 min.)

- Word Work: *Convince*

**Connections** (15 min.)

- Video: George Washington

### Lesson 4 George Washington

257

**Talk Time** (10 min.)

- The First President

**Rewind** (15 min.)

- George Washington Timeline

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

- Expanding Sentences

### Lesson 5 Thomas Jefferson

264

**Talk Time** (15 min.)

- Word Work: *Talent*

**Rewind** (10 min.)

- Founding Fathers

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

- Expanding Sentences

### Lesson 6 Abraham Lincoln

271

**Look Ahead** (25 min.)

- Interactive Read-Aloud: "Abraham Lincoln"

**Vocabulary Building**  
(5 min.)

- Word Work: *Serious*

Lesson 7 Teddy Roosevelt

279

<b>Vocabulary Building</b> (15 min.) <ul style="list-style-type: none"><li>• Word Work: <i>Conserving</i></li><li>• Multiple-Meaning Word: <i>Right</i></li></ul>	<b>Talk Time</b> (10 min.) <ul style="list-style-type: none"><li>• Asking Questions</li></ul>	<b>Looking at Language</b> (5 min.) <ul style="list-style-type: none"><li>• Expanding Sentences</li></ul>
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Lesson 8 Barack Obama

287

<b>Write About It</b> (15 min.) <ul style="list-style-type: none"><li>• Word Work: <i>Accomplishment</i></li></ul>	<b>Connections</b> (10 min.) <ul style="list-style-type: none"><li>• Sayings and Phrases: "Where There's a Will, There's a Way"</li></ul>	<b>Looking at Language</b> (5 min.) <ul style="list-style-type: none"><li>• Expanding Sentences</li></ul>
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Lesson 9 Carving Mount Rushmore

293

<b>Look Ahead</b> (5 min.) <ul style="list-style-type: none"><li>• Vocabulary Preview: <i>Monument</i></li></ul>	<b>On Stage</b> (10 min.) <ul style="list-style-type: none"><li>• Mount Rushmore Song</li></ul>	<b>Hands On</b> (15 min.) <ul style="list-style-type: none"><li>• Mount Rushmore Puzzle</li></ul>
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## PRESIDENTS AND AMERICAN SYMBOLS

# The Home of the President: Washington, D.C.

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

Students will preview Washington, D.C. through an interactive read-aloud.

**Speaking**

Students will compare and contrast presidents with kings and queens.

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q&A [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
Interactive Read-Aloud: "The Home of the President: Washington, D.C."	15 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> Image Card 2 <input type="checkbox"/> U.S. map <input type="checkbox"/> star sticker(s) <input type="checkbox"/> American Flag <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Rewind</b>		
Venn Diagram: Kings/Queens vs. Presidents	15 min.	<input type="checkbox"/> image of the current U.S. president <input type="checkbox"/> Resource Page 12.1S

## 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. 1A-1: American Flag
  2. 1A-2: Washington, D.C.
  3. 1A-5: White House
- Locate the American flag in your classroom or bring in an American flag.
- Prepare Language Proficiency Recording Sheet for Reading.

### Rewind

- Find an image of the current U.S. president to show the class.
- Create a Kings/Queens vs. Presidents Venn diagram, using Resource Page 12.1S as a guide. Label the left side of the diagram "Kings/Queens," the right side "Presidents." You may wish to write the labels and corresponding information for the three sections of the Venn diagram in a different color.

**Note to Teacher**

**Virtual Field Trip:** Find several websites featuring various places and landmarks discussed in this unit and take a virtual tour.

**FEATURES OF ACADEMIC LANGUAGE**

**Discourse Features**

- Ask and answer questions about a read-aloud.
- Compare and contrast presidents with kings and queens.

**Language Forms and Functions**

The American \_\_\_\_\_ is a symbol of the United States.  
(flag)

The American flag is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
(red) (white) (blue)

The capital of the United States is \_\_\_\_\_.  
(Washington, D.C.)

The president of the United States is \_\_\_\_\_.

The president of the United States lives in the \_\_\_\_\_.  
(White House)

**Vocabulary**

**Tier 3**  
**Domain-Specific Words**

capital  
nation

**Tier 2**  
**General Academic Words**

elected  
power  
symbol

**Tier 1**  
**Everyday Speech Words**

flag  
king/queen  
president

## Lesson 1: The Home of the President: Washington, D.C.

## Look Ahead



**Primary Focus:** Students will preview Washington, D.C. through an interactive read-aloud.

**INTERACTIVE READ-ALOUD: “THE HOME OF THE PRESIDENT: WASHINGTON, D.C.” (15 MIN.)**



**Show Image 1A-1: American flag**

This is the American flag. The American flag is a symbol of our nation—our country—the United States of America.

*[Have students find an American flag in the classroom or school. Ask where else students have seen the American flag.]*

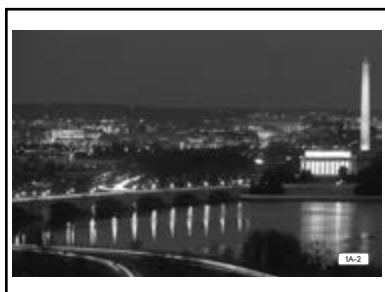
What do you see on the American flag?

You can see that the American flag is red, white, and blue. It has red and white stripes. It also has fifty stars. Each star is a symbol for one of the states in the United States of America.

*[If time allows, have the class count the fifty stars on the American flag.]*

In what state do we live?

*[Place a star sticker on your state on a U.S. map.]*



**Show Image 1A-2: Washington, D.C.**

There is one very important city in the United States that is not in any of the fifty states. This city is Washington, D.C.

*[Point to Washington, D.C., on the U.S. map and circle it.]*

Washington, D.C., is the capital of our nation, the United States of America.

*[Have students repeat capital with you.]*

**Definition:** A capital is the most important city in a country or state. It is the city where the government is located.

The capital is the city where the president lives and where many important decisions about the country are made. This city is called Washington to honor the first president of the United States.

Do you know who the first president of the United States was?

### Show Image Card 2 (George Washington)

George Washington was the first president of the United States. You will learn a lot about him in later lessons.

Do you know who the president of the United States is now?

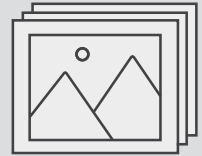
*[Name the current president of the United States.]*

Where does the president of the United States live?

*[Pause for students to respond.]*

The president lives in Washington, D.C.

### Image Card 2



### Show Image 1A-5: White House

If you visited Washington, D.C., today, you would be able to see the White House. The White House is the house where the president lives.

The president moves into the White House when he or she becomes president and then moves out when the next president is elected,

or chosen. Not only does the president live in the White House, but the president's family also lives there. Even their pets come with them to live in the White House!



**Reading**  
Reading/Viewing  
Closely

### Entering/Emerging

Emphasize the key words and phrases in the answers. Have students repeat the key words and phrases.

### Transitioning/Expanding

Provide sentence frames from the lesson and prompt students to complete the frames.

### Bridging

Encourage students to ask questions and add additional details.



### Q&A

You will ask and answer the following questions about the read-aloud with a partner. [Show images 1A-1; 1A-2; and 1A-5 to help students answer questions.]

- What is the symbol for the United States?
  - » The flag is the symbol for the United States.
- What does the American flag look like?
  - » The American flag is red, white, and blue, and has fifty stars.
- What is the capital of the United States?



- » The capital of the United States is called Washington, D.C.
- Who is the president of the United States?
  - » The president of the United States is \_\_\_\_\_.
- Where does the president of the United States live?
  - » The president of the United States lives in the White House .

## 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	K12L1
Activity Name	Q&A
Proficiency Levels	
Entering	Student repeats key words and phrases in response to questions about the topic.
Emerging	Student uses short phrases to answer questions about the topic with support.
Transitioning	Student uses sentence frames to answer questions about the topic with support.
Expanding	Student uses sentence frames to answer questions about the topic.
Bridging	Student asks questions and adds additional information about the topic.

## Lesson 1: The Home of the President: Washington, D.C.

# Rewind



**Primary Focus:** Students will compare and contrast presidents with kings and queens.

### VENN DIAGRAM: KINGS/QUEENS VS. PRESIDENTS (15 MIN.)

In today's read-aloud, you heard about the president of the United States.

Say the word *president* with me three times.

**Definition:** A president is the elected, or chosen, leader of a country.

#### Examples

Every four years, people in America vote for their president.

The current U.S. president is [Show a picture of the current U.S. president.]

- Present the Kings/Queens vs. Presidents Venn diagram.

#### Ask

What does it mean to compare?

- » to show how two things are similar – or the same

What does it mean to contrast?

- » to show how two things are different



#### Check for Understanding

**Venn Diagram:** We will use this Venn diagram to compare and contrast kings and queens with presidents. [Read each label, and explain that facts about only kings and queens go in the left section, facts about only presidents go in the right section, and facts about both kings/queens and presidents go in the center section.]

I will say a fact. Your job is to tell me if the fact is about a king/queen, a president, or both. Then I will write down the information on the Venn diagram.

#### Support

Remind students that a Venn diagram can be used to compare and contrast two things.

## Support

Explain that you are going to write down what students say. Remind students that they are not expected to be able to read what you write, because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget. Tell them that you will read the words to them.

- leader of a country
  - » both
- elected, or chosen, by the people
  - » president
- born into their position
  - » king/queen
- has a lot of power
  - » both
- lives in a castle
  - » king/queen
- represents and listens to the people
  - » president
- lives in The White House
  - » president

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

## PRESIDENTS AND AMERICAN SYMBOLS

# The Legend of George Washington and the Cherry Tree

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

Students will recognize the characteristics of a legend and share an example of a legend.

**Speaking**

Students will recount personal experiences using the words *confession* and *respect*.

**Reading**

Students will retell “The Legend of George Washington and the Cherry Tree” by sequencing images from the plot and using linking words and phrases.

**FORMATIVE ASSESSMENT**

Reading

Sequencing [Activity Page 2.1S]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Word to World [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Focus on Text</b>		
Legend	5 min.	☐ examples of different legends
<b>Vocabulary Building</b>		
Word Work: <i>Confession, Respect</i>	10 min.	☐ Language Proficiency Recording Sheet
<b>Rewind</b>		
Sequencing: "The Legend of George Washington and the Cherry Tree"	15 min.	☐ Activity Page 2.1S

## ADVANCE PREPARATION

### Focus on Text

- Find examples of different legends to show students, preferably ones they heard before. (e.g., "The Story of Jumping Mouse," "Johnny Appleseed," and "Bear, Gull, and Crow.")

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Speaking.

### Rewind

- Prepare Activity Page 2.1S.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share a personal experience using the general academic words *confession* and *respect*.
- Retell the legend of George Washington and the cherry tree using linking words and phrases.

### Language Forms and Functions

I made a confession when...

I showed respect when...

A legend I've heard before is "\_\_\_\_\_."

**Retell a Legend:** Once there was.../ Suddenly .../In the end ...

### Vocabulary

#### Tier 3 Domain-Specific Words

legend

#### Tier 2 General Academic Words

confession  
respect

#### Tier 1 Everyday Speech Words

Start Lesson

## Lesson 2: The Legend of George Washington and the Cherry Tree

# Focus on Text



**Primary Focus:** Students will recognize the characteristics of a legend and share an example of a legend.

### LEGEND (5 MIN.)

- Explain that the story of George Washington and the cherry tree is a special kind of story called a *legend*.

**Definition:** A legend is an old, well-known story that often tells about brave people or adventures. Legends are old stories, so we cannot know for sure if everything the story tells is true, or really happened.

**Example:** The story of George Washington and the cherry tree is considered a legend because it is a story from a long time ago, and no one knows if George Washington really chopped down his father's cherry tree. Because no one knows for sure, some parts of the story may not be completely true.

## Support

### Sentence frame:

"A legend I've heard before is '\_\_\_\_\_.'"



### Check for Understanding

**Share:** What other legends have you heard before?

» "The Story of Jumping Mouse," "Johnny Appleseed," "Bear, Gull, and Crow."

## Lesson 2: The Legend of George Washington and the Cherry Tree

# Vocabulary Building



**Primary Focus:** Students will recount personal experiences using the words *confession* and *respect*.

### WORD WORK (10 MIN.)

#### Confession

In "The Legend of George Washington and the Cherry Tree," young George makes a confession to his father.

Say the word *confession* with me three times.

**Definition:** A confession is the act of admitting something and telling the truth, especially when you are wrong.

**Example:** The boy felt much better after making a confession to his friend that he had tricked him.

#### Respect

In "The Legend of George Washington and the Cherry Tree," you will hear about one reason so many people respect George Washington.

Say the word *respect* with me three times.

**Definition:** To respect means to admire or think well of someone.

**Example:** I respect my friend for being honest, especially when it isn't easy.

**Think About It:** You probably do things every day that show you respect your friends, a member of your family, or your teacher. You can show that you respect people by doing something nice for them, by listening to them when they are talking, or by treating them with kindness.



## Word to World

Tell your partner about a time when you made a confession. Use the word *confession* when you tell about it.

Tell your partner about something you do that shows you respect someone. Use the word *respect* when you tell about it.



## Speaking Selecting Language Resources

### Entering/Emerging

Provide examples of making a confession and showing respect. (e.g., *Olivia admitted that she pulled the dog's tail on purpose; Miguel does not talk back to his parents; We always wait for everyone to be seated before eating; Adam finally said that he ate all of the cookies.*) Have students identify each example by saying the corresponding target word.

### Transitioning/Expanding

Provide sentence starters: "I made a confession when . . ." "I showed respect when . . ."

### Bridging

Invite students to share their original sentences using the target words *confession* and *respect*.

## 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	K12L2
Activity Name	Word to World
Proficiency Levels	
Entering	Student matches target word(s) to a given situation with support.
Emerging	Student matches target word(s) to a given situation.
Transitioning	Student uses target word(s) to complete sentence starters with support.
Expanding	Student uses target word(s) to complete sentence starters.
Bridging	Student creates complete sentences using target word(s).



## Lesson 2: The Legend of George Washington and the Cherry Tree

# Rewind



**Primary Focus:** Students will retell “The Legend of George Washington and the Cherry Tree” by sequencing images from the plot and using linking words and phrases.

### SEQUENCING: “THE LEGEND OF GEORGE WASHINGTON AND THE CHERRY TREE” (15 MIN.)

- Give students Activity Page 2.1S.
  - Explain that this activity page shows three events that happened in “The Legend of George Washington and the Cherry Tree.” However, the images are not in the correct order.
  - Tell students that they are going to retell “The Legend of George Washington and the Cherry Tree” by cutting out the three images and arranging them in the order in which they happened in the story.
  - 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 on labeled boxes one, two, and three.

### Activity Page 2.1S



### Challenge

Some students may be able to write a caption or short sentence about what is happening in each picture.

### Formative Assessment



**Sequencing:** Work with your partner or home-language peers to retell “The Legend of George Washington and the Cherry Tree.” Remember to use linking words and phrases as you retell the story.

### Linking Words and Phrases that Show Sequence

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	

End Lesson



Reading  
Understanding  
Cohesion

#### Entering/Emerging

Say key words about the images on the activity page and have students echo them. Assist them in placing the images in the correct order.

#### Transitioning/Expanding

Provide an oral word bank of frequently used linking words, such as *Once there was*, *suddenly*, *in the end*. Prompt students to retell the legend using these linking words.

#### Bridging

Challenge students to use linking words and phrases to retell "The Legend of George Washington and the Cherry Tree" with a partner.

## 3

## PRESIDENTS AND AMERICAN SYMBOLS

## A Clever General

## PRIMARY FOCUS OF LESSON

**Listening**

Students will identify the respective roles and powers of a general and a colonel.

**Speaking**

Students will recount personal experiences using the word *convinced*.

**Reading**

Students will discuss the life and contributions of George Washington.

## FORMATIVE ASSESSMENT

Reading

Viewing Guide [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Word to World [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Look Ahead</b>		
General/Colonel	5 min.	<input type="checkbox"/> Image 3A-2
<b>Talk Time</b>		
Word Work: <i>Convince</i>	10 min.	<input type="checkbox"/> Language Proficiency Recording Sheet
<b>Connections</b>		
Video: George Washington	15 min.	<input type="checkbox"/> introductory video about George Washington <input type="checkbox"/> Resource Page 12.2S <input type="checkbox"/> sticky notes

## ADVANCE PREPARATION

### Talk Time

- Prepare Language Proficiency Recording Sheet for Speaking.

### Connections

- Find a short and engaging introductory video that tells important facts about George Washington.
- Prepare a large copy of the Viewing Guide (Resource Page 12.2S).

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Contribute to discussion using the general academic word *convinced*.
- Share an interesting fact about George Washington.

### Language Forms and Functions

I convinced \_\_\_\_\_ to/that . . .

My interesting fact from the video is \_\_\_\_\_.

It is interesting because...

### Vocabulary

#### Tier 3 Domain-Specific Words

colonel  
general

#### Tier 2 General Academic Words

convince

#### Tier 1 Everyday Speech Words

Start Lesson

### Lesson 3: A Clever General

# Look Ahead



**Primary Focus:** Students will identify the respective roles and powers of a general and a colonel.

### GENERAL/COLONEL (5 MIN.)



#### Show Image 3A-2: Strategizing

In the next read-aloud, you will meet two people: General George Washington and Colonel Henry Knox.

[Point to George Washington and Henry Knox. Have students repeat their names with you.]

Say the word *general* with me three times.

Say the word *colonel* with me three times.

**Definition:** A general is an army officer who is in charge of the soldiers.

A colonel works under the general. He takes orders from the general and then tells the soldiers what to do.

**Example:** The general ordered the colonel to make sure the soldiers were ready to fight in the morning.

Who is more powerful, a general or a colonel? (*a general*)



### Check for Understanding

**Think About It:** I will name several things that either a general or a colonel might do. If what I say is something a general might do, say “general.” If what I say is something a colonel might do, say, “colonel.”

give orders to a colonel	( <i>general</i> )
give orders to the soldiers	( <i>colonel</i> )
be the leader of the army	( <i>general</i> )
follow the directions of the general	( <i>colonel</i> )

### Lesson 3: A Clever General

## Talk Time



**Primary Focus:** Students will recount personal experiences using the word *convinced*.

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

In the read-aloud you heard Washington say, “Meanwhile, my job here will be to *convince* the British general, General Howe, that we are too strong for him to attack.”

Say the word *convince* with me three times.

**Definition:** To convince means to make a person agree to something or make them believe something is true.



### Speaking Selecting Language Resources

#### Entering/Emerging

Provide examples of *convince*. (e.g., *It was time to leave the park, but I talked my mom into letting us stay longer; I said that we shouldn't watch television and my sister agreed; My friend changed his mind about reading a book after I told him all the reasons he should read it.*)

#### Transitioning/Expanding

Provide sentence starter: "I convinced \_\_\_\_\_ to/that . . ."

#### Bridging

Invite students to share their original sentences using the target word *convinced*.

**Example:** Amanda was able to convince her parents to let her have a pet hamster.



### Word to World

Tell your partner about a time you were able to convince someone of something. Use the word *convince* when you tell about it.

### Extending the Activity

**Act It Out:** Choose one of the scenarios and then think about how you might convince your parents or caretakers to let you have it or do it. Turn to your partner and act out what you might say to your parents or caretakers.

- get a pet
- go to a friend's house to play
- watch the DVD of your favorite movie
- cook your favorite meal
- go to the library
- get a new backpack
- [additional suggestions from students]

## 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	K12L3
Activity Name	Word to World
Proficiency Levels	
Entering	Student identifies examples of target word with support.
Emerging	Student identifies examples using the target word.
Transitioning	Student uses target word to complete sentence starter with support.
Expanding	Student uses target word to complete sentence starter.
Bridging	Student creates complete sentences using target word.

### Lesson 3: A Clever General

# Connections



**Primary Focus:** Students will discuss the life and contributions of George Washington.

### VIDEO: GEORGE WASHINGTON (15 MIN.)

- Tell students that you will play a short video about George Washington.
- Refer to the large Viewing Guide. Tell students that you will fill it out together.

### First Play

- Tell students to watch and listen carefully for the main idea of the video.
- Write a word or phrase that sums up the main idea of the video on the Viewing Guide. Read it together.





Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Have students use an oral sentence frame to tell a fact from the video about George Washington. "My interesting fact from the video is \_\_\_\_\_."

### Transitioning/Expanding

Have students add detail to expound the sentence starter: "My interesting fact from the video is \_\_\_\_\_. It is interesting because . . ."

### Bridging

Have students explain their drawing using key details from the video.

## Second Play

- Tell students to watch and listen carefully for an interesting fact from the video.
- Have students draw their interesting fact from the video on a sticky note and place it onto the Viewing Guide.



### Formative Assessment

Draw a picture that shows an interesting fact about George Washington. Turn to a partner and explain what you have drawn.

End Lesson

## PRESIDENTS AND AMERICAN SYMBOLS

# George Washington

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

Students will discuss why George Washington is known as the father of our country.

**Writing**

Students will retell the major events of George Washington's life by sequencing images and using linking words and phrases.

**Speaking**

Students will expand simple sentences about the American flag by adding adjectives to provide details.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Retelling [Activity Page 4.1S]**

## LESSON AT A GLANCE

	Time	Materials
<b>Talk Time</b>		
The First President	10 min.	<input type="checkbox"/> Image 4A-12
<b>Rewind</b>		
George Washington Timeline	15 min.	<input type="checkbox"/> Image Cards 2, 6, and 11 <input type="checkbox"/> Activity Page 4.1S <input type="checkbox"/> Language Proficiency Recording Sheet
<b>Looking at Language</b>		
Expanding Sentences	5 min.	<input type="checkbox"/> Image 1A-1

## ADVANCE PREPARATION

### Rewind

- Create a timeline on chart paper, chalkboard or whiteboard, using Activity Page 4.1S as a guide. Write “George Washington” at the top. Underneath his name, draw a horizontal line with three vertical notches.
- Prepare Activity Page 4.1S. Students will use the images on the activity page to sequence the events of George Washington’s life.
- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Answer questions about George Washington.
- Retell major events of George Washington's life using linking words and phrases.
- Construct descriptive sentences using adjectives.

### Language Forms and Functions

George Washington was known as the "Father of Our Country" because...

George Washington was known as "first in war, first in peace, and first in the heart of his countrymen" because...

**Retell Events:** There once was . . . /Afterward, . . . /At last, . . .

The American flag is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
(adj.) (adj.) (adj.)

### Vocabulary

#### Tier 3 Domain-Specific Words

"Father of Our Country"

#### Tier 2 General Academic Words

events  
timeline

#### Tier 1 Everyday Speech Words

American flag

Start Lesson

## Lesson 4: George Washington Talk Time



**Primary Focus:** Students will discuss why George Washington is known as the father of our country.

### THE FIRST PRESIDENT (10 MIN.)



#### Show Image 4A-12: Portrait of George Washington

Introduce the activity by telling students that you are going to talk about the first president of the United States.

Remind students that George Washington took the lead in doing many

## Support

### Sentence starters:

"George Washington was known as the 'Father of Our Country' because..."

"George Washington was known as 'first in war, first in peace, and first in the heart of his countrymen' because..."



Speaking  
Exchanging Information  
and Ideas

### Entering/Emerging

Have students respond to their partner using gestures, words, or simple phrases.

### Transitioning/Expanding

Have students ask at their partner at least one question about what they said.

### Bridging

Have students respond to what their partner says by asking questions about it. Encourage students to add detail to their responses.

things for the new country. For example, he was the first to lead the army and he was the first president.

**Ask:** Who did the American people choose to be the first president of the United States? (*George Washington*)

**Think Pair Share:** I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

- George Washington is known as the "Father of Our Country." Why do you think people call him the "Father of Our Country"?"
- George Washington is often described as "first in war, first in peace, and first in the heart of his countrymen." Why do you think he is described in that way?



### Check for Understanding

**Turn and Talk:** Turn to your partner and discuss your responses to the questions.

## Lesson 4: George Washington

# Rewind



**Primary Focus:** Students will retell the major events of George Washington's life by sequencing images and using linking words and phrases.

### GEORGE WASHINGTON TIMELINE (15 MIN.)

- Tell students that they are going to create a timeline about George Washington's life.

**Definition:** A timeline shows a series of important events in the order they happened.

- Point to the timeline you have created. Tell students that this is what their timeline will look like. It will show events in George Washington's life in order.
- Explain that a timeline is read from left to right. Point out that the corresponding notches on the timeline show what happened first, next, and last in George Washington's life.

- Give students Activity Page 4.1S.
- Show Image Cards 11 (General Washington in the American Revolution), 6 (Young Washington) and 2 (President George Washington) in the order they appear on the activity page.
- Tell students that they are going to retell the important events of George Washington's life by cutting out the three images and arranging them in the order they happened.
- Go over each image and briefly talk about what is happening in the picture. You may also wish to talk about the period in George Washington's life that each image card represents: *childhood, general, president*.
- Next, have students cut out the three pictures.
- Then, students should arrange the pictures in the correct order.

**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 on their timeline.

#### Linking Words and Phrases that Show Sequence

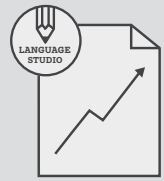
Once there was	Suddenly	The end
One day	Immediately	In the end
Long ago	Then	At last
There once was a	Next	Finally
First	Later	In conclusion
	Afterward	
	Second	



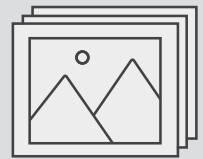
#### Retelling

Use your completed timeline to retell events from George Washington's life, using linking words and phrases. Then, on the back of your activity page, write a sentence about each image on the timeline.

#### Activity Page 4.1S



#### Image Card 2, 6, 11



#### Writing Understanding Cohesion

#### Entering/Emerging

Help students brainstorm simple linking words (*first, next, last*) and key words and phrases (*childhood, general, president*) and write them on the board.

#### Transitioning/Expanding

Help students brainstorm additional linking words and phrases: *Long ago, One day, Then, Finally, In the end*.

#### Bridging

Encourage students to include details in their sentences and use more complex linking words and phrases: *There once was, Afterward, At last*.

## 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	K12L4
Activity Name	Retelling
Proficiency Levels	
Entering	Student copies simple linking words and key words about the main topic.
Emerging	Student writes simple linking words, key words, and phrases about the main topic.
Transitioning	Student writes simple sentences using linking words and phrases with support.
Expanding	Student writes simple sentences using linking words and phrases.
Bridging	Student writes detailed sentences and uses more complex linking words and phrases to retell key details.



Speaking  
Using Nouns and Noun  
Phrases

#### Entering/Emerging

Have students add familiar adjectives to describe color.

#### Transitioning/Expanding

Have students add more complex adjectives to describe shape and pattern.

#### Bridging

Have students add variety of adjectives to show movement.

### Lesson 4: George Washington

## Looking at Language



**Primary Focus:** Students will expand simple sentences about the American flag by adding adjectives to provide details.

### 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.

#### Directions:

- First, I will show you a picture.

- Then, I will ask one question at a time.
- 
- We will answer the question by adding one or more details.
- After a question is answered, we will add the details to our sentence to make our sentence expand.



### Show Image 1A-1: American flag

What do you see in this picture?

» *I see a flag.*

Which flag is it?

» *I see the American flag.*

» *It's the American flag.*

What colors are on the American flag?

» *I see the red, white and blue American flag.*

» *The American flag is red, white and blue.*

How can you describe the red, white and blue American flag?

» *The red, white and blue American flag is bright and rectangular.*

» *The red, white and blue American flag is starred and striped.*

» *The red, white and blue American flag is waving/flying and bright.*

~ End Lesson ~

### Support

#### Sentence frame:

"The American flag is \_\_\_\_\_ (adj.), \_\_\_\_\_ (adj.), and \_\_\_\_\_ (adj)."



## 5

## PRESIDENTS AND AMERICAN SYMBOLS

## Thomas Jefferson

## PRIMARY FOCUS OF LESSON

**Speaking**

Students will depict a talent and share about it.

**Reading**

Students will identify the president associated with particular historical facts and events.

**Speaking**

Students will expand sentences by adding prepositional phrases to provide details.

## FORMATIVE ASSESSMENT

Speaking

Turn and Talk [Informal Observation]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Expanding Sentences [Informal Observation]

## LESSON AT A GLANCE

	Time	Materials
<b>Talk Time</b>		
Word Work: <i>Talent</i>	15 min.	<input type="checkbox"/> drawing paper; drawing tools
<b>Rewind</b>		
Founding Fathers	10 min.	<input type="checkbox"/> Activity Pages 5.1S, 5.2S
<b>Looking at Language</b>		
Expanding Sentences	5 min.	<input type="checkbox"/> Image 5A-7 <input type="checkbox"/> Language Proficiency Recording Sheet

## ADVANCE PREPARATION

### Rewind

- Prepare Activity Page 5.1S and refer to it as Response Card 1 for George Washington. Prepare Activity Page 5.2S and refer to it as Response Card 2 for Thomas Jefferson.

### Looking at Language

- Prepare Language Proficiency Recording Sheet for Speaking.

### Note to Teacher

Important facts about Thomas Jefferson for students to take away from this lesson are that he was curious about his world and that he was a talented writer who wrote most of the Declaration of Independence.

### Cross-Curricular Connections

The read-aloud mentions a family legend that Thomas Jefferson filled his pockets each morning with small measuring tools, a notebook, a pencil, and sometimes even a tiny globe. He liked to measure anything he found during the day. This would make a good science and math activity at a separate time.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Share about a talent.
- Expand sentences using prepositional phrases.

### Language Forms and Functions

My talent is \_\_\_\_\_.

George Washington was \_\_\_\_\_.

Thomas Jefferson was \_\_\_\_\_.

Thomas Jefferson is writing \_\_\_\_\_.  
(prepositional phrase)

### Vocabulary

#### Tier 3 Domain-Specific Words

Founding Fathers

#### Tier 2 General Academic Words

talent

#### Tier 1 Everyday Speech Words

president



Speaking  
Exchanging Information  
and Ideas

#### Entering/Emerging

Have students use an oral sentence frame to tell about their talents:

"My talent is \_\_\_\_\_."

#### Transitioning/Expanding

Have students ask their partners one *yes/no* or *wh-* question about their talents.

#### Bridging

Encourage students to include details in their explanations of their talents and ask several questions about their partners' talents.

Start Lesson

## Lesson 5: Thomas Jefferson

# Talk Time



**Primary Focus:** Students will depict a talent and share about it.

### WORD WORK: TALENT (15 MIN.)

In today's read-aloud, you heard that Thomas Jefferson had a talent for writing.

Say the word *talent* with me three times.

**Definition:** A talent is a skill or something special that you can do. For example, you could have a talent for singing, drawing, playing a musical instrument, or playing a sport.

**Example:** He has a talent for acting, so he will be the star of the play.

**Draw It:** [Give students drawing paper and drawing tools.] What kind of talent do you have? Or, what talent do you wish to have?



### Formative Assessment

**Turn and Talk:** Share your drawing with your partner and tell him/her about your talent. Ask your partner questions about his/her talent.

## Lesson 5: Thomas Jefferson

# Rewind



**Primary Focus:** Students will identify the president associated with particular historical facts and events.

### FOUNDING FATHERS (10 MIN.)

- Distribute Activity Page 5.1S and 5.2S to each student.

**Ask:** Who do you see on each response card?

**Making Choices:** I will state an important fact about one or both of the Founding Fathers you have learned about, George Washington or Thomas Jefferson. If the fact is about George Washington, hold up the response card for George Washington. If the fact is about Thomas Jefferson, hold up the response card for Thomas Jefferson. If the fact is about both Founding Fathers, hold up both response cards.

- The legend of the cherry tree is about him. (*George Washington*)
- He wrote the Declaration of Independence. (*Thomas Jefferson*)
- He was admired for being honest and clever. (*George Washington*)
- He wanted to have a new nation that was free from the rule of the British king. (*both*)
- He is known as the “Father of Our Country.” (*George Washington*)
- He loved books and was also a good writer. (*Thomas Jefferson*)
- He was a Founding Father of the United States. He was a leader who helped to start the United States of America. (*both*)
- He was the leader of the American army. (*George Washington*)
- He was the third president of the United States. (*Thomas Jefferson*)

Activity Pages  
5.1S, 5.2S



Reading  
Reading/Viewing  
Closely

### Entering/Emerging

Have students refer to the response cards and use an oral sentence frame to tell a fact: “George Washington was \_\_\_\_.” “Thomas Jefferson was \_\_\_\_.”

### Transitioning/Expanding

Encourage students to use complete sentences and include some detail when telling their fact.

### Bridging

Encourage students to include distinguishing details about each president in descriptive sentences.

- He was the first president of the United States. (*George Washington*)
- The capital of the United States is named after him. (*George Washington*)



### Check for Understanding

**Turn and Talk:** Tell your partner one fact about George Washington and one fact about Thomas Jefferson.

## Lesson 5: Thomas Jefferson

# Looking at Language



**Primary Focus:** Students will expand sentences by adding prepositional phrases to provide details.

### EXPANDING SENTENCES (5 MIN.)



#### Show Image 5A-7: Jefferson writing in the inn

We can add detail to our sentences by telling about *where*, *when*, *how* or *why* something happens.

**Definition:** A detail gives more information about something.

**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 sentence.



### Expanding Sentences

I will ask questions about this image. You will expand your answers to my questions by adding details using words such as *at*, *in*, *after*, *during*, *with*, and *to* to tell about *where*, *when*, *how*, and *why* something happens. [Write the words *at*, *in*, *after*, *during*, *with*, and *to* on the board.]

Who is in the image?

- » *Thomas Jefferson*

What is Thomas Jefferson doing?

- » *Thomas Jefferson is writing.*

Where is Thomas Jefferson writing?

- » *Thomas Jefferson is writing **in** his room.*
- » *Thomas Jefferson is writing **at** the inn.*
- » *Thomas Jefferson is writing **at** his desk.*

When is Thomas Jefferson writing?

- » *Thomas Jefferson is writing **at** night.*
- » *Thomas Jefferson is writing **after** dark.*
- » *Thomas Jefferson is writing **in** the evening.*
- » *Thomas Jefferson is writing **during** the night.*

How is Thomas Jefferson writing?

- » *Thomas Jefferson is writing **with** a quill.*

Why is Thomas Jefferson writing?

- » *Thomas Jefferson is writing **to** create the Declaration of Independence.*



## Speaking

Modifying to Add Details

### Entering/Emerging

Provide the prepositional phrase for each response and have students add it to the base sentence.

### Transitioning/Expanding

Provide the preposition that begins each phrase.

### Bridging

Encourage students to add several prepositional phrases to the base sentence to build a final sentence telling where, when, how and why. (e.g., Thomas Jefferson is writing at his desk at night with a quill to create the Declaration of Independence.)

## 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	K12 L5
Activity Name	Expanding Sentences
Proficiency Levels	
Entering	Student adds provided prepositional phrase to base sentence with support.
Emerging	Student adds provided prepositional phrase to base sentence.
Transitioning	Student adds a prepositional phrase using the preposition provided.
Expanding	Student adds one prepositional phrase to base sentence.
Bridging	Student adds several prepositional phrases to base sentence.

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

## PRESIDENTS AND AMERICAN SYMBOLS

# Abraham Lincoln

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

Students will listen to an interactive read-aloud about Abraham Lincoln.

**Speaking**

Students will apply the word *serious* in various contexts.

**FORMATIVE ASSESSMENT**

Speaking

Word to World [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

Q&A [Informal Observation]



## LESSON AT A GLANCE

|                                           | Time    | Materials                                                                                                                                                                                                                              |
|-------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Look Ahead</b>                         |         |                                                                                                                                                                                                                                        |
| Interactive Read-Aloud: "Abraham Lincoln" | 25 min. | <input type="checkbox"/> Flip Book<br><input type="checkbox"/> Resource Page 12.3<br><input type="checkbox"/> Activity Page 6.1S<br><input type="checkbox"/> U.S. map<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Vocabulary Building</b>                |         |                                                                                                                                                                                                                                        |
| Word Work: <i>Serious</i>                 | 5 min.  |                                                                                                                                                                                                                                        |

## ADVANCE PREPARATION

### Look Ahead

- Preview the order in which Flip Book images will be shown during the Interactive Read-Aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses images from Resource Page 12.3.
  1. 6A-1: Lincoln and his hat
  2. Resource Page 12.3: Image 1 (Abe Lincoln chops wood )
  3. Resource Page 12.3: Image 2 (Abe Lincoln reading by fire)
  4. Resource Page 12.3: Image 3 (Abe Lincoln holding up book )
  5. Resource Page 12.3: Image 4 (Abe Lincoln with man in hat )
  6. 6A-6: Abraham Lincoln
  7. 6A-8: What was under Lincoln's hat
  8. 6A-6: Abraham Lincoln
- Prepare Activity Page 6.1S; refer to it as Response Card 3 for Abraham Lincoln.
- Prepare Language Proficiency Recording Sheet for Reading.

Note to Teacher

Abraham Lincoln was president during the time of the U.S. Civil War. Although the read-aloud does not talk about this war and touches only briefly on the matter of slavery, it is important for students to know that Lincoln wrote a document that proclaimed that slavery was illegal.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                     |                                                          |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>Discuss the life and contributions of Abraham Lincoln</li><li>Contribute to discussion using the general academic word <i>serious</i>.</li></ul> |                                                          |                                 |
| Language Forms and Functions                                                                                                                                                           |                                                          |                                 |
| <p>Abe Lincoln showed he was hard-working by. . .</p> <p>Who was. . . ? / Where did. . . ? / When did. . . ? / What was. . . ? / Why did. . . ?</p> <p>I was serious when. . .</p>     |                                                          |                                 |
| Vocabulary                                                                                                                                                                             |                                                          |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                        | Tier 2<br>General Academic Words                         | Tier 1<br>Everyday Speech Words |
| slavery                                                                                                                                                                                | announce<br>honest<br>proclaim<br>serious<br>surrendered | hat<br>law<br>north/south       |

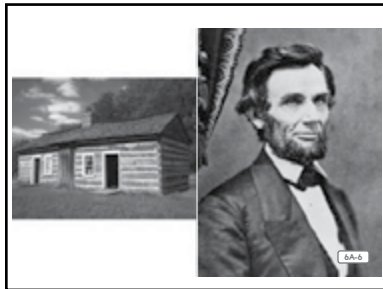
## Lesson 6: Abraham Lincoln

## Look Ahead

25M

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

## INTERACTIVE READ-ALOUD: "ABRAHAM LINCOLN" (25 MIN.)



## Show Image 6A-6: Abraham Lincoln

- Explain to students that in today's read-aloud they will hear about an important person in American history who was not a Founding Father. He was the sixteenth president of the United States. He was elected over seventy years after George Washington served as the first president of the United States.
- Remind students that during George Washington and Thomas Jefferson's time, America was fighting for freedom from the king's rule.
- Explain that America did become a free nation, but there were still people in the country who were not free people. In the time of Washington, Jefferson, and Lincoln, there were enslaved people in the United States who were forced to work without pay and were not free to decide how to live their lives. Tell students that today slavery is against the law and people know that it is wrong, but long ago it was not against the law.
- Distribute Activity Page 6.1S. Ask volunteers to describe each image on the response card. Tell students that they will use this response card to discuss today's read-aloud.

## Activity Page 6.1S



## Show Image 6A-1: Lincoln and his hat

*[Invite a student to point to Lincoln's tall hat.]*

If I asked you what was under Abraham Lincoln's hat, you might laugh and say, "His head, of course!"

This tall, bearded man wearing a tall, black hat is Abraham Lincoln. Today you will hear about something important he kept under his hat

while he was president.

But first we will hear about young Abe.

### **Show Resource Page 12.3: Image 1 (Abe Lincoln chops wood )**

Abe Lincoln's family lived in a little log cabin far out in the country. Abe's family was poor, and he had to work hard every day to help his father with the farm. Abe planted seeds, plowed the field, and chopped wood. He spent the whole day working on the farm. Abe had so many chores to do, that he had to work all day long. He did not have time to go to school.

Image Cards 1, 3, 4



#### **Check for Understanding**

**Turn and Talk:** Tell your partner about one way in which your life is the same or different from young Abraham Lincoln's.

### **Show Resource Page 12.3: Image 2 (Abe Lincoln reading by fire)**

But Abe still loved learning and wanted to learn all kinds of things. So every night, even though he was tired, he stayed awake, teaching himself to read. In those days, no one had electric lights that you could turn on after dark. So in order to read, Abe Lincoln sat beside the fireplace. The light from the fire helped him see the words on the pages of the books that he was reading.

As Abe got older, he continued to work very hard, helping on the farm during the day and studying at night. He read as many books as he could find, but his family did not have many books of their own.

*How did Abraham Lincoln learn to read? (He taught himself to read.)*

### **Show Resource Page 12.3: Image 3 (Abe Lincoln holding up book )**

So Abe borrowed a book from a neighbor. It rained that night, and the roof of his family's log cabin leaked. The neighbor's book got all wet! It was ruined.

*What do you think Abe should do?*

### **Show Resource Page 12.3: Image 4 (Abe Lincoln with man in hat )**

Abe felt really bad about what had happened to his neighbor's book. He carried the ruined book back to his neighbor.

"Our roof leaked, and the rain came in on your book," he confessed. "I am so sorry. What can I do to repay you?"

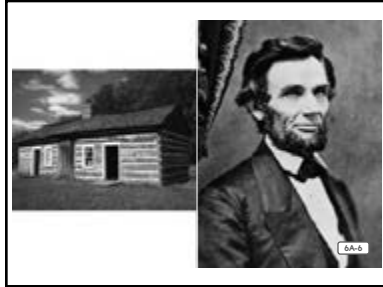
## Support

### Sentence starter:

"Young Abe Lincoln showed he was honest by. . ."

They agreed that Abe would work for three days in his neighbor's fields in order to pay for the book that had been ruined.

Abe proved that he was an honest and hard-working person.



### Show Image 6A-6: Abraham Lincoln

When Abe was a little older, he worked at a general store as a clerk. One evening as he counted the money in the register, he found that a customer paid six cents too much. Abe walked six miles to return the money.

*[Note that six cents during Lincoln's time was worth much more than six cents today.]*

Later, when he was working as a lawyer, he returned money to his customers if he felt that they had paid him too much. He had the reputation of being the most honest lawyer in town and was known by the nickname "Honest Abe." Abraham Lincoln was well-known for his honesty.

*What was Abraham Lincoln's nickname? (Honest Abe.)*

*What does it mean to be honest? (It means to always tell the truth.)*

*How did Abraham Lincoln show he was honest?*

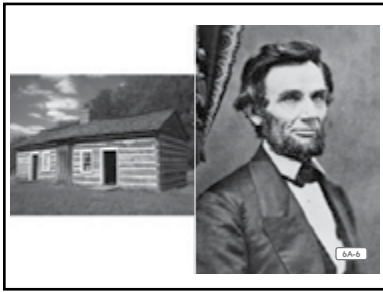


### Show Image 6A-8: What was under Lincoln's hat?

"Honest Abe" was elected the sixteenth president of the United States. During this time not everybody in America was free. There were enslaved people who were forced to work without pay. They were not free to decide how to live their lives. When people asked him what

should be done about slavery, his face would become serious. Abraham Lincoln grew up believing that everyone had the right to improve their lives. He believed that slavery was wrong.

One day, he picked up his tall, black hat, reached inside and pulled out a folded piece of paper. He said, "I have been carrying this paper inside my hatband for more than three months, waiting for the right day to show it to you. Today is that day. I am going to proclaim—or let everyone know—that the enslaved people are free people. Anyone who doesn't let them be free is breaking the law."



### Show Image 6A-6: Abraham Lincoln

This piece of paper under Abraham Lincoln's hat changed America forever. Lincoln believed that, "Everyone must understand that America is truly a land of life, liberty, and the pursuit of happiness, just as Thomas Jefferson wrote."

*Where did Thomas Jefferson write those words? (in the Declaration of Independence)*



#### Q&A

With your partner, ask and answer *wh*- questions about Abraham Lincoln.



Reading  
Reading/Viewing  
Closely

## 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   | K12L6                                                                                       |
| Activity Name      | Q&A                                                                                         |
| Proficiency Levels |                                                                                             |
| Entering           | Student echos <i>wh</i> - questions and repeats key words in the answer.                    |
| Emerging           | Student responds to simple <i>wh</i> - questions, repeating key words.                      |
| Transitioning      | Student asks and answers <i>wh</i> - questions about an image using key words with support. |
| Expanding          | Student asks and answers <i>wh</i> - questions about an image using key words.              |
| Bridging           | Student asks and answers questions using key words.                                         |

### Entering/Emerging

Ask simple *wh*- questions about the read-aloud for students to echo (e.g., "Who was the read-aloud about? Where did Abraham Lincoln live as a child? What did he have under his hat?"). Have students repeat key words in the answers.

### Transitioning/Expanding

Brainstorm an oral word bank of key words about each image. Prompt students to ask *wh*- questions about an image: "Who was...? Where did...? When did...? What was...? Why did...?"

### Bridging

Invite partner pairs to ask and answer their own questions about an image, using key words.

## Lesson 6: Abraham Lincoln

# Vocabulary Building



**Primary Focus:** Students will apply the word *serious* in various contexts.

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

When people asked Abraham Lincoln what should be done about slavery, his face would become serious.

Say the word *serious* with me three times.

**Definition:** The word *serious* means not smiling or laughing.

**Example:** Someone might have a serious look on his or her face if he or she is angry or upset, or when he or she has something important to say.

**Making Choices:** Tell me if this is an example of someone serious. Say, "Yes, \_\_\_\_\_ is serious," or "No, \_\_\_\_\_ is not serious."

- a playful clown
- an angry friend
- a laughing baby
- a mad parent



Speaking  
Selecting Language  
Resources

### Entering/Emerging

Have students use facial expressions and body language to show how they look when they are serious.

### Transitioning/Expanding

Have students tell about a time they were serious using the sentence starter: "I was serious when . . ."

### Bridging

Encourage students to use expanded sentences and to include detailed information when telling about a time they were serious.



### Formative Assessment

**Word to World:** Show your partner how your face might look if you were being serious. Then share about a time when you were serious.

End Lesson

## PRESIDENTS AND AMERICAN SYMBOLS

# Teddy Roosevelt

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

Students will use context clues to determine if a situation describes an act of conserving or an act of wasting.

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

**Speaking**

Students will ask and answer *wh*- questions about Teddy Roosevelt.

Students will expand simple sentences by adding prepositional phrases to provide details.

**FORMATIVE ASSESSMENT**

Speaking

Q&amp;A [Informal Observation]

Speaking

Expanding Sentences [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Word to World [Informal Observation]



## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                                           |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>          |         |                                                                                                     |
| Word Work: <i>Conserving</i>        | 10 min. | <input type="checkbox"/> Poster 4M<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| Multiple-Meaning Word: <i>Right</i> | 5 min.  |                                                                                                     |
| <b>Talk Time</b>                    |         |                                                                                                     |
| Asking Questions                    | 10 min. | <input type="checkbox"/> Image 7A-8                                                                 |
| <b>Looking at Language</b>          |         |                                                                                                     |
| Expanding Sentences                 | 5 min.  |                                                                                                     |

## ADVANCE PREPARATION

### Vocabulary Building

- Prepare Language Proficiency Recording Sheet for Listening.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Distinguish between conserving and wasting resources.
- Apply multiple meanings of the word *right* in various contexts.
- Ask and answer *wh*- questions.
- Expand sentences using prepositional phrases.

### Language Forms and Functions

That is \_\_\_\_\_ (conserving/wasting) \_\_\_\_\_ (item).

I conserve \_\_\_\_\_ by. . .

Who. . . ? / What. . . ? / When. . . ? / Where. . . ? / Why. . . ?

The president lives **in** the White House.

The president works **at** his desk.

### Vocabulary

**Tier 3**  
Domain-Specific Words

**Tier 2**  
General Academic Words

**Tier 1**  
Everyday Speech Words

conserving/wasting

right

Start Lesson

## Lesson 7: Teddy Roosevelt

# Vocabulary Building



**Primary Focus:** Students will use context clues to determine if a situation describes an act of conserving or an act of wasting.

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

## WORD WORK: CONSERVING (10 MIN.)

Teddy Roosevelt felt that conserving nature was important.

Say the word *conserving* with me three times.

**Definition:** Conserving means saving or keeping something from being wasted.

**Example:** We are conserving electricity by turning off the lights when we are finished using them.



### Listening Selecting Language Resources

#### Entering/Emerging

Instruct students to signal thumbs up for “conserving” and thumbs down for “wasting.” Have students repeat the phrase “that is conserving” or “that is wasting” to respond.

#### Transitioning/Expanding

Model responses using the sentence frame: “That is \_\_\_\_\_(conserving/wasting) \_\_\_\_\_(item).”

#### Bridging

Challenge students to think of other actions that would be examples of conserving and wasting.

#### Support

#### Sentence starter:

“I conserve \_\_\_\_\_ by . . .”



### Word to World

The opposite of *conserving* is *wasting*. If what I say is an example of conserving, say, “That is conserving.” If what I say is an example of wasting, say, “That is wasting.”

The boy turns off the water while he is brushing his teeth.

» *That is conserving water.*

The student uses only the amount of paper that he needs, so he will have some paper left over.

» *That is conserving paper.*

He leaves the lights, computer, and television on when he is not using them.

» *That is wasting electricity.*

The soccer player rests before the game so she will have more energy when she plays.

» *That is conserving energy.*

Someone throws away the sandwich that they didn’t eat for lunch.

» *That is wasting food.*



### Check for Understanding

**Turn and Talk:** Tell your partner what you do to conserve something.

## 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   | K12L7                                                                            |
| Activity Name      | Word to World                                                                    |
| Proficiency Levels |                                                                                  |
| Entering           | Student signals choice using gestures and repeating target word(s) with support. |
| Emerging           | Student signals choice using gestures and repeating target word(s).              |
| Transitioning      | Student responds using target word(s) in a complete sentence with support.       |
| Expanding          | Student responds using target word(s) in a complete sentence.                    |
| Bridging           | Student creates sentences using target word(s).                                  |

## MULTIPLE-MEANING WORD: RIGHT (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.

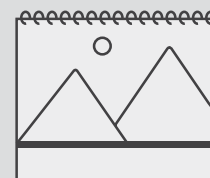
In the read-aloud you heard Teddy think, “My father was *right*. I must use every day I have in this world to do important things.”

**With A Partner:** Think of as many meanings for *right* as you can or discuss ways you can use the word *right*.

- [Show Poster 4M (Right).] Point to the picture on the poster that shows how the word *right* is used in today’s read-aloud. (*two*)
- *Right* can also mean other things. *Right* can mean good, fair, and just. (*one*)
- *Right* is also a direction that is opposite of left. (*three*)
- Did you and your partner think of any of these definitions or meanings?

**Turn and Talk:** Now quiz your partner on the different meanings of *right*. For example you could say, “Sharing is the right thing to do. Which *right* am I?” And your partner should say, “That’s one.”

Poster 4M



## Lesson 7: Teddy Roosevelt

# Talk Time



**Primary Focus:** Students will ask and answer *wh*- questions about Teddy Roosevelt.

### ASKING QUESTIONS (10 MIN.)

- Write the words *who*, *what*, *when*, *where* and *why* on the board. Point to each word as you say it while explaining the directions for this activity.



Speaking  
Exchanging Information  
and Ideas

#### Entering/Emerging

Choose one or two *wh*- question words for students to focus on (e.g., *who*, *what*, *where*). Provide the questions for students and have them repeat them to their partners.

#### Transitioning/Expanding

Prompt students as needed by telling them to ask questions about *who* is in the image, *what* the people are doing, and *where* they are.

#### Bridging

Have students think of questions with all *wh*- question words. Encourage students to include details in their responses.



#### Show image 7A-8: Roosevelt and children on a nature walk

- Reread the section of the read-aloud that corresponds to this activity:

As busy as he was, Teddy loved to be outdoors with his family. Teddy often led his children outdoors to explore the woods or play on the lawn. He taught them all he knew about birds, animals, and plants.



#### Formative Assessment

**Q&A:** With your partner, ask and answer *wh*- questions about Teddy Roosevelt. Look at the picture. You and your partner will ask and answer questions based on what you heard in the read-aloud and what you see in the picture.

**Note:** Have students identify who is Partner A and who is Partner B.

- First, Partner A should make up a question about the picture using *who*. Then, Partner B should answer that question.
- Next, Partner B should make up a question about the picture using *what*. Then, Partner A should answer that question.

- Next, Partner A should make up a question about the picture using *when*. Then, Partner B should answer that question.
- Next, Partner B should make up a question about the picture using *where*. Then, Partner A should answer that question.
- Finally, Partner A should make up a question about the picture using *why*. Then, Partner B should answer that question.

## Variations

- Do this activity as a class with one group asking questions and the other group answering.
- Do this activity with home-language peers.

## Lesson 7: Teddy Roosevelt

# Looking at Language



**Primary Focus:** Students will expand simple sentences by adding prepositional phrases to provide details.

### 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 that they can add detail to our sentences by telling about *where*, *when*, *why* or *how* something happens.
- Tell students the directions to this expanding sentences activity:
  - First, I will show you a picture or a pair of pictures.
  - Next, I will say a simple sentence about the picture or pictures and ask you to repeat my sentence.
  - Then, I will ask one question at a time.
  - We will answer the question by adding a one or more details to our sentence to make our sentence expand.

## Support

**Prepositions:**

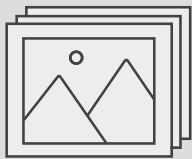
**Place:** at, behind, in

**Time:** in, during

**Means:** with

**Cause:** to

### Image Card 3



Speaking  
Modifying to Add Details

#### Entering/Emerging

Have students think of one or two prepositional phrases about places to add details to the sentences.

#### Transitioning/Expanding

Have students add details to the sentences by telling about *where* and *when* the president sits.

#### Bridging

Challenge students to add prepositional phrases to tell *where*, *when*, and *why* the president sits.



Show Image 8A-8: Obama family and Bo

### Show Image Card 3 (The White House)

Where does the president live?

- » *The president lives in the White House.*
- » *The president lives in Washington, D.C.*

Whom does the president live with?

- » *The president lives with his family and his dog.*



### Show Image 1A-7: Oval Office

Where does the president work?

- » *The president works at the White House.*
- » *The president works in the Oval Office.*
- » *The president works at his desk.*



### Formative Assessment

**Expanding Sentences:** Now, with your partner, think of ways to expand the sentence, “The president sits,” by answering the questions, “Where does the president sit?” for this image.

Possible responses:

- *The president sits at his desk.*
- *The president sits behind his desk.*
- *The president sits in the chair.*
- *The president sits in his office.*

End Lesson

## PRESIDENTS AND AMERICAN SYMBOLS

# Barack Obama

**PRIMARY FOCUS OF LESSON****Writing**

Students will depict an accomplishment and share about it.

**Speaking**

Students will apply the meaning of the saying, “Where there’s a will, there’s a way,” to a familiar situation.

Students will expand simple sentences by adding adjectives to provide details.

**FORMATIVE ASSESSMENT**

Speaking

Adding Details [Informal Observation]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

My Accomplishment [Informal Observation]



## LESSON AT A GLANCE

|                                                            | Time    | Materials                                                                                                              |
|------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b>                                      |         |                                                                                                                        |
| Word Work: <i>Accomplishment</i>                           | 15 min. | <input type="checkbox"/> drawing paper, drawing tools<br><input type="checkbox"/> Language Proficiency Recording Sheet |
| <b>Connections</b>                                         |         |                                                                                                                        |
| Sayings and Phrases: "Where There's a Will, There's a Way" | 10 min. |                                                                                                                        |
| <b>Looking at Language</b>                                 |         |                                                                                                                        |
| Expanding Sentences                                        | 5 min.  | <input type="checkbox"/> Image 1A-6                                                                                    |

## ADVANCE PREPARATION

### Write About It

- Prepare Language Proficiency Recording Sheet for Writing.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                          |                                                            |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Draw and write about an accomplishment.</li> <li>• Apply the saying "Where there's a will, there's a way" to different situations.</li> <li>• Expand simple sentences using adjectives.</li> </ul> |                                                            |                                 |
| Language Forms and Functions                                                                                                                                                                                                                |                                                            |                                 |
| One of my biggest accomplishments was . . .<br>I am proud of my accomplishment because . . .<br>I worked really hard to . . .<br>Working hard is important because . . .                                                                    |                                                            |                                 |
| Vocabulary                                                                                                                                                                                                                                  |                                                            |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                             | Tier 2<br>General Academic Words                           | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                             | accomplishment<br>"Where there's a will,<br>there's a way" |                                 |

## Lesson 8: Barack Obama

## Write About It



**Primary Focus:** Students will depict an accomplishment and share about it.

**WORD WORK: ACCOMPLISHMENT (15 MIN.)**

Becoming the president of the United States was a great accomplishment for President Obama.”

Say the word *accomplishment* with me three times.

**Definition:** An accomplishment is something that was done successfully or well with hard work and effort.

**Example:** One of her biggest accomplishments in kindergarten was learning to read.


**My Accomplishment**

Draw a picture of one of your biggest accomplishments in kindergarten this year. Then, write about your accomplishment.


**Writing**  
**Writing**
**Entering/Emerging**

Prompt students to draw a pictures of their accomplishments.

**Transitioning/Expanding**

Provide a written word bank of key words related to accomplishments. Invite students to dictate simple sentences about their pictures.

**Bridging**

Provide simple sentence starters for students to write about.

“One of my biggest accomplishments in kindergarten was. . .

I am proud of my accomplishment 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.

| Evaluation Tool    |                                                                                |
|--------------------|--------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                        |
| Knowledge/Lesson   | K12L8                                                                          |
| Activity Name      | My Accomplishment                                                              |
| Proficiency Levels |                                                                                |
| Entering           | Student draws picture related to the topic.                                    |
| Emerging           | Student draws picture related to the topic and describes items in the picture. |
| Transitioning      | Student copies key words related to topic from models.                         |
| Expanding          | Student dictates short sentence to describe picture.                           |
| Bridging           | Student writes short sentence using sentence starters.                         |

### Lesson 8: Barack Obama

## Connections



**Primary Focus:** Students will apply the meaning of the saying, "Where there's a will, there's a way," to a familiar situation.

### SAYINGS AND PHRASES (10 MIN.)

#### "Where There's a Will, There's a Way"

Have you ever heard anyone say "Where there's a will, there's a way?" [Have students repeat the saying with you three times.]

**Definition:** *Will* means the desire to do or get something you really want.

This saying is another way of saying that when you want something really badly and don't give up, you will find a way to get it.

President Obama had the will or desire to be president of the United States.

Do you think it is easy to become the president of the United States?

- Remind students that Obama studied hard in school and got a good education so that he would be able to have a job where he could help people. He worked hard to help others. Then he became a senator (or leader of a state). Finally, he was elected to be the president of the United States.

President Obama accomplished his goal of becoming president because that's what he really wanted—"Where there's a will, there's a way."

- Any day that your class has worked hard or persevered and worked through a solution to a tough problem, be sure to use the saying to describe their efforts.

## Support

**Sentence starters:** "I worked really hard to. . ."  
"Working hard is important because. . ."



### Check for Understanding

**Share:** Has there been a time when you or someone you know kept on trying even though it was hard, and, in the end, things worked out?

## Lesson 8: Barack Obama

# Looking at Language



**Primary Focus:** Students will expand simple sentences by adding adjectives to provide details.

### EXPANDING SENTENCES (5 MIN.)

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

- State the directions for this sentence expanding activity.
  - First, I will show you a picture and say a sentence about it.
  - Then, you will think of one detail or adjective you could add to expand my sentence.
  - Last, tell your partner your new expanded sentence with the detail or adjective you have added. Did both of you think of the same detail or adjective?



### Speaking Using Nouns and Noun Phrases

#### Entering/Emerging

Have students use familiar adjectives (size and color) to describe the dog and the grass in simple ways.

#### Transitioning/Expanding

Have students use more complex adjectives (appearance and shape) to describe the dog and the grass in a growing number of ways.

#### Bridging

Have students use a variety of adjectives (emotion and texture) to describe the dog and the grass in a wide variety of ways. Encourage students to add more than one detail or adjective to the nouns in the sentence.



#### Show Image 1A-6: Bo Obama portrait

The dog is sitting on the grass.



### Formative Assessment

**Adding Details:** How can you add detail to this sentence?

Suggested sentences:

- » *The black and white dog is sitting on the green grass.*
- » *The little dog is sitting on the green grass.*
- » *The cute dog is sitting on the pretty grass.*
- » *The fluffy dog is sitting on the long grass.*
- » *The happy/smart/kind/soft dog is sitting on the smooth grass.*

End Lesson

## PRESIDENTS AND AMERICAN SYMBOLS

# Carving Mount Rushmore

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

Students will identify three presidential monuments located in Washington, D.C.

**Speaking**

Students will present a choral singing of the song and chant *Mount Rushmore*.  
Students will describe the order of the presidents on Mount Rushmore.

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

Presidents [Activity Page 9.1S]

## LESSON AT A GLANCE

|                                     | Time    | Materials                                                                      |
|-------------------------------------|---------|--------------------------------------------------------------------------------|
| <b>Look Ahead</b>                   |         |                                                                                |
| Vocabulary Preview: <i>Monument</i> | 5 min.  | ❑ Images 1A-9, 1A-10                                                           |
| <b>On Stage</b>                     |         |                                                                                |
| Mount Rushmore Song                 | 10 min. | ❑ Image 9A-1<br>❑ music to “I’m a Little Teapot”                               |
| <b>Hands On</b>                     |         |                                                                                |
| Mount Rushmore Puzzle               | 15 min. | ❑ Image 9A-1<br>❑ Activity Page 9.1S<br>❑ Language Proficiency Recording Sheet |

## ADVANCE PREPARATION

### On Stage

- Find music to “I’m a Little Teapot” to play for students.

### Hands On

- Prepare Activity Page 9.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Present a song and chant about Mount Rushmore.
- Retell the order of presidents on Mount Rushmore using linking words and phrases.

### Language Forms and Functions

This monument is \_\_\_\_\_. It honors President \_\_\_\_\_.

**Sequence:** *First.../Next.../Then.../Last...*

### Vocabulary

#### Tier 3 Domain-Specific Words

#### Tier 2 General Academic Words

#### Tier 1 Everyday Speech Words

monument

mountain  
president  
rock

Start Lesson

## Lesson 9: Carving Mount Rushmore

# Look Ahead



**Primary Focus:** Students will identify three presidential monuments located in Washington, D.C.

### VOCABULARY PREVIEW: MONUMENT (5 MIN.)

In today's read-aloud you will hear about a very big monument honoring four presidents you have been learning about.

Say the word *monument* with me three times.

**Definition:** A monument is a large structure, such as a statue or building, made to remember and honor a person or event.



## Support

### Sentence frames:

"This monument is  
called \_\_\_\_."

"It honors  
President \_\_\_\_."



**Show Image 1A-9: Lincoln Memorial,  
Jefferson Memorial**



**Show Image 1A-10: Washington Monument**

**Example:** There are many monuments  
that honor past presidents in  
Washington, D.C.

- Can you name these monuments? Which  
presidents do they honor?  
[Help students correctly name each  
monument and tell which president each  
monument honors.]

## Lesson 9: Carving Mount Rushmore

# On Stage



**Primary Focus:** Students will present a choral singing of the song and chant  
*Mount Rushmore*.



Speaking  
Presenting

### Entering/Emerging

Have students hum the  
tune.

### Transitioning/Expanding

Have students sing  
most or all of the words  
with you.

### Bridging

Have students sing  
all of the words  
independently.

## MOUNT RUSHMORE SONG (10 MIN.)



**Show Image 9A-1: Mount Rushmore**

Name the monument shown in the image.

» *Mount Rushmore*

Who are the four presidents on the monument?

» *George Washington, Thomas Jefferson, Theodore  
Roosevelt, and Abraham Lincoln*

What is Mount Rushmore made out of?

» *rock, mountain*

Let's learn a song about the Mount Rushmore Monument. It can be sung to  
the tune of *I'm a Little Teapot*.

- Invite students to sing *I'm a Little Teapot* together or to hum along.]
- Say each line of the song and have students repeat the words after you. Then have students sing the song with you.

Repeat after me:

*On the Mount Rushmore  
Monument,  
Carved out of rock: Washington,  
Jefferson, Lincoln,  
Roosevelt—  
Four of the U.S. presidents.*

## Lesson 9: Carving Mount Rushmore

# Hands On



**Primary Focus:** Students will describe the order of the presidents on Mount Rushmore.

### MOUNT RUSHMORE PUZZLE (15 MIN.)



#### Show image 9A-1: Mount Rushmore

- Point out the face of each president and ask students to name the president. (*The order is Washington, Jefferson, Roosevelt, Lincoln*)
- Hold up page one of Activity Page 9.1S so students can see. Tell students that you are going to give them a picture of Mount Rushmore without the faces of the presidents on it.
- Hold up page two of Activity Page 9.1S so students can see. Tell them to cut the faces out and put them in the correct places on the blank Mount Rushmore.
- Have students cut out the faces of the four presidents and glue them in the correct order on the blank Mount Rushmore.

#### Activity Page 9.1S





## Speaking Understanding Cohesion

### Entering/Emerging

Name the presidents and have students echo the names. 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 sequence of images using these linking words.

### Bridging

Challenge students to use a variety of linking words and phrases to sequence the images with a partner.



## Presidents

Once you have glued the faces on, compare your work with a partner. Use linking words to describe the order the presidents appear in on Mount Rushmore.

## 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   | K12L9                                                                                                   |
| Activity Name      | Presidents                                                                                              |
| Proficiency Levels |                                                                                                         |
| Entering           | Student sequences images with support.                                                                  |
| Emerging           | Student sequences images.                                                                               |
| Transitioning      | Student retells order of images using visuals and some frequently occurring linking words with support. |
| Expanding          | Student retells order of images using visuals and some frequently occurring linking words.              |
| Bridging           | Student retells order of images using linking words.                                                    |

End Lesson

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## **Acknowledgments**

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

## **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, Julianne 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.

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### Writers

Rosie McCormick

### Expert Reviewers

J. Chris Arndt, Jeffrey Hantman

### Writers

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ISBN 9781681615189



Amplify Core Knowledge Language Arts

