Amplify Core Knowledge Language Arts

LANGUAGE STUDIO

Language Studio

Grade 1

Program Guide

Grade 1

Program Guide

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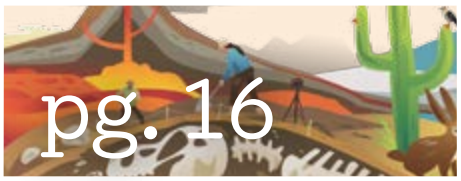

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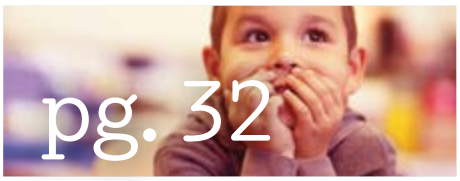

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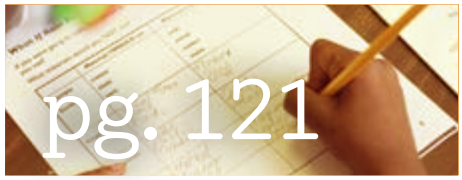

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Welcome to Language Studio

Language Studio is the designated English Language Development companion for Core Knowledge Language Arts (CKLA). Language Studio provides effective, targeted instruction to address the specific needs of English Language Learners (ELLs). Lessons preview or reinforce language and content introduced during Primary Instruction so that ELLs of all proficiency levels are able to access grade-level content knowledge as they develop academic English and effective expression across domains.

ELLs comprise a diverse student population in terms of language background, prior educational experiences, and background knowledge. Language Studio leverages this wealth of knowledge and provides differentiated instruction that enables ELLs to meet the demands of rigorous language learning standards.

English language learners meaningfully engage with language and the wider world as they actively participate in hands-on activities, collaborative conversations, multimedia presentations, and interactive exercises. These activities not only grant ELLs access to core content, but also promote English proficiency development as they move closer to the ultimate goal of fluency.

Program Overview

Language Studio empowers students to make connections between prior knowledge and new concepts, to build new mental schemas, and to reflect on their own ideas and language use. Making connections, while reflecting on language usage and higher-level thinking, helps ELLs learn a new language and acquire essential content knowledge simultaneously. These skills enable students to consciously make use of cognitive strategies and linguistic practices, while strengthening self-confidence, self-regulation, learning strategies, and purposeful use of language.

Foundational Skills

Development of foundational skills is essential to achieving literacy. These skills begin with Phonological Awareness, Phonics and Word Recognition, Print Concepts, and Fluency. In succeeding grade levels, students transition from learning basic code to advanced code and, finally, morphology.

Content Knowledge

Language Studio lessons present knowledge-rich content through interactive read-alouds, demonstrations, and discussions in a variety of domains from world and U.S. history, to science and nature, to poetry and literature. Informational text is presented in a sequenced, systematic manner to help build background knowledge, vocabulary, and analytical skills. This ensures that students develop content knowledge gradually, yet cumulatively, as they build literacy skills.

Making Meaning

Language Studio lessons are designed to guide students in constructing meaning through purposeful interaction with the text and with each other. Students are exposed to grade-level complex texts and tasks, coupled with strategies and support to ensure they successfully engage with, and work toward, meeting the demands of CKLA Primary Instruction.

Academic English

Language Studio features explicit instruction on general academic and domain-specific vocabulary that is necessary to engage with the text in CKLA domains. English Language Learners practice choosing language resources and producing various text and grammatical structures.

Effective Expression

Language Studio provides English Language Learners with ample opportunities and structure to communicate and collaborate in meaningful ways. Language Studio prompts ELLs to utilize their home language skills to become more successful in language learning. Students are encouraged to read and share background knowledge, or ask and answer questions, in their home language—both at home and in the classroom—whenever appropriate.

Language Domains

ELLs build academic English and ultimately achieve literacy by engaging in activities that provide opportunities to listen, read, speak, and write every day. All Language Studio lesson segments focus on one of these four Language Domains, which help prepare students to participate in a range of academic exercises.

Reading

Language Studio enables ELLs to engage with the same range of text level and complexity as their grade-level peers during Primary Instruction. Language Studio lessons prompt students to identify key ideas and details of a text, including the characters, settings, and major events. Students integrate knowledge and ideas to compare and contrast key details of texts or describe the relationship between illustrations and the text. ELLs gain familiarity with text craft and structure as they develop strategies to define unknown words in a text and recognize common types of texts, including but not limited to poems, stories, and informational text.

Writing

Students use a combination of drawing, dictating, and writing to compose a range of texts and participate in a variety of shared research writing projects to build and present content knowledge. Students also have multiple opportunities to respond to questions and suggestions and add details to strengthen a writing piece. In later units, students are introduced to digital tools to produce and publish their writing.

Listening

Students participate in a variety of collaborative conversations about grade-level topics and texts. To demonstrate understanding of a text read aloud or information presented orally, students learn to ask and answer questions about key details and/or request clarification if something is not understood.

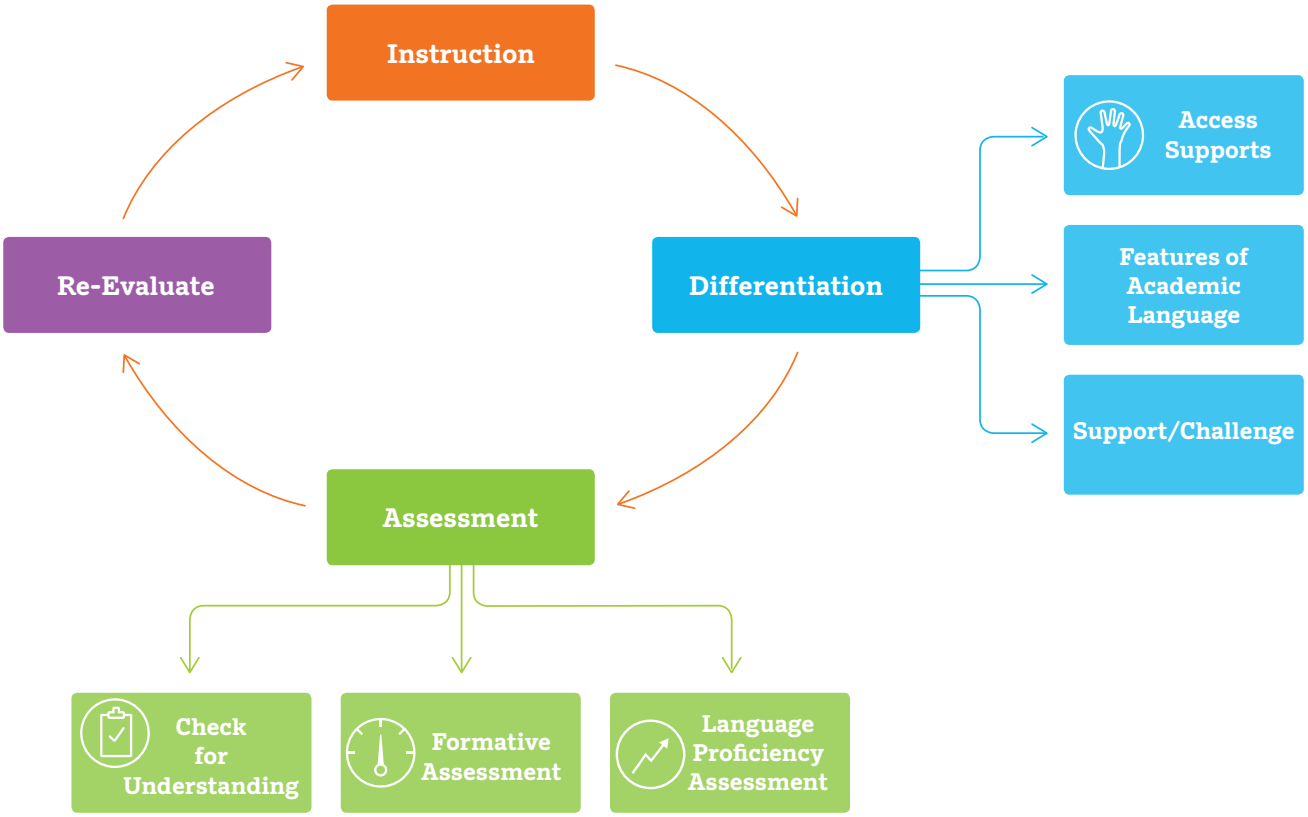
Speaking

Language Studio provides multiple opportunities for ELLs to acquire and demonstrate command of standard English grammar conventions and usage. Students learn strategies to determine or clarify the meaning of unknown or multiple-meaning words and phrases, and explore word relationships and nuances in word meanings. As students use words and phrases acquired through conversations, reading and being read to, and responding to texts, they gain confidence speaking audibly and expressing thoughts, ideas, and feelings clearly.

Differentiated Instruction

Language Studio is designed for designated ELD instruction to be delivered in small groups or one-on-one. Integrated supports enable ELLs to access grade-level content within the context of the Language Studio lesson. These tiered scaffolds support students of all proficiency levels as they develop critical language skills, such as reading comprehension and effective expression. Access supports are aligned with specific lesson objectives and unit assessments, and follow the progression of the lessons with clearly defined student outcomes.

Cycle of Student Evaluation and Support



The CKLA assessment and remediation cycle provides many opportunities for regular, consistent feedback.

Language Proficiency Levels

	STUDENTS WILL **PROCESS**	STUDENTS WILL **PRODUCE**
ENTERING	• Single statements and questions • Ideas within words, phrases, and chunks of language • Simple grammatical construction • Forms and patterns of common everyday speech and academic language • General domain-specific words and academic vocabulary • Everyday speech and familiar expressions	• Single words used to represent ideas • Words, phrases, and chunks of language • Simple grammatical construction • Phrasal patterns associated with common speech and academic language • General domain-specific words and academic vocabulary • Everyday speech and familiar expressions
EMERGING	• Multiple related simple sentences • An idea with details • Compound grammatical constructions • Repetitive phrasal and sentence patterns across domains • General and some domain-specific content words and expressions • Everyday speech and academic vocabulary across domains	• Phrases and short sentences • Emerging expression of ideas • Formulaic grammatical structure and variable use of conventions • Repetitive phrasal and sentence patterns across domains • General domain-related words and expressions • Everyday speech and academic vocabulary across domains
TRANSITIONING	• Discourse with a series of extended sentences • Related ideas • Compound, and some complex, grammatical constructions • Sentence patterns across domains • Specific domain-related content words and expressions • Domain-related content words and expressions with common phrases and idioms	• Short and some expanded sentences with increasing complexity • Expanded expression of one idea and evolving expression of multiple related ideas • Repetitive grammatical structure with occasional variation and emerging use of conventions • Sentence patterns across domains • Specific domain-related content words and expressions • Domain-related content words and expressions
EXPANDING	• Connected discourse with a variety of sentences • Expanded related ideas • A variety of complex grammatical constructions • Sentence patterns characteristic of particular domains or texts • Specific and some technical domain-related language • Domain-specific content words, expressions with multiple meanings, and common phrases and idioms	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion • A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular domains or texts • Specific and some technical domain-related language • Domain-specific content words, expressions with multiple meanings, and common phrases and idioms
BRIDGING	• Rich, descriptive discourse with complex sentences • Cohesive, organized related ideas • Compound, complex grammatical constructions • A broad range of sentence patterns characteristic of particular domains and text types • Technical and abstract domain-related language • Domain-related content words and expressions with shades of meaning	• Multiple complex sentences • Cohesive, organized, and coherent expression of ideas • A variety of grammatical constructions matched to purpose and consistent use of conventions • A broad range of sentence patterns characteristic of particular domains and text types • Technical and abstract domain-related language • Content words and expressions with precise, domain-specific meaning

Language Studio Components

Components used to teach Language Studio:

- Teacher Guide (Volumes 1–3)
- Activity Book (one copy per student per volume)
- Flip Book*
- Image Cards*

Note: Primary Instruction materials, such as the Flip Book and Image Cards that accompany read-alouds, are used throughout Language Studio lessons. For more detailed descriptions of these and other components, see Section 1 in this Program Guide.

Diagnostic Tools and Assessments

Language Studio lessons provide targeted remediation, practice, and enrichment for English Language Learners. Each Language Studio lesson includes a variety of diagnostic tools and formative assessments to monitor student performance and progress in key areas, from in-lesson observations to performance tasks and language proficiency assessments. Careful attention to this information, collected on a daily basis, will identify students who may benefit from reteaching and/or additional practice with specific tasks.

Teacher Resources

Several useful materials are provided in the Teacher Resources section of this Program Guide:

- **Take-Home Letter** Students' home, school, and community experiences influence their language development. The Language Studio take-home letter explains and emphasizes the importance of the home/school connection in language development. (English and Spanish)

- **Language Proficiency Recording Sheets** provide a consistent method to track and monitor student progress and language proficiency levels. A separate recording sheet is included for each Language Domain: Listening, Reading, Speaking, and Writing. It is a good idea to make a copy for each student at the beginning of each domain or unit and note performance in each lesson a skill is assessed.

- **Formative Assessment Observation Records** can be used in activities in which informal observation is the primary mode of assessment. Make a copy for each student at the beginning of each domain or unit and note individual student performance and progress for each primary skill evaluated.

- **Resource Pages** include a variety of useful graphic organizers, activity pages, charts, and tables that may be used for display in small groups or copied and used individually for student activities.

- **Activity Book Answer Keys** are provided for activity pages in which a specific answer is desired. Activity pages that either are not completed by students or in which answers may vary are not included.

Additional Materials

Certain activities in Language Studio suggest the use of additional materials. These materials are noted in the Lesson at a Glance section and include commonly available classroom supplies (e.g., sticky notes, colored pencils, markers, index cards). Before teaching each lesson, be sure to review the Lesson at a Glance and the Advance Preparation sections for any necessary materials or preparation.

The Components

The next pages outline the components you will need for Language Studio instruction. It is important to read all of the student materials as well as the teacher materials—they are essential to instruction.

Component Descriptions

Language Studio Components

Teacher Guides

3 T

The Language Studio Teacher Guide provides lesson-by-lesson designated ELD instruction to accompany each CKLA domain. The Language Studio Teacher Guide comprises three separate volumes per grade level.

Activity Books

3 S

Each Language Studio Teacher Guide volume has a corresponding student activity book. The Language Studio Activity Book includes student activity pages that accompany specific Language Studio lessons. This is a student component (i.e., each student should have a Language Studio Activity Book).

Primary Instruction Materials Used in Language Studio

Because Language Studio is designed to complement the Primary Instruction in CKLA, many lessons refer to CKLA Primary Instruction materials. For example, domain-specific Flip Books are used to pre- or reteach certain concepts and vocabulary. This familiarity and repetition will promote development of content knowledge by encouraging acquisition of vocabulary and academic English.

Teacher Guides

11 T

Language Studio lessons directly align to content delivered in Primary Instruction. It may be helpful to preview each corresponding lesson in the Primary Instruction Teacher Guide to provide context.

Teacher Resource Website

ckla.amplify.com

- **Digital Components** - Digital versions of the Flip Books and Image Cards required in Language Studio instruction are available online.
- **Assessment and Remediation Guide** - The Assessment & Remediation Guide provides additional instructional material for assessing, analyzing, and remediating specific foundational skills taught in CKLA. This comprehensive manual includes teacher resources, mini-lessons, and activities to assist students who may benefit from additional support or practice.

Key

- # Quantity
- T Teacher Component
- S Student Component

Flip Books 11 T

The oversized, spiral-bound books with lesson-specific images are used frequently in Language Studio lessons. [One per domain]

Image Cards 11 T

The set of personal-sized, domain-specific images may be used to support instruction in Language Studio. [One per domain]

Language Studio Components

- ❑ Language Studio Teacher Guide (three volumes)
- ❑ Language Studio Activity Book (one per volume/student)
- ❑ Domain Flip Books*
- ❑ Domain Image Cards*
- ❑ Domain Teacher Guides*

**Primary Instruction materials*

Icon Key

Activity Pages

Activity Page

An activity page is provided to practice a new skill or demonstrate knowledge that corresponds to this segment of the lesson.

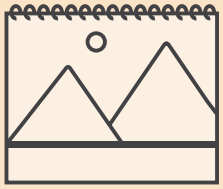
Language Proficiency Assessment Activity Page

An activity page that corresponds to this lesson segment is provided to evaluate student language proficiency.

Formative Assessment Activity Page

An activity page that corresponds to this lesson segment is provided to measure student performance.

Components



Flip Book

Display the Flip Book image indicated at this point in the lesson.

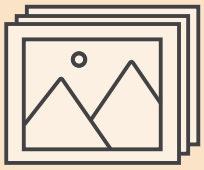


Image Cards

The designated Image Cards from Primary Instruction are used in this segment of the lesson.

Alerts

Segment Time

Indicates the amount of time designated for this segment of the lesson.

Access Support

Additional support for students to access grade-level content, scaffolded for various proficiency levels.

Check for Understanding

A quick check-in to measure student understanding of content and skills relevant to the lesson objectives.

Formative Assessment Activity

An activity designed to measure student performance. Used to help plan for appropriate differentiation of instruction.

Language Proficiency Assessment Activity

An activity page that corresponds to this lesson segment is provided to evaluate student language proficiency.

Lesson Facilitation

Language Studio includes daily designated ELD lessons to help ELLs successfully access the core content in CKLA. This complementary approach aligns with Primary Instruction to support all language proficiency levels and facilitate successful differentiated instruction. It is important to note that Language Studio does not replace CKLA Primary Instruction, *it complements it*.

Daily lessons are divided into segments by Language Domain.

Lesson Overview

Each Language Studio lesson begins with a Lesson Overview, which includes the Primary Focus, Formative and/or Language Proficiency Assessments, and Lesson at a Glance.

1. Primary Focus
This lists the primary objective(s) of the lesson, by language domain.

2. Formative Assessment
Activities that may be used to assess mastery of the primary focus objectives.

3. Language Proficiency Assessment
Activities that may be used to identify students' language level along a continuum of proficiency (entering, emerging, transitioning, expanding, and bridging).

LESSON

3

THE HUMAN BODY

Marvelous Moving Muscles

PRIMARY FOCUS OF LESSON

Reading
Students will preview the body's muscles through an interactive read-aloud.

Speaking
Students will present a choral song and chant about the muscular system.

Students will use adjectives to expand noun phrases in a shared language activity.

FORMATIVE ASSESSMENT

Speaking	Song and Chant [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading	Look and Learn [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Interactive Read-Aloud: "The Muscular System"	15 min.	❑ Images 3A-2–3A-8 ❑ Body Systems Response Cards ❑ Language Proficiency Recording Sheet
On Stage		
Song and Chant: "The Muscular System"	10 min.	❑ music to "Row, Row, Row Your Boat" ❑ Resource Page 2.1
Looking at Language		
Expanding Sentences	5 min.	❑ Image 1A-3

ADVANCE PREPARATION

Look Ahead

- Preview the order in which Flip Book images will be shown during the interactive read-aloud. Tab the Flip Book to ensure smooth transition from one image to the next. This is the order in which Flip Book images will be shown for this read-aloud:
  1. 3A-2: Muscular system
  2. 3A-3: Three views of the leg
  3. 3A-4: Arm muscles at work
  4. 3A-5: Muscles in hand
  5. 3A-6: Child smiling widely
  6. 3A-7: Heart
  7. 3A-8: Dr. Welbody's muscular system
- Prepare Language Proficiency Recording Sheet for Reading.

4. Lesson at a Glance
The Lesson at a Glance provides a brief visual summary of the content and sequence of the lesson segments, including designated time and materials.

Advance Preparation

Advance Preparation details any preparation that may be necessary before the lesson. This may include gathering materials or preparing to display Image Cards or Flip Books. Any pertinent Notes to Teacher are also provided in this section.

Lesson Segments

Each Language Studio lesson is divided into segments that focus on explicit instruction to support student proficiency in the primary focus objectives stated in the Lesson Overview.

Rewind

When learning new concepts and skills, ELLs benefit from frequent review and practice. This is especially effective when it involves opportunity for peer collaboration.

Rewind features brief, interactive tasks that review the primary goals of the previous primary instruction lesson. These lessons play an important role in strengthening students' understanding of recently acquired knowledge and skills.

Look Ahead

Previewing content and learning key vocabulary words prior to a lesson enables ELLs to develop or strengthen mental schemas into which they can map newly acquired knowledge. Engaging in discussions, making predictions, and asking questions about a topic prior to instruction helps ELLs build background knowledge that can enhance their understanding of the topic.

Look Ahead allows students to preview or prepare for upcoming lesson content and vocabulary. Activities may include making predictions, previewing key words, and drawing connections with students' prior experiences as well as their linguistic and cultural backgrounds.

Hands-On

Hands-On activities allow ELLs to engage with physical materials during the lesson.

Early learners benefit from focus on the structure and language of various text types and multi-modal learning experiences.

Focus on Text

Focus on Text provides students with the opportunity to learn to compare and contrast different text types (e.g., narrative, informational, opinion).

Vocabulary Building

Explicit vocabulary instruction is especially critical for ELLs because vocabulary plays the most important role in text complexity, and determines how likely students are to understand a text.

Vocabulary Building engages students in exercises that involve learning not only parts of speech and use of conjunctions, but also words with multiple meanings, academic language, and content-specific words.

Looking at Language

Looking at Language involves explicit grammar instruction that encourages students to take a close look at how language is formed at the sentence level and how individual words or phrases within a sentence fit into the text as a whole.

Talk Time

Students learn about language and culture through meaningful use and interaction. Classroom discussions with peers allow ELLs to practice exchanging information, offering opinions, negotiating with others, and adapting language to fit different contexts. This also helps develop social and academic language.

Talk Time provides students with opportunities to engage in collaborative academic conversations and practice using language for academic functions (e.g., asking questions or giving and supporting opinions).

On Stage

On Stage allows learners to present and listen to others' presentations. They may recount experiences, retell stories, or explain ideas from a given lesson.

Oral presentations are effective activities for developing both oral English language proficiency and communication skills. ELLs can practice speaking in English as they orally deliver information to an audience; classmates can practice listening for information and reflecting on the message they received.

Read About It

Read About It provides students with the opportunity to practice processing information presented orally and visually. This lesson segment addresses comprehension of texts being read aloud, in anticipation of learning to engage in classroom discussions about the meaning of texts.

ELLs need to engage with grade-level texts and establish an understanding by gathering facts and details, analyzing how details and ideas develop throughout texts, and making inferences, all while building content knowledge and vocabulary.

Write About It

Writing about a given topic and orally presenting information support development of essential language skills such as reading and comprehension. Writing in response to texts not only provides an opportunity to practice basic writing skills, but it also helps improve reading comprehension, enhance understanding of specific concepts, and build academic vocabulary.

Write About It supports the writing tasks that appear in Primary Instruction. These tasks are generally broken out to support ELLs as they incrementally arrive at a polished piece of writing.

Connections

Background knowledge is among the most significant factors that affect an ELL's ability to comprehend a given topic or text. Drawing upon students' cultural and linguistics knowledge, experiences, and background knowledge can facilitate and promote learning.

Connections introduces students to the organization and basic features of print. Students have frequent opportunities to engage in print concepts (e.g., follow words from left to right, top to bottom, and page by page) and identify significant components of a trade book (e.g., the cover, title page, author, illustrator).

Instructional Strategies

Several instructional strategies are embedded into every Language Studio lesson:

- ☑ Anticipation guides
- ☑ Modify speech
- ☑ Focus on key vocabulary
- ☑ Total Physical Response (TPR) (Students are given commands in English and respond with whole-body actions.)
- ☑ Visual aids
- ☑ Yes/no questions
- ☑ Expand on yes/no questions with expanding and bridging
- ☑ Students are given ample wait time to formulate an answer, or are asked to extend or build on a peer's response.
- ☑ Single word answers
- ☑ Cloze exercises (sentence frames/forms and functions)
- ☑ Expand on student's language/response
- ☑ Role play
- ☑ Model explicit language
- ☑ Facial and hand expressions
- ☑ Think-Pair-Share
- ☑ Graphic organizers (e.g., predicting, describing, explaining, defining)
- ☑ Brainstorming

The Core Connection

Student development of academic language and academic content knowledge are inter-related processes. Language Studio provides students with opportunities to apply the literacy skills they learn in Skills and the background knowledge they develop in Primary Instruction in a small group setting.

Foundational Skills and Background Knowledge

CKLA's complementary approaches are implemented across two instructional strands to provide the differentiated instruction that ELLs need.

Foundational Skills

Skills lessons provide comprehensive instruction in foundational reading skills, including phonological awareness, phonics and word recognition, and language skills such as conventions of English, spelling, and grammar, as well as reading comprehension and writing instruction. Skills lessons include integrated English language development features such as Universal Access, Access Supports, and Additional Support. **Because developing foundational skills is crucial for achieving literacy, it is especially important that students receive this segment of Primary Instruction every day.**

Primary Instruction

Primary Instruction is centered around complex narrative and informational read-aloud texts. This strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening. Language Studio provides the designated English language development to help students successfully access the core content in Primary Instruction. Language Studio is designed to accompany and aligns with the content in Primary Instruction. **ELLs should receive 30 minutes of additional instruction each day to ensure success in Primary Instruction.**

Keeping Pace with Primary Instruction

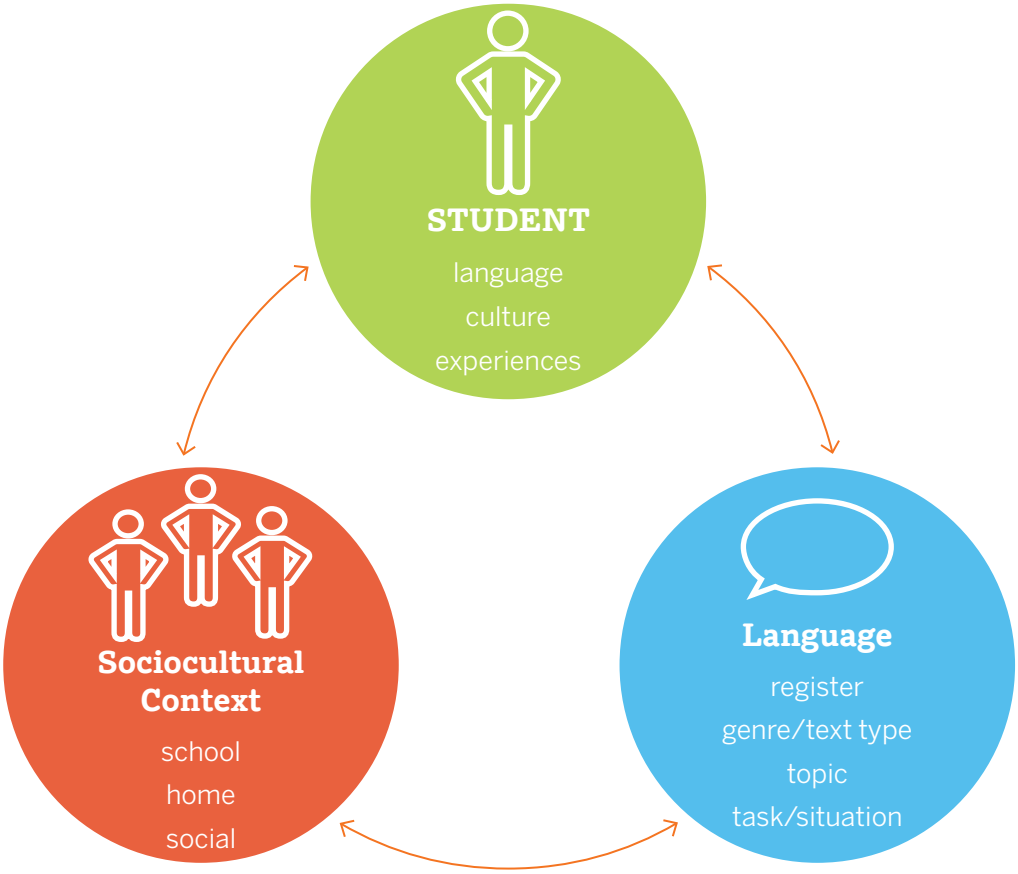
Language Studio provides lesson-by-lesson designated ELD instruction to accompany and support every primary instruction lesson in CKLA. Begin each Language Studio domain at the same time as the corresponding CKLA domain (e.g., Language Studio Astronomy Lesson 4 corresponds with the CKLA Astronomy Lesson 4). There are a total of 114 30-minute Language Studio lessons in Grade 1.

Domain Name	Number of Lessons
1 Fables and Stories	10
2 The Human Body	10
3 Different Lands, Similar Stories	9
4 Early World Civilizations	16
5 Early American Civilizations	11
6 Astronomy	9
7 The History of the Earth	8
8 Animals and Habitats	9
9 Fairy Tales	9
10 A New Nation: American Independence	12
11 Frontier Explorers	11
Total Lessons	**114**

Differentiation

Language Studio provides multiple opportunities to support students as they advance across the language proficiency continuum.

Features of Academic Language



English Language Learners cannot develop academic language in isolation. The sociocultural context of word usage informs academic language development which, in turn, affects a student's ability to produce and understand oral and written communication.

Each Language Studio lesson includes a summary of the linguistic complexity, language forms and conventions, and tiered vocabulary usage addressed in the lesson.

Discourse Features

Discourse Features explains the linguistic complexity of the lesson and identifies how students will use language in interactive and meaningful ways. [Discourse Level]

Language Forms and Functions

Language Forms and Functions provides sentence starters and frames to help boost confidence in language proficiency as ELLs practice vocabulary in context, use academic words, stretch language production, and learn how to frame a response, comment, or question. [Language Level]

Vocabulary

Vocabulary identifies general academic and domain-specific words and phrases that are central to the lesson's theme or topic. It also calls out high-frequency everyday speech or multiple-meaning words used in the lesson. [Word Level]

Features of Academic Language

This table summarizes the specific Features of Academic Language that are introduced or addressed in the lesson (discourse features, language forms and functions, and vocabulary).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features
• Present a choral song and chant about the muscular system. • Expand sentences using adjectives.
Language Forms and Functions
I see the _____ system. I know it is the _____ system because . . . . The _____ (adj.) girl is sitting down. / The _____ (adj.) man is wearing a _____ (adj.) T-shirt. / She has _____ (adj.) hair. / She is wearing a _____ (adj.) dress.
Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
muscular system	voluntary/involuntary	heart large/tiny muscles

Start Lesson

Lesson 3: Marvelous Moving Muscles

Look Ahead

15M

Primary Focus: Students will preview the body's muscles through an interactive read-aloud.

INTERACTIVE READ-ALOUD: "THE MUSCULAR SYSTEM" (15 MIN.)

Show Image 3A-2: Muscular system

Like our skeletal system, our muscular system is also hidden. That means we cannot see it.

Tell me, can you see your partner's muscular system?

If bones make up our skeletal system, what do you think our muscular system is made of?

[Pause for student responses.]

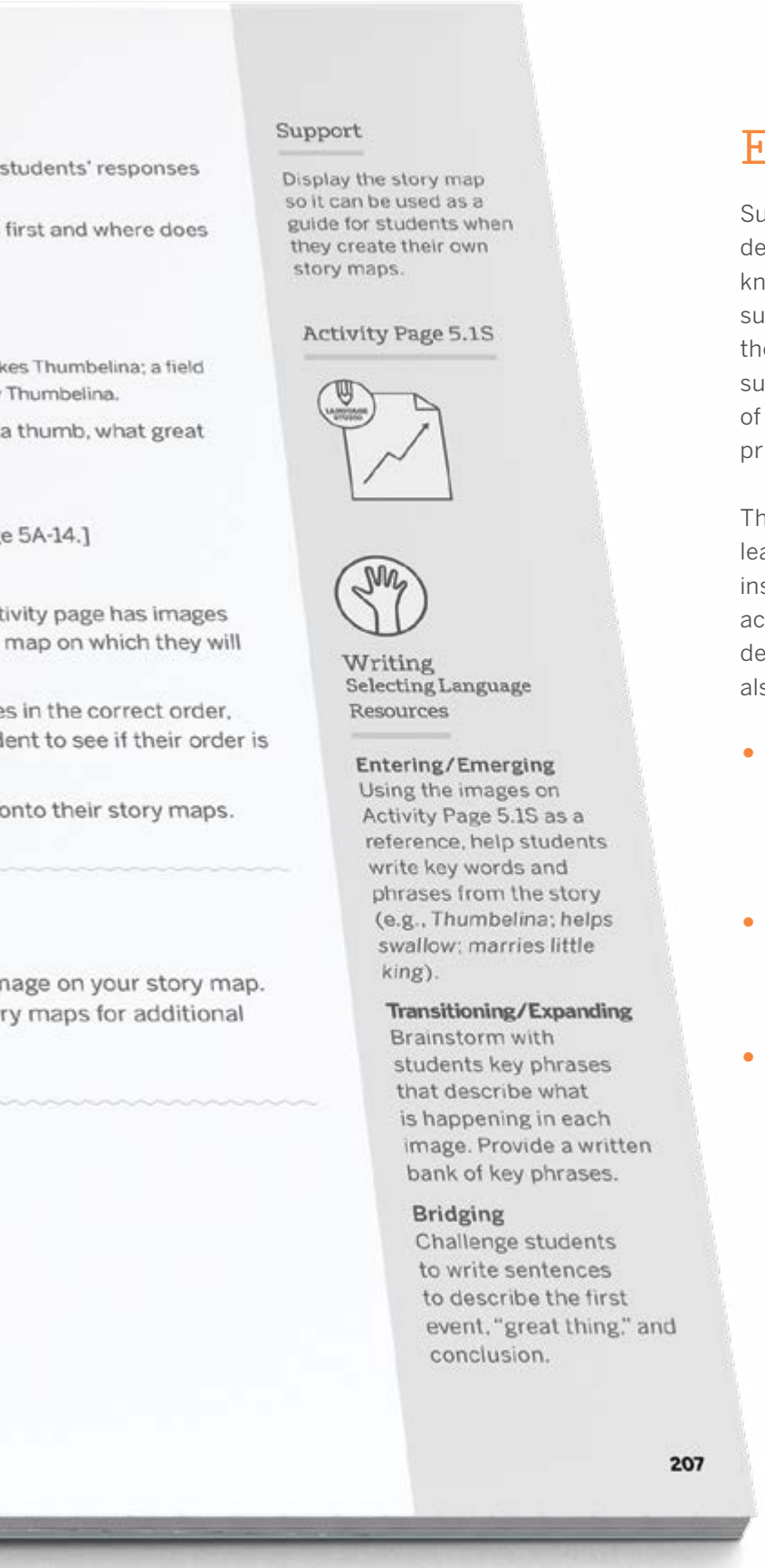
Additional Supports and Differentiation

Support
Support sidebars include additional modifications to reinforce instructional support for ELLs.

Challenge
Challenge sidebars provide options to extend activities for students who may be ready for an additional challenge.

Support

Have students repeat *muscular system.* Ask students to come up with a motion that represents *muscles*. Practice this motion a few times while saying *muscle.*


students' responses

first and where does

kes Thumbelina; a field
Thumbelina.
a thumb, what great

e 5A-14.]

tivity page has images
map on which they will

es in the correct order.
lent to see if their order is

onto their story maps.

nage on your story map.
ry maps for additional

Support

Display the story map so it can be used as a guide for students when they create their own story maps.

Activity Page 5.1S

Writing
Selecting Language Resources

Entering/Emerging
Using the images on Activity Page 5.1S as a reference, help students write key words and phrases from the story (e.g., *Thumbelina; helps swallow; marries little king*).

Transitioning/Expanding
Brainstorm with students key phrases that describe what is happening in each image. Provide a written bank of key phrases.

Bridging
Challenge students to write sentences to describe the first event, "great thing," and conclusion.

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Embedded Supports

Support, Challenge, and Access supports focus on developing English language proficiency and content knowledge during instruction. Support and Challenge supports include suggestions for supporting or extending the instruction in a specific lesson segment. Access supports provide tiered instruction to support all levels of English language proficiency in relation to the lesson's primary focus objectives.

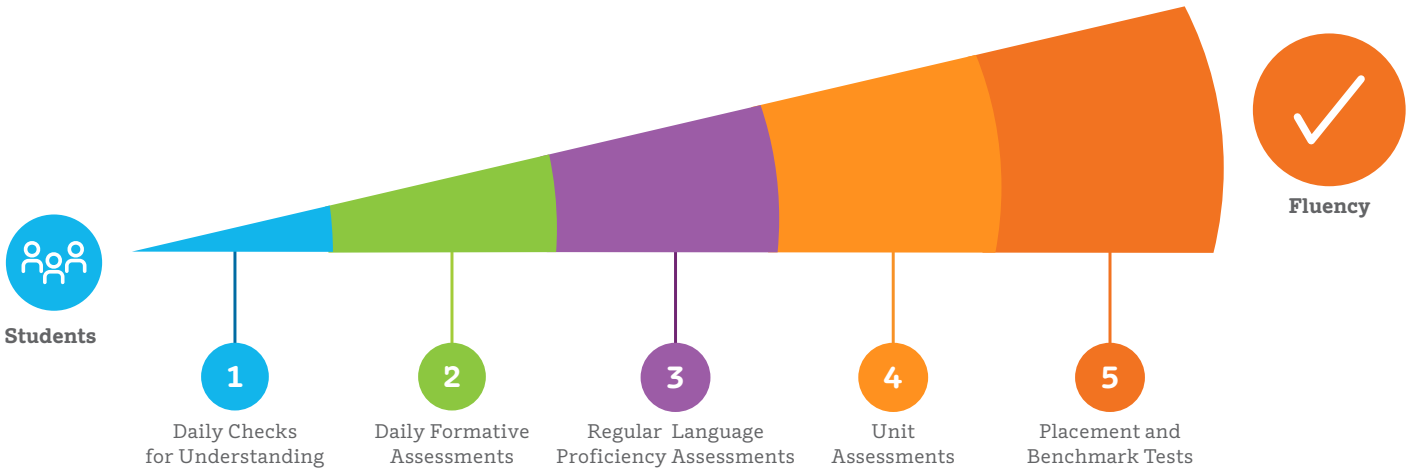
This allows in-lesson flexibility to address specific learning needs by suggesting ways to adjust the pacing of instruction, providing guidance on explicit instruction for academic and domain-specific vocabulary, and offering deeper support for syntactic awareness. Access supports also feature instructional tools to adjust:

- Required modes of participation, such as using visual supports or receptive approaches for checking comprehension, assignments given in home language, and explicit references to academic English.
- Expressive language demands, such as providing sentence frames and providing yes/no rather than open-ended questions.
- Timing/immediacy of support during the lesson, such as providing additional scaffolds, such as pictures or props, and explicit attention to vocabulary.

Assessment

Checks for Understanding and Formative Assessment provide information to help determine areas where additional support and practice are needed.

Student Performance Assessment



Checks for Understanding, Formative Assessments, and Informal Observation provide the information to seamlessly and effectively differentiate instruction.

Each Language Studio lesson segment includes a Formative Assessment and/or Language Proficiency Assessment to monitor individual student performance and track progress in the primary lesson objectives. Quick Checks for Understanding to evaluate student performance, as a group, are also designated throughout each lesson.

Careful attention to this information, collected on a daily basis, will make it possible to quickly determine which students may benefit from reteaching and/or more practice in particular areas. These assessment opportunities are clearly marked at the point of instruction at which they are suggested to be administered.

Domain-specific content assessments (Mid-Unit and Unit Assessments) and grade-level placement and/or benchmark tests (Beginning-of-Year and End-of-Year Assessments) for all students are included in Primary Instruction materials.

Check for Understanding

It is important to pause periodically to monitor student understanding and determine whether students are ready to move on with a particular concept. These exercises will identify areas within the context of the lesson where it might be helpful to adjust instruction. Checks for Understanding are often presented as oral peer collaboration exercises.

For partner grouping, such as with **Turn and Talk**, plan how to pair students before the lesson. For example, pair students with home language peers or emerging learners with mentors who are more secure in the specific objective. As students interact with a peer, make a point to listen to partner pairs to evaluate each student's level of understanding, and take the opportunity to correct any misconceptions.

Check for Understanding

Turn and Talk: None of the other servants receives a gift. How do you think they feel when Rhodopis is given fancy, red silk dancing slippers? [Call on two partner pairs to share.]

» Answers may vary but may include that the other servants feel sad, angry, or wish they had some fancy red slippers for themselves.

Formative Assessment

Each Language Studio domain includes several opportunities for Formative Assessment. Formative Assessments range from in-the-moment adaption to opportunities for individual, small group, and whole group reteach and review. These tasks are used to monitor the extent to which students are mastering the primary lesson objectives. Formative Assessments often include a corresponding activity page with prompts or questions that allow students to apply the primary knowledge or skills of the lesson.

Formative Assessments may also be a small group project or presentation that allows students to demonstrate proficiency and receive timely feedback. Student performance on these activities will provide a clear picture of individual progress and help identify whether and how to differentiate instruction.

Depending on group size, it may not be possible to observe every student during every lesson segment. The overall goal is to observe each student's performance in primary focus objectives at least once over the course of the domain. To record and track student performance, use an Observation Record like the one provided in Teacher Resources.

Formative Assessment

Sentence Builder: The following sentences talk about situations that might happen in real life. Work with your partner to imagine a reason why the following situations happened, using the word *because*.

- My friend missed the bus because . . .
- There was no school today because . . .
- I received an award because . . .

Language Proficiency Assessment

Students develop language proficiency in listening, speaking, reading, and writing interdependently, as well as at different rates and in unique ways. Several lesson segments designate opportunities to evaluate individual student proficiency levels in one or more of these Language Domains. These tasks provide students the opportunity to demonstrate specific skills in relation to a continuum of proficiency or standards and serve as informal performance-based assessments.

Story Summary

With a partner, summarize the important parts of the story using the Story Summary chart.

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	K5L2
Activity Name	Story Summary
Proficiency Levels	
Entering	Student retells an event from the story by answering a simple wh– question with prompting and support.
Emerging	Student retells an event from the story by answering a simple wh– question.
Transitioning	Student retells a simple sequence of events, repeating modeled sentences when necessary.
Expanding	Student retells a simple sequence of events.
Bridging	Student retells a more complex sequence of events from the story by asking and answering questions about images from the story.

Language Proficiency Recording Sheets

To facilitate evaluation of student language proficiency, an Evaluation Tool is located at the end of each Language Proficiency Assessment exercise. This chart provides a brief description of what students at each proficiency level should be able to produce and often includes suggestions for additional support.

Use the Recording Sheets located in the back of this Program Guide to track and record student proficiency and note any specific areas of concern or success.

Note: See page 7 of the Welcome section for more information on Proficiency Levels.

As the primary goal of Language Studio is to move students toward fluency, it is essential to consistently monitor and track student progress. Before the start of each domain, prepare the Language Proficiency Recording Sheets provided in Teacher Resources, one for each student. Over the course of the domain, observe each student and note student performance. Use this record to gain valuable insight into gaps in individual language proficiency and determine the need for remediation and support.

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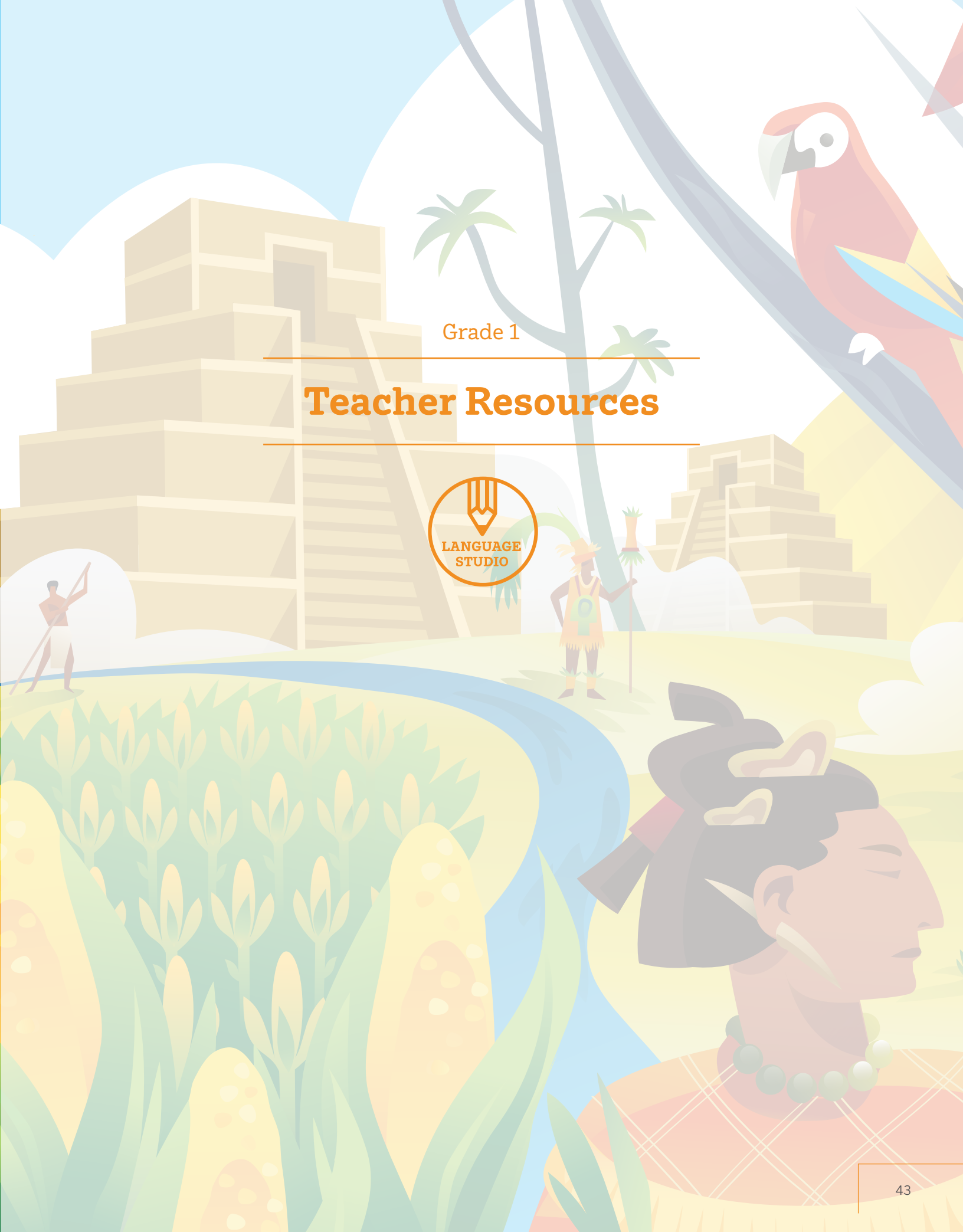


Grade 1

Teacher Resources

LANGUAGE STUDIO

LANGUAGE STUDIO

Formative Assessment

Informal Observation

RECORDING SHEET

Student Name: _____ **Domain:** _____

Listening	Primary Focus:
	Comments:
Reading	Primary Focus:
	Comments:
Speaking	Primary Focus:
	Comments:
Writing	Primary Focus:
	Comments:

LANGUAGE STUDIO

Language Proficiency

Listening

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	

Language Proficiency

Reading

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	

LANGUAGE STUDIO

Language Proficiency

Speaking

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	

LANGUAGE STUDIO

Language Proficiency

Writing

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	
Date: Unit/Lesson: Activity Name:	❑ Entering ❑ Emerging ❑ Transitioning ❑ Expanding ❑ Bridging	

Dear Family Member,

This year we will use Language Studio for the English Language Development part of our instructional day.

Language Studio is a component of the Core Knowledge Language Arts curriculum. In Language Studio, each lesson focuses on developing and strengthening academic English language. Not only will Language Studio develop your child's academic English vocabulary, but it will also build his or her grade-level content knowledge to ensure success. Throughout the instruction your child will preview and reinforce language and content from the CKLA Primary Instruction.

Lessons will focus on reading, writing, listening, speaking, vocabulary, and grammar. Your child will actively engage with these lessons through hands-on opportunities, collaborative conversations, multimedia presentations, and interactive games.

Your child will advance his or her English proficiency levels and move closer to fluency. Language Studio will help students master standards and will teach your child to meaningfully engage with language and the wider world.

Although the primary goal of Language Studio is gaining English proficiency along with content knowledge, we know that students with strong skills in their home language fare better in language learning. One way to encourage a student's growth is to read and share with your child what you know about the subject he or she is learning about this year by asking and answering questions in your home language.

Estimado(a) familiar,

Durante este año utilizaremos Language Studio en nuestras actividades educativas para el desarrollo del idioma inglés.

Language Studio es un componente del programa de estudios de Core Knowledge Language Arts en el que cada lección se centra en desarrollar y fortalecer el nivel académico del idioma inglés. Con Language Studio su niño(a) no sólo desarrollará su nivel académico del idioma inglés, sino que además aumentará sus conocimientos con respecto al contenido de su grado para asegurar que tenga éxito. Durante las actividades pedagógicas, su niño(a) tendrá la oportunidad de ver anticipadamente y trabajar en una parte del programa de educación primaria de CKLA.

Las lecciones se centrarán en leer, escribir, escuchar, hablar y adquirir vocabulario y conocimientos de gramática. Su niño(a) participará activamente en estas lecciones a través de actividades prácticas, conversaciones colaborativas, presentaciones en multimedios y juegos interactivos.

Su niño(a) avanzará en su nivel de competencia en el idioma inglés y mejorará su fluidez. Language Studio ayudará a que los estudiantes dominen los estándares respectivos y le dará a su niño(a) la capacidad de interactuar en forma significativa con el idioma y con el mundo a su alrededor.

Si bien el propósito principal de Language Studio es lograr que los estudiantes adquieran un nivel de competencia en el idioma inglés, además de los conocimientos respectivos del contenido, sabemos que aquellos que tienen un conocimiento sólido del idioma que hablan en su casa tienen resultados mucho mejores aprendiendo otro idioma. Una forma de estimular el avance de los estudiantes es leer y compartir con su niño(a) todo lo que usted sabe acerca del tema que está estudiando este año, haciendo y contestando preguntas en el idioma que hablan en su casa.

Grade 1

Resource Pages

LANGUAGE STUDIO

Language Studio 2

The Human Body

Resource Pages

The Human Body Songs and Chants

Skeletal System

Without my hidden skeleton,

I could not stand up tall.

And so, "Hurray for bones!" I say,

Two hundred six in all!

Muscular System

My muscles are so good to me,

They help me to have fun—

To jump and kick a soccer ball,

To smile and speak and run.

Digestive System

Eating healthy foods I love,

Digestion leads the way,

To give my body energy

It needs to work and play.

Circulatory System

My heart is always working.

It's busy night and day.

It pumps while I am sleeping,

And while I work and play.

Nervous System

I'm so glad I have a brain

To help me think and see,

And write my name or count to three,

And move and read and dream!

Conclusion

My complicated body

I now know rather well.

Its systems form a tight network

To keep me feeling swell!

I'll take care of my body.

I'll exercise my best,

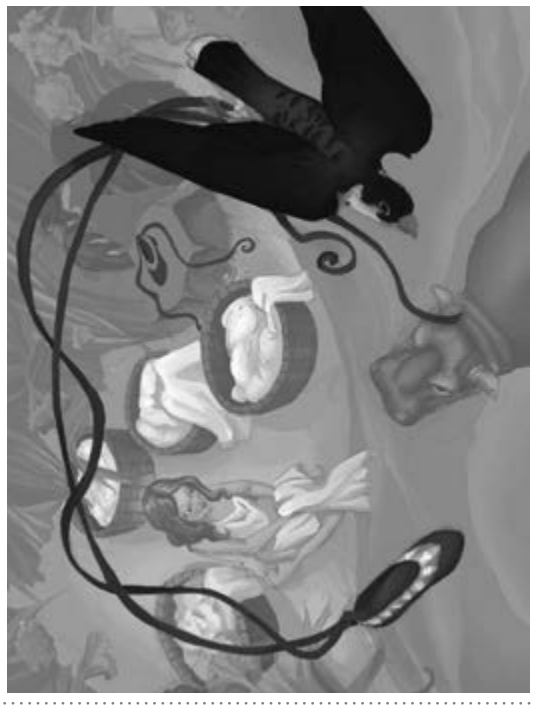
I promise to eat healthy foods,

Stay clean, and get good rest!

Language Studio 3

Different Lands, Similar Stories

Resource Pages



Similar Stories: Finding Happiness			
Folktale:			
Country:	***Continent:***	***Setting—Time:***	***Setting—Place(s):***
Characters:			

Beginning	***Middle***	***End*** ***Finding Happiness***

Similar Stories: Little People Can Do Great Things			
Folktale:			
Country:	***Continent:***	***Setting—Time:***	***Setting—Place(s):***
Characters:			
Beginning	***Middle***	***End***	***Great Thing***

Similar Stories: Always Follow Your Parents' Directions			
Folktale:			
Country:	***Continent:***	***Setting—Time:***	***Setting—Place(s):***
Characters:			
Beginning	***Middle***	***End***	***Cunning Animal***

Language Studio 4

Early World Civilizations

Resource Pages

	Mesopotamia	Ancient Egypt
Farming		
Cities		
Writing		
Leaders		
Religion		

4.2S
(Reading/Listening Guide for Literary Text)

Title: _____

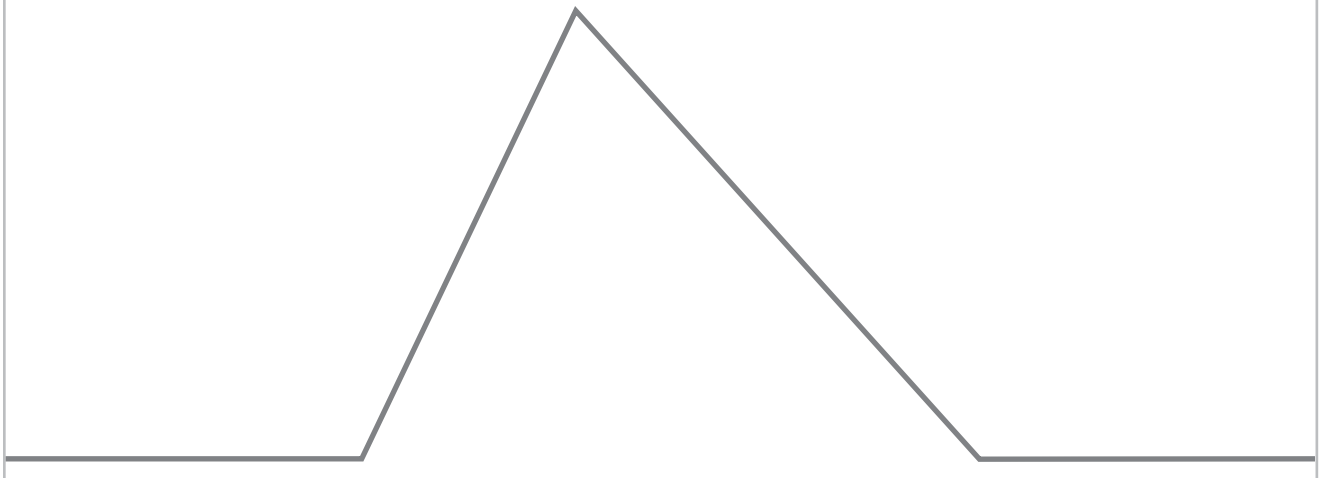
Author: _____ ***Illustrator:*** _____

Story Elements

Characters/Who:

Setting/Where & When:

Story Map:



On the Back: Draw/write about your favorite part of the story or what you learned from the story.

Topic:_____

Author:_____

Text Features	
❑ **Title**	❑ **Maps**
❑ **Headings**	❑ **Charts & Graphs**
❑ **Pictures & Captions**	❑ **Glossary**

Important Words	
Word	**Definition**
1.	
2.	
3.	

Key Facts or Details

- ✔ 1.
- ✔ 2.
- ✔ 3.
- ✔ 4.

I WONDER..._____

On the Back: Draw/write about something you learned from the text.

4.4S
(Web Resources)

Mesopotamia

http://mesopotamia.lib.uchicago.edu

Code of Hammurabi

http://avalon.law.yale.edu/ancient/hamframe.asp
http://www.ushistory.org/civ/4c.asp

Mesopotamian Gods and Goddesses

http://en.wikipedia.org/wiki/List_of_Mesopotamian_deities
http://www.mesopotamia.co.uk/gods/explore/exp_set.html

Ziggurats

http://www.mesopotamia.co.uk/ziggurats/home_set.html

Hanging Gardens of Babylon

http://www.unmuseum.org/hangg.htm

Ancient Egypt

http://www.history.com/topics/ancient-egypt/photos#egyptian-pyramids
http://www.ancientegypt.co.uk/menu.html
http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/

Egyptian Gods and Goddesses

http://www.ancientegypt.co.uk/gods/explore/main.html
http://www.childrensuniversity.manchester.ac.uk/interactives/history/egypt/egyptiangod/

Egyptian Pyramids

http://www.ancientegypt.co.uk/pyramids/home.html
http://www.pbs.org/wgbh/nova/pyramid

The Sphinx

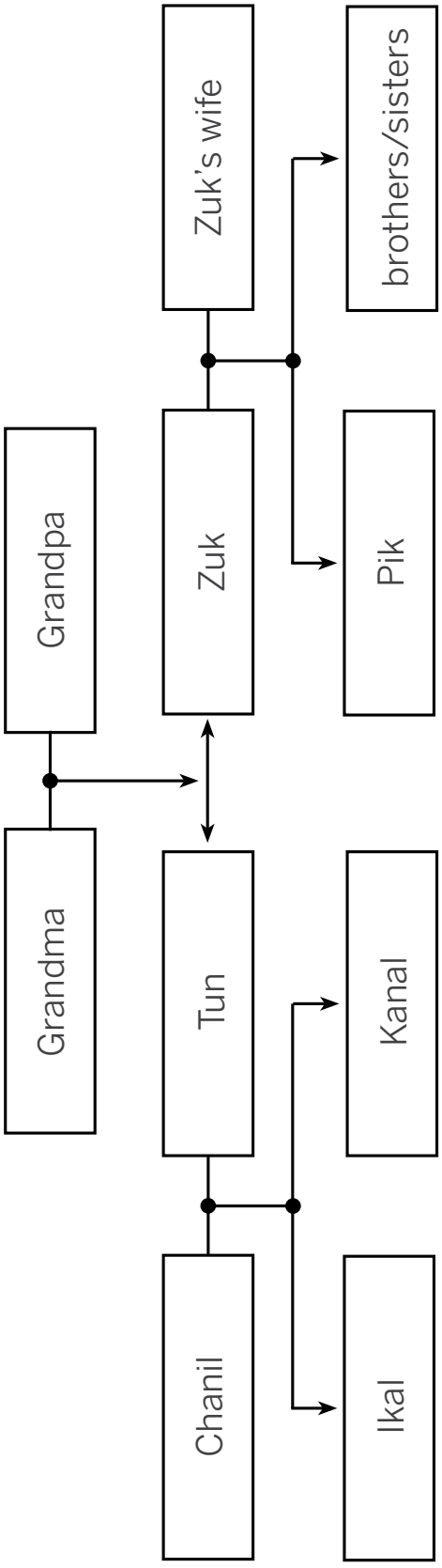
http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html
http://www.pbs.org/wgbh/nova/ancient/riddles-sphinx.html

Language Studio 5

Early American Civilizations

Resource Pages

North America
Atlantic Ocean
MEXICO
Mexico City
Yucatán
Peninsula
Central America
South America
Cuzco
Pacific Ocean
Andes
Mountain
Range


Zuk's wife
brothers/sisters
Grandpa
Zuk
Pik
Grandma
Tun
Kanal
Chanil
Ikal

5.3S
(Images for the Hunting-Farming-Gathering Chart)

	Story Summary
Who?	
What?	
How?	
Where?	
Why?	

	Maya	Aztec	Inca
Religion			
Leaders			
Cities			
Farming			

Language Studio 6

Astronomy

Resource Pages

Title: _____

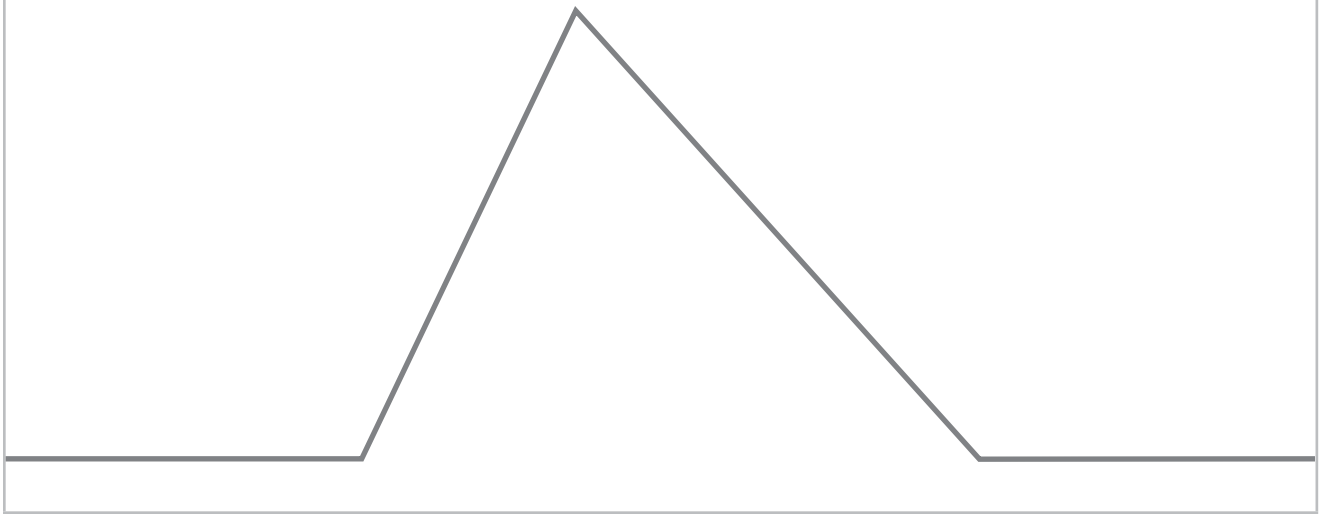
Author: _____ ***Illustrator:*** _____

Story Elements

Characters/Who:

Setting/Where & When:

Story Map:



On the Back: Draw/write about your favorite part of the story or what you learned from the story.

6.2S

(Reading/Listening Guide for Informational Text)

Topic: _____

Author: _____

Text Features	
❑ **Title**	❑ **Maps**
❑ **Headings**	❑ **Charts & Graphs**
❑ **Pictures & Captions**	❑ **Glossary**

Important Words	
Word	**Definition**
1.	
2.	
3.	

Key Facts or Details

- ✔ 1.
- ✔ 2.
- ✔ 3.
- ✔ 4.

I WONDER... _____

On the Back: Draw/write about something you learned from the text.

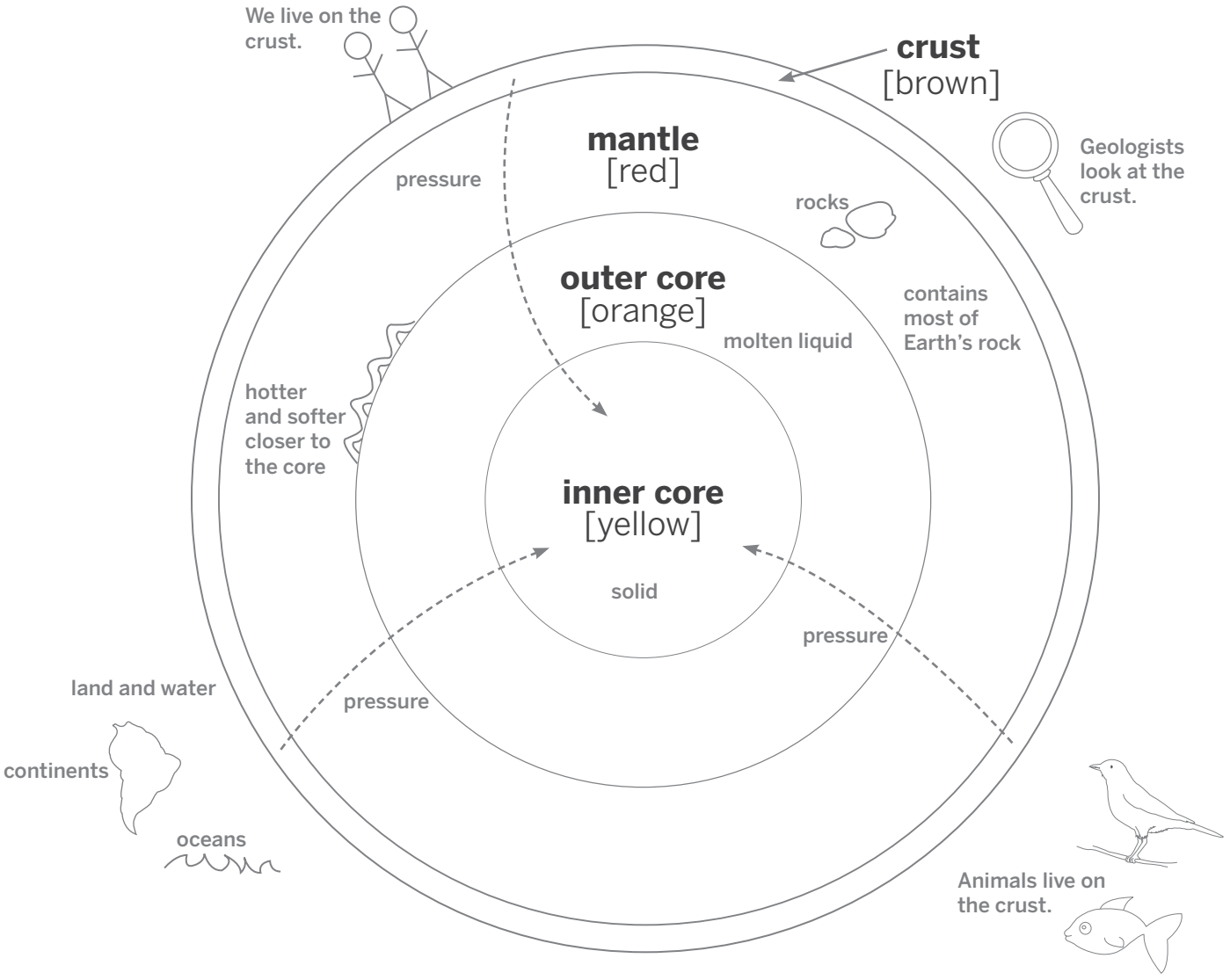
Language Studio 7

The History of the Earth

Resource Pages

Earth Diagram

Earth Diagram



Title: _____

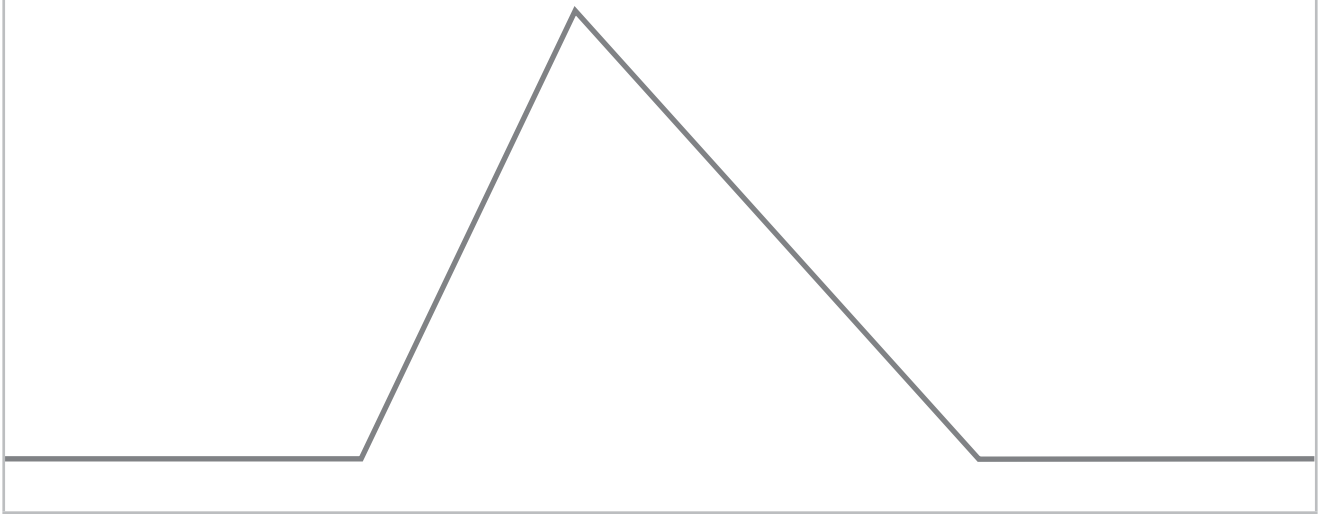
Author: _____ ***Illustrator:*** _____

Story Elements

Characters/Who:

Setting/Where & When:

Story Map:



On the Back: Draw/write about your favorite part of the story or what you learned from the story.

7.4S

(Reading/Listening Guide for Informational Text)

Topic: _____

Author: _____

Text Features	
❑ **Title**	❑ **Maps**
❑ **Headings**	❑ **Charts & Graphs**
❑ **Pictures & Captions**	❑ **Glossary**

Important Words	
Word	**Definition**
1.	
2.	
3.	

Key Facts or Details

- ✔ 1.
- ✔ 2.
- ✔ 3.
- ✔ 4.

I WONDER... _____

On the Back: Draw/write about something you learned from the text.

Additional Hands-On Activity: Formation of Rocks

PREPARATION

- You will need three colors of chocolate chips (e.g., white chocolate chips, semisweet chocolate chips, mint, etc.), or create three colors of crayon shavings.

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

- Have a heat source ready or have a pan of hot water available. You will also need an aluminum pan, three zip-top bags, a clear jar, and a few pieces of aluminum foil.

IGNEOUS ROCK

To create igneous rocks, melt one color of chocolate chips. This can be done using a stove or hot plate, or by placing the chips on aluminum foil in a pan of very hot water. Allow the melted chips to cool. Remind students that igneous rocks are formed from magma (melted rock) that has been heated and then cooled, similar to how these chocolate chips have been melted and then cooled.

SEDIMENTARY ROCK

To create sedimentary rocks, place each color of chocolate chips into separate plastic bags. Students can crush these chips inside the bag using their feet or hands. Next, layer each color of crushed chips in a clear jar. Have students help you press down on these layers using their hands to simulate the formation of sedimentary rocks. Remind students that sedimentary rocks are formed when pressure is applied to sediments over a long period of time, similar to how the crushed chips are layered and are being pressed down.

METAMORPHIC ROCK

To create metamorphic rocks, first place some crushed chocolate chips from the sedimentary rocks onto a piece of aluminum foil. Next, have students apply pressure to the chips using their hands or feet. Then, place the foil in a pan of very hot water to melt the layers. Allow the melted layers to cool. Remind students that metamorphic rocks are igneous or sedimentary rocks that undergo extreme amounts of heat and pressure, similar to how the chocolate chips have been layered, pressed together, melted, and then cooled.

FOLLOW-UP DISCUSSION

Have students name each type of chocolate chip "rock" (igneous, sedimentary, or metamorphic), and explain how heat, pressure, and time were part of the rock's formation.

Additional Hands-On Activity: Fossil Museum

PREPARATION

Homemade Fossil Dough Recipe

1 cup wet, used coffee grounds

1/2 cup cold coffee

1/2 cup salt

1 1/3 cups flour

Mix ingredients together in a medium-sized bowl until mix resembles modeling dough.

Add more flour if dough is sticky.

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

[Yields about 8 saucer-sized fossils.]

PART I

- Work with students to divide the dough into balls and place each ball onto parchment or waxed paper.
- Have students use their hands to flatten their ball of dough, and then have them press toy insects, leaves, shells, or stones into the dough to create imprints. Allow the fossils to dry overnight on a wire rack.

PART II

- Gather all the fossils together, and count the total number of fossils. Divide the students into groups based on the number of fossils. Each group should have at least one fossil.
- Discuss the characteristics of fossils with students.
  - » Most fossils form after a plant or animal is buried under layers of sediment. Pressure on the sediment preserves the body or imprint of the plant or animal, leaving a fossil.
- Explain to students that they are going to examine and label the fossils and then make a fossil display.
- Give each group writing tools and index cards. Ask the group to look closely at their fossil to determine if it is a plant or an animal fossil.

- Have each group write a label for their fossil, using the sound-spelling correspondences taught thus far.
- Ask students how the fossil display should be organized (e.g., plant fossils and animal fossils). Make index card labels for the categories, and place them on a tabletop or clear surface. Invite students to display their fossils and the corresponding labels in the "museum."

FOLLOW-UP DISCUSSION

Spend a few minutes observing the fossils as a class. Ask students questions to provoke their thinking and to help them relate this activity to the read-aloud material. Suggested questions include the following:

1. Which category has the most fossils?
2. If these fossils were real, what would they tell us about the history of the earth? *(There were plants and animals long, long ago on the earth.)*

Stegosaurus

T. Rex

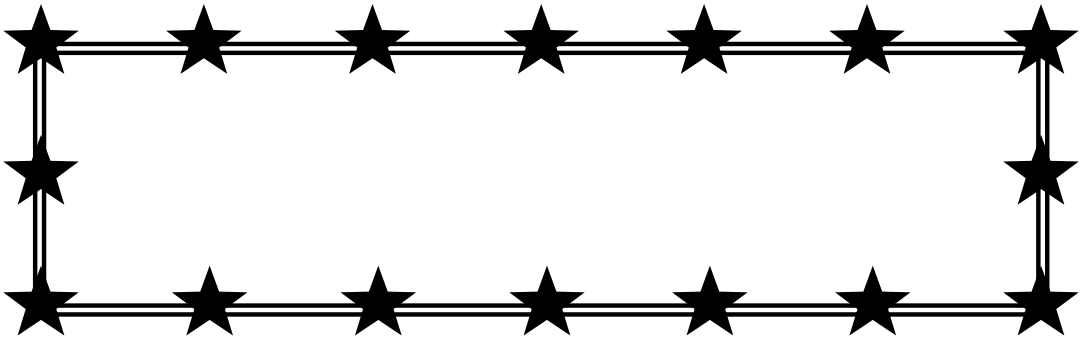
Compsognathus

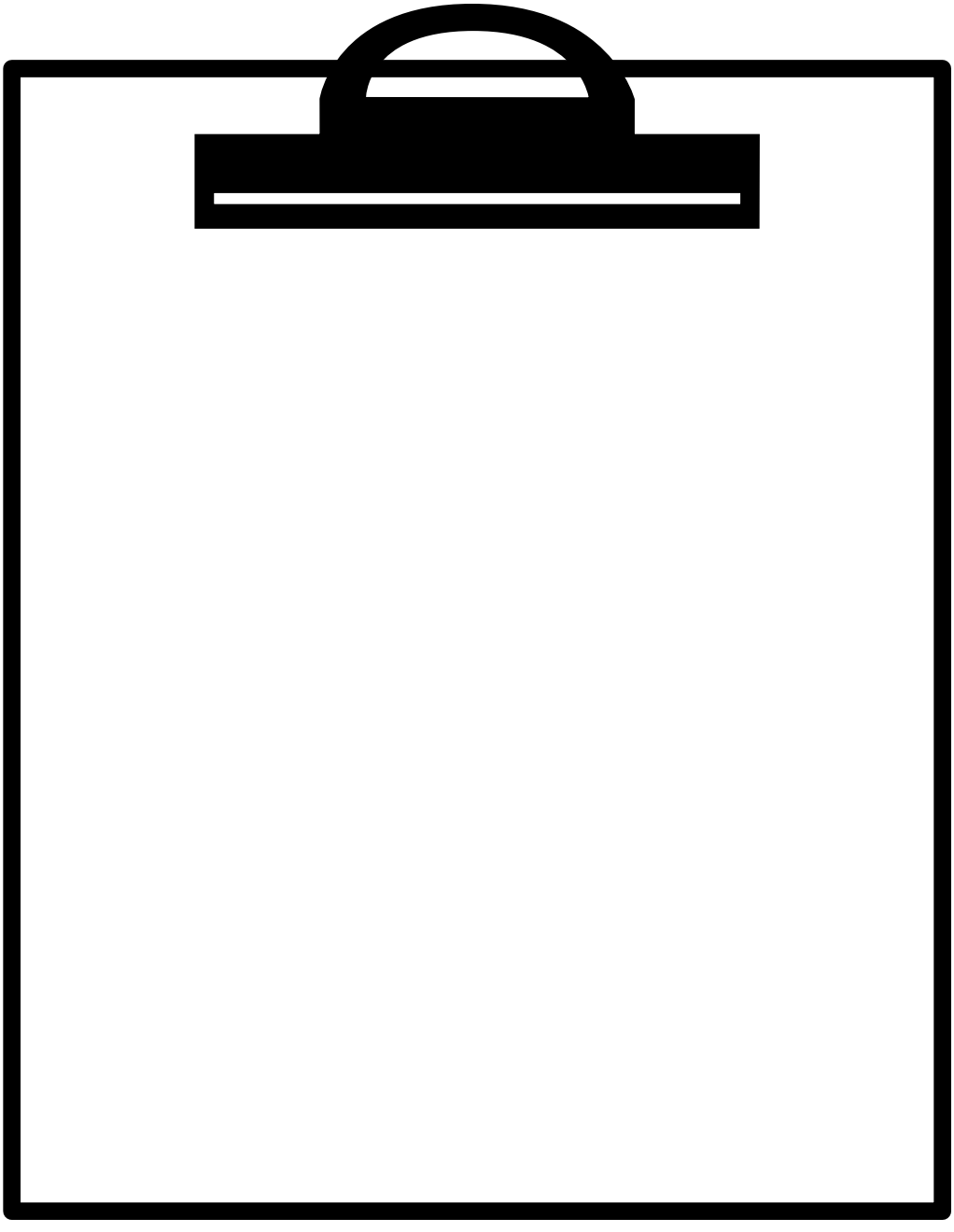
Camarasaurus

Language Studio 8

Animals and Habitats

Resource Pages

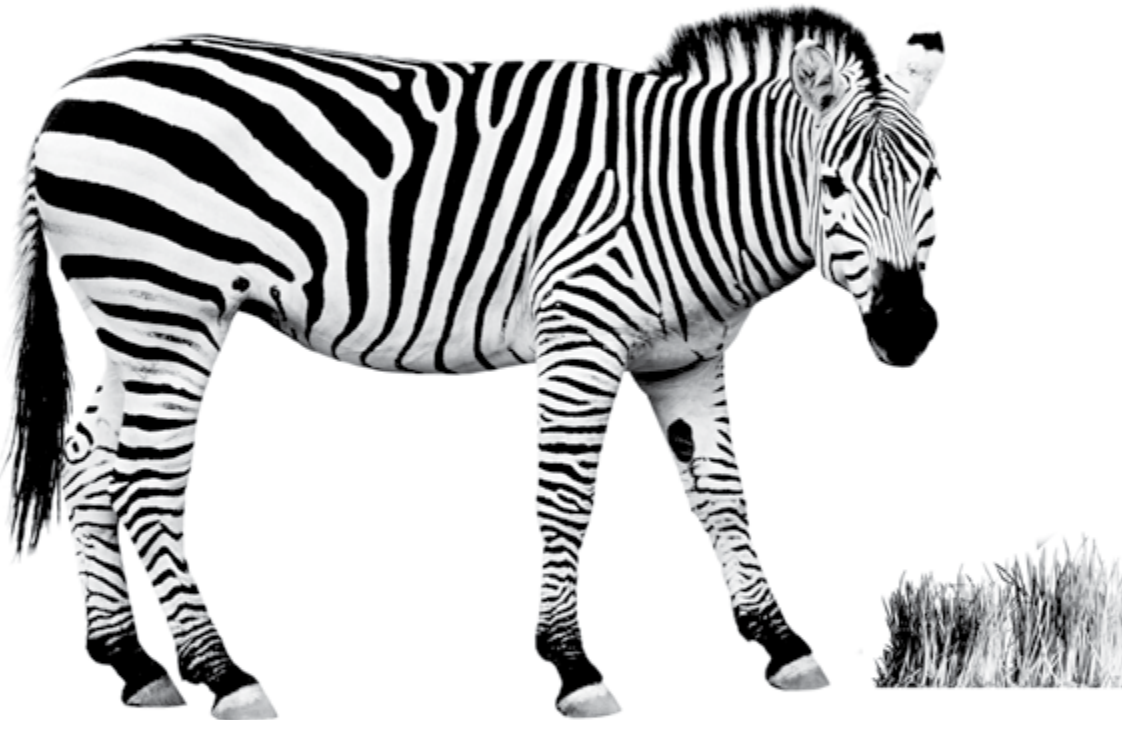




Directions: Have students write the main idea from the video in the spotlight box. On the clipboard, have students draw something they learned from the video.

8.2S

8.3S



Language Studio 10

A New Nation: American Independence

Resource Pages

Title: _____

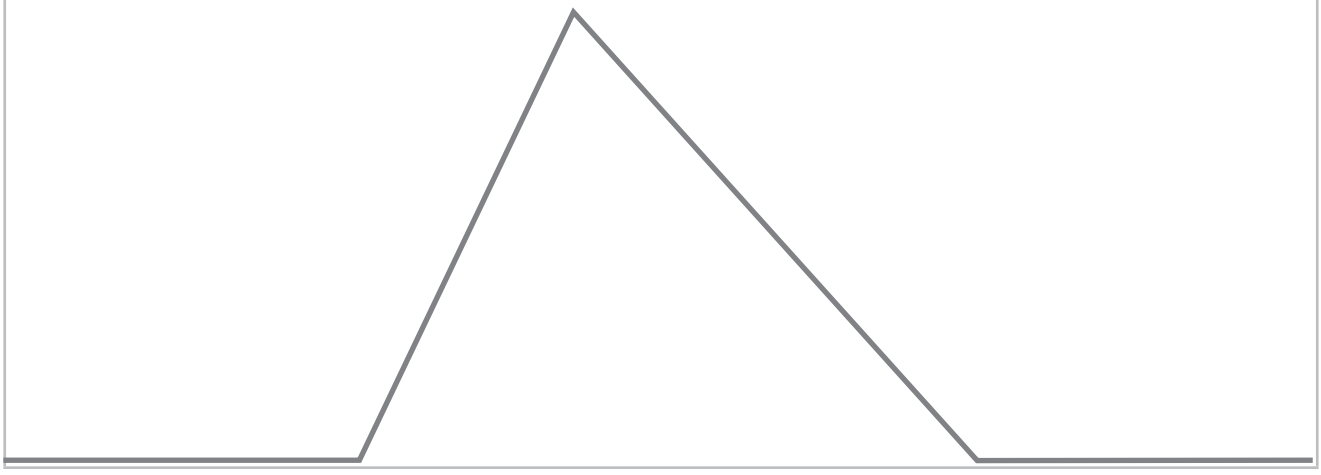
Author: _____ ***Illustrator:*** _____

Story Elements

Characters/Who:

Setting/Where & When:

Story Map:



On the Back: Draw/write about your favorite part of the story or what you learned from the story.

10.2S
(Reading/Listening Guide for Informational Text)

Topic: _____

Author: _____

Text Features	
❑ **Title**	❑ **Maps**
❑ **Headings**	❑ **Charts & Graphs**
❑ **Pictures & Captions**	❑ **Glossary**

Important Words	
Word	**Definition**
1.	
2.	
3.	

Key Facts or Details

- ✔ 1.
- ✔ 2.
- ✔ 3.
- ✔ 4.

I WONDER... _____

On the Back: Draw/write about something you learned from the text.

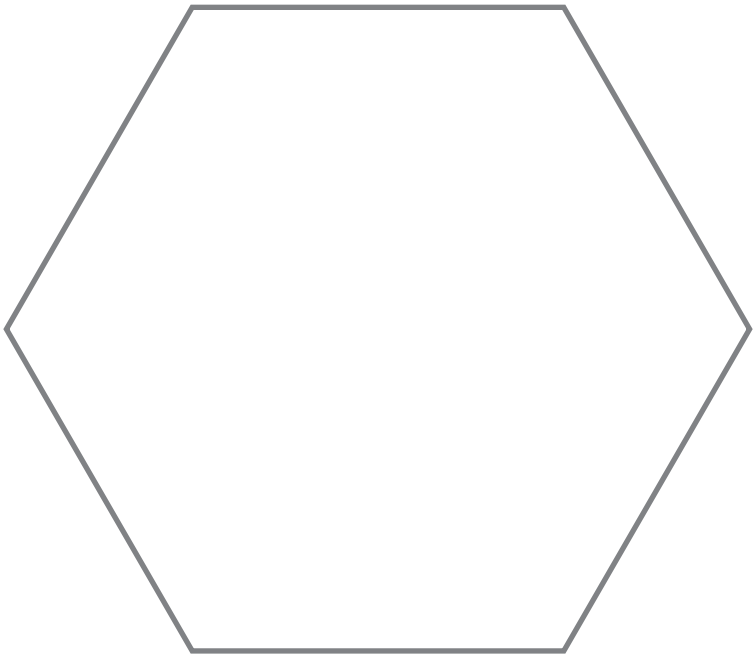
Somebody	
Wanted	
But	
So	
Then	

Language Studio 11

Frontier Explorers

Resource Pages

Frontier Explorers Map



Join the Corps of Discovery!

Are you _____?

Do you like _____?

Can you _____?

America, the Beautiful

Written by Catherine Lee Bates
Composed by Samuel A. Ward

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!

America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

Grade 1

Activity Book Answer Key

Activity Book Answer Key

Language Studio 1

Fables and Stories

LANGUAGE STUDIO

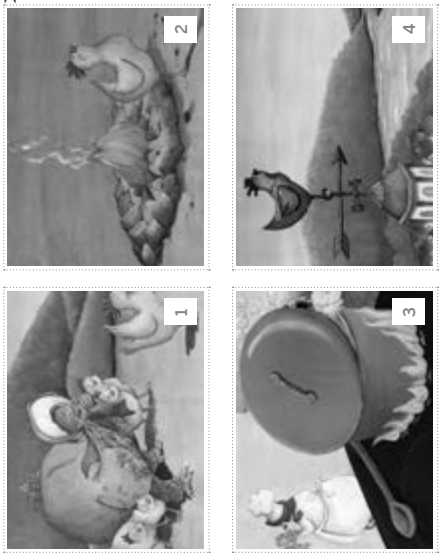
NAME: _____

DATE: _____

7.1S TAKE-HOME

LANGUAGE STUDIO 1: FABLES AND STORIES

Directions: These pictures show some important parts of the plot of "The Little Half-Chick (Medio Pollito)." Look at each picture, and think about what is happening. Cut out the pictures, and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.



NAME: _____

DATE: _____

8.1S ACTIVITY PAGE

LANGUAGE STUDIO 1: FABLES AND STORIES

Directions: These pictures show some important parts of the plot of "The Crowded, Noisy House." Look at each picture, and think about what is happening. Cut out the pictures, and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.

NAME: _____

DATE: _____

9.1S ACTIVITY PAGE

LANGUAGE STUDIO 1: FABLES AND STORIES

Directions: These pictures show some important parts of the plot of "The Tale of Peter Rabbit." Look at each picture and think about what is happening. Cut out the pictures, and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.

Language Studio 2

The Human Body

LANGUAGE STUDIO

NAME: _____

DATE: _____

9.1S ACTIVITY PAGE

LANGUAGE STUDIO 2: THE HUMAN BODY

grain

vegetable

NAME: _____

DATE: _____

9.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 2: THE HUMAN BODY

fruit

protein

NAME: _____

DATE: _____

9.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 2: THE HUMAN BODY

milk

Language Studio 3

Different Lands, Similar Stories

LANGUAGE STUDIO

NAME: _____

DATE: _____

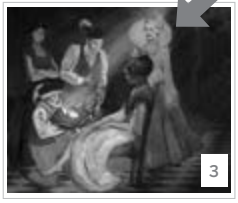
1.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"Cinderella"

Directions: Glue the sequenced images onto this story map. Then write a caption or sentence about what is happening in each image.

(Writing optional)



NAME: _____

DATE: _____

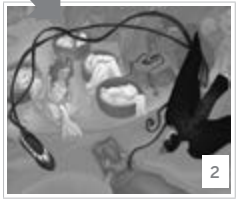
2.1S CONTINUED ACTIVITY PAGE

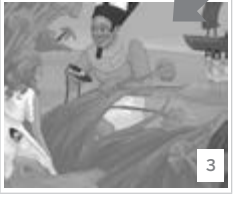
LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"The Girl with the Red Slippers"

Directions: Glue the sequenced images onto this story map. Then write a caption or sentence about what is happening in each image.

(Writing optional)





NAME: _____

DATE: _____

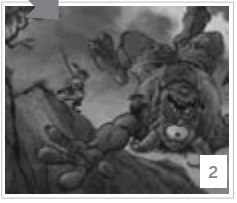
3.1S CONTINUED ACTIVITY PAGE

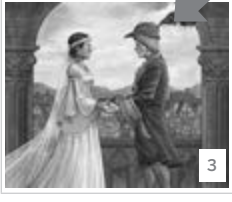
LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"Billy Beg"

Directions: Glue the sequenced images onto this story map. Then write a caption or sentence about what is happening in each image.

(Writing optional)





NAME: _____
DATE: _____

4.1S CONTINUED ACTIVITY PAGE

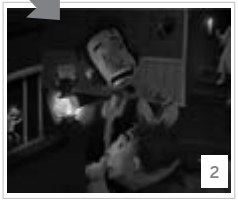
LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"Tom Thumb"

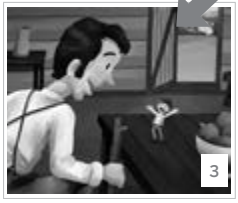
Directions: Glue the sequenced images onto this story map. Then write a caption or a sentence about what is happening in each image.

1

[Answers may vary for all.] A mother and father have a baby and name him "Tom Thumb."


2

Tom stops the robber from stealing the mayor's money.


3

Tom goes home.

NAME: _____
DATE: _____

5.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"Thumbelina"

Directions: Glue the sequenced images onto this story map. Then write a caption or a sentence about what is happening in each image.

1

[Answers may vary for all.] A tiny baby named Thumbelina is inside a flower.

2

She helps a swallow to live.

3

Thumbelina marries the little king.

NAME: _____
DATE: _____

6.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"Issun Boshi: One-Inch Boy"

Directions: Glue the sequenced images onto this story map. Then write a caption or a sentence about what is happening in each image.

1

[Answers may vary for all.] The old man and his wife get a baby named Issun Boshi.

2

He saves the princess from the oni.

3

Issun Boshi marries the princess.

NAME: _____
DATE: _____

7.1S CONTINUED ACTIVITY PAGE

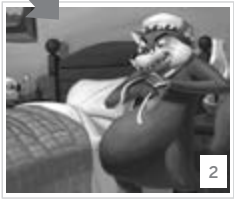
LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"Little Red Riding Hood"

Directions: Glue the sequenced images onto this story map. Then write a caption or a sentence about what is happening in each image.

1

(Writing optional)


2

3

NAME: _____
DATE: _____

8.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"Hu Gu Po"

Directions: Glue the sequenced images onto this story map. Then write a sentence or a caption about what is happening in each image.

(Writing optional)

NAME: _____
DATE: _____

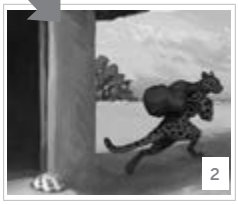
9.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"Tselane"

Directions: Glue the sequenced images onto this story map. Then write a caption or a sentence about what is happening in each image.

(Writing optional)



Language Studio 4

Early World Civilizations

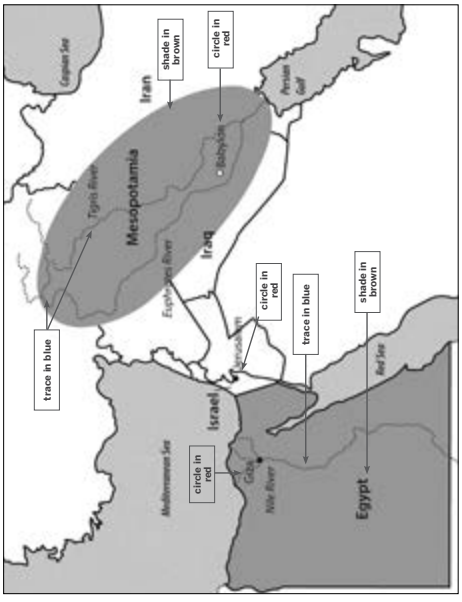
LANGUAGE STUDIO

NAME: _____
DATE: _____

1.1S ACTIVITY PAGE

LANGUAGE STUDIO 4: EARLY WORLD CIVILIZATIONS

Early World Civilizations Map

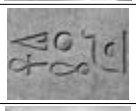


NAME: _____
DATE: _____

1.2S ACTIVITY PAGE

LANGUAGE STUDIO 4: EARLY WORLD CIVILIZATIONS

Early World Civilizations Chart

	Mesopotamia	Ancient Egypt
Religion		
Leaders		
Writing		
Cities		
Farming		

NAME: _____
DATE: _____

12.1S ACTIVITY PAGE

LANGUAGE STUDIO 4: EARLY WORLD CIVILIZATIONS

Directions: Check off whether the sentence you hear is about Mesopotamia, ancient Egypt, or both.

	Mesopotamia	Ancient Egypt
1.		✔
2.	✔	
3.		✔
4.	✔	✔
5.	✔	
6.		✔

	Mesopotamia	Ancient Egypt
7.		✔
8.	✔	✔
9.	✔	
10.		✔
11.	✔	✔
12.	✔	✔

NAME: _____
DATE: _____

12.2S TAKE-HOME

LANGUAGE STUDIO 4: EARLY WORLD CIVILIZATIONS

Directions: Ask your child to identify the picture for Mesopotamia and the picture for ancient Egypt at the top of the page. Read the words on the page to your child. Then have your child draw a line from the word to the picture of the matching civilization at the top.

Mesopotamia

Ancient Egypt

ziggurats
Africa
pyramids
Hanging Gardens
Euphrates River
Sphinx
Asia
Tigris River
Hatshepsut
Amon-Ra
Nile River
Hammurabi
Tutankhamun
cuneiform
pharaohs
hieroglyphs

Language Studio 5

Early American Civilizations

LANGUAGE STUDIO

NAME: _____

DATE: _____

1.1S ACTIVITY PAGE

LANGUAGE STUDIO 5: EARLY AMERICAN CIVILIZATIONS

NAME: _____

DATE: _____

2.1S ACTIVITY PAGE

LANGUAGE STUDIO 5: EARLY AMERICAN CIVILIZATIONS

	Maya	Aztec	Inca
Religion			
Leaders			
Cities			
Farming			

Language Studio 7

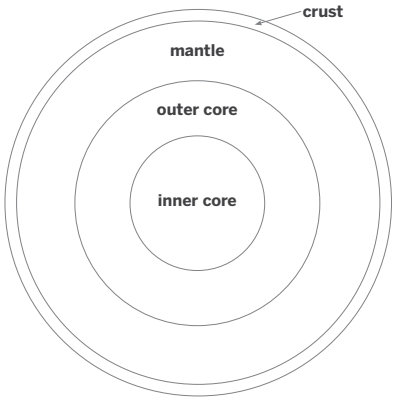
The History of the Earth

LANGUAGE STUDIO

NAME: _____
DATE: _____

4.1S ACTIVITY PAGE

LANGUAGE STUDIO 7: THE HISTORY OF THE EARTH

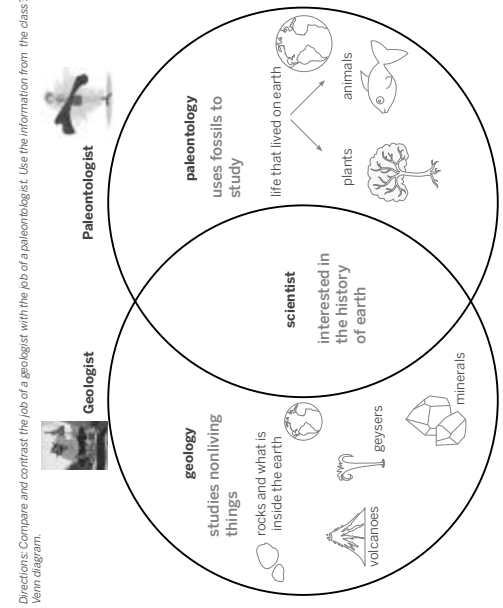


NAME: _____
DATE: _____

8.1S ACTIVITY PAGE

LANGUAGE STUDIO 7: THE HISTORY OF THE EARTH

Directions: Compare and contrast the job of a geologist with the job of a paleontologist. Use the information from the class's Venn diagram.



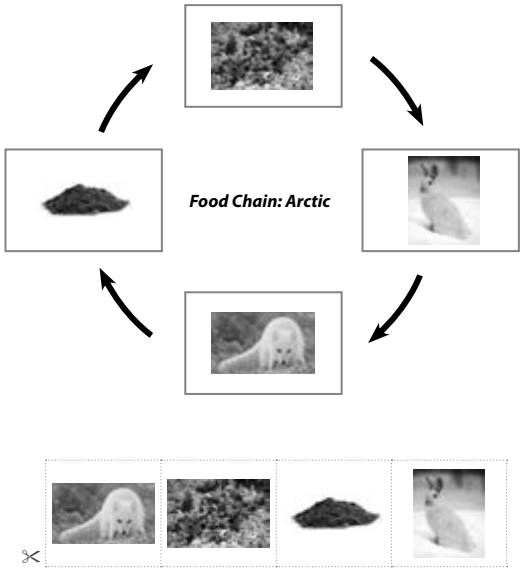
Language Studio 8

Animals and Habitats

NAME: _____
DATE: _____

9.1S ACTIVITY PAGE

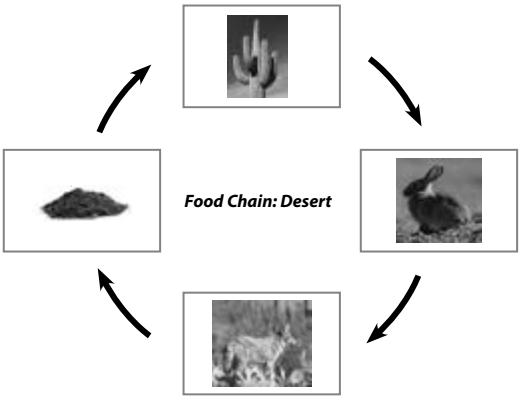
LANGUAGE STUDIO 8: ANIMALS AND HABITATS



NAME: _____
DATE: _____

9.2S ACTIVITY PAGE

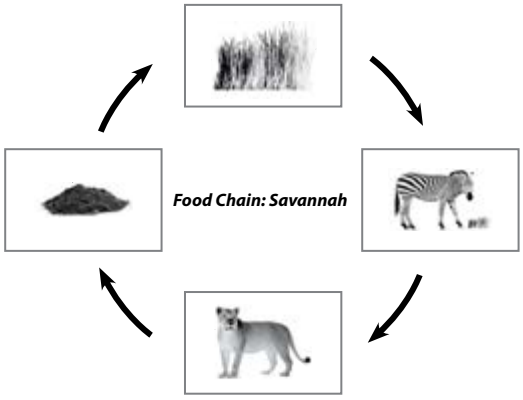
LANGUAGE STUDIO 8: ANIMALS AND HABITATS



NAME: _____
DATE: _____

9.3S ACTIVITY PAGE

LANGUAGE STUDIO 8: ANIMALS AND HABITATS



Language Studio 9

Fairy Tales

NAME: _____
DATE: _____

1.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

(writing optional)

Directions: Glue the sequenced images onto this story map.

NAME: _____
DATE: _____

2.1S ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

Comparing Fairy Tales

	Alike	Different
Setting(s)	castle once upon a time . . .	
Character(s)	royal families evil characters	fairies/Rumpelstiltskin
Fantasy/ Magic	magical characters with special skills	different magical characters: fairies in "Sleeping Beauty" and Rumpelstiltskin in "Rumpelstiltskin"
Problem(s)	caused by something the parent did, not the child	Sleeping Beauty's curse makes her sleep. Miller's daughter promises baby to Rumpelstiltskin.
Solution(s)	solved by someone outside the royal family.	Prince saves Sleeping Beauty. Royal messenger learns Rumpelstiltskin's name.
Ending	happy ending	"Sleeping Beauty" ends with a marriage. "Rumpelstiltskin" ends with the little man stomping himself into the ground.

NAME: _____
DATE: _____

2.2S ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

Elements of Fantasy and Reality

Fantasy	Reality

NAME: _____
DATE: _____

3.1S ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

Comparing Settings and Characters

	Setting(s)		Character(s)		
"Rapunzel"	long ago	witch's garden and tower	baby girl	magical character(s) (witch)	royal character(s)
"Rumpelstiltskin"	long ago	castle	miller's daughter	magical character(s) (Rumpelstiltskin)	royal character(s)
"Sleeping Beauty"	long ago	castle	baby girl	magical character(s) (good and evil fairies)	royal character(s)

NAME: _____
DATE: _____

5.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

Directions: Glue the sequenced images onto this story map.

_____
(writing optional)
_____
_____
_____
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_____
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_____

NAME: _____
DATE: _____

5.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

_____
_____
_____
_____
_____

_____
_____
_____
_____
_____

_____
_____
_____
_____
_____

NAME: _____
DATE: _____

7.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

(writing optional)

_____
_____
_____
_____
_____

_____
_____
_____
_____
_____

_____
_____
_____
_____
_____

Directions: Glue the sequenced images onto this story map.

NAME: _____
DATE: _____

7.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

_____
_____
_____
_____
_____

_____
_____
_____
_____
_____

_____
_____
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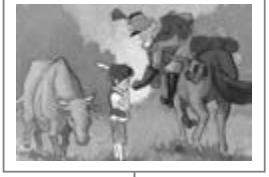
_____
_____

NAME: _____
DATE: _____

9.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES



(writing optional)

_____
_____
_____
_____
_____

_____
_____
_____
_____
_____

_____
_____
_____
_____
_____

Directions: Glue the sequenced images onto this story map.

NAME: _____
DATE: _____

9.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES

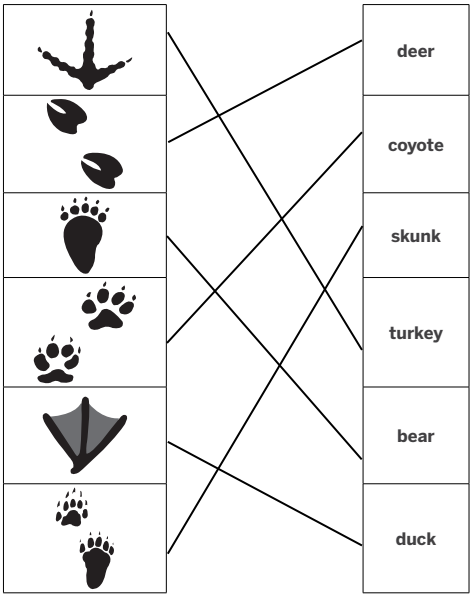
Language Studio 11

Frontier Explorers

NAME: _____
DATE: _____

2.1S ACTIVITY PAGE

LANGUAGE STUDIO 11: FRONTIER EXPLORERS

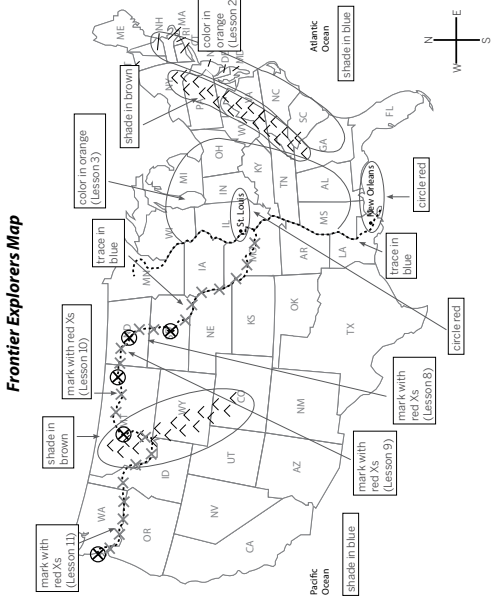


Directions: Match the name of the animal on the right to its tracks on the left.

NAME: _____
DATE: _____

2.2S ACTIVITY PAGE

LANGUAGE STUDIO 11: FRONTIER EXPLORERS



NAME: _____

DATE: _____

5.1S ACTIVITY PAGE

LANGUAGE STUDIO 11: FRONTIER EXPLORERS

Directions: Use this checklist to write down information about the three tasks that President Jefferson gave to Lewis and Clark.

Tasks Checklist			
	find a water route to the Pacific Ocean	**collect samples of different plants and animals**	**become friends with Native Americans**
	❒	❒	❒

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