



Language Studio

Grades K–2

Sample Lessons

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Language Studio

Sample Lessons



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Language Studio

Kindergarten



Language Studio 1

Nursery Rhymes and Fables



NURSERY RHYMES AND FABLES

The Hare and the Tortoise

PRIMARY FOCUS OF LESSON**Speaking**

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

Students will discuss and apply the word *race*.

Reading

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

FORMATIVE ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Retelling the Fable [Activity Page 11.1S]

LESSON AT A GLANCE

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

ADVANCE PREPARATION

Rewind

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

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

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

Language Forms and Functions

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

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

I was in a race when . . .

I watched a race. It was a _____ race.

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

Vocabulary

Tier 3 Domain-Specific Words

hare
tortoise

Tier 2 General Academic Words

boasting
break
steadily

Tier 1 Everyday Speech Words

fast/slow
race
tired
won

Lesson 11: The Hare and the Tortoise

Looking at Language



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

SENTENCE BUILDER

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

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

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

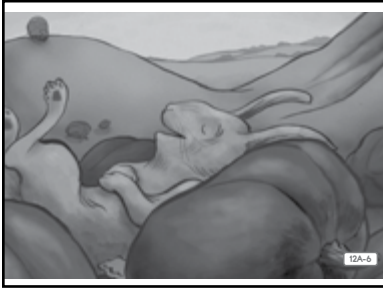
1. Look at this picture. I will call on you one at a time to say one word about the picture.
2. Then, I will build on your word by adding other words to make a short sentence.
3. Finally, we will say the short sentence together.

Student A: tortoise

Teacher: The tortoise waits for the race to begin.

Class: The tortoise waits for the race to begin.

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



Show Image 12A-6: Hare in pumpkin patch

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

Teacher: hare

Student B: The hare sleeps.

Class: The hare sleeps.

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



Formative Assessment

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



Speaking Using Verbs and Nouns

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

Lesson 11: The Hare and the Tortoise

Vocabulary Building



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

WORD WORK: RACE

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

Say the word *race* with me three times.

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

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

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

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

Support

Sentence frames:

“I was in a race
when . . .”

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



Check for Understanding

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

Lesson 11: The Hare and the Tortoise

Rewind

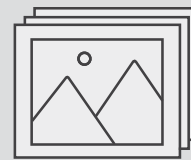


Primary Focus: Students will retell the beginning, middle, and end of “The Hare and the Tortoise.”

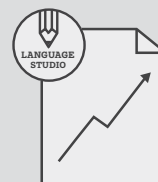
SEQUENCING: “THE HARE AND THE TORTOISE”

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

Image Card 9, 11, 12



Activity Page 11.1S



Reading Selecting Language Resources

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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



Retelling the Fable

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

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

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

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

End Lesson

Language Studio 1

Activity Pages



Directions: These three pictures show events from "The Hare and the Tortoise." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.



LANGUAGE STUDIO 1: NURSERY RHYMES AND FABLES



Language Studio 3

Stories



STORIES

Chicken Little

PRIMARY FOCUS OF LESSON**Speaking**

Students will retell “Chicken Little” by orally sequencing the events in the story.

Reading

Students will identify the story elements in “Chicken Little.”

Speaking

Students will use the word *sly* in context.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Informal Observation]

LESSON AT A GLANCE

Activity	Time	Materials
Rewind		
Retelling the Story	15 min.	<input type="checkbox"/> Images 1A-1-4 <input type="checkbox"/> Language Proficiency Recording Sheet
Focus on Text		
Story Elements: "Chicken Little"	10 min.	<input type="checkbox"/> Story Elements Chart for "Chicken Little" <input type="checkbox"/> Image 1A-4
Vocabulary Building		
Word Work: <i>Sly</i>	5 min.	

ADVANCE PREPARATION

Rewind

- Prepare Language Proficiency Recording Sheet for Speaking.

Focus on Text

- Create a Story Elements Chart for "Chicken Little."

Title	
Setting	
Characters	

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> Retell a story using linking words. Discuss story elements. Describe characters in a story using the general academic word <i>sly</i>. 		
Language Forms and Functions		
Retell a Story: <i>First, . . . / Next, . . . / Then, . . . / Finally, . . .</i>		
Opinion: I think _____ is sly.		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
character den fiction	sly until	acorn chicken fox king

Start Lesson

Lesson 1: Chicken Little

Rewind



Primary Focus: Students will retell “Chicken Little” by orally sequencing the events in the story.

RETELLING THE STORY (15 MIN.)

- Tell students that all stories have a plot. Explain that a plot is what happens in a story—the beginning, middle, and end of a story.
- Tell students that they will now look at the pictures and retell the plot of the story “Chicken Little.”
- Remind students that when we retell a story, we use words such as *first*, *next*, *then*, and *finally* when talking about the beginning, middle, and end of a story.
- Show students image 1A-1. Have them retell what is happening by starting off with the word *first*.
- Show students images 1A-2–4. Prompt them to retell what is happening in each image.



Speaking
Selecting Language
Resources

Entering/Emerging

Display images from the story and have students signal whether it happened at the beginning, middle, or end of the story.

Transitioning/Expanding

Prompt students to retell story using linking words *first*, *next*, *then*, and *finally*.

Bridging

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



Retelling

Tell your partner about the beginning, middle, and end of the story. Try to use the words *first*, *next*, *then*, and *finally* as you retell the story.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

Evaluation Tool	
Language Domain	Speaking
Knowledge/Lesson	K3L1
Activity Name	Retelling
Proficiency Levels	
Entering	Student sequences images with support.
Emerging	Student sequences images.
Transitioning	Student retells several events from the story using visuals and some frequently occurring linking words with support.
Expanding	Student retells several events from the story using visuals and some frequently occurring linking words.
Bridging	Student retells beginning, middle, and end of a story using frequently occurring linking words.

Lesson 1: Chicken Little

Focus on Text



Primary Focus: Students will identify the story elements in “Chicken Little”

STORY ELEMENTS: “CHICKEN LITTLE” (10 MIN.)

- Tell students that you will review the story elements for “Chicken Little” together by filling in a story elements chart.

Note: Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the words to them.

Title	“Chicken Little”
Setting	in the woods near a place where a king lives
Characters	Chicken Little Goosey Loosey Henny Penny Ducky Lucky Turkey Lurkey Foxy Loxy

Ask: What is the title of the story? (“*Chicken Little*”)

Definition: Fiction is a story that has been created from a person’s imagination; it is not real. Many times stories are make-believe and fantasy with a little bit of reality, or something that is true.

Is “Chicken Little” real or fiction. (*fiction*)

Definition: Setting is where the story takes place.

What are the settings in this story?

- » outside in the woods; near a place where a king lives



Show image 1A-4

Definition: Characters are the people or animals in a story.

Who are the characters in the story?

- » Chicken Little, Goosey Loosey, Henny Penny, Ducky Lucky, Turkey Lurkey, Foxy Loxy



Speaking
Evaluating Language
Choices

Entering/Emerging

Have students contribute using gestures, words, or simple phrases to indicate which character in the story is sly.

Transitioning/Expanding

Have students contribute using a short sentence or completing the sentence frame: "In the story _____ is sly."

Bridging

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

Lesson 1: Chicken Little

Vocabulary Building



Primary Focus: Students will use the word *sly* in context.

WORD WORK: SLY (5 MIN.)

One of the characters in today's fiction story is *sly*.

Say the word *sly* with me three times.

Definition: When someone is *sly*, they are sneaky in a smart way.

Examples: A sly friend may borrow your favorite book without you ever knowing!

When no one was looking, the sly student snuck down the hallway to go outside to play.



Check for Understanding

Which character do you think is sly in this story?

- » I think _____ is sly.

Extending the Activity

- Have students select an adjective to describe the other characters from the story.
- Have students add another adjective to describe the fox.

- Have one partner describe a character in an image while the other partner guesses who the animal is. Then have students switch roles.

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


Language Studio 4

Plants



PLANTS

George Washington Carver

PRIMARY FOCUS OF LESSON**Reading**

Students will compare literary and informational text types.

Speaking

Students will use the domain-specific word *botany* and the general academic word *experiment* in context.

Students will connect two shorter sentences using the conjunction *and*.

FORMATIVE ASSESSMENT

Speaking

Sentence Builder [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Text Types [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Focus on Text		
Literary vs. Informational Text	10 min.	<input type="checkbox"/> Images 7A-1, 10A-2, 11A-3 <input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Word Work: <i>Botany, Experiment</i>	15 min.	
Looking at Language		
Connecting Sentences	5 min.	<input type="checkbox"/> Images 11A-3, 11A-8

ADVANCE PREPARATION

Focus on Text

- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to a discussion using the domain-specific word *botany* and the general academic word *experiment*.
- Create sentences using the conjunction *and*.

Language Forms and Functions

Contrast: One difference between the stories of Johnny Appleseed and George Washington Carver is . . .

If I were a botanist, I would study . . .

Once I did an experiment about . . .

One day, I would like to do an experiment about . . .

Vocabulary

Tier 3
Domain-Specific Words

botany/botanist

Tier 2
General Academic Words

experiment

Tier 1
Everyday Speech Words

Start Lesson

Lesson 11: George Washington Carver

Focus on Text



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

LITERARY VS. INFORMATIONAL TEXT (10 MIN.)



Show image 7A-1: Johnny Appleseed

- Remind students that they heard a story about a famous man named Johnny Appleseed. This story is called a tall tale.

Definition: A tall tale is a funny story that exaggerates the truth, so some parts of the story are unbelievable. For example, an exaggeration would be Johnny Appleseed is a very tall man who is as tall as a tree.

Support

Use a Venn diagram to show the similarities and differences.



Show image 11A-3: Young George

Ask: Who is this true story about?

- » George Washington Carver



Check for Understanding

Compare and Contrast: Tell your partner how the lives of Johnny Appleseed and George Washington Carver were similar and how they were different.

- » Johnny Appleseed and George Washington Carver were similar because both of them loved and planted plants. Johnny Appleseed and George Washington Carver were different because Johnny wandered from place to place, but George lived on a farm; Johnny planted apple seeds, but George planted a garden; Johnny played the violin, but George painted.



Show image 10A-2: Fruits and vegetables collage

- Remind students that they heard a lesson about plants and people.
- **Text Features:** Point out that this is a photograph of real fruits and vegetables. Highlight that the purpose of this photograph is to show all the different kinds of food that come from plants. This image is part of a text that gives information about how plants provide food to people.



Text Types

What are the differences between the story you heard today about George Washington Carver and the story about Johnny Appleseed? What are the differences between these stories and the read-alouds about plants?

- » The story about George Washington Carver is true, but the story about Johnny Appleseed is not entirely real; the read-aloud is about real things, has photographs, and gives information.



Reading Understanding Text Structure

Entering/Emerging

Provide simple *yes/no* sentences about the differences between the texts [e.g., “Do both the stories of Johnny Appleseed and George Washington Carver include made-up events?”].

Transitioning/Expanding

Provide a sentence starter about the differences between the texts [e.g., “One difference between the stories of Johnny Appleseed and George Washington Carver is . . .”].

Bridging

Challenge students to discuss the differences between the stories in complete sentences.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K4L11
Activity Name	Text Types
Proficiency Levels	
Entering	Student answers simple <i>yes/no</i> questions about the differences between the texts with prompting and support.
Emerging	Student answers simple <i>yes/no</i> questions about the differences between the texts.
Transitioning	Student completes a sentence starter about the differences between the texts with prompting and support.
Expanding	Student completes a sentence starter about the differences between the texts.
Bridging	Student identifies differences between the texts in complete sentences.

Lesson 11: George Washington Carver

Vocabulary Building



Primary Focus: Students will use the domain-specific word *botany* and the general academic word *experiment* in context.

WORD WORK (15 MIN.)

Support

Sentence starter:

"If I were a botanist, I would study . . ."

Botany/Botanist

George Washington Carver studied *botany* in college and became an expert *botanist*.

Say the word *botany* with me three times.

Say the word *botanist* with me three times.

Definition: *Botany* is the study of plants and the life of plants.

What do you think *botanist* means?

» A botanist is someone who studies plants.

An expert in botany knows a lot about all kinds of plants. Someone who studies plants is called a botanist.

Share: If you were a botanist, which plant would you like to know about first? Tell your partner about it.

Experiment

George Washington Carver liked to *experiment* with ways to make plants grow better.

Say the word *experiment* with me three times.

Definition: When you do an experiment, you are testing something to see what will happen or trying out different things to see what they are like.

Making Choices: You usually do an experiment when you want to find out more about something. I will tell you several situations. If what I say is an experiment, say, "That is an experiment." If what I say is not an experiment, say, "That is not an experiment."

◦ George Washington Carver trying to find out which flowers need more sunlight

» That's an experiment.

- mixing different colors together to see what color they make
 - » That's an experiment.
- petting a horse
 - » That is not an experiment.
- using different-shaped bubble wands to see what kind of bubbles they make
 - » That is an experiment.
- eating your favorite food for lunch
 - » That is not an experiment.

Turn and Talk: Tell your partner about a time you did an experiment. What were you trying to find out? What happened? Or, tell your partner about an experiment you would like to do one day.

Support

Sentence starters:

"Once I did an experiment about . . ."

One day, I would like to do an experiment about . . ."

Lesson 11: George Washington Carver

Looking at Language



Primary Focus: Students will connect two shorter sentences using the conjunction *and*.

CONNECTING SENTENCES (5 MIN.)

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

- Explain the directions to this sentence-building activity:

First, I will show you a picture.

Then I will ask one question at a time.

Each time a question is answered, we will add it to our sentence to expand the sentence using the word *and*.



Show image 11A-8: Collage of products

Name one thing you see in this picture.
 (*peanuts*)

» I see peanuts.

Name something else you see in this picture.
 (*peanut butter*)

» I see peanut butter.

Now let's put these two sentences together using *and*. We use *and* to show that there is something more or to add more information.

» I see peanuts, and I see peanut butter.



Show image 11A-3: Young George

Ask

- What is George doing? (*sitting next to a stream*)
 - » George is sitting next to a stream.
- What else is George doing? (*holding a seedling in his hand*)
 - » George is holding a seedling in his hand.

What word can we use to put these two sentences together? (*and*)

Put these two sentences together using *and*.

» George is sitting next to a stream, and George is holding a seedling in his hand.

Support

Explain that the word *and* is used to show that there is something more, or to add more information.



Formative Assessment

Sentence Builder: Tell your partner two things that interest you. Use the word *and* to connect your two ideas. For example, you could say, "I have an interest in animals, and I have an interest in math."

End Lesson

Language Studio 5

Farms



FARMS

The Seasons of Farming

PRIMARY FOCUS OF LESSON**Speaking**

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

Listening

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

Reading

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

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Act It Out [Informal Observation]**

LESSON AT A GLANCE

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

ADVANCE PREPARATION

Look Ahead

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

On Stage

- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

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

Language Forms and Functions

"It is _____. I can tell because . . ."

A farmer harvests _____.

My favorite time of year is _____.

Vocabulary

Tier 3
Domain-Specific Words

harvest

Tier 2
General Academic Words

cycle

Tier 1
Everyday Speech Words

winter/spring/summer/fall

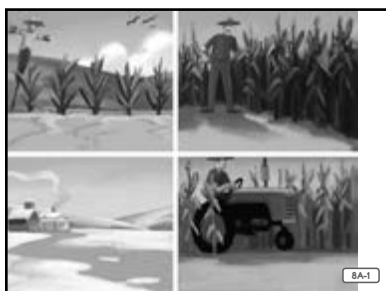
Start Lesson

Lesson 8: The Seasons of Farming Look Ahead



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

SONG AND CHANT FOR THE SEASONS (10 MIN.)



Show Image 8A-1: Four seasons

Note: This unit covers seasons and weather.

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

Have students sit in a circle on the floor.

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

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

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

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

Song and Chant: Have students repeat after you:

Winter is cold during December, January, and February.

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

Summer is hot during June, July, and August.

Autumn is cool during September, October, and November.

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

This is the cycle of the seasons!

This is the cycle of the seasons!

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

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

Support

Sentence starter:

"It is _____. I can tell
because . . ."

Lesson 8: The Seasons of Farming

Vocabulary Building



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

WORD WORK (10 MIN.)

Harvest

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

Say the word *harvest* with me three times.

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

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

The apple harvest festival was lots of fun this year.

Cycle

You learned about the crop *cycle*.

Say the word *cycle* with me three times.

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

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

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



Check for Understanding

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

Support

Sentence frames:

“A farmer harvests _____.”

“My favorite time of year is _____.”

Lesson 8: The Seasons of Farming

On Stage



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

Challenge

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



Reading
Understanding
Cohesion

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

“THE SEASONS OF FARMING” (10 MIN.)



Show Image 8A-1: Four seasons

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

In the winter the farmer is planning.

In the spring the farmer is planting.

In the summer the farmer is growing crops.

In the fall the farmer is harvesting.



Act It Out

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

Linking Words and Phrases that Describe a Process

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

Variation

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

LANGUAGE PROFICIENCY ASSESSMENT

Reading

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

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

End Lesson

Support

Sentence frame:

"The farmer _____ in the winter/spring/summer/fall."

Language Studio 6

Native Americans



NATIVE AMERICANS

The Lakota Sioux and the Buffalo

PRIMARY FOCUS OF LESSON**Listening**

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

Speaking

Students will ask and answer questions about the Lakota Sioux.

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

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

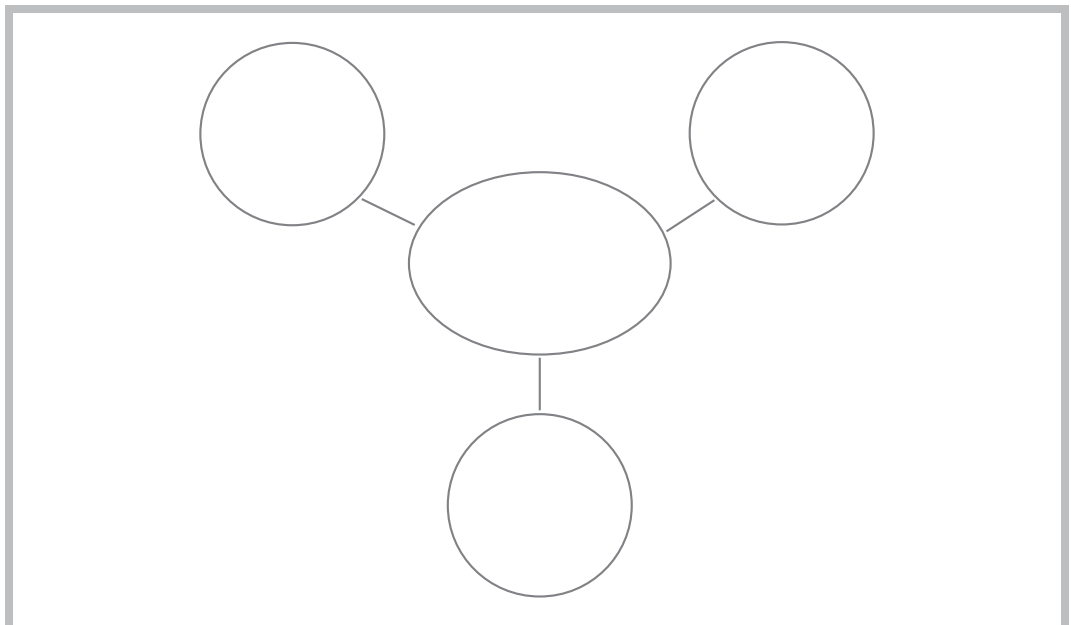
LESSON AT A GLANCE

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

ADVANCE PREPARATION

Look Ahead

- Make the following web on chart paper:



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

Talk Time

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

Hands On

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

Note to Teacher

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

FEATURES OF ACADEMIC LANGUAGE

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

Lesson 2: The Lakota Sioux and the Buffalo

Look Ahead



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

WHERE ARE WE? (10 MIN.)

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

Gather Information: Lakota Sioux

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

Activity Page 2.1S



Support

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

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

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

Lesson 2: The Lakota Sioux and the Buffalo

Talk Time



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

ASKING WH- QUESTIONS (10 MIN.)

- Display the Lakota Sioux web so that all students can reference it.
You just learned about the Lakota Sioux tribe. We will now ask questions about the Lakota Sioux by using question words—*who*, *what*, *when*, *where*, and *why*.
- Divide the class in half, into Groups A and B.
- Say each question below, and ask students to repeat the question with you chorally. Then, state the answer, and ask students to repeat the answer with you chorally. Ask Group A to repeat the first question with you, and ask Group B to repeat the answer. Then have the groups switch roles.

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

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

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

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

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

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

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

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

Challenge

Have students create their own *wh*-questions.



Speaking Exchanging Information and Ideas

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

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

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

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

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

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

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

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

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



Interview

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

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

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

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

Lesson 2: The Lakota Sioux and the Buffalo

Hands On



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

SHELTER (10 MIN.)

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

Activity Page 2.2S



Support

Sentence frames:

- "My shelter is _____."
"My shelter has _____."



Show Image 2A-7: Tipi with painted images

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

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

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



Check for Understanding

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

End Lesson

Language Studio 6

Activity Pages





NAME: _____

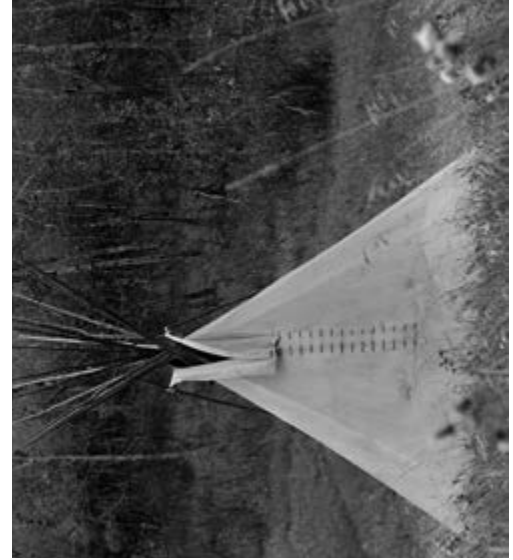
DATE: _____

2.1S

ACTIVITY PAGE

LANGUAGE STUDIO 6: NATIVE AMERICANS

Lakota Sioux





NAME: _____

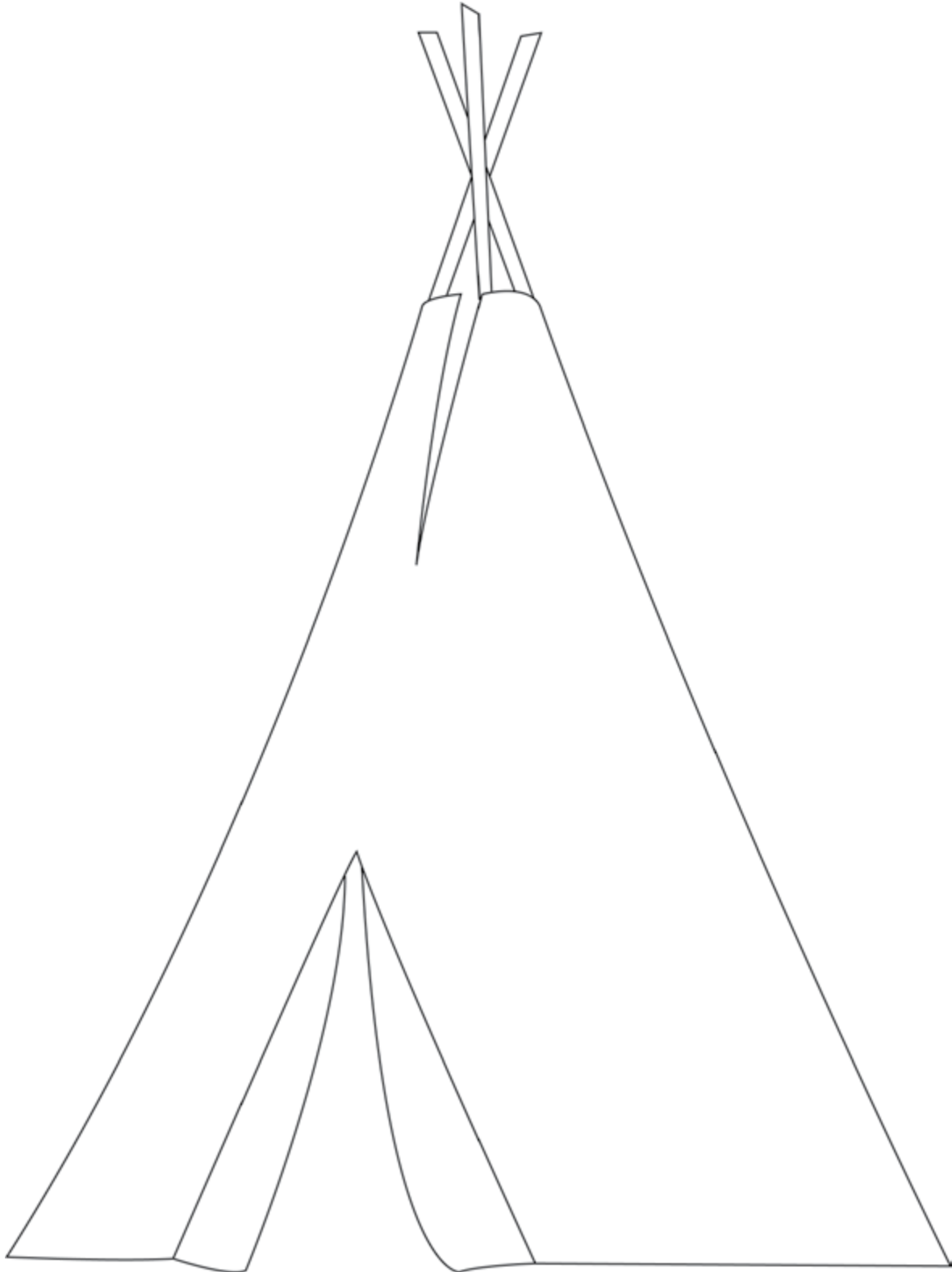
DATE: _____

2.2S

ACTIVITY PAGE

LANGUAGE STUDIO 6: NATIVE AMERICANS

Directions: Decorate this tipi using shapes, pictures, and patterns.



Language Studio 11

Taking Care of the Earth



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
Write About It		
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
Talk Time		
Air Pollution	10 min.	
Looking at Language		
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.)



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.

Support

Sentence starter:
“_____ (Air/Land/Water) pollution is . . .”



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 . . .”



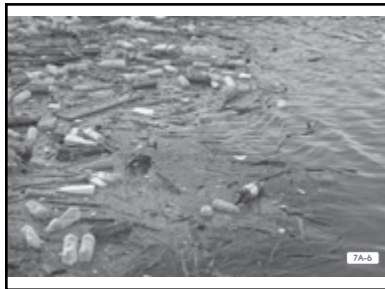
Show Image 7A-4: Litter in park

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.



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 . . ."



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.

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.



Speaking
Modifying to Add Details

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.



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

Language Studio 11

Activity Pages





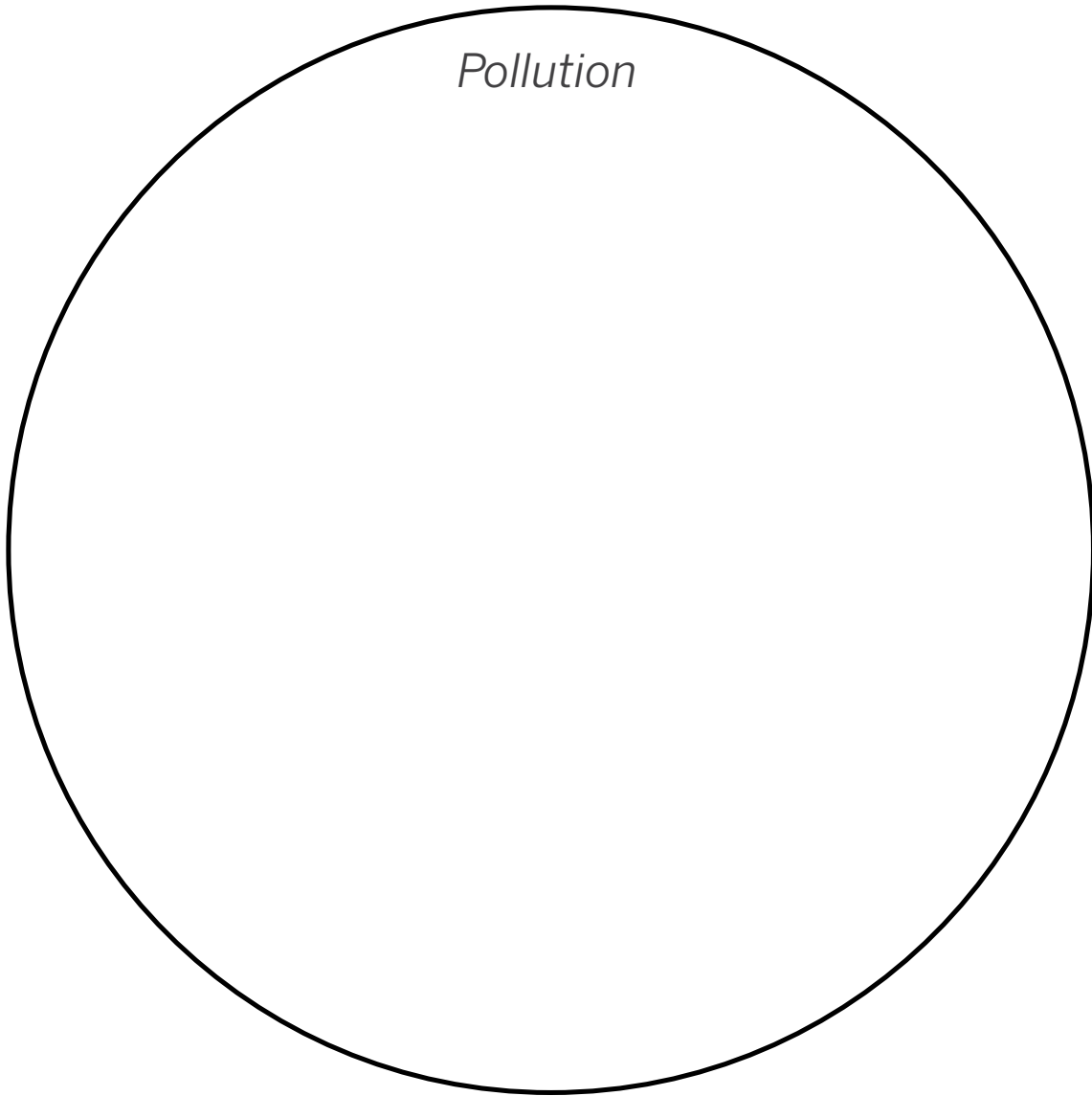
NAME: _____

DATE: _____

8.1S

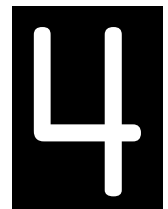
ACTIVITY PAGE

LANGUAGE STUDIO 11: TAKING CARE OF THE EARTH



Directions: Draw a picture of the most harmful pollution. Complete the sentence at the bottom of the page.

_____ pollution is _____



Language Studio

Grade 1



Language Studio 2

The Human Body



THE HUMAN BODY

The Body's Framework

PRIMARY FOCUS OF LESSON**Reading**

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

Listening

Students will determine the multiple meanings of the word *spine* using sentence-level context clues.

Speaking

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

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Look and Learn [Informal Observation]**

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Interactive Read-Aloud: "The Skeletal System"	15 min.	<input type="checkbox"/> Images 1A-8, 2A-1, 2A-2, 2A-4–2A-6 <input type="checkbox"/> rag doll or floppy stuffed animal (optional) <input type="checkbox"/> Body Systems Response Cards <input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Multiple-Meaning Word: <i>Spine</i>	5 min.	<input type="checkbox"/> Poster 2M (Spine)
On Stage		
Song and Chant: "The Skeletal System"	10 min.	<input type="checkbox"/> music to "Row, Row, Row Your Boat"

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-8: Dr. Welbody
 2. 2A-1: Dr. Welbody showing skeleton
 3. 2A-2: Skeleton protecting organs
 4. 2A-4: Joints
 5. 2A-5: Spine
 6. 2A-6: Dr. Welbody's skeleton
- Bring in a rag doll or stuffed animal to show students how their bodies would be floppy without their skeletons to support them.
- Prepare Language Proficiency Recording Sheet for Reading.

On Stage

- This lesson, Activity Page 2.1S, and Resource Page 2.1S include songs and chants for the five body systems presented in this unit. They are sung to the tune of “ Row, Row, Row Your Boat.” Bring in music for this song, and play the tune for students to hear. You will use the music, as well as the body systems songs and chants, throughout this unit. If students are not familiar with “Row, Row, Row Your Boat, “ have them hum the tune first to become comfortable with it before adding words. Students may also chant the words and use motions instead of singing it.

Take-Home Material

- Prepare Activity Page 2.1S for students to take home.

Note to Teacher

The interactive read-alouds are meant to be spoken in the voice of Dr. Welbody. Put on a character prop such as a white lab coat or a stethoscope to signal that you are getting into character.

Create class guidelines for presenting a choral song and chant (e.g., use loud presenting voices, stand up tall, do the motions with enthusiasm, and stay together). Model what each guideline looks and sounds like. You will continue to use and refer to these guidelines throughout this unit.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Ask and answer questions about multiple meanings of the word <i>spine</i>. • Present a choral song and chant. 		
Language Forms and Functions		
I see the _____ system. I know it is the _____ system because		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
joint skeletal system skeleton skull spine	protects supports	arm bones elbow hidden knee legs

Start Lesson

Lesson 2: The Body's Framework

Look Ahead



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

INTERACTIVE READ-ALoud: "THE SKELETAL SYSTEM" (15 MIN.)



Show Image 1A-8: Dr. Welbody

Hello, class! I am here to tell you about your skeletal system. The skeletal system has to do with bones.



Show Image 2A-1: Dr. Welbody showing skeleton

We all have skeletons hidden underneath our skin. *Hidden* means it cannot be seen.

Take a good look at your partner. Do you see his or her skeleton? Where is your partner's skeleton?

[Pause for student responses.]

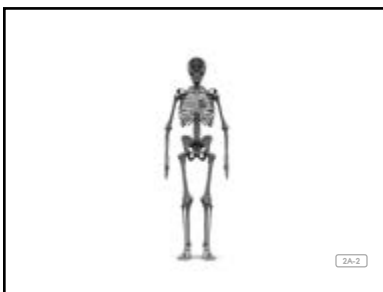
That's right. The skeleton is hidden. You cannot see it, but you can feel it.

Feel your arm. Do you feel something hard in there?

The hard things inside your arm are bones. Our skeletons are made up of many, many bones.

Our skeletons are so important to us. You know what? If we did not have a hard skeleton to support us, our body would be floppy, just like this rag doll [or stuffed animal].

[Pass the rag doll or stuffed animal around, so students can feel what floppy is like.]



Show Image 2A-2: Skeleton protecting organs

What do you see in this image?

» a skeleton

Does it look like there are just a few bones on this skeleton or many, many bones on this skeleton?

» many, many bones

Guess how many bones you will have on your skeleton by the time you grow up.

[Pause for student responses. Follow-up on student answers by telling whether there are more or fewer bones than they guessed.]

By the time you are all grown up, you will have 206 bones in your skeleton!

Do you see some things behind this skeleton?

[Point to each organ—brain, heart, and lungs—and have students name each organ with you.]

Support

Have students say *bone* while touching the bones on their arm. Invite different students to come up to the image of the boy (Image 2A-1) and point out the bones in his legs, chest, arms, and hands.

Ask students to come up with a motion that represents *bone*. Practice this motion a few times while saying *bone*.

Your skeleton protects your brain, heart, and lungs. Your skeleton keeps them safe.

Now tap lightly on your head. Do you feel something hard?

You are feeling the bones in your head, called your skull.

[Invite a student to point to the skull in the picture. Have the students say skull with you.]

Your skull is like a helmet to protect your brain.



Show Image 2A-4: Joints

Bones cannot bend by themselves. Bones are attached together at a joint. A joint is where two bones meet or join together.

[Point out several joints in the picture. Have the students say joint with you.]

Now let's stand up and bend our knees.

The bones in your leg are attached to the joint at your knee, so you can bend your leg.

[Point to the knee joint in the picture. Then point to your own knee and have students locate their knees.]

With your partner try to locate some joints on each other's skeleton. Find the places on your body where bones are attached at a joint.

Support

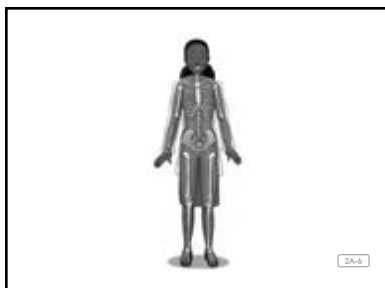
Have students say *spine* with you. Ask students if they can feel the line of small bones and the places where they are attached together.



Show Image 2A-5: Spine

Finally, move your hand down the middle of your back. Do you feel the line of small bones that runs up and down your back? These small bones are attached together to make up your spine.

Your spine is also called your backbone.



Show Image 2A-6: Dr. Welbody's skeleton



Look and Learn

Which body system do you see here? How do you know?



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	K2L2
Activity Name	Look and Learn
Proficiency Levels	
Entering	Student identifies main topic of the text with support.
Emerging	Student identifies main topic of the text.
Transitioning	Student identifies main topic and retells some key details with support.
Expanding	Student identifies main topic and retells some key details.
Bridging	Student answers questions about the topic by using key details from the text.

Entering/Emerging

Help students identify the body system using their Body Systems Response Cards, and prompt them to identify specific body parts (e.g., spine, hips, legs, and skeleton).

Transitioning/Expanding

Provide an oral sentence frame (e.g., "I see the _____ body system.") and help students explain their choice (e.g., "I know it is the _____ system because . . .").

Bridging

Have students identify the body system and explain their choice using information from the read-aloud.

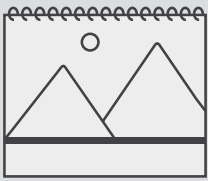
Lesson 2: The Body's Framework

Vocabulary Building



Primary Focus: Students will determine the multiple meanings of the word *spine* using sentence-level context clues.

Poster 2M



Listening Analyzing Language Choices

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

MULTIPLE-MEANING WORD: SPINE (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.

Ask: [Show Poster 2M (Spine)] Which picture shows the spine—the line of small bones—that goes up and down your back? (*one*) [Have students run their fingers along their spines.]

Spine is also a part of a book that faces out when you put it on a shelf.

Ask: Which picture shows the spine of a book? (*three*)

Spine also means something sharp and pointed like a porcupine quill.

Ask: Which picture shows a sharp, pointy spine? (*two*)



Check for Understanding

One, Two, Three: I am going to say sentences using the word *spine*. Hold up the number of fingers (one, two, or three) showing the correct meaning of *spine* used in each sentence.

- The author's name appeared on the spine of the book as well as on the title page. (*three*)
- Janie pricked her finger on the spines of the cactus. (*two*)
- I can feel my spine when I roll my fingers down my back. (*one*)

Now that we have gone over the different meanings for *spine*, quiz your partner on these different meanings. Remember to use complete sentences. For example, you could say, "I know the title of that book from its spine." Your partner should respond, "That's number three."

Lesson 2: The Body's Framework

On Stage



Primary Focus: Students will present a choral song and chant about the skeletal system.

SONG AND CHANT: "THE SKELETAL SYSTEM" (10 MIN.)

- Play the song "Row, Row, Row Your Boat." Ask students if they have heard this song before. Invite students to sing the song together or to hum along.
- Tell students that Dr. Welbody created a rhyming poem for each body system. The poems can be sung to the tune of "Row, Row, Row Your Boat." Tell them that they will repeat the words and motions after you. Eventually they will sing the words.
- State the following guidelines for presenting the song and chant, and model what each guideline looks and sounds like:
 - Use loud presenting voices.
 - Stand up tall.
 - Do the motions with enthusiasm.
 - Stay together.
- Have students practice this song and chant in small groups:

Without my hidden skeleton,

I could not stand up tall.

[Stand up really tall with your back straight.]

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

[Jump up with your hands in the air. Do the motion for bone.]

Two hundred six in all!

End Lesson



Speaking
Presenting

Entering/Emerging

Have students hum the tune and do the motions.

Transitioning/Expanding

Have students sing and chant most of the words.

Bridging

Have students sing and chant all the words and do the motions.

Language Studio 2

Activity Pages





NAME: _____

DATE: _____

2.1S

TAKE-HOME

LANGUAGE STUDIO 2: THE HUMAN BODY

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.





NAME: _____

DATE: _____

2.1S
CONTINUED

TAKE-HOME

LANGUAGE STUDIO 2: THE HUMAN BODY

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



DIFFERENT LANDS, SIMILAR STORIES

The Girl with the Red Slippers

PRIMARY FOCUS OF LESSON**Listening**

Students will discuss and make predictions about “The Girl with the Red Slippers.”

Students will evaluate the use of the word *jealous* to describe characters in the story.

Speaking

Students will retell “The Girl with the Red Slippers” using linking words and phrases.

FORMATIVE ASSESSMENT

Listening

Word to World [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Retelling [Activity Page 2.1S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Picture Walk	10 min.	<input type="checkbox"/> anchor story chart for “The Girl with the Red Slippers” <input type="checkbox"/> world map or globe <input type="checkbox"/> Images 2A-1–2A-4
Vocabulary Building		
Word Work: <i>Jealous</i>	5 min.	
Rewind		
“The Girl with the Red Slippers”	15 min.	<input type="checkbox"/> anchor story chart for “The Girl with the Red Slippers” <input type="checkbox"/> Activity Page 2.1S <input type="checkbox"/> scissors, glue/tape <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Look Ahead

- Create an anchor story chart for “The Girl with the Red Slippers,” using Resource Page 3.2S and the sample completed chart that follows as a guide. You may wish to copy the chart onto chart paper or a transparency. Fill out the anchor story chart for “The Girl with the Red Slippers” as you introduce and review the story. Be sure to pause at points in the lesson where parts of the story chart can be filled in.

Similar Stories: Finding Happiness

Folktale: "The Girl with the Red Slippers"

Country: Egypt	Continent: Africa	Setting—Time: a long time ago	Setting—Place(s): master's house Nile River pharaoh's palace
--------------------------	-----------------------------	---	--

Characters: Rhodopis, servants, master, egrets, hippopotamus, pharaoh, falcon

Beginning	Middle	End Finding Happiness
<ul style="list-style-type: none"> • Rhodopis feels sad. • The other servants are unkind to her. • Rhodopis receives red silk dancing slippers from her master. • The other servants are jealous. 	<ul style="list-style-type: none"> • Rhodopis is not able to go to the pharaoh's banquet. • A falcon steals Rhodopis's slipper and brings it to pharaoh. • The pharaoh uses the slipper to find Rhodopis. 	<ul style="list-style-type: none"> • Rhodopis and the pharaoh are married and live happily ever after.

Rewind

- Prepare Activity Page 2.1S.
- Prepare Language Proficiency Recording Sheet for Speaking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none">• Describe images from and make predictions about a story.• Retell a story using linking words and phrases.		
Language Forms and Functions		
I think the other servants felt . . .		
I felt jealous when . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
folktale master/servant silk slippers	fancy jealous kindness dislike	dancing hippopotamus

Start Lesson

Lesson 2: The Girl with the Red Slippers

Look Ahead



Primary Focus: Students will discuss and make predictions about “The Girl with the Red Slippers.”

Support

Fill out relevant parts of the story chart as you introduce this story.

PICTURE WALK (10 MIN.)

- Tell students that in today’s lesson, they will hear another folktale. The name of the folktale is “The Girl with the Red Slippers.”
- Tell students “The Girl with the Red Slippers” comes from a country called Egypt. Point to Egypt on a world map or globe. Tell students that Egypt is part of the continent of Africa. Point out Africa on the globe or map. You may wish to connect the cutout for “The Girl with the Red Slippers” (Resource Page 3.1S) to Egypt on the world map.
- Tell students they are going to take a picture walk through some of the images to help them learn about the story, before they hear the story.



Show image 2A-1: Rhodopis and the other servants

- Introduce the main character of the story: Rhodopis [/roe*də*pis/].
- Tell students that you are going to read aloud a description of Rhodopis, and when they think they know who she is, they should put a hand on their head.

Because Rhodopis is from another land, she does not look like the other servants, or like her master. They have dark hair and dark eyes, but she has gold curls and green eyes. [Call on a volunteer to point out Rhodopis.]

Ask: Look at the faces of the other servants. Do their faces show kindness toward Rhodopis or a dislike of Rhodopis? [Have students smile for kindness or scowl for dislike. Visually survey the class, and call on one or two students to comment.]

» scowl/dislike



Show image 2A-2: Rhodopis playing with the hippo by the river

- Invite a student to point to the hippopotamus. Have students say *hippopotamus* with you three times.
- Tell students that this hippo is a special character in this story because Rhodopis calls it her best friend.

Survey: Could a hippopotamus really be a person's best friend? [Get a show of hands.]



Show image 2A-3: Rhodopis dancing in the sunshine

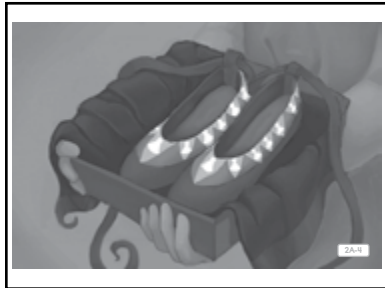
Ask: What is Rhodopis doing?

- » She is dancing in the sunshine.
- Point to the blue figure in the background on the house's balcony. Share with students that Rhodopis does not know that she is being watched by her master. The master is

Support

Tell students a hippopotamus, or hippo, is a large animal with a very large head that spends most of its time living in rivers in Africa.

the owner of the house and the person who provides the food, clothing, and shelter for all the servants.



Show image 2A-4: The gift of red slippers

- Tell students that the master enjoys her dancing so much that he asks his shoemaker to make a pair of silk shoes for Rhodopis. These shoes are very, very fancy.

Support

Sentence starter:

"I think the other servants felt . . ."



Listening
Evaluating Language
Choices

Entering/Emerging

Have students respond to different situations (e.g., "Yes, I would be jealous" or "No, I would not be jealous.").

Transitioning/Expanding

Prompt and support students as they recount a time they were jealous.

Bridging

Challenge students to think of other situations in which they would be jealous.

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.

Lesson 2: The Girl with the Red Slippers

Vocabulary Building



Primary Focus: Students will evaluate the use of the word *jealous* to describe characters in the story.

WORD WORK: JEALOUS (5 MIN.)

In the story, the other servants are jealous that Rhodopis has been given red silk dancing slippers.

Say the word *jealous* with me three times.

Definition: *Jealous* means feeling angry or unhappy because someone else has something you want.

Examples: Adey was jealous that her younger sister got the prettier dress.

Darius was jealous of Femi's perfect score on the spelling test.



Formative Assessment

Word to World: Have you ever felt jealous? In small groups, share about a time when you felt jealous of someone else's things. Use the word *jealous* when you tell about your experience.

Support

Sentence starter:
"I felt jealous when . . ."

Lesson 2: The Girl with the Red Slippers

Rewind



Primary Focus: Students will retell "The Girl with the Red Slippers" using linking words and phrases.

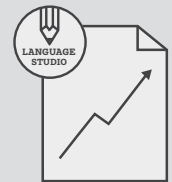
"THE GIRL WITH THE RED SLIPPERS" (15 MIN.)

- Give students Activity Page 2.1S. Explain that this activity page has images of events from the plot of "The Girl with the Red Slippers" and a story map on which they will glue or tape the images.
- First, go over each image, and briefly talk about what is happening in the image.
- Next, have students cut out the three images.
- Then, have students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.
- Remind students that the plot is the sequence of events that happens in a story. So, students will be mapping the plot of the story.

Check-In: When students think they have the images in the correct order, they should ask an adult or check with another student to see if the order is correct.

- Have students glue or tape the sequenced images onto their story maps.

Activity Page 2.1S



Support

Fill out relevant parts of the story chart as you review this story.

Challenge

Highlight the events in "The Girl with the Red Slippers" that are similar to and different from the events in "Cinderella."

Challenge

Some students may be able to write a caption or short sentence about what is happening in each picture.



Retelling

Retell the story using linking words and phrases. Refer to your story map.

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

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.



Speaking
Understanding
Cohesion

Entering/Emerging

Refer to the images as you 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, in the end*).

Bridging

Challenge students to retell the story, using their own linking and temporal words, in small groups.

Evaluation Tool

Language Domain	Speaking
Knowledge/Lesson	K3L2
Activity Name	Retelling
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.

End Lesson

Language Studio 3

Activity Pages



LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

Directions: Cut out the images from the story "The Girl with the Red Slippers," and arrange them in the correct order on the story map.





NAME: _____

DATE: _____

2.1S
CONTINUED

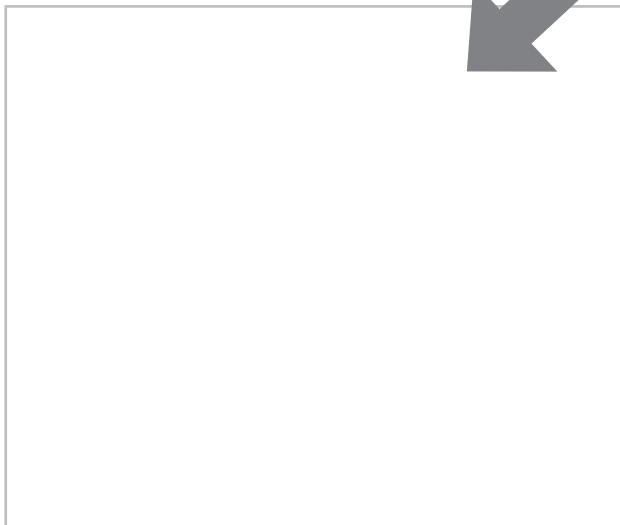
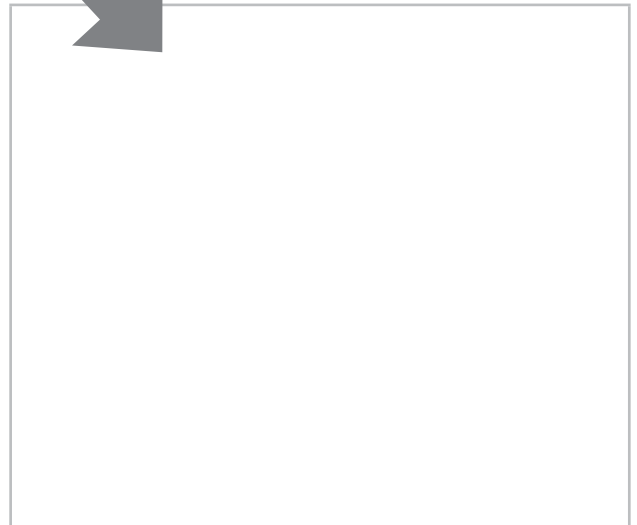
ACTIVITY PAGE

LANGUAGE STUDIO 3: DIFFERENT LANDS, SIMILAR STORIES

"The Girl with the Red Slippers"







Directions: Glue the sequenced images onto this story map.

Language Studio 5

Early American Civilizations



EARLY AMERICAN CIVILIZATIONS

The Maya: Journey to Baakal

PRIMARY FOCUS OF LESSON

Speaking

Students will summarize the story, “The Maya: Journey to Baakal” using a chart.

Writing

Students will review and present information about Mayan farming and cities using an Early American Civilizations chart.

Listening

Students will analyze words associated with the word *greatest* according to their shades of meaning on a word wall.

FORMATIVE ASSESSMENT

Writing

Civilizations Chart [Activity Pages 2.1S, 2.2S]

Listening

Word Wall [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Story Summary [Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Rewind		
Story Summary Chart	10 min.	<input type="checkbox"/> Resource Page 5.4S <input type="checkbox"/> chart paper <input type="checkbox"/> Images 2A-3, 2A-6 <input type="checkbox"/> Language Proficiency Recording Sheet
Early American Civilizations Chart	10 min.	<input type="checkbox"/> Resource Page 5.5S <input type="checkbox"/> chart paper <input type="checkbox"/> Activity Pages 2.1S, 2.2S <input type="checkbox"/> Image Cards 4, 7
Vocabulary Building		
Word Wall: <i>Greatest</i>	10 min.	<input type="checkbox"/> Image 2A-2 <input type="checkbox"/> chart paper <input type="checkbox"/> index cards, tape, marker

ADVANCE PREPARATION

Rewind

- Create a Story Summary chart on chart paper as follows, using Resource Page 5.4S as a guide:

Story Summary—The Maya: A Journey to Baakal	
Who?	
What?	
How?	
Where?	
Why?	

- Prepare Language Proficiency Recording Sheet for Speaking.
- Create a large Early American Civilizations chart on a large piece of chart paper as follows, using Resource Page 5.5S as a guide. Each section should be large enough to display an image card. This chart will be used throughout this unit to identify and compare components of the early American civilizations.

	Farming	Cities	Leaders	Religion
Maya				
Aztec				
Inca				

- Prepare Activity Pages 2.1S and 2.2S. Refer to them as the activity pages for the Early American Civilizations chart and the image bank for the Maya. Students will use the chart and image bank in later lessons.

Vocabulary Building

- Create a horizontal word wall by drawing a horizontal line from left to right on chart paper. Write each of the following words on an individual index card: *best, worst, greatest, fine, bad, bottom, inferior, superior, top, and acceptable*. Be prepared to affix these cards to the word wall during the lesson.

Note to Teacher

Art and Drama Connections: You may wish to create backdrops and have students act out parts of the story, “The Maya: Journey to Baikal,” prior to completing the Story Summary chart.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Summarize the story using a chart.
- Write about and present information about Mayan farming and cities.
- Categorize words according to their shades of meaning.

Language Forms and Functions

Summary: Who? What? How? Where? Why?

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
canoe maize	greatest journey	city farming

Start Lesson

Lesson 2: The Maya: Journey to Baakal

Rewind



Primary Focus

Students will summarize the story, "The Maya: Journey to Baakal" using a chart.

Students will review and present information about Mayan farming and cities using an Early American Civilizations chart.

STORY SUMMARY CHART (10 MIN.)

- Use Flip Book Images 2A-3 and 2A-6 to review what happened in the story.
- Fill in the Story Summary chart as you review this story with the class, using the following completed chart as a guide:

Story Summary—The Maya: A Journey to Baakal

Who?	Kanal and his family.
What?	They are taking a trip.
How?	They are traveling by canoe.
Where?	They are going to Baakal, an important Mayan city.
Why?	Kanal and his family want to honor the god of maize for giving them a good harvest.

Definition: To summarize means to retell by saying only the main points.



Story Summary

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



Speaking
Selecting Language Resources

Entering/Emerging

Display an image and ask a *wh*- question from the chart.

Transitioning/Expanding

Ask a series of *wh*- questions related to the images, and provide modeled sentences for students to repeat with each image.

Bridging

Invite students to ask and answer *wh*- questions about the images in order to fill in 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 <i>wh</i> - question with prompting and support.
Emerging	Student retells an event from the story by answering a simple <i>wh</i> - 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.

EARLY AMERICAN CIVILIZATIONS CHART (10 MIN.)

Image Cards 4, 7



Note

Use Image Cards 4 and 7 to help students remember that many of the Maya were farmers and that the civilization also had large cities.

- Invite volunteers to suggest a symbol that the class can use to represent the Maya (e.g., corn or maize, a canoe, or a stone house). You may wish to draw this symbol on the Early American Civilizations chart.

Look and Learn: [Show Image Card 4 (Mayan Farming).] This is an illustration of the Maya people farming maize or corn. Share what you learned about the Maya and farming.

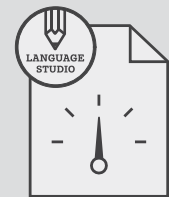
Where should I place this image card on the chart? (*Farming*)

Look and Learn: [Show Image Card 7 (Mayan City—Baakal).] This image card shows Kanal's family in the city of Baakal. Share what you learned about Mayan cities.

Where should I place this image card on the chart? (*Cities*)

	Farming	Cities	Leaders	Religion
Maya	<p>Image Card 4 The Maya raised maize in fields.</p> <p>Extended families farmed together.</p>	<p>Image Card 7 Baakal had markets, buildings, and a great tomb.</p> <p>The Maya traveled to the city for festivals and special events.</p>		
Aztec				
Inca				

Activity Pages
2.1S, 2.2S



Formative Assessment

Civilizations Chart: Fill in your Early American Civilizations chart (Activity Page 2.1S) using the image bank for the Maya (Activity Page 2.2S) and/or your own sketches or writing.



Writing
Interacting via Written
English

Entering/Emerging

Help students gather and place the images in the correct sections of the chart.

Transitioning/Expanding

Provide a word bank to help students label the images.

Bridging

Challenge students to write sentences to describe the images with a partner.

Lesson 2: The Maya: Journey to Baakal

Vocabulary Building



Primary Focus: Students will analyze words associated with the word *greatest* according to their shades of meaning on a word wall.

WORD WALL: GREATEST (10 MIN.)



Show Image 2A-2: Kanal's family excited about the journey

Kanal's mother said, "There is no other place like [Baakal] . . . the greatest city in the world."

Kanal's mother uses the word *greatest* to let others know the city is the best.

Definition: *Greatest* means the best.

- Tell students you will work together to create a word wall for the word *greatest*.
- Hold up the card for the word *best*, and read the word aloud.
- Explain to students that *best* is a word to describe something that is excellent or great, such as getting a perfect score on your spelling test after you studied very hard.
- Tape the card for *best* on the right-hand side of the line. Underneath the card draw a picture of a smiling face.

Ask: What is a word that might be the opposite, or antonym, of the word *best*?

» *Worst* is an antonym of *best*.

- Hold up the card for the word *worst*, and read the word aloud.
- Tell students that *worst* is a word used to describe experiences such as receiving a zero on your spelling test.
- Tape the card for *worst* on the left-hand side of the line. Underneath the card draw a picture of a frowning face.



Formative Assessment

Word Wall: [Hold up the card for the word *greatest*, and read the word aloud.] Should the word *greatest* be placed closer to *best* or *worst*?

» closer to *best*

-
- Tape the card for the word *greatest* next to *best* on the right-hand side of the line.
 - Hold up the card for the word *fine*, and read the word aloud.
Should the word *fine* be placed closer to *best* or *worst*?
» in the middle between *best* and *worst*
 - Tape the card for the word *fine* in the middle of the chart.
 - Repeat this process with the remaining cards: *bad*, *bottom*, *inferior*, *superior*, *top*, and *acceptable*. After all the cards have been attached to the word wall, read over the words with students.

End Lesson

Language Studio 5

Activity Pages





NAME: _____

DATE: _____

2.1S

ACTIVITY PAGE

LANGUAGE STUDIO 5: EARLY AMERICAN CIVILIZATIONS

	Maya	Aztec	Inca
Religion			
Leaders			
Cities			
Farming			



NAME: _____

DATE: _____

2.2S

ACTIVITY PAGE

LANGUAGE STUDIO 5: EARLY AMERICAN CIVILIZATIONS

Image Bank for the Maya



Language Studio 6

Astronomy



ASTRONOMY

History of Space Exploration and Astronauts

PRIMARY FOCUS OF LESSON**Listening**

Students will apply the multiple meanings of the word *ship* accurately.

Writing

Students will record observations and facts about space exploration in a journal.

Listening

Students will recognize and use verb tense to convey time in a shared language activity.

FORMATIVE ASSESSMENT

Listening

Verb Tense [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Astronomy Journal [Activity Page 6.1S]

LESSON AT A GLANCE

Activity	Time	Materials
Vocabulary Building		
Multiple-Meaning Word: <i>Ship</i>	5 min.	<input type="checkbox"/> Poster 2M (Ship)
Write About It		
Astronomy Journal: Space Exploration	15 min.	<input type="checkbox"/> Image 6A-6 <input type="checkbox"/> Activity Page 6.1S <input type="checkbox"/> Language Proficiency Recording Sheet
Looking at Language		
Verb Tense	10 min.	<input type="checkbox"/> Image 6A-4 <input type="checkbox"/> images of Sally Ride

ADVANCE PREPARATION

Write About It

- Prepare Activity Page 6.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

Looking at Language

- Find images of Sally Ride to show students.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Create sentences using the multiple meanings of the word *ship*.
- Record observations and facts about space exploration in a journal.
- Construct sentences using appropriate verb tenses.

Language Forms and Functions

I designed a spacecraft with . . . It is used for . . .

Scientists launched the first rocket from Cape Canaveral in 1950. / Next month, scientists will launch another rocket into space.

Vocabulary

Tier 3 Domain-Specific Words

astronaut
satellite
spacecraft

Tier 2 General Academic Words

equipment
exploration
features
launch
technology

Tier 1 Everyday Speech Words

flight
ship

Start Lesson

Lesson 6: History of Space Exploration and Astronauts

Vocabulary Building



Primary Focus: Students will apply the multiple meanings of the word *ship* accurately.

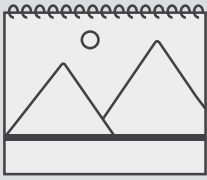
MULTIPLE-MEANING WORD: SHIP (5 MIN.)

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.

If someone put you on the fastest rocket *ship* it would still take you thousands of years to reach the nearest star beyond our sun!

With a Partner: Think of as many meanings for *ship* as you can, or discuss ways you can use the word *ship*.

Poster 2M



[Show Poster 2M (Ship).] Point to the picture on the poster that shows how the word *ship* is used in the read-aloud. (1)

Ship can also mean other things. *Ship* can mean to send a package or box through the mail. Which picture shows this? (3)

A ship is also a large boat used for traveling on the sea. Which picture shows this? (2)

Did you or your partner think of any of these definitions or uses of *ship*?



Check for Understanding

Multiple-Meaning Word: Now with your partner, make a sentence for each meaning of *ship*.

Lesson 6: History of Space Exploration and Astronauts

Write About It



Primary Focus: Students will record observations and facts about space exploration in a journal.

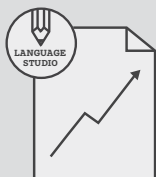
ASTRONOMY JOURNAL: SPACE EXPLORATION (15 MIN.)



Show Image 6A-6: Explorer launch

- Tell students that they will design a spacecraft for astronauts to explore space. Explain that there are many different kinds of scientists involved in learning about space. Astronauts—one kind of scientist—are trained to travel in outer space. Engineers are scientists who design and build spacecraft.
- Give students Activity Page 6.1S. Tell them that this is the third page of their Astronomy Journal. They will draw their design of a spacecraft on it.
- Next, ask students to think about what kind of features or things their spacecraft should have. Remind students that a spacecraft needs rockets to launch it into space and that it needs to be strong enough to endure incredible cold and heat.

Activity Page 6.1S



- Then, have students draw their spacecraft for at least five minutes.
- Finally, have students label and/or write a sentence about their spacecraft.



Astronomy Journal

In small groups, share your writing about your spacecraft. What special features does your spacecraft have that will allow it to go into outer space?



Writing Selecting Language Resources

Entering/Emerging

Create a word bank for students to copy key words for their labels.

Transitioning/Expanding

Allow students to dictate their sentences to you, using sentence starters: “I designed a spacecraft with . . .” “It is used for . . .”

Bridging

Encourage students to include details in their sentences and to use the spelling for sounds taught.

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	K6L6
Activity Name	Astronomy Journal
Proficiency Levels	
Entering	Student labels key words with support.
Emerging	Student labels key words.
Transitioning	Student dictates sentences with support.
Expanding	Student dictates sentences.
Bridging	Student writes a detailed sentence using the spelling for sounds taught.

Lesson 6: History of Space Exploration and Astronauts

Looking at Language



Primary Focus: Students will recognize and use verb tense to convey time in a shared language activity.

VERB TENSE (10 MIN.)

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

- Tell students that verbs describe an action, or something you do, like sleep and jump.
- Tell students that today they will listen carefully for verbs in a sentence and see how a verb changes based on when the action is done.
- Read the following passage. As you do, emphasize the bold words. Point to your feet to signal the present, point behind you to signal the past tense, and point ahead of you to signal the future as you read the verbs.



Show Image 6A-4: Rocket launch

Scientists **launched** the first rocket from Cape Canaveral in 1950 (over 70 years ago).

The verb in this sentence is *launched*.
This action happened in the past.

Next month, scientists **will launch**
another rocket into space.

The verb in this sentence is *will launch*. This action will happen in the future—next month.



Formative Assessment

Verb Tense: I am going to read a letter from a fifth grade student named Josefa. Her class is also studying astronomy. Listen carefully for verbs that tell us something is happening right now (present), something happened in the past, or something will happen in the future.



Listening Using Verbs and Verb Phrases

Entering/Emerging

Point to parts of the image and/or use gestures as you say the sentences. Emphasize the bolded verbs.

Transitioning/Expanding

Invite students to repeat the sentence after you and point to their feet if the action is happening now, point behind them if the action happened in the past, and point ahead of them if the action will happen in the future.

Bridging

Pair students to create their own sentences using present and future tense verbs.

Dear First Graders,

Hello, my name is Josefa. Last month, my fifth grade class **studied** astronomy. We **watched** videos about planets and stars, and we **listened** to read-alouds about constellations and space travel.

My favorite part was learning about astronauts. Do you know that astronaut means “star sailor”?

[Show image of Sally Ride.]

My favorite astronaut is Sally Ride. Sally Ride was the first woman who **traveled** in a spacecraft to outer space. She **fixed** a satellite while she was in space. Later, Sally **wrote** children’s books to encourage girls and boys to study science and space travel.

Hopefully, one day, those girls and boys **will be** astronauts, too.

What will your class **learn** next about astronomy?

Happy learning,

Josefa

Ask: Why are many of the verbs in Josefa’s letter in the past?

- » Her letter is about things that already happened.

End Lesson

Language Studio 6

Activity Pages





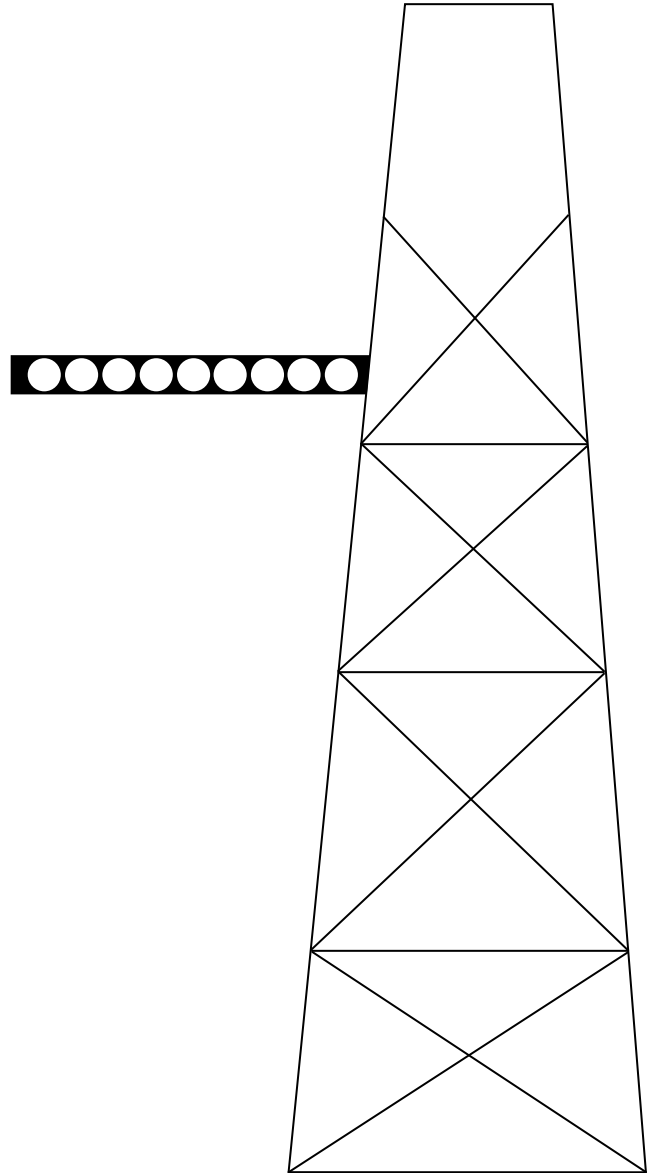
NAME: _____

DATE: _____

6.1S

ACTIVITY PAGE

LANGUAGE STUDIO 6: ASTRONOMY



Directions: Draw a spacecraft. Write a sentence about the spacecraft.



Language Studio 8

Animals and Habitats



ANIMALS AND HABITATS

Animals of the East African Savanna Habitat

PRIMARY FOCUS OF LESSON**Listening**

Students will categorize animals as predators or prey.

Writing

Students will draw and describe the savanna habitat.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Habitats Journal [Activity Page 4.1S]

LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Word Work: <i>Predator/Prey</i>	10 min.	<input type="checkbox"/> Images 4A-9, 2A-11, 2A-12 <input type="checkbox"/> Image Cards 1, 3, 6, 7, 9–11
Write About It		
Habitats Journal: The Savanna Habitat	20 min.	<input type="checkbox"/> Flip Book <input type="checkbox"/> labeled world map <input type="checkbox"/> Activity Page 4.1S <input type="checkbox"/> Poster 3 (The East African Savanna) <input type="checkbox"/> Image Cards 8–11 <input type="checkbox"/> Language Proficiency Recording Sheet <input type="checkbox"/> video about savanna habitat (optional)

ADVANCE PREPARATION

Vocabulary Building

- Tab the Flip Book pages in advance to ensure a smooth transition from one image to the next.

Write About It

- Select Flip Book images related to the savanna habitat for review.
- Prepare Activity Page 4.1S.
- Display Poster 3 (The East African Savanna).
- Prepare Language Proficiency Recording Sheet for Writing.

Note to Teacher

[Optional] Find an age-appropriate short video about the East African savanna habitat to show to the class. Prepare Viewing Guide (Resource Page 8.1S).

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to discussion using the domain-specific words *predator* and *prey*.
- Draw and write about the savanna habitat.

Language Forms and Functions

_____, and the _____ is/are the prey.

The savanna habitat has _____ and _____.

In the savanna you can see _____ and _____.

Vocabulary

Tier 3 Domain-Specific Words

grassland
predator
prey
savanna

Tier 2 General Academic Words

Tier 1 Everyday Speech Words

grass

Start Lesson

Lesson 4: Animals of the East African Savanna Habitat

Vocabulary Building



Primary Focus: Students will categorize animals as predators or prey.

WORD WORK: PREDATOR/PREY (10 MIN.)



Show Image 4A-9: Giraffe near a tree

Giraffes have long, powerful legs so that they can quickly run away from a predator.

Giraffes are prey for lions.

Say the word *predator* with me three times.

Say the word *prey* with me three times.

Definition: A predator is an animal that hunts and eats other animals.

Prey are animals that are hunted by other animals.

Example: Lions are predators, and giraffes are prey. Lions are predators because they hunt and eat other animals. Giraffes are prey because they are hunted and eaten by other animals.



Check for Understanding

Making Choices: I will show you pictures of two animals. One animal is the predator, and the other animal is the prey. With your partner, decide which animal is the predator and which animal is the prey. We will talk about the first two pictures together.

[Show Image Cards 11 (zebras) and 10 (lion).] Here are two animals that live in the savanna. Which animal is the predator, and which animal is the prey?

- » The lion is the predator, and the zebras are the prey.

[Show Image Cards 9 (giraffe) and 10 (lion).]

- » The lion is the predator, and the giraffe is the prey.

[Show Flip Book images 2A-11 (seals) and 2A-12 (polar bear).]

- » The polar bear is the predator, and the seals are the prey.

[Show Image Cards 3 (fox) and 1 (hare).]

- » The fox is the predator, and the hare is the prey.

[Show Image Cards 6 (rabbit) and 7 (coyote).]

- » The coyote is the predator, and the rabbit is the prey.

Support

Sentence frame:

“ _____, and the _____ is/are the prey.”

Lesson 4: Animals of the East African Savanna Habitat

Write About It



Primary Focus: Students will draw and describe the savanna habitat.

HABITATS JOURNAL: THE SAVANNA HABITAT (20 MIN.)

- Review Flip Book images related to the savanna habitat to refresh students' memories of this habitat.
- Remind students that they learned about the East African savanna habitat in the read-aloud. Point to this location on the labeled world map.
- Give students Activity Page 4.1S. Tell students they will draw and write about the savanna habitat.

Ask

What kinds of plants will be in your drawing?

Will there be a lot of grass?

Will there be a special kind of tree?

What kinds of animals will be in your drawing?

- Have students draw an African savanna scene on the journal page.


Habitats Journal

After you have finished your drawing, write one sentence to describe your drawing.

In small groups, talk about how your drawing and writing are similar and different.


Support

Refer to Poster 3 (The East African Savanna) and Image Cards 8–11, and have students name what they see in the images.


Writing

Selecting Language Resources

Entering/Emerging

Display images of the desert. Write down key words about the savanna for students to copy.

Transitioning/Expanding

Provide sentence frames: "The savanna habitat has _____ and _____." "In the savanna you can see _____ and _____."

Bridging

Encourage students to include details they remember from the text. Invite students to share their own written sentences with partners.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

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

Evaluation Tool	
Language Domain	Writing
Knowledge/Lesson	K8L4
Activity Name	Habitats Journal
Proficiency Levels	
Entering	Student copies provided key words and labels drawings with support.
Emerging	Student copies provided key words and labels drawings.
Transitioning	Student writes sentence based on sentence frames with support.
Expanding	Student writes sentence based on sentence frame.
Bridging	Student writes a detailed and complete sentence.

End Lesson

Language Studio 8

Activity Pages





NAME: _____

DATE: _____

4.1S

ACTIVITY PAGE

LANGUAGE STUDIO 8: ANIMALS AND HABITATS

Directions: Draw and write about the savanna habitat.



Language Studio 9

Fairy Tales



FAIRY TALES

The Frog Prince, Part II

PRIMARY FOCUS OF LESSON**Reading**

Students will recount the story “The Frog Prince” by sequencing images from the plot.

Listening

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

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Retelling [Activity Page 5.1S]

LESSON AT A GLANCE

	Time	Materials
Rewind		
Retelling: "The Frog Prince"	20 min.	<input type="checkbox"/> Activity Page 5.1S <input type="checkbox"/> scissors, glue/tape <input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Word Work: <i>Nudging</i>	10 min.	

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 5.1S. To save time, you may wish to cut out the images on students' activity pages in advance.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Retell a story using sequenced images from the plot. • Create sentences using the general academic word <i>nudging</i>. 		
Language Forms and Functions		
I am nudging the pencil with my _____.		
I saw _____ nudging _____.		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
plot	nudging	

Lesson 5: The Frog Prince, Part II

Rewind



Primary Focus: Students will recount the story “The Frog Prince” by sequencing images from the plot.

RETELLING: “THE FROG PRINCE” (20 MIN.)

- Remind students that the plot is the events that happen in a story.
- Give students Activity Page 5.1S. Explain that this activity page has pictures of events from the plot of “The Frog Prince” and a story map on which they will glue the sequenced pictures.
- Go over the images and briefly talk about what is happening in each one.
- Next, have students cut out the pictures.
- Have students arrange the images in the correct order to show the proper sequence of events—the beginning, the middle, and the end of the story.



Check for Understanding

Check-In: When you think you have the images in the correct order, ask an adult to check if your order is correct.

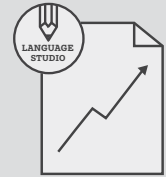
- Have students glue or tape the sequenced images onto their story maps once they have been sequenced properly.
- You may give students additional time to write a caption for each image.



Retelling

Use your completed story map to recount the story to a partner.

Activity Page 5.1S



Reading
Selecting Language
Resources

Entering/Emerging

Focus on three images on the activity page. Say key words about the images. Assist students in placing the images in the correct order.

Transitioning/Expanding

Prompt students to recount key details from “The Frog Prince.” Help students use their story maps to recount the story.

Bridging

Have students brainstorm details about the images from “The Frog Prince” in small groups.

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	K9L5
Activity Name	Retelling
Proficiency Levels	
Entering	Student repeats a few key words from the story and sequences images with support.
Emerging	Student identifies a few key words from the story and sequences images.
Transitioning	Student recounts some key details from the story, using a graphic organizer, with support.
Expanding	Student recounts some key details from the story, using a graphic organizer.
Bridging	Student recounts the story, including key details.

Lesson 5: The Frog Prince, Part II

Vocabulary Building



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

WORD WORK: NUDGING (10 MIN.)

The frog asked, “Would you like to drink now, princess?” nudging the cup back in her direction.

Say the word *nudging* with me three times.

Definition: *Nudging* means to give something a small push. Usually when someone is nudging something, she/he wants to move it a little bit by giving it a small push.

Example: My mother was nudging my little sister to move ahead when we were standing in line.

Movement: *Nudging* means to move something a little bit by giving it a slight or little push. Take out a pencil and place it on your desk or tabletop. We will be nudging our pencils across the surface using different body parts. Try nudging your pencil with only one finger. Now try nudging your pencil with your nose. [Time permitting, have students continue nudging their pencils using elbows, their chins, or the tips of pinky fingers.]

Turn and Talk: Tell your partner about a time you have seen someone nudging somebody or something else.

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

Support

Sentence frames:

“I am nudging the pencil with my _____.”

“I saw _____ nudging _____.”

Language Studio 9

Activity Pages



LANGUAGE STUDIO 9: FAIRY TALES

Directions: Cut out the images from the story "The Frog Prince" and arrange them in the correct order on the story map.





NAME: _____

DATE: _____

5.1S
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES





NAME: _____

DATE: _____

5.1S
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES







Directions: Glue the sequenced images onto this story map.



NAME: _____

DATE: _____

5.1S
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 9: FAIRY TALES



Language Studio

Grade 2



Language Studio 1

Fairy Tales and Tall Tales



FAIRY TALES AND TALL TALES

The Fisherman and His Wife

PRIMARY FOCUS OF LESSON**Reading**

Students will retell “The Fisherman and His Wife” by sequencing the events in the story.

Students will identify the story elements in “The Fisherman and His Wife.”

Speaking

Students will respond to questions using the general academic words *enchanted* and *hesitated* in context.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Sequencing the Story [Activity Page 1.1S]

LESSON AT A GLANCE

	Time	Materials
Rewind		
Sequencing the Story: “The Fisherman and His Wife”	10 min.	<input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> scissors <input type="checkbox"/> glue or tape, paper <input type="checkbox"/> Language Proficiency Recording Sheet
Focus on Text		
Story Elements: “The Fisherman and His Wife”	10 min.	<input type="checkbox"/> Activity Page 1.2S
Vocabulary Building		
Word Work: <i>Enchanted, Hesitated</i>	10 min.	

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 1.1S.
- Prepare Language Proficiency Recording Sheet for Reading.

Focus on Text

- Prepare Activity Page 1.2S .

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell the beginning, middle, and end of the story.
- Respond to questions using the general academic words *enchanted* and *hesitated*.

Language Forms and Functions

In the story, the characters are . . .

I think _____ is enchanted.

I would/would not hesitate.

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	enchanted hesitate might	castle cottage fish/fisherman hut magic

Start Lesson

Lesson 1: The Fisherman and His Wife

Rewind

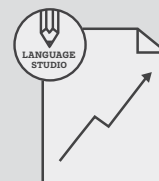


Primary Focus: Students will retell “The Fisherman and His Wife” by sequencing the events in the story.

SEQUENCING THE STORY: “THE FISHERMAN AND HIS WIFE” (10 MIN.)

- Give each student Activity Page 1.1S. Explain to students that this activity page has pictures of events from the plot of “The Fisherman and His Wife.”
- First, have students talk about what is happening in each picture.
- Next, have students cut out the six pictures.
- Then, students should arrange the pictures in the correct order to show the proper sequence of events.
- Have students glue or tape the pictures on paper once they have been sequenced.

Activity Page 1.1S



Check-In: When students think they have the pictures in the correct order, they should ask an adult or check with their partners to see if the order is correct.



Sequencing the Story

Use your sequence of events to recount the beginning, middle, and end of the story.

LANGUAGE PROFICIENCY ASSESSMENT



Reading
Selecting Language
Resources

Entering/Emerging

Have students repeat key words about the images on the activity page. Assist them in placing the images in the correct order

Transitioning/Expanding

Provide students with key words in a word bank to help sequence the events.

Bridging

Have students brainstorm details from the text about the images in small groups.

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	K1 L1
Activity Name	Sequencing the Story
Proficiency Levels	
Entering	Student orders images to sequence the events in the story.
Emerging	Student uses images and key words to sequence the events in the story.
Transitioning	Student uses images and a combination of key words and sentences to sequence the events in the story.
Expanding	Student uses images and complete sentences to sequence the events in the story.
Bridging	Student uses detailed and complete sentences to sequence the events in the story.

Lesson 1: The Fisherman and His Wife

Focus on Text



Primary Focus: Students will identify the story elements in “The Fisherman and His Wife.”

STORY ELEMENTS: “THE FISHERMAN AND HIS WIFE” (10 MIN.)

- Give each student Activity Page 1.2S.
- Tell students that you will go over the story elements for “The Fisherman and His Wife” together.

Note: Tell students that you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all of the rules for decoding. Emphasize that you are writing what they say so you don’t forget, and tell them that you will read the words to them.

Activity Page 1.2S



Elements of Stories	
Title	“The Fisherman and His Wife”
Author	the Brothers Grimm
Setting	by the sea; little, old, run-down hut; charming cottage; big stone castle
Characters	fisherman, wife, fish, servants, barons, dukes, duchesses, ladies-in-waiting
Themes	You should be happy with what you have. Don’t be greedy. Be careful not to wish for too much.
Opening	“Once there was a fisherman who lived with his wife in a little, old, run-down hut by the sea.”
Ending	“And there (in the little, old, run-down hut) they live to this very day.”



Reading
Understanding Text
Structure

Entering/Emerging

Have students contribute using gestures, words, or simple phrases.

Transitioning/Expanding

Have students contribute using a short sentence or by completing this sentence frame: “In the story, the characters are . . .”

Bridging

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

Ask

What is the title of the story?

- » “The Fisherman and His Wife”

Who are the authors of the story?

- » the Brothers Grimm

Definition: *Setting* is where the story takes place.

Ask

What are the settings of the story?

- » by the sea; little, old run-down hut; charming cottage; big stone castle

Who are the characters in the story?

- » fisherman, wife, fish, servants, barons, dukes, duchesses, ladies-in-waiting

Definition: *Theme* is the meaning or what you can learn from the story.

Ask

What are the themes of the story?

- » You should be happy with what you have. Don't be greedy. Be careful not to wish for too much.

What is the ending line of the story?

- » “And there [in the little, old, run-down hut] they live to this very day.”

Lesson 1: The Fisherman and His Wife

Vocabulary Building



Primary Focus: Students will respond to questions using the words *enchanted* and *hesitated* in context.

WORD WORK (10 MIN.)

Enchanted

One of the characters in today's fairy tale is enchanted.

Say the word *enchanted* with me three times.

Definition: When something is enchanted, it is like it is under a magic spell. To be enchanted is to be different, strange, and magical.

Examples: An enchanted forest might have jewels growing on the trees

An enchanted school might have special rooms that take you to different places around the world.

Ask: Which character do you think is enchanted in this fairy tale?

Use this sentence frame: "I think _____ is enchanted."

Hesitated

In today's fairy tale, the fisherman hesitated before calling out to the fish.

Say the word *hesitated* with me three times.

Definition: Hesitated means to stop or pause briefly before doing something. Usually people hesitate because they are unsure or worried about something.

Examples: The dog hesitated before running out into the rain.
Jayden hesitated before painting the first stroke on his paper.
Robin hesitated before throwing Francis the ball.

Support

Sentence frame:
"I think _____ is enchanted."



Check for Understanding

Turn and Talk: Tell your partner whether or not you would *hesitate* in these situations:

- jumping off the diving board
- writing your name on a piece of paper
- riding on an airplane
- skipping a bar on the monkey bars
- singing your favorite song in front of the class

End Lesson

Language Studio 1

Activity Pages



Directions: These pictures show some important parts of the plot of "The Fisherman and His Wife." 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 1: FAIRY TALES AND TALL TALES





NAME: _____

DATE: _____

1.1S
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES



Language Studio 5

The War of 1812



THE WAR OF 1812

The Battle After the War

PRIMARY FOCUS OF LESSON**Writing**

Students will organize and label events from “The Battle After the War” using linking words *first*, *then*, *next*, and *last*.

Listening

Students will identify the meaning of the domain-specific word *truce*.

Speaking

Students will present the first verse of “My Country, 'Tis of Thee.”

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Retelling [Activity Page 7.1S]

LESSON AT A GLANCE

	Time	Materials
Rewind		
Retelling: What Happened First?	10 min.	<input type="checkbox"/> Activity Page 7.1S <input type="checkbox"/> sentence strips <input type="checkbox"/> Language Proficiency Recording Sheet
Vocabulary Building		
Word Work: <i>Truce</i>	10 min.	
On Stage		
"My Country, 'Tis of Thee"	10 min.	<input type="checkbox"/> recording or music for "My Country, 'Tis of Thee"

ADVANCE PREPARATION

Rewind

- Prepare Activity Page 7.1S.
- Write sentence strips using the sentences from Activity Page 7.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

On Stage

- Bring in a recording or music for "My Country, 'Tis of Thee."

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Retell events from a read aloud using linking words *first*, *then*, *next*, and *last*.
- Present the first verse of “My Country 'Tis of Thee.”

Language Forms and Functions

Retell: First . . ./Next . . ./Then . . ./Last . .

Vocabulary

Tier 3 Domain-Specific Words

peace treaty
truce

Tier 2 General Academic Words

attack
peace

Tier 1 Everyday Speech Words

news
sign
soldier

Start Lesson

Lesson 7: The Battle After the War

Rewind

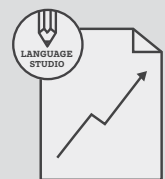


Primary Focus: Students will organize and label events from “The Battle After the War” using linking words *first*, *then*, *next*, and *last*.

RETELLING: WHAT HAPPENED FIRST? (10 MIN.)

- Give students Activity Page 7.1S.
- Tell students to listen carefully to your instructions:
 - I will read a group of sentences about part of today’s read-aloud. Each sentence begins with a blank.
 - Find the sentence that happens first. Write the word *First* on the blank before that sentence.
 - Then write the word *Next* on the blank before the sentence that happens second in the read-aloud.
 - Write *Then* on the blank before the sentence that happens after that.
 - And finally, write *Last* on the blank before the sentence that happens last.

Activity Page 7.1S



Remember the order is *First, Next, Then, and Last*.

1. _____ General Jackson formed a large army of different kinds of people. (*Then*)
2. _____ Jackson's army defeated the British Army. (*Last*)
3. _____ the British continued with a plan to attack New Orleans. (*Next*)
4. _____ a peace treaty was signed, but news of it had not yet reached the soldiers. (*First*)



Writing
Understanding
Cohesion

Entering/Emerging

Pass out the sentence strips. Help students stand in the order of events. Provide the linking and temporal words that students can use to fill in the blanks.

Transitioning/Expanding

Give students the sentence strips and instruct them to stand in the order of events. Brainstorm linking and temporal words and phrases they can use to retell the events from the story.

Bridging

Challenge students to write the sequence of events using their own linking and temporal words and phrases.



Retelling

On the back of Activity Page 7.1S, write the events in order using your own linking words and phrases. Underline the linking words and phrases in your sentences.

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	K5 L7
Activity Name	Retelling
Proficiency Levels	
Entering	Student copies the linking and temporal words from models.
Emerging	Student labels the sequence of events with linking and temporal words that have been provided.
Transitioning	Student labels the sequence of events with linking and temporal words with prompting and support.
Expanding	Student labels the sequence of events using linking and temporal words.
Bridging	Student retells a sequence of events using his or her own linking and temporal words and phrases.

Lesson 7: The Battle After the War

Vocabulary Building



Primary Focus: Students will identify the meaning of the domain-specific word *truce*.

WORD WORK: TRUCE (10 MIN.)

Near the end of the Battle of New Orleans, a British soldier gave his sword to a U.S. officer as a sign of truce.

Say *truce* with me three times.

Definition: A truce is an agreement to stop fighting.

Example: Both sides called a for truce and stopped fighting each other.



Check for Understanding

Stand Up/Sit Down: Stand up if you think fighting would continue after a truce.

Stand up if you think that after a truce, the war would be over.

Lesson 7: The Battle After the War

On Stage



Primary Focus: Students will present the first verse of “My Country, 'Tis of Thee.”

“MY COUNTRY, 'TIS OF THEE” (10 MIN.)

- Help students learn a patriotic song written at about the same time as “The Star-Spangled Banner.”
- Play the first stanza of “My Country, 'Tis of Thee” :

*My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From ev'ry mountainside
Let freedom ring!*

Ask: How does the writer of this song feel about America?

» Answers may vary.

- **Explain:** Help students make the connection between this song and the War of 1812. The Americans were still fighting for their freedom and protecting American land during this war.
- Play the first stanza of “My Country, 'Tis of Thee” again, asking students to sing or hum along.

End Lesson

Language Studio 5

Activity Pages



LANGUAGE STUDIO 5: THE WAR OF 1812


Directions: Write the words First, Next, Then, and Last in the blanks to sequence the events from the read-aloud. On the back of the activity page, write the events in order, using your own linking words and phrases and underlining them.

1. _____ General Jackson formed a large army of different kinds of people.

2. _____ Jackson's army defeated the British Army.

3. _____ the British continued with a plan to attack New Orleans.

4. _____ a peace treaty was signed, but news of it had not yet reached the soldiers.

Language Studio 10

The Human Body: Building Blocks and Nutrition



**THE HUMAN BODY:
BUILDING BLOCKS AND NUTRITION**

The Amazing Human Body

PRIMARY FOCUS OF LESSON

Speaking

Students will use the domain-specific words *nutrition/nutrients* and *nutritionist* in context.

Writing

Students will record information about the five senses in a Human Body Journal.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Human Body Journal [Activity Page 1.1S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: <i>Nutrition/Nutrients, Nutritionist</i>	10 min.	<input type="checkbox"/> Images 8A-5, 1A-1
Write About It		
Human Body Journal	20 min.	<input type="checkbox"/> Activity Page 1.1S <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Write About It

- Prepare Activity Page 1.1S.
- Prepare Language Proficiency Recording Sheet for Writing.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Share a way to practice good nutrition. • Discuss the five senses. • Write about the five senses in a journal. 		
Language Forms and Functions		
<p>I practice good nutrition when I . . .</p> <p>A healthy food I eat is _____.</p> <p>I use my eyes/nose/ears/skin/tongue to _____.</p> <p>My sense of sight/smell/hearing/touch/taste helps me _____.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
nutrition/nutrients nutritionist		healthy foods

Lesson 1: The Amazing Human Body

Look Ahead



Primary Focus: Students will use the domain-specific words *nutrition/nutrients* and *nutritionist* in context.

VOCABULARY PREVIEW (10 MIN.)

Nutrition/Nutrients



Show image 8A-5: Other carbohydrates

In this unit, you will hear about nutrition and how our bodies get nutrients from food.

Say the word *nutrition* with me three times.

Say the word *nutrients* with me three times.

Definitions: Nutrition is nourishment or something needed for life and growth. Nutrients are things in the food we eat that help us live and grow.

Examples: Protein, carbohydrates, fats, water, vitamins, and minerals are all nutrients.

We practice good nutrition by eating healthy foods with nutrients.



Check for Understanding

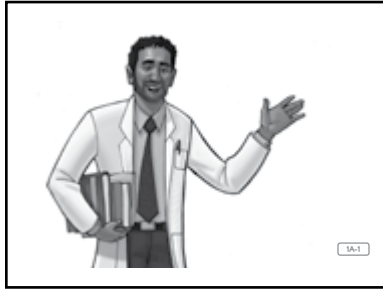
Turn and Talk: Tell your partner one way that you practice good nutrition. Tell your partner what healthy foods you eat that have nutrients in them.

Support

Sentence starter:
“I practice good nutrition when I . . .”

Sentence frame:
“A healthy food I eat is _____.”

Nutritionist



Show image 1A-1: Nick Nutri presents

The read-aloud is narrated by someone who is a nutritionist; his name is Nick Nutri.

Say the word *nutritionist* with me three times.

Definition: A nutritionist is a person who studies which foods we need to keep our bodies strong and healthy.

Example: When I was a baby, a nutritionist helped my mother learn which foods to feed me so that I would grow into a strong and healthy child.

I will name several things. If what I say is something that a nutritionist does, say, “A nutritionist does that.” If what I say is not something that a nutritionist does, say, “A nutritionist does not do that.”

- helps people choose healthy foods to eat (*A nutritionist does that.*)
- studies what our bodies need to get proper nutrition (*A nutritionist does that.*)
- encourages children to eat a lot of candy (*A nutritionist does not do that.*)
- learns about different foods and whether they are good for our bodies (*A nutritionist does that.*)
- tells people to eat whatever they like (*A nutritionist does not do that.*)

Lesson 1: The Amazing Human Body

Write About It



Primary Focus: Students will record information about the five senses in a Human Body Journal.

Activity Page 1.1S



HUMAN BODY JOURNAL (20 MIN.)

- Give students Activity Page 1.1S.

We are going to create our own Human Body Journals. We will use the journal pages to record what we know and what we learn about the human body.



Human Body Journal

In small groups, discuss each of your five senses. Then we will construct sentences about each sense together. Afterward, you will write a sentence about each of your five senses in your journal.

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	K10 L1
Activity Name	Human Body Journal
Proficiency Levels	
Entering	Student copies key words from models.
Emerging	Student contributes and copies key words.
Transitioning	Student contributes short phrases and writes sentence(s) from models.
Expanding	Student contributes short phrases and writes sentence(s).
Bridging	Student writes complete and detailed sentence(s).

End Lesson

Support

Sentence frames:

"I use my eyes/nose/ears/skin/tongue to _____."

"My sense of sight/smell/hearing/touch/taste helps me _____."



Writing
Interacting via Written English

Entering/Emerging

Focus on one sense at a time. Write key words that students contribute about each sense on the board.

Transitioning/Expanding

Help students brainstorm short phrases about each sense, and write them on the board. Provide sentence frames for students to write down and complete on their activity pages.

Bridging

Invite students to share their detailed sentences about each sense with a small group.

3

**THE HUMAN BODY:
BUILDING BLOCKS AND NUTRITION****Cells and Tissues****PRIMARY FOCUS OF LESSON****Speaking**

Students will contribute to discussion using the domain-specific words *cells* and *tissues*.

Writing

Students will record information about cells and tissues in a Human Body Journal.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Human Body Journal [Activity Page 3.1S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: <i>Cells, Tissues</i>	10 min.	<input type="checkbox"/> Images 8A-5, 3A-9 <input type="checkbox"/> Image Card 5 (muscle tissue)
Write About It		
Human Body Journal	20 min.	<input type="checkbox"/> Activity Page 3.1S <input type="checkbox"/> Image 3A-12 <input type="checkbox"/> Language Proficiency Recording Sheet

ADVANCE PREPARATION

Write About It

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

FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> • Contribute to discussion using the domain-specific words <i>cells</i> and <i>tissues</i>. • Write about cells and tissues in a journal. 		
Language Forms and Functions		
Cells are . . .		
Tissues are . . .		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
cells microscopic tissues		smallest tiny

Lesson 3: Cells and Tissues

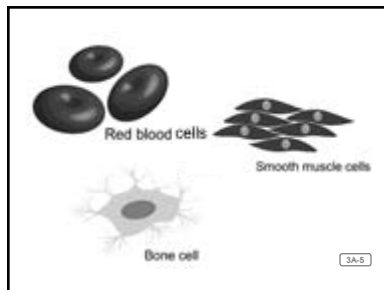
Look Ahead



Primary Focus: Students will contribute to discussion using the domain-specific words *cells* and *tissues*.

VOCABULARY PREVIEW (10 MIN.)

Cells



Show image 3A-5: Blood, muscle, and bone cells

In the read aloud, Nick Nutri will tell you about cells.

Say the word *cells* with me three times.

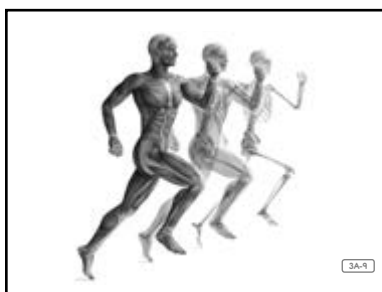
Definition: Cells are the smallest units, or parts, of living things.

Example: Our bodies are made up of billions of tiny, microscopic cells.

[Point to each type of cell, and have students repeat the names of the cells after you. Ask for volunteers to describe each type of cell.]

Ask: What do you notice is the same about all of the different cells? What is different?

Tissues



Show image 3A-9: Muscle tissue

In the read-aloud, you will hear about the four main types of tissues in our bodies.

Say the word *tissues* with me three times.

Definition: Tissues are collections of the same kinds of cells working together to do the same job.

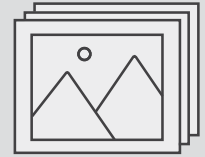
Example: Muscle tissues make up muscles that help our bodies move.



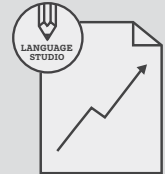
Check for Understanding

Discuss: [Show Image Card 5 (muscle tissue).]What do you think muscle tissue makes? Can you see muscles in this picture? This is a closer image of muscle tissue. Can you see the cells that make up the tissue? Why not?

Image Card 5



Activity Page 3.1S



Writing
Writing

Entering/Emerging

Write the words *cells* and *tissues* on the board for students to copy.

Transitioning/Expanding

Provide sentence starters: "Cells are . . ."; "Tissues are . . ."

Bridging

Encourage students to include details about cells and tissues from the read-aloud in their sentences. Invite students to share their sentences with a small group.

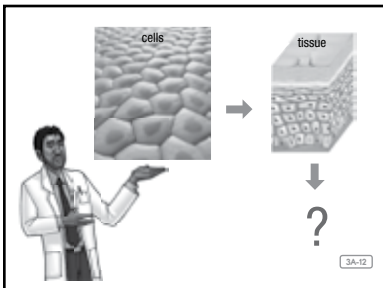
Lesson 3: Cells and Tissues

Write About It



Primary Focus: Students will record information about cells and tissues in a Human Body Journal.

HUMAN BODY JOURNAL (20 MIN.)



Show Image 3A-12: Cells, tissue and ?

Ask: What do you see in this image?

- Give Activity Page 3.1S to each student.

In small groups, talk about what you see pictured . [Pause for students to talk. Ask for a volunteer to identify and describe the cells and tissue in the image.]

Human Body Journal



[Give students Activity Page 3.1S] In your journal, draw a picture of something you learned about cells and tissues. Then label your drawing, and write a sentence about what you drew.

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	K10 L3
Activity Name	Human Body Journal
Proficiency Levels	
Entering	Student copies provided key words and labels drawing with support.
Emerging	Student copies provided key words and labels drawing.
Transitioning	Student writes sentences using provided sentence starters with support.
Expanding	Student writes sentences using provided sentence starters.
Bridging	Student writes complete sentences including details from the text.

End Lesson

Language Studio 10

Activity Pages





NAME: _____

DATE: _____

1.1S

ACTIVITY PAGE

LANGUAGE STUDIO 10: THE HUMAN BODY: BUILDING BLOCKS AND NUTRITION











Directions: Write a sentence about each of your five senses.



NAME: _____

DATE: _____

3.1S

ACTIVITY PAGE

LANGUAGE STUDIO 10: THE HUMAN BODY: BUILDING BLOCKS AND NUTRITION

Cells and Tissues

Directions: Draw a picture about cells and tissues. Then label your drawing, and write a sentence about what you drew.

Language Studio 11

Immigration



IMMIGRATION

Charles Steinmetz Comes to America

PRIMARY FOCUS OF LESSON**Listening**

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

Reading

Students will identify and discuss push and pull factors related to Charles Steinmetz.

Speaking

Students will construct cause and effect statements.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Push and Pull Factors [Activity Pages 1.2S and 1.3S]

LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
Multiple-Meaning Word: <i>Row</i>	10 min.	<input type="checkbox"/> Poster 1M
Rewind		
Push and Pull Factors	10 min.	<input type="checkbox"/> Activity Pages 1.2S and 1.3S <input type="checkbox"/> Language Proficiency Recording Sheet
Looking at Language		
Sentence Builder	10 min.	<input type="checkbox"/> Image 2A-5

ADVANCE PREPARATION

Rewind

- Prepare Activity Pages 1.2S and 1.3S. Identify the factor strips that are associated with Charles Steinmetz.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Create sentences using the multiple meanings of the word *row*.
- Discuss push and pull factors related to the life of Charles Steinmetz.
- Construct cause and effect statements about the life of Charles Steinmetz.

Language Forms and Functions

This was a push and pull factor because . . .

A push factor for Charles Steinmetz was . . .

A pull factor for Charles Steinmetz was . . .

Charles Steinmetz traveled to America because he wanted to find work.

Vocabulary

Tier 3 Domain-Specific Words

pull factor
push factor

Tier 2 General Academic Words

education
job
reasons

Tier 1 Everyday Speech Words

jail
row

[Start Lesson](#)

Lesson 2: Charles Steinmetz Comes to America

Vocabulary Building



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

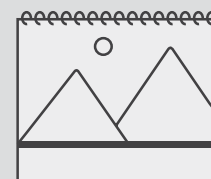
MULTIPLE-MEANING WORD: ROW (10 MIN.)

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

[Show Poster 1M (Row).] In the read-aloud you heard, “Long lines of immigrants [at Ellis Island] waited to approach a row of desks.” Here *row* means a straight line of people or things. Which picture shows this meaning of *row*? (*one*)

Row also means to move a boat through the water using oars. Which picture shows this meaning of *row*? (*two*)

Poster 1M





Listening Analyzing Language Choices

Entering/Emerging

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

Transitioning/Expanding

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

Bridging

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

Activity Page 1.2S, 1.3S



Support

Sentence starter:

“This was a push/pull factor because . . .”



Check for Understanding

Multiple-Meaning: Now with your partner, make a sentence for each meaning of *row*. Remember to be as descriptive as possible and use complete sentences. I will call on a few partner pairs to share their sentences.

Lesson 2: Charles Steinmetz Comes to America

Rewind



Primary Focus: Students will identify and discuss push and pull factors related to Charles Steinmetz.

PUSH AND PULL FACTORS (10 MIN.)

Definition: Push factors are reasons that cause people to leave their home country.

Examples: Hardships, war, lack of food, and lack of freedom are examples of push factors.

Definition: Pull factors are reasons that cause people to come to a new country.

Examples: Better jobs, better education, and freedom are examples of pull factors.

- Give students Activity Pages 1.2S and 1.3S from previous lessons. Help students find the pictures related to Charles Steinmetz on the image sheet.

Charles Steinmetz was going to be put into jail because of his writings about Germany.

Ask: Was this a push factor or pull factor?

- » This was a push factor because the German government wanted to put him in jail.

Charles Steinmetz wanted to find work in a new country.

Ask: Was this a push factor or pull factor?

- » This was a pull factor because Charles wanted to find a job.

- Have students cut out the images related to Charles Steinmetz and paste them onto the correct charts.



Push and Pull Factors

With a partner, use your Push and Pull Factors Charts to discuss the push and pull factors as they relate to Charles Steinmetz.

- Save the charts and image sheet for use in future lessons.



Reading
Reading/Viewing
Closely

Entering/Emerging

Describe each image relating to Charles Steinmetz and ask students if it is a push factor or a pull factor.

Transitioning/Expanding

Provide sentence starters: “A push factor for Charles Steinmetz was . . .” “A pull factor for Charles Steinmetz was . . .” Review push and pull factors from the read-aloud.

Bridging

Encourage students to contribute additional push and pull factors from the read-aloud.

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	K11 L2
Activity Name	Push and Pull Factors
Proficiency Levels	
Entering	Student uses key words and phrases to categorize details from the text with support.
Emerging	Student uses key words and phrases to categorize details from the text.
Transitioning	Student uses provided sentence starters to categorize details from the text with support.
Expanding	Student uses provided sentence starters to categorize details from the text.
Bridging	Student contributes additional key details from the text.

Lesson 2: Charles Steinmetz Comes to America

Looking at Language



Primary Focus: Students will construct cause and effect statements.



Speaking
Connecting Ideas

Entering/Emerging

Provide two ideas and target subordinating conjunction for students to use. Model how to combine ideas and have students repeat your sentence.

Transitioning/Expanding

Provide sentence starters that include target subordinating conjunctions.

Bridging

Challenge students to use a variety of subordinating conjunctions to combine sentences about the images with a partner.

SENTENCE BUILDER (10 MIN.)

- Write the words and phrases *before*, *after*, *because*, *so*, *so that*, and *in order that* on the board.

We can use words and phrases such as *before*, *after*, *because*, *so*, *so that*, and *in order that* to connect two ideas to show cause, or why something happened. *Before*, *after*, *so*, *so that*, *because* and *in order that* are called subordinating conjunctions.

Definition: A subordinating conjunction is a connecting word or phrase that joins two parts of a sentence together and shows a relationship between the two parts of the sentence.

I will say two ideas. Then I will connect the two ideas with a subordinating clause. Say each sentence after me.

Charles Steinmetz left Germany.

He wanted to avoid going to jail.

- » Charles Steinmetz left Germany **because** he wanted to avoid going to jail.

Charles Steinmetz wanted to find work.

He traveled to America.

- » Charles Steinmetz traveled to America **because** he wanted to find work.

[Show Image 2A-5.] Use subordinating conjunctions to connect the ideas describing the image.

End Lesson

IMMIGRATION

From Ireland to New York City

PRIMARY FOCUS OF LESSON**Listening**

Students will identify the domain-specific words *emigrate/immigrate* and *blight*.

Reading

Students will identify and discuss push and pull factors related to Sean and Fiona.

Speaking

Students will construct cause and effect statements.

FORMATIVE ASSESSMENT

Speaking

Cause and Effect [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Push and Pull Factors [Activity Pages 1.2S and 1.3S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: <i>Emigrate/Immigrate, Blight</i>	10 min.	<input type="checkbox"/> Image 4A-1
Rewind		
Push and Pull Factors	10 min.	<input type="checkbox"/> Activity Pages 1.2S and 1.3S <input type="checkbox"/> Language Proficiency Recording Sheet
Looking at Language		
Sentence Builder	10 min.	<input type="checkbox"/> Image 4A-4

ADVANCE PREPARATION

Rewind

- Prepare Activity Pages 1.2S and 1.3S. Identify the factor strips that are associated with Sean and Fiona.
- Prepare Language Proficiency Recording Sheet for Reading.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss push and pull factors related to the experiences of Sean and Fiona.
- Construct cause and effect statements about the experiences of Sean and Fiona.

Language Forms and Functions

This was a push and pull factor because . . .

A push factor for Sean and Fiona was . . .

A pull factor for Sean and Fiona was . . .

There was a potato blight in Ireland, so Sean and Fiona wanted to leave Ireland.

There was enough food in America, so Sean and Fiona wanted to move to America.

Vocabulary

Tier 3 Domain-Specific Words

emigrate/immigrate
blight
pull factor
push factor

Tier 2 General Academic Words

reasons

Tier 1 Everyday Speech Words

food

Start Lesson

Lesson 4: From Ireland to New York City

Look Ahead



Primary Focus: Students will identify the domain-specific words *emigrate/immigrate* and *blight*.

VOCABULARY PREVIEW (10 MIN.)

Emigrate/Immigrate

You have learned that the word *immigrate* means to enter a new country and settle down. You will hear about people who emigrate out of their home country to come to America.

- Write the words *immigrate* and *emigrate* on the board.

Say the word *emigrate* with me three times.

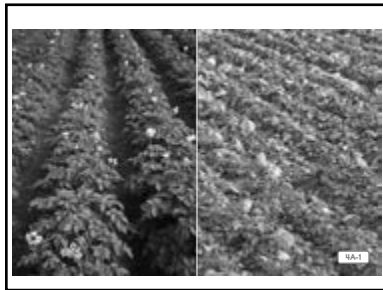
Definition: To emigrate means to leave your home country to go live in another country. [Point to the word *emigrate*.] *Emigrate* begins with the letter 'e.' Try to remember that *emigrate* begins with 'e' and *exit* also begins with 'e.' To emigrate means to leave—or exit—your home country.

Example: Charles Steinmetz emigrated from Germany.

Decide whether the sentence describes immigrate or emigrate.

- Charles Steinmetz moved to America. (*immigrate*)
- The Pilgrims left England. (*emigrate*)
- The Pilgrims settled down in America. (*immigrate*)
- Miguel's family moved to Puerto Rico to live *there*. (*immigrate*)
- Tran's family moved away from Vietnam. (*emigrate*)

Blight



Show Image 4A-1: Healthy potato crop/failed crop

One push factor that caused many Irish to immigrate to the United States was the potato blight.

Say the word *blight* with me three times.

Definition: Blight is the sudden and quick death of plants or crops because of a disease.

Example: The blight killed the farmer's tomato crop.

Ask: Which side of the image shows a healthy potato crop? (*left side*)

Which side shows a potato blight? (*right side*)

Why do you think a potato blight in Ireland would cause many Irish immigrants to come to America?

- » They did not have a lot of food.

Lesson 4: From Ireland to New York City

Rewind



Primary Focus: Students will identify and discuss push and pull factors related to Sean and Fiona.

PUSH AND PULL FACTORS (10 MIN.)

Define: *Push factors* are reasons that cause people to leave their home country.

Examples: Hardships, war, lack of food, and lack of freedom are examples of push factors.

Define: *Pull factors* are reasons that cause people to come to a new country.

Examples: Better jobs, better education, and freedom are examples of pull factors.

- Give students Activity Pages 1.2S and 1.3S from previous lessons. Help students find the pictures related to Sean and Fiona on the image sheet.

The potato crop in Ireland died. Many people were starving.

Ask: Was this a push factor or pull factor?

- » This was a push factor because many Irish people did not have enough to eat.

Sean and Fiona had enough to eat in America.

Ask: Was this a push factor or pull factor?

- » This was a pull factor because there is enough food for them to eat.

- Have students cut out the images related to Sean and Fiona and paste them onto the correct charts.

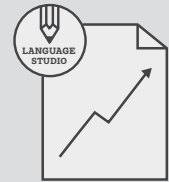


Push and Pull Factors

With a partner, use your Push and Pull Factors Charts to discuss the push and pull factors as they relate to Sean and Fiona.

- Save the charts and image sheet for use in future lessons.

Activity Page 1.2S
and 1.3S



Support

Sentence starters:

“This was a push/pull factor because . . .”



Reading
Reading/Viewing
Closely

Entering/Emerging

Describe each image relating to Sean and Fiona and ask students if it is a push factor or a pull factor.

Transitioning/Expanding

Provide sentence starters: “A push factor for Sean and Fiona was . . .” “A pull factor for Sean and Fiona was . . .”

Review push and pull factors from the read-aloud.

Bridging

Encourage students to contribute additional push and pull factors from the read-aloud.

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	K11 L4
Activity Name	Push/Pull Factors
Proficiency Levels	
Entering	Student uses key words and phrases to categorize details from the text with support.
Emerging	Student uses key words and phrases to categorize details from the text.
Transitioning	Student uses provided sentence starters to categorize details from the text with support.
Expanding	Student uses provided sentence starters to categorize details from the text.
Bridging	Student contributes additional key details from the text.

Lesson 4: From Ireland to New York City

Looking at Language



Primary Focus: Students will construct cause and effect statements.

SENTENCE BUILDER (10 MIN.)

- Write the words and phrases *before, after, because, so, so that, and in order that* on the board.

We can use words and phrases such as *before, after, because, so, so that, and in order that* to connect two ideas to show cause, or why something happened. *Before, after, so, so that, because and in order that* are called subordinating conjunctions.

Definition: A subordinating conjunction is a connecting word or phrase that joins two parts of a sentence together and shows a relationship between the two parts of the sentence.

I will say two ideas. Then I will connect the two ideas with a subordinating clause. Say each sentence after me.

There was a potato blight in Ireland.

Sean and Fiona wanted to leave.

- » There was a potato blight in Ireland **so** Sean and Fiona wanted to leave.

There was food in America.

Sean and Fiona wanted to move.

- » There was food in America, **so** Sean and Fiona wanted to move.



Formative Assessment

Cause and Effect: [Show Image 4A-4.] Use subordinating conjunctions to connect the ideas describing the image.

End Lesson

Support

Sentence starters:

“There was a potato blight in Ireland, so . . .”
(Sean and Fiona wanted to leave Ireland)

“There was enough food in America, so . . .”
(Sean and Fiona wanted to move to America)



Speaking Connecting Ideas

Entering/Emerging

Provide two ideas and target subordinating conjunction for students to use. Model how to combine ideas and have students repeat your sentence.

Transitioning/Expanding

Provide sentence starters that include target subordinating conjunctions.

Bridging

Challenge students to use a variety of subordinating conjunctions to combine sentences about the images with a partner.

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