



Lessons and Activities

Grades 6–8

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Teacher's Guide (7 pages)

Student Book (6 pages)

Note: Teacher's Guide and Student Book sample pages are paired by task type.



Practicing for Success

6–8

LANGUAGE

★ ESSENTIALS ★



Teacher's Guide



LISTENING



SPEAKING



READING



WRITING



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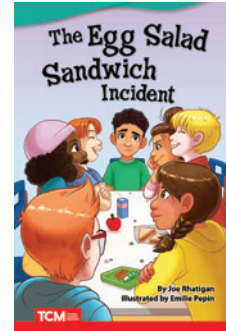
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Read-Aloud Activity: The Egg Salad Sandwich Incident

Teacher Directions: Read aloud the book *The Egg Salad Sandwich Incident*. This read-aloud can take place over the course of several days. Then, have students look at page 8 in the student book as you read aloud the directions and questions.

Tell students that for this task type, they will answer questions about how books are organized and interpret visual text.



Directions: Answer the questions about the book *The Egg Salad Sandwich Incident*.

1. **SAY: Based on the cover and the title *The Egg Salad Sandwich Incident*, what do you think the story is mainly about?** Look carefully at the picture and the title. The title uses the word “Incident.” What does that word suggest about what might happen in the story?

- Guide students to notice the positive expressions on the kids’ faces but also to think about the word “Incident” suggesting some sort of problem or event.
- Encourage them to use both the picture and the title to make an inference about the story’s main focus. (Answer: B)

Task Type Practice Name: _____ Date: _____

**Read-Aloud Activity:
The Egg Salad Sandwich Incident**

Directions: Answer the questions about the book *The Egg Salad Sandwich Incident*.

1. Based on the cover and the title *The Egg Salad Sandwich Incident*, what do you think the story is mainly about?

☐ A typical lunch with friends having fun together.

☐ A surprising or problematic event happening during lunch involving the students.

☐ A boy who feels left out at school.

☐ A school sports event that changes friendships.

2. Use the cover to answer the question. Who is the author of *The Egg Salad Sandwich Incident*?

☐ Joe Rhatigan

☐ Parvaneh Jacobs

☐ Emilie Pepin

☐ Daniella Darvish

3. What do the expressions on the kids’ faces in the picture suggest about the story?

☐ The kids look calm and happy, so the story is probably about a nice lunch with friends.

☐ Most of the kids look happy, but the story may include some problems, like mean pranks or conflict.

☐ The kids look serious or worried, which suggests something bad happens at lunch.

☐ The kids look upset because there is a problem with friends.

2. **SAY: Who is the author of *The Egg Salad Sandwich Incident*?**

- **SAY:** Is it A Joe Rhatigan, B Parvaneh Jacobs, C Emilie Pepin, or D Daniella Darvish? Turn to a partner and whisper your answer.
- Point out that choices B and D are not on the cover of the book.
- If students choose C Emilie Pepin, discuss the phrases *by* and *illustrated by* and the role in creating a book that each refers to.
- Share the correct answer and explain that an author’s name typically appears first on the cover of a book. (Answer: A)

3. **SAY: What do the expressions on the kids’ faces in the picture suggest about the story?** Let’s look carefully at the kids’ faces in the picture and the title of the book. What do you think the story might be about?

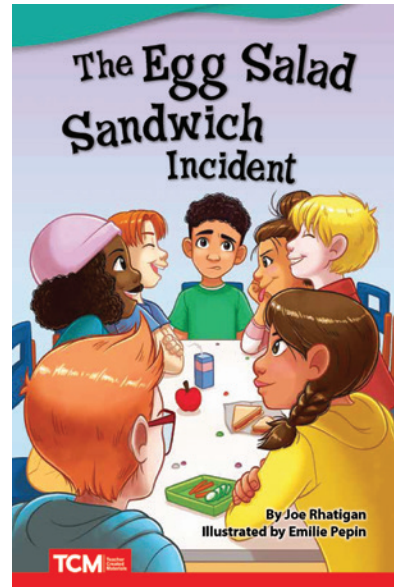
- **SAY:** Is it A *The kids look calm and happy, so the story is probably about a nice lunch with friends?* That matches the picture but may not tell the whole story.
- **SAY:** Is it B *Most of the kids look happy, but the story may include some problems, like mean pranks or conflict?* Yes, this fits both the expressions and the idea of an “incident” in the title.
- **SAY:** Is it C *The kids look serious or worried, which suggests something bad happens at lunch?* No, they don’t look worried here.
- **SAY:** Is it D *The kids look upset because there is a problem with friends?* No, they look happy and engaged, not upset. (Answer: B)

Read-Aloud Activity: *The Egg Salad Sandwich Incident*

Directions: Answer the questions about the book *The Egg Salad Sandwich Incident*.

- 1 Based on the cover and the title *The Egg Salad Sandwich Incident*, what do you think the story is mainly about?

- (A) a typical lunch with friends having fun together
- (B) a surprising or problematic event happening during lunch involving the students
- (C) a boy who feels left out at school
- (D) a school sports event that changes friendships



- 2 Use the cover to answer the question.
Who is the author of *The Egg Salad Sandwich Incident*?

- (A) Joe Rhatigan
- (B) Parvaneh Jacobs
- (C) Emilie Pepin
- (D) Daniella Darvish

- 3 What do the expressions on the kids' faces in the picture suggest about the story?

- (A) The kids look calm and happy, so the story is probably about a nice lunch with friends.
- (B) Most of the kids look happy, but the story may include some problems, like mean pranks or conflict.
- (C) The kids look serious or worried, which suggests something bad happens at lunch.
- (D) The kids look upset because there is a problem with friends.



Listen to a Story



Teacher Directions: Have students look at page 9 in the student book. For this activity, read aloud the directions and play the audio recording of “A Friendship Conflict,” which is provided in the digital resources.

Tell students that for this task type, they will hear a conversation between two people in a classroom setting. When they take the AZELLA, they will listen to the conversation and then answer questions about it. The questions may ask what someone said, meant, or did.

Note: As an extra scaffold during task practice, you can stop the recording to talk about sections or replay the whole recording. During the actual test, students can only listen to the conversation once.



Read this book aloud to students before completing the activities on page 8–9.

Directions: Listen to a conversation between Jesse and Timothy. After listening, answer the questions.

- **SAY:** Before you listen to the conversation, read the questions. While listening to the conversation, complete the graphic organizer by writing or drawing what Timothy says and what Jesse says.

A Friendship Conflict

- Timothy** I'm having a hard time concentrating in class. I can't believe you did this to me.
- Jesse** Look, I wasn't part of the prank. I wasn't even there.
- Timothy** But you knew it was going to happen. I thought you were my friend.
- Jesse** I am your friend. I feel terrible about what they did!
- Timothy** I don't think you really do.
- Jesse** I do. I'm sorry. Can I help you with your homework later?



Listen to a Story *(cont.)*

1. SAY: How does Jesse feel?

- **SAY:** Let's read each of the answer choices before we decide on the best answer.
 - ➔ **SAY:** A *He thinks the prank was funny.*
 - ➔ **SAY:** B *He feels terrible.*
 - ➔ **SAY:** C *He is angry at Timothy.*
- Allow time for students to discuss their answers. They may refer to their graphic organizers in the student book.
- Have student pairs decide which answer is correct. Ask for a couple of pairs to share their thinking with the whole group.
- **SAY:** Listen to the conversation between two students again. After listening, answer the question.
- Play the conversation a second time.
- **SAY:** In the story, Jesse is explaining to Timothy that he did not take part in the prank. He tells Timothy that he feels terrible about what they did. (*Answer: B*)

2. SAY: How does Timothy feel about the prank?

- **SAY:** Let's read each of the answer choices before we decide on the best answer.
 - ➔ **SAY:** A *He is angry.*
 - ➔ **SAY:** B *He thinks it was funny.*
 - ➔ **SAY:** C *He is happy.*
- **SAY:** Timothy says, "I thought you were my friend," and "I don't think you really do." This shows he is not happy and that he does not think the prank was funny.
- **SAY:** Timothy's words show that he is feeling mad, or angry. (*Answer: A*)

3. SAY: What does Jesse do at the end of the conversation?

- **SAY:** Consider the options carefully.
 - ➔ **SAY:** A *He apologizes sincerely and offers to help with homework.*
 - ➔ **SAY:** B *He ignores Timothy and avoids talking.*
 - ➔ **SAY:** C *He blames others for the prank.*
- **SAY:** Jesse says, "I do. I'm sorry. Can I help you with your homework later?" (*Answer: A*)

Name: _____ Date: _____

Listen to a Story

Directions: Listen to a conversation between Jesse and Timothy. After listening, answer the questions.

Timothy	Jesse

- 1** How does Jesse feel?
 - A** He thinks the prank was funny.
 - B** He feels terrible.
 - C** He is angry at Timothy.
- 2** How does Timothy feel about the prank?
 - A** He is angry.
 - B** He thinks it was funny.
 - C** He is happy.
- 3** What does Jesse offer to do at the end of the conversation?
 - A** He apologizes sincerely and offers to help with homework.
 - B** He ignores Timothy and avoids talking.
 - C** He blames others for the prank.



Express an Opinion



Directions: Have students complete page 41 in the student book.

Process

- 1 Provide page 41 in the student book, scratch paper, and pencils.
- 2 **SAY:** Look closely at the picture and listen to the question. Then, respond to the question using complete sentences.
- 3 Point at the pictures while reading the question.
- 4 **SAY:** Your school is planning a fun event for students to celebrate the end of the school year. There are two ideas for this event. The first idea is a dance party. The second idea is a game night. Which one do you think would be a better option for your school?
- 5 Wait for students' initial choice.
- 6 **SAY:** Explain your choice by giving reasons to support your opinion.
- 7 Share these reminders as relevant:
 - There are no right or wrong answers when sharing opinions.
 - Students can write notes to help them with everything they want to say.
 - Students should take their time and give their opinions with reasons in complete sentences.
- 8 Have students share their responses with partners and the whole group.



Express an Opinion Rubrics (0–3 points total)

Content

Score	Descriptors
1	<ul style="list-style-type: none"> The response gives a clear opinion with at least one reason or detail to support it.
0	<ul style="list-style-type: none"> The response is missing an opinion or reason or is mostly in a language other than English.

Language and Expression

Score	Descriptors
2	<ul style="list-style-type: none"> The response utilizes grammar, sentence structure, and pronunciation that make the meaning clear.
1	<ul style="list-style-type: none"> The response is partially clear, but there's some confusion due to grammar, sentence structure, or pronunciation.
0	<ul style="list-style-type: none"> The response is unclear, mostly unintelligible, or mostly in a language other than English.

Note: The total score is the sum of the Content and Language/Expression scores.

Name: _____ Date: _____

Express an Opinion

Directions: Look at the images and listen to the questions. Then, respond to the question using complete sentences.



Speaking

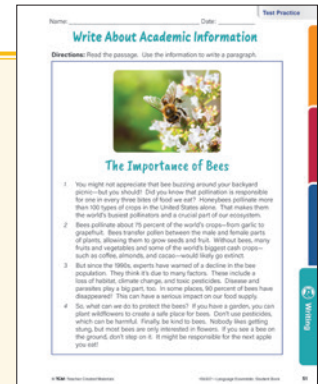


Write About Academic Information

Directions: Have students complete pages 51–53 in the student book.

Process

- 1 Provide pages 51–53 in the student book and pencils.
- 2 **SAY:** You are going to read a passage about bees. Then, you will **use the information from the passage to write a paragraph.**
 - Allow time for students to read “The Importance of Bees” on page 51 in the student book.
- 3 **SAY:** In the passage you learned about bees and their importance to the environment. Write a paragraph that explains why protecting bees matters. **Be sure to:**
 - **Include at least three complete sentences.**
 - **Use descriptions, facts, and examples from the passage.**
 - **Check your writing for correct grammar, capital letters, punctuation, and spelling.**
- 4 Give students time to respond to the prompt.
- 5 Have students read their responses aloud with partners and share with the whole group.



Extended Response Writing Rubric (0–5 points)

Score	Descriptors
5	<ul style="list-style-type: none"> The response addresses the prompt using detailed ideas and strong word choice. Writing has clear organization and varied sentence structure. Student demonstrates strong command of grammar, including correct subject-verb agreement and proper conventions.
4	<ul style="list-style-type: none"> The response addresses the prompt, shares a main idea, and includes details. Organization and transition words are present and sentence structure is mostly varied. Student generally uses correct subject-verb agreement and makes minimal grammar or convention errors.
3	<ul style="list-style-type: none"> The response includes a main idea, but supporting details are limited or unclear. Sentence variety is minimal, organization is loose, and writing is difficult to follow and/or choppy. Errors in subject-verb agreement, grammar, and conventions sometimes affect clarity.
2	<ul style="list-style-type: none"> A general idea is present, but the response may be unclear or off-topic and vocabulary is limited and repetitive. Sentences are short or incomplete and the structure and flow are minimal. Student frequently misuses subject-verb agreement and other grammar and conventions rules, impeding understanding.
1	<ul style="list-style-type: none"> There is no clear central idea. The writing lacks structure and may be a series of disconnected words or phrases. Frequent language errors make the response difficult to understand.
0	<ul style="list-style-type: none"> No valid response. This includes blank, off-topic, non-English, copied prompt, or illegible writing.

Name: _____ Date: _____

Write About Academic Information

Directions: Read the passage. Use the information to write a paragraph.



The Importance of Bees

- 1 You might not appreciate that bee buzzing around your backyard picnic—but you should! Did you know that pollination is responsible for one in every three bites of food we eat? Honeybees pollinate more than 100 types of crops in the United States alone. That makes them the world’s busiest pollinators and a crucial part of our ecosystem.
- 2 Bees pollinate about 75 percent of the world’s crops—from garlic to grapefruit. Bees transfer pollen between the male and female parts of plants, allowing them to grow seeds and fruit. Without bees, many fruits and vegetables and some of the world’s biggest cash crops—such as coffee, almonds, and cacao—would likely go extinct.
- 3 But since the 1990s, experts have warned of a decline in the bee population. They think it’s due to many factors. These include a loss of habitat, climate change, and toxic pesticides. Disease and parasites play a big part, too. In some places, 90 percent of bees have disappeared! This can have a serious impact on our food supply.
- 4 So, what can we do to protect the bees? If you have a garden, you can plant wildflowers to create a safe place for bees. Don’t use pesticides, which can be harmful. Finally, be kind to bees. Nobody likes getting stung, but most bees are only interested in flowers. If you see a bee on the ground, don’t step on it. It might be responsible for the next apple you eat!



Write About Academic Information *(cont.)*

Directions: Read the passage “The Importance of Bees” on page 51. Use the information to write a paragraph.



In the passage, you learned about bees and their importance to the environment. Write a paragraph that explains why protecting bees matters.

Be sure to:

- Include at least three complete sentences.
- Use descriptions, details, and examples from the passage.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- ☐ Use your own words to provide information about the topic?
- ☐ Include a topic sentence, supporting details, and a conclusion?
- ☐ Use a variety of complete sentences?
- ☐ Check your writing for correct grammar, capital letters, punctuation, and spelling?

