



Lessons and Activities

Grades 6–8 Level A

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**LEVEL
A**

Level A: Beginning
Language Proficiency

**LEVEL
B**

Level B: Intermediate
Language Proficiency

**LEVEL
C**

Level C: Advanced
Language Proficiency



LANGUAGE POWER

Management Guide

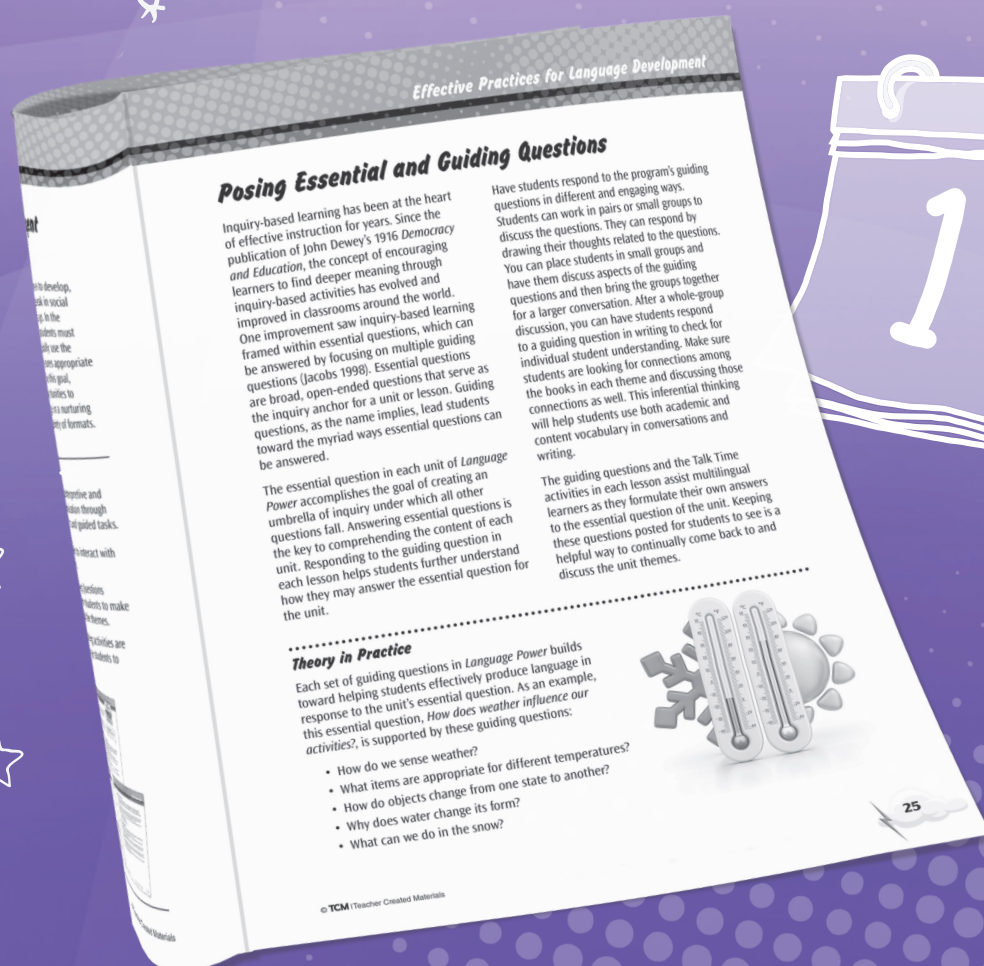
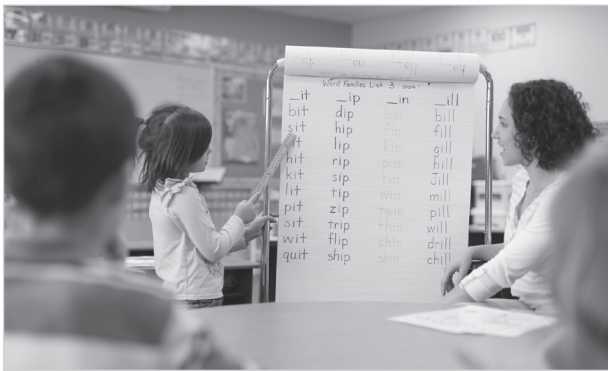


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Integrating the Four Language Domains

Language development is a complex process—one that requires students to develop language in four domains: listening, speaking, reading, and writing. And for students to become proficient in a language, these skills cannot be discreetly learned. The WIDA ELD Standards Framework Language Expectations (2020) incorporate the four language domains in a broader framework consisting of two modes of communication: interpretive and expressive. The interpretive mode includes listening, reading, and viewing. The expressive mode includes speaking, writing, and representing.



Through the act of listening, students work to understand and interpret what is heard, whether in a social conversation or an academic setting. In both settings, students observe body language and other clues that add context to the language. For example, when a teacher explains the life cycle of a plant, they may point to a graphic representation, which provides context for students to understand the language. Students need many opportunities, rich with verbal and nonverbal language, to learn and practice these active listening skills.



As language continues to develop, students begin to speak in social and academic settings. In academic contexts, students must learn to accurately and successfully use the vocabulary and language structures appropriate for all content areas. To achieve this goal, students need consistent opportunities to experiment with new language in a nurturing environment and in a wide variety of formats.

Theory in Practice

Language Power builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- Talk Time allows students to interact with peers during the lesson.
- The essential and guiding questions provide opportunities for students to make connections and discuss the themes.
- The Speaking and Listening activities are interactive and encourage students to produce language or represent it in creative ways.

During Reading

1. Read the first two page spreads to students to model proper pacing and expression.
2. Have students read the remainder of the text. Ask them to look for details about each biome.
3. **Talk Time:** Tell students they will use the ideas from the previous activity sheet and information from the text to create a tableau of each biome. Tell students that they will each be a part of the biome as they create their ideas for each tableau.

Essential Question

Why is it important to preserve the diversity of life?

Talk About It!

How can you help protect the natural world around you?

Speaking and Listening

1. Explain to students that they will practice affirming what people questions in a class discussion. Model the behavior for the class to travel to a desert biome because I like the heat. Person B: I understand that you like the heat. Do you prefer a dry heat or a humid heat?
2. Write the following sentence stems for students to see:
 - I understand that you _____.
 - You have clearly stated that _____.
 - I wonder _____.
 - I am curious about _____.
3. Write the following question for students to see: What do you already do to help protect Earth's ecosystems? What more could you do?
4. **Talk Time:** Ask students to discuss these questions with a partner, practicing responding to what their partner has said with relevant questions. Then, ask each pair to share their thoughts with the class, still practicing responding to what other pairs have said.
5. If time permits, ask students a second discussion question, such as: What biome would you most like to live in? Remind students to use the sentence frames to respond to their classmates and ask relevant questions.



For students to become fluent readers, they must move beyond decoding to understand and interpret a range of texts. With this goal in mind, students need access to texts and purposeful instruction on an assortment of topics and genres across all content areas. Students should be encouraged to read a text multiple times and to interact with a wide variety of language structures. And instructional sequences should provide guided practice of reading strategies and skills.



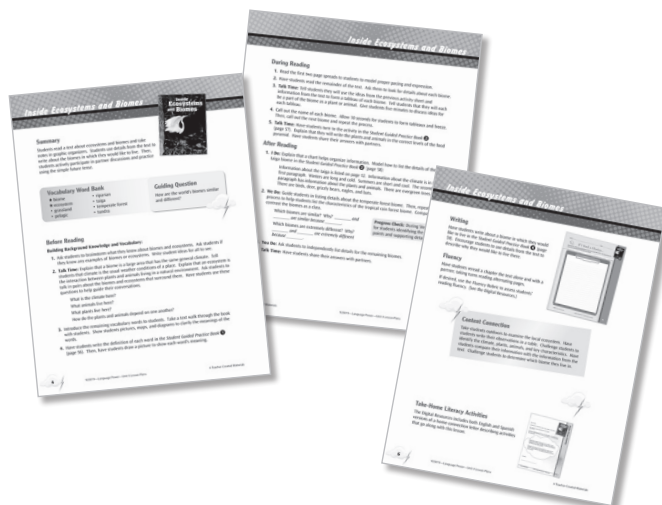
Writing skills must be developed for diverse purposes (e.g., to inform, to persuade, to entertain), for a variety of audiences and a range of forms. Students should be allowed to write about topics they find relevant and engaging. Of benefit are sentence starters, paragraph frames, and graphic organizers to plan and organize their writing, as well as modeled instruction in revising and editing their written work (Kongsvik 2016). Students need thoughtful support to intertwine these elements to become proficient writers.



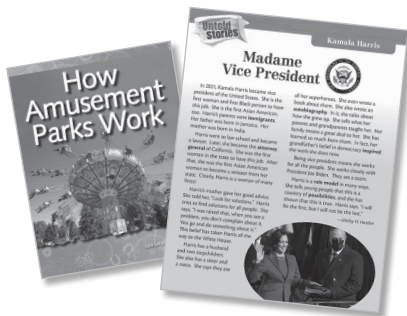
Theory in Practice

Language Power builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- The Before, During, and After Reading sections focus on important reading comprehension skills. Visual literacy is a big part of *Language Power* texts and lessons.
- The Writing activity provides opportunities for students to write for different purposes and share and display their work in creative ways.

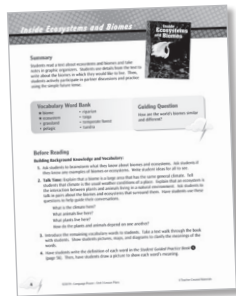


What's Included



Themed Text Sets

The themed text sets include both books and text cards. There are 30 texts total.



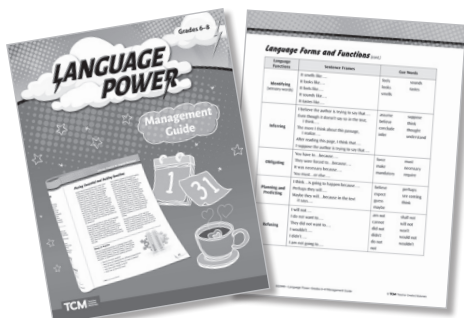
Lesson Plans

The lesson plans are provided in unit booklets to make thematic planning convenient and easy for teachers.



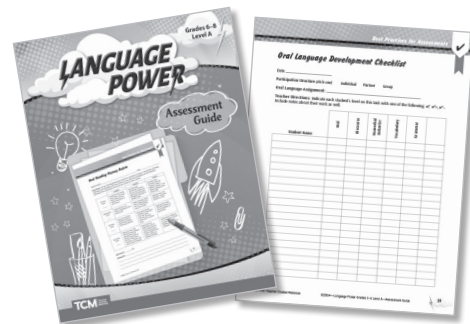
Student Guided Practice Book

Student activity pages help students interact with and produce language related to the thematic units.



Management Guide

This book provides important information about planning and the research base for the program.

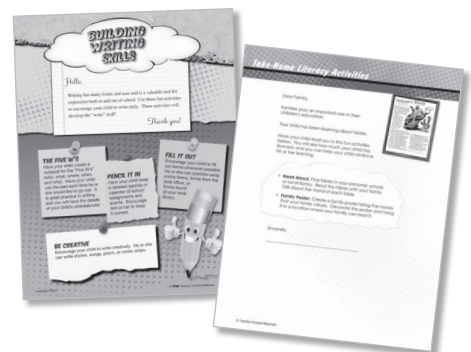


Assessment Guide

Important information, checklists, rubrics, and teacher directions for the assessments are provided in this book.

Digital Resources

All components of the program are provided digitally along with read-along ebooks. Students can use the digital tools to navigate the ebooks independently. The interactive features can be used to increase rigor and support students in extending their own knowledge. Videos and audio recordings allow students to approach texts through different modalities.



Planning

Pacing Plans

The following pacing plans show two options for using this resource. Customize these according to your students' needs or the time you have available to work with students.

Five-Day Plan

Instructional Time: 30 weeks, 5 days per week, 30 minutes per day

Notes: *Student Guided Practice Book* activities can be incorporated into instructional time or completed for independent practice. Adjust time spent on Before, During, and After Reading activities to accommodate text complexity and student needs.

Day 1	<ul style="list-style-type: none"> • Complete Before Reading activity • Begin During Reading activity
Day 2	<ul style="list-style-type: none"> • Finish During Reading activity • Complete After Reading activity
Day 3	<ul style="list-style-type: none"> • Complete Writing activity • Complete Fluency activity
Day 4	<ul style="list-style-type: none"> • Complete Content Connection activity • Begin Speaking and Listening activity
Day 5	<ul style="list-style-type: none"> • Finish Speaking and Listening activity • Complete Language Development activity

Three-Day Plan

Instructional Time: 30 weeks, 3 days per week, 45–60 minutes per day

Notes: Adjust the instructional time for each book, focusing more or less time on skills to meet the needs of students. Extend learning activities where most meaningful and/or have students complete assignments for independent practice.

Day 1	<ul style="list-style-type: none"> • Complete Before Reading activity • Complete During Reading activity
Day 2	<ul style="list-style-type: none"> • Complete After Reading activity • Complete Writing activity
Day 3	<ul style="list-style-type: none"> • Complete Speaking and Listening activity • Complete Language Development activity

Planning (cont.)

Program Scope and Sequence

READING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Analyze author’s craft and purpose.		X	X	X	X	X	X	X	X
Apply word analysis skills to decode.	X	X	X						
Ask and answer questions about a text.	X	X	X	X	X	X	X	X	X
Demonstrate understanding of vocabulary.	X	X	X	X	X	X	X	X	X
Determine the main idea and supporting details of a text.	X	X	X	X	X	X	X	X	X
Making connections within and across texts.	X	X	X	X	X	X	X	X	X
Retell and/or summarize a text.	X	X	X	X	X	X	X	X	X
Understand narrative story features.	X	X	X	X	X	X	X	X	X
Understand text structure.		X	X	X	X	X	X	X	
Use text features.	X	X	X	X	X	X	X	X	X
Use textual evidence to support opinions about a text.	X	X	X	X	X	X	X	X	X

Program Scope and Sequence *(cont.)*

WRITING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Explain and describe ideas about a topic.	X	X	X	X	X				
Produce clear and coherent writing.							X	X	X
Summarize and paraphrase information in texts.			X	X	X	X			
Use precise vocabulary to convey key ideas in writing.	X	X	X	X	X	X			
Write a narrative.	X	X	X	X	X	X	X	X	X
Write for different purposes.	X	X	X	X	X	X			
Write informational text.		X	X	X	X	X	X	X	X
Write opinions with supporting reasons.	X	X	X	X	X	X	X	X	X

Planning *(cont.)*

Program Scope and Sequence *(cont.)*

SPEAKING AND LISTENING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate active listening.	X	X	X	X	X	X	X	X	X
Describe language used to present an idea.	X	X	X	X	X	X	X	X	X
Distinguish how different words affect an audience.	X	X	X	X	X	X	X	X	X
Express ideas clearly, and support ideas.	X	X	X	X	X	X	X	X	X
Plan and deliver oral presentations.	X	X	X	X	X	X	X	X	X
Retell texts and recount experiences.	X	X	X						
Use general academic and domain-specific words appropriately.	X	X	X	X	X	X	X	X	X
Use language to persuade.	X	X	X	X	X	X	X	X	X

Program Scope and Sequence *(cont.)*

LANGUAGE DEVELOPMENT									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate understanding of parts of speech.	X	X	X	X	X	X	X	X	X
Connect and combine ideas (discourse).	X	X	X	X	X	X	X	X	X
Use connecting words and phrases.	X	X	X	X	X	X	X	X	X
Use morphology to determine the meanings of words.	X	X	X	X	X	X	X	X	X
Use verbs or verb tenses to convey ideas appropriately.	X	X	X	X	X	X	X	X	X

Note: The Grades 6–8 standards correlations are available in the Digital Resources. These charts include specific grade-level standards and the lessons that meet the standards within the three language proficiency levels. See page 64 for more information.

♪ ○ Say Can You See ♪

Do you know the words to
the U.S. national anthem?
Do you know what the
words mean? Find out the
story behind the song.

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♪ ○ Say Can You See ♪



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What's the Story?

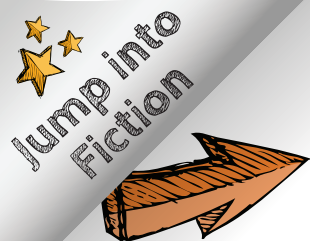
You might know that the national **anthem** of the United States is “The Star-**Spangled** Banner.” You may have sung it. Do you know all the words? Do you know what they mean?

What about the song's history? You might know that it was written by Francis Scott Key. But have you heard the rest of the story behind the words?

It began with a war. A war that the United States was losing.



Francis Scott Key



Gallantly Streaming?



It's a bright, sunny day at the baseball field. Dennis takes off his cap for the national anthem. He holds the hat over his heart and tries to sing along.

"O say can you see! By the dawn's early light! What so proudly we... um, er, uh... gleaming," Dennis sings.

"*Gallantly streaming?* What in the world is going on in this song anyway?" he wonders.

The last words, "home of the brave," ring out. "The song has bombs, rockets, and a flag," Dennis says to his friend Andy. "It has to be a song about a war."

But now, it's time to play ball!





After the game, Dennis goes home and looks up the national anthem. Soon, he finds a video about the event the song describes.

Dennis imagines he's there as he watches the video. He sees a fort and lots of ships in the harbor. He sees a man pacing back and forth on a ship deck. British sailors are rushing around him. They are getting ready for a battle. And after the battle, the flag still waves.

Dennis feels excited and proud as he learns. Gallantly streaming? The flag sure was!

Dennis can't wait to tell Andy all about it. And he'll be sure to know all the words at the next ball game!

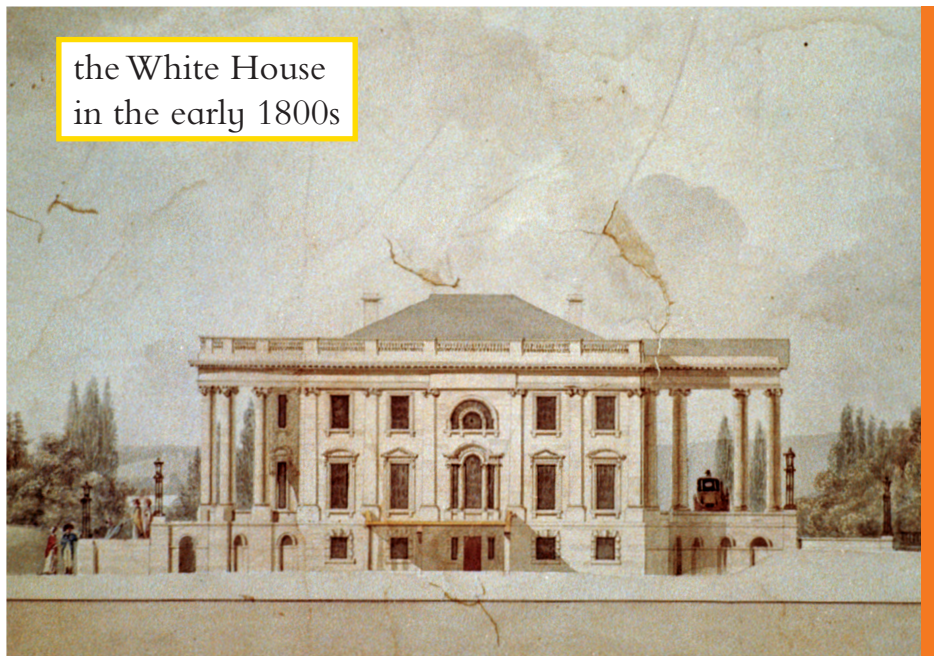


Back to
Nonfiction



The Battle of Baltimore

The year was 1814. Francis Scott Key was on a mission to help his friend. The United States was at war against Britain. It wasn't going well. The British had attacked Washington, DC. And now, they were trying to destroy Fort McHenry. The fort protected the city of Baltimore. If they got in, the British would be one step closer to winning.



the White House
in the early 1800s

Key, an American, was caught on a British ship. His friend had been **captured**. Key was trying to get the British to let his friend go. They had finally reached an agreement. But then Key was told they couldn't leave the ship. The British were about to attack! They were stuck.



Fort McHenry

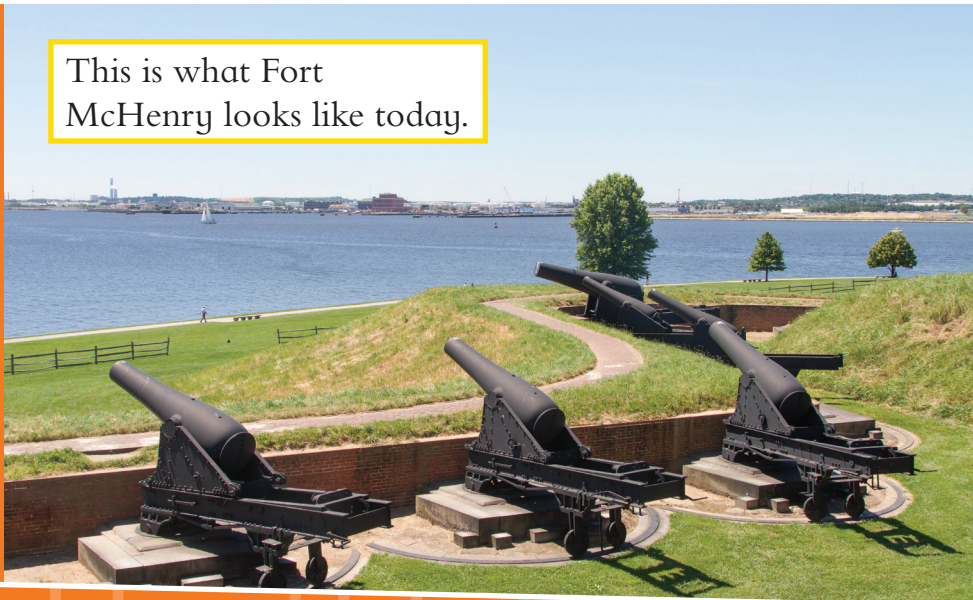
Fort McHenry is shaped like a **pentagon**. It is still standing. It is a national monument and historic site.

It was a scary time in the country. People were worried that the fort wouldn't make it through the night. They were worried the country would no longer be free.

The ship Key was on was not close to the fort. In fact, Key couldn't really see the fort.

The sky grew dark. The ships fired their bombs and rockets. The battle lasted all night. At times, the explosions were bright. Key could see the fort's flag. If the U.S. flag stayed flying, he knew the Americans hadn't given up. But if he saw a white flag, that would mean they had **surrendered**.

This is what Fort McHenry looks like today.

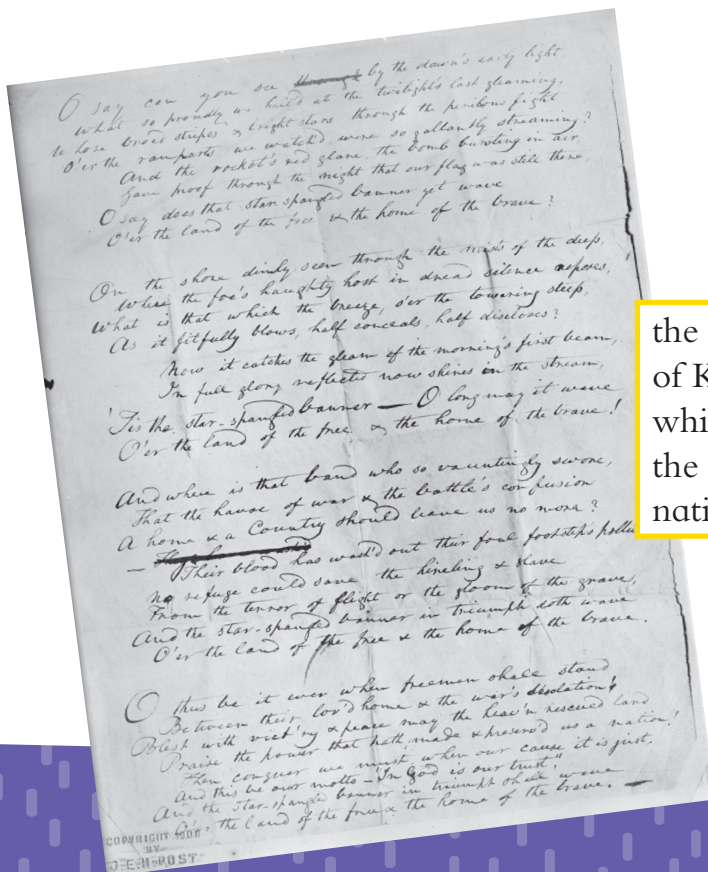


By the Numbers

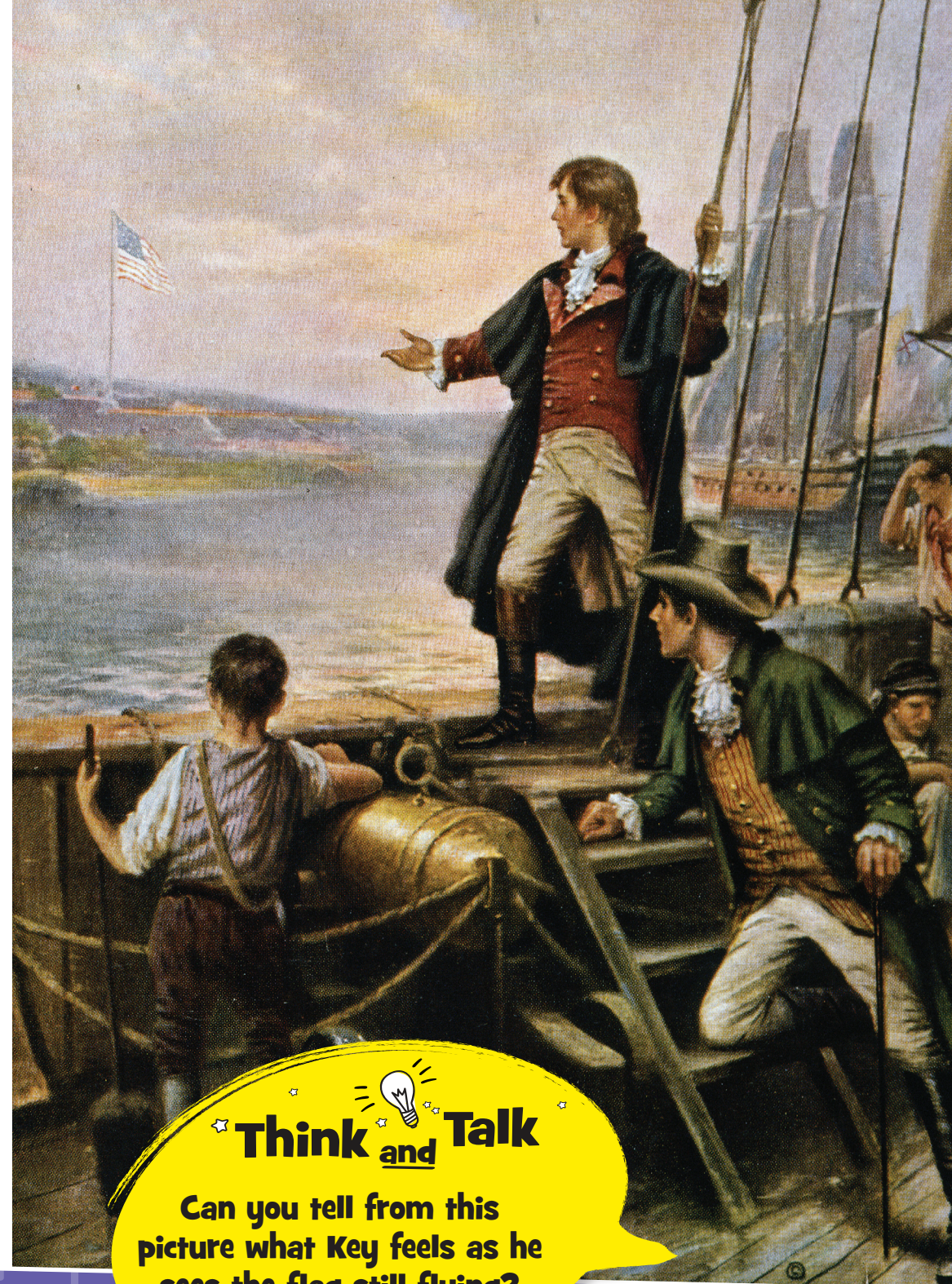
The British had about 19 ships. There were 1,000 American soldiers in the fort. The British launched about 2,000 bombs and rockets.

The attack stopped in the early morning. Key waited for the mist and the smoke to clear. When it did, he saw the American flag! The fort had survived the battle. The British had lost. They gave up the fight for the fort.

The next day, Key wrote a poem on the back of a letter he had in his pocket. The poem was about how he felt when he saw that flag still flying. The experience filled him with pride and **patriotism**. And the words of the poem reflect that today.



the original copy of Key's poem, which became the words of the national anthem



★ Think and Talk ★

Can you tell from this picture what Key feels as he sees the flag still flying?

Understanding the Words

*O say can you see, by the
dawn's early light,
What so proudly we hail'd at
the twilight's last gleaming*

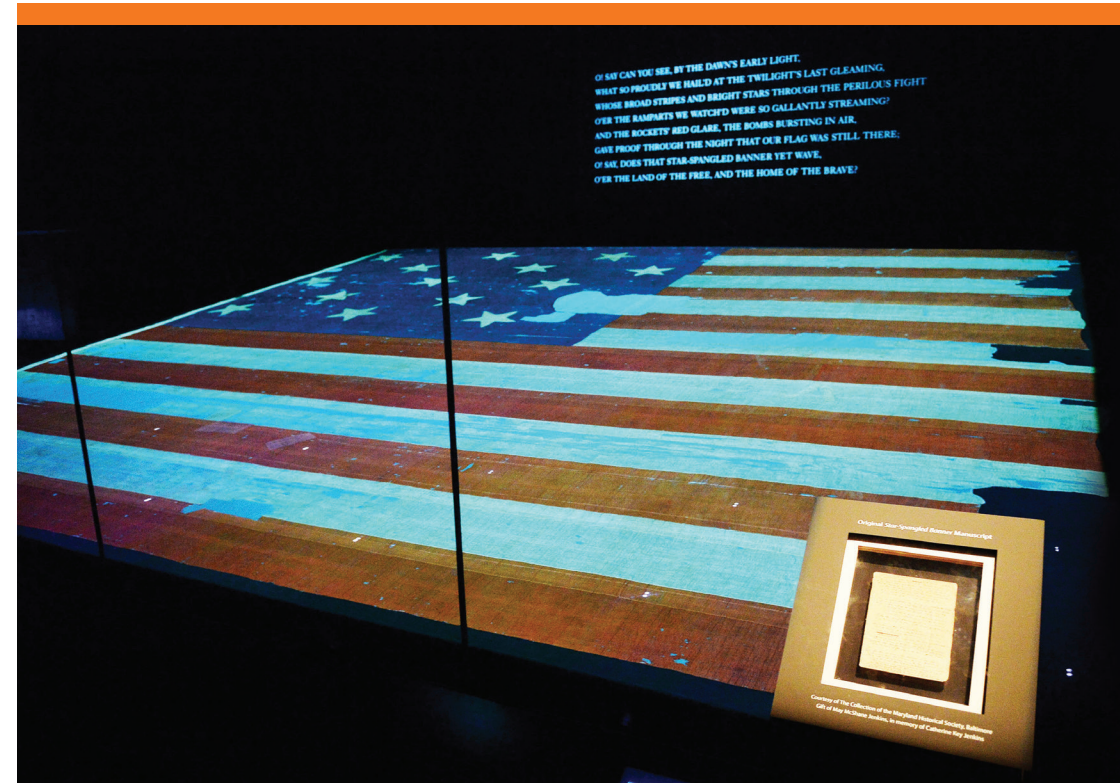
These are the first two lines of the poem. What do they mean? Key wrote about the morning after the battle. *By the dawn's early light* means as the sun rises.

But Key is asking, “*O say can you see...what so proudly we hail'd...?*” Key is talking to the listener. He asks if they can see the flag that was proudly honored, or *hail'd*. He asks because the flag was there the day before at the *twilight's last gleaming*. This means as the sun set. In other words, can you see the flag this morning that we honored yesterday?



*Whose broad stripes and
bright stars through the
perilous fight,
O'er the ramparts we watch'd
were so gallantly streaming?*

In these lines, Key is describing the flag's stripes and stars. *So gallantly streaming* means the flag flew bravely. He says that the flag flew throughout the dangerous battle, or *the perilous fight*. And he describes where the flag could be seen. *O'er the ramparts* means it was high above the fort walls.



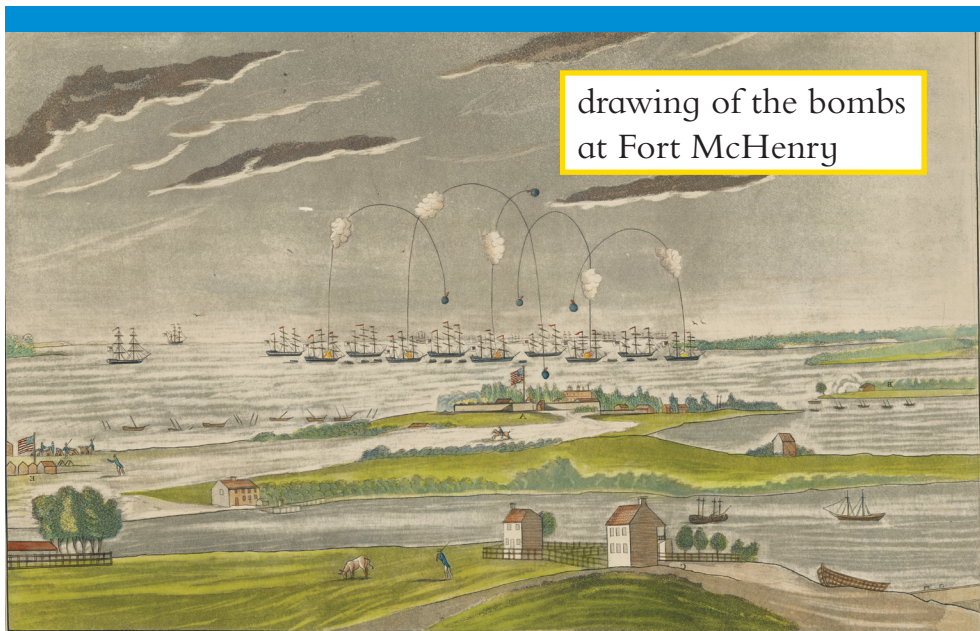
Still Waving

The flag today has 13 stripes and 50 stars. In 1814, the fort's flag had 15 stars and 15 stripes. This flag still exists. You can see it at a museum in Washington, DC.



*And the rocket's red glare, the
bombs bursting in air,
Gave proof through the night
that our flag was still there*

These lines might be easier to understand.
The flag was a **symbol** of hope. How could
Key see it during the night? He could see it by
the light of explosions, or the *rocket's red glare*.
This was how he could tell that the fort had not
surrendered.



drawing of the bombs
at Fort McHenry



There's More?

The original title of Key's poem is
"Defence of Fort M'Henry." There are
four verses. But the song sung most
of the time is only the first verse.

*O say does that star-spangled
banner yet wave
O'er the land of the free and
the home of the brave?*

The final two lines ask a question. But they could be asking more than one question. Does the flag still fly over the United States? Is it still *the land of the free and the home of the brave*? Are the people still proud of their country?

It is important to note that at the time Key wrote, not all people were free. Many were enslaved people. Did he mean all people in “the land of the free”? No matter what he meant, all people are included now.



Think and Talk

**What does this picture show
us about how people may
feel about the flag and song?**

Home of the Brave

Today, people sing the anthem in school. It is sung at sporting events. Some people sing it on the Fourth of July. And now, you know its story.

The song is more than just something people sing. It is a symbol of hope. It was for brave people like the soldiers who fought against the British. It is for the soldiers who fight today.



The song is for people who love the country and what it stands for. It is for the people who dream of what the country can be. Most of all, it is for all the people of the United States of America.



Official Anthem

"The Star-Spangled Banner" was well known for a long time. But it was not always the national anthem. That did not happen until 1931.

Glossary

anthem—a patriotic song

captured—taken or kidnapped

patriotism—love for one's country

pentagon—a shape that has five sides and five angles

perilous—dangerous

ramparts—protective walls

spangled—decorated

surrendered—given up

symbol—something that stands for something else

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Civics in Action

The words to “The Star-Spangled Banner” can be tricky to learn. But they are also important to know. People join together to sing the words. Knowing and singing the anthem may help a person feel patriotic. You can learn the words too!

1. Write the words to the anthem. Just writing the words will help you to learn them.
2. Find a recording of the anthem. This is easy to find online. A grown-up can help you.
3. Every day, listen to the anthem and read and sing along.
4. After a few days, you will probably have learned the anthem by heart. Now, sing it without reading it!

LANGUAGE POWER

Grades 6–8
Level A

Unit 5

Civics and Government

- *Your Vote, Your Voice*
- *O Say Can You See*
- *Kamala Harris: Madame Vice President*
- *César Chávez*
- *A Visit to a Marine Base*

Essential Question

How does our government work?

Talk About It!

Explain a time when you helped someone else.



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Unit Introduction Video



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Unit 5: Civics and Government

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The learning objectives listed here describe the skills and strategies presented throughout the lessons.

Your Vote, Your Voice Objectives

Reading: Students will determine the main idea of the text and recount key details.

Writing: Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences.

Content Area—Social Studies: Students will examine the importance of an individual's decision to vote.

Speaking and Listening: Students will adjust language choices according to a social setting and audience.

Language Development: Students will use prepositions in a simple sentence pattern: noun phrase, action verb, prepositional phrase.



O Say Can You See Objectives

Reading: Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

Writing: Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.

Content Area—Social Studies: Students will recognize patterns of change and continuity in the historical succession of related events.

Speaking and Listening: Students will justify their opinions using basic modal expressions.

Language Development: Students will use the present progressive tense to convey time appropriately.



Kamala Harris: Madame Vice President Objectives

Reading: Students will analyze the interactions between individuals, events, and ideas in a text.

Writing: Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.

Content Area—Social Studies: Students will examine the values held by Kamala Harris and how those values had an impact on history.

Speaking and Listening: Students will negotiate with or persuade others in conversations using basic learned phrases and open responses.

Language Development: Students will use direct and indirect objects in a simple sentence pattern: noun phrase, action verb, noun phrase, noun phrase.



César Chávez Objectives

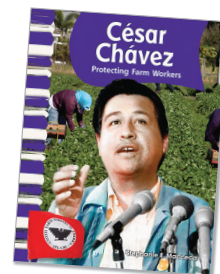
Reading: Students will determine the central ideas or information from a secondary source.

Writing: Students will produce clear and coherent writing that is appropriate to task, purpose, and audience.

Content Area—Social Studies: Students will examine the values held by César Chávez and how those values had an impact on history.

Speaking and Listening: Students will negotiate with or persuade others in conversations using basic learned phrases and open responses.

Language Development: Students will combine ideas using coordinating conjunctions to create compound sentences.



A Visit to a Marine Base Objectives

Reading: Students will determine the meaning of words and phrases as they are used in the text, including vocabulary specific to domains related to social studies.

Writing: Students will produce clear and coherent writing that is appropriate to task, purpose, and audience.

Content Area—Social Studies: Students will examine how various institutions influence people, events, and elements of culture and how people interact with different institutions.

Speaking and Listening: Students will negotiate with or persuade others in conversations using basic learned phrases and open responses.

Language Development: Students will use adjectives in the simple sentence pattern: noun phrase, linking verb, adjective.



O Say Can You See



Lesson Summary

Students determine the meanings of words in a book about “The Star-Spangled Banner.” They write informative texts describing what they learned. Then, students justify opinions using modal expressions and use the present progressive tense.

Vocabulary Word Bank

- ★ analyze
- anthem
- patriotism
- perilous
- ramparts
- ★ symbol
- spangled

Guiding Question

How does the national anthem show American ideals?

Before Reading

Building Background Knowledge and Vocabulary

1. **Talk Time:** Show students the cover of the book. Read the title aloud, and play an excerpt of “The Star-Spangled Banner.” (This song is provided in the Digital Resources for your easy access.) Based on the cover image and the song excerpt, have students write or draw what they know about the national anthem in the *Student Guided Practice Book* ❶ (page 64). Then, provide time for students to share their responses in small groups.

I know that this song _____.

2. Introduce the meaning of the word *anthem* to students. Explain that an anthem can stand as a symbol for a country or organization. Ask them to share what they know about anthems. If possible, find excerpts of other national anthems online to share.
3. To introduce the other vocabulary words, share the vocabulary picture cards provided in the Digital Resources. You can also provide sentence frames for the words to encourage students to use them in context.

An anthem is _____. Something I might analyze is _____.

_____ is a symbol for _____. I can show patriotism when I _____.

Something that is perilous is _____.

4. Two important words in the song to emphasize with students are *ramparts* and *spangled*. Explain that a *rampart* is a wall and *spangled* means “decorated.” Draw pictures to help students remember these terms.

During Reading

1. Read the nonfiction book aloud. Pause occasionally to clarify the meanings of vocabulary words and discuss the lyrics of the song.
(on page 16) What does “by the dawn’s early light” mean? *It means* _____.
2. As a class, discuss how Francis Scott Key used figurative language and imagery in the song. Write these examples where students can see them: “twilight’s last gleaming,” “gallantly streaming,” and “rocket’s red glare.”
3. Have students complete the activity in the *Student Guided Practice Book* ❷ (page 65) as a class. Brainstorm several options for each lyric. Then, have each student choose one to record individually.

After Reading

1. **I Do:** Display the lyrics of “The Star-Spangled Banner,” which are provided in the Digital Resources. Tell students that now they will use what they learned and discussed while reading to help them complete the next activity in the *Student Guided Practice Book* ❸ (page 66). Explain that a free-verse poem does not have to rhyme or use a particular pattern. Model how to do this with the first stanza:

The first line says, “O say can you see, by the dawn’s early light.” I learned that Francis Scott Key is asking a question: Can you see the flag in the morning? So, I will write that as the first line of my poem.

2. **We Do:** Guide students in writing the next line. Encourage them to refer to their previous activity sheets, the nonfiction book, and the Word Bank to help them interpret the lyrics and write a new line.

What does “twilight’s last gleaming” mean?

It means _____.

What can you write to mean the same thing?

I can write _____.

Progress Check: During Step 2, watch for students writing simple sentences that have similar meanings to the original song. ✓

3. **You Do:** Have students complete the rest of the activity with partners.
4. **Talk Time:** Allow time for students to share their poems in small groups.

O Say Can You See

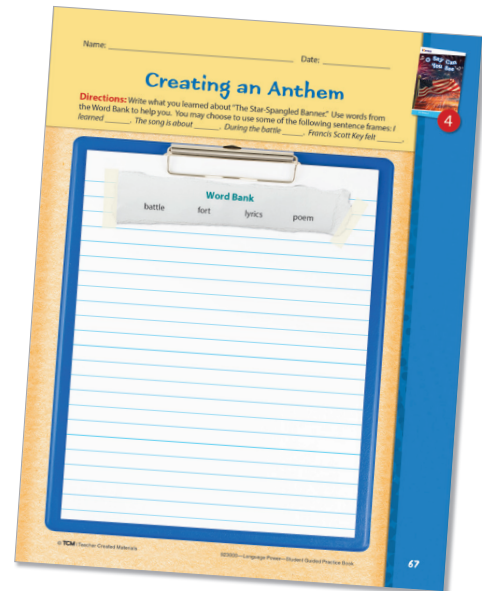
Writing

Have students write what they learned about “The Star-Spangled” Banner in the *Student Guided Practice Book* 4 (page 67). Encourage students to use words from the Word Bank as they write.

Fluency

Have students work in pairs to practice fluently reading part of the song. They can alternate lines or read together.

Note: Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.



Content Connection

Choose a national anthem from a different country. Listen to it with students. Then, have students create Venn diagrams comparing and contrasting the song to “The Star-Spangled Banner.”

Take-Home Literacy Activities

The Digital Resources include both English and Spanish versions of a school-to-home connection letter describing activities that go along with this lesson.



Speaking and Listening

1. As a class, brainstorm things a national anthem *should* do for its people. (Examples might include: It should inspire people. It should make people proud. It should make people think about freedom. It should sound nice.) Write students' ideas where everyone can see them.
2. Introduce the silent letters in *should*. Have students practice saying the ideas brainstormed above, emphasizing the word *should*.
3. **Talk Time:** Have students work in pairs to write at least two questions to ask other students using this sentence starter:

Should the national anthem _____?

4. **Talk Time:** Provide time for students to ask other pairs their questions. After each question is asked, the students should respond by saying one of the following responses: *Yes, it should.* *No, it shouldn't.*

Language Development

1. Begin by writing a sentence in the present progressive tense. For example, you could write: *Owen is eating breakfast.* Discuss how this sentence suggests that eating breakfast is something Owen is doing right now and that you could add *right now* to the end of the sentence. Explain that this is called the *present progressive tense*. Further explain that the present progressive includes the subject, a form of the verb *to be* (*am/is/are*), and a verb ending in *-ing*.
2. **Talk Time:** Have students work in small groups to brainstorm more sentences that use the present progressive tense. Have students share their sentences with the whole class, and record them where students can refer to them later.
3. To deepen students' understanding of the present progressive tense, give them copies of *The Present Progressive Tense* (provided in the Digital Resources). Follow the directions to guide students in internalizing word order of statements and questions.

The Present Progressive Tense
 Directions: Complete this activity together. Practice reading the page aloud.

Main Verb: *play* Subject: *I, you*

1. Affirmative Statements
 (I) *am playing a video game.*
 (You) _____

2. Negative Statements
 (I) *am not playing a video game.*
 (You) _____

3. Yes/No Questions
 (You) *are you playing a video game?* (Short Answer: Yes/No) *Yes, I am.*
 (You) _____ (Short Answer: Subject) *I am.*

4. Wh- Questions
 (You) *What are you doing?* (Short Answer: Object or Adverb) *a video game.*
 (You) _____



1

Name: _____ Date: _____

National Anthem

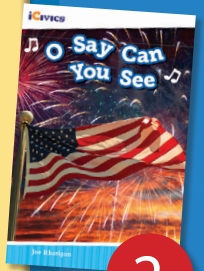
Directions: Write or draw what you know about the national anthem.



Name: _____ Date: _____

Picture It

Directions: Read each lyric from the national anthem. Write or draw what you picture in your mind when you read it.



2

Lyrics	Words or Pictures
<p>O say can you see, by the dawn's early light,</p> <p>What so proudly we hail'd at the twilight's last gleaming</p>	
<p>Whose broad stripes and bright stars through the perilous fight,</p> <p>O'er the ramparts we watch'd were so gallantly streaming?</p>	
<p>And the rocket's red glare, the bombs bursting in air,</p> <p>Gave proof through the night that our flag was still there</p>	
<p>O say does that star-spangled banner yet wave</p> <p>O'er the land of the free and the home of the brave?</p>	



Date: _____

Make It Modern

Directions: Rewrite “The Star-Spangled Banner” as a free-verse poem in modern English. Use the words in the Word Bank to help you.

Word Bank

battle

bravely

dangerous

explosions

honored

proud

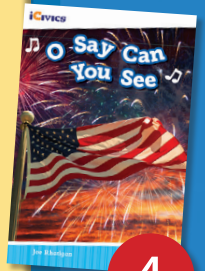
sunrise

sunset

walls

This image shows a single sheet of white paper with horizontal blue 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.

Name: _____ Date: _____



4

Creating an Anthem

Directions: Write what you learned about “The Star-Spangled Banner.” Use words from the Word Bank to help you. You may choose to use some of the following sentence frames: I learned _____. The song is about _____. During the battle _____. Francis Scott Key felt _____.

Word Bank

battle

fort

lyrics

poem

Unit 5: O Say Can You See



analyze



anthem



patriotism



perilous

Unit 5: O Say Can You See



ramparts



symbol



spangled

Name: _____ Date: _____



The Present Progressive Tense

Directions: Complete the activity together. Practice reading the page aloud.

Main Verb: plan Subjects: I, He

1. Affirmative Statements

(I) I am planning a relay race.

(He) _____

2. Negative Statements

(I) I am not planning a relay race.

(He) _____

3. Yes/No Questions

Short Answers (Yes/No)

(You) Are you planning a relay race?

Yes, I am.

(He) _____

4. Who Questions

Short Answers (Subject)

(Who) Who is planning a relay race?

I am.

5. What...do Questions

Short Answers (Verb)

(You) What are you doing?

planning a relay race

(He) _____

6. Wh-...verb Questions

Short Answers (Object or Adverb)

(You) What are you planning?

a relay race

(He) _____

Take-Home Literacy Activities

Dear Family,

Families play an important role in their children's education.

Your child has been learning about the national anthem.

Have your child lead you in the fun activities below. You will see how much your child has learned, and you can help your child reinforce his or her learning.



- **Thank You Note:** Write thank you notes to military members you know as a family. Include reasons you are thankful for their service to the country. Mail or personally deliver the thank you notes.
- **Draw the Lyrics:** Choose a line from "The Star-Spangled Banner" to illustrate. Include as many details from the lyrics as possible.

Sincerely,

Actividades de lectoescritura para el hogar

Estimada familia:

La familia desempeña un papel importante en la educación de sus hijos.

Su hijo ha estado aprendiendo sobre el himno nacional.

Pídale a su hijo que lo guíe para realizar las siguientes divertidas actividades. Verá cuánto ha aprendido y podrá ayudarlo a consolidar su aprendizaje.



- **Carta de agradecimiento:** En familia, escriban cartas de agradecimiento para miembros de las fuerzas armadas que conozcan. Incluyan las razones de agradecimiento por su servicio al país. Envíen por correo o entreguen en persona las cartas de agradecimiento.
- **Dibuja la letra:** Elige un verso de "The Star-Spangled Banner" para ilustrar. Incluye tantos detalles de la letra como sea posible.

Atentamente,



Unit 5 Assessment: Civics and Government

Digital Assessments

Google™ version: tcmpub.digital/lp/6-8a/unit5-g

Microsoft® version: tcmpub.digital/lp/6-8a/unit5-m

Reflection

To activate student learning before completing the assessments, help students reflect on their learning. Hold up the books and cards, or point to any anchor charts or artifacts from the unit. Then, hold a group discussion using the following prompts:

- What was your favorite part of the unit?
- Talk to a partner about something new you learned about civics and government.
- How do you think this unit helped you learn English?



Speaking and Listening

Say, “Let’s talk about this picture.” Then, read each of the prompts to student(s), leaving time for responses.

	Question/Prompt	1 point	0 points
1	Marines buy groceries and supplies at a commissary. A commissary is a store. What is something you see in the picture?	Student describes something in the picture.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	What are the people in the picture doing?	Student gives a response related to the image. (<i>Example answers: The woman is telling the man how much money to pay; the man is buying supplies.</i>)	Student’s response is incorrect, not understandable, or communicates “I don’t know.”
3	What things do <i>you</i> buy at the store?	Student makes a personal connection based on the image or text. (<i>Example answers: food, clothes, milk, cereal</i>)	Student’s response is not relevant, not understandable, or communicates “I don’t know.”



Reading

Questions 1–2

Read the directions, “Look at the picture.” Support students by reading aloud the answer choices, if necessary.

1. Read the question and sentence, “Which word belongs in the blank? This man is working on a ____.”
(Answer: B. farm)
2. Read the prompt, “Choose the sentence that describes the picture.”
(Answer: B. César Chávez is speaking to people.)

Questions 3–4

Read the directions, “Study the time line, and answer the questions.” Support students by reading aloud the answer choices, if necessary.

3. Read the question, “What year did Chávez start the United Farm Workers of America union?”
(Answer: C. 1962)
4. Read the question, “What did Chávez do in 1988?” (Answer: B. He went on a hunger strike.)



Writing

Read the directions, “Look at the picture. Then, it’s time to write!” Support students by reading the questions or helping them as they write their responses. Encourage students to use the sentence starter and word bank as they write.

	Question/Prompt	2 points	1 point	0 points
1	Say, “What two things do you see in the picture?”	Student writes at least two things in the picture. (Example answers: American flag, people voting, voting booths)	Student writes only one thing in the picture.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Say, “Write a story about a person voting. Use precise words and details to make your story interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.”	Student writes at least three sentences about a person voting. Sentences use precise words and have strong grammar, use of capital letters and punctuation, and spelling.	Student writes a sentence or two that are strong, or they write more but errors impede meaning.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”

Name: _____ Date: _____

Speaking and Listening

Let's talk about this picture.



Name: _____ Date: _____

Reading

Look at the picture.



1. Which word belongs in the blank?

This man is working on a _____.

- (A) building
- (B) farm
- (C) ship



2. Choose the sentence that describes the picture.

- (A) César Chávez is working on a farm.
- (B) César Chávez is speaking to people.
- (C) César Chávez is eating a meal.

Name: _____ Date: _____

Reading *(cont.)*

Study the time line, and answer the questions.

Time Line

1927	1939	1962	1975	1988	1993
César Chávez is born in Arizona.	Chávez becomes a migrant worker.	Chávez starts the United Farm Workers of America union.	Chávez makes changes to help farmers.	Chávez goes on a hunger strike for 36 days against pesticides.	Chávez dies at the age of 66.

3. What year did Chávez start the United Farm Workers of America union?

- (A) 1927
- (B) 1939
- (C) 1962
- (D) 1988

4. What did Chávez do in 1988?

- (A) He became a migrant worker.
- (B) He went on a hunger strike.
- (C) He started the United Farm Workers of America union.
- (D) He died at the age of 66.

Name: _____ Date: _____

Writing

Look at the picture. Then, it's time to write!



1. What two things do you see in the picture?

- 2.** Write a story about a person voting. Use precise words and details to make your story interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling.

Word Bank

candidates

debate

issues

leader

research

vote

It was almost time to vote. First, _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery designed for writing.