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Language Power— Grades 6–8 Level C

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (1 page)
How to Use This Product (5 pages)
Lesson Plan (8 pages)
Parent Letters (English and Spanish) (2 pages)
Card (2 pages)

To **Create** a **World** in which **Children** love to **Learn!**

Blue
Level C

LANGUAGE POWER

Building Language Proficiency

Teacher's Guide

A Tale of Tails

To Parliament for the Stamp Tax

Teacher Created Materials

Table of Contents

Components

30-Piece Themed Text Set

- a range of reading levels
- a variety of high-interest topics to engage students
- a range of text types and genres
- a natural progression in language and learning opportunities
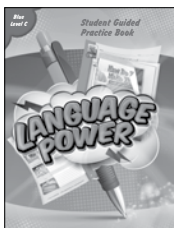
Student Guided Practice Book

- rich language development activities to support the lessons
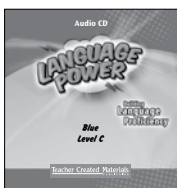
Audio CD

- professional recordings of the text set, ideal for listening centers

Teacher's Guide

- easy-to-use, standards-based lesson plans
- lessons targeting the four language domains—listening, speaking, reading, and writing
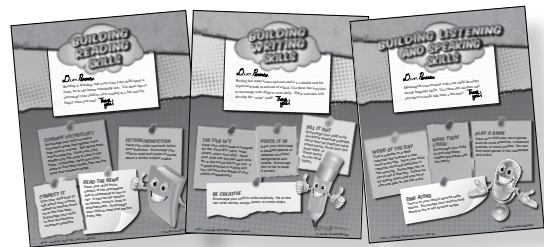
Parent Tip Cards

- useful tips and engaging activities to support literacy and language learning at home
- written in English and Spanish

Digital Resource CD

- PDFs and text files of text set suitable for interactive whiteboard use
- assessment resources
- PDFs of *Student Guided Practice Book* activity sheets
- PDFs of Family Literacy Activities in both English and Spanish

Getting Started

1. **Determine whether to conduct a pretest.** The Pretest (on the Digital Resource CD) is designed with two goals in mind:

   - to help place students within the program for the most appropriate instruction

   - to provide a baseline for measuring student progress after the completion of a kit level

   (Refer to the Pretest for detailed test administration instructions.)
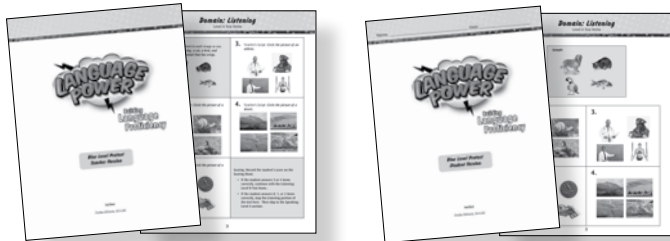
   Pretest (selected pages)

2. **Identify the instructional setting and most appropriate pacing plan.** Refer to the pacing plans to help plan instruction to best meet the needs of students within your instructional context.
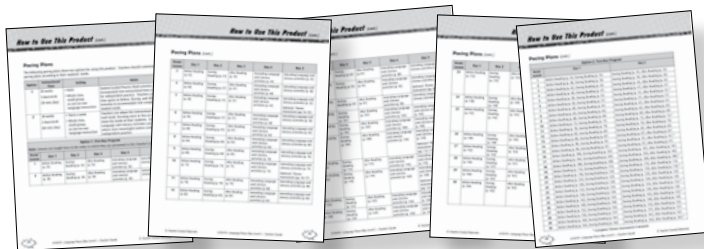
   Pacing Plans

3. **Choose a particular theme or follow the pacing suggested.** Themes can function independently of a specific sequence.
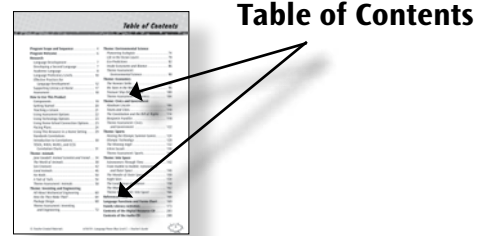
   Table of Contents

4. **Plan for home-school connection opportunities.** Prepare copies of the Parent Tip Cards and Family Literacy Activities, also available on the Digital Resource CD. These tips and activities provide family members with the necessary tools to promote literacy and language at home.
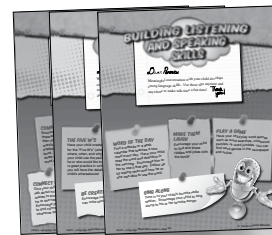
   Parent Tip Cards
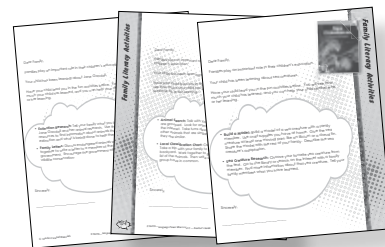
   Family Literacy Activities
   (see pages 173–202 or the Digital Resource CD)

Teaching a Lesson

Each four-page lesson is organized in a consistent format for ease of use and addresses the four language domains—listening, speaking, reading, and writing.

Objectives

Vocabulary from text

Before Reading (Building Background and Vocabulary)

Extension Words to extend language

Numbered Icons for the *Student Guided Practice Book*

Progress Check for progress monitoring

Writing Activity

Fluency Activity

Content Area Connection

Answer Key with thumbnail images of the *Student Guided Practice Book* pages

Family Literacy Activities to support home-school connections.
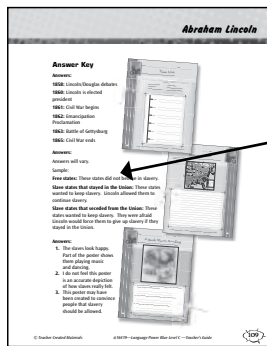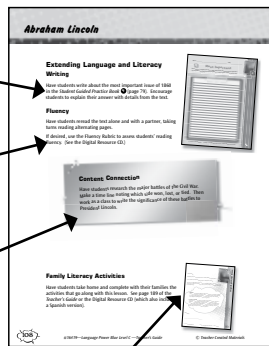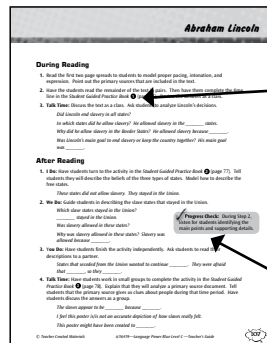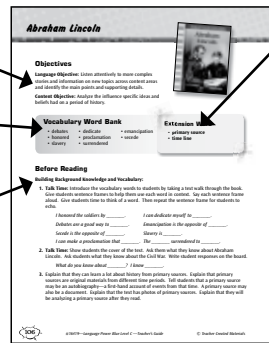
Each lesson has four corresponding activity sheets in the *Student Guided Practice Book*. These activities support the language and content objectives.

Visual Support for Students

Writing Activity
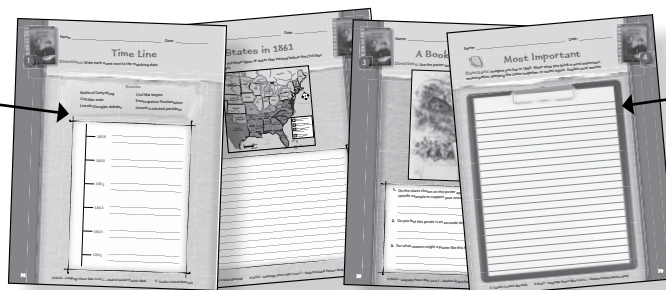
Using Assessment Options

1. **Use formal assessments before and after instruction.** The **Pretest** offers an opportunity to **assess** language knowledge and can be used to **drive instruction**. The **Posttest** offers an opportunity to **gauge student learning and English language proficiency**. These can be found on the Digital Resource CD.

2. **Use progress-monitoring assessments during each lesson.**

   Use the Talk Time activities to observe students' listening and speaking skills.

   Refer to the **Progress Checks** embedded throughout the lessons to **gather information about student language skills**. Use the Progress Check logs (on the Digital Resource CD) as they meet the needs of your classroom.

   Use the *Student Guided Practice Book* activity sheets for progress monitoring of oral and written language proficiency, as well as listening and speaking proficiency.

3. **Use the performance-based Theme Assessments** to **connect learning** and provide a **means of progress monitoring**. Theme Assessments increase differentiation opportunities by allowing students to choose presentation methods and may be completed in small groups, pairs, or individually.

4. **Use the Fluency Rubric** (on the Digital Resource CD) with any text in the kit to **monitor student progress** with this skill. Teachers may choose to use this rubric for a "cold read" (first reading) or after repeated practice with the text.
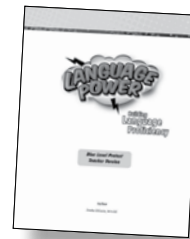
Pretest   Posttest
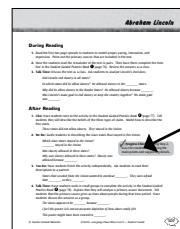
Progress Check
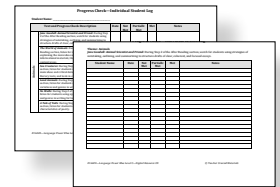
Progress Check Logs
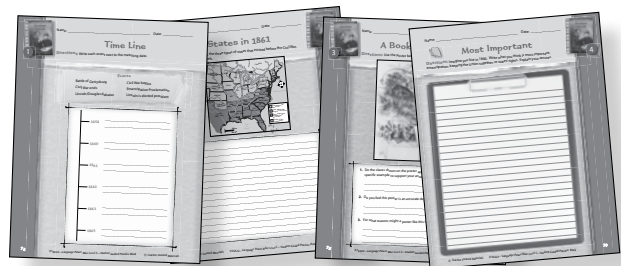
Student Guided Practice Book activity sheets
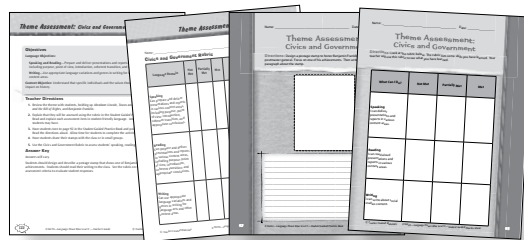
Theme Assessment
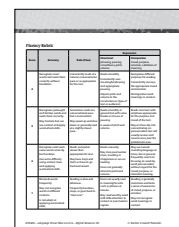
Fluency Rubric

Using Technology Options

1. **Use the Audio CD as a model of fluent reading.** The Audio CD includes professional recordings of the texts in this kit. Play the audio tracks of the texts to support students as a prereading activity, during fluency practice, or in a listening center.

2. **Use the Digital Resource CD to access a variety of resources to enrich learning.** PDF versions of texts create a canvas for shared learning when used with an interactive whiteboard. *Student Guided Practice Book* activity sheets are provided to allow easy printing and replication.

Using Home-School Connection Options

1. **Provide copies of the Parent Tip Cards to each student's family.** These cards offer a quick explanation of the value of supporting listening, speaking, reading, and writing at home, along with quick, fun activities to support learning.

2. **Use the Family Literacy Activities on pages 173–202 (one per lesson) to help support language and literacy at home**. The featured activities were designed to support the learning goals of each lesson. Spanish versions can be found on the Digital Resource CD.

3. **Consider providing students copies of the text set for use at home**. PDF versions of the text set are included on the Digital Resource CD.

Audio CD

Digital Resource CD

Parent Tip Cards
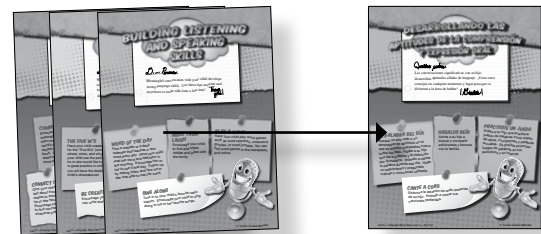
English

Spanish
(on reverse)

Family Literacy Activities
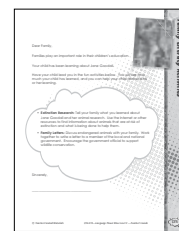
English

Spanish
(on the Digital Resource CD)

The Moon
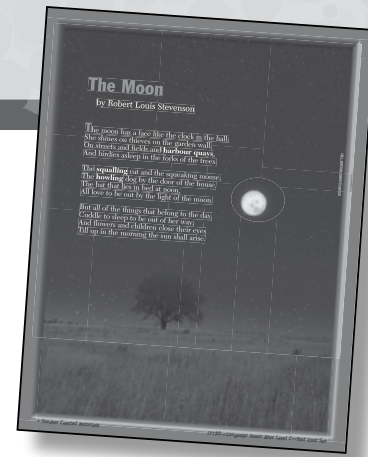
Objectives

Language Objective: Identify and describe several literary elements and techniques in literary texts.

Content Objective: Understand the use of language in literary works to convey mood, images, and meaning.

Vocabulary Word Bank

- fork
- squalling
- harbour quay
- squeaking
- howling
- thieves

Extension Words

- **figurative language**
- **personification**

Before Reading

Building Background Knowledge and Vocabulary:

1. Tell students they will be reading a poem about the moon to help them better understand how writers effectively use figurative language, such as personification.

2. **Talk Time:** Ask students to discuss the types of poems that they know. Remind students that writing poetry is a different genre of writing. Create a chart and write examples of poems provided by students. Add your own examples to the list.

    What types of poems are there? There are _____.

    Do all poems have to rhyme?

3. **Talk Time:** Introduce the vocabulary words to students. Provide definitions and examples for each vocabulary term and clarify any unknown words. Explain that a harbour quay is a place where ships can moor, or tie to the dock. Discuss the vocabulary words with students.

    What does a squalling cat sound like? A squalling cat sounds like _____.

    What does a squeaking mouse sound like? A squeaking mouse sounds like _____.

    What does a howling dog sound like? A howling dog sounds like _____.

    What does a fork in the road look like? A fork in the road looks like _____.

During Reading

1. Read the entire poem to students. Encourage students to close their eyes as you read. Have students visualize what you are reading.

2. **Talk Time:** Reread the poem with students. Pause after the first stanza. Discuss the meaning of the stanza.

    Who is she *in the poem? She is _____.*

    What is the moon doing? The moon is _____.

3. Continue to read to the end of the poem. Stop after each stanza to discuss the meaning of the stanza and the poem.

4. **Talk Time:** Have students write the meaning of each stanza in the *Student Guided Practice Book* ❶ (page 132). Ask students to read their answers to a partner.

    The first stanza means _____.

✓ **Progress Check:** During Step 4, listen for students describing literary techniques in a poem.

After Reading

1. **I Do:** Have students turn to the *Student Guided Practice Book* ❷ (page 133). Tell students that the most important part of personification is the verb. The action word needs to be something that the animal, object, or idea could not actually do. It needs to be something that people do. Think aloud as you brainstorm verbs to personify the wind. Use one of the verbs to personify the wind in a sentence at the bottom of the activity sheet.

    I can describe wind with action words that normally only apply to people. I can say that the wind whispered through the trees. I know that wind cannot actually whisper, but it can blow softly, which is like whispering. I can also say that the wind tickled the hair on my neck. Wind doesn't have fingers and can't tickle my neck like a person can. I can also write that the wind yelled at the night. Again, wind can't yell. But it is pretty noisy sometimes.

2. **We Do:** Guide students in brainstorming three or more verbs to personify the ocean. Have students choose one of the verbs to personify the ocean in a sentence.

    What things can a person do that the ocean cannot? A person can _____.

    What does the ocean seem like it is doing? The ocean seems like it is _____.

3. **You Do:** Have students write three or more verbs for trees independently. Then have students use one of those verbs to personify a tree in a sentence.

4. **Talk Time:** Have students read their sentences in small groups.

5. **Talk Time:** Tell students they will use what they know about personification to write a short poem in the *Student Guided Practice Book* ❸ (page 134). Encourage students to read their poems aloud to the class.

Extending Language and Literacy

Writing

Have students choose an object to personify in the *Student Guided Practice Book* ❹ (page 135). Remind students to write about the object as if it had human qualities.

Fluency

Have students read the poem. Have students emphasize the rhythm and pacing and rhyming words of the poem.

If desired, use the Fluency Rubric to assess students' reading fluency. (See the Digital Resource CD.)

Content Connection

Discuss other forms of figurative language with students. Have students analyze the poem to find examples of similes. Challenge students to write their own similes.

Family Literacy Activities

Have students take home and complete with their families the activities that go along with this lesson. See page 202 of the *Teacher's Guide* or the Digital Resource CD (which also includes a Spanish version).
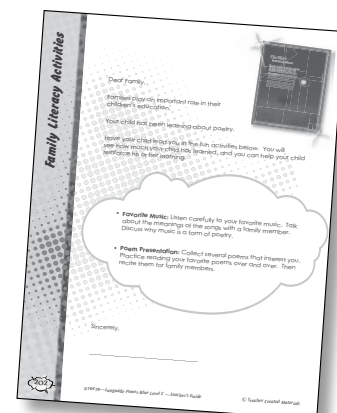
Answer Key

Answers:

Answers will vary.

Sample:

Stanza 1: The moon is round and shines on things, whether people can see them or not.

Stanza 2: Some animals are up all night, just like the moon.

Stanza 3: Some things are not up all night.

What Does It Mean?

Directions: Read each stanza of the poem. Then write what it means.

Stanza	Meaning
The moon has a face like the clock in the hall. She shines on thieves on the garden wall. On streets and fields and harbour quays, And birdies asleep in the forks of the trees.	
The squalling cat and the squeaking mouse, The howling dog by the door of the house, The bat that lies in bed at noon, All love to be out by the light of the moon.	
But all of the things that belong to the day, Cuddle to sleep to be out of her way, And flowers and children close their eyes Till up in the morning the sun shall arise.	

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Answers:

Answers will vary.

Sample:

wind: whispered, tickled, yelled

**ocean:** roared, fought, laughed

tree: reached, danced, clawed

1. The wind whispered in the night.
2. The ocean roared to life.
3. The tree reached for the sunshine.

Like a Human

Directions: Write verbs that can be used to show personification for each of the objects below.

Personification is a form of figurative language. Personification is when a writer gives characteristics of a person to an object, idea, or animal. Look at the examples:
- The rock stubbornly **refused** to move.
- The tree's branches **grabbed** me as I ran.
- The idea of a new puppy **jumped** into my head.

wind	ocean	tree

Write three sentences that use personification. Remember, the key to personification is the verb.

1. _____
2. _____
3. _____

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Answers:

Answers will vary.

Students should write a poem that uses personification.

Personifying Poet

Directions: Write a short poem. Use personification to give an object human qualities.

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What Does It Mean?

Directions: Read each stanza of the poem. Then write what it means.

Stanza	Meaning
The moon has a face like the clock in the hall, She shines on thieves on the garden wall, On streets and fields and harbour quays, And birdies asleep in the forks of the trees.	_____ _____ _____ _____ _____ _____ _____ _____
The squalling cat and the squeaking mouse, The howling dog by the door of the house, The bat that lies in bed at noon, All love to be out by the light of the moon.	_____ _____ _____ _____ _____ _____ _____ _____
But all of the things that belong to the day, Cuddle to sleep to be out of her way, And flowers and children close their eyes Till up in the morning the sun shall arise.	_____ _____ _____ _____ _____ _____ _____ _____

1

Name: _____ Date: _____

Like a Human

Directions: Write verbs that can be used to show personification for each of the objects below.

2

Personification is a form of figurative language. Personification is when a writer gives characteristics of a person to an object, idea, or animal. Look at the examples:

- The rock stubbornly **refused** to move.
- The tree's branches **grabbed** me as I ran.
- The idea of a new puppy **jumped** into my head.

wind	ocean	tree
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write three sentences that use personification. Remember, the key to personification is the verb.

1. _____

2. _____

3. _____

Personifying Poet

Directions: Write a short poem. Use personification to give an object human qualities.

Name: _____ Date: _____

Personification

Directions: Choose one object to personify. Write about it as if it had human qualities. Draw a picture to illustrate your writing.

4

BUILDING READING SKILLS

Dear Parents,

Reading is learning, and every time your child opens a book, he or she learns something new. Use these tips to encourage your child to view reading as a fun activity. Enjoy what you read! Thank you!

COMMON VOCABULARY

Encourage your child to notice important words that appear more than once in a book. Talk about each word's meaning. Have your child explain why the word is used in the book. If possible, have your child share or find other books that use the word and compare usage.

FICTION/NONFICTION

Have your child read both fiction and nonfiction. Encourage your child to read both types of books about a similar subject matter.

CONNECT IT

Give your child time to talk about how a book relates to another book he or she has read. Encourage your child to find connections whenever possible.

READ THE NEWS

Have your child find a section of the newspaper that is interesting to him or her. It may be the section on sports, comics, food or entertainment. Encourage your child to read that section every day.

DESARROLLANDO LAS APTITUDES DE LA LECTURA

Queridos padres,

El leer es aprender, y cada vez que su hijo abre un libro, aprende algo nuevo. Usen estos consejos para animar a su hijo a ver la lectura como una actividad placentera. ¡Disfruten la lectura!

¡Gracias!

VOCABULARIO COMÚN

Anime a su hijo para que preste atención a las palabras importantes que aparecen más de una vez en un libro. Converse sobre el significado de cada palabra. Anime a su hijo a explicar por qué se utiliza la palabra en el libro. De ser posible, pídale que comparta o busque otros libros en los que también se utilice la palabra y que compare su uso.

FICCIÓN Y NO FICCIÓN

Anime a su hijo a leer textos tanto de ficción como de no ficción. Anímelo a leer sobre un tema parecido en ambos tipos de libros.

RELACIÓNELO

Concédale tiempo a su hijo para que comente de qué manera un libro se relaciona con otro libro que haya leído. Anímelo a encontrar puntos de conexión siempre que sea posible.

LEA LAS NOTICIAS

Pídale a su hijo que busque una sección del periódico que le interese. Podría tratarse de la sección de tiras cómicas, de deportes, de cocina o de entretenimiento. Anímelo a leer esa sección todos los días.

The Moon

by Robert Louis Stevenson

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and **harbour quays**,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day,
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

BILL BROOKS/MASTERFILE

Reader's Response

1 What does the writer mean by "all of the things that belong to the day"?

2 To what sense do the descriptions in lines 5 and 6 appeal?

3 How are the "thieves on the garden wall" (line 2) a good contrast to "flowers and children [who] close their eyes" (line 11)?

Writer's Response

1 What is the theme of this poem? How does the poet get this theme across?

2 Why did the poet title this poem "The Moon"? Is it an accurate title? Write another title that you think fits this poem.

3 How do you think the poet feels about the night—lonesome, sad, frightened, or some other emotion? Explain your answer.

Be the Writer

- What is your feeling about the night? Express your thoughts in a poem of two or three verses. Select images that convey your feelings. Your poem may be rhymed or unrhymed.
- The moon has always fascinated people. Write a reflection paper exploring why people watch the skies and give so much imaginative thought to the moon.

Words to Know

harbour   quays

squalling

From the Writer

Have you ever noticed that how you say something can change the meaning of the words? Suppose that a friend shows up unexpectedly just in time to join you for a movie that you really want to see. "Oh, great!" you might say with enthusiasm. Now imagine the opposite. You and your friend are all set to go. You've spent $20 on the tickets. Then you get a phone call. Your friend has been grounded, and you're on your own. "Oh, great," you might say glumly. Same words, different tone.

Writers use tone, too. Tone is the way a writer gets across his or her feelings about the subject. Word choice, sentence structure, and emphasis convey what the writer thinks. Robert Louis Stevenson doesn't say he dislikes cats, mice, or dogs. But he describes them with words that are disagreeable: squalling, squeaking, howling. He doesn't tell about how bad the thief is, but he does tell where he is found: climbing over the garden wall, clearly intending to do wrong. The tone is not angry or frightened, but it does show a preference for the daylight.

Mood is related to tone. While tone is the writer's attitude coming through the writing, mood is more like the emotion of the writing itself. The tone can sometimes be matter-of-fact; the writer is simply stating something. The mood, however, might be quite sad or frightening or silly; this has to do with subject matter.