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4 States of Matter



Say: Look at number 3. Take a moment to look at the chart.

Pause about 10 seconds while students look at the chart.

Say: Take a moment now to read the answer choices.

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Rosita.

Rosita says, “The air on the beach is warm and dry. That makes water change to a gas. It’s been a few hours since you put the ice cube on the plate, Ivan. Let’s look at it now and see what has happened!”



What has happened to the water?

Pause for students to mark an answer.

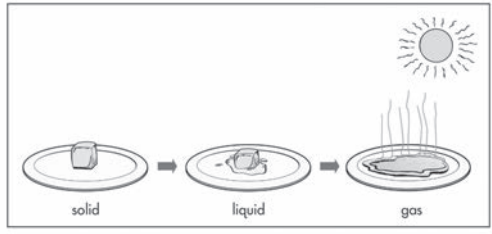
Item	Language Level	Performance Objective
3	Advanced	Students will hypothesize changes in states of matter.

4 States of Matter

ACADEMIC SCIENCE




3.



solid liquid gas

A The water changed into a gas and went up in the air.
B The water changed back into solid ice.
C The water changed to snow.



6 Indoor Activities



Say: Look at number 1. Take a moment to look at the answer choices.

Pause about 10 seconds while students look at the answer choices.

Say: Now listen to Makayla.

Makayla says, “Jenna, let’s put together a puzzle. This one is a cute picture of cats. They are my favorite animals. It has 250 pieces, so it might be hard. I will start working on the edge of the puzzle. Do you see any pieces that are flat on one side?”

What activity are Makayla and Jenna doing?

Pause for students to mark an answer.

Say: Look at number 2. Take a moment to read the answer choices.

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Tanner.

Tanner says, “Let’s make two teams and play a game. One person on each team will draw a picture on the board. The other people on the team have to guess what that person is drawing. How many people want to play? Ok, there are 6 of us who want to play the game. The teams will not be very big. Now Antwon and Chloe want to play, too. So, there will be 8 people in all.”

How many people will be on each team?

Pause for students to mark an answer.

Say: Now turn the page.

Item	Language Level	Performance Objective
1	Intermediate	Students will identify indoor leisure activities.

Item	Language Level	Performance Objective
2	Intermediate High	Students will divide a group of children into two teams.

6 Indoor Activities
CONVERSATIONAL LANGUAGE

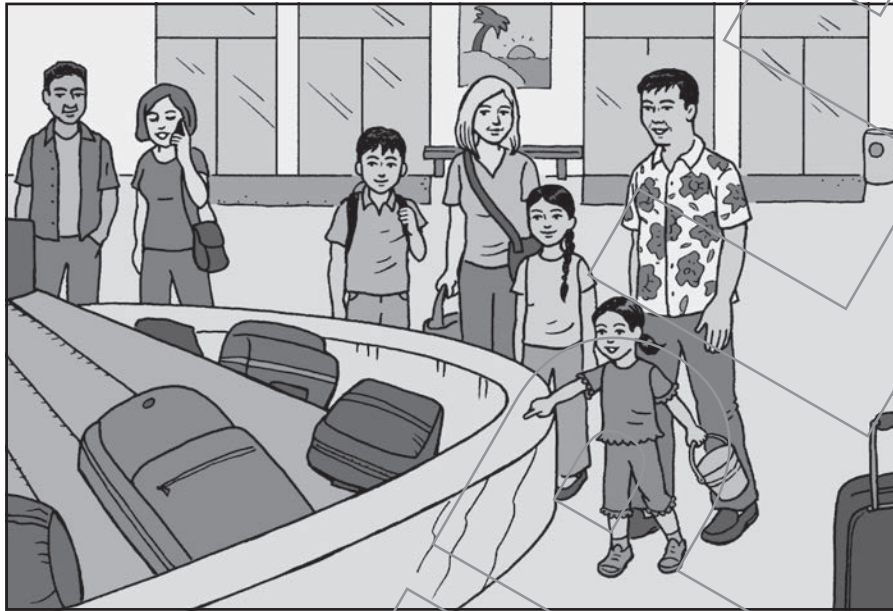
1.

A B C

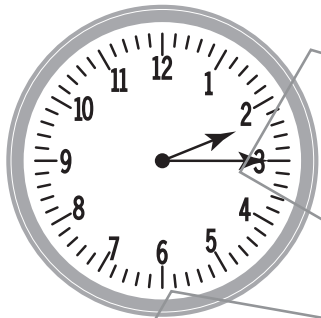
2. (A) 2
(B) 3
(C) 4



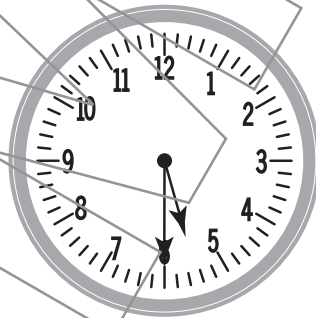
The plane has landed in Florida. The Sato family gets their suitcases and rents a car. They drive to their hotel. The family gets to the hotel at 7:45 P.M.



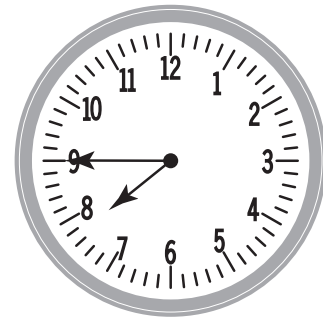
1. Which clock shows 7:45?



A



B



C

Item	Language Level	Performance Objective
1	Intermediate	Students will identify a given time.



Say: Turn to page 110. We are going to do a Writing lesson. You will hear information and then write an answer to a question. Do the best you can to write in English. Follow along while I read.

Being Friends

Julia and Nora have been best friends for a long time. One day, someone told Julia that Nora had said something bad about her. Julia is upset. She is not sure what to do. She values her friendship with Nora. She wants to resolve the problem.

Now turn the page.

Standard	Language Level	Performance Objective
Conversational Language	Intermediate	Students will identify ways to help a friendship.
Academic Language Arts	Intermediate	Students will use short sentences to describe solutions to a problem.
Conversational Language	Intermediate High	Students will give detailed examples of how to help a friendship.
Academic Language Arts	Intermediate High	Students will use complete sentences to describe solutions to a problem.
Conversational Language	Advanced	Students will elaborate about ideas that help to maintain a friendship.
Academic Language Arts	Advanced	Students will use detailed, connected sentences to describe and explain their solution to a problem.



Being Friends

Julia and Nora have been best friends for a long time. One day, someone told Julia that Nora had said something bad about her. Julia is upset. She is not sure what to do. She values her friendship with Nora. She wants to resolve the problem.





Say: Write 5 to 7 sentences describing how Julia can resolve this problem. What is the best thing she can do? How will this help?

Lined writing area with a large, faint watermark reading 'STOP' diagonally across the page.

Score student answers using the rubric on page 184 or a rubric of your choice.

Extension Activity

As a class, brainstorm ways to be a good friend. Have students share things that they have done to be a friend or things that someone else has done for them. Discuss conflict solutions, such as not listening to gossip, talking directly to the person involved, and not becoming angry. Have students work in groups to write and perform short skits involving resolution between friends. [I, IH, A]





Say: Turn to page 149. We are going to do a Speaking lesson. You will hear some information. Then you will hear a student named Mia answer a question. Next, you will use the information to answer a question. Listen carefully. Some questions may be easier for you than others. Don't worry if you don't know the answer to a question. Just do the best you can to answer in English.

Staying Safe at School

Schools are places where you learn and grow. They are also places where you should feel safe. Here are some tips to stay safe when you are outside at school. Be smart when playing on playground equipment. Do not push others. Do not run in front of the swings or the sliding board. You also need to be safe when you are coming and going to school. When you are around buses and cars, always watch carefully for traffic. It is usually easier for you to see what the buses and cars are doing than for the drivers to see you. Look both ways before walking across parking lots and driveways. Always listen to crossing guards. If you see anyone who does not belong at your school, tell an adult right away.

Instruct the student to turn the page.

Lesson
33 Health and Safety

CONVERSATIONAL
LANGUAGE

Staying Safe at School

Schools are places where you learn and grow. They are also places where you should feel safe. Here are some tips to stay safe when you are outside at school. Be smart when playing on playground equipment. Do not push others. Do not run in front of the swings or the sliding board. You also need to be safe when you are coming and going to school. When you are around buses and cars, always watch carefully for traffic. It is usually easier for you to see what the buses and cars are doing than for the drivers to see you. Look both ways before walking across parking lots and driveways. Always listen to crossing guards. If you see anyone who does not belong at your school, tell an adult right away.

33 Health and Safety

CONVERSATIONAL LANGUAGE



Say: Now listen to the teacher ask Mia a question.

The teacher says, "Mia, how can you stay safe when playing on the playground?"

Now listen to how Mia answers the question.

Mia says, "I should be careful on the playground equipment. I should not push others. If I am running, I need to watch where I am going. I should not get in the way of people on the swings or on the slides."

Instruct the student to turn the page.

Standard	Language Level	Performance Objective
Conversational Language	Intermediate High	Students will describe ways to stay safe at school.
Conversational Language	Advanced	Students will explain the importance of safety drills.

33 Health and Safety

CONVERSATIONAL LANGUAGE

Mia, how can you stay safe when playing on the playground?

...

33 Health and Safety

CONVERSATIONAL
LANGUAGE



Say: Now it is your turn. How can you stay safe when you are coming to school?

Pause while the student answers the question. Score the student's answer using the rubric on page 186 or a rubric of your choice.

Instruct the student to turn the page.

SAFETY

33 Health and Safety

CONVERSATIONAL LANGUAGE

Now it is your turn. How can you stay safe when you are coming to school?

The illustration shows a school scene with a building, a flagpole, a stop sign, a person on a bicycle, a person walking, and a school bus.