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2 Multiple-Meaning Words



Say: Look at number 2. Take a moment to look at the illustration.

Pause about 10 seconds while students look at the illustration.

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

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Mrs. Lee and her son, Ricky.

Ricky says, “What a busy morning! We must have walked for miles looking at farm animals and playing games. I’m hungry. Can we get something to eat now?”

Mrs. Lee says, “Of course we can. There are so many delicious different kinds of food here. Let’s all get exactly what we want for lunch. Everyone can have ice cream for dessert, too. Then we’ll take our food and sit at that picnic table by the bank of the little stream.”

Which of the following words from the conversation has more than one meaning?

Pause for students to mark an answer.

Say: Now turn the page.

Item	Language Level	Performance Objective
2	Intermediate High	Students will identify multiple-meaning words in text.

2 Multiple-Meaning Words

ACADEMIC
LANGUAGE ARTS

2.

A Bank
B Everyone
C Ice cream

9 Climate Change



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 Mr. Burton.

Mr. Burton says, “A polar bear is a large bear with white fur that lives in the Arctic. Polar bears have wide front feet that let them swim easily in the cold Arctic waters. Polar bears are mainly meat-eaters, and seals are one of their favorite meals. The bears hunt the seals on the ice during the winter. They grow fat during the winter. In the summer, polar bears live on their fat, so they don’t have to eat often, if at all.”

Which picture shows what polar bears eat?

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 Mr. Burton.

Mr. Burton says, “Earth is always changing. One change happening now is that Earth is getting warmer. That is because of the gases given off by cars and factories. These gases go into the air and make it thinner. When air gets thinner, too much sunlight shines through. So the average temperature of Earth goes up.”

What is happening to Earth now?




Pause for students to mark an answer.

Say: Now turn the page.

Item	Language Level	Performance Objective
1	Intermediate	Students will identify details about polar bears’ food.

Item	Language Level	Performance Objective
2	Intermediate High	Students will draw conclusions about climate change.

9 Climate Change ACADEMIC SCIENCE

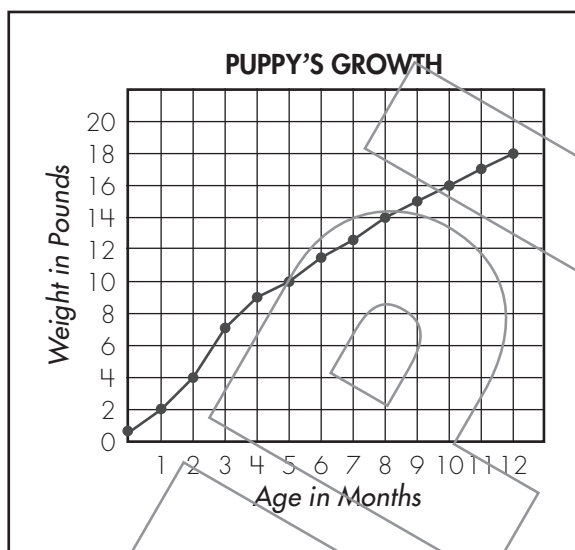
1.   

A B C

2. A It is getting colder.
 B It is getting warmer.
 C It is getting wetter.



Line graphs can also show another kind of change. They can show a cumulative change, or one that keeps adding on. This line graph shows how the weight of a puppy changed over the course of a year. The weight in pounds runs up the side of the graph and the age in months runs along the bottom. Each point shows the puppy's weight in pounds at a certain age in months.



3. Which statements about the “Puppy’s Growth” graph are true?
- (A) The general movement of the line is upward. It shows that the puppy lost weight.
 - (B) The line moved quickly. It shows that the puppy weighs too much.
 - (C) The line moved sideways. It shows that the puppy’s weight stayed the same.
 - (D) The general movement of the line is upward. It shows that the puppy gained weight.

Item	Language Level	Performance Objective
3	Advanced	Students will interpret data from a line graph.





Say: Turn to page 105. We are going to do a Writing lesson. You will read information and then write an answer to a question. Do the best you can to write in English. Follow along while I read.

Going Green at School

To the Editor:

We hear a lot about being green these days. "Being green" means doing things to protect the environment. You don't have to be an adult to be green. And you don't have to join an organization.

Even middle school kids can be green, and they can do it at school. You can be green in the classroom. Imagine that you started to write an assignment and realized you made a mistake. Stop! Don't ball up that paper and throw it into the trash can. Put it aside, and use it for scrap paper later on.

The cafeteria is another place you can be green. Be conscious when you are going through the lunch line. Don't grab a handful of paper napkins. You only need one. If you bring your lunch, use cloth bags and reusable containers, not paper bags and throw-away containers.

These are things you can do by yourself. Think how much more you could do if you worked with kids in your class. You could start by getting together with other kids who care about being green. Make posters about the issue. Talk with your principal and teachers about ways to promote green in your school.

I encourage every middle school kid to think green. Think of one new green behavior you can start each week...and do it! Remember, green is good!

Rosa Diaz

Now turn the page.

Lesson 23 Letter to the Editor

ACADEMIC LANGUAGE ARTS
AND SOCIAL STUDIES



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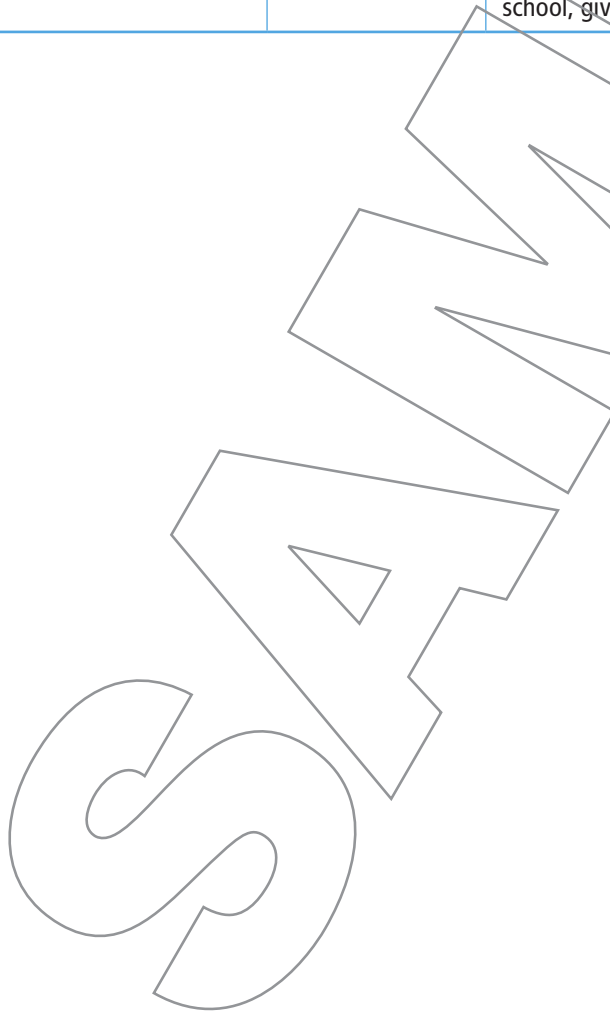
23 Letter to the Editor



Say: Think about a change you and your classmates could undertake to make your school even better than it is now. Write a four-paragraph letter to the editor of a school or community newspaper about your idea. Remember to state your opinion about what students should do and then give specific ideas to support it.

Now turn the page.

Standard	Language Level	Performance Objective
Academic Language Arts	Intermediate	Students will identify elements of a letter to the editor.
Academic Social Studies	Intermediate	Students will identify positive school behaviors, given a model.
Academic Language Arts	Intermediate High	Students will write a letter to the editor proposing a change in student behavior, given a model.
Academic Social Studies	Intermediate High	Students will propose a change in student behavior, given a model.
Academic Language Arts	Advanced	Students will write a letter to the editor that proposes and explains a positive change in student behavior.
Academic Social Studies	Advanced	Students will describe a change to implement in their school, given a model.



23 Letter to the Editor

ACADEMIC LANGUAGE ARTS
AND SOCIAL STUDIES

Think about a change you and your classmates could undertake to make your school even better than it is now. Write a four-paragraph letter to the editor of a school or community newspaper about your idea. Remember to state your opinion about what students should do and then give specific ideas to support it.

Plan Your Writing

Think about these questions to help you get ideas for your letter to the editor.

- What change do you think students could make to make your school better?
- What is one thing that students could do to make this change happen?
- What is another thing that students could do to make this change happen?
- What is a third thing that students could do to make this change happen?
- What final idea, or conclusion, will inspire readers to act?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

23 Letter to the Editor



Say: Write a four-paragraph letter to the editor about your idea to make your school better. Use details to support your writing.

A series of horizontal lines for writing, with a large, faint watermark reading "WRITING" diagonally across the page.

Extension Activity

Have students read newspaper or online reviews of local restaurants where they have eaten. Ask them to respond to the reviews in writing, telling whether or not they agree with the writer and why. Provide time for students to share and compare their responses. [I, IH, A]

23 Letter to the Editor



Lined writing area for the letter. A large, faint watermark reading 'SAMPLE' is oriented diagonally across the page.

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

23 Letter to the Editor ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES

Check Your Writing

Ask yourself:

- Did I write a letter to the editor?
- Did I organize my ideas in four paragraphs?
- Did I tell about three things that students could do to make this change happen?
- Did I include a conclusion to inspire readers to act?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?



Speaking

Say: Turn to page 162. 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.

Benjamin Banneker

Benjamin Banneker was born in 1731. As a young boy, he had to work on the family farm. He could go to school only in the winter when crops were not growing. But he became very interested in science and mathematics. As a man, he became a famous mathematician, writer, and inventor.

Banneker became interested in astronomy. He borrowed a telescope and some books. Soon he taught himself about how the sun, moon, and planets move through the sky with the seasons.



In 1791, Benjamin Banneker wrote an almanac. An almanac gives information about the sky and Earth for each day of the year. It tells the times the sun rises and sets. It tells the positions of the moon and planets and weather forecasts. Farmers relied on this information to know when to plant and to harvest. Banneker's almanac also had the times for high and low tides. Fishermen and sailors needed this information before going out to sea.

Instruct the student to turn the page.

Lesson
35 America's Story

ACADEMIC LANGUAGE ARTS
AND SOCIAL STUDIES


Benjamin Banneker

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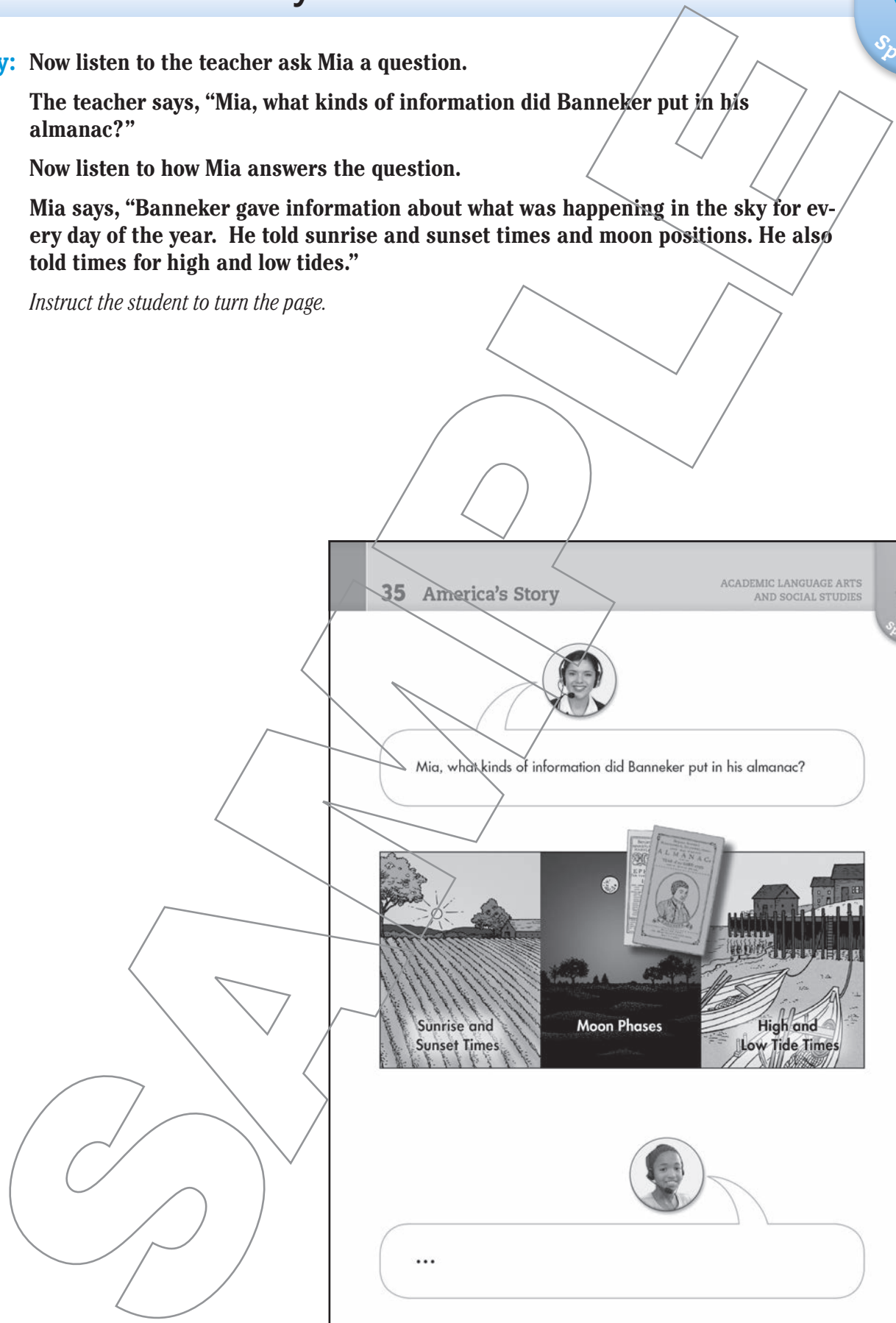
Say: Now listen to the teacher ask Mia a question.

The teacher says, "Mia, what kinds of information did Banneker put in his almanac?"

Now listen to how Mia answers the question.



Mia says, "Banneker gave information about what was happening in the sky for every day of the year. He told sunrise and sunset times and moon positions. He also told times for high and low tides."

Instruct the student to turn the page.




35 America's Story

ACADEMIC LANGUAGE ARTS
AND SOCIAL STUDIES



Mia, what kinds of information did Banneker put in his almanac?



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