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**Say:** Look at number 3. 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. Matsu.

**Mrs. Matsu says, “The Egyptians invented marshmallows over 3,000 years ago. Marsh mallow is a plant that grows in marshes and near other bodies of water. The marsh-mallow roots contained natural medicine. The Egyptians took the thick liquid, called sap, from the plant’s roots and mixed it with honey. Some doctors in the 1800s also used the sap as medicine. Their recipe included egg whites and sugar. We still eat marshmallows, but now they are only a candy and are made with gelatin and corn syrup instead of marsh-mallow root.”**

**How has the use of marshmallows changed over the years?**

*Pause for students to mark an answer.*

Item	Language Level	Performance Objective
3	Advanced	Students will summarize information related to invented foods from oral descriptions.
<b>Connection:</b> ELA, RI 7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		

### Extension Activity

1. Have students work as a class to cut out magazine pictures of different food items. Have them sort the pictures into two categories: naturally grown and invented, and describe the features of each food. [I, IH, A]
2. Have students work in small groups to invent a new food. They should tell the ingredients, how to make it, and the purpose of the food. Each group should prepare a poster showing a picture of the food as well as the ingredients and serving suggestions for the food. [I, IH, A]
3. Have students work in pairs to research the history of a favorite food, then present their research to the class. Suggest that they include pictures in their presentations. [A]

4 Inventions and Discoveries
ACADEMIC SCIENCE

3.

- A They are no longer used as medicine.
- B They no longer contain corn syrup.
- C Now only children eat them.

# 5 Numbers and Operations



**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 Mrs. Whitney and a student named Travis.

Mrs. Whitney says, “Rational numbers include integers, whole numbers, natural numbers, and many decimals.”

Travis says, “How can an integer be a rational number? It doesn’t have a numerator and a denominator.”

Mrs. Whitney says, “Good question, Travis. An integer can be written as an improper fraction. Think of the integer as the numerator. Then, the number 1 is the denominator.”

Which number shows the integer 5 written in the form of a rational number?

*Pause for students to mark an answer.*

**Say:** Look at number 3. Take a moment to read the answer choices.

Item	Language Level	Performance Objective
2	Intermediate High	Students will identify the correct form for representing an integer as a fraction.

**Connection:** ELA, SL 7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Item	Language Level	Performance Objective
3	Advanced	Students will draw conclusions about numbers that are not rational.

**Connection:** ELA, SL 7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

*Pause about 10 seconds while students read the answer choices.*

**Say:** Now listen to Mrs. Whitney and Travis.

Mrs. Whitney says, “There are numbers that are not rational, but they are only those decimals that neither repeat nor terminate, like the square root of 2.”

Travis says, “Some square roots are whole numbers, like the square root of 4 is 2. How can you tell if a square root is rational or not?”

Mrs. Whitney says, “First, enter the number on a calculator. Then press the square root key, and read the result on the display. A number that stops or repeats will be rational.”

What will be true of a number that is not rational?

*Pause for students to mark an answer.*

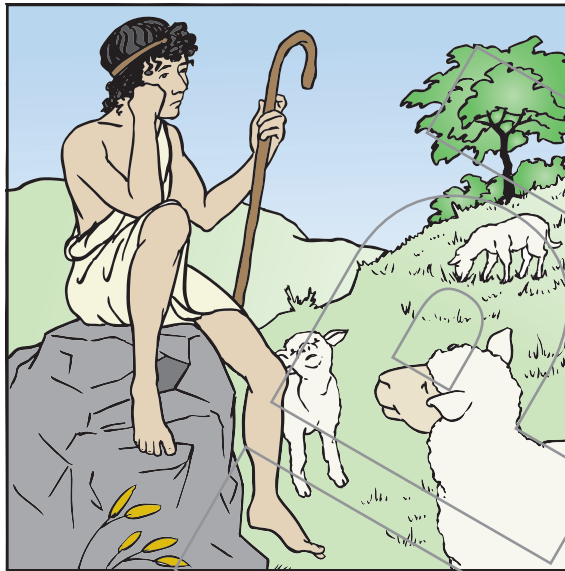
**5** Numbers and Operations
ACADEMIC MATHEMATICS

2. (A)  $\frac{1}{5}$   
 (B)  $\frac{5}{1}$   
 (C) 1.5

3. (A) It cannot be expressed as a fraction.  
 (B) It can be expressed as a repeating decimal.  
 (C) It cannot be expressed as a square root.



Endymion was the youngest son of a wealthy farmer. Ever since he was a young boy, he had been a shepherd, tending his father’s flock of sheep as they grazed in the hills high above the village. Now Endymion was 12, and he was growing restless with his life. From high in the hills, he looked down with envy at the activities of the villagers. “I can’t go down, but maybe I could get them to come up here and break this boredom,” he considered.



1. An antonym is a word that means the opposite. Which word and picture show an antonym for *restless*?



Impatient

(A)



Irritated

(B)



Relaxed

(C)

Item	Language Level	Performance Objective
1	Intermediate	Students will match a word and its synonym or antonym.
<b>Connection:</b> ELA, L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		



**Say:** Turn to page 112. 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.

### A Hike to Green Mountain

“What a beautiful day it is!” Emma exclaimed happily.

“It’s a perfect day for a hike,” Tara agreed. “There’s not a cloud in sight, and the air is not too warm and not too cool.”

“We’ll be at the top of the overlook in no time,” Emma predicted.

The girls shouldered their daypacks and set off on the trail up the mountain. The forest was quiet and cool, but everywhere the girls looked, they saw something that interested them. Again and again, they stopped to examine something or to listen to the sounds of the woods.

“Listen to that bird! It sounds like it’s chopping wood!” Emma remarked. “What do you think it is, Tara?”

“My guess is a woodpecker,” laughed Tara.

The sun rose higher and higher in the sky, and the day grew warmer. When they finally reached the overlook, Tara sighed, “At last! I’m tired and need to rest my feet. It’s past time for lunch anyway. Are you ready to eat?”

Pulling her lunch from her pack, Emma nodded and replied, “Oh, yes, I’m as hungry as a bear!”

Now turn the page.

Lesson

## 26 Dialogue

CONVERSATIONAL LANGUAGE AND  
ACADEMIC LANGUAGE ARTS

### A Hike to Green Mountain

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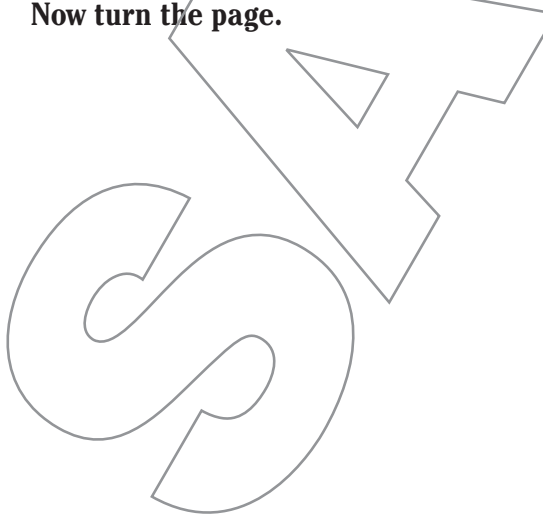
High above the rest of the world, the tired hikers eagerly devoured their sandwiches and admired the wide landscape spread below them. A hawk soared in the sky above the valley. “What a spectacular vista!” Tara said.

A shadow fell across them, and the girls frowned. Turning, Emma glanced up at the sun in the sky. “Oh, no,” she cried, “Look at those clouds!”

Standard	Language Level	Performance Objective
Conversational Language	Intermediate	Students will use words and phrases to identify events in a narrative about a hike.
Academic Language Arts	Intermediate	Students will create brief lines of dialogue in a narrative.
Conversational Language	Intermediate High	Students will write sentences to identify events in a narrative about a hike.
Academic Language Arts	Intermediate High	Students will write natural-sounding dialogue in a narrative.
Conversational Language	Advanced	Students will elaborate on the events in a narrative about a hike.
Academic Language Arts	Advanced	Students will write realistic dialogue that moves along the plot of a brief narrative.

**Connection:** *ELA, W 7.3:* Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Say:** Think about what happens next in this narrative. What do the girls say to each other? What do they do? What emotions do they feel? Write a four-paragraph conclusion to the story that includes dialogue between the girls. Use details to support your writing. Now turn the page.



## 26 Dialogue



High above the rest of the world, the tired hikers eagerly devoured their sandwiches and admired the wide landscape spread below them. A hawk soared in the sky above the valley. “What a spectacular vista!” Tara said.



A shadow fell across them, and the girls frowned. Turning, Emma glanced up at the sun in the sky. “Oh, no,” she cried, “Look at those clouds!”

Think about what happens next in this narrative. What do the girls say to each other? What do they do? What emotions do they feel? Write a four-paragraph conclusion to the story that includes dialogue between the girls. Use details to support your writing.

### Plan Your Writing

Think about these questions to help you get ideas for your conclusion.

- What might happen with the weather?
- What would happen to the girls?
- What might the girls be feeling?
- What would they say to each other?
- What would they do?
- What words will help to convey the mood and the setting?

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



**Say:** Write a four-paragraph conclusion to the story that includes dialogue between the girls. Use details to support your writing.

A series of horizontal lines for writing, with several large, faint, stylized letters (S, P, A, S) overlaid diagonally across the page.

**Extension Activity**

Have pairs of students talk about something they could do for fun, such as complete a craft project, take a bike trip, or make a food treat. Ask them to write a dialogue about the project. Then give each pair a chance to perform their dialogue as a skit. [I, IH, A]



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

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

## 26 Dialogue

CONVERSATIONAL LANGUAGE AND  
ACADEMIC LANGUAGE ARTS



Blank lined writing area for student responses.

### Check Your Writing

**Ask yourself:**

- Did I write a conclusion to the story?
- Did I organize my ideas in at least four paragraphs?
- Did I include dialogue between the girls?
- Did I use words that help to convey the mood and the setting?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?





**Say:** Turn to page 131. 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.

### School Bands

Many students are interested in learning and playing music. They find many opportunities for musical activities in schools. Many schools have concert bands. A concert band practices all year and performs concerts several times a year, usually in the winter around the holidays and in the spring. The concerts are given in the school auditorium. The musicians are seated on a stage, and the director conducts the music. Sometimes the concerts are held just for the student body. Other times, the concerts are open to the public. Parents, neighbors, and other friends enjoy seeing someone they know perform.

A concert band consists of three types of instruments. Woodwinds include flutes, clarinets, oboes, and saxophones. Brass instruments include trumpets, trombones, tubas, French horns, and sousaphones. Percussion instruments include many different kinds of drums, such as snare drums and kettledrums. They also include instruments played by striking them with mallets, such as xylophones and marimbas.

*Instruct the student to turn the page.*

### Lesson 30 School Life

CONVERSATIONAL  
LANGUAGE



### School Bands



Many students are interested in learning and playing music. They find many opportunities for musical activities in schools. Many schools have concert bands. A concert band practices all year and performs concerts several times a year, usually in the winter around the holidays and in the spring. The concerts are given in the school auditorium. The musicians are seated on a stage, and the director conducts the music. Sometimes the concerts are held just for the student body. Other times, the concerts are open to the public. Parents, neighbors, and other friends enjoy seeing someone they know perform.

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

The teacher says, “The chart shows some instruments in a school concert band. Mia, what are three instruments you would expect to find in a school concert band?”

Now listen to how Mia answers the question.

Mia says, “A concert band has three kinds of instruments. It has woodwinds. A clarinet is a woodwind. It has brass instruments, like a trumpet. And it has percussion instruments. A bass drum is a percussion instrument.”

*Instruct the student to turn the page.*

30 School Life
CONVERSATIONAL LANGUAGE

The chart shows some instruments in a school concert band. Mia, what are three instruments you would expect to find in a school concert band?

Woodwinds	Brass	Percussion
Flute Clarinet Saxophone Oboe	Tuba Trumpet Trombone French horn	Snare drum Bass drum Cymbals Xylophone

...



**Say:** Now it is your turn. What instrument do you play or would you like to play? Why do you play or would like to play that instrument?

*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.*

Standard	Language Level	Performance Objective
Conversational Language	Intermediate	Students will identify instruments in a school concert band.
Conversational Language	Intermediate High	Students will compare/contrast concert and marching bands.

**Connection:** ELA, SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

30 School Life

CONVERSATIONAL LANGUAGE

Now it is your turn. What instrument do you play or would you like to play? Why do you play or would like to play that instrument?

Woodwinds	Brass	Percussion
Flute Clarinet Saxophone Oboe 	Tuba Trumpet Trombone French horn 	Snare drum Bass drum Cymbals Xylophone 