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

Pause about 10 seconds while students look at the photograph.

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

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Professor Ness.

Professor Ness says, “Suppose there’s a storm and you want to measure the speed at which the wind is blowing. You would use an anemometer for this task. Some small anemometers are hand-held, but larger ones are usually mounted on poles in the ground or on rooftops. An anemometer has three or four cone-shaped cups on short arms that are attached to the central post. The cups rotate faster as the wind blows faster. The speed is measured by the number of times per minute that the cups revolve around the post. A device on the anemometer records the wind speed.”

What does it indicate if the cups on an anemometer are moving slowly?

Pause for students to mark an answer.

Item	Language Level	Performance Objective
3	Advanced	Students will summarize information related to scientific instruments from oral descriptions.


Connection: *ELA, RI 8.3:* Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Extension Activity

1. Have students work as a class to find online pictures of different scientific instruments. Invite students who are familiar with an instrument to explain its purpose and how it works. Have students research unfamiliar instruments and present their information to the class. [I, IH, A]
2. Provide telescopes and microscopes for students to use. Invite them to discuss how using the instruments helped them see things they would not ordinarily see. [I, IH, A]
3. Invite a scientist to the classroom to describe the instruments he/she uses while conducting research. Prepare questions ahead of time. Assign a few students to take notes as the scientist speaks, and prepare a question and answer sheet to distribute to students after the presentation. [I, IH, A]

4 Scientific Tools

ACADEMIC SCIENCE

3. 

A There is not much wind.
B The instrument is broken.
C A big storm is coming.



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. Hightower and a student named Luna.

Luna says, “Mr. Hightower, how do you change a number in standard notation to scientific notation?”

Mr. Hightower says, “There is a procedure to follow. First, look at the number in standard notation and move the decimal point to the right of the first digit on the left. Earth is 149,600,000 [read “one hundred forty-nine million, six hundred thousand”] kilometers from the sun. Where does the decimal point go in this number, Luna?”

Luna says, “It goes after the 1, to make the decimal 1.496 [read “one point four nine six”].”

Mr. Hightower says, “Now count the number of places the decimal point was moved and use that for the exponent in the power of ten.”

What is the first step in changing a large number to scientific notation?

Pause for students to mark an answer.

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

Item	Language Level	Performance Objective
2	Intermediate High	Students will identify a specific step in the procedure for changing numbers to standard notation.

Connection: *ELA, RI 8.1:* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Item	Language Level	Performance Objective
3	Advanced	Students will convert a standard form number to scientific notation with a negative exponent.

Connection: *ELA, RI 8.1:* Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Pause about 10 seconds while students look at the number in the box.

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

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Mr. Hightower and Luna.

Luna says, “How do I write a number less than 1 in scientific notation?”

Mr. Hightower says, “You still need to start by making a number between 1 and 10. To do that, you need to move the decimal point to the right of the first non-zero digit.”

Luna says, “I have to move the decimal point right instead of left to do that.”

Mr. Hightower says, “That’s correct. When you move the decimal point right, you use a negative exponent. For example. 0.05 [read “five hundredths”] becomes 5×10^{-2} [read “five times ten to the negative second power”].”

How is the number in the box represented in scientific notation?

Pause for students to mark an answer.

5 The Number System
ACADEMIC MATHEMATICS

2. (A) Count the number of places the decimal point was moved.
 (B) Move the decimal point to make a number between 1 and 10.
 (C) Write the number as a multiplication expression with a power of 10.

3. 0.0023

(A) 2.3×10^{-3}
 (B) 23×10^{-3}
 (C) 2.3×10^3



Christopher Crump

by Leroy F. Jackson

Christopher Crump,
All in a lump,
Sits like a toad on the top of a stump.
He stretches and sighs,
And blinks with his eyes,
Bats at the beetles and fights off the flies.



- Alliteration is the repetition of a vowel or consonant sound at the beginning of words. Which line from the poem does not use alliteration?
 - (A) Christopher Crump,
 - (B) Sits like a toad on the top of a stump.
 - (C) And blinks with his eyes,
 - (D) Bats at the beetles and fights off the flies.

Item	Language Level	Performance Objective
1	Intermediate	Students will identify alliteration in a poem.
<p>Connection: <i>ELA, RL 8.4:</i> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		



Say: Turn to page 113. 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.

Narrative writing tells a story with a clear beginning, middle, and end. A personal narrative is based on events that happened to the writer over a short period of time. It is written in the first person, using the pronouns *I* and *me*. Here is one student's narrative.

The Thanksgiving Play

The night of the performance arrived. All our parents, grandparents, and brothers and sisters were seated in the school auditorium. They were there to watch the kindergartners' Thanksgiving play.

The kindergartners eagerly pranced out on stage dressed as Pilgrims and Native Americans. We sang two songs while we pretended to feast, and we did a little dance. Everything went fine until we got to the last part of the play, when each student had to step forward and say one thing he or she was grateful for.

One by one, five children stepped to the front of the stage and told what they were grateful for—their food, their school, their teacher, their parents or grandparents. And now it was my turn. I stepped forward, looked out at the audience, and froze up completely! The word just wouldn't come to me. Everything and everyone was completely silent. I felt my face turn red, my heart pound, and the first tear dampen my eye. Then, from behind me, Jill whispered the words, "I am grateful for my home."

Now turn the page.

Lesson 26 Personal Narratives

ACADEMIC
LANGUAGE ARTS

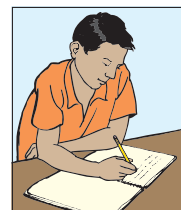
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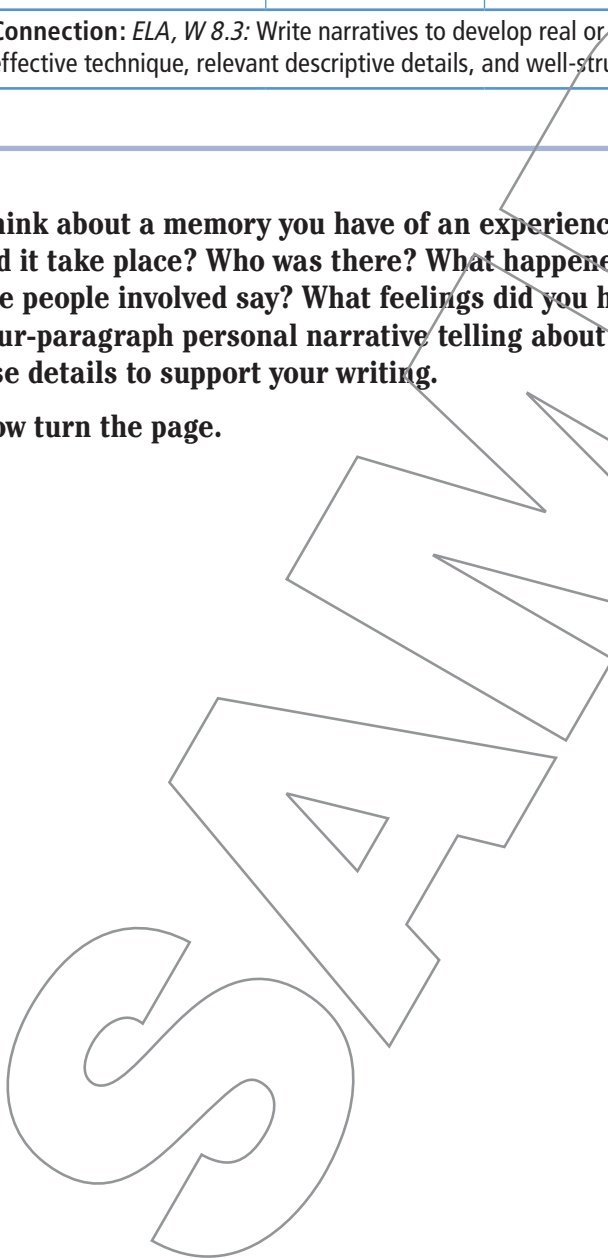
Say: As soon as I heard these words, I blurted out, probably a little too loudly, “I am grateful for my home!” When the play was over, my mom gave me a big hug and told me what a sensational job I did. For quite a long time afterward, I believed it.

Standard	Language Level	Performance Objective
Academic Language Arts	Intermediate	Students will list details of a childhood event in time order.
Academic Language Arts	Intermediate High	Students will write sentences describing a childhood event.
Academic Language Arts	Advanced	Students will write a well-organized personal narrative about a childhood event, including dialogue and descriptive details.

Connection: *ELA, W 8.3:* Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Say: Think about a memory you have of an experience from your childhood. Where did it take place? Who was there? What happened first, next, and last? What did the people involved say? What feelings did you have about the event? Write a four-paragraph personal narrative telling about something that happened to you. Use details to support your writing.

Now turn the page.



26 Personal Narratives
ACADEMIC
LANGUAGE ARTS

As soon as I heard these words, I blurted out, probably a little too loudly, “I am grateful for my home!” When the play was over, my mom gave me a big hug and told me what a sensational job I did. For quite a long time afterward, I believed it.

Think about a memory you have of an experience from your childhood. Where did it take place? Who was there? What happened first, next, and last? What did the people involved say? What feelings did you have about the event? Write a four-paragraph personal narrative telling about something that happened to you as a child. Use details to support your writing.

Plan Your Writing

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

- What experience will you tell a story about?
- Where and when did it take place? Who was there?
- How did the event begin? What happened next? How did it end?
- What interesting details can you describe to make the event vivid?
- What dialogue can you relate between the characters?
- What feelings did you have about the memory?

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 personal narrative telling about something that happened to you as a child. Use details to support your writing.

A series of horizontal lines for writing, with several faint, tilted rectangular boxes overlaid on the lines.

Extension Activity

Encourage pairs of students to tell each other stories from their lives. Have one student recount an event or experience and the other ask questions to help the first student add details and descriptions to the story, for example, *Where did that happen? What did that look like? What did the lifeguard say? How did you feel?* Then have them trade roles. After both students have related their stories, direct them to write the stories with as much detail as they can. [I, IH, A]



Handwriting practice lines with a large, faint watermark reading 'SAMPLE' diagonally across the page.

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

26 Personal Narratives

ACADEMIC
LANGUAGE ARTS



Writing lines for student responses.

Check Your Writing

Ask yourself:

- Did I write about a personal experience?
- Did I include a beginning, a middle, and an end?
- Did I tell when and where the event happened?
- Did I organize my narrative in at least four paragraphs?
- Did I include vivid details to support my writing?
- 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.

Food Safety

In 1881, few laws regulated how food was produced or sold. Often, food was sold in open-air markets where flies could feast on them. Bread dough might be mixed with ashes or sawdust to stretch the loaves and make more money. People often got sick from eating spoiled or adulterated food.

Dairy products were a special problem. Cows fed garbage produced milk that looked and smelled bad. Sometimes farmers added ground-up chalk to the milk to make it look better. Sellers sometimes watered milk down. Butter might be spoiled or it might not be the real thing. It might instead be a mixture of ingredients, such as hog fat, gelatin, and mashed potatoes. Bleach was put into the mixture to make it look like butter. Some workers who made the fake butter said the mixture made their hands sore and their fingernails fall off.

Instruct the student to turn the page.

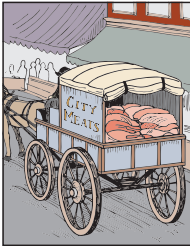

Lesson
35 Fact and Opinion

ACADEMIC LANGUAGE ARTS
AND SOCIAL STUDIES

Food Safety

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

The teacher says, “Mia, do you think dairy products in the 1880s were safe to eat? Why or why not?”

Now listen to how Mia answers the question.

Mia says, “Dairy products probably were not safe to eat. The cows might be fed bad food. The milk might have chalk added to it or be watered down. Butter might have harmful ingredients like bleach in it.”

Instruct the student to turn the page.

SAFETY

35 Fact and Opinion

ACADEMIC LANGUAGE ARTS
AND SOCIAL STUDIES

Mia, do you think dairy products in the 1880s were safe to eat? Why or why not?

...



Say: Now it is your turn. How do you feel about the way food was produced and sold in the 1880s? Why?

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
Academic Language Arts	Intermediate High	Students will express opinions about information and provide support for their opinions.
Academic Social Studies	Intermediate High	Students will identify and discuss issues related to food production and sales in the 1880s.
Academic Language Arts	Advanced	Students will identify facts to compare and contrast past and present food safety issues.
Academic Social Studies	Advanced	Students will express opinions regarding food safety laws and their impact on shoppers.

Connection: *ELA, SL 8.2:* Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

35 Fact and Opinion



Now it is your turn. How do you feel about the way food was produced and sold in the 1880s? Why?

