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Learning in the Classroom



SPEAKING

The activities in the Speaking unit should be administered to each student individually. Score responses using the rubric on page 171 at the back of the book.

Say: You are about to begin the Speaking unit. Look at the directions at the top of the page. Read them to yourself as I read them out loud.

Look at the picture. Listen to the question about the picture. Then answer the question.

Instructional Note: Although you may not assist the student, it is important to encourage the student by smiling and using a warm tone of voice. Nod approvingly at any attempt to reply. Some students may not attempt to speak English for some time after their arrival in this country. This stage, known as “the silent period,” may last for months. It is important to remain patient and understanding if he or she remains silent.

Pause about 15 seconds after each question to allow the student to respond fully.

Introduction

Say: These students are working together on a project. Today, they are presenting their work to the class.

Model

Say: The students use visual aids in their presentation.

Question

Say: What is on the girl's poster?

Rephrasing

Say: The students use visual aids in their group project. What do you see on the girl's poster?

1.



EMERGING

Anchor 1

ToM.S.5–6.1

1 Learning in the Classroom

SPEAKING



Say: Look at the picture. Listen to the question about the picture. Then answer the question.

Introduction

Say: Some projects require students to do research. There are different types of research.

Question

Say: How is this student doing research?

2.



TRANSITIONING

Anchor 2

ToM.S.5-6.2



Say: You are about to begin the Listening portion of the lesson. Look at the directions at the top of the page. Read them to yourself as I read them out loud. You will hear a passage read to you. Then you will hear questions about the passage. Fill in the correct circle for each question.

Listen carefully to the passage and the questions. Each question will be read only once.

Do not turn the page until you are told to do so.

Now you will hear the passage. Listen carefully.

Read the passage.

Genre: Literary/Realistic Fiction

Lexile® Measure: 700L–800L

Word Count: 357

Say: Dana's Tale of Terror

Dana sat nervously in front of her computer. Her mind was a complete blank as she tried to come up with a topic for her language arts writing assignment. Although she had known about it for a month, Dana had put off the assignment until the last minute. Now she was stuck.

As the antique clock in the hall chimed ten o'clock, the silence in the house seemed deafening. Dana's parents wouldn't be home for another hour, and her 4-year-old brother had gone to bed at eight o'clock. Outside her bedroom door, shadowy shapes seemed to float down the half-lit hallway. Dana's heart began to pound. She forced herself to turn back to the computer screen.

Dana typed a sentence. She read it, frowned, and deleted it. She typed another sentence and deleted it, too.

Suddenly, Dana heard a crash. It seemed to come from downstairs in the kitchen. She bolted upright, certain that robbers were breaking into the house. Her first thought was to remain still and silent, but then she thought of Henry asleep down the hall. She

crept downstairs, terrified of what she might find there. As she made her way toward the kitchen, she turned on every light she came to. She heard a light tapping sound that seemed to grow louder and louder. Dana's heart felt like it was going to thump out of her chest, and her legs were shaking. She forced herself to peer around the edge of the doorway and into the kitchen.

There was a jar of flour on the floor. The family cat, Smoky, was sitting proudly in the middle of the mess. As he licked his flour-covered paws, his tail thumped against the floor.

Relieved, Dana burst out laughing. "That homework assignment turned you into a burglar, Smoky!" she said. Then she had an idea. After she quickly cleaned up the mess, she ran back upstairs to her bedroom, turning out the lights as she went. Henry was still sound asleep. Dana hurried back to her room and sat down in front of her computer. "Sometimes babysitting can be a scary experience," she began to type.

Instruct students to turn the page after you have finished reading.

Say: Please turn the page.



Say: Look at Question 1. What does Dana mean when she says, “That homework assignment turned you into a burglar, Smoky”?

- A She means that the cat was stealing food from the kitchen.
- B She means that she got scared easily because she was anxious.
- C She means that Smoky gave her the idea to write about a burglar.
- D She means that it was scary to be alone in the house with her brother.

Pause about 10 seconds to allow students to respond.

Anchor 3
ToM.L.5–6.3

Say: Look at Question 2. Which phrase shows when Dana went upstairs?

- A As the antique clock in the hall chimed ten o'clock
- B After she quickly cleaned up the mess
- C As she made her way toward the kitchen
- D At eight o'clock

Pause about 10 seconds to allow students to respond.

Anchor 2
ToM.L.5–6.2

Say: Look at Question 3. Which sentence shows that Dana was scared?

- A She heard a light tapping sound that seemed to grow louder and louder.
- B Suddenly, Dana heard a crash.
- C Dana hurried back to her room and sat down in front of her computer.
- D Dana's heart felt like it was going to thump out of her chest, and her legs were shaking.

Pause about 10 seconds to allow students to respond.

Anchor 4
ToM.L.5–6.4

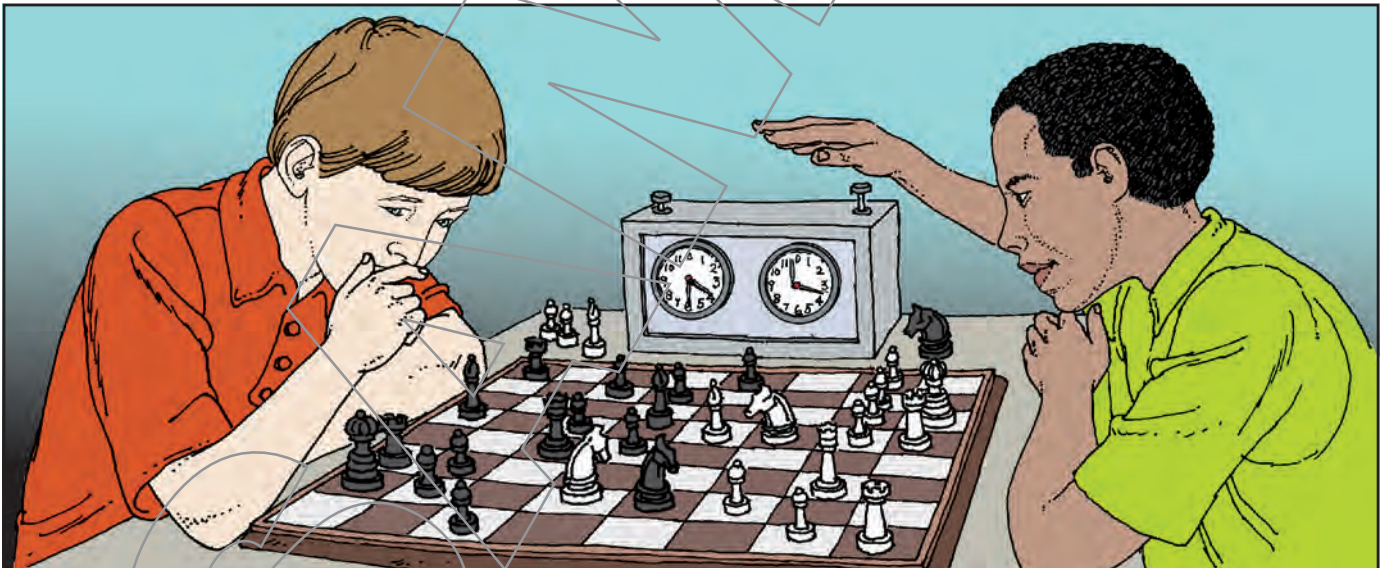


Say: Read the passage. Then answer the questions that follow. Fill in the correct circle.

Knight of the Square Table

1 Burnt Mountain High was one of those low, modern schools far out in the suburbs. It looked like a shopping mall surrounded by athletic fields. As Sancia's mom turned the van into the parking lot, everyone fell silent. I was sure we were all thinking the same thing. Even little Alex, the first-grade rep, must have noticed how far this place was from Essex Avenue and 23rd Street. I thought about how the *Observer* and the TV news talked about us. Not "the Knasty Knights" of Banneker School, but the "inner-city chess team that can compete with the best of," blah, blah, blah.

2 Mr. Tennyson turned around and gave us the usual pep talk. Stay focused. Play well. Have fun. You have as good a chance to win as anyone. This was true, even if it was a surprise to that lady from Channel 6. Last year, Banneker had placed seventh in the state. This year, amazingly, I had beaten Celeste Waters, who'd been our grade champion the last three years. I figured if I could checkmate her, I could beat any fifth grader in the state.



Genre: Literary/Realistic Fiction

Lexile® Measure: 700L–800L

Word Count: 694



3 We were led into the cafeteria under a banner. It read “Welcome Northeast Region Elementary School Chess Tournament” and had pictures of chess pieces on it. Chess mats, plastic pieces, and pairs of clocks covered a couple dozen long tables. A bunch of kids were scanning a printout taped to a wall, which listed pairings for the first round. I found my name, Dylan Grant. That was how I discovered my opponent would be Ilya Kolodny.

4 I hadn’t seen Ilya since second grade. His family lived in our neighborhood for a few months when they came here from Russia. He had a lot of trouble in school. He could hardly speak English, which meant he hardly spoke at all. But he could play chess. In Russia, kids are born playing chess.

5 Ilya taught me the game at a table in the Banneker lunchroom. I taught him English, and he taught me chess. There’s a defensive move, “castling,” where you move your rook to the king and the king to the other side. For a long time I called it “kesseling,” because that was the way Ilya pronounced it. Then his mom learned enough English to get a job in a science lab. They moved away, and I never heard from Ilya again.

6 I was ready to throw in the towel. If there was any fifth grader I couldn’t beat, it was Ilya. Even in the second grade, he could think three, four, five moves ahead. He would give me “odds,” taking bishop or rook, even his queen, off the board to give me a sporting chance. He still beat me.

7 I wouldn’t be getting those odds today.

8 I spotted him right away. He was sitting in his place, staring at the board in the starting position as if he already could see the end game. He was bigger, but otherwise he looked just the same.

9 “Hey, Ilya!”

10 He looked up at me with a smile. “Yes?” he said, reaching out to shake hands. “Dylan?”



- 11 “Yeah,” I said. “Looks like I’m playing you. You been doing okay?”
- 12 “Yes, I’m fine,” he said, his face still a question mark. “You go to Banneker School in the city? I went there for half a year. Second grade.”
- 13 I suddenly felt flush. I had just realized two things about Ilya Kolodny. The first was that he now spoke English with hardly any accent. The second was that he didn’t remember me.
- 14 It wasn’t like we were great friends or anything. But we did hang together for a few months, not that long ago. And now I was a stranger to him.
- 15 That burned me. He didn’t remember my face or my name. How could he not remember?
- 16 I looked over the board, white pieces on my side, black on his. Going first would give me some small advantage at least. I was suddenly determined to play the game of my life. It almost didn’t matter what happened in the later rounds, as long as I beat the pants off Ilya Kolodny.

EXTENSION ACTIVITY

Discuss various sports and games. Ask students which sports and games they have played or know about. List the names of the sports and games in the left column of a two-column chart on the board. In the right column, list words and/or draw pictures to describe the corresponding equipment or game pieces. Remind students to include safety equipment for each sport.



1. What is the main thing that happens in this passage?

- (A) The reader learns an important character trait of Dylan.
- (B) Dylan describes the setting of the tournament.
- (C) Dylan decides that he has to beat Ilya.
- (D) Dylan tells us about Ilya's character.

Anchor 1
ToM.R.5-6.1

2. Which phrase from the passage best shows how Ilya feels about Dylan's greeting?

- (A) Taught me the game
- (B) Looked up at me with a smile
- (C) Face still a question mark
- (D) Suddenly felt flush

Anchor 4
ToM.R.5-6.4

3. From the details in the passage, what can you tell about Burnt Mountain High School?

- (A) It is close to Dylan's house.
- (B) It is very different from Banneker School.
- (C) It is very similar to Banneker School.
- (D) It is a central location for the chess teams to meet.

Anchor 1
ToM.R.5-6.1



Say: Now read the directions below.

In the passage “Knight of the Square Table,” Dylan is faced with a big challenge. When have you faced a challenge? How did you handle the situation? Write at least two paragraphs to tell about the challenge and how you handled it. Use information from the passage and your own ideas to help you write.

You may use this space to plan your answer for the question. Read the question and make notes below about how you might answer it. Do not write your final answer on this page. Your writing on this page will not be scored. Write your final answer on pages 131 and 132.

Turn the page and point to the checklist and writing lines.

Plan Your Answer

Use the space below to plan your writing and organize your thoughts. Do NOT write your final answer on this page. Your writing on this page will NOT be scored.

Write your final answer on the next two pages.

Large empty rectangular box for planning the answer.

GO ON



Say: This is where you will write your answer. Use the checklist to review your writing.

Instructional Note: Review the checklist if necessary. Make sure students understand the expectations for the writing assignment.

Say: Does anyone have a question?

Answer any questions students may have.

Anchors 2, 3
ToM.W.5–6.2, 3

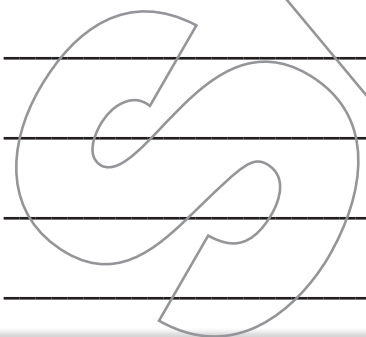

Sample response: Last year, there were too many kids who wanted to play soccer, so we had to try out for the team. I was really scared. I was not the best player, but I wanted to get better. I practiced with my dad every night. He made me do drills. He made me run and kick.

On the day of the tryout, I was really nervous. Dad told me to do my best. So I tried as hard as I could. I did all the things Dad taught me. I made the team! I was really happy.

(Score using the rubric on page 178.)

Check Your Work

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Write complete sentences.
- Use correct grammar, punctuation, and spelling.



GO ON