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Language Power— Grades 6–8 Level B

This sample includes the following:

Management Guide (10 pages)

Sample Text Card

Sample Lesson Plan (7 pages)

Sample Student Guided Practice Book pages (4 pages)

Sample Digital Pages (4 pages)

Sample Unit Assessment (6 pages)

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LANGUAGE POWER

Management Guide

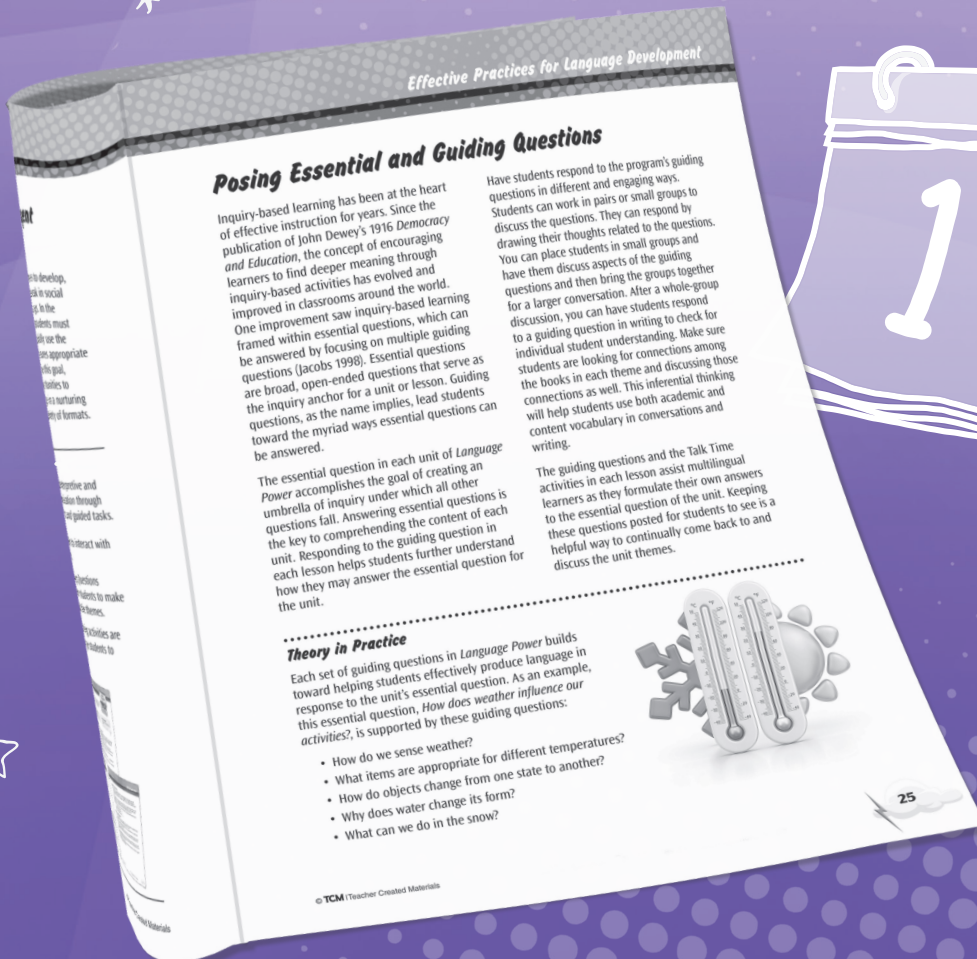
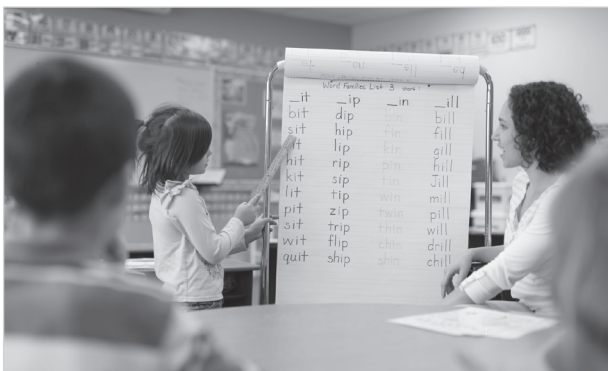


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Integrating the Four Language Domains

Language development is a complex process—one that requires students to develop language in four domains: listening, speaking, reading, and writing. And for students to become proficient in a language, these skills cannot be discreetly learned. The WIDA ELD Standards Framework Language Expectations (2020) incorporate the four language domains in a broader framework consisting of two modes of communication: interpretive and expressive. The interpretive mode includes listening, reading, and viewing. The expressive mode includes speaking, writing, and representing.



Through the act of listening, students work to understand and interpret what is heard, whether in a social conversation or an academic setting. In both settings, students observe body language and other clues that add context to the language. For example, when a teacher explains the life cycle of a plant, they may point to a graphic representation, which provides context for students to understand the language. Students need many opportunities, rich with verbal and nonverbal language, to learn and practice these active listening skills.



As language continues to develop, students begin to speak in social and academic settings. In academic contexts, students must learn to accurately and successfully use the vocabulary and language structures appropriate for all content areas. To achieve this goal, students need consistent opportunities to experiment with new language in a nurturing environment and in a wide variety of formats.

Theory in Practice

Language Power builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- Talk Time allows students to interact with peers during the lesson.
- The essential and guiding questions provide opportunities for students to make connections and discuss the themes.
- The Speaking and Listening activities are interactive and encourage students to produce language or represent it in creative ways.

During Reading

1. Read the first two page spreads to students to model proper pacing and expression.
2. Have students read the remainder of the text. Ask them to look for details about each biome.
3. **Talk Time:** Tell students they will use the ideas from the previous activity sheet and information from the text to create a tableau of each biome. Tell students that they will each be a part of the biome as they create their tableaux.

Essential Question

Why is it important to preserve the diversity of life?

Talk About It!

How can you help protect the natural world around you?

Speaking and Listening

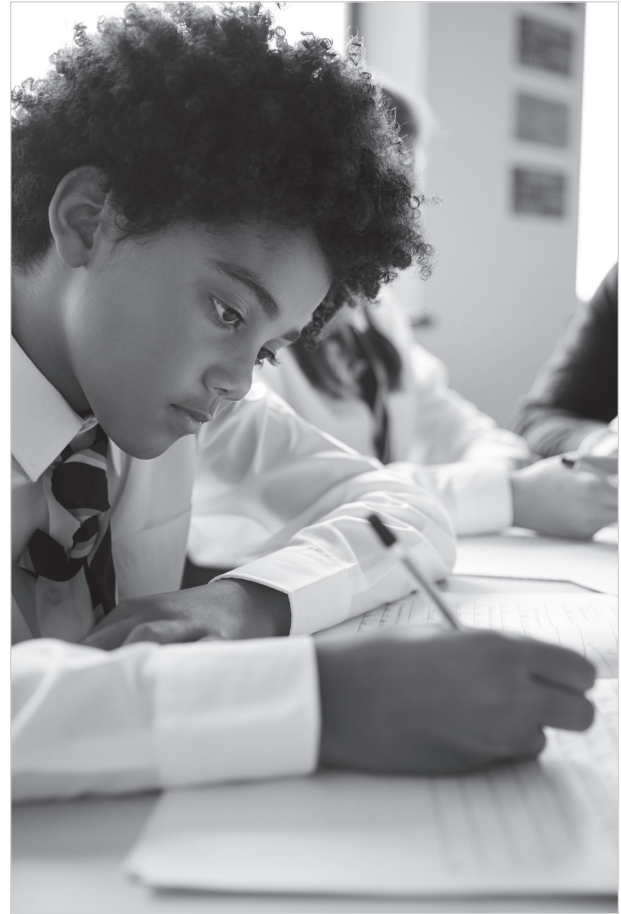
1. Explain to students that they will practice affirming what people say in a class discussion. Model the behavior for the class: *to travel to a desert biome because I like the heat. Person B: I understand the heat of a desert. Do you prefer a dry heat or a humid heat?*
2. Write the following sentence stems for students to see:
 - I understand that you _____.
 - You have clearly stated that _____.
 - I wonder _____.
 - I am curious about _____.
3. Write the following question for students to see: *What do you already do to help protect Earth's ecosystems? What more could you do?*
4. **Talk Time:** Ask students to discuss these questions with a partner, practicing responding to what their partner has said with relevant questions. Then, ask each pair to share their thoughts with the class, still practicing responding to what other pairs have said.
5. If time permits, ask students a second discussion question, such as: *What biome would you most like to live in?* Remind students to use the sentence frames to respond to their classmates and ask relevant questions.



For students to become fluent readers, they must move beyond decoding to understand and interpret a range of texts. With this goal in mind, students need access to texts and purposeful instruction on an assortment of topics and genres across all content areas. Students should be encouraged to read a text multiple times and to interact with a wide variety of language structures. And instructional sequences should provide guided practice of reading strategies and skills.



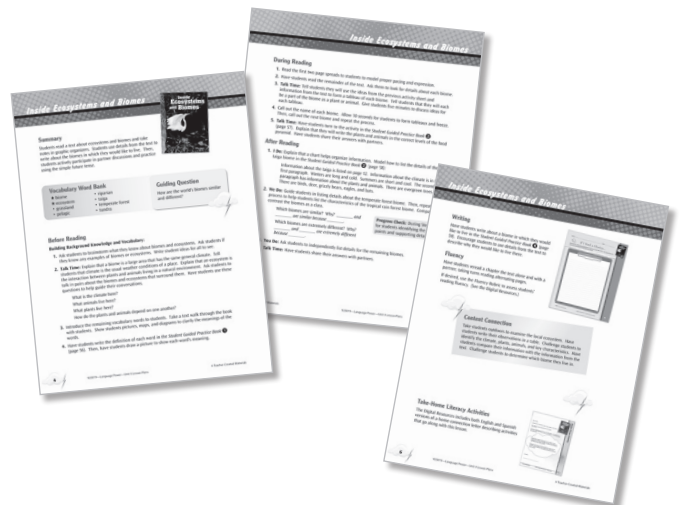
Writing skills must be developed for diverse purposes (e.g., to inform, to persuade, to entertain), for a variety of audiences and a range of forms. Students should be allowed to write about topics they find relevant and engaging. Of benefit are sentence starters, paragraph frames, and graphic organizers to plan and organize their writing, as well as modeled instruction in revising and editing their written work (Kongsvik 2016). Students need thoughtful support to intertwine these elements to become proficient writers.



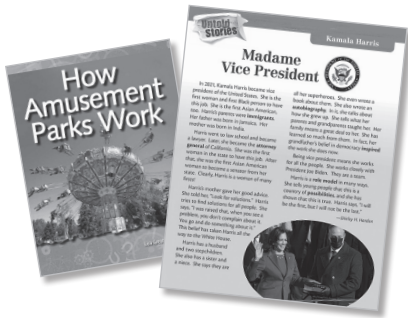
Theory in Practice

Language Power builds both interpretive and expressive modes of communication through varied instructional materials and guided tasks.

- The Before, During, and After Reading sections focus on important reading comprehension skills. Visual literacy is a big part of *Language Power* texts and lessons.
- The Writing activity provides opportunities for students to write for different purposes and share and display their work in creative ways.

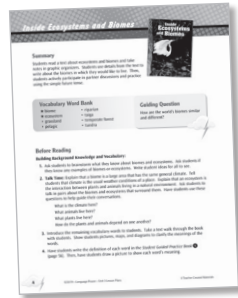


What's Included



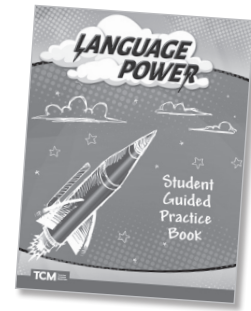
Themed Text Sets

The themed text sets include both books and text cards. There are 30 texts total.



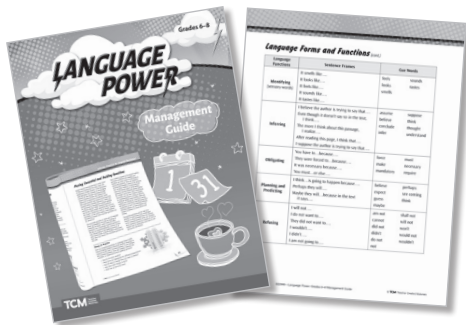
Lesson Plans

The lesson plans are provided in unit booklets to make thematic planning convenient and easy for teachers.



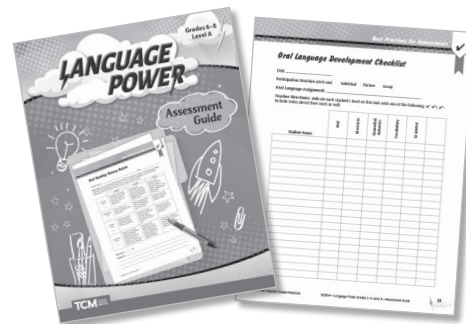
Student Guided Practice Book

Student activity pages help students interact with and produce language related to the thematic units.



Management Guide

This book provides important information about planning and the research base for the program.

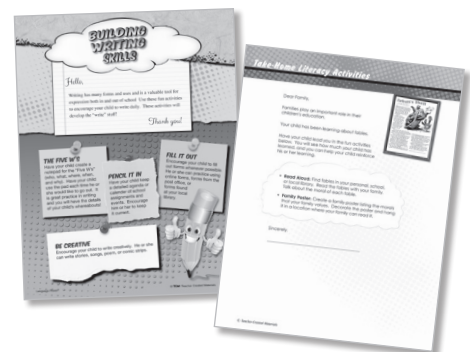


Assessment Guide

Important information, checklists, rubrics, and teacher directions for the assessments are provided in this book.

Digital Resources

All components of the program are provided digitally along with read-along ebooks. Students can use the digital tools to navigate the ebooks independently. The interactive features can be used to increase rigor and support students in extending their own knowledge. Videos and audio recordings allow students to approach texts through different modalities.



Planning

Pacing Plans

The following pacing plans show two options for using this resource. Customize these according to your students' needs or the time you have available to work with students.

Five-Day Plan

Instructional Time: 30 weeks, 5 days per week, 30 minutes per day

Notes: *Student Guided Practice Book* activities can be incorporated into instructional time or completed for independent practice. Adjust time spent on Before, During, and After Reading activities to accommodate text complexity and student needs.

Day 1	<ul style="list-style-type: none"> • Complete Before Reading activity • Begin During Reading activity
Day 2	<ul style="list-style-type: none"> • Finish During Reading activity • Complete After Reading activity
Day 3	<ul style="list-style-type: none"> • Complete Writing activity • Complete Fluency activity
Day 4	<ul style="list-style-type: none"> • Complete Content Connection activity • Begin Speaking and Listening activity
Day 5	<ul style="list-style-type: none"> • Finish Speaking and Listening activity • Complete Language Development activity

Three-Day Plan

Instructional Time: 30 weeks, 3 days per week, 45–60 minutes per day

Notes: Adjust the instructional time for each book, focusing more or less time on skills to meet the needs of students. Extend learning activities where most meaningful and/or have students complete assignments for independent practice.

Day 1	<ul style="list-style-type: none"> • Complete Before Reading activity • Complete During Reading activity
Day 2	<ul style="list-style-type: none"> • Complete After Reading activity • Complete Writing activity
Day 3	<ul style="list-style-type: none"> • Complete Speaking and Listening activity • Complete Language Development activity

Planning (cont.)

Program Scope and Sequence

READING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Analyze author’s craft and purpose.		X	X	X	X	X	X	X	X
Apply word analysis skills to decode.	X	X	X						
Ask and answer questions about a text.	X	X	X	X	X	X	X	X	X
Demonstrate understanding of vocabulary.	X	X	X	X	X	X	X	X	X
Determine the main idea and supporting details of a text.	X	X	X	X	X	X	X	X	X
Making connections within and across texts.	X	X	X	X	X	X	X	X	X
Retell and/or summarize a text.	X	X	X	X	X	X	X	X	X
Understand narrative story features.	X	X	X	X	X	X	X	X	X
Understand text structure.		X	X	X	X	X	X	X	
Use text features.	X	X	X	X	X	X	X	X	X
Use textual evidence to support opinions about a text.	X	X	X	X	X	X	X	X	X

Program Scope and Sequence *(cont.)*

WRITING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Explain and describe ideas about a topic.	X	X	X	X	X				
Produce clear and coherent writing.							X	X	X
Summarize and paraphrase information in texts.			X	X	X	X			
Use precise vocabulary to convey key ideas in writing.	X	X	X	X	X	X			
Write a narrative.	X	X	X	X	X	X	X	X	X
Write for different purposes.	X	X	X	X	X	X			
Write informational text.		X	X	X	X	X	X	X	X
Write opinions with supporting reasons.	X	X	X	X	X	X	X	X	X

Planning *(cont.)*

Program Scope and Sequence *(cont.)*

SPEAKING AND LISTENING									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate active listening.	X	X	X	X	X	X	X	X	X
Describe language used to present an idea.	X	X	X	X	X	X	X	X	X
Distinguish how different words affect an audience.	X	X	X	X	X	X	X	X	X
Express ideas clearly, and support ideas.	X	X	X	X	X	X	X	X	X
Plan and deliver oral presentations.	X	X	X	X	X	X	X	X	X
Retell texts and recount experiences.	X	X	X						
Use general academic and domain-specific words appropriately.	X	X	X	X	X	X	X	X	X
Use language to persuade.	X	X	X	X	X	X	X	X	X

Program Scope and Sequence *(cont.)*

LANGUAGE DEVELOPMENT									
	Grades K–2			Grades 3–5			Grades 6–8		
	A	B	C	A	B	C	A	B	C
Demonstrate understanding of parts of speech.	X	X	X	X	X	X	X	X	X
Connect and combine ideas (discourse).	X	X	X	X	X	X	X	X	X
Use connecting words and phrases.	X	X	X	X	X	X	X	X	X
Use morphology to determine the meanings of words.	X	X	X	X	X	X	X	X	X
Use verbs or verb tenses to convey ideas appropriately.	X	X	X	X	X	X	X	X	X

Note: The Grades 6–8 standards correlations are available in the Digital Resources. These charts include specific grade-level standards and the lessons that meet the standards within the three language proficiency levels. See page 64 for more information.

Awesome Animatronics

You might not know what an **animatronic** character is. But you have probably seen a few of them. E.T., the extraterrestrial, is one. So are some of the dinosaurs in *Jurassic Park*, the movie. They are **mechanical** devices that seem to come to life.

But animatronics are not a modern invention. The first mechanical characters came alive long ago. One ancient creation was a mechanical otter. It ate mechanical fish. Another was a mechanical woman who sang. Water or puffs of air made the devices move.

Clockmakers invented advanced creations. They used metal **springs** and gears. Some characters were part of large clocks. In one, little figures struck a bell every hour. In another, a rooster flapped its wings. It crowed on the hour. Some mechanical figures were made just for fun. A small mechanical boy wrote on paper. A mechanical magician waved a wand. A mechanical bird sang in a cage. A robot could play music. Heads could talk and laugh.

New animatronics showed up in the 1960s. It started with Walt Disney. He created a **theme park** he called Disneyland. He wanted to put mechanical characters in it. His experts were called **Imagineers**. They first built animatronic birds. Then, they built a mechanical Abraham Lincoln. Liquid and air made the president move. A tape recorder inside him let him talk. Disney made singing bears and ghosts and pirates. The first figures did not move like real people or animals. They were stiff. But new technology made them better. The characters came alive with motors, gears, and cables. They could be controlled by computers. The figures moved smoothly. They could even climb stairs! Their skin looked more life-like.

Animatronic creatures and monsters have starred in many movies. The shark in *Jaws* was a famous one. Gizmo in *Gremlins* was animatronic. So were some characters in *Star Wars* movies. Today, there are even animatronic toys. You can get one of your own!

—Curtis Slepian



Awesome Animatronics



Dates to Know

400–350
BC

A bird that moves by air pressure is invented in ancient Greece.

AD
600–900

Mechanical figures made for China's royalty become popular.

1200s

An inventor in the Muslim world creates a water-operated moving peacock.

1300s

Large clocks in Europe use small moving figures.

1700s

Inventors make moving figures using metal springs and gears.

1963

Disneyland's robot birds are its first animatronic characters.

1964

The first animatronic character in a movie is a bird in *Mary Poppins*.



Words to Know

animatronic—relating to a mechanical device that is built to seem as if it is alive

Imagineers—Disney experts who create new types of technology

mechanical—made or operated by a machine

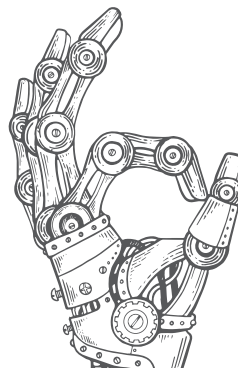
springs—pieces of metal that are wound tightly and can cause an object to move

theme park—an amusement park where everything is based on one subject or theme



About Character

To invent, build, and improve these machines takes creativity. Draw a design for your own animatronic creation. Describe it and explain how it moves.



LANGUAGE POWER

Grades 6-8
Level B

Unit 2

Inventing and Engineering

- *Building Bridges*
- *How Toys Work*
- *Lasers*
- *Awesome Animatronics*
- *New-Fangled Inventions*



Essential Question

How do people use technology to solve problems and make life better?

Talk About It!

How do you feel when you see or hear about a new technology?

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Unit Introduction Video



To introduce your students to the theme, scan the QR code or visit this link:
tcmpub.digital/lp/6-8/inventingengineering

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Unit 2: Inventing and Engineering

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The learning objectives listed here describe the skills and strategies presented throughout the lessons.

Building Bridges Objectives

Reading: Students will examine the elements of a narrative story, such as the characters, setting, problem, and solution.

Writing: Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences.

Content Area—Language Arts: Students will analyze how the events of the story and characters interact.

Speaking and Listening: Students will actively listen to oral presentations by asking and answering detailed questions.

Language Development: Students will use transitional words and phrases to join ideas.

How Toys Work Objectives

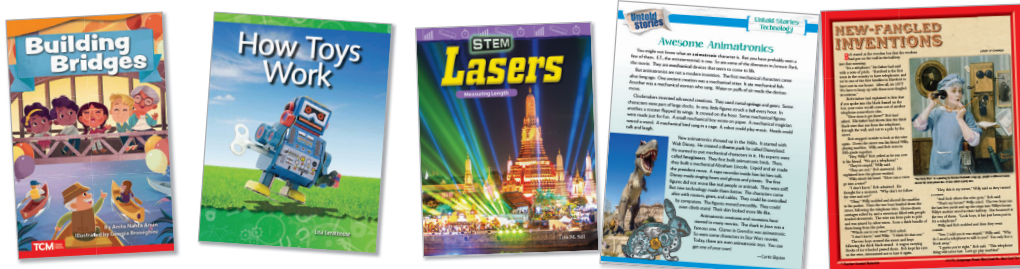
Reading: Students will answer questions about key details of a text, referring explicitly to the text as the basis for the answers.

Writing: Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Content Area—Science: Students will identify the effects of balanced and unbalanced forces on an object's motion.

Speaking and Listening: Students will plan and deliver short oral presentations using details and evidence to support ideas.

Language Development: Students will use roots and base words to determine the meanings of unknown words.



Lasers Objectives

Reading: Students will identify key details of the text.

Writing: Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Content Area—Science: Students will examine how light moves in waves and is part of the electromagnetic spectrum.

Speaking and Listening: Students will contribute to class, group, and partner discussions, including sustained dialogue.

Language Development: Students will use nouns and pronouns in a simple sentence pattern (noun phrase, linking verb *to be*, noun phrase). Then, they will expand the sentences using superlative adjectives.

Awesome Animatronics Objectives

Reading: Students will cite textual evidence to support analysis of what the text says explicitly as well as opinions and inferences drawn from the text.

Writing: Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.

Content Area—History: Students will examine patterns of change and continuity in the historical succession of related events.

Speaking and Listening: Students will negotiate with or persuade others in conversations.

Language Development: Students will condense ideas through embedded clauses to create precise and detailed sentences.

New-Fangled Inventions Objectives

Reading: Students will analyze how the author develops and contrasts the points of view of different characters in the text.

Writing: Students will write narratives using effective technique, relevant descriptive details, and well-structured event sequences.

Content Area—Language Arts: Students will identify elements of character development.

Speaking and Listening: Students will adjust language choices according to purpose, task, and audience.

Language Development: Students will use the present progressive tense to convey ideas appropriately.



Lesson Summary

Students read a text about the development of animatronics. They identify facts and opinions about the text. They write informative paragraphs about animatronic devices. They give and listen to persuasive speeches, and then they condense ideas through embedded clauses.

Vocabulary Word Bank

- animatronic
- mechanical
- ★ springs
- gears
- motors
- theme park
- invention

Guiding Question

How have people used animatronics throughout history?



Before Reading

Building Background Knowledge and Vocabulary

- 1. Talk Time:** Show students the text card, and point out the vocabulary words. (You can also share the vocabulary picture cards, which are provided in the Digital Resources.) Give students sentence frames to help them use each word in context. Say each sentence frame aloud. Give students time to think of a word. Then, repeat the sentence frame for students to echo.

_____ use(s) gears.
An invention I could not live without is _____.
A mechanical device I have seen is _____.
A(n) _____ has a motor.
I have seen a spring _____.
A theme park I want to visit is _____.

- 2.** As a class, discuss the multiple meanings of the word *spring*.
- 3. Talk Time:** Share with students that they are going to read about the development of animatronics. Explain that animatronics are devices that move and look like they are alive. Ask students to brainstorm places they have seen animatronics.

Where have you seen animatronics? *I have seen animatronics _____.*

- 4.** Tell students that after they read the text, they will likely realize they have seen more animatronics than they first thought.

During Reading

1. Read the text aloud to model proper pacing and expression.
2. **Talk Time:** Have students reread the text in pairs. An online version of the text card is provided in the Digital Resources. Ask students to listen and read carefully for how animatronics have developed over time. Have them pause occasionally to write information next to the corresponding labels in the *Student Guided Practice Book* ❶ (page 34).

What was _____? _____ was _____.

What could/can _____ do? *It could/can* _____.

3. Discuss student responses as a class.

After Reading


1. **I Do:** Turn to page 6 of the text. Remind students that a fact can be proven, but an opinion is someone's feeling or belief. Think aloud to describe facts and opinions about animatronics:

I see here that an ancient mechanical otter ate mechanical fish. That is a fact. It can be proven with artifacts or historical records. If the text said that this is the most amazing piece of ancient technology, that would be an opinion. It is someone's thought or feeling. It cannot be proven.

2. **We Do:** Guide students in completing part of the activity in the *Student Guided Practice Book* ❷ (page 35). Help students read the first two statements and determine whether they are facts or opinions.

Can you prove it? Could some people think differently?

Is it a fact or an opinion? *It is a(n)* _____.

Progress Check: During Step 2, listen for students reading and orally identifying examples of fact and opinion by using simple sentences. 

3. **You Do:** Have students independently complete the remainder of the activity.
4. **Talk Time:** Have students share their answers with partners. Encourage students to speak in complete sentences.

_____ *is a fact because* _____.

_____ *is an opinion because* _____.

5. Have students write two facts from the text and two of their opinions about animatronics in the *Student Guided Practice Book* ❸ (page 36). Then, have students read their statements to the class. Encourage students to identify each other's statements as facts or opinions.

_____ *is a fact because* _____.

_____ *is an opinion because* _____.

Awesome Animatronics

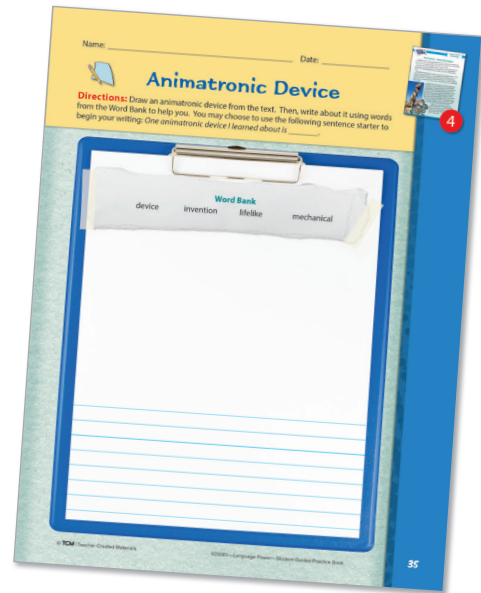
Writing

Have students draw and write about animatronic devices from the text in the *Student Guided Practice Book* 4 (page 37). Encourage students to write complete sentences.

Fluency

Have students reread the text alone and with partners, taking turns reading alternating pages.

Note: Checklists and rubrics to assess fluency and language development are provided in the Digital Resources.

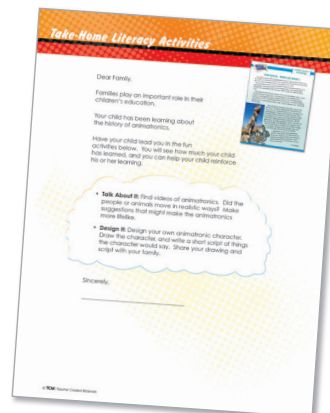


Content Connection

Have students work in small groups to research other animatronic devices that were not mentioned in the text. Have them prepare posters or slideshow presentations to share with the class.

Take-Home Literacy Activities

The Digital Resources include both English and Spanish versions of a school-to-home connection letter describing activities that go along with this lesson.



Speaking and Listening

1. List various stages or steps in the development of animatronics, and ask students to select which stage or step was the most important. Examples include ancient devices, clockmaker inventions, Disneyland characters, and modern lifelike movements.
2. Have students use the text card to create brief persuasive speeches about which steps or stages of animatronic development were the most important. Provide the following sentence frame to help students start their speeches.

I think _____ was the most important step because _____.

3. **Talk Time:** Have students share their persuasive speeches with students who chose different stages. Explain that as students listen to their peers, they should write brief rebuttals or counter arguments. Provide sentence frames to help them shape their rebuttals:

Although _____ was important, _____.

Even though _____ was important, it was not the most important step because _____.

4. After each student speaks, allow a few minutes for group members to share their rebuttals. For an extension, allow the original speaker to respond to their group members' counter arguments.

Language Development

1. Discuss with students what the term *embedded* means. It means something “stuck” inside of something else (e.g., a sliver embedded in someone’s thumb, a video embedded in a presentation). Then, give an example of how clauses can be embedded within sentences.
2. Distribute red and green cards to students. Display these sentences for students to see, one at a time:

Animatronics, which are mechanical characters that seem to come to life, can be found everywhere.

The first figures, which were very stiff, did not move like real people or animals.

Walt Disney opened a theme park, which he called Disneyland.

Animatronic creatures and monsters have starred in many movies.

Star Wars, which was a box office hit, uses some animatronic characters.

4. **Talk Time:** Ask students to talk with partners to identify whether each sentence has an embedded clause. If it does include an embedded clause, they should raise their green card. If it does not, they should raise their red card.
5. As students identify the sentences with embedded clauses, discuss which words make up the clause. Identify the purpose of each embedded clause and how it adds details to the sentence.

Awesome Animatronics

The right combination of materials and mechanics can make an animatronic look like a real animal. In the case of the animatronic bird, the bird is a mechanical device that can move, flap, and sing. The animatronic bird is a mechanical device that can move, flap, and sing. The animatronic bird is a mechanical device that can move, flap, and sing.



1

Name: _____ Date: _____

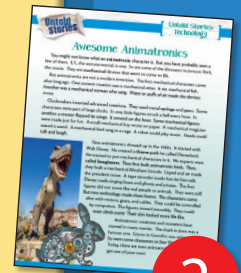
Animatronics through Time

Directions: Write one example of what each animatronic device could do.

Device	What It Could Do
ancient otter	
clockmaker characters	
Abraham Lincoln	
movie characters	

Name: _____ Date: _____

Fact or Opinion?



Directions: Read the following statements. If the statement is a fact, circle *Fact*. If it is an opinion, circle *Opinion*.

1. Animatronics are interesting and should be taught more.

Fact

Opinion

2. Animatronic characters are often used in movies.

Fact

Opinion

3. Walt Disney put animatronics in Disneyland.

Fact

Opinion

4. Animatronic ghosts are creepy.

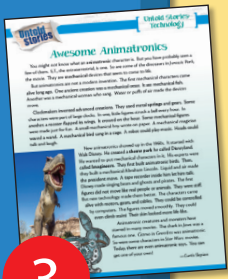
Fact

Opinion

5. The shark in the movie *Jaws* was animatronic.

Fact

Opinion



Name: _____ Date: _____

My Fact and Opinion

Directions: Write two facts and two opinions about animatronics.

Fact: _____

Opinion: _____

Fact: _____

Opinion: _____

Name: _____ Date: _____



Animatronic Device

Directions: Draw an animatronic device from the text. Then, write about it using words from the Word Bank to help you. You may choose to use the following sentence starter to begin your writing: *One animatronic device I learned about is _____.*

Word Bank

device

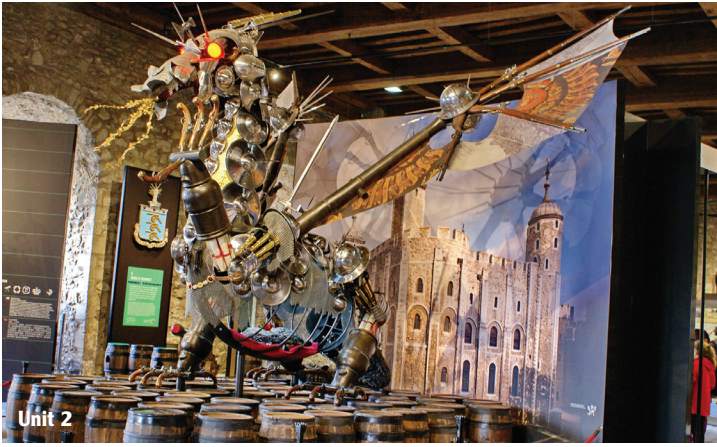
invention

lifelike

mechanical

A blue clipboard with a silver clip at the top. The paper has a white background with a torn top edge. The "Word Bank" section is at the top, and there are several horizontal blue lines for writing below it.

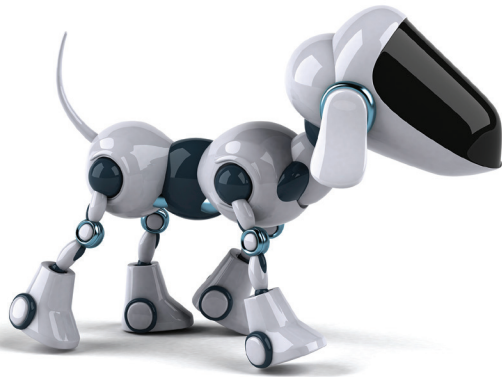
Unit 2: Awesome Animatronics



animatronic



gears

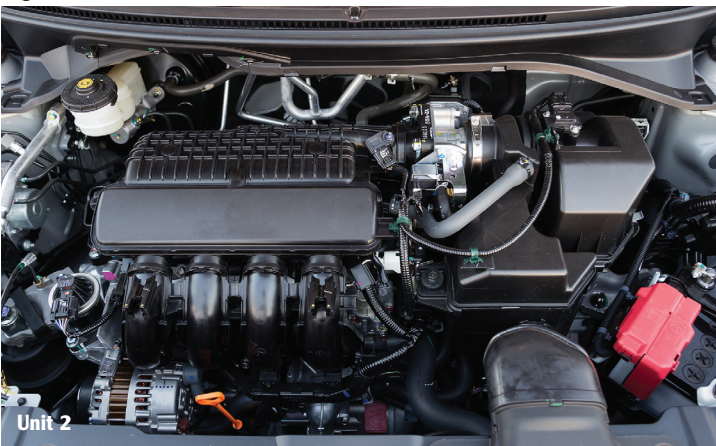


invention



mechanical

Unit 2: Awesome Animatronics



motor



springs



theme park

Take-Home Literacy Activities

Dear Family,

Families play an important role in their children's education.

Your child has been learning about the history of animatronics.

Have your child lead you in the fun activities below. You will see how much your child has learned, and you can help your child reinforce his or her learning.

- **Talk About It:** Find videos of animatronics. Did the people or animals move in realistic ways? Make suggestions that might make the animatronics more lifelike.
- **Design It:** Design your own animatronic character. Draw the character, and write a short script of things the character would say. Share your drawing and script with your family.

Sincerely,



Actividades de lectoescritura para el hogar

Estimada familia:

La familia desempeña un papel importante en la educación de sus hijos.

Su hijo ha estado aprendiendo sobre la historia de la animatrónica.

Pídale a su hijo que lo guíe para realizar las siguientes divertidas actividades. Verá cuánto ha aprendido y podrá ayudarlo a consolidar su aprendizaje.



- **Conversa sobre el tema:** Busca videos sobre animatrónica. ¿Las personas o los animales se movieron de manera realista? Haz sugerencias para que la animatrónica parezca más real.
- **Diséñalo:** Diseña tu propio personaje de animatrónica. Haz un dibujo del personaje y escribe un breve guion sobre las cosas que diría el personaje. Comparte el dibujo y el guion con tu familia.

Atentamente,



Unit 2 Assessment: Inventing and Engineering

Digital Assessments

Google™ version: tcmpub.digital/lp/6-8b/unit2-g

Microsoft® version: tcmpub.digital/lp/6-8b/unit2-m

Reflection

To activate student learning before completing the assessments, help students reflect on their learning. Hold up the books and cards, or point to any anchor charts or artifacts from the unit. Then, hold a group discussion using the following prompts:

- What was your favorite part of the unit?
- Talk to a partner about something new you learned about inventions or simple machines.
- How do you think this unit helped you learn English?



Speaking and Listening

Read the directions, “Let’s talk about this picture.” Then, read each of the prompts to student(s), leaving time for responses.

	Question/Prompt	2 points	1 point	0 points
1	Some vets use lasers to help animals. Describe five things you see in the picture.	Student names at least five things or describes the picture in complete sentences.	Student names only a few items.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	Long ago, vets did not have lasers. They had to help animals in other ways. How have inventions like this helped people?	Student gives a complete response related to the image. (Example answer: <i>Lasers have helped people treat people and animals. They can make cuts much smaller than people can.</i>)	Student gives a limited response related to the image. (Example answer: <i>Lasers help vets.</i>)	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
3	Why do you think the dog is at the vet?	Student makes an inference related to the image. (Example answers: <i>The dog is sick; the dog is getting a checkup.</i>)	Student partially answers the prompt. (Example answer: <i>The dog is at the vet.</i>)	Student’s response is not relevant, not understandable, or communicates “I don’t know.”



Reading

Questions 1–2

Read the directions, “Look at the chart. Then, answer the questions.” Support students by reading aloud the answer choices if necessary.

1. Read the question, “How could a pulley help you?” (*Answer: C. It could lift my books into a tree house.*)
2. Read the question, “What are other examples of a wedge?” (*Answer: B. knife, scissors, door stopper*)

Question 3–4

Read the directions, “Read the text, and answer the questions.” Support students by reading aloud the answer choices if necessary.

3. Read the question, “What is the main idea of the paragraph?” (*Answer: B. how toys work*)
4. Read the question, “How can a spring be used in a toy?” (*Answer: B. It can store and release energy.*)



Writing

Read the directions, “Look at the picture. Then, it’s time to write!” Support students by reading the questions or helping them as they write their responses. Encourage students to use the paragraph starter and the Word Bank as they write.

	Question/Prompt	2 points	1 point	0 points
1	Say, “List two things you see in the picture.”	Student writes at least two things they see in the picture. (<i>Example answers: worker, elevator, laser, man</i>)	Student writes only one thing they see in the picture.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Say, “Write a story where you invent something that uses simple machines. Describe what you invent. Check your writing for correct grammar, capital letters, punctuation, and spelling.”	Student writes a short story that is at least four sentences long. Sentences have strong grammar, use of capital letters and punctuation, and spelling.	Student writes one or two sentences that are strong, or they write more but errors impede meaning.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”

Name: _____ Date: _____

Speaking and Listening

Let's talk about this picture.



Name: _____ Date: _____

Reading

Look at the chart. Then, answer the questions.

Simple Machine	How It Helps Us	Examples
lever	lifts or moves loads	seesaw, bottle opener, shovel
inclined plane	lifts or moves loads	ramp, slide
wedge	cuts or splits, pushes away	axe blade
screw	holds things together	screw, jar lid, bolt, light-bulb base
pulley	raises or lowers a load	mini-blinds, flagpole, crane, tow truck
wheel and axle	moves loads	wagon, doorknob

- How could a pulley help you?
 - It could keep a lid on my jar.
 - It could take me to a friend's house.
 - It could lift my books into a tree house.

- What are other examples of a wedge?
 - ladder, scissors, can opener
 - knife, scissors, door stopper
 - car, monkey bars, swing

Name: _____ Date: _____

Reading *(cont.)*

Read the text, and answer the questions.

Toys work in different ways. Some toys, such as video-game systems, have compound machines inside them. Most toys that make sounds or move on their own run on electricity. But some have simple machines inside them that allow them to run with only the energy that comes from the child playing with the toy. Think about a toy car that zooms across the room after someone pulls it back and lets it go. This toy has a spring inside it that is wound tight when the car is pulled backward. When it is released, the energy from the spring is released as well. The more the car is pulled back, the farther it goes. It's interesting to learn about how toys work.

3. What is the main idea of the paragraph?

- (A) simple machines
- (B) how toys work
- (C) toy cars
- (D) video-game systems

4. How can a spring be used in a toy?

- (A) It can provide electricity.
- (B) It can store and release energy.
- (C) It can act like a compound machine.
- (D) It can hold the toy together.

Name: _____ Date: _____

Writing

Look at the picture. Then, it's time to write!



1. List two things you see in the picture.

2. Write a story where you invent something that uses simple machines. Describe what you invent. Check your writing for correct grammar, capital letters, punctuation, and spelling.

Word Bank

inclined plane

invention

lever

pulley

screw

wedge

wheel and axle

One day, I invented _____
