

**Champion**  
*of IDEAS*

# Secondary

## English Language Development

*Paper, Digital & Hybrid Solutions*

Academic  
Language

Integrated  
4-Skills

Content-  
Based  
ELD  
Instruction

Standards-  
Based  
ELA Tasks

Explicit  
Grammar  
Instruction

ALL PROFICIENCY LEVELS

NEWCOMERS & LONG-TERM ELS

GRADES 6–12

# Why is **Champion of IDEAS** the right program for your students?

Choosing an English language development (ELD) program is the most important decision you will make for your English language learners. A large number of ELD programs are available, but which program is right for your students? Your answer to this question will reflect your own teaching experiences and judgment. In addition, it is imperative to consider the dramatic shift in our knowledge about the language learning process. This shift in thinking has critical implications for ELD instruction.

## **Champion incorporates a systematic, structured, and standards-based approach**

For many years, researchers believed that students acquired a second language in very much the same way as they acquired their first language. Language acquisition specialists believed that exposing students to comprehensible input and engaging students in activities using meaningful language were the keys to language acquisition.

Researchers and educators today confirm the importance of this methodology. However, increasingly, they have come to understand and report that ELD instruction requires a much more systematic, structured, and standards-based approach. In other words, every ELD lesson must include a plan and a purpose for the language. Without such a plan and purpose, English learners will not successfully master the language. English learners may be able to communicate socially, but their communication will most likely include fossilized grammatical errors and be insufficient for academic success.

The *Champion* program is on the cutting edge of this shift in thinking. It follows a systematic, structured, and standards-based approach to teaching language. *Champion* strikes the perfect

*Champion* promotes active language interaction



balance—providing comprehensible input, engaging activities, and opportunities for authentic communication, while at the same time facilitating explicit instruction on important aspects of language.

## **Champion is based on language proficiency level, not grade level**

The *Champion* program is organized according to language level because language development is incremental. In the *Champion* program, you will start instruction for beginning English learners with Chapter 1 whether these beginning students are in 6th grade or 12th grade. These students need to learn the same vocabulary and language forms and functions. The topics, vocabulary, and language forms and functions in the reading selections and learning activities are appropriate for both middle and high school students.

## **Champion is based on scientific research and aligned to state ELD standards**

*Champion* is based on scientific research and aligned to most state ELD standards and many English language arts (ELA) standards. In addition, *Champion* highlights target language functions and corresponding grammatical forms in each lesson, helping teachers focus on the language learning objectives that are critical for students' academic success.

Each chapter focuses on specific words referred to as “target vocabulary.” Throughout the chapter lessons, students learn and use the target vocabulary in listening, speaking, reading, and writing activities.

Throughout the chapter, students also encounter academic language in authentic contexts. This academic language is recycled throughout the program.

Each lesson includes language objectives for students.

## CHAPTER 1: SCHOOL DAYS

### Overview

Language Level: Beginning

<b>Teaching Time</b>	23 (50-minute) class periods
<b>Chapter Evaluation</b>	1 class period
<b>Target Vocabulary</b>	<p><b>Nouns:</b> bathroom (restroom, boys room, girls room, lavatory), board, book, cafeteria (lunchroom), chair, clock, coach, computer, custodian, desk, door, eraser, flag, keyboard, librarian (media specialist), library (media center), monitor, mouse, paper, pen, pencil, principal, room (classroom), ruler, school, scissors, student, table, teacher, wastebasket (garbage can, trash can), window</p> <p><b>Adjectives:</b> American, big, blue, first, little, nervous, new, red, warm, white</p> <p><b>Prepositions:</b> in, off, on, out, under</p> <p><b>Verbs:</b> to bring, to clean, to close, to cut, to eat, to feel, to go, to help, to listen, to look, to make, to match, to measure, to open, to play, to point, to put, to raise, to say, to see, to show, to sit, to take, to teach, to tell, to wait, to walk, to work, to write</p>
<b>Social Language &amp; Classroom Commands</b>	<p><b>Lesson 1:</b> What is your name? My name is _____. Open/close your book. Point to the _____. Raise your hand. Write your name. Who is your teacher? My teacher is _____. What grade are you in? I am in the _____ grade. What is your student number? My student number is _____. Yes./No.</p> <p><b>Lesson 2:</b> I don't understand. Please help me. May I go to the _____? Where is the _____?</p> <p><b>Lesson 3:</b> Do you go to school? Yes./No. What school do you go to? I go to _____.</p>
<b>Academic Language</b>	question/answer, pre-reading, title, heading, parts of speech (noun—person, place, thing; adjective; verb; preposition), vocabulary, dictionary, activity, directions, example, practice, describe, guide words, phonetic spelling, graphic organizer, main idea, detail, fiction, nonfiction, book report
<b>Reading Selections</b>	<p><b>Lesson 1 Reader:</b> “My First Day of School” (Flesch-Kincaid Grade Level: 3.1; 250L)</p> <p><b>Lesson 2 Reader:</b> “Welcome to School” (Flesch-Kincaid Grade Level: 4.5; 270L)</p> <p><b>Lesson 3 Reader:</b> “Good Notes = Good Grades” (Flesch-Kincaid Grade Level: 4.9; 440L)</p> <p><b>Lesson 4:</b> <i>Martin Luther King, Jr.: Changing Lives</i> (from the <i>Champion Library</i>)</p>

Overview

25

The WARM-UP section of this lesson focuses on the following three reading objectives:

**R1:** Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources.

**R4:** Read aloud simple words presented in literature and content areas; demonstrate comprehension by using one or two words or simple sentence responses.

**R5:** Create a simple dictionary of frequently used words and use an English dictionary to derive meaning of simple known vocabulary.

## CHAPTER 1: SCHOOL DAYS

### Lesson 1: My First Day of School

Language Level: Beginning

<b>Approximate Teaching Time:</b> 7 (50-minute) class periods			
<b>Resources Needed:</b> <i>Champion Reader</i> ; <i>Champion</i> CD-ROM; <i>IDEA Picture Dictionary 2</i> ; <i>Champion Writer</i> (Activity 1-3); <i>Champion Audio CD</i> ; pictures of people, places, and things cut from catalogs and magazines; manila folder for each student; chart paper/pens/pencils/paper			
<b>Target Vocabulary</b> <p><b>Nouns:</b> board, book, chair, clock, computer, desk, door, flag, keyboard, monitor, mouse, paper, pen, principal, room (classroom), school, student, table, teacher, window</p> <p><b>Verbs:</b> to close*, to feel, to go, to help*, to listen*, to look, to match*, to open*, to point*, to raise*, to say*, to see, to show*, to sit, to take, to tell*, to wait, to walk, to write*</p> <p><b>Adjectives:</b> American, big, blue, first, little, nervous, new, red, warm, white</p>			
☀️ WARM-UP (2 Class Periods)	Language Objectives†	Language Functions & Forms	Page
<ol style="list-style-type: none"> <li>1. Introduce common greetings and phrases to communicate needs.</li> <li>2. Give students oral commands/directions (with visual support) to create an assessment portfolio; have students write basic personal information.</li> <li>3. Introduce the <i>Champion Reader</i>; review directionality and key text features (e.g., page, top, middle, bottom, first line, word, picture, space, English alphabet, and letters).</li> <li>4. Introduce the target vocabulary using visuals.</li> <li>5. Ask questions/guide nonverbal and simple one- or two-word responses.</li> </ol> <p><b>Homework</b></p> <p><b>Observing Student Progress</b> 🔍</p>	<p>L: 1-2, 5-7, 12</p> <p>S: 1-5, 9</p> <p>R: 1, 4-5</p> <p>W: 1-2</p>	<p><i>Asking and answering informational questions:</i> Simple questions/answers (e.g., What is your name? My name is ____.)</p> <p><i>Responding to commands/directions:</i> Verbs: Imperative (e.g., Point to _____. Open the book.)</p>	28-29

\* The teacher introduces these words; they do not appear in the reading, “My First Day of School.”  
 † Language Objectives for Unit 1 are listed on pages 20-23.

# Champion of IDEAS

## Program Organization & Components

### Program Organization

*Champion of IDEAS* is designed for students in grades 6-12. To provide maximum flexibility for educators and students, the *Champion of IDEAS* program is divided into three major parts:

- Red Level: For Beginning and Early Intermediate Language Learners
- Blue Level: For Intermediate Language Learners
- Yellow Level: For Early Advanced and Advanced Language Learners

### Program Components

*Champion of IDEAS* includes the following components:

#### *Champion Teacher: Teacher's Guides*

The comprehensive *Champion Teacher* explains when and how to use each program component so that students master the ELD standards. Each chapter highlights the teaching time, target vocabulary (including social and academic language), and reading selections. Digital resources include many useful and effective teaching tools, including placement tests for placement into the program, reproducible instructional materials such as visuals, templates, graphic organizers, and word lists, chapter tests in electronic format, and student evaluation forms.

#### \* *Champion Reader: Student Textbooks with Audio Support*

The *Champion Reader* is a full-color, hardcover, non-consumable student textbook featuring engaging and age-appropriate fiction and

nonfiction. Readings cover all major subject areas, including language arts, social studies, science, and mathematics. The reading level of each reading has been carefully reviewed by a team of educators to ensure its appropriateness for each language level. Audio recording of the text is included for additional support.

#### \* *Champion Writer: Student Workbooks*

The *Champion Writer* is a full-color, consumable, softcover workbook for students. It includes student activity sheets that integrate listening, speaking, reading, and writing with the major content areas. Activity sheets are used for in-class work and homework.

#### \* *Champion Tester: Student Assessments*

The *Champion Tester* is a black and white, consumable, softcover book of chapter tests for students. The *Champion Tester* includes one test per chapter that assesses all four domains to ensure that students are mastering the ELD standards.

#### \* *Champion Library*

A short book or article from the *Champion Library* is integrated into each chapter. This exposes students to a variety of genres and styles, as well as academic vocabulary and content.

#### *Dictionaries*

Customized dictionaries for English learners include entries with pictures, definitions, and sentences for each word. Dictionary appendixes include idioms, grammar, spelling, and punctuation guidelines, U.S. presidents, maps, and other subject-area content.

# Digital Edition

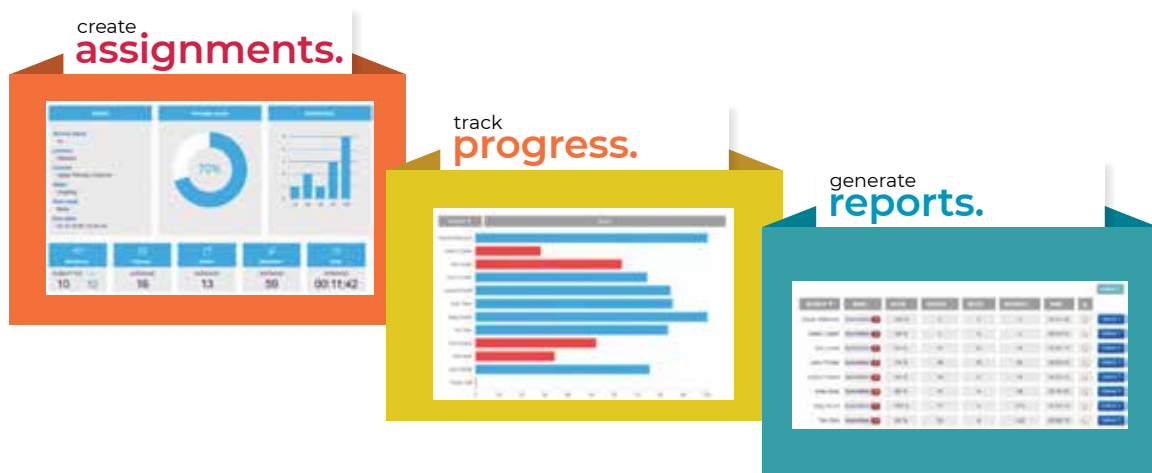


## Students

**monitor learning.** **practice online.** **interact with content.**

- Self-checks to monitor learning
- Interactive content and practice
- Annotated tools to support reading comprehension
- Scaffolds to support learning

## Teachers



For pricing and alignments

[www.championofideas.com](http://www.championofideas.com)

**Schedule a Demo**

(800) 321-4332 • [info@ballard-tighe.com](mailto:info@ballard-tighe.com)

The following pages include the materials needed to teach one lesson from the *Champion* Red Level (Beginning-Early Intermediate) and Champion Blue Level (Intermediate).

---

“Our ultimate goal for English Learners is that they will exit our ESOL program and become critical thinkers, readers, and writers. The *Champion* program covers all four language skills – listening, speaking, reading, and writing. [*Champion*] will deliver the content needed to help your English Learners to be successful. It seems like *Champion* thought of almost everything that an English Learner will need to be successful. ... the breakdown of each lesson makes planning simpler and less time consuming when writing lesson plans.”

– E. Campbell, ESOL teacher – Rome High School, GA

## UNIT 3: DAILY LIFE

## Chapter 9: Let's Eat!

# Satisfy Your Sweet Tooth at the Delicious Diner

By Maya Alley

Do you have a sweet tooth? The owner of the Delicious Diner hopes you do. The Delicious Diner is going to open in Springfield next month. It will serve all of your favorite sweet **desserts**. There will be **cookies**, **cakes**, **cupcakes**, **doughnuts**, and **pies**.

"I am a **baker**, and I love to bake desserts," says Delicious Diner owner Linda Tobosa. "I decided to open a diner. I want to share my talent with everyone in Springfield."



◀ Linda Tobosa's specialty is a sour **lemon** and sweet **strawberry** cake, shown in this picture.



▲ Customers can enjoy fruit and pancakes for breakfast.

The Delicious Diner will be open daily for **breakfast**, **lunch**, and **dinner**. Tobosa says her restaurant is going to serve more than desserts. "People are hungry in the morning. We are going to give them many choices for breakfast. We are going to have **pancakes**, **toast**, and **cereal**. We also are going to have **apples**, **bananas**, **grapes**, **grapefruit**, **pineapples**, and **strawberries**," says Tobosa. "If you're in a hurry, you can stop by and pick up a **dozen** frosted doughnuts."



The Delicious Diner will serve **soups, salads, and sandwiches** for lunch and dinner. “Many people order some **bread** and some soup for lunch,” says Tobosa. The diner is also going to have a daily pasta special.

According to Tobosa, all the bread at the Delicious Diner will be homemade. She will use fresh **ingredients** in the food she serves.

If you are thirsty, the Delicious Diner is going to have many different drinks. There will be **coffee, soda, water, milk,** and sparkling **juice**.



▲ Linda Tobosa says all the bread at the Delicious Diner will be homemade.

*I'm a baker,*  
and I love to bake desserts ...  
I want to share my talent  
with everyone in Springfield.

▲ The Delicious Diner will serve soups, salads, and sandwiches daily for lunch and dinner.



Tobosa decided to open the restaurant after she made dinner for a friend last year.

“My friend Clarissa was eating dinner. She put down her fork and looked me right in the eye. She told me it was the best meal she had ever eaten. She said I must open a restaurant,” Tobosa explained.

The Delicious Diner will be the biggest restaurant in downtown Springfield when it opens next month.



▲ The Delicious Diner will be open daily.



## MAKE CONNECTIONS

Linda Tobosa believes she is a good baker. She wants to share her baking talent with others. What are you good at? What talent can you share with others?



## COMPREHENSION CHECK

1. When will the Delicious Diner open?
2. What kinds of desserts will the Delicious Diner serve?
3. What is Linda Tobosa's specialty?
4. What does Linda Tobosa say many people order for lunch?
5. What kinds of drinks will the Delicious Diner serve?

**LISTENING**

1. Match resources (e.g., calculator) with subject matter (e.g., mathematics) based on pictures and oral statements.
2. Respond nonverbally to one-step and multiple-step classroom instructions.
3. Follow conversations (e.g., telephone) and respond to oral announcements.
4. Listen attentively to stories and information.
5. Follow familiar processes.
6. Select or sort sources of information or items based on oral descriptions and visual support.
7. Follow oral directions associated with learning strategies represented visually (e.g., using graphics to organize information).
8. Differentiate opinions from facts related to information presented visually or read orally.
9. Role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions.
10. Identify problem-solving methods, supplies, or tools from oral descriptions and visual support.
11. Visualize, draw, or construct figures described orally.
12. Replicate experiments based on oral directions.
13. Locate resources or products on maps or graphs based on oral descriptions.
14. Locate regions or countries on a map based on oral descriptions.
15. Comprehend simple statements and questions related to social and academic topics.

**SPEAKING**

1. Begin to be understood when speaking; may have some inconsistent use of standard English grammatical forms and sounds.
2. Demonstrate appropriate intonation used to ask questions and voice emphasis used to say exclamations.
3. Ask and answer questions using phrases or simple sentences.
4. Restate in simple sentences the main ideas of oral presentations in subject matter and content areas.
5. Orally communicate basic needs (e.g., "I need paper and a pencil.>").
6. Prepare and deliver short oral presentations; use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
7. Share and request information.
8. Engage listener's attention verbally or nonverbally.
9. Express personal needs, feelings, and ideas.
10. Explore alternative ways of saying things.
11. Participate in class, group, and pair discussions.
12. Paraphrase or retell oral instructions, assignments, or stories; orally describe a sequence of events.
13. Answer a range of questions that express personal preferences.
14. Ask questions or exchange information with peers.
15. Describe preferred movies, magazines, stories, or authors.
16. Describe pictures related to biographies or human interest stories.
17. Restate or paraphrase visually supported information from newspapers, magazines, or brochures.
18. Sequence steps in problem solving or starting something new.

19. Describe events or discoveries.
20. Describe differences over time based on information from charts or graphs.
21. Brainstorm ideas based on illustrations of issues that affect everyday life.
22. Orally identify features or characteristics of major events or people in U.S. or world history depicted in illustrations.
23. Orally identify characteristics of major historical, cultural, or economic themes depicted in illustrations.
24. Describe orally historical, governmental, or social figures or events based on visuals.
25. Restate or orally describe current or past events.

**READING**

1. Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences, or simple texts.
2. Use common English morphemes in oral and silent reading.
3. Recognize obvious cognates in phrases, simple sentences, literature, and content area texts.
4. Use knowledge of literature and content areas to understand unknown words.
5. Use knowledge of affixes or root words to determine meaning in context.
6. Recognize simple idioms, analogies, and figures of speech in literature and subject matter texts.
7. Read simple paragraphs and passages independently.
8. Recognize that some words have multiple meanings and apply this knowledge to texts.
9. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.

10. Read aloud with appropriate pacing, intonation, and expression one's own writing of narrative and expository texts.
11. Use a standard dictionary to find the meaning of unknown vocabulary.
12. Use appropriate connectors (e.g., first, then) to sequence written text.
13. Read and orally respond to simple literary texts (e.g., comedy, tragedy) and texts in content areas by using simple sentences to answer factual comprehension questions and critical thinking questions.
14. Identify and follow multiple-step directions for using simple mechanical devices and filling out basic forms.
15. Identify and orally explain categories of familiar informational materials by using simple sentences.
16. Orally identify the features of simple excerpts of public documents by using key words or phrases.
17. Read text and orally identify the main ideas and details of informational materials, literary text, and text in content areas by using simple sentences.
18. Read and orally identify a few specific facts in simple expository text such as consumer and workplace documents and content area text.
19. Read and orally identify examples of fact and opinion and cause and effect in written texts by using simple sentences.
20. In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).
21. Read a consumer workplace document and present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product.
22. Read a selection and orally identify the speaker or narrator.
23. Identify the difference in points of view between first person and third person by using simple sentences.

24. Identify orally the theme, plot, setting, and characters of a literary selection by using simple sentences.
  25. Distinguish orally the characteristics of different forms of fiction and poetry by using simple sentences.
  26. Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by using simple sentences, pictures, lists, charts, and tables.
  27. Describe orally in simple sentences a character in a brief literary text by identifying the thoughts and actions of the character.
  28. Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.
  29. Use expanded vocabulary and some descriptive words in oral responses to familiar literature.
  30. Connect facts or information on socially related topics to examples.
  31. Connect information from visually supported text to self.
  32. Predict outcomes from visually supported text.
  33. Identify ideas related to author's purpose.
  34. Locate key facts in graphics and texts.
  35. Use graphic organizers to compare/contrast information.
  36. Follow listed instructions that involve hands-on actions.
  37. Collect and organize graphically displayed data from newspapers or magazines.
  38. Match pictures and phrases descriptive of systems or processes with vocabulary.
  39. Respond to WH-questions based on graphic organizers and pictures.
  40. Identify features of significant periods in history from written statements and time lines.
  41. Compare data from text and charts.
- WRITING**
1. Write simple sentences of brief responses to selected literature to show factual understanding of the text.
  2. Write simple sentences to respond to selected literature and connect one's own experience to specific parts of the text.
  3. Use common verbs, nouns, and high frequency modifiers in writing simple sentences.
  4. Create a draft of a paragraph by following an outline.
  5. Use simple sentences to create a draft of a short essay that follows an outline.
  6. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history–social science).
  7. Write expository compositions (e.g., descriptions, comparison and contrast, and problem and solution) that include a main idea and some details in simple sentences.
  8. Collect information from various sources (e.g., dictionary, library books, research materials) and take notes on a given topic.
  9. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic.
  10. Complete simple informational documents related to career development (e.g., bank forms and job applications).
  11. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).
  12. Revise writing, with teacher's assistance, to clarify meaning and improve the mechanics and organization.

13. Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.
14. Respond to and initiate e-mails, messages, postcards, or notes to friends.
15. Use spell checker and dictionaries.
16. Produce notes and construct charts to convey information.
17. Express opinions or reactions to current events or issues.
18. Extract key phrases or sentences from written texts.
19. Use graphic organizers to plan writing, convey information, describe functions (e.g., of governments), and compare features (e.g., of historical periods).
20. List key phrases or sentences from discussions.
21. Produce tables, charts, or graphs from authentic data sources.
22. Make generalizations related to data presented in graphs, tables, or charts depicting practical situations.
23. Label diagrams.
24. Outline the contributions of significant individuals.
25. Plot and describe results of surveys.

## Early Intermediate ELLs begin to use

*General*  
**academic vocabulary and**

*familiar,*  
**everyday expressions.)**

# CHAPTER 9: LET'S EAT!

## Overview

### Language Level: Early Intermediate

<b>Teaching Time</b>	25 (50-minute) class periods
<b>Chapter Evaluation</b>	1 class period
<b>Target Vocabulary</b>	<p><b>Nouns:</b> apple, apron, baker, banana, bread, breakfast, cake, carrot, celery, cereal, cheese, coffee, cook, cookie, cracker, cupcake, dessert, dinner, doughnut, dozen, grape, grapefruit, ham, hamburger, ingredient, juice, lemon, lettuce, lunch, meat, milk, napkin, orange, pancake, pie, pineapple, potato, salad, sandwich, soda, soup, spinach, strawberry, toast, tomato, water</p> <p><b>Verbs:</b> to bake, to barbeque, to collapse, to follow, to forget, to order, to pick up, to satisfy, to season, to slice, to stop by</p> <p><b>Adjectives:</b> chocolate, daily, exhausted, fresh, frosted, homemade, hungry, secret, sour, sparkling, spicy, sweet, thirsty</p> <p><b>Prepositions:</b> after, before</p> <p><b>Adverb:</b> daily</p> <p><b>Idioms:</b> my eyes were bigger than my stomach, sweet tooth</p>
<b>Social Language &amp; Classroom Commands</b>	<p><u>Lesson 1:</u> Are you hungry/thirsty? Yes, I'm hungry/thirsty. No, I'm not hungry/thirsty. What do you want to eat/drink? I want _____.</p> <p><u>Lesson 2:</u> What can I get you? I will have _____. Can you come over for breakfast? Yes, I can.</p>
<b>Academic Language</b>	government, pyramid, diet, lifestyle, slogan, variety, symbol, moderation, proportionality, food group, scientist, slave, agriculture, childhood, adulthood, contribution, legacy, degree, master's degree, crop, to replace, to emphasize, to represent, to release, to recommend, to contain, to experiment, to encourage, some, physical, main, gradual, smart, detailed, productive, compassionate, sympathetic
<b>Reading Selections</b>	<p><u>Lesson 1</u> Reader: "Satisfy Your Sweet Tooth at the Delicious Diner" (Flesch-Kincaid Grade Level: 6.3; 770L)</p> <p><u>Lesson 2</u> Reader: "Preparing for a Party" (Flesch-Kincaid Grade Level: 5.7; 440L)</p> <p><u>Lesson 3</u> Reader: "MyPyramid Promotes Healthy Eating and Exercise" (Flesch-Kincaid Grade Level: 8.9; 810L)</p> <p><u>Lesson 4</u> "George Washington Carver: Scientist" in <i>People and Stories in American History: A Historical Anthology</i> (pages 375-376) (from the <i>Champion</i> Library)</p>

**Note:** Check to be certain that students don't have any allergies before allowing them to sample target vocabulary (foods and drinks). Reinforce the importance of limiting sweets and eating a healthy, balanced diet.

## Overview

## CHAPTER 9: LET'S EAT!

### Lesson 1: Satisfy Your Sweet Tooth at the Delicious Diner

Language Level: Early Intermediate

**Approximate Teaching Time:** 8 (50-minute) class periods

**Resources Needed:** *Champion Reader*; *Champion CD-ROM*; *IDEA Picture Dictionary 2*; *Champion Writer* (Activity 83-85); *Champion Audio CD*; pictures and examples of target foods; manila folder for each student; chart paper/pens/pencils/paper

#### Target Vocabulary

**Nouns:** apple, baker, banana, bread, breakfast, cake, cereal, coffee, cookie, cupcake, dessert, dinner, doughnut, dozen, grape, grapefruit, ingredient, juice, lemon, lunch, milk, pancake, pie, pineapple, salad, sandwich, soda, soup, strawberry, toast, water

**Verbs:** to bake, to order, to pick up, to satisfy, to stop by

**Adjectives:** daily, fresh, frosted, homemade, hungry, sour, sparkling, sweet, thirsty

**Adverb:** daily

**Idiom:** sweet tooth



#### WARM-UP (2 Class Periods)

1. Have students follow a familiar process; identify target vocabulary orally.
2. Introduce phrases/sentences to teach students to communicate needs orally.
3. Have students locate key facts in graphics and text and participate in a group discussion.
4. Give students oral commands/directions (with visual support) to create an assessment portfolio; ask students to write basic personal information.

#### Homework

#### Observing Student Progress

#### Language Objectives†

- L: 4-5, 15  
S: 1, 3, 5,  
7, 9, 11, 14,  
21  
R: 34  
W: 20



#### Language Functions & Forms

*Naming people, places, and things:* Nouns (e.g., sandwich, bread, breakfast)  
*Asking and answering questions:* Sentence structures, adjectives, nouns (e.g., Are you hungry? Yes, I'm hungry. What do you want to eat? I want an apple.)

#### Page

298-  
299

† Language Objectives for Unit 3 are listed on pages 290-293.

CONNECT (3 Class Periods)	Language Objectives	Language Functions & Forms	Page
<p>1. Review homework and topics covered in the previous class session.</p> <p>2. Introduce future tense; have students brainstorm ideas based on a photograph.</p> <p>3. Have students look up the target vocabulary and demonstrate comprehension.</p> <p>4. Explain how to differentiate between countable and uncountable nouns.</p> <p>5. Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; point out text features; have students listen for key words, phrases, and simple sentences, and produce simple vocabulary in an academic setting.</p> <p>6. Read the text; encourage students to ask questions to clarify meaning; discuss the author's purpose and point of view and their effects on the text.</p> <p>7. Check student comprehension; show students how to identify the main idea and details of the article.</p> <p>8. Model for students how to write a summary paragraph; have students write a summary paragraph.</p> <p>9. Have students connect information from text to self.</p> <p>10. Have students extract key words, phrases, and sentences from text and use target nouns, adjectives, and adverbs.</p> <p>11. Have students compare and contrast people, places, and things following a model.</p> <p><b>Homework</b> <b>Observing Student Progress</b> </p>	<p>L: 4, 7, 15 S: 1, 3-4, 13, 17 R: 2, 6, 8, 13, 16-18, 31, 34, 39 W: 1, 3, 7, 9, 11-13, 18-20</p>	<p><i>Describing actions:</i> Future tense (e.g., He is going to eat salad).</p> <p><i>Naming things:</i> Countable and uncountable nouns, articles (e.g., an apple, a cookie, some cereal)</p> <p><i>Asking and answering questions using who, what, where, and when:</i> Sentence structures (e.g., Who is the main person in the article? What is Linda Tobosa doing?)</p> <p><i>Describing people and things:</i> Adjectives (e.g., hungry, sparkling, sour)</p> <p><i>Describing when:</i> Adverbs (e.g., daily)</p> <p><i>Comparing and contrasting:</i> Comparatives, superlatives (e.g., Nancy has a big breakfast. Kim has a bigger breakfast. Mario has the biggest breakfast.) and Conjunctions (e.g., I like grapes, but I don't like bread.)</p>	299-303
<p><b>EXTEND (3 Class Periods)</b></p> <p>1. Review homework and topics covered in the previous class session.</p> <p>2. Ask students questions about their personal preferences; use a graphic organizer to compare/contrast information.</p> <p>3. Have students sequence steps in starting a business (e.g., opening a diner) and prepare a short oral presentation.</p> <p>4. Have students deliver a short oral presentation.</p> <p>5. Have students initiate a letter to a friend.</p> <p><b>Homework</b> <b>Observing Student Progress</b> </p>	<p>L: 2, 4, 7, 15 S: 1, 3, 6-7, 11, 13-14, 18 R: 34-36 W: 3, 14, 19</p>	<p><i>Describing actions:</i> Past progressive tense verbs (e.g., They were eating.); Present progressive tense verbs (e.g., They are eating.) and Future tense verbs (e.g., They are going to eat.)</p>	303-305



## WARM-UP (2 Class Periods)

1. **Have students follow a familiar process; identify target vocabulary orally.** Bring in a selection of food items (or pictures) associated with the target vocabulary (e.g., apples, bananas, bread, salad, cookies, juice). Ask students to name the foods they know. Help them identify items they do not know. Tell students that they will be making a class grocery list—a list of items they need to buy at the grocery store. Tell students: **People buy food at the grocery store. Raise your hand if you have been to a grocery store. Imagine you are going to the grocery store after class. What are you going to buy?** Allow students to consult the *IDEA Picture Dictionary 2* for ideas. As students call out food items, record them on the board. Ask students: **Where else do people buy food?** [*at restaurants, farmer's markets, convenience stores*] Tell students: **In this chapter, we are going to read a magazine article about a new restaurant. Raise your hand if you like to eat in restaurants.** Allow students to share their thoughts about restaurants where they eat.

2. **Introduce phrases/sentences to teach students to communicate needs orally.** Write the following questions and answers on the board:

*Are you hungry?*

*Yes, I'm hungry./No, I'm not hungry.*

*What do you want to eat?*

*I want \_\_\_\_\_.*

*Are you thirsty?*

*Yes, I'm thirsty./No, I'm not thirsty.*

*What do you want to drink?*

*I want \_\_\_\_\_.*

Read each question and answer aloud and have students repeat after you. Look at the clock and say: **It's [time] and I'm hungry. I want a sandwich. Are you hungry? What do you want to**

**eat?** Have students answer following the model on the board. Say: **I'm thirsty. I want some water. Are you thirsty? What do you want to drink?** Have students answer following the model on the board. Organize students into pairs and have them practice asking and answering the questions on the board. Circulate around the classroom and help students as needed.

3. **Have students locate key facts in graphics and text and participate in a group discussion.** Display Guide 14 (located on the *Champion* CD-ROM) on a transparency or projector. Give students a few moments to study the graphic. Ask: **What does this graphic tell us?** [*what time of day we eat each meal*] Make sure students understand the meaning of *meal*. **When do we eat breakfast?** [*in the morning*] **What meal do we eat in the afternoon?** [*lunch*] **When do we eat dinner?** [*at night*] **Look at the picture of breakfast. What foods and drinks do you see?** [*eggs, bacon, juice*] **What foods do you eat for breakfast?** **Some people say that breakfast is the most important meal of the day. Do you think that's true? Why or why not?** Give students a chance to discuss their thoughts.
4. **Give students oral commands/directions (with visual support) to create an assessment portfolio; ask students to write basic personal information.** Draw a manila folder cover on the board with a heading (Let's Eat!) and space for the student's name and the date. Read the title, "Let's Eat!" and explain what that means. Tell students that in this chapter they will be learning about different kinds of food and drinks. Show actual food or drink items or pictures of food and drinks. Give students a chance to talk about their favorite foods and drinks. Give each student a manila folder and ask students to write information on it following the model you provided on the board. Ask a student to say the day's date, including the month, day, and year. Write the date on the board and read it aloud. Ask another student to point out where students are to write their name and the day's date. If desired, provide craft materials for students to create an attractive cover. Instruct them how to draw or cut out/paste pictures that represent food and drinks.

Tell students that they will keep this folder. As they complete work in Chapter 9, you will ask them to place their work in this portfolio folder. Remind them to bring the folder with them to every class.

### At Home

- Assign target nouns for homework study. Display Nouns 17 (located on the *Champion* CD-ROM) on a transparency or projector and assign each student 3-5 nouns. Students should write the assigned words in English and their home language using a bilingual dictionary. They also should draw a picture to depict each word.

### Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 296.) Review concepts and give students more practice as needed and then continue with the next section.



### CONNECT (3 Class Periods)

1. **Review homework and topics covered in the previous class session.**
2. **Introduce future tense; have students brainstorm ideas based on a photograph.** Display Guide 15 (located on the *Champion* CD-ROM) on a transparency or projector. Tell students: **This family is sitting at a table. What do you see on the table?** [*salad, bread, milk, vegetables*] Write the following on the board:

*They are going to* \_\_\_\_\_.  
*He is going to* \_\_\_\_\_.  
*She is going to* \_\_\_\_\_.  
*I am going to* \_\_\_\_\_.

Tell students: **We use the words *going to* to talk about events**

**or actions that will happen in the future—the time after now. For example, I am going to eat lunch after class. I am going to visit my mother tomorrow. I am going to read a book tonight. Tell me something you are going to do in the future.** Provide corrective feedback as needed. Draw students attention back to the sentences on the board. **What do you think this family is going to do? They are going to talk. She is going to feed the baby. He is going to eat.** Have student pairs write as many sentences as possible following the model on the board. Call on pairs to share their sentences.

3. **Have students look up the target vocabulary and demonstrate comprehension.** Cut out the words on Nouns 17. Organize students into small groups and give each group an equal number of words. Have students take out their *IDEA Picture Dictionary 2* and look up their words in the dictionary. Ask them to think about how they will present the words to the rest of the class. Call on groups in turn to present their words.

4. **Explain how to differentiate between countable and uncountable nouns.** Write the following on the board:

*I have a cookie.*  
*I have an apple.*

Remind students of the rule they learned in the previous units.

- Use an before nouns that start with a, e, i, o, and u.
- Use a before nouns that begin with all other letters.

Tell students: **I'm going to add to this rule. This may seem confusing, but don't worry—with time and practice, you will understand it well.** Write the following on the board:

- Use an before singular countable nouns that start with a, e, i, o, and u.
- Use a before singular countable nouns that begin with all other letters.

Say: **With some words, we don't use *a* or *an*. Here are some examples.** Write the following chart on the board:

Plural Nouns	Uncountable Nouns
I want <u>bananas</u> .	I want some <u>cereal</u> .
I want <u>apples</u> .	I want some <u>soup</u> .

**Why don't we use *a* or *an* before these words? In the first column, it's because the nouns are plural—bananas and apples. When the noun is plural, we don't use *a* or *an*. In the second column, it's because these words are uncountable nouns. They cannot be counted. We can put the word *some* before uncountable nouns.**

Display Guide 16 (located on the *Champion* CD-ROM) on a transparency or projector. Work with students to determine whether each food is a countable or uncountable noun. Record the words in a chart such as the one below. Save the chart for a later activity.

Countable	Uncountable
cookie	bread
apple	cereal
strawberry	milk

... and so forth.

Write the following sentence on the board:

*I want* \_\_\_\_\_.

Point to each picture of food, one at a time, and ask students to complete the sentence using *a*, *an*, or *some* and the name of the food. Provide positive reinforcement and corrective feedback as needed. After oral practice, introduce Activity 83 in the Writer

and review the directions and examples. Have students complete the activity with a partner and then review the answers with the class.

5. **Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; point out text features; have students listen for key words, phrases, and simple sentences, and produce simple vocabulary in an academic setting.** Tell students: Turn to page 86 in your Reader. Let's pre-read this article together. Let's start with the title. Point to the title. What is the title of this reading? ["Satisfy Your Sweet Tooth at the Delicious Diner"] Who is the author of the article? [Maya Alley] This is a magazine article. The title gives you an idea of what the article is about. A diner is a type of restaurant. A diner usually has a long counter and stools for people to sit on. What do you think a sweet tooth is? *Sweet tooth* is an idiom; when someone has a sweet tooth, it means they like to eat foods that are sweet—foods like cookies, cakes, and pies. What do you think this article is about? Let's look at the pictures.

If desired, project the concept picture (located on the *Champion* CD-ROM) onto a large screen. Talk about the concept picture (shown on page 87 of the Reader): **This picture shows a baker. Bakers make bread and many different kinds of desserts—cakes, cookies, pies. What is the baker holding? [bread] What color are her clothes? [white] Bakers often wear white clothing and a white hat. Why do you think they wear white clothes? How do you think she feels? Why? Do you think she likes her job? Raise your hand if you know how to bake. What do you know how to bake?** Discuss and ask questions about the other pictures and captions associated with the article. Ask students to provide as much detail as they can. Repeat and add to students' descriptions and comments.

6. **Read the text; encourage students to ask questions to clarify meaning; discuss the author's purpose and point of view and their effects on the text.** Without stopping, read the article aloud twice or have students listen to the *Champion* Audio CD. Then read the text again; however, this time stop after each sentence and ask students to repeat each sentence after you. Also take time to explain any words that students don't understand. Read the text a fourth time, but for this reading stop at each bolded word. Have students supply the missing word. Encourage students to ask questions about the article. Give students time for paired reading. Ask them if they think the article is positive, negative, or neutral.

7. **Check student comprehension; show students how to identify main idea and details of the article.** Tell students: **There are questions at the end of the article. I want you to answer the questions.** Read each Comprehension Check question slowly. When a student provides the correct answer, ask him or her to read the sentence that contains the answer.

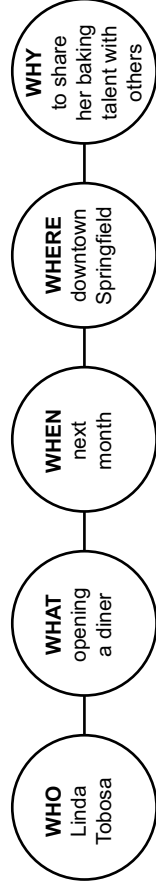
Example:

*Comprehension Question:* When will the Delicious Diner open?

*Answer: next month;* "The Delicious Diner is going to open in Springfield next month."

Then ask: **What is the main idea of the article?** Give students a chance to discuss their ideas. Tell students that a WH-graphic organizer which answers the questions *who, what, when, where,* and *why* can help them articulate the main idea.

Example:



Ask questions about the graphic organizer: **Who is the main person in the article?** [*Linda Tobosa*] **What is Linda Tobosa doing?** [*opening a diner*] **When is the diner going to open?** [*next month*] ... and so forth. Organize students into pairs and have them take turns asking and answering the WH-questions. Then show students how to use the information in the graphic organizer to create a sentence: *Linda Tobosa is opening a diner next month in downtown Springfield to share her baking talent with others.* Next, ask students to identify some of the details in the article. Record the details on the board.

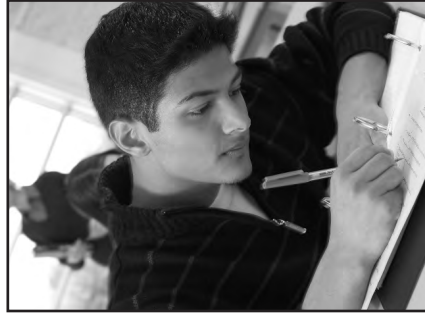
- *will serve many desserts*
- *open daily*
- *use only fresh ingredients*
- *make homemade bread*
- ... and so forth.

Save this information for the next activity.

8. **Model for students how to write a summary paragraph; have students write a summary paragraph.** Have

students write a summary of the article using the information from the previous activity. Do this first as a class so students have a model to follow. Explain that the sentence the class created from the WH-graphic organizer can be the topic sentence. The details will provide additional information that relates to the topic sentence. Remind

students of the writing process they have been following: pre-writing, which they completed in the previous activity; writing; revising; and editing. Review each step with students and help them as needed. Allow time in class for students to share their paragraphs within small groups. Have students put their completed summary in their chapter portfolio.



9. **Have students connect information from text to self.** Have students turn to page 88 in their Reader. Point out the “Make Connections” box to students. Tell students that this is a new feature in the Reader. These questions ask them to connect the information in the article to their own lives. Read “Make Connections” aloud and then call on student volunteers to paraphrase it in their own words. Organize students into pairs and have them discuss the questions. Call on pairs to share their responses with the whole class.

10. **Have students extract key words, phrases, and sentences from text and use target nouns, adjectives, and adverbs.** Refer students to the countable/uncountable noun chart you created in an earlier activity. Remind students that countable nouns are things that can be counted individually, whereas uncountable nouns cannot be counted individually. Organize students in pairs and have them search the bolded words in the article for examples of countable nouns (e.g., cookie, cake, pie, baker) and examples of uncountable nouns (e.g., cereal, soup, bread, milk). Call on students to share their words with the class. Record their words on the board and provide corrective feedback as needed.

Next, write the following sentences on the board. Ask students to find each of these sentences in the article in the Reader.

*People are hungry in the morning.*  
*Linda Tobosa's specialty is a sour lemon and sweet strawberry cake, shown in this picture.*  
*If you're in a hurry, you can stop by and pick up a dozen frosted doughnuts.*  
*If you are thirsty, the Delicious Diner is going to have many different drinks.*  
*According to Tobosa, all the bread at the Delicious Diner will be homemade.*  
*She will use fresh ingredients in the food she serves.*  
*There will be coffee, soda, water, milk, and sparkling juice.*

Ask students: **What do all the underlined words have in common?** [*they are all adjectives*] **What do adjectives do?** [*describe nouns*] Review each adjective and help students understand what it means. If possible, allow students to taste something sweet (e.g., a chocolate chip) and something sour (e.g., a slice of lemon). Show them an example of something sparkling (e.g., carbonated juice) and frosted (e.g., a doughnut). Ask students questions about their likes and dislikes: **Do you like like sweet foods? Do you like sour foods? Do you like frosted doughnuts?** Remind students of the importance of a balanced diet and emphasize that it is unhealthy to eat too many sweets. Introduce Activity 84 in the Writer. Review the directions and example. If necessary, review how to form plurals. Have students complete the worksheet with a partner. Review the answers with the class.

Next, write the following sentence on the board and have students find it in the article: *The Delicious Diner will be open daily for breakfast, lunch, and dinner.* Say: **In this sentence, the word *daily* is used as an adverb.** Write *adverb* on the board. **An adverb is a word that describes or adds to the meaning of a verb, an adjective, or another adverb. It tells us how, where, or when. In this sentence, the word *daily* tells us when. Usually, an adverb comes after the verb, adjective, or adverb it is describing.** Write the following sentence on the board and have students find it in the article: *The diner is also going to have a daily pasta special.* Write *adjective* on the board. **The word *daily* also can be used as an adjective. In this sentence, what noun is the word *daily* describing?** [*pasta special*] **When we talk about a daily pasta special, we are talking about a kind of pasta that will be served for that day only. It is special for that day.** Write *Daily Life* on the board. **The name of this unit is *Daily Life*. In this title, the word *daily* is used as an adjective. What noun is it describing?** [*life*] **Daily life is what people do every day during their regular schedule. For example, in my daily life, I drive to work, I teach my students, I go**

**home, I make dinner for my family, I read a book, and then I go to sleep. What do you do in your daily life?** Allow students to share their daily routines.

**Note:** Adverbs will be addressed in greater detail in subsequent lessons.

11. **Have students compare and contrast people, places, and things following a model.** Have students open their Reader to page 88 and read the last sentence: *The Delicious Diner will be the biggest restaurant in downtown Springfield when it opens next month.* Ask students what this sentence means. Help students understand that the Delicious Diner will be larger than all the other restaurants in downtown Springfield. Make one copy of Guide 17 and Guide 18 (located on the *Champion* CD-ROM) and cut out each “plate.” Guide 17 shows three different breakfast plates—a big breakfast, a bigger breakfast, and the biggest breakfast. Guide 18 shows three different dinner plates—a small dinner, a smaller dinner, and the smallest dinner. Call three students up to the front of the class and give each one a “breakfast plate.” Say: **Nancy has a big breakfast. Kim has a bigger breakfast. Mario has the biggest breakfast.** Then have the students repeat these statements in the first person. Guide them as needed: **I have a big breakfast. I have a bigger breakfast. I have the biggest breakfast.** Then ask students: **Who has the biggest breakfast?** Write *big, bigger, and biggest* on the board as shown:

*big*                      *bigger*                      *biggest*

Follow this same process with *small, smaller, and smallest* using Guide 18. Show students items in the classroom and ask them questions that require them to compare the sizes of two or more items. Emphasize that they are to use the comparative when they are comparing two items; they must use the superlative when they are comparing three or more items. For example: **Here are two pencils. Which pencil is bigger? Look at these three books. Which one is the biggest? Which desk is smaller—this one or that one? Who has the biggest desk? Who is the**

**tallest student in the class?** If students are able, give them an opportunity to compare items in the classroom. Then ask other questions that require students to compare: **Is it colder inside or outside? Is it hottest in the winter, spring, or summer? Is it darker in the morning or at night?** ... and so forth.

#### At Home

- Have students find pictures of three different food items and write a sentence describing each one. Each sentence must include at least one adjective. Provide models for students to follow:



*The cookies are homemade.*



*The biggest pineapple is in the refrigerator.*

Have students share their pictures and sentences in small groups. Circulate around the class and help students as needed. Have students put their work in their chapter portfolio.

- Assign target verbs for homework study. Display Verbs 17 (located on the *Champion* CD-ROM) on a transparency or projector. Review each verb and have students find it in the article and read the full sentence aloud. Assign each student all the verbs. Students should write the verbs in English and their home language using a bilingual dictionary. They also should draw a picture to depict the words.

#### Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 297.) Review concepts and give students more practice as needed and then continue with the next section.



## EXTEND (3 Class Periods)

1. Review homework and topics covered in the previous class session.

2. Ask students questions about their personal preferences; use a graphic organizer to compare/contrast information.

Show magazine pictures of breakfast foods and people eating breakfast. Then say: **I usually eat breakfast at 7 a.m. I eat toast and eggs.** Ask students what time they eat breakfast, what they typically eat for breakfast, and whether they eat a big breakfast or a small breakfast. Ask if their lunch is bigger or smaller than their breakfast. Ask if their dinner is bigger or smaller than their breakfast. Say: **Raise your hand if breakfast is your biggest meal of the day. Raise your hand if lunch is your biggest meal of the day. Raise your hand if dinner is your biggest meal of the day. Raise your hand if you like to eat cereal for breakfast. Raise your hand if you like to eat salad for lunch. Raise your hand if you like to eat soup for dinner.** Respond positively to all student responses and discourage any students who are judgmental about other students' responses. Using the target vocabulary and other food/drinks, tell students about a food item you like, and one you don't like: **I like grapes. I do not like bread.** Explain why you like or don't like each item. Write the name of the items you like and don't like on a chart on the board. Ask students to tell about a food they like and a food they don't like. Add this information to the chart.

Person	Likes	Doesn't Like
Mrs. Sanchez	grapes	bread
Jose	cookies	lemons
Luisa	soup	salad

... and so forth.

Once the information is recorded in the chart, make statements such as the following and write them on the board: **I like grapes, but I do not like bread. Jose likes cake, but he does not like lemons. Luisa likes soup, but she does not like salad.**

Underline the word *but* in each sentence. Ask students what this word means. Remind students that we use the word *but* to connect two phrases that are different or express a contrast. Before the word *but*, we say what the person likes; after the word *but*, we say what the person does NOT like. Ask students what other words they have learned connect two words or phrases together. [*and, or*] Call on students to make sentences about the information in the chart using the models (... , but ...) you wrote on the board. Provide corrective feedback as needed. Refer students back to the following sentences written on the board:

*I like grapes, but I do not like bread.*

*Jose likes cookies, but he does not like lemons.*

Reinforce with students that we use the plural form of countable nouns (grapes, cookies) and the singular form of uncountable nouns (bread, soda) when we make generalizations. Introduce Activity 85 in the Writer and review the directions and example. Have students complete the worksheet independently. Review the answers with the class.

3. Have students sequence steps in starting a business (e.g., opening a diner) and prepare a short oral presentation.

Tell students: **The article we read is about a woman who opened her own restaurant. Every day, people start new businesses. To start a business, you must follow many steps. Think about opening a diner. What steps do you need to follow?** Allow students to share their ideas (e.g., find a space, decide what kind of food to serve, name the diner, hire employees). Ask students to think about what type of business they would like to start. Record their ideas on the board. Then organize students based on their preferences (e.g., one group will start a diner; another group will start a convenience store; another group will start a car repair shop; and so forth).

Groups should first list all the steps they need to follow in order to start their business. Then they should work together to sequence the steps—what comes first, second, third, and so forth. Have groups create a short oral presentation about their new business to share with the class. Give groups time in class to plan what they will say and what they will show as part of their presentation. Encourage students to write notes on index cards about what they will say. Remind them to rehearse their presentation and to use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of their audience. Circulate around the room and provide assistance as needed with suggestions, vocabulary, spelling, and so forth.

4. **Have students deliver a short oral presentation.** Allow time in class for groups to make a brief presentation about their new business. Affirm good use of volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of their audience. Encourage other students to ask questions following a group's presentation.

5. **Have students initiate a letter to a friend.** Display Guide 4 (used in Unit 2) on a transparency or projector.



Call on students to read each sentence aloud. Then write the following on the board:

**yesterday** ← **now/today** → **tomorrow**  
*The boys were eating.* *The boys are eating.* *The boys are going to eat.*

Point out that the first sentence talks about the past, the second sentence talks about the present, and the third sentence talks about the future. Follow this process with the other three pictures/sentences on Guide 4.

Next, tell students that they are going to write a letter to a friend describing a new restaurant. The restaurant can be real or imaginary. Explain that you want them to use at least one form of the present progressive—talk about the past, present, or future—in their letters. Write a letter as a class first so students have a model to follow.

Example:

Dear Bob,

I was walking downtown yesterday. I saw a new diner called Fireflies. I had a delicious salad and sparkling juice for lunch. I am going to eat there tomorrow.

Your friend,  
Carm

### At Home

- Ask students to complete their letters to a friend at home. Allow time in class for students to share their letters. Students should include their letters in the chapter portfolio.

### Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 297.) Review concepts and give students more practice as needed and then continue with the next section.



Date: \_\_\_\_\_

## Can You Count It?

**DIRECTIONS:** Complete each sentence about the food or drink item shown in the picture. Then write if the food or drink word is countable or uncountable.

**Examples:** There is **a strawberry** on the table. **countable**  
 There is **some soup** on the table. **uncountable**



1. There is \_\_\_\_\_ on the table. \_\_\_\_\_



2. There is \_\_\_\_\_ on the table. \_\_\_\_\_



3. There is \_\_\_\_\_ on the table. \_\_\_\_\_



4. There is \_\_\_\_\_ on the table. \_\_\_\_\_



5. There is \_\_\_\_\_ on the table. \_\_\_\_\_



6. There is \_\_\_\_\_ on the table. \_\_\_\_\_

## Describe It

**DIRECTIONS:** Write a sentence about each picture. Use one adjective and one noun in each sentence. Use the word banks to help you spell the words. Use each word one time only.

**Adjective Word Bank**  
 delicious, famous, fresh, frosted, homemade, old, sour, sparkling, sweet

**Noun Word Bank**  
 bread, cake, doughnut, fruit, juice, lemon, lettuce, meat, soup



**Example:** I eat fresh fruit in the morning.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

Activity 85

Date: \_\_\_\_\_

# Likes and Dislikes

**DIRECTIONS:** Look at each set of pictures. Write a sentence about the information in the pictures following the model in the example. Use a dictionary if you need help with spelling.

**Example:**

			
---	---	---	---

She likes bananas, but  
she doesn't like apples.

			
---	---	---	---

\_\_\_\_\_

			
---	---	---	---

\_\_\_\_\_

			
---	---	---	---

\_\_\_\_\_





			
---	---	---	---

\_\_\_\_\_

			
---	---	---	---

\_\_\_\_\_

Now complete the picture and write a sentence about yourself.

			
---	---	---	---

\_\_\_\_\_

The following pages include the materials needed to teach one lesson from the *Champion Blue Level* program (Intermediate).

## UNIT 5: COMMUNICATING IDEAS AND TAKING ACTION

### Chapter 18: Literature Matters

# Prose, Poetry, and Drama: Examining Genres

By *Michelle Chew*

The word *literature* refers to the stories of a language, culture, or time period. Literature can be divided into three main types or genres: prose, poetry, and drama. Each main genre can be further divided into subgenres. Each genre has certain characteristics that distinguish it from others.

Three Major Genres of Literature						
PROSE		POETRY			DRAMA	
<b>Nonfiction</b> textbooks essays news stories biographies	<b>Fiction</b> novels/novellas short stories fairy tales fables folktales legends tall tales historical fiction fantasies science fiction	<b>Epic</b>	<b>Lyric</b>	<b>Dramatic</b>	<b>Tragedy</b>	<b>Comedy</b>

▲ Prose, poetry, and drama are three main genres of literature. Each main genre has subgenres.

## PART 1: PROSE

### Prose: The Language of Everyday Speech

Prose is writing that tries to mirror the language of everyday speech. It consists of sentences grouped into paragraphs that together form a meaningful piece of writing. There are two main types of prose: fiction and nonfiction. Fiction refers to any story that is created from an author's imagination. Nonfiction is a story or account of something that is based on fact.

### Nonfiction: Based on Fact

Some subgenres of nonfiction prose are textbooks, essays, news stories, and biographies. These types of writings argue for an idea. They try to convince readers to do something or explain and analyze information. For example, essays are short pieces of prose that discuss a subject from the author's point of view. Biographies give detailed accounts of a person's life story. Bettina Ling's book *Maya Lin* is a biography about the woman who designed important national memorials in the United States. This is an excerpt, or part, of Ling's book:

Maya was born in Athens, on October 5, 1959. Her parents were Chinese immigrants (people who move to another country to live permanently). Maya's mother, Julia Chang Lin, was born in Shanghai, China. Her father, Henry Huan Lin, came from a very distinguished family of anti-Communist politicians and thinkers in Beijing, China.

Nonfiction authors like Ling frequently use literal language. This is language that is accurate, truthful, and direct. In comparison, fiction writers commonly use figurative language—such as similes, irony, and symbolism—to create images that appeal to readers' imaginations.



▲ This photograph, taken in 1989, shows Maya Lin working in her studio. One of her most famous designs was for the Vietnam Veterans Memorial in Washington, D.C.

## Fiction: Based on Imagination

While nonfiction is based on fact, fiction comes from an author's imagination. For example, Jack London's *The Call of the Wild* is an imaginative story about the adventures of a dog named Buck. The author tells the story from Buck's point of view and helps readers to imagine what the dog might think or feel. This is an excerpt from *The Call of the Wild*:

[Buck] knew how to take advantage of every cover, to crawl on his belly like a snake, and like a snake to leap and strike.

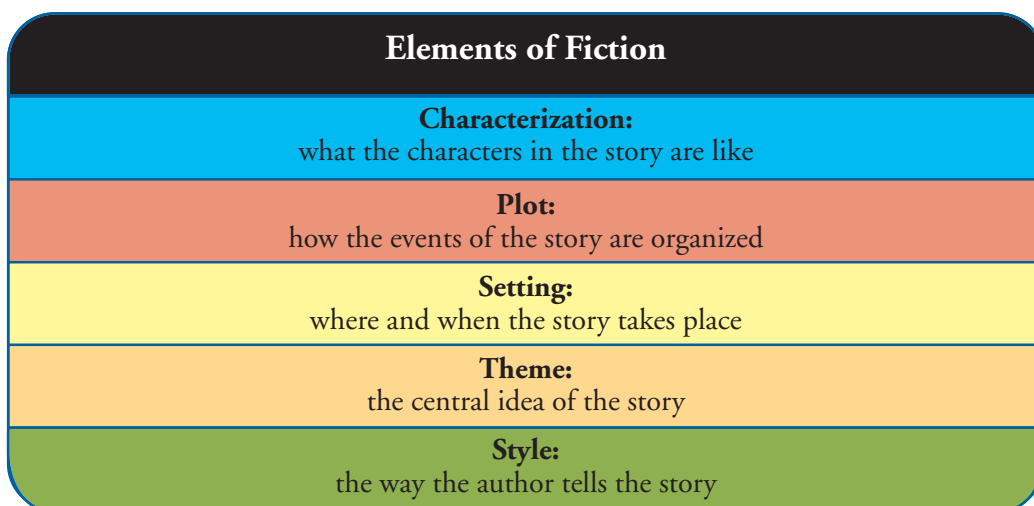
In this excerpt, the author uses a simile to show how Buck's movements are careful and quick. Similes compare two things—for example, Buck and a snake—using the word *like* or *as*. Fiction writers often invent people, places, and situations that do not exist in the real world. To make these things believable, authors use words to create a picture in readers' minds. This literary technique is called imagery. Imagery gives readers an idea of how something looks, smells, tastes, sounds, and feels. Similes are a type of imagery often used in fiction.





## Five Elements of Fiction

Fiction has five key elements or characteristics: characterization, plot, setting, theme, and style. First, a work of fiction should have vivid, believable characters, especially the main character. The “I,” or person who tells the story, is the narrator. The narrator is not necessarily the author and may be a character in the story. For example, F. Scott Fitzgerald wrote the classic novel called *The Great Gatsby*; however, a character in the book named Nick Carraway narrated the story. Second, the plot is how the events of a story are organized, usually with a beginning, a middle, and an ending. Third, the setting refers to the time and place where the story takes place. For example, *The Great Gatsby* is set in Long Island and New York City during the early 1920s. Fourth, the theme is the central idea of a story. For example, the theme of *The Great Gatsby* is about trying to achieve the American dream. Fifth, the author’s unique narrative style is the way in which he or she tells the story.



▲ There are five key elements of fiction: characterization, plot, setting, theme, and style.

## Types of Fiction: Fairy Tales, Fables, Folktales, Legends, Tall Tales, and Historical Fiction

Fairy tales, fables, folktales, legends, and tall tales are traditional forms of fiction. Fairy tales are about magical beings like fairies, elves, and goblins and have happy endings. Fables use allegory to give a moral lesson. Allegory is when characters are used to represent things or ideas. Authors use allegory in order to teach what is right and wrong. Authors also use personification, which means to give a non-human thing in a story the ability to speak, feel, and act like a human being.

Antoine de Saint-Exupéry's fable *The Little Prince* uses both allegory and personification. In the excerpt below, a flower is preparing to talk to the little prince. The flower represents a person who flirts a lot and wants a great deal of attention from others:

The flower continued her beauty preparations in the shelter of her green chamber, selecting her colors with the greatest care and dressing quite deliberately, adjusting her petals one by one. ... And then one morning, precisely at sunrise, she showed herself.

And after having labored so painstakingly, she yawned and said [to the little prince], "Ah! I'm hardly awake ... Forgive me ... I'm still all untidy ..."



By personifying the flower and other objects and animals in *The Little Prince*, the author makes the story an allegory to teach about human nature. Antoine de Saint-Exupéry also uses symbolism in *The Little Prince*. Symbolism is using one thing to represent another. For example, the speeding trains in *The Little Prince* represent people who are so busy trying to improve their lives that they do not appreciate what they already have.

Fairy tales and fables are often based on folktales—stories that were originally shared by word-of-mouth among a group of people. Folktales are passed orally from generation to generation until they are written down. Stories like “Cinderella” and “Beauty and the Beast” are folktales from different parts of Europe. Folktales, especially tall tales, also are an important part of American literature. Tall tales are humorous stories that use hyperbole or exaggeration to show famous people—real or imaginary—doing clever or impossible things. For example, the giant lumberjack Paul Bunyan is a mythical figure who was so strong that he dug the Grand Canyon by dragging his axe behind him.



▲ Early American settlers told tall tales about the giant man Paul Bunyan.

Legends—traditional stories about people and places from the past that may or may not be true—are another type of folktale. *The Mightiest Heart* is a legend written by Lynn Cullen. It is about Prince Llywelyn and his faithful dog Gelert who lived 800 years ago in a country called Wales. Although some elements may be factual, legends are considered fiction because the people and events took place so long ago that they often cannot be proven. At the end of *The Mightiest Heart*, the author writes:

In the mountains of Snowdonia there is an actual grave marking the resting place of Prince Llywelyn’s loyal wolfhound, Gelert. ...

But is the story of Gelert true? In Wales, truth can be like the mountains, silent and unmovable. Or it can be like the brooks that trickle through the mountains—ever sparkling, ever changing, ever slipping into time.





Tall tales and legends are examples of how the characters and events in fiction may be based on real life even if the story itself is made up. Historical fiction is a modern subgenre of fiction involving people and events set in a particular period of history. Although fictional, historical fiction tries to include accurate details of that time period. For example, *The Adventures of Huckleberry Finn* takes place along the Mississippi River during the mid-nineteenth century when slavery was still allowed in the South. Jim is a runaway slave whom Huckleberry Finn befriends. Here is an excerpt from the book in which Jim tells Huck that he ran away from his owner:

[Jim] looked pretty uneasy, and didn't say nothing for a minute. Then he says:  
"Maybe I better not tell."

"Why, Jim?"

"Well, dey's reasons. But you wouldn't tell on me ef I 'uz  
to tell you, would you, Huck?"

"Blamed if I would, Jim."

"Well, I b'lieve you, Huck. I—I *run off*."

"Jim!"

"But mind, you said you wouldn't tell ... , Huck."

"Well, I did. I said I wouldn't, and I'll stick to it. ... I ain't agoing to tell, and I ain't agoing back there anyways. So now, le's know all about it."

By making the characters speak the way that people from that place and time spoke, the author Mark Twain helps the reader understand what life was like during that period in history.



## Types of Fiction: Fantasy and Science Fiction

While historical fiction is set in the real world, fantasy and science fiction take place in imaginary settings. Magic and supernatural beings—such as angels, monsters, and elves—are key elements in fantasy. Compared with fairy tales, fantasies are longer and more serious and complex, and they may not have happy endings. *The Lord of the Rings* by J.R.R. Tolkien and the *Harry Potter* series by J.K. Rowling are examples of fantasy literature. While fantasy is often based on what is impossible in the real world, science fiction is based on what may be possible through advances in science and technology. Science fiction is set in the future, in outer space, or in alternative worlds created by the author.

## Length and Complexity of Fiction: Novels, Novellas, and Short Stories

Prose fiction can be divided into subgenres based on length and complexity. Novels are at least 50,000 words long with well-developed characters, plot, setting, theme, and style. *The Call of the Wild*, *The Adventures of Huckleberry Finn*, and *The Great Gatsby* are all novels. A novella has about 20,000 to 40,000 words, which is shorter than a novel. Novellas allow authors to explore and develop the characters and themes more fully than in short stories. American author Ernest Hemingway's *The Old Man and the Sea* and English writer George Orwell's *Animal Farm* are examples of novellas. Short stories are shorter and more focused than novellas. They usually involve one main character and event. Gary Soto is an author of many short stories that are based on his life as a Mexican American boy growing up in Fresno, California. His short story called "Broken Chain" is about a young boy named Alfonso who is getting ready for his first date. Here is an excerpt from the story:

At four he decided to get it over with and started walking to Sandra's house, trudging slowly, as if he were waist-deep in water. Shame colored his face. How could he disappoint his first date? She would probably laugh. She might even call him *menso* [foolish].



▲ Gary Soto is a famous poet, essayist, and fiction writer. "Broken Chain" is included in his book of short stories called *Baseball in April*.

## PART 2: POETRY AND DRAMA

### Poetry: Written in Verse Form

Poetry is the second main literary genre. Poetry has three main subgenres: epic, lyric, and dramatic poems. Epic poems are long poems that tell about a great hero. Lyric poems express a poet's feelings and have the characteristics of a song. Dramatic poems are intended to be spoken aloud in front of an audience.

In contrast to prose, poetry is written in verse form and broken up into lines. In prose, sentences are organized into sections called paragraphs. In poems, lines are organized into sections called stanzas. Each stanza may contain a different idea. A stanza consists of lines grouped together according to rhyming pattern, rhythm, and length.

Many, but not all poems, rhyme. Poems that do not rhyme are called blank verse. Rhythm is the pattern of how sounds are repeated, depending on the number of



syllables and the emphasis on each syllable. For example, read the opening line of Maya Angelou's poem "On the Pulse of Morning":

*A Rock, A River, A Tree.*

In this line, all the A's are unstressed, and the words "Rock," "River," and "Tree" are stressed. This pattern of an unstressed syllable followed by a stressed syllable creates the rhythm of the poem. "On the Pulse of Morning" is an example of a lyric poem.

Lines in a poem may or may not finish at the end of a sentence. By beginning and ending the line of a poem in a certain way, the poet emphasizes certain words and creates a rhythm and flow for the reading. This is the last stanza of the same poem by Maya Angelou:

Here on the pulse of this new day	[1]
You may have the grace to look up and out	[2]
And into your sister's eyes,	[3]
And into your brother's face,	[4]
Your country,	[5]
And say simply	[6]
Very simply	[7]
With hope —	[8]
Good morning.	[9]

This stanza is actually one long sentence broken up into a number of lines. Some sources break this poem into nine lines (shown here), and others break it into eight lines. Breaking up a sentence like this gives the reader visual clues about how to read the poem. It also



helps communicate the poet's ideas. Maya Angelou wrote this poem for the 1993 inauguration of William Jefferson Clinton as the 42nd president of the United States.

◀ This photograph shows Maya Angelou reading "On the Pulse of Morning" at President Clinton's 1993 inauguration ceremony.



## Drama: Spoken Aloud

Drama is the third main literary genre. Dramatic literature is meant to be spoken aloud or performed by actors on a stage and watched by an audience. Until the 1800s, the most common form of drama in Europe was written in verse. This means the characters speak lines that have the form and rhythm of poetry. The plays of William Shakespeare from the 1500s and 1600s are written as dramatic poems.

## Tragedy and Comedy

Tragedy and comedy are two types of drama. Tragedies are serious stories about a hero or great person who arrives at an unhappy ending. For example, in William Shakespeare's play *Julius Caesar*, the character Brutus does what he thinks is right, but he ultimately faces an unhappy ending. This is called irony: when something happens in a story opposite to what is expected.

Comedies are humorous plays with happy endings. Shakespeare's *Twelfth Night* is a comedy in which some characters pretend to be someone else. Much of the humor comes from the characters' mistaken identities and the use of dramatic irony. Dramatic irony occurs when the audience or reader knows something that the characters do not know.

Shakespeare also uses metaphors to express ideas. At the beginning of *Twelfth Night*, one of the characters, Orsino, listens to his musicians playing and talks about his feelings for Olivia, another character:

If music be the food of love, play on,  
Give me excess of it, that, surfeiting,  
The appetite may sicken, and so die.

In this metaphor, the idea of love dying from overfeeding is expressed through the effective image of music as food.



- ▲ William Shakespeare was an English poet and playwright. He is considered one of the greatest writers of all time.

While Shakespeare wrote his plays in blank verse and other poetic forms, modern playwrights often use the everyday language of prose. For example, the following is an excerpt from American playwright Arthur Miller's play *Death of a Salesman*. This play is about one man's struggles with his career and family relationships. In the excerpt below, Willy, the main character, is talking to another character, Howard:

WILLY, *desperately*: Just let me tell you a story, Howard—

HOWARD: 'Cause you gotta admit, business is business.

WILLY, *angrily*: Business is definitely business, but just listen for a minute. You don't understand this. When I was a boy—eighteen, nineteen— I was already on the road. And there was a question in my mind as to whether selling had a future for me. Because in those days I had a yearning to go to Alaska. See, there were three gold strikes in one month in Alaska, and I felt like going out. Just for the ride, you might say.

HOWARD, *barely interested*: Don't say.

## Conclusion

Prose, poetry, and drama are the three main genres of literature. Each genre has different characteristics and can be divided into many subgenres. Sometimes genres overlap, such as when nonfiction historical events are mixed with fictional stories to create the subgenre known as historical fiction. This shows that literature is both creative and ever-changing.



▲ This photograph shows actors in a 2000 production of *Death of a Salesman*. In this scene, the main character, Willy (in the center of the photograph), is talking with his two sons.



## COMPREHENSION CHECK

1. What are the three main genres of literature?
2. Why do some authors use imagery?
3. What is personification?
4. Name two examples of novels.
5. Who was William Shakespeare?



## MAKE CONNECTIONS

1. Why do people read literature? What can we learn from literature? Which genre or subgenre described in this article is most interesting to you? Why?
2. Why do you think authors use allegory to teach what is right and wrong rather than just saying what is right and wrong?
3. The author of this article said symbolism is using one thing to represent another. Look around the classroom and make a list of five things that you see. Then discuss with a partner what each item could symbolize.

## ABOUT THE AUTHOR



**Michelle Chew** grew up in Singapore and Australia where she began a lifelong love affair with literature. Her formal academic training in the U.S. and the U.K. is in English literature, film studies, and anthropology, specifically indigenous and world religions and rituals. She currently lives in Oxford, England where she works at the University of Oxford and also writes and makes films.

*Prose, Poetry, and Drama*



**LISTENING**

1. Engage, listen, and respond appropriately in social conversations.
2. Engage, listen, and respond appropriately in academic discussions.
3. Listen attentively to stories and information presented in groups and identify, analyze, and evaluate important details and concepts by using both verbal and nonverbal responses.
4. Respond verbally and nonverbally to idiomatic expressions.
5. Respond to multi-step descriptive commands and instructions.
6. Use learning strategies conveyed through oral directions.
7. Respond to messages by asking simple questions or by briefly restating the message.
8. Listen and demonstrate comprehension of language arts content-area vocabulary and information presented orally and/or visually.
9. Listen and demonstrate comprehension of history-social science content-area vocabulary and information presented orally and/or visually.
10. Listen and demonstrate comprehension of science content-area vocabulary and information presented orally and/or visually.
11. Listen and demonstrate comprehension of mathematics content-area vocabulary and information presented orally and/or visually.

**SPEAKING**

1. Use words, phrases, and sentences representing learned and new social and academic vocabulary on familiar topics; make oneself understood when speaking by using consistent standard English grammatical forms and sounds.
2. Use some conventions of standard English (e.g., transitional words, complex sentences, prepositional phrases) and high-frequency words to ask/respond to questions and/or express ideas.
3. Initiate and/or engage in conversations with peers or in small groups; demonstrate approximate pronunciation, rhythm, stress, and intonation of English.
4. Prepare and ask basic interview questions and respond to them.
5. Role play situations in small groups based on dialogues, video clips, or field trips.
6. Prepare and deliver short presentations on ideas, premises, or images.
7. Use and respond correctly to yes/no questions and some open-ended questions on familiar topics, including content-based material.
8. Restate, summarize, retell, and/or describe information acquired through reading and/or listening, including oral instructions, visually supported assignments, main idea, inferences, characters, and stories.
9. Present visually supported information from multimedia (e.g., on the Internet, CDs, or software).
10. Orally identify and explain examples of words or phrases with multiple meanings.
11. Present a brief oral report that verifies and clarifies facts in two to three forms of expository text.
12. Identify and use detailed sentences to explain orally the differences among some categories of informational materials.
13. Orally explain multiple-step directions for using a simple mechanical device and filling out simple applications.
14. Demonstrate internalization of English syntax, grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.
15. Use in context most high-frequency words.
16. Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.

17. Participate in guided academic discussions and/or participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers on language arts topics.
  18. Participate in guided academic discussions and/or participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers on history-social science topics.
  19. Participate in guided academic discussions and/or participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers on science topics.
  20. Participate in guided academic discussions and/or participate in and demonstrate comprehension of short oral academic presentations through topic-related questions and answers on mathematics topics.
- READING**
1. Apply knowledge of phonics and grammar structures to decode regular multi-syllabic words when reading texts.
  2. Use decoding skills and knowledge of academic and social vocabulary to read independently.
  3. Apply knowledge of language (e.g., English morphemes, phonics, and syntax) to analyze and derive meaning from texts and comprehend them.
  4. Use context clues to construct meaning; recognize that some words have multiple meanings.
  5. Use a standard dictionary to determine meanings of unknown words.
  6. Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas.
7. Identify cognates (e.g., *agonia*, *agony*) and false cognates (e.g., *exito*, *exit*) in literature and content-area texts.
  8. Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words.
  9. Increase reading fluency and comprehension through effective reading strategies of simple material.
  10. Recognize in context most high-frequency words.
  11. Match types of books, references, or web resources with information needed for assignments.
  12. Compare/contrast information from various sources to detect bias.
  13. Scan visually or graphically supported text to obtain information and/or to identify details that confirm main ideas.
  14. Recognize and respond to basic characteristics of different literary genres.
  15. Find and/or sort information from texts.
  16. Apply knowledge of text connectors to make inferences.
  17. Apply knowledge of rhetorical devices to analyze text.
  18. Identify main ideas and supporting details related to author's perspective.
  19. Recognize ways in which poets and other writers use personification, figures of speech, and sound in their writing.
  20. Compare/contrast a similar theme or topic across genres.
  21. Demonstrate comprehension of personal and career development texts.
  22. Demonstrate comprehension of language arts texts.
  23. Demonstrate comprehension of history-social science texts.
  24. Demonstrate comprehension of science texts.
  25. Demonstrate comprehension of mathematics texts.

**WRITING**

1. Produce simple written responses to content-area texts using reference material with assistance.
  2. Demonstrate control of basic sentence construction and use of standard conventions such as spelling rules and subject-verb agreement with assistance.
  3. Use basic strategies of note taking, outlining, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms.
  4. Use examples of literal and figurative language in writing.
  5. Recognize elements of characterization in a piece of writing and apply the same techniques when writing.
  6. Recognize structured ideas and arguments and support examples in persuasive writing.
  7. Write for personal and career development purposes using appropriate register.
  8. Write short descriptive or narrative paragraphs related to language arts topics.
  9. Write short descriptive or narrative paragraphs related to history-social science topics.
  10. Write short descriptive or narrative paragraphs related to science topics.
  11. Write short descriptive or narrative paragraphs related to mathematics topics.
  12. Write brief expository compositions (e.g., description, comparison and contrast, cause and effect, and problem and solution) with a clear purpose that include a thesis and some point of support, information from primary sources, and charts and graphs, appropriately using the rhetorical devices of quotations and facts.
13. Investigate and research a topic and develop a brief essay or report that includes source citations, complex sentences, a sequence of events, and supporting details.
  14. Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.
  15. Rewrite visually supported text using synonyms or using antonyms to change context or purpose of communication (e.g., switch positive with negative traits).
  16. Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.
  17. Edit and correct basic grammatical structures and usage of the conventions of writing to produce writing that attends to issues of fluency, organization, logical progression, consistency, word choice, voice, and supporting details; peer edit and revise drafts during the writing process using checklists, rubrics, models, or other resources, and make notations to partner.
  18. Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists).

**Language is**  
*developmental.*

# CHAPTER 18: LITERATURE MATTERS

## Overview

Language Level: Intermediate

<b>Teaching Time</b>	32 (50-minute) class periods
<b>Chapter Evaluation</b>	1 class period
<b>Target Vocabulary</b>	<p><b>Nouns:</b> actor, actress, allegory, anthropology, audition, author, ballad, biography, century, ceremony, character, characteristic, costume, demand, dialect, drama, dream, emotion, enemy, entertainer, entertainment, equality, fable, fairy tale, fantasy, fiction, folktale, genius, genre, guitar, imagery, irony, legend, literature, mayor, melody, monologue, music, musical, musician, narrator, nonfiction, novel, novella, patron, personification, play, playwright, plot, poem, poetry, preacher, pride, prose, rejection, Renaissance, research, revenge, science fiction, seamstress, setting, short story, song, spiritual, stage, stanza, stroke, style, symbolism, tall tale, theater, theme, writer</p> <p><b>Verbs:</b> to audition, to dream, to encourage, to entertain, to mirror, to narrate, to overlap, to perform, to persevere, to rehearse, to remarry, to segregate, to spark, to train</p> <p><b>Adjectives:</b> accurate, anxious, civilized, classic, contemporary, curious, dramatic, evil, focused, frustrated, good, humorous, imaginative, intelligent, literary, magical, main, narrative, respected, rich, supernatural, tragic, truthful, unmarked, unpopular</p> <p><b>Adverbs:</b> completely, directly, finally, secretly, too</p> <p><b>Prepositions:</b> from, past, to</p> <p><b>Additional Academic Language:</b> In addition to the target vocabulary specified above, students will be exposed to many other academic terms in this chapter.</p>
<b>Figurative/Idiomatic Language</b>	Lesson 2: break a leg, give it your best shot

# CHAPTER 18: LITERATURE MATTERS

## Overview

Language Level: Intermediate

<b>Reading Selections</b>	<p><u>Lesson 1</u> Reader: “Prose, Poetry, and Drama: Examining Genres” (Flesch-Kincaid Grade Level: 9.0; 980L)</p> <p><u>Lesson 2</u> Reader: “Call Me Romeo” (Flesch-Kincaid Grade Level: 6.3; 710L)</p> <p><u>Lesson 3</u> “Zora Neale Hurston” in <i>African American Writers Who Inspired Change</i> (pages 36-49)</p>
<b>Additional Recommended Reading</b>	<p>Aliki. <i>William Shakespeare and the Globe</i>. New York: HarperCollins, 1999.</p> <p>Blanch, Gregory, and Roberta Stathis. <i>People and Stories in World History: A Historical Anthology</i>. Brea, CA: Ballard &amp; Tighe, Publishers, 2003.</p> <p>Clinton, Catherine. <i>I, Too, Sing America: Three Centuries of African American Poetry</i>. New York: Houghton Mifflin, 1998.</p> <p>Curry, Barbara K. <i>Sweet Words So Brave: The Story of African American Literature</i>. Madison, WI: Zino Press, 1996.</p> <p>Hansen, Joyce. <i>Women of Hope: African Americans Who Made a Difference</i>. New York: Scholastic, 1998.</p> <p>Hodges, Margaret (adapter). <i>Saint George and the Dragon: A Golden Legend</i>. Boston: Little, Brown and Company, 1984.</p> <p>Mangrum, Allison. <i>African American Writers Who Inspired Change</i>. Brea, CA: Ballard &amp; Tighe, Publishers, 2006.</p> <p>Reich, Susanna. <i>Clara Schumann: Piano Virtuoso</i>. New York: Clarion Books, 1999.</p> <p>Sutcliff, Rosemary. <i>The Sword and the Circle</i>. New York: Dutton Books, 1981.</p>

# CHAPTER 18: LITERATURE MATTERS

## Lesson 1: Prose, Poetry, and Drama: Examining Genres Language Level: Intermediate

**Approximate Teaching Time:** 10 (50-minute) class periods

**Resources Needed:** *Champion Reader*; *Champion CD-ROM*; *Champion Writer* (Activity 13-17); *Champion Audio CD*; *IDEA Dictionary 3*; bilingual dictionary; manila folder for each student; chart paper/pens/pencils/paper; a blue and black pen for each student

### Target Vocabulary

Nouns: allegory, author, biography, century, ceremony, character, characteristic, drama, fable, fairy tale, fantasy, fiction, folktale, genre, imagery, irony, legend, literature, narrator, nonfiction, novel, novella, personification, play, playwright, plot, poem, poetry, prose, science fiction, setting, short story, stanza, style, symbolism, tall tale, theme

Verbs: to mirror, to narrate, to overlap

Adjectives: accurate, classic, dramatic, focused, humorous, imaginative, literary, magical, main, narrative, supernatural, truthful



### WARM-UP (1 Class Period)




1. Introduce the chapter topic and connect with prior knowledge.
2. Have students engage, listen, and respond appropriately in a conversation that involves social and academic language.
3. Have students create an assessment portfolio and preview target vocabulary.

### Homework



### Observing Student Progress

Language Objectives	Language Functions & Forms	Page
L: 1-5 S: 1-3, 5, 7, 17 R: 1-5, 10 W: 1	<i>Recognizing multiple interpretations of a word:</i> Double entendre (e.g., literature matters)	70-71

CONNECT (7 Class Periods)	Language Objectives	Language Functions & Forms	Page
<p>1. Review homework and topics covered in the previous class session.</p> <p>2. Have students work in groups to define target nouns and present them to the class; review singular and plural forms of nouns.</p> <p>3. Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; have students make predictions.</p> <p>4. Read Part 1 of the text with students; have students ask questions to clarify meaning and answer comprehension questions orally.</p> <p>5. Read Part 2 of the text with students; have students ask questions to clarify meaning and answer comprehension questions.</p> <p>6. Have students answer comprehension questions orally and in writing.</p> <p>7. Have students connect information from text to self.</p> <p>8. Focus on grammar: regular and irregular past tense verbs.</p> <p>9. Focus on grammar: adjectives and the comparative form.</p> <p>10. Have students analyze word structure and recognize root words and affixes.</p> <p><b>Putting It All Together</b></p> <p><b>Homework</b></p> <p><b>Observing Student Progress</b> </p>	<p>L: 2-3, 5, 8 S: 1-2, 7-8, 17 R: 1-6, 8-10, 15, 19, 22 W: 1-4</p>	<p><i>Naming things:</i> Regular plurals, plurals with -ies, countable/uncountable nouns (e.g., author/authors, century/centuries, symbolism)</p> <p><i>Describing actions and states of being:</i> Regular and irregular past tense verbs (e.g., The scientists narrated the movie about penguins. William Shakespeare wrote many famous plays.)</p> <p><i>Comparing and contrasting:</i> Adjectives, comparative form (e.g., A novella is shorter than a novel. The play was more dramatic than the movie.)</p> <p><i>Analyzing word structure:</i> Root words, affixes (e.g., narrator/to narrate/narration, humor/humorous/to humor)</p>	71-77
<p><b>EXTEND (2 Class Periods)</b></p> <p></p>	<p>L: 1-3, 8 S: 1-3, 7-8, 12, 17 R: 1-4, 9-10, 22 W: 1-2</p>	<p><b>Language Functions &amp; Forms</b></p> <p><i>Classifying:</i> Present tense verbs, conjunctions (e.g., Legends, fables, and fairy tales are fiction. Drama includes comedies and tragedies.)</p>	77-78
<p><b>Homework</b></p> <p><b>Observing Student Progress</b> </p>			

## ☀️ WARM-UP (1 Class Period)

- Introduce the chapter topic and connect with prior knowledge.** Remind students that each chapter in the *Champion* program focuses on a topic. **What was the topic of the last chapter?** [language] **What did we read about in the last chapter?** [an article about the history and features of the English language; a short story about a teenage girl who immigrated to the U.S.; an article about the life and work of Frederick Douglass] **Are these readings fiction or nonfiction? How do these readings connect to the topic of language?** [the first article describes the history and features of the English language; the short story describes an immigrant’s experience learning a new language; the article about Douglass explains how he used language through his writings and speeches, as a powerful communication tool to help make changes in society] Tell students: **Today we are going to begin a new chapter. The title of this chapter is “Literature Matters.”** Write the chapter title on the board and ask students if they know what it means. Tell students: **The word literature refers to the written stories of a language, culture, or time period. Literature includes novels, poems, essays, plays, and other types of written work. The word matter has more than one meaning. Sometimes writers intentionally use words that have more than one meaning to make people think. In this case, there are two possible meanings of the word matter that would make sense. The first meaning is “a subject of discussion.” So “literature matters” would mean subjects related to the topic of literature. In this case, the word matters is acting as a noun. We also could say food matters, education matters, safety matters, and so forth. Another possible meaning is the verb form—to matter—which means “to be important.” So the writer might be telling us that literature is important. Or perhaps the author intended to use both of these meanings in the chapter title because she wants us to interpret it both ways. When a word or phrase is intended to have two meanings, we call it “double entendre,” which comes from the French language. Write *double entendre* on the board. Ask students: **What is the topic of this chapter?** [literature] **Do you think literature is important?** Allow students to share their ideas. Tell students they will learn more about literature throughout the chapter.**

- Have students engage, listen, and respond appropriately in a conversation that involves social and academic language.**

Introduce Activity 13 in the *Writer* and review the directions. Tell students: **I am going to read you a conversation between two students. One is named Henry, and the other is named Estee. These students are at school, but they are not in class. They are in the cafeteria during lunch.** Read the conversation aloud to students twice. Ask students what the conversation is about. [two students discussing literature that they have read and how it made them feel] Encourage students to ask any questions they have about the conversation, including questions about unfamiliar vocabulary or idiomatic language. Then have students work independently to answer the questions at the bottom of the worksheet. Circulate around the room and help students as needed. If students cannot think of any literature they have read, remind them of the reading selections from the previous chapter. When students are finished, organize them in pairs and have them engage in a conversation similar to the one you read aloud. Students should pretend they are having a conversation in the cafeteria discussing literature they have read and how it made them feel. They do not have to follow the format of the conversation on the worksheet exactly, but should use it as a guide. Circulate around the classroom as students are talking and provide corrective feedback as needed. Call on volunteers to present their conversation to the class.


Unit 5: Communicating Ideas and Taking Action • Chapter 18: Literature Matters

Activity 13

### I Read a Great Story!

**DIRECTIONS:** Listen as your teacher reads the conversation between two students. This is named the conversation below.

**Estee:** Hi! How are you today?  
**Henry:** What are you reading, Henry?  
**Estee:** I’m reading a book called *Life on the Nile*.  
So what are you reading?  
**Henry:** It’s a story called “Broken Chains.” Gary Soto wrote it. Have you heard of him?  
**Estee:** I’ve heard about him but I haven’t read any of his books. He’s famous American fiction writer, right?  
**Henry:** He also wrote about events. This one is about a child who goes on his first date. The story is about how he feels.  
**Estee:** How?  
**Henry:** He had a crush on a girl in school. He had a crush on a girl named Lila. He had a crush on a girl named Lila.  
**Estee:** Reading can bring out many emotions. I can really see a book called *The Alchemist*.  
**Henry:** I loved it so much that my mom thought I was sick. I loved it so much that I was sick.  
1. What is your favorite piece of literature?  
2. How did you read it?  
3. How did it make you feel?  
4. How much do you like literature? Circle a number between 1 and 10.  
1 2 3 4 5 6 7 8 9 10  
I don’t like literature. I love literature.  
5. Explain your answer to question 4.



**Henry:** Hi! How are you today?  
**Estee:** What are you reading, Henry?  
**Henry:** I’m reading a book called *Life on the Nile*.  
So what are you reading?  
**Estee:** I’ve heard about him but I haven’t read any of his books. He’s famous American fiction writer, right?  
**Henry:** He also wrote about events. This one is about a child who goes on his first date. The story is about how he feels.  
**Estee:** How?  
**Henry:** He had a crush on a girl in school. He had a crush on a girl named Lila. He had a crush on a girl named Lila.  
**Estee:** Reading can bring out many emotions. I can really see a book called *The Alchemist*.  
**Henry:** I loved it so much that my mom thought I was sick. I loved it so much that I was sick.  
1. What is your favorite piece of literature?  
2. How did you read it?  
3. How did it make you feel?  
4. How much do you like literature? Circle a number between 1 and 10.  
1 2 3 4 5 6 7 8 9 10  
I don’t like literature. I love literature.  
5. Explain your answer to question 4.

© 2008 Ball & Tighre. Publishers, a division of Educational IDEAS, Inc. No part of this publication may be reproduced in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.



3. **Have students create an assessment portfolio and preview target vocabulary.** Draw a manila folder cover on the board and write the following information on the cover:

<b>Literature Matters</b>
Name: _____
Date: _____

Read the title, “Literature Matters,” and tell students that they will be learning about different types of literature. Give each student a manila folder and ask them to write information on it following the model you provided on the board. Help students as needed. If desired, allow students about five minutes to decorate the cover of their portfolio with pictures and words

that represent the chapter theme. Tell students that as they complete work for Chapter 18, you will ask them to place their work in this portfolio folder. When students finish the chapter, you will review with them the work that they have collected in their portfolio. Remind students to bring the folder with them to every class.

Next, display the Chapter 18, Lesson 1 Vocabulary Sheet (located on the *Champion* CD-ROM). Also give each student a copy of the sheet. Starting with the Nouns, read each word in the column aloud and have students repeat after you. Tell students to circle—with a blue pen—the words that they know. Follow this process with Verbs, Adjectives, and so forth until you have read all the words and phrases in the chart. Circulate around the room and spot check which words students are circling and not circling. Use this information to help inform your instruction. Tell students that all of these words and phrases will appear in the first reading selection. By the end of the lesson, students should be familiar with all the words and phrases in the chart. Have students keep the chart in their portfolio. You will revisit the chart throughout the lesson.

### At Home

- Assign the first three sections of the Chapter 18, Lesson 1 target nouns for homework study. The fourth section includes genres and subgenres of literature that will be introduced in the

CONNECT part of the lesson. Give each student a number—one, two, or three. Students are responsible for the words in their section. They are to write the word and definition for each word assigned to them in their Vocabulary Notebook. They should use the *IDEA Dictionary 3* and a bilingual dictionary to help them understand the meaning of the word. Explain that students may encounter more than one meaning of certain words. Tell them to record all meanings they find. Tell students that you know these are difficult words, but you want them to do their best to understand the meaning of each word. During the next class, you will review each word with them.

### Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 68.) Review concepts and give students more practice as needed and then continue with the next section.



## CONNECT (7 Class Periods)

1. **Review homework and topics covered in the previous class session.**
2. **Have students work in groups to define target nouns and present them to the class; review singular and plural forms of nouns.** Organize the class into three groups based on the vocabulary words they looked up for homework. For example, all the students assigned to the first set of nouns will work together in a group. If groups are too large, split them in half. Have students discuss with group members the meanings of the nouns they looked up for homework. Circulate around the class and provide clarification and corrective feedback as needed. In cases where words have multiple meanings, have students focus on the meaning applicable to the lesson’s reading selection (usually listed first in the *IDEA Dictionary 3*). After all groups have a solid understanding of their assigned words, have each group present its words to the class using pictures, pantomime, and words.

Help groups with abstract words that are difficult to explain. As groups present their words, the rest of the class should record these target nouns and their meanings in their Vocabulary Notebook. After all words have been presented, call on volunteers to use each word in a sentence. Write each sentence on the board or a transparency and provide corrective feedback as needed.

Next, review with students the plural form of each noun by creating a chart such as the following and pointing out special spelling rules as needed:

Singular (one)	Plural (more than one)
author	authors
century	centuries
ceremony	ceremonies
character	characters

... and so forth.

Spelling Rules		
Word ends with ...	Rule	Example
-sh, -ch, -ss, -x	add -es	affix – affixes
vowel + -y	add -s	essay – essays
consonant + -y	drop the -y and add -ies	mythology – mythologies

Remind students that some words, such as *fiction*, do not have a plural form. Discuss with students other mass/uncountable nouns that do not have a plural form (e.g., vocabulary, punctuation).

3. **Engage students in a pre-reading activity to anticipate content, purpose, and organization of a reading selection; have students make predictions.** Instruct students to take out their copy of the *Champion Reader* and turn to page 24. Tell students: **Before we read, it's important to become familiar with the reading. This will help us understand more when**

**we read. This process is called pre-reading. What do we call the first part of this word—pre? That's right! It's a prefix. What does the prefix pre- means? Yes, it means to come before. During pre-reading, we look at the text before we actually start reading it. Let's preview the reading. What is the title? ["Prose, Poetry, and Drama: Examining Genres"] What does the title tell you about the reading?** Allow students to share their ideas. Lead students to the understanding that the article is about different genres of literature—prose, poetry, and drama. **Who is the author?**

[*Michelle Chew*] **Do you think the author is an expert in literature?** [yes, probably] Direct students to page 37 where they can see a picture and read a short description of the author. **Now let's read the headings. This reading is divided into two parts. Who can tell me what the first part is called?** [prose] Point to and read aloud each heading in Part 1 and have students repeat after you. After you read each heading, ask students if they have any ideas about what the heading means. Follow this same process with the second part of the reading. Students will probably recognize that some of the headings include the target nouns they have been studying. Next, preview the visuals. Point to each visual and read the caption aloud. Ask students to describe what they see. Encourage students to use descriptive language. Ask questions and provide additional information about each visual as needed.

Work with students to come up with at least five questions they think the reading will answer. Help students with sentence structure as they formulate their questions. Write the questions on chart paper and save it for CONNECT #6.

4. **Read Part 1 of the text with students; have students ask questions to clarify meaning and answer comprehension questions orally.** Without stopping, read Part 1 of "Prose, Poetry, and Drama: Examining Genres" twice or have students listen to the *Champion* Audio CD. For the third reading, call on students to read each section (or sentence, depending on class size) aloud. Provide corrective feedback as needed, particularly with multisyllabic words. After a student reads each section (or sentence),

encourage all students to ask questions to clarify meaning. Then ask comprehension questions to be sure students understood what they read. For example, after reading the section “Nonfiction: Based on Fact,” ask students: **What type of language do nonfiction authors like Bettina Ling use?** [*literal language, which is accurate, truthful, and direct*] Continue this process until you complete Part 1 of the reading. Then give students time to silently reread Part 1 of the text. Encourage students to raise their hands if they have questions.

5. **Read Part 2 of the text with students; have students ask questions to clarify meaning and answer comprehension questions.** Without stopping, read Part 2 of “Prose, Poetry, and Drama: Examining Genres” twice or have students listen to the *Champion* Audio CD. For the third reading, call on students to read each section aloud. Provide corrective feedback as needed, particularly with multi-syllabic words. After a student reads each section, encourage all students to ask questions to clarify meaning. Then ask comprehension questions to be sure students understood what they read. For example, after reading the section “Poetry: Written in Verse Form,” ask students: **What is a stanza?** [*lines grouped together according to rhyming pattern, rhythm, and length*] Continue this process until you complete Part 2 of the reading. Then give students time to silently reread Part 2 of the text. Encourage students to raise their hands if they have questions.

6. **Have students answer comprehension questions orally and in writing.** Have students turn to page 37 in the Reader and point out the Comprehension Check box. Read each question aloud and explain any unfamiliar vocabulary. Call on volunteers to answer each question orally; provide corrective feedback as needed. As each question is answered, have students point out where in the text they found the answer to the question. Then tell students that

they will be writing the answers to these questions in the *Champion Writer*. Introduce Activity 14 and read the directions. Post on the wall the five questions the class created before they read the reading selection (in CONNECT #3). Tell students that they should try to answer one of these questions on their worksheet. Have students complete the worksheet in pairs or groups of three. Circulate around the room and help students as needed. When students are finished, review the answers with the class. Focus on sentence structure and provide corrective feedback as needed. Revisit the class list of five questions and see if all questions were answered. If not, discuss with students how they can find the answers to the remaining questions. Refer to the completed Writer Activity 9 and discuss what types of informational materials students would use to find answers to the remaining questions. Assign students to research the remaining questions for extra credit.

7. **Have students connect information from text to self.** Have students turn to page 37 in their Reader. Read the first “Make Connections” aloud and then call on a student volunteer to read it. Organize students into pairs and have them discuss the questions for about five minutes. Circulate around the room as students are talking. Call on pairs to share their ideas with the class. Affirm good work and provide corrective feedback as appropriate. Then follow the same process with the other “Make Connections” questions. After students finish discussing the questions orally, ask students to choose one of the “Make Connections” questions. They are to copy the question they select on a piece of notebook paper and then write a response to it. Before writing, encourage students to use a graphic organizer to come up with ideas and organize them appropriately. Have students place their completed work in their chapter portfolio.

8. **Focus on grammar: regular and irregular past tense verbs.**

Write the target verbs on the board:

- to mirror
- to narrate
- to overlap

Review the features of verbs with students: **What part of speech are these phrases?** [verbs] **What do verbs do?** [describe actions or states of being] **Look at the verbs on the board.**

**Which ones describe actions?** [all of them] **What are**

**examples of verbs that describe states of being?** [to be, to

have, to want, and so forth] Have students find a sentence in “Prose, Poetry, and Drama: Examining Genres” that includes each target verb. As students find sentences, write them on the board, underline the target verb, and discuss the meaning of each verb:

*Prose is writing that tries to mirror the language of everyday speech.*

*For example, F. Scott Fitzgerald wrote the classic novel called The Great Gatsby; however, a character in the book named Nick Carraway narrated the story.*

*Sometimes genres overlap, such as when nonfiction historical events are mixed with fictional stories to create the subgenre known as historical fiction.*

Tell students: **All of these verbs are regular verbs. That means we follow rules—such as adding -ed or -d to the end of the verbs—to put them in the past tense. Let’s create a new sentence for each verb. The sentences should all be in the past tense. Which verb in the sentences on the board is already in the past tense?** [narrated] **What tense are the other verbs in?** [present tense] Work with students to create a new sentence for each target verb; put the sentences in a chart format (see example in the next column), and keep the chart posted on a wall in the classroom. Also have students record each target verb and its meaning in their Vocabulary Notebook.

REGULAR VERBS		
	Present Tense Verb	Past Tense Verb
The movie	mirrors	mirrored
The scientists	narrate	narrated
The two classes	overlap	overlapped

As you are creating each sentence, remind students of the applicable spelling rules on Guide 2. Have students practice reading aloud and then writing on their own paper each sentence in the chart on the board.

When students are finished, remind them that not all verbs are regular: **Many verbs in English follow these rules. However, some do not. These are called irregular verbs. What does irregular mean?** [not regular] **Irregular verbs are difficult to learn because there aren’t any rules to put these verbs in the past tense. We have to memorize the past tense form of these verbs, which takes time.** Have students take out their copy of Guide 10 (located on the *Champion* CD-ROM and distributed during the last chapter), which lists common irregular verbs. Remind students that you will be reviewing each group of irregular words periodically to help students learn and remember them. If desired, review the first group of words using the exercise outlined on page 59. Then review the second group of words in the same way you reviewed the first group: **Today we read (/reed/) a book. Yesterday we read (/red/) a book. What did we do yesterday?** Instruct all students to respond together, “Yesterday we read (/red/) a book.” Point out that the present and past tense forms are spelled the same way but pronounced differently. Continue with the remaining words: **Today I teach English. Yesterday I taught Spanish. What did I teach yesterday?** [yesterday you taught Spanish] **Today Carol gets salad for lunch. Yesterday Carol got soup for lunch. What did Carol get for lunch yesterday?** [yesterday Carol got soup

*for lunch*] **Today the students put their work on my desk. Yesterday the students put their work in my office. Where did the students put their work yesterday?** [*yesterday the students put their work in your office*] **Today Jonah sees his father. Yesterday Jonah saw his mother. Who did Jonah see yesterday?** [*yesterday Jonah saw his mother*] **Today I think about poetry. Yesterday I thought about drama. What did I think about yesterday?** [*yesterday you thought about drama*] **Today the principal stands in front of the school. Yesterday the principal stood in the hallway. Where did the principal stand yesterday?** [*yesterday the principal stood in the hallway*] **Today the students understand allegory. Yesterday the students understood irony. What did the students understand yesterday?** [*yesterday the students understood irony*]

Work with students to create sentences using each irregular verb in the second section on Guide 10. Put the sentences in a chart format (see example on page 59), and keep the chart posted on a wall in the classroom. Students are most likely familiar with the meanings of these verbs, but take time to explain the meaning of any verb students do not know. Have students record any unfamiliar verbs and their meanings in their Vocabulary Notebook. Continue to add irregular verbs to the irregular verb chart throughout the *Champion* Blue Level program.

Next, introduce Activity 15 in the Writer and review the directions and example. Have students complete the worksheet with a partner. Students should refer to Guide 10 to help them complete the worksheet. Circulate around the classroom and help students as needed. When students are finished, review the answers with the class.

9. **Focus on grammar: adjectives and the comparative form.** Have students take out the Chapter 18, Lesson 1 Vocabulary Sheet and look at the Adjectives column. Ask students: **What do adjectives do?** [*describe nouns and pronouns*] Read each adjective aloud and have students repeat after you. Organize students into pairs and give each pair a number—one or two.

Point out that the Adjectives column is divided into two sections. Students are responsible for the words in their section. First, they are to find a sentence in “Prose, Poetry, and Drama: Examining Genres” in which the adjective is used. Then they are to write the definition. They can use prior knowledge, context clues, or the *IDEA Dictionary 3* to help them define the word. Tell students that you know these are difficult words, but you want them to do their best to understand the meaning of each word. Circulate around the room and help students as needed. When students are finished, call out each word and ask for volunteers to share the definition of the word. Provide corrective feedback as needed. Have students record each target adjective and its meaning in their Vocabulary Notebook.

Next, write *compare* and *contrast* on the board. Ask students if they know what this means. [*to explain how two or more things are similar and/or different*] Say: **In the reading selection, the author Michelle Chew compares and contrasts different types of fiction.** Write the following sentence from page 31 of the Reader and read it aloud: **A novella has about 20,000 to 40,000 words, which is shorter than a novel.**

**What two things is the author comparing in this sentence?** [*a novel and a novella*] **That’s right. She’s comparing a novel and a novella. She says that a novella is shorter than a novel.** Underline the word *shorter*. **What word do you see in *shorter*?** [*short*] **What part of speech are the words *short* and *shorter*?** [*adjectives*] **We often add the suffix *-er* to an adjective to create the comparative. Let’s look at other examples of the comparative form.** (The comparative and superlative forms were addressed in the Red Level program; this should be a review for students.) Write the following words on the board:

<i>long – longer</i>	<i>big – bigger</i>
<i>tall – taller</i>	<i>small – smaller</i>
<i>smart – smarter</i>	<i>bright – brighter</i>
<i>bappy – bappier</i>	<i>old – older</i>

Ask volunteers to use the comparative form in sentences. Provide a model for students to follow: **I am taller than my son. This pencil is smaller than this book. The teacher is older than the students.** After oral practice using the comparatives, tell students: **We cannot add -er to all adjectives. With some adjectives, we put the word *more* before the adjective to create the comparative.** Write the following sentence from page 31 of the Reader and read it aloud: **Short stories are shorter and more focused than novellas.**

**What two things is the author comparing in this sentence?**  
 [a short story and a novella] **That's right. She's comparing a short story and a novella and telling us that a short story is shorter and more focused than a novella. Underline *more* focused. Let's look at other examples of comparatives that are formed by putting the word *more* in front of it.** Write the following words on the board:

- more dramatic*
- more imaginative*
- more important*
- more helpful*
- more flexible*
- more determined*
- more interesting*

If students have not asked this question already, ask them: **How do we know how to create the comparative form? How do we know if we add the suffix -er or put the word *more* in**

**front of the adjective?** Allow students to share their ideas. Then introduce Guide 12 and give each student a copy. Review the rules<sup>1</sup> with students and tell them to refer to this guide frequently, especially when they are writing. Introduce Activity 16 in the Writer and review the directions and example. Have students complete the worksheet in pairs. Circulate around the classroom and help students as needed. Review the answers with the class.

**Guide 12**

**The Comparative Form**

Examples	Rule
All adjectives with one syllable tall shorter smart smarter big bigger hot hotter	Add -er to the end of the adjective to create the comparative form. If an adjective ends with a vowel and then a consonant, add an "h" to the consonant.
Adjectives with two syllables that end with -ly happy happier friendly friendlier	Drop the -y and add -ier to the end of the adjective to create the comparative form.
Adjectives with two syllables that end with -le or -ble simple simpler humble humbler	Add -er to the end of the adjective to create the comparative form.
Other adjectives with two or more syllables fewer more more important more common	Do not add -er to the end of the adjective. Use the word <i>more</i> before the adjective to create the comparative form.
Irregular adjectives good better	There are no rules to follow with irregular adjectives.

©2008 Balland & Tigue, Publishers, a division of Educational IDEAS, Inc. No part of this publication may be reproduced in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

10. **Have students analyze word structure and recognize root words and affixes.** Write *root word* and *affix* on the board. Remind students that many words in English contain a root word and an affix—a prefix (an affix that comes before the root word) or

<sup>1</sup>The rules presented on Guide 12 are simplified for students at the Intermediate language level. As indicated in *The Grammar Book: An ESL/EFL Teacher's Course* (Celce-Murcia & Larsen-Freeman, 1983, pages 494-495), "The decision of when to use *more* vs. -er with comparative adjectives and adverbs is a complicated process, since no one has carried out a study to fully determine current usage. In the absence of a more definitive, empirically based statement, we feel that some version of Frank's three-part formulation (1972: 118-119) is the best set of rules available." The *Champion* authors concur with this position; however, given the complexity of Frank's three-part formulation, they decided to present only portions of the rules now and expand upon them when students reach a more advanced level of language proficiency. The rationale for this is to make the task of learning the rules more manageable. If teachers wish to expand upon the initial set of rules presented in Guide 12, please refer to Frank's three-part formulation as outlined in *The Grammar Book*:

- Part 1: Use -er with one-syllable adjectives and adverbs and with those two-syllable adjectives ending in -y or -ple, -ble and occasionally -tle, -dle (e.g., taller, happier, simpler, humbler, subtler, idler).
- Part 2: Use either -er or *more* with two-syllable adjectives that take the following weakly stressed endings: -ly/ly/ (friendlier, more friendly); -ow/ow/ (mellower, more mellow); -er/er/ (cleverer, more clever); some /sɒm/ (handsomer, more handsome). Note that there are also some two-syllable adjectives without any of the above suffixes which can take either -er or *more* (e.g., stupid, quiet). Note that Frank (1972:118) feels that the -er forms are less formal than their equivalents with periphrastic *more*.
- Part 3: Use *more* with other adjectives and adverbs of two or more syllables: distant, exact, useful, arrogant, intelligent, beautiful, etc. Frank further points out (1972:118-119) that two-syllable adjectives ending in the following suffixes or consonant clusters usually take *more*: -out, -ish, -ful, -ed, -ct, -nt, -st.

Further, it is important to note that these rules apply to adjective stems and not just adjectives since derived forms with three or more syllables also occur with -er (e.g., unhappier) if the stem form of the adjective fits the first or second part of the above rule.

a suffix (an affix that comes after a root word). Write the following words on the board:

*narrator/to narrate*  
*humor/humorous*  
*magic/magical*  
*symbol/symbolism*

Remind students that analyzing word structure and knowing the meanings of affixes can help them create new words and understand the meaning of unfamiliar words. Starting with the first pair of words, ask students to identify the connection between the two words. [*a narrator is a person who narrates or tells a story*]

**What part of speech is *narrator*?** [*noun*] **What part of speech is *to narrate*?** [*verb*] Add the word *narration* next to *narrator/to narrate* on the board. Give each student a copy of Guide 13 and Guide 14, which list common prefixes and suffixes. (These Guides list some of the most common affixes; they do not represent all the affixes and their meanings.) Have students look at Guide 14, and search the chart for the suffix *-tion*. Ask students what this suffix means. [*act or condition of*] **So what does the word *narration* mean?** [*the act of narrating or telling a story*] Continue with the next pair of words, *humor/humorous*. **What part of speech is *humor*?** [*a noun*] **What part of speech is *humorous*?** [*an adjective*] **What does the suffix *-ous* mean?** [*full of; having*] **So something that is humorous is full of humor. What's a synonym for *humorous*?** [*funny*] **Listen to this sentence: I am only doing this to humor my mom. What part of speech is *to humor*?** [*a verb*] **What does it mean?** [*to keep someone happy by doing what he/she wants*] Continue in this fashion with the other two pairs of words on the board. Tell students to refer to Guide 13 and Guide 14 when they are reading and writing to help them understand and create new words.

### Putting It All Together (optional)

Give students an opportunity to engage in structured talk using the target grammatical forms they are learning. Ask student pairs

to choose a few target words from one (or more) of the “Focus on Grammar” lessons and then make up a conversation using the target words.

### At Home

- Have students take out the Chapter 18, Lesson 1 Vocabulary Sheet. Direct students’ attention to the fourth section of the Nouns column. Read each word aloud and have students repeat after you. Instruct students to write these words and their meanings in their Vocabulary Notebook. Students can refer to “Prose, Poetry, and Drama: Examining Genres” in the *Champion Reader* as well as to a bilingual dictionary or the *IDEA Dictionary 3* for help.

### Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 69.) Review concepts and give students more practice as needed and then continue with the next section.



### EXTEND (2 Class Periods)

1. **Review homework and topics covered in the previous class session.**
2. **Have students identify basic characteristics of three main genres of literature and classify subgenres.** Ask students: **What are the three main genres of literature?** [*prose, poetry, and drama*] **What are the characteristics of each genre?** [*prose is fiction and nonfiction writing that mirrors the language of everyday speech; poetry is written in verse form; drama is meant to be spoken aloud by actors*] Write the word *subgenre* on the board. **What word do you see in the word *subgenre*?** [*genre*] **The prefix *sub-* means under, so a subgenre falls under a genre. We classify or organize literature by genre and subgenre. We can classify people and things by category and subcategory. For example, in the last chapter**

**we talked about categories of informational materials—encyclopedias, web sites, academic journals, newspapers, and so forth. Let’s take web sites for example. What subcategories could we have for web sites?** [*government web sites, university web sites, commercial web sites*] **What about newspapers? What subcategories could we have for newspapers?** [*daily newspapers, weekly newspapers, local newspapers, national newspapers*] Continue in this fashion until students understand the meaning of category and subcategory. Then introduce Activity 17 in the Writer and review the directions and examples. Have students work in small groups to complete the graphic organizer. They will encounter some unfamiliar vocabulary in the additional reading on subgenres of poetry, which gives you an opportunity to informally assess their ability to extract key points from a text. Circulate around the room and help students as needed. When students are finished, have them share the way in which they classified the various subgenres of literature by making statements about the information in their graphic organizer. Provide several models so students understand what to do: **Legends, fables, and fairy tales are fiction. Drama includes comedies and tragedies. Ballads and odes are types of lyric poems.** Write students’ sentences on the board and provide corrective feedback on sentence structure as needed.

3. **Have students revisit the target vocabulary and complete a self-assessment of learning.** Display the Chapter 18, Lesson 1 Vocabulary Sheet and have students take their copy out of the chapter portfolio. Remind them that at the beginning of the lesson they circled in blue all the words that they knew. Now have students circle in black all the words that they know. Ask students if there are any words they still do not understand. Provide clarification as needed, encouraging students who understand words to explain them to students who do not. Have students put their vocabulary sheet back in the chapter portfolio.

Next, tell students that at the end of each lesson they will complete a self-assessment of learning. This will help them reflect on what they learned and how they learned it. Explain that it is

important for them to understand how they learn best. Give each student the **Self-Assessment of Learning** form (located on the *Champion* CD-ROM). Read each item aloud and make sure students understand what each one means. Remind students that this kind of writing is called *informal writing*. With informal writing students do not need to worry about spelling and form as they write their answers. The purpose of this self-assessment activity is to help you and the students figure out how they learn best, what they enjoy learning, and how you can help them in future instruction. Circulate around the room as students complete the self-assessment form and provide help as needed. Students should put their completed forms in their chapter portfolio.

### At Home

- Have students choose one of the following literary techniques: personification, allegory, irony, or imagery. Make sure that each concept is covered by at least one student. Students are to come up with a 2-3 minute mini-lesson that can be used to teach their classmates something about the concept they chose. They should create notes and visual aids to help them present their mini-lesson. Emphasize that the presentation should cover some aspect of the concept but does not need to thoroughly cover the concept. For example, a student who chooses personification might explain how and why Antoine de Saint-Exupéry uses personification in the book *The Little Prince*. (This information is presented on page 28 of the Reader.) During the next class, call on students one by one to present their mini-lesson. Provide corrective feedback as needed. If desired, have the class vote on the best mini-lesson and award a prize or privilege to the winner.

### Observing Student Progress

Determine whether students mastered the language objectives covered in this section. (See page 69.) Review concepts and give students more practice as needed and then continue with the next section.



### Activity 13

Date: \_\_\_\_\_

## I Read a Great Story!

**DIRECTIONS:** Listen as your teacher reads the conversation between two students. Then answer the questions below.



[in the school cafeteria]

**Estee:** What are you reading, Henry?

**Henry:** Hold on. Let me read the last page. [Henry finishes reading.] Okay, now I'm finished.

**Estee:** So what were you reading?

**Henry:** It's a story called "Broken Chain." Gary Soto is the author. Have you heard of him?

**Estee:** Yes, we learned about him in language arts last year. He's a famous Mexican American poet.

**Henry:** He also writes short stories. This one is about a kid who goes on his first date. The story reminded me so much of my life.

**Estee:** How?

**Henry:** He had crooked teeth like I do. He's from a poor family like I am. He's nervous around girls like I am. I almost felt like I was reading a story about myself.

**Estee:** Reading can bring out many emotions. Last month we read a book called *The Mightiest Heart*. I cried so much that my mom thought I was sick. It was such a sad story.

1. What is your favorite piece of literature? \_\_\_\_\_
2. When did you read it? \_\_\_\_\_
3. How did it make you feel? \_\_\_\_\_
4. How much do you like literature? Circle a number between 1 and 10.  

1	2	3	4	5	6	7	8	9	10
					I don't like literature.				
					I love literature.				
5. Explain your answer to question #4. \_\_\_\_\_

### Activity 14

Date: \_\_\_\_\_

## "Prose, Poetry, and Drama: Examining Genres" Comprehension Check

**DIRECTIONS:** Use the sentence starters to answer the questions about the selection "Prose, Poetry, and Drama: Examining Genres" in the *Champion Reader*.

1. **What are the three main genres of literature?**  
The three main genres of literature are \_\_\_\_\_
2. **Why do some authors use imagery?**  
Some authors use imagery because \_\_\_\_\_
3. **What is personification?**  
Personification is \_\_\_\_\_
4. **Name two examples of novels.**  
Two examples of novels are \_\_\_\_\_
5. **Who was William Shakespeare?**  
William Shakespeare was \_\_\_\_\_
6. **Write one of the class questions and the answer.**  
Class question: \_\_\_\_\_  
Answer: \_\_\_\_\_

Activity 15

Date: \_\_\_\_\_

## Irregular Past Tense Verbs

**DIRECTIONS:** Complete each sentence with a verb from the word bank. Put the verb in the past tense. Use each verb one time only. Some verbs will not be used. Use Guide 10 for help.

Word Bank	to go	to see
to be	to hold	to stand
to do	to read	to understand
to fight		to write

**Example:** We \_\_\_\_\_ **stood** \_\_\_\_\_ in line for two hours last week.

- I \_\_\_\_\_ the new novella in my hands.
- Our teacher \_\_\_\_\_ us how to use imagery in our writing.
- We \_\_\_\_\_ a novel called *The Great Gatsby* by F. Scott Fitzgerald.
- I \_\_\_\_\_ the play *Death of a Salesman* with my parents.
- All the students \_\_\_\_\_ their homework last night.
- Pamela \_\_\_\_\_ at home last night.
- They \_\_\_\_\_ why Maya Angelou highlighted strong family bonds in her poem, "On the Pulse of Morning."
- William Shakespeare \_\_\_\_\_ many famous plays.

Now choose a verb from the word bank, and use it in your own past tense sentence.

\_\_\_\_\_

Activity 16

Date: \_\_\_\_\_

## Describing, Comparing, and Contrasting

**DIRECTIONS:** Fill in the circle next to the correct answer. Then write the missing word or phrase on the line. Use Guide 12 for help.

**Example:** The grandmother is **older than** the baby.  
 more old than  
 older than

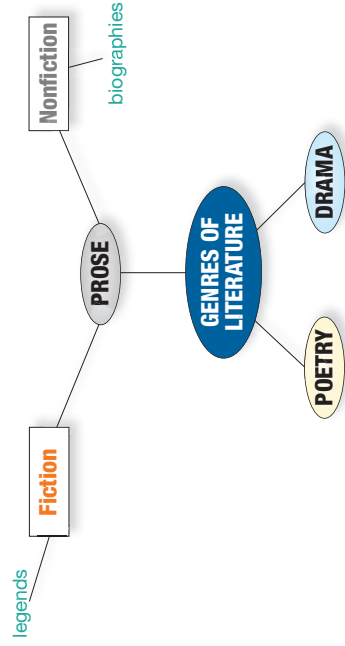
- The movie is \_\_\_\_\_ the play.  
 dramatic  
 more dramatic than
- The book *The Night Her Heart* is \_\_\_\_\_ the short story "Broken Chain."  
 sadder than  
 more sad than
- Julia did not like her old school. She is \_\_\_\_\_ in her new school.  
 more happy  
 happier
- Margaret is \_\_\_\_\_ Elise.  
 more helpful than  
 helpful
- Shakespeare's *Twelfth Night* is a \_\_\_\_\_ play.  
 more humorous than  
 humorous
- The movie is \_\_\_\_\_ the afternoon sun.  
 more bright  
 brighter than
- The dog looked \_\_\_\_\_ with her hair cut short.  
 prettier  
 more pretty
- The main character in the science fiction novel has \_\_\_\_\_ powers.  
 supernatural  
 more supernatural than
- Doing your homework is \_\_\_\_\_ playing sports.  
 important  
 more important than
- I think poetry is \_\_\_\_\_ drama.  
 more interesting than  
 more interesting

Activity 17

Date: \_\_\_\_\_

## Classifying Literature

**DIRECTIONS:** Complete the PROSE and DRAMA portions of the graphic organizer using “Prose, Poetry, and Drama: Examining Genres” in the *Champion Reader*. Then read about the subgenres of poetry and complete the POETRY portion of the graphic organizer.



### Subgenres of Poetry

The three main subgenres of poetry are epic, lyric, and dramatic poems. The first major subgenre of poetry is epic poetry. **Epic poems** are long narrative poems about the adventures of a great hero—historical or invented—on a grand journey. The second subgenre is lyric poetry. While epics tell stories, **lyric poems** express a poet's personal feelings. Lyric poems have a regular rhythm and other song-like characteristics. There are many types of lyric poems, including elegies, ballads, odes, and sonnets. Elegies are lyric poems about sadness or mourning. Ballads are short narrative lyric poems set to music with a phrase that is repeated at the end of each stanza. Odes have more serious themes and formal styles and celebrate an event or are addressed to a person or thing. Sonnets are lyric poems with fourteen lines that follow a strict structure and rhyming scheme. The third subgenre is dramatic poetry. **Dramatic poems** are intended to be spoken aloud, usually in front of an audience.

# Frames for Fluency

Targeted Language Support to Build Fluency and Accuracy

Ideal for **NEWCOMERS** in Grades 6-12  
as a bridge to *Champion* or any language program

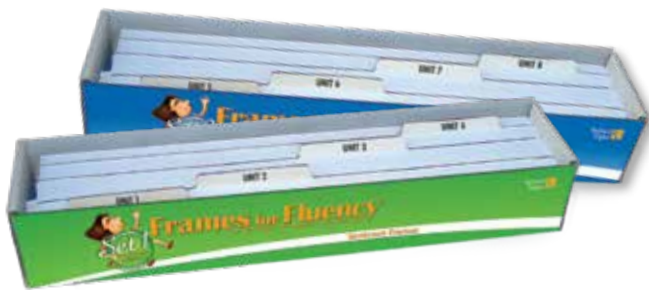
Do you like \_\_\_\_\_ ?

I like \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ needs a/an \_\_\_\_\_ to \_\_\_\_\_.

I predicted \_\_\_\_\_.

At the beginning of the story, \_\_\_\_\_.



Each set has a box of more than 250 ready-made **sentence frames** that identify the key language structures for students to practice. Actual size of the strips is 3" x 23".



**Theme Pictures** bring target vocabulary alive and provide an authentic context for oral interaction. Theme pictures are also provided online.

[www.framesforfluency.com](http://www.framesforfluency.com)

Schedule a demo  
[www.ballard-tighe.com](http://www.ballard-tighe.com) • (800) 321-4332

## 1 Systematic & Sequential

*Frames for Fluency* identifies the key language forms and functions that English learners (ELs) need and then develops them into patterns for oral practice.

## 2 Scaffolding Support

Provides explicit language instruction with supports that help ELs reach higher levels of fluency. Picture & Word Cards and Theme Pictures provide prompts and stimulus for oral practice.

## 3 Flexible & Easy to Use

*Frames for Fluency* can be used as a supplement or incorporated with your existing curriculum. Increase student talk in your classroom with just 15 minutes a day of oral practice.

## 4 Saves Time & Preparation

With over 500 sentence frames, *Frames for Fluency* reduces teacher preparation time in searching for and developing patterns for practice.