



Grade: 6th grade - Designated ELD & The Arts

Unit: Communication: The Power of Communication and Expression

Language Functions: Description, Explanation/Informing and Compare & Contrast

How does communication *actually* take place?

Student Facing Materials

This column contains the student facing materials.

Teacher Notes

This column contains the teacher facing materials.

0 | Introduction

In order to continue with your development of academic English, you will engage in the language of explaining, describing, informing, and compare and contrast. You will interact with other students in pairs, groups, and as a whole class to complete various tasks requiring your listening, speaking, reading and writing skills. Our learning will be centered around the following essential question:

- How does communication *actually* take place?



Source: Pixabay

By the end of this module, you will reflect on the following statements:

This module is divided into separate lessons that can take multiple days to complete. The lessons should be completed in order, as the progression builds the language needed to be successful in descriptive and informational writing.

In order to build into English Language Arts content instruction, during designated ELD we will preview and amplify the language of explaining, describing, informing, and compare and contrast. Students will interact in pairs, groups and as a whole class to develop academic registers of English. Through the different tasks and structures provided, students will strengthen their listening, speaking, reading and writing skills in order to develop academic English.

This module addresses the following cross-curricular standards:

California ELD Standards:

ELD.PI.6.1; ELD.PI.6.2; ELD.PI.6.4; ELD.PI.6.6a; ELD.PI.6.9;
ELD.PI.6.10



1. I can contribute to class, group and partner discussions.
2. I can adjust language choices according to social settings and audience.
3. I can explain ideas based on close reading of articles and viewing of videos.
4. I can plan and deliver an oral presentation.
5. I can write an informative/explanatory text collaboratively and independently.
6. I can link ideas in my writing.
7. I can expand noun phrases in order to enrich and add details to my writing.
8. I can expand sentences with adverbials to provide details to my writing.
9. I can combine clauses to make connections between and to join ideas in my writing.

Below are sentence frames to support your learning and participation. Use them as needed throughout the module. These statements are differentiated by proficiency level: emerging, expanding, and bridging. Choose your proficiency level.

Emerging: _____ and _____ both have _____.

Expanding: _____ is different than _____ because _____.

Bridging: Although _____ and _____ both have _____, they are also different because _____.

ELD.PII.6.1; ELD.PII.6.2b; ELD.PII.6.4; ELD.PII.6.5; ELD.PII.6.6

California Arts Standards for Theatre:

- 6.TH:Cr1b Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- 6.TH:Cr2a Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.
- 6.TH:Cr2b Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.
- 6.TH:Cr3a Receive and incorporate feedback to refine a devised or scripted drama/theatre work.
- 6.TH:Cr3b Identify effective physical and vocal traits of characters in a drama/theatre work.
- 6.TH:Pr4b Experiment with various physical choices to communicate character in a drama/theatre work.
- 6.TH:Pr6 Adapt a piece of literature and present it for an audience.
- 6.:TH:Re7 Describe and record personal reactions to artistic choices in a drama/theatre work.
- 6.TH:Re9b Identify a specific audience or purpose for a drama/theatre work.

ELA Standards:

- RI 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI 6.2: Determine a central idea of a text and how it is conveyed through



In this module there are several symbols you will see that will help you know what to do:



Read text/article or **watch** a video to build understanding



Talk with a partner, share with a group, or participate in a class discussion



Investigate a topic



Write, reflect, or answer questions



Listen to an audio file/piece of music



Follow a procedure or **complete** a project



Think about a question or idea



particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

W 6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6.2: Demonstrate command of the conventions of standard English



Participate in a Theatre activity

Materials needed:

Journal
Pen or pencil
Colored pencils or markers or crayons
Computer or tablet

capitalization, punctuation, and spelling when writing.

L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science Standards:

In this module, students revisit physical standards from previous grades and focus on *Connections to Nature of Science* and *Connections to Engineering, Technology, and Applications of Science*.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Connections to Engineering, Technology, and Applications of Science
Influence of Engineering, Technology, and Science on Society and the Natural World

- Engineers improve existing technologies or develop new ones. (4-PS3-4)
- The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)

Interdependence of Science, Engineering, and Technology



- Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)
- Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-LS1-1)

Connections to Nature of Science

Science is a Human Endeavor

- Most scientists and engineers work in teams. (4-PS3-4)
- Science affects everyday life. (4-PS3-4)
- Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (MS-LS1-3)

Scientific Knowledge is Based on Empirical Evidence

- Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS3-5)

Below are the language objectives addressed in this module.

1. Students will be able to contribute to class, group, and partner discussions.
2. Students will be able to adjust language choices according to social setting and audience.
3. Students will be able to explain ideas, processes, and text relationships based on close reading of articles and viewing of multiple media.
4. Students will be able to plan and deliver an oral presentation.
5. Students will be able to write an informative/explanatory text collaboratively and independently.



	- Students will be able to link ideas in their writing. - Students will be able to expand noun phrases in order to enrich the meaning of sentences and add details to their writing. - Students will be able to expand sentences with adverbs to provide details to their writing. - Students will be able to combine clauses to make connections between and join ideas in their writing.
 Theatre Vocabulary Today we are going to learn some Theatre vocabulary! Let's take a look at this slideshow and learn more. Character Dialogue Scene Given Circumstances Given Circumstances Game Part 1 Now we are going to play a game. Please find a space in the room where you can move freely without bumping into anyone else. The person leading this activity will give you different Given Circumstances that you will pretend to be in. You will mime this. Which means it will be silent. How can you use your body and your facial expressions to communicate? - Swim through honey - Have a silent snowball fight - Move through outer space	<u>Theatre Companion #1</u> Theatre Activity: Teacher will first introduce some theatre vocabulary- (using the accompanying Theatre Vocabulary Slideshow) Character- A made up person in a story. (Book, TV show, movie, video game) Dialogue- The "lines" or words the characters say. Scene- One part of the story in a play, TV show or movie. Given Circumstances- The situation the character is in. For example: Nemo is a clown fish that lives on a coral reef. His father is overprotective and nervous about the first day of school. But, Nemo just wants to be treated like a normal fish. Theatre activity: Given Circumstances Make space in the classroom for students to stand in their own space and be able to move around a bit. The teacher will give the students different Given Circumstances for the students to pretend to be in. Students will silently mime: Swimming through honey



	Having a snowball fight Moving through outer space
Given Circumstance Game Part 2 Now you will pair up/get into groups of 3. You will now be allowed to use physical movement, facial expressions and your voices. You will pretend to have a water fight: • Outside on a sunny day • In a library • In outer space • With the queen of England • With strangers • With your friends	Part Two: Given Circumstances Water Fight Students will pair up or get into groups of 3 (whatever is most comfortable for them). Now students are allowed to use their voices as well as mime the given circumstances of having a water fight. Outside on a sunny day In a library In outer space With the Queen of England With strangers With your friends
Given Circumstance Game Part 3 Now we are going to practice writing dialogue (the lines that characters say). Get back into your groups and complete the following tasks: 1. Choose your favorite given circumstance for your water fight. 2. Each group member will write down a line of dialogue that was said during your favorite water fight. 3. If you can't remember you may make up a line of dialogue that you would say if you were in a water fight in your favorite given circumstance. You have now created a character who says a line of dialogue in a scene! The next step is to put this scene "on its feet" which means you will perform it.	Part three: Writing Dialogue Students will get back into their pairs/groups. They will choose their favorite given circumstance and each write down a line of dialogue that was made up during the previous exercise. If they can't remember they can make up a line of dialogue now. After everyone has a line of dialogue written down, the teacher can tell the students that they have just created characters who say dialogue in a scene with a given circumstance. The groups will now rehearse several times, saying their lines in a certain order.



In your groups, you will decide who will say what line and the order it will be said in. Then you must rehearse this at least 3 times. Have fun with it, what does your character's voice sound like?

Now that you have had time to rehearse, you will get to show off your scene.

Discussion Questions: Think/Pair Share/Share out

- Did you change your voice/facial expression/body movements for the different given circumstances? How? (volume change?)
- Did you change the language/words you used in the different situations? Can you give examples?
- Were there words you chose to use with The Queen of England that were different from what you use with friends?

Call on either several or all groups to perform their "scene" for the class. Groups can "perform" right where they are, just make sure to have the rest of the class turn so they can see it.

Close: Discussion

Ask students to discuss in their pairings/groups how they changed their body movements, voice and language for each given circumstance.

Have a volunteer from a few groups tell the class what they experienced.

Were the words you chose to use when speaking to The Queen different from the words you can use with your friends?

Did your body movements or the volume of your voice change for different circumstances? How?

1 | Describe a Picture: ELPAC Like Task Types and Formative Assessment-Based Instruction



Look at the picture and read the bold sentences below. Follow the directions to make additions and edits to the sentences to make them better.

Teachers, please note the spelling and grammatical errors in the student task are intentional.

Direct students to look at the picture and read and respond to the sentences below the photograph.

Use the [ELPAC rubric](#) below to score written responses.



Source: Pixabay

1. **The children are playing.** Rewrite the sentence using more details.
2. **The boys is throwin water.** The sentence has TWO errors. Rewrite the sentence correctly.
3. **The boy is got water in her eyes.** The sentence has TWO errors. Rewrite the sentence correctly.
4. **The boys are playing in the water. Two boys are splashing.** Combine the two sentences into one sentence.
5. Write a sentence to describe what the children might do next.

Score	Descriptors
2	- The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next). - Grammar and word choice are appropriate.
1	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate. - There are errors in grammar and word choice.
0	Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

For more ELPAC practice, refer to the [ELPAC Grade 6-8 Practice Test](#)

2 | Group Discussion



Your teacher will lead you through a group discussion based on the written responses from the previous lesson.

Use student written responses from the previous lesson to develop lesson two. Looking at the language patterns produced by students, customize lesson two to support the language skills needed to be addressed.



3 | Preview Key Vocabulary



Theatre Activity: Machine

Select a volunteer to make a machine-like movement. It has to be something you can do over and over again for a few minutes. Can you add a noise to this movement?

Can another volunteer add to the movement of this machine? Can you make a noise too? (Repeat until you have 4 or 5 people involved in the machine.)

Great! Look at this machine we have made! Hey machine can you:

- Speed up, double time?
- Slow down to half speed
- Can you become a happy machine?
- How about a sad machine?
- Ok can you speed up double time? Triple?
- Oh no this machine is going so fast it's going to break!!!!

Now that you know how to create a machine, you will get into groups of 4 or 5 and create your own machine.

Who would like to share their machine for an audience?

Theatre Companion Submodule 3 Part 1

Theatre Warm Up: Machine

Have a student come up and make a machine-like movement and make a noise. It must be something that can be repeated over and over again. Have a second student join in with a movement that works with the first student's movement and also make a noise. Repeat this until there are about 5 students working together to make one machine.

Ask the machine to speed up, slow down, pause... Then ask the machine to be sad, happy, angry. Ask the machine to speed up and then break.

Put students into groups of 4 or 5 and ask them to make their own machines.

Teachers can have a few groups share their machine. Teachers can play with the speed or emotion of the machines if desired.



Source: pixabay.com

In this lesson, you will be revisiting science ideas about sound that you may have learned before. You will also discover new ideas about how important understanding sound is to creating memorable theater experiences for the audience.



First, you will engage in a discussion about what you already know about sound. To prepare for the discussion, think about how you interact with sound in your daily life.

- What sounds do you hear on your way to school, throughout the school day, on your way home?
- How do we use sound to communicate?
- What else do you know about sound?

Have a whole class discussion on sound. As students share what they already know about sound, build a chart recording their thinking. Consider using some of these visuals on the sample chart as the vocabulary is mentioned by students during the discussion. Some of these ideas are not introduced until 8th grade science so it is ok if students do not generate all of the ideas and vocabulary listed on the sample chart. Students should remember the sound is a form of energy, amplitude refers to the height of the wave, and wavelength refers to the spacing between wave peaks. Students may also recall ideas related to volume and pitch. Some may recall that digital devices such as computers, tablets, and cell phones can receive and decode information, convert it from digitized form to voice, and vice versa. We often call these ideas text-to-speech and speech-to-text.

Explain how informative/explanatory texts are organized to express ideas and to support comprehension, for example the use of headers to indicate a new topic.

Direct students to find a partner. With their partner, have them read, highlight, and discuss the article about [Sound](#). If you are asked for a code to access the Britannica resources please use the Access ID/Passcode that was sent to your district. If you need further help please email edsupport@eb.com.

This article has three reading levels; the link defaults to level two. Your students can also have the article read to them by clicking on the audio icon. 



- Connect what you know about sound to the Machine Theater Activity. What machines can you think of that make noise? What machines communicate information to us using sound?

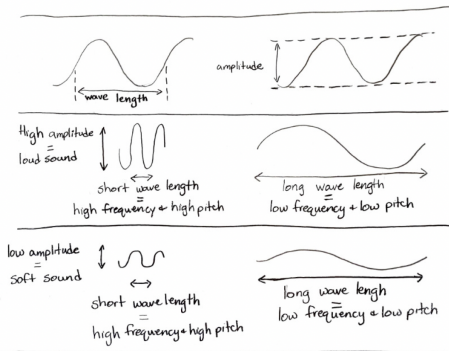
Find a partner.



Read, highlight and discuss this article about [Sound](#) with your partner.

As you read, notice how headers address the topic of each section.

Frequency $\xrightarrow{\text{determines}}$ Pitch
Wave Shape $\xrightarrow{\text{determines}}$ Timbre
Amplitude $\xrightarrow{\text{determines}}$ Volume
Phase $\xrightarrow{\text{determines}}$ How waves interact



$$\text{Speed} = \text{wavelength} \times \text{frequency}$$

$$\text{Wavelength} = \frac{\text{speed}}{\text{frequency}}$$

Source: R. Haroun



Explore sound using [Chrome Music Lab](#).

Start by using the [Sound Waves Experiment](#). Discuss your thinking with a partner.

- Click on the yellow ? icon in the upper right to learn about sound waves.
- Explore the experiment by clicking (or tapping if you are using a touch screen device) the piano keys.
 - What happens to the blue circles (air molecules)?
- Tap on the blue magnifying glass icon. A red line should appear.
 - How can you create a wavy line that represents a sound wave?
 - How does the sound wave change when you hold down different piano keys?

Next explore the [Oscillators Experiment](#). Discuss your thinking with a partner.

- Click on the yellow ? icon in the upper right to learn about oscillators.
- Explore the experiment by clicking and dragging up and down on the screen.
 - How does the sound change from the top to the bottom of the screen?
- Click on the arrows to explore the four different oscillators.

Chrome Music Lab is a website that makes learning music more accessible through fun, hands-on experiments. In this module students explore two of the experiments to investigate sound. In each experiment, click on the yellow ? icon to learn more.

The Sound waves Experiment models how sounds travel through the air. The blue dots represent air molecules. Tap the magnifying glass to zoom in and see a red line graphing the position of one molecule. If you hold one piano key down continuously the line shows a sound wave. Hold down a key on the left side of the piano for a lower sound with a longer wavelength. Hold down a key on the right for a higher sound with a shorter wavelength.

The Oscillators Experiment models how an oscillator makes sound by vibrating at a steady rate, known as its frequency. Click and drag up and down to change the oscillator's frequency. Be sure to use the whole screen as you explore. You can also use the arrows keys to hear different types of oscillators.



- What oscillator do you think makes the most interesting sound? What do you like about it?
- Notice the numbers change in the frequency value at the bottom of the screen.
 - Which number is a comfortable listening number for you?



Tableau

Today we are going to learn about Tableau. Let's take a look at [this slideshow](#).

Tableau is a frozen stage picture.

Elements of tableau:

- Physical choices- How you form your body to become an object, create an image or communicate information.
- Facial expression- communicate without words.
- Levels- Vary your levels to communicate without words.
- Spacing- How far/close characters are to each other can communicate without words.

Now that you know what a tableau is, guess what you get to do? Yup create a tableau!

You will get into groups of 4-5 and create a tableau that represents the life cycle of a butterfly. If you don't know, let's look at the butterfly slide again.

- Stage 1: Egg
- Stage 2: Caterpillar
- Stage 3: Chrysalis/Pupa

Theatre Activity: Tableau

A tableau is a frozen stage picture.

Gather students in groups of 3 or 4. Each group will create a tableau that shows the stages of a butterfly.

One student can become the egg, one can become the caterpillar, one can be the chrysalis and the last will be the butterfly.

As an advanced option, groups can create 4 separate tableaus to represent each stage.



- Stage 4: Butterfly

You can either have each member represent each stage in one tableau. Or you can have 4 different tableaus that represent each stage. It is up to you.

Remember this is a silent activity. So think about what physical choices you can make to communicate. What facial expressions can you use?

Now let's see some of your tableaus.

Tableau Part Two: The Process of Sound

Now that you have had practice creating a tableau, let's connect this activity to what we have been learning about in the article you read about the process of sound. Get back into your groups and create a tableau that represents the process of sound.

What physical choices can you make to communicate that you are an ear or sound waves? How can you use facial expressions, levels and spacing?



In your journal, reflect on what you have learned by answering the following questions:

- What did you learn about?
- What personal connections can you make to this topic?

Sound Design

Knowing when to use sound and when to use silence to communicate is an important part of how a sound designer helps create a memorable theater experience.

Have a few groups or all groups show their tableaus to the rest of the class right where they are in the space. Make sure everyone is facing the group that is performing their tableau.

[Theatre Companion Submodule 3 Part 2](#)

Tableau Part Two: The Process of Sound

Have students get back into their tableau groups. Now they will create a tableau that shows the process of how sound works, based on their reading of the article.

A few students can be sound waves, a student can become an ear etc... Encourage students to use their body and facial expressions to become their "character"

Have students complete the reflection activity in their journals.

Consider using the Download video or Share to Google Classroom feature of PBS Learning Media to share the linked videos directly with students.



Watch this Theater Sound Design video to learn about sound design and the skills required for a career in sound design.

[Theater Sound Design | Drama Arts Toolkit | PBS LearningMedia](#)



What about sound interests you? How do you interact with sound throughout your day?



Watch the [ANNIE ON BROADWAY: What Does a Sound Designer Do?](#) video to meet sound designer Brian Ronan as he talks about what it takes to make the music sound great.



Discuss these questions with a partner.

- How does Mr. Ronan describe his job?
- Where does he try to hide microphones on performers?
- Where does Mr. Ronan do most of his job? Why is the sound mixing board located where it is?
- What are “good acoustics?”
- What similarities does Mr. Ronan see between theater and sports?
- Why did Mr. Ronan like working in the theater?
- What job do you think you would like to work in? What about the job interests you?

If you would like to know more about sound engineers working in theater, consider reading this article. [The Sonic Science Of 'Hamilton'](#)

Lead a class discussion about the Lin Manuel-Miranda quote from the article,

“Sound design is an art form as integral to the success of a theater piece as any other element. Set designers sculpt with physical materials, lighting designers sculpt with light and sound designers sculpt with sound.”



Discuss this Lin Manuel-Miranda quote with your partner. Be ready to share your thinking with the class. Do you agree with MaueI-Miranda? Why or why not?
“Sound design is an art form as integral to the success of a theater piece as any other element. Set designers sculpt with physical materials, lighting designers sculpt with light and sound designers sculpt with sound.”

4 | Descriptive Language



Snapshot

We are going to play a game called Snapshot. Please stand in rows facing the front of the room. This is called the ON position. Now flip yourselves so you are facing the back of the room. This is called the OFF position. Let's practice...

Now for the next part of this game, let's take a look at this [Parts of Speech Slideshow](#).

Adjective- A describing word

Verb- A doing word

Adverb- Describes how the verb is done

Preposition- Describes where

Now that you have reviewed the Parts of Speech, let's practice.

[Theatre Companion Submodule 4](#)

Theatre Warm Up: Snapshot

Students stand in rows. When they face away from the teacher they are in the “OFF” position. When they are facing the teacher they are in the “ON” position. Teachers will direct students to be in either position after a count of 3.

In the “OFF” position the teacher will ask the students to think about adjectives. An adjective is a describing word. Can you think of a describing word? For example, let's practice with the adjective pretty. What would a frozen snapshot of the word pretty look like? How can you form your body into a statue that represents pretty. When I count down from 3 and say “ON” I want everyone to flip around and strike their pose that represents pretty. If you still don't know what an adjective is or what pretty means, look around and see what other people are doing. Can



Please stand up and get into the OFF position. I want you to think about adjectives. An adjective is a describing word. If you had to create a statue that represented an adjective like pretty. What would it look like? What physical choices would you make? What would your facial expression be? What level could you be at? Down low? Reaching for the sky?

Ok now that you have thought about it, when I say ON you will flip around and become a frozen statue that represents pretty. ON!

Now if you don't know what to do or what the word means, look around and see what others are doing?

Verbs are doing words, how can you show doing or movement while being frozen?

Adverbs tell how the verb is being done. How can you use facial expressions to communicate your adverb?

Prepositions tell where. You can use a partner for this one. How can spacing communicate the preposition?

Adjectives

- Pretty
- Smelly
- Scary
- Big
- Tiny

you figure it out from what they are doing?

Teacher will have students flip back to the "OFF" position. This time they must come up with their own adjective. When the teacher counts down from 3 and says "ON" students will flip around and strike the pose for the word they came up with. Teachers can walk around and ask the students to look at individuals and try to guess what their word is and what the poser is doing physically with their body or with their facial expression that makes them think that. Encourage the use of body movement AND facial expression.

Repeat with the rest of the parts of speech vocabulary words:

Adjectives- Words that describe.

Verbs- Doing words.

Adverbs-Describes adjectives and verbs. Can tell how, where, when or how much

Prepositional Phrases- Describes a location.



Verbs

- Run
- Sit
- Sleep
- Celebrate

Adverbs

- Gently
- Sadly
- Thoughtfully

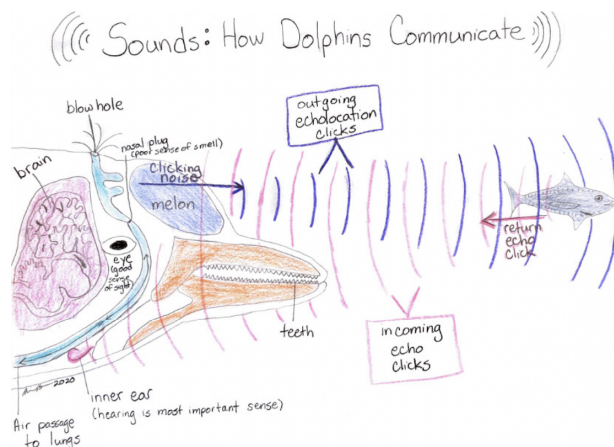
Prepositions (Can use a partner)

- Beside
- Under
- In front of
- In back of



You will engage in a discussion about how dolphins use sounds to communicate through echolocation.

Discuss how dolphins use sounds to communicate through echolocation.



Source: R. Haroun

Chant the [Dolphins Here, There, and Everywhere poem](#).

As you chant, imitate the teacher's gestures.



In your journal, write down the vocabulary words you discussed and draw a sketch for each word.

To introduce parts of speech, use rhythm and rhyme to help students discover how language works and experience the structural pattern of poetry. Use [this poem](#) to start the process. Use the following steps:

- Chant the poem with students.
- The first time, chant all the way through.
- Use gestures while chanting to support comprehension.



- Process the chant by asking students what words are unknown to them. Provide this poem on [Google slides](#) for visual support to help students understand the words they identify.
- Have students write and sketch the words discussed in their journal.

5 | Parts of Speech



Find your digital or physical copy of the [Dolphins Here, There, and Everywhere poem](#).



Complete the following steps:

- Chant the poem with your classmates.
- Find the noun **dolphins** and underline it with a black marker or in black font. You will underline this word in black every time you see it in the chant.
- Chant the poem again.
- **Find the adjectives and underline them in red.**
- Chant the poem again.
- **Find the verbs and underline them in green.**
- Chant the poem again.
- **Find the adverbs and underline them in orange.**
- Chant the poem again.
- **Find the prepositional phrases and underline them in purple.**

To introduce parts of speech, use the poem to discuss nouns, adjectives, verbs, adverbs, and prepositional phrases.

Students will need to interact with the poem document for this lesson to explore parts of speech (nouns, adjectives, verbs, adverbs, and prepositional phrases). Each student will need either a physical copy or a digital copy of the poem. Ask students to complete the following steps:

- Chant the poem together. Have students underline the word dolphins (the noun) in black throughout the poem.
- **Chant the poem together. Have students underline all adjectives in red.**
- **Chant the poem together. Have students underline all verbs in green.**
- **Chant the poem together. Have students underline all adverbs in orange.**
- **Chant the poem together. Have students underline all prepositional phrases in purple.**



Performing Parts of Speech

Now that you know your parts of speech, we will practice performing them as we see them in the dolphin poem.

When we come to a part of speech we will do the following:

Adjective- snap our fingers

Verb- stomp our feet

Adverb- clap our hands

Preposition- stand up and when we come to the next one sit down

Find a partner.



With your partner, find five images about the poem and add them to your copy or sketch them on your poem.

Theatre Companion Submodule 5

Theatre Activity: Perform Parts of Speech

Once the students have labeled their poems to indicate where the **adjectives, verbs, adverbs and prepositional phrases** are. The class will read the Dolphin Poem out loud together. They will do the following actions when they come across:

Adjective- Snap

Verb- Stomp

Adverb- Clap

Prepositional Phrase- Stand and sit

In pairs, have students find five images to illustrate the poem.

6 | Descriptive Writing and Sentence Structure

Find your digital or physical copy of the [Dolphins Here, There, and Everywhere poem](#).



Complete the following steps:

- Find a partner and discuss what you know about dolphins.
- Brainstorm adjectives with your partner. Use the poem as a support if needed.
 - Next, brainstorm verbs

To teach parts of speech, use a chart to help students see patterns in writing. This [link](#) provides an example of what the completed chart could look like by the end of this lesson.

Use the [parts of speech chart](#) to complete this process by following these steps:

- Direct students to find a partner and discuss what they know about dolphins. Use the [parts of speech chart](#) and the [Dolphins Here, There, and Everywhere poem](#).



- After that, brainstorm adverbs
- Lastly, brainstorm prepositional phrases
- After your class completes the [parts of the speech chart](#), copy it in your journal. You will need it later for a writing assignment.



- With your partner, use the words on the [chart](#) to write three sentences.

- Start the lesson in the second column of the [parts of speech chart](#) using black font. Next to the word noun, write what a noun is (person, place, thing, or idea). In the next row, the noun **dolphins** has been provided for you. Unlike the other columns, this column will only contain one word (dolphins).
- Move to the first column. Use a red font color to write “Adjectives,” add definition (describes noun), provide a prompt (“**Look at those dolphins, they are so _____. Listen to those dolphins, they sound so _____. Feel those dolphins, they feel so _____.** ”) Use gestures for scaffolding, have students/partners discuss to brainstorm vocabulary. Write the adjectives they think of on the chart in red font.
- In the third column, write “Verbs” in green, add definition (action), provide prompt (“**What do dolphins do?**”), use gestures, have students discuss together to brainstorm vocabulary. Write the verbs they think of on the chart in green font.
- In the fourth column, write “Adverbs” in orange, add definition (**tells how, most end in -ly**), model the difference between well (an adverb) and good (an adjective), use gestures, have students discuss to brainstorm vocabulary. Write the adverbs they think of on the chart in orange font.
- In the fifth column, write “Prepositional Phrases” in purple, add definition (prepositions tell us **where and when**), incorporate gestures for in, on, over under, etc., have students discuss to brainstorm vocabulary. Write the prepositional phrases they think of on the chart in purple font.
- Provide a copy of the completed chart to the students.



	• Model how to use the chart to create a sentence. • Have students work in pairs to write three sentences using the words from the chart.
Describing Sound  Frequency, loudness and pitch are just a few of the ways we can describe sound. Think back to the class discussion we had about what sound. What other ways can we describe sound? • Write three sentences describing sounds you hear at school throughout the day. • Switch sentences with a partner. ○ Identify any nouns, adjectives, verbs, adverbs, or prepositional phrases your partner used in their sentences. ○ Suggest edits to your partner that might make their sentences more descriptive. ○ Edit your sentences based on feedback from your partner.	Students apply their learning about parts of speech and descriptive writing to a task describing sounds they hear at school throughout the day. If students need additional support, consider having a whole class discussion to brainstorm the sounds they hear; people talking, bells, tires screeching, the sounds different shoes make on the floor, pencils scratching on paper, typing on computers, etc. After writing sentences that describe, students exchange papers with a partner and identify the parts of speech in their partner's sentences and provide suggestions for making their partner's sentences more descriptive.

7 | Read and Highlight



Source: Pixabay



- Find a partner.
- Read, highlight, annotate, and discuss the article [Dolphins](#) with your partner. For additional support, you may choose to listen to the article being read aloud.
- As you read, take notes in your journal.

Direct students to find a partner. With their partner, have students read, highlight, and discuss the article [Dolphins](#). This article has three reading levels; the link defaults to level two. Your students can also have the article read to them by clicking on the audio icon. 🔊

If you are asked for a code to access the Britannica resources please use the Access ID/Passcode that was sent to your district. If you need further help please email edsupport@eb.com.

8 | Create a Digital Poster



Source: Pixabay



- Find a partner.
- With your partner, review the article you read in the previous lesson, [Dolphins](#).



- Create a pictograph poster with your partner.
 - Select one powerful idea from the text.
 - [Create a digital pictograph poster](#) that includes:
 - Title of the text
 - Paraphrase of the main idea
 - 2-3 bullets of significant facts or details containing descriptive language
 - Images that represent the descriptive language

Direct partners to review the article [Dolphins](#), and to [create a digital pictograph poster](#).



■ Signatures of you and your partner

9 | Read and Highlight



Source: Pixabay



- Find a partner.
- Read, highlight, annotate, and discuss the article [Voice](#) with your partner. For additional support, you may choose to listen to the article being read aloud.
- As you read, take notes in your journal.

Direct students to find a partner. With their partner, have them read, highlight, and discuss the article [Voice](#). Your students can also have the article read to them by clicking on the audio icon. 

If you are asked for a code to access the Britannica resources please use the Access ID/Passcode that was sent to your district. If you need further help please email edsupport@eb.com

10 | Create a Digital Poster



Source: Pixabay



- Find a partner.
- With your partner, review the article you read in the previous lesson, [Voice](#).



- Create a pictograph poster with your partner.
 - Select one powerful idea from the text.
 - [Create a digital pictograph poster](#) that includes:
 - Title of the text
 - Paraphrase of the main idea
 - 2-3 bullets of significant facts or details containing descriptive language
 - Images that represent the descriptive language
 - Signatures of you and your partner

Asynchronous lesson

Direct partners to review the article [Voice](#), and to [create a digital pictograph poster](#).



11 | Compare and Contrast



4 Corners

We are going to play a game called 4 Corners. You will be given a category like seasons. In this corner is summer, in that corner is winter, that one is spring and the last one is fall. When I say go, you will move to your preferred corner/season. If you can't decide, you may stand in between the 2 seasons/corners.

Now once you have found your corner/season, discuss your choice with the people in your group. Why did you choose the season you did?

Now that you've had a chance to talk it over, I need one representative from each group to report all your reasons for choosing your season/corner.

Categories

Seasons- Winter / Spring / Summer / Fall

Movies- Comedy / Romance / Superhero / Horror

Foods- Breakfast / Lunch / Dinner / Snack

Holidays- New Year's Day / Birthday / 4th of July / Labor Day

Theatre Companion Submodule 11 Part 1

Warm Up: 4 Corners

Teachers will ask students a question with 4 possible answers. For example "What is your favorite season?" Each corner of the room will be assigned a specific season. When the teacher says "go" students will go to the corner that represents their favorite season. Once there, students discuss with those in their corner about their opinion.

Teachers will ask one volunteer from each group to explain why the group chose that particular corner.

If students can't decide they may stand in the middle of the class. They must "compare and contrast" the two options they can't decide between.

Possible Categories:

Seasons: Summer / Fall / Winter / Spring

Movies: Comedies / Romance / Superhero / Horror

Foods: Breakfast / Lunch / Dinner / Snack

Holidays: New Year's Day / Birthday / 4th of July / Labor Day



Human Venn Diagram

Previously we learned what a Venn Diagram is. We also know to compare is to talk about things that are in common (the same) and to contrast is to talk about things that are different.

Theatre Companion Submodule 11 Part 2

Theatre Activity Part Two: Human Venn Diagram

Teachers will make a statement comparing two different subjects. For example "Dogs vs Cats". Students must choose the left side of the



Now we are going to become a human version of a Venn diagram. I will give you 2 different categories. For example Dogs vs Cats. If you prefer dogs you will stand on the right side of the room. If you like cats better you will stand on the left side of the room. If you can't decide, you will stand in the center of the room.

Let's just use dogs vs cats. When I say go you may move to your preferred side of the room. Discuss with your group why you like either cats or dogs. If you are in the middle, discuss what things dogs and cats have in common.

Can I have a volunteer from each group explain the reasons that you all discussed?

Venn Diagram Categories:

Dogs vs Cats
Summer vs Winter
Breakfast vs Dinner
Morning vs Evening or Sunrise vs Sunset
Movies vs Books
Only Child vs Having siblings
Facebook vs Tik Tok

room for dogs or the right side of the room for cats. If undecided they can stand in the middle of the room and talk about things that are good that cats and dogs both have in common. If this activity is taking place virtually you can set up breakout rooms for each of the choices and allow students to select their own breakout room based on their choice.

Students will discuss amongst their group why they chose their "side." One rep from each group will report why the group chose their particular side.

Possible compare/contrast categories:

Dogs vs Cats
Summer vs Winter
Breakfast vs Dinner
Morning vs Evening
Ocean vs Mountains
Movies vs Books
Only child vs having siblings
Facebook vs Tik Tok



Source: Pixabay



- Find a partner.
- Review the two digital pictograph posters you created in the previous lessons with your partner.



- Using the information from the pictograph posters, complete the [compare/contrast assignment](#).



- Watch this [video](#) to help with the next lesson.

Direct students to find a partner and use the two [digital pictograph posters](#) they created in the previous lessons. These posters will help them complete the [compare/contrast assignment](#).

12 | Write Whole Class Essay



Source: Pixabay



- Actively engage in the highlighting of the key words in the topic sentence. This will help you keep your writing focused on the topic.
- With your group, review the compare/contrast graphic organizer you completed in the previous lesson.



- Using your assigned group font color, write a group paragraph supporting the topic sentence on the [whole class essay template](#).
 - Topic Sentence:
Sound is an important communication tool.

Share the [whole class essay template](#) and as a group, highlight key points from the topic sentence.

Model how to use the [compare/contrast graphic organizer](#) to assist in writing informational text. Provide the [compare/contrast thinking organizer](#) as an alternate graphic organizer for this assignment.

Divide students into groups of four.

Assign a font color to each group. Have each group use the [whole class essay template](#) to write a supporting paragraph to the topic sentence provided.

13 | Revise and Edit



Source: Pixabay



As a class, you will review and complete the [Revision, Editing, and Organization Checklist](#). This process will help you enhance your writing skills as you see how your class essay gets modified right before your eyes.

Once each group has completed their supporting paragraph, model the writing process for the whole group by completing the [Revision, Editing, and Organization Checklist](#) to enhance the class essay.

Model how to use the [parts of speech chart](#) to enrich writing with descriptive language.

14 | Independent Writing



- Select a topic to write about. Remember that you will be writing an explanation/informative essay, so choose a topic that interests you.



- Write your essay.
- Use the [Revision, Editing, and Organization Checklist](#) and the [parts of speech chart](#) to enhance your writing.

Direct students to write an explanation/informative essay independently on a topic of their choice.

When done, ask them to pair up and use the [Revision, Editing, and Organization Checklist](#) to enhance their writing.

Remind them that they can also use the [parts of speech chart](#) to enrich writing with descriptive language.



15 | Present and Discuss Information: ELPAC Like Task Types and Summative Assessment



- You will view a chart that provides information and respond to two questions about the chart. Your teacher will read the questions to you. Take notes to help you answer the questions.
- Study the bar and circle charts below.

In this task type, you will need to meet individually with each student. The student views a graph, chart, or image that provides information. The student is then asked to respond to two questions about the information. The questions are read aloud to the student, and they also appear with the image in their materials. During an actual ELPAC administration of this task, students may take notes in their Test Book.

- Show the bar and circle charts.
- Tell the student: “I am going to ask you to talk about a chart. Look at the chart. You can write in your journal if it is helpful.”
- “Students at a school were asked if they would attend a school play or not. The chart shows different methods of recording students’ responses.”
- Ask the following questions:
 - “What does the chart show about how many students plan to attend the play? Include details from the chart in your answer.”
 - “Is the following claim supported or not supported based on the information in the chart?
 - Claim: More students will attend the play than those who will not.
 - Give details from the chart to support your answer.”
- Use the [ELPAC rubric](http://www.ccsesaarts.org) below to score oral language production for presenting and discussing information.



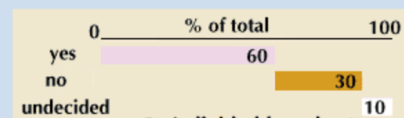
100% Bar and Circle Charts

	number of children	percent of total	degrees
yes	30	60	216
no	15	30	108
undecided	5	10	36
total	50	100	360

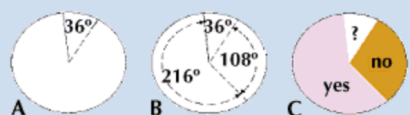
How many students will attend the school play?

yes 60%	no 30%	? 10%
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1. A rectangle, or component bar, chart



2. A divided bar chart



3. A circle graph, or chart

100% bar and circle charts

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- The teacher is going to ask you to talk about the chart. You can write in your journal if it is helpful.
- Students at a school were asked if they would attend a school play or not. The chart shows different methods of recording students'

Score	Descriptors
3	• Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
2	• Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.
1	• Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

- Use the data gathered to inform future lessons.
- For more ELPAC practice, refer to the [ELPAC Grade 6-8 Practice Test](#)



responses. Take some time to read the different charts by yourself.

- What does the chart show about how many students plan to attend the play? Include details from the chart in your answer.
- Is the following claim supported or not supported based on the information in the chart?
 - Claim: More students will attend the play than those who will not.
 - Give details from the chart to support your answer.

16 | Reflection/Self-Assessment



Review and complete the [Self-Reflection on "I Can" statements](#).

Direct students to review and complete the [Self-Reflection on "I Can" Statements](#).



Think about the theatre techniques you learned and what you created throughout this module. Using the language skills you've learned in this module respond to at least one of the reflection prompts listed below.

- Which theatre activity did you enjoy the most? What about the activity did you like?
- Which theatre activity did you find the most challenging and why?
- Which theatre technique do you think you will use again? When would you use this technique?
- How do the theatre activities connect to other interests you have?