STEM Interdisciplinary Unit
Focus: Poetry

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General Info:
We will be working on modifications for 8th grade middle school language arts, math, and science units. The focus is to make this a STEM interdisciplinary unit with the math and science teacher focusing on their respective disciplines, while the language arts team focuses on technology. Teachers will modify to three different levels of ELL students. All teachers have agreed upon a focus for the third marking period, which is poetry. The district curriculums are written for mainstream English speaking students so we will work on modifying them for ELL students. The rationale behind this unit comes from the emphasis the New Haven School District is placing on the use of the Common Core State Standards as a broad-base foundation for higher order thinking instruction within the classroom. Teachers are encouraged by the district to prepare interdisciplinary units as a means of instilling and improving application, analysis, evaluation, and creation skills among our students, which is the basis of our interdisciplinary unit. Also students will complete a reflection about commonalities between disciplines at the end of the unit.

- **Language Arts:** focuses on poetry which includes poetic devices, figurative language, poetic form, rhythm, rhyme, and meter. The language arts team has chosen to have students work in heterogeneous groups by language ability as the unit unfolds with definitions and identifying the characteristics described above. As the unit continues, students will also email with a pen pal their own poems to be shared and critiqued.
- **Math:** focuses on geometry, which includes geometric properties of shapes, classifying shapes, and area. The math teacher has developed lessons for each of these aspects through discussions, modeling, a scavenger hunt and group work while creating a culminating activity in which students will create their own mathematical poem.
- **Science:** focuses on Newton’s three laws of motion and how force and mass affect motion. The culminating project involves students creating a poem about one of Newton’s laws.
STUDENT CONTENT OBJECTIVES:

Students will

• Identify the author’s use of structure, organizational patterning, and vocabulary as it applies to basic comprehension as well as understanding sound in poetry.

• Analyze the author’s poetic craft in extended, significant, and specific ways especially as it applies to tone.

• Develop an understanding of print concepts.

• Demonstrate reading comprehension through illustrations.

• Make predictions based on prior knowledge.

STUDENT LANGUAGE OBJECTIVES:

Students will

• Become familiar with the vocabulary pertaining to poetry and use it when speaking and writing about poetry.

• Listen to poems being read and recognize rhyming words/patterns in poems.

MATERIALS AND TECHNOLOGY

• Laptop computers with Internet access.
• Overhead projector.
• Dictionaries and thesauruses.
• Poetry journals created on line as word document.
• Chart paper.
• 8½” x 11” paper for portfolios.
• Markers, crayons, and pencils.
• Pointers.
• Scissors.
• Sentence strips.
• Pocket chart.
• Highlighter tape or sticky notes
**Language Arts Rationale**

I teach poetry for this “giant” of an Eighth student who became so angry one day, he punched the classroom door, broke the glass, and then sat down and wrote the most heart-wrenching love poem inside his drawing of a tear. I teach poetry for the girl who “hates me and doesn’t care what I think” but whose power of word choice as she relates what life’s like on the streets, is so gripping, it’s painful and almost beyond belief. I teach poetry for the student who refuses to write a single line or wouldn’t consider participating in a classroom oral presentation, but who stood during our poetry slam and got a roaring outburst of approval. I teach poetry for the chance to hear students say, “That’s cool. I like the way it sounds” or “I know how that feels.”

I also teach poetry because I have to. I have to introduce poetic device and figurative language, poetic form, rhythm, rhyme, and meter and therein lies my dilemma. How do I safeguard my students’ inherit willingness to express their ideas about love and crisis in moments of intensity, passion, and challenge, against the exposure to the dry and sometimes rigid and technical mechanics of poetry? How do I safeguard against turning poetry into a kind of scavenger hunt or parlor game of “find the metaphor, count the beats, or follow the form,” and risk having them “zone out.”

As a teacher, I begin our formal discussion of poetry, designated by the district for introduction during the third marking period, and I often hear moans and groans. Why, I ask myself? In honesty, my students might say they are afraid of poetry because they don’t know how to read it or because they have this sense that poetry holds some cryptic message, a kind of tarot card, psychic reading, fortune cookie mystery that eludes them and frustration sets in immediately. It’s not always written in complete thoughts so they have to figure out what the author intended to say. Not always an easy task for them. They don’t want to play detective. They just want to talk about themselves. They want to write poetry to express their feelings about what’s happening in their lives. They like poetry when it’s easy. They don’t want rules or form or analysis. They want to be in charge of something in their lives.

One thing my students have in abundance is emotional experiences, often ones that rob the innocence of their youth. Their lives are filled with sarcasm and irony. Why would they want to spend time analyzing poetry when their very survival is sometimes in question? Yet, I have to teach poetry. If I am to give them all that they need to understand poetry, then, all of the
standard, codified elements must be introduced and incorporated but their experiences must be honored. Again, my basic dilemma. It will be imperative that I choose poems wisely; ones in which emotional sound sense is brought to light through discussion and discovery; ones in which prosody is strong, evident, and understandable; and ones that might even break the rules so my kids can identify with them.

The students I instruct live in a world without much structure, without rules, and without reflection. They live in the here and now. They often feel cornered by such constraints and the off button is immediately pressed. They are not very patient. Inner city life is scary and uncertain. The thing they do have in abundance in their lives is sound, from the loud and harsh, to the dead of silence, and not much of the gentle and soothing. Talking, they lack not this ability! Nor do they lack the rhythm and beat of music. Sound plays an integral part in their lives. It exists in the fabric of their beings.

This is also true in poetry. Sound is the thread that makes up the cloth of poetry. Sound defines the musical score of poetry. The role that the sounds of words play in the finished product is undeniable. Yet my students are often unaware of this sound sense because these lyrical properties are not completely visible, understandable, or audible to them. Poets use sound devices to create visual images and emotional responses and it is the sound these devices express which reinforce or clarify those images and responses. My students use this sound sense naturally but do not pay much attention to these features and it is here that the visual awareness of the sound mechanics and emotional effects of those sounds of poetry and the lives of my students intersect. Sound foregrounds poetry and is the doorway to our sense of understanding. These elements are already highlighted in our curriculum as we study narration. It is this awareness of sound and image as tone that must be highlighted as we study poetry to encourage its appreciation. I will use these ingredients as my main consideration for an objective within this unit.

**Tone: The Sounds That Are Poetry**

If I invited my students to answer the question, “What are the sounds in a given piece of poetry?” most would immediately begin the search for the actual, acoustic sounds or noises that nouns make in the lines of poetry. The bird sang, wind whistled, and the horn blew would be the typical responses and they would be correct. These are the sounds that birds, wind, and horns make. They are literal and concrete. But sound in poetry digs far deeper. What are the poem’s own sounds? What sounds do its words make? Sound in a poem is that which the mind hears as we read the words in context. We not only need to recognize and identify the tangible, physical sounds embedded in the words in each line, but also the sounds of initial syllables, sounds of repetition, sounds of rhyme, sound devices, and sounds of accent. These make up the sense of the
poem. Throw into this mix the subtleties of duration, syntax, punctuation, arrangement of internal pauses as well as the human voice that reads the words and poetry can be heard or, should I say, heard on a more intense level.

But poetry encapsulates not only sound but context as well. According to Robert Frost, the sound of our words is always shaped by context in dramatic situations. "Everything written is as good as it is dramatic...Sentences are not different enough to hold the attention unless they are dramatic...All that can save them is the speaking tone of voice somehow entangled in the words and fastened to the page for the ear of the imagination." Together, these create an ambience, a feeling that the author wants us to hear. This feeling is called tone. Tone hinges on the questions of sound and meaning and how they blend together.

Tone is the author’s attitude or expression of feeling toward the subject of his poem. And just as important: not only what he is saying about something, but how he feels about saying it, and saying it to us (tone creates a relationship to the reader). It could be any of a myriad of feelings: sarcastic, nostalgic, playful, dark, bitter, funny, fearful, loving, resentful, or respectful to name a few. But all these descriptions hold more than just attitude or feeling. They beg understanding of the context. Tone is the hub of a poem. Everything else permeates from it according to Frost. And all else is blanketed by it. Its intent is to influence the reader to see, hear, feel, taste, touch, smell or think in a certain way. It is the voice providing the emotional coloring, the meaning, and the cadence of the poem.

But once written, voice intonation is lacking in a poem. It is removed from the equation and, thus, part of the meaning is lost. It is activated by listening, which is interpretation, and takes the form of internally voicing the poem, or reading it aloud. This repetition of reading is required to actually “hear” the intention of the poet. The reader must learn to hear the anger, doubt, reverence, disgust, or sadness that tone provides. He must learn to place the emphasis on certain words. He must learn to make the facial expressions and provide the pause where the poet wants them. He must find the drama then play it out in his own mind or speak it as the poet intended. He does this, in part, by recognizing the visual images created by the words of the poet. And he does this by recognizing the sound images that are written as well. Tone is achieved through language carefully selected. Taken in isolation, words hold meaning, but they gain more meaning within context. The patterning of words, especially those that embrace sound, blossoms when placed together in a line of poetry. It is not merely sound but rather how it is used in the poem that makes an impact. Consider the line, “the whistling wind wound wildly through the trees.” This pattern and placement of words, and as an extension, its sound, becomes infinitely more powerful when strung together in this way. Here, sound reinforces the context, the milieu.
Individually, the words express sound but together they also have strength, authority, and a visual presence. They are richer and we understand more. Of course, overuse or misuse of sound devices will cause an artificiality that distracts from the pleasure and meaning of the poem. The question then becomes, “How do we capture the complete appreciation of sound and content together?”

When we first read a poem, should we immediately focus on the visual image or the verbal sound? Do we need to separate or break them down, and, if so, do we lose any meaning in doing this? Is it the collective whole that we seek or is it enough to focus on just one aspect? The poet is often in charge of the answer to these questions through the use of specific language and patterning but in the end they must be considered as mirror images of each other, or as Alexander Pope put it “Sound must seem an echo to the sense.” As a teacher I have noticed that my inexperienced students focus on the content, the meaning, or the message. Again, “It’s a sad poem about the break-up of a loving couple.” End of story. This is where they lose interest if they do not immediately understand the intent of the poet. Recognizing sound elements such as onomatopoeia, accent, internal pauses, and alliteration are often hard to do and needs to come with practice, scaffolding, and guidance. This recognition comes from repetition and patience. They need this scaffolding to arrive at the statement, “OK, that makes sense, but make me hear it. Read it aloud to me so that I get that feeling too…” How do we read the words so they make sense? The thing that must be pointed out to my students is that they already communicate using these sounds features all the time. Shifting their focus and making them aware of this will need to be emphasized. Helping them recognize accent, internal pausing and punctuation is more a matter of degree and requires repeated exposure and a trained ear. So in order to understand the visual imagery and verbal sound that make up tone and, thus, the meaning of the poem itself, we must consider content, language, imagery, form, and syntax. These elements form the construct which we will use to develop a deeper appreciation of poetry.

**Teacher Instruction**

An initial exercise in this unit is to arrange heterogeneous teams comprised of preproduction, developing, and nearly fluent students as much as possible. These teams will assist each other as the unit unfolds.

A second exercise is to set up an e-pal arrangement with students from another school. Students will, then, be able to email their individual poems to each other for critique and enjoyment. Our school district has already, in place, email accounts for all students through Google doc. This should be established as soon as possible with the “sister school.”
The following wall chart should be posted in the classroom for understanding of the overall unit concept, included in the on-line packet, and presented in hard copy. Lower level ELLs will be given a modified chart below.

**POETRY IS SOUND**

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<tr>
<th>SOUND</th>
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is achieved through

<table>
<thead>
<tr>
<th>TONE</th>
<th>MOOD</th>
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<tbody>
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<td></td>
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</table>

by using the following literary elements:

<table>
<thead>
<tr>
<th>Simile</th>
<th>Metaphor</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Personification</th>
<th>Hyperbole</th>
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<tr>
<th>Alliteration</th>
<th>Imagery</th>
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<table>
<thead>
<tr>
<th>Tone</th>
<th>Onomatopoeia</th>
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<table>
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<tr>
<th>Irony</th>
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Activity 1: The Sound of Poetry Using Tone and Mood

(duration: three days)

Day One

1. Teacher will introduce students to the terms Tone and Mood. These literary definitions will be charted, shown on the overhead, given in hard copy, and provided to students in their on-line poetry packet. Teacher will read each definition aloud and provide an example of both to the class.

   A. **Tone**: tell us what the author thinks about the subject. The author's style conveys the tone in literature. Tone is the author's attitude toward story and readers.

   B. **Mood** is the effect of the writer's words on the reader. Mood is how the writer’s words make us feel.

2. Within their assigned teams, students will generate a list of adjectives which describe tone and mood after teacher begins a modeled list on the board. This list will be recorded in their electronic journals. Below is a sample that the teacher can use as a guide. These words should be written on word strips for the word wall.

   Some adjectives to describe **Tone**:

   adoring, compassionate, reassuring, friendly, preachy, proud, euphoric, impartial, neutral, serious, arrogant, hostile, sarcastic, disrespectful, confused, melancholy, Formal, informal, serious, humorous, amused, angry, playful, neutral, satirical, gloomy, conciliatory, sad, resigned, cheerful, ironic, clear, detailed, imploring, suspicious, witty...

   Some adjectives to describe **Mood**:

   Fictional, imaginary, fanciful, idealistic, romantic, realistic, optimistic, pessimistic, gloomy, mournful, sorrowful, playful, sentimental, suspenseful, somber, melancholy, joyous, depressed, mysterious, solemn, vulnerable, haunting, hopeful, lonely, relaxed, cranky, restless
Day Two

3. The following poem by Edgar Allan Poe will be read to the class from the overhead projector. They will receive a hard copy and an electronic copy in their journal packet as well. Use a pointer to point to each word as you read. Focus on reading with inflection and following the poem pattern. The teacher should **reread the poem segment several times** for fluency and intonation understanding.

>And the silken sad uncertain rustling of each purple curtain
>Thrilled me - filled me with fantastic terrors never felt before;
>So that now, to still the beating of my heart, I stood repeating,
>"Tis some visitor entreating entrance at my chamber door-
>Some late visitor entreating entrance at my chamber door;
>This it is, and nothing more.” Edgar Allan Poe

4. Then the teacher will ask the following questions as whole group discussion. Place questions on the overhead projector for lower ELL students to refer to during discussion with sentence starters which are in bold below. Also teacher will distribute sticky notes to identify any unfamiliar words. Use dictionaries and thesauruses for meaning.

**General Teacher Comments:**

- Look at word choice…Pay attention to the meaning of words. Are there any words you do not know? Look them up. Give students in their groups time to look up words they do not know and then have groups share out to create a class word list with shortened definitions and synonyms.
- Analyze the phrasing used to describe events. Does the author use many metaphors, what words are compared without using like or as, or lay out facts without opinion?

  **The words _______ and _______ are compared without using like or as.**

  **The words that describe the event are __________________________.**

- Ask yourself how the information is presented. What order do you receive information in? How is the author trying to persuade you, if they are?

  **The information is presented by ____________________.**

  **The author does/does not persuade me by ____________________.**

- What information is not present? What has been ignored or omitted? This will tell
you the author's intention and help to clue you into tone.

____________________________ is missing.

____________________ information is not included in the poem.

I think the author did not include this because ____________________.

o If you replace the words you are unfamiliar with, does it change the meaning?

By replacing the words ____________________, it does/does not change the meaning.

The meaning changed/stayed the same by replacing the words ________.

Questions to think about: Tone

▪ How does the author feel about what he is writing?

  The author feels ________________.

  I think the author feels ____________________.

▪ What clues do I have that he may feel this way?

  The author feels ________________ because ________________.

  I think the author feels ________________ because ________________.

  The clues I used are ____________________.

▪ Did I infer the author feels this way with concrete evidence, or did he specifically write about how they felt?

  The concrete evidence I found was ____________________.

  The author wrote ________________ which means he feels ________.

Questions to think about: Mood

▪ How does this passage make you feel? Scared, nervous, angry, relieved, etc? Consider how you feel when reading.

  I feel ________________.
The poem makes me feel ____________________.

- How does language in the poem create a mood?

The language in the poem creates the mood of ________________.

The mood in the poem is created by ________________________.

- How did the author make me feel this way? What devices did he or she use that made me feel this way while reading?

The author made me feel this way by ____________________.

The devices he used to make me feel this way are ________________.

- Do you feel that the author is trying to persuade you?

The author is/ is not trying to persuade me.

The author persuades me by ________________________.

In their teams, have students decide what the tone and mood are of the poem above. Use the sentence starters which will be displayed on the overhead projector:

The tone in the poem is

_______________________________________________________________________________________________________________________________________________________

I know this because

_______________________________________________________________________________________________________________________________________________________

The mood in the poem is

_______________________________________________________________________________________________________________________________________________________

I know this because

_______________________________________________________________________________________________________________________________________________________

Day Three

4. Have students fill out Worksheet One. Modified worksheets are below.
Activity 2: Exploring with Tone and Mood In an Original Literary Element Poem (duration: three days)

Day 1

1. Students will review the literary elements mentioned in the wall chart above through the use of the following jeopardy-style game. The teacher will read the answers in column one and expect the questions in column two. ELL students have their completed chart to review back to.

<table>
<thead>
<tr>
<th>Column One</th>
<th>Column Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving inanimate objects human qualities</td>
<td>What is personification?</td>
</tr>
<tr>
<td>A comparison using <em>like</em> or <em>as</em></td>
<td>What is a simile?</td>
</tr>
<tr>
<td>Exaggeration</td>
<td>What is hyperbole?</td>
</tr>
<tr>
<td>Expecting one outcome and getting another</td>
<td>What is irony?</td>
</tr>
<tr>
<td>Repetition of beginning (<em>Sally sells seashells…</em>)</td>
<td>What is alliteration?</td>
</tr>
<tr>
<td>A picture created with words</td>
<td>What is imagery?</td>
</tr>
<tr>
<td>Comparison without using <em>like</em> or <em>as</em></td>
<td>What is a metaphor?</td>
</tr>
<tr>
<td>Words that express a sound- <em>buzzzzz</em></td>
<td>What is onomatopoeia?</td>
</tr>
<tr>
<td>The attitude of the author</td>
<td>What is tone?</td>
</tr>
</tbody>
</table>

2. Each student will then choose a card with one of the following **tone** words written on it. These words were introduced to the preproduction students in their reading intervention class so as to establish vocabulary understanding.

sadness, courage, tension, sympathy, love, happiness, pride, sarcastic, excitement, hate, fear, anxiety, adoring, compassionate, reassuring, friendly, preachy, proud, euphoric, impartial, neutral, serious, arrogant, surprise, hostile, sarcastic, disrespectful, confused, melancholy, chaos, formal, informal, serious, humorous, amused, angry, playful, neutral, satirical, gloomy, conciliatory, resigned, cheerful, ironic, clear, detailed, imploring, suspicious, witty. They will be encouraged to use a thesaurus with their team for clarification and meaning.

3. Then, the teacher will ask students to pick a noun, (a person, place, thing, or an idea,) that they think fits with their tone word. Place these choices on **Worksheet Two** which is below.
Day Two

5. Before completing Worksheet Two, read the following two poems written by former students:

**New York City**

Simile: \( \text{New York City is like a jungle.} \)

Metaphor: \( \text{No, it is a jungle.} \)

Personification: \( \text{It’s always jumping with excitement.} \)

Hyperbole: \( \text{Because of the noise, half the city is deaf.} \)

Alliteration: \( \text{Still, the city cares about its crazy customers.} \)

Imagery: \( \text{Brands, lights, cabs, style: it’s all there.} \)

Tone: \( \text{This city is great- always something to do.} \)

Onomatopoeia: \( \text{“B E E P” “B E E E E P” get out of the way!} \)

Irony: \( \text{When I arrived in New York, I was ready for chaos- instead I found rhythm} \)

\[10\]

**By Carmelo**

**Money**

Simile: \( \text{Money’s as green as grass} \)

Metaphor: \( \text{Money is dead Presidents} \)

Personification: \( \text{My money runs in my pocket} \)

Hyperbole: \( \text{Money tracked me down} \)

Alliteration: \( \text{Messin’ with money is like messin’ with the monster} \)

Imagery: \( \text{My money: big, green, and long} \)

Tone: \( \text{My money is my life ‘til death due us part} \)

Onomatopoeia: \( \text{Cha-Ching} \)

Irony: \( \text{Too much money ha can get you kill} \)

\[10\]

**By Davon**
4. Students will proceed to complete the individual lines on **Worksheet Two**. Teacher will guide the writing of each line by review of meaning of each literary element as the students record their answers, first in hard copy, then in their word document journals. Again, dictionaries and thesauruses will be used.

**Day Three**

5. These poems will be shared with classmates and e-pals with the hope that they too will attempt the assignment. Copies will be placed on bulletin board in and around room.

**Activity 3: Langston Hughes** (duration: two days)

**Day 1**

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair

1. Before reading the poem, teacher should present students with the following biography of Langston Hughes for background information. It should be presented in hard copy, electronic copy, and on the overhead projector and then read to the students. This biography will be pre-taught to the lower level speakers in the intervention room. A modified worksheet will be used.

Langston Hughes wrote from 1926 to 1967. In that time he wrote more than 60 books, including poems, novels, short stories, plays, children's poetry, musicals, operas, and autobiographies. He was the first African American to support himself as a writer, and he wrote from his own experience. Langston Hughes, whose full name was James Mercer Langston Hughes, was
born in 1902 in Joplin, Missouri. He was the only son of James Nathaniel Hughes and Carrie Mercer Langston. His parents divorced when he was young and his father moved to Mexico. Because his mother traveled a lot to find work and was often absent, his grandmother raised Hughes until he was 12. His childhood was lonely and he often occupied himself with books. It was Hughes's grandmother, a great storyteller, who transferred to him her love of literature and the importance of becoming educated. In 1914 he moved to Lincoln, Illinois, to live with his mother and her new husband. It was here that he started writing poetry he wrote his first poem in the eighth grade. A year later the family relocated to Cleveland, Ohio. Despite all the moving around, Hughes was a good student and excelled in his studies. He was also good looking and popular with the other students, during his senior year at Central High School in Cleveland, Ohio, he was voted class poet and editor of the yearbook. After high school, Hughes traveled in Mexico, Europe, and Africa sometimes by working on freighters. By 1924 he had settled in Harlem, New York, and was an important figure during the Harlem Renaissance. The Harlem Renaissance was an African-American cultural movement that focused on literature, music, theater, art, and politics. One of his favorite pastimes was to sit in clubs and listen to the blues as he wrote his poetry. Hughes died on May 22, 1967, in New York, NY. Some of his books for children and young adults include: Popo and Fifina: Children of Haiti, The Dream Keeper and Other Poems, The First Book of Negroes, The First Book of Rhythms, Famous Negro Music Makers and Don't You Turn Back. In February 2002 the U.S. Postal Service issued a commemorative stamp honoring Langston Hughes. This stamp was the 25th in the Black Heritage series and marked Hughes's 100th birthday.

2. Teacher should use a temporary platform to build upon. Using a Socratic inquiry, teacher will ask students a series of questions about the poet and the poem.(place on overhead projector). Sentence starters for developing students are provided. Preproduction students have worksheet three they completed in reading intervention class to reference back to.

“Who is Langston Hughes?”

Langston Hughes is ________.

He is ____________.

“When did he live?”

He lived ________________.

“What do you know about his parents?”

His parents were ________________.

“How did he occupy himself as a child?”

As a child, he __________________________.

When he was a child, he __________________________.

“When did he realize he was a good writer?”
He realized he was a good writer when ______________________.

“Did anything contribute to his success in high school?”

In high school he ________________________.

High school contributed to his success by ________________________.

“What was the Harlem Renaissance?”

The Harlem Renaissance was ________________________.

The Harlem Renaissance focused on ________________________.

“How has Hughes been honored?”

Hughes has been honored by ________________________.

The postal service honored him by ________________________.

3. After they have listed all that they know using any background knowledge they already have, I will give them further information about the poet, the history and politics of the time, and about the poem itself. It is only after we look at some aspects of the historical, philosophical, social, and emotional context of the poet that we begin to gain some understanding of what Hughes possibly envisioned in terms of tone.

4. Ask the following question: “Why is it important to know about Hughes’ life?” Respond in electronic journal.

I think it is important to know about Hughes life because ________________________.

5. Teacher will read the poem above several times to allow students to hear the tone and mood and to arrive at initial meaning.


Day Two

7. Worksheet Four - Students will now write a found poem. This means that they will write on lined paper copying the even lines of Hughes poem leaving the odds lines blank. Once this is complete they will come up with new lines to fill in odd lines. These new lines must make sense. See worksheet four below.
Activity 4: Understanding Tone through Language

(duration: four days)

Day One

(Paul Laurence Dunbar (1872-1906)

We Wear the Mask

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.

Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.

We smile, but, O great Christ, our cries
To thee from tortured souls arise.
We sing, but oh the clay is vile
Beneath our feet, and long the mile;
But let the world dream otherwise,
We wear the mask!

1. Background Information The poem, “We Wear the Mask,” by Paul Laurence highlights an immediate connection to one of our core novels, Getting Away with Murder, by Chris Crowe. Dunbar was also one of Langston Hughes’s influences as he began to write poetry. This novel is a non-fiction account of Emmett Till, a black boy from Chicago who was sent to visit his family in the South and who ended up dead because of adolescent behavior not afforded to blacks during the fifties. When my students first hear the story of the atrocities endured by Emmett, who was the same age as most of my students, they are appalled and outraged. Again, as we read this poem, I will give my students some background information on the author and about the struggles and important historical events that led to changes in civil rights including the obvious court cases of Plessy versus Ferguson and Brown versus the Board of Education of Topeka. Learning that Dunbar was the son of slaves, born soon after the civil war, and that he became the
first black class president and poet in an all white school, will set the stage for understanding the poem and the connection to our novel. Dunbar’s story will provide a foundation for the emotional tension of Blacks that lasted until Emmett Till was born and beyond and should help them continue their conversation about the hardship of being Black in America.

2. Pass out hard copies of the following biography of Paul Laurence Dunbar which they have in the electronic journal packet. It should be read by the teacher from the overhead projector. Once it has been read, the teams should use highlighters to underline the essential facts in the text. The proficient students should act as leaders in this activity. Students will need to be reminded to use their 5 W’s chart that is already in their electronic journal packet from a previous unit. Sticky notes should be used to mark unfamiliar words. Dictionaries and thesaurus should be used. A modified biography was passed out during the reading intervention class so ELLs can reference back to this.

Biography

Paul Laurence Dunbar was the first African-American poet to garner national critical acclaim. Born in Dayton, Ohio, in 1872, Dunbar penned a large body of dialect poems, standard English poems, essays, novels and short stories before he died at the age of 33. His work often addressed the difficulties encountered by members of his race and the efforts of African-Americans to achieve equality in America. He was praised both by the prominent literary critics of his time and his literary contemporaries.

Dunbar was born on June 27, 1872, to Matilda and Joshua Dunbar, both natives of Kentucky. His mother was a former slave and his father had escaped from slavery and served in the 55th Massachusetts Infantry Regiment and the 5th Massachusetts Colored Cavalry Regiment during the Civil War. Matilda and Joshua had two children before separating in 1874. Matilda also had two children from a previous marriage.

The family was poor, and after Joshua left, Matilda supported her children by working in Dayton as a washerwoman. One of the families she worked for was the family of Orville and Wilbur Wright, with whom her son attended Dayton’s Central High School. Though the Dunbar family had little material wealth, Matilda, always a great support to Dunbar as his literary stature grew, taught her children a love of songs and storytelling. Having heard poems read by the family she worked for when she was a slave, Matilda loved poetry and encouraged her children to read. Dunbar was inspired by his mother, and he began reciting and writing poetry as early as age 6.

Dunbar was the only African-American in his class at Dayton Central High, and while he often had difficulty finding employment because of his race, he rose to great heights in school. He was a member of the debating society, editor of the school paper and president of the school’s literary society. He also wrote for Dayton community newspapers. He worked as an elevator operator in Dayton’s Callahan Building until he established himself locally and nationally as a writer. He published an African-American newsletter in Dayton, the Dayton Tattler, with help from the Wright brothers.

His first public reading was on his birthday in 1892. A former teacher arranged for him to give the welcoming address to the Western Association of Writers when the organization met in Dayton. James Newton Matthews became a friend of Dunbar’s and wrote to an Illinois paper praising
Dunbar's work. The letter was reprinted in several papers across the country, and the accolade drew regional attention to Dunbar; James Whitcomb Riley, a poet whose works were written almost entirely in dialect, read Matthew's letter and acquainted himself with Dunbar's work. With literary figures beginning to take notice, Dunbar decided to publish a book of poems. *Oak and Ivy*, his first collection, was published in 1892.

Though his book was received well locally, Dunbar still had to work as an elevator operator to help pay off his debt to his publisher. He sold his book for a dollar to people who rode the elevator. As more people came in contact with his work, however, his reputation spread. In 1893, he was invited to recite at the World's Fair, where he met Frederick Douglass, the renowned abolitionist who rose from slavery to political and literary prominence in America. Douglass called Dunbar "the most promising young colored man in America."

Dunbar moved to Toledo, Ohio, in 1895, with help from attorney Charles A. Thatcher and psychiatrist Henry A. Tobey. Both were fans of Dunbar's work, and they arranged for him to recite his poems at local libraries and literary gatherings. Tobey and Thatcher also funded the publication of Dunbar's second book, *Majors and Minors*.

It was Dunbar's second book that propelled him to national fame. William Dean Howells, a novelist and widely respected literary critic who edited *Harper's Weekly*, praised Dunbar's book in one of his weekly columns and launched Dunbar's name into the most respected literary circles across the country. A New York publishing firm, Dodd Mead and Co., combined Dunbar's first two books and published them as *Lyrics of a Lowly Life*. The book included an introduction written by Howells. In 1897, Dunbar traveled to England to recite his works on the London literary circuit. His national fame had spilled across the Atlantic.

After returning from England, Dunbar married Alice Ruth Moore, a young writer, teacher and proponent of racial and gender equality who had a master's degree from Cornell University. Dunbar took a job at the Library of Congress in Washington, D.C. He found the work tiresome, however, and it is believed the library's dust contributed to his worsening case of tuberculosis. He worked there for only a year before quitting to write and recite full time.

In 1902, Dunbar and his wife separated. Depression stemming from the end of his marriage and declining health drove him to a dependence on alcohol, which further damaged his health. He continued to write, however. He ultimately produced 12 books of poetry, four books of short stories, a play and five novels. His work appeared in *Harper's Weekly*, the *Sunday Evening Post*, the *Denver Post*, *Current Literature* and a number of other magazines and journals. He traveled to Colorado and visited his half-brother in Chicago before returning to his mother in Dayton in 1904. He died there on Feb. 9, 1906.

Day Two

3. We will reread the poem “We Wear the Mask.” Teacher will try to engage students in discussion using the following questions placed on the overhead projector.

- Are there any connections you can make to Hughes poem “Mother to Son?”
  - Both poems discuss ________________.
  - This poem and Hughes poem are similar because they ________________.
• Is there any reference to slavery?
  Yes/no there is a reference to slavery.
  Slavery is referenced when ________________.

• Is there any inference to suggest that he is speaking of slavery?
  Yes/no there is a inference to slavery.
  Slavery is inerenced when ________________.

• What is the author’s tone?
  The author’s tone is ________.

• Is there hope in his voice?
  Yes/no there is hope in his voice.

• If so, where?
  There is hope when ________.  
  It sounds like hope when __________.

• If not, what is there in his voice?
  It sounds like ________ when __________.  
  His voice sounds ______________ when __________.

• Is the mask which is mentioned an actual mask or is it a metaphor?
  The mask is real because ________________.
  The mask sounds like a metaphor because ________________.

• Does it make a difference how we read this poem?
  It does/does not make a difference how the poem is read because ______.

• Do any lines rhyme? Which ones?
  The lines _____ and _____ rhyme.

• How many stanzas are there? Does this make a difference to understanding the poem.
  There are ________ stanzas.
  The number of stanzas does/does not make a difference because ________.

• How does the language and rhythm contribute to the meaning, emotional force, and overall tone of the poem?
  Language contributes to meaning by ______________.
Language contributes to emotional force by ______________.
Language contributes to the overall tone of the poem by ______________.
Rhythm contributes to meaning by ______________.
Rhythm contributes to emotional force by ______________.
Rhythm contributes to the overall tone of the poem by ______________.

Day Three

4. Students will complete **Worksheet Five** after deciding what tone and mood they want to describe in their poem about a mask they (or someone else) wear. It could be a clown mask, Halloween mask, a depressive mask, a bipolar mask, or a death mask.

Day Four

5. Each student will read their poem to their partners in their team. Revising and editing help will be offered by team members. Published pieces should be placed on individual bulletin board. Students should send copy to their e-pal for comment.

**Activity 5: Understanding Tone through Imagery**

(duration: three days)

**Day One**

Gary Soto - “Oranges”

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
With rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used car lot and a line
Of newly planted trees,
Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
I turned to the candies
Tiered like bleachers,
And asked what she wanted -
Light in her eyes, a smile
Starting at the corners
Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn’t say anything.
I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady’s eyes met mine,
And held them, knowing
Very well what it was all
About.

Outside,
A few cars hissing past,
Fog hanging like old
Coats between the trees.
I took my girl’s hand
In mine for two blocks,
Then released it to let
Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,
Someone might have thought
I was making a fire in my hands
1. Teacher will present a hard copy of Gary Soto’s Oranges. It will be shown on the overhead projector and they will also have access to it in the electronic journal.

2. **Background information:** This poem is straightforward, unintimidating, and accessible to all levels of my student groups. The poem is written by a Hispanic author who rose from the Mexican barrios, who is a contemporary poet, and with whom, I believe, my students will identify. Teacher should read the following biography, which was shortened to only important facts for background information, from the overhead projector after presenting a hard copy for students to follow along on. They will also have an e copy in their electronic journals.

**Biography**

Gary Soto, born April 12, 1952, was raised in Fresno, California. He is the author of eleven poetry collections for adults, most notably *New and Selected Poems*, a 1995 finalist for both the Los Angeles Times Book Award and the National Book Award. His poems have appeared in many literary magazines, including Ploughshares, Michigan Quarterly, Poetry International, and Poetry, which has honored him with the Bess Hokin Prize and the Levinson Award and by featuring him in the interview series Poets in Person. He has received fellowships from the National Endowment for the Arts and the Guggenheim Foundation. For ITVS, he produced the film “The Pool Party,” which received the 1993 Andrew Carnegie Medal for Film Excellence. In 1997, because of his advocacy for reading, he was featured as NBC’s Person-of-the-Week. In 1999, he received the Literature Award from the Hispanic Heritage Foundation, the Author-Illustrator Civil Rights Award from the National Education Association, and the PEN Center West Book Award for *Petty Crimes*.

Gary admires people who have done great service for others. High on his list are Jose Padilla of California Rural Legal Assistance, Arturo Rodriguez of the United Farm Workers, Dr. Marc Lasher of the Fresno Free Clinic, and Nancy Mellor of the Coalinga Huron Avenal House. As for his own service commitment, Gary has taught English to Spanish speakers as a volunteer. In his free time he likes to play tennis, tend his garden, attend musical concerts, and travel. Recently he has discovered that he enjoys baking cookies. He divides his time between Berkeley, California and his hometown of Fresno.

3. Students will listen to the poem as it is being read to them. Teacher will read it twice.

4. Students will be asked the following questions for discussion.

   • What are images?
     **Images are __________.**

   • Are the images literal (actual pictures you can see in your head)?
     **The images are/are not literal.**

   • Name these images.
     **One image from the poem is ______________.**

   • Are they figurative (images that represent other thoughts or ideas)?
     **They are/are not figurative images.**
• Are they abstract?
  They are/are not abstract images.

• Are they concrete (physical)?
  They are/are not concrete images.

• What sensory experiences (sights, sounds, feelings, smells, and tastes) are evoked?
  Sight is evoked by ________________.
  Sound is evoked by ________________.
  Feelings are evoked by ________________.
  Smell is evoked by ________________.
  Taste is evoked by ________________.

• Are certain images repeated?
  The images ________________ are repeated.
  The author repeats the ________________.

• Are they repeated as a chorus or is the repetition in the form of beginning sounds called alliteration?
  They are repeated as ________________.
  They are repeated in the form of ________________.

• Is there present the use of onomatopoeia where the formation or use of certain words imitate the sound associated with those words and thus elicit meaning?
  Onomatopoeia is present when ________________.
  Onomatopoeia is not present.

• How are these images dependent on other elements? If so, how and which ones?
  The images depend on ________________ elements.
  These images are dependent by ________________.

• Do any of these images demand that we hear sound, what the poet, Robert Frost, called imaginative ear?
  The images do/do not demand that we hear sound.
  We hear sound when Frost says ________________.

The speaker in this poem is reminiscing about his first love at the age of twelve. They will note that the poem is written in the first person and that it probably was not written in 2011 as a candy bar certainly does not cost $.10. Knowing this might explain the fact that the saleslady accepted his orange as partial payment, something that would not happen today. But some of the sweetest parts of the poem come from the images Soto describes. We need to ask ourselves, “How does the imagery (the visual pictures created by the poet) construct or add to the poem’s theme, tone, and purpose?
The poem’s language and tone is very informal, youthful, and almost playful yet we feel it and understand Soto’s intent. It is consistent from start to finish. The acoustic description, Frost’s “imagining ear,”6 demands that we hear the ice cracking, the dog barking, and the tiny bell ringing. “Write with the ear to the speaking voice, as if the ear came first and the voice took dictation.”7 We not only hear these sounds but feel them and know exactly what Soto means and why he used them. We are shown the yellow glow of the porch light and her winter rouge as we walk with the pair down the tree-lined streets and past the used car lot. Soto’s simple images are known to all of us. In the drugstore we envision the tiered candies and the narrator fingering the nickel. Through the use of imagery, we all get the lump in our throats when he realizes that she has chosen a dime candy. We feel and hear ourselves swallow hard. The language is simple and it is through this simplicity that all else evaporates and we are left with a feeling of dread. We feel the tension of the image mount as he places the candy and the orange on the counter knowing full well disaster lays in the balance and we are elated when the saleslady forgives with an understanding look. When the crisis is over, we move outside to see the fog hanging like old coats between the trees as they walk hand in hand down the street. We understand the emotion here. There is nothing that can ruin this feeling and nowhere where they’d rather be. It is puppy love personified.

Metaphor: Does the poet use metaphors, (comparison without like or as) to make associations and express images or abstract ideas? Is there an extended metaphor (a comparison that is expressed throughout the poem)? What is the effect of the metaphors on the tone and theme of the poem? Are there word choices that can be heard?

The poet uses metaphors when ____________.
There is/is not an extended metaphor.
The extended metaphor is when he __________________.
The metaphors affect the tone of the poem by ____________.
The metaphors affect the theme of the poem by ______________.
The word choices can be heard when ________________.

Symbolism: Are certain objects or actions developed in the imagery symbolic of an abstract idea? Do these symbols reoccur? Do they help to create an allegory (a symbol or fable that provides a secondary meaning)?

The object _______________ represents an abstract idea of ____________.
The action _______________ represents the idea of _______________.
These objects/actions do/do not reoccur.
They help create an allegory by ________________.

The final image is a metaphoric comparison of the orange to fire. But it is more than that. The orange also symbolizes his first adolescent love, his first fire in the belly, and his first unidentified passions of love. We come to understand the innocence and sweetness that first love brings. The colors of heat are sprinkled throughout the poem, first with the orange, then the yellow light, to the rouge on her face, and finally to the lines,

I peeled my orange
that was so bright against
the gray of December
That, from a distance,
Someone might have thought
I was making a fire in my hands.

In the end, we are left with a warm glow that the world is truly a wonderful place to be when the sweetness of the candy of love is tasted by these two young people. It is my hope that my students will now be inspired to attempt some poetry writing for themselves.

EXTENSIONS

Poetry Jam!!!
Worksheet One

Preproduction- level 1

(answered in their on-line journal)

PREPRODUCTION:
Definitions are added to the class chart.

POETRY IS SOUND

SOUND
something that can be heard

is achieved (gotten) through

TONE
the way somebody says something

MOOD
the way somebody feels about something

by using the following literary elements:

<table>
<thead>
<tr>
<th>Simile</th>
<th>Metaphor</th>
</tr>
</thead>
<tbody>
<tr>
<td>comparing two different things/like or as</td>
<td>words used to describe something</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personification</th>
<th>Hyperbole</th>
</tr>
</thead>
<tbody>
<tr>
<td>to give human qualities to objects</td>
<td>exaggerate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alliteration</th>
<th>Imagery</th>
</tr>
</thead>
<tbody>
<tr>
<td>several words that begin with the same sound</td>
<td>words that make a picture in your mind</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tone</th>
<th>Onomatopoeia</th>
</tr>
</thead>
<tbody>
<tr>
<td>the way somebody says something</td>
<td>words that imitate sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irony</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>words that suggest the opposite meaning</td>
<td></td>
</tr>
</tbody>
</table>

In whole group students will review and discuss and then bring the provided illustrations and definitions to language arts class.

What is an adjective?
An adjective is a part of speech.

What part of speech?
An adjective is a word that describes (adds to) a noun.

**Adjectives answer:**

1. **Which one?** *(yellow, the, that)*
2. **What kind?** *(furry, plastic, special)*
3. **How many?** *(sixteen, several, many)*
4. **Whose?** *(Caroline's, his, its, John's)*

**Which one?**

Something identified from a larger group.
What kind?

Traits that determine the type of something.

How many?

Word referring to the number of things.
Whose?

A word that asks who something **belongs** to.
**Adjectives to describe tone include:**

Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>humorous</strong></td>
<td><strong>boring</strong></td>
</tr>
<tr>
<td>Definition: funny</td>
<td>Definition: no enthusiasm or interest</td>
</tr>
</tbody>
</table>

**Example:**

Humorous comedians make people laugh.

**Drawing:**

---

**The same or similar:**

<table>
<thead>
<tr>
<th>amusing</th>
<th>dull</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: causing someone to smile or laugh</td>
<td>Definition: no excitement</td>
</tr>
</tbody>
</table>

**Example:**

The amusing clowns entertained the children.

**Drawing:**
Adjectives to describe **tone** include:

Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>proud</strong></td>
<td><strong>ashamed</strong></td>
</tr>
<tr>
<td><strong>definition:</strong></td>
<td><strong>definition:</strong></td>
</tr>
<tr>
<td>feeling pleased and satisfied</td>
<td>somebody who is not extreme or unreasonable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Drawing:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>It was a proud day when they had the parade.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The <strong>same or similar:</strong></th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>honored</strong></td>
<td><strong>dishonored</strong></td>
</tr>
<tr>
<td><strong>definition:</strong></td>
<td><strong>definition:</strong></td>
</tr>
<tr>
<td>to bring honor</td>
<td>not honored or respected</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Drawing:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The honored soldiers were coming home.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Adjectives to describe **tone** include:

Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>serious</strong></td>
<td><strong>lighthearted</strong></td>
</tr>
<tr>
<td><strong>Definition:</strong></td>
<td><strong>Definition:</strong></td>
</tr>
<tr>
<td>important enough to require attention</td>
<td>not weighed down with worries or troubles</td>
</tr>
</tbody>
</table>

**Example:**
Their injuries were serious so they went to the hospital.

**Drawing:**

<table>
<thead>
<tr>
<th>The same or similar:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>solemn</strong></td>
<td><strong>trivial</strong></td>
</tr>
<tr>
<td><strong>Definition:</strong></td>
<td><strong>Definition:</strong></td>
</tr>
<tr>
<td>not joking or pretending about something</td>
<td>lacking seriousness or importance</td>
</tr>
</tbody>
</table>

**Example:**
The funeral was a solemn occasion.

**Drawing:**
Adjectives to describe **mood** include:
Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is: fictional</th>
<th>What it isn’t: real</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: stories that describe imaginary people and events</td>
<td>Definition: actually existing</td>
</tr>
</tbody>
</table>

| Example: My favorite fictional stories are about Harry Potter. | Drawing: |

<table>
<thead>
<tr>
<th>The same or similar: imaginary</th>
<th>What it isn’t: actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: existing only in the mind</td>
<td>Definition: real and existing as fact</td>
</tr>
</tbody>
</table>

| Example: Unicorns are imaginary creatures. | Drawing: |
Adjectives to describe **mood** include:
Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td>romantic</td>
<td>neutral</td>
</tr>
<tr>
<td>involving a relationship of love</td>
<td>relationship involving no passion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Drawing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their romantic relationship led to marriage.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The same or similar:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td>loving</td>
<td>cold</td>
</tr>
<tr>
<td>showing affection</td>
<td>a relationship without feelings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Drawing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>They showed great caring in their loving relationship.</td>
<td></td>
</tr>
</tbody>
</table>
Adjectives to describe **mood** include:

Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is: sorrowful</th>
<th>What it isn’t: rejoice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: a feeling of deep sadness</td>
<td>Definition: great happiness about something</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example: The sorrowful Americans were sad after the attack.</th>
<th>Drawing:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The <strong>same or similar</strong>: grief</th>
<th>What it isn’t: happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: a feeling of loss</td>
<td>Definition: feeling or showing pleasure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example: Grief stricken people gathered for the memorial.</th>
<th>Drawing:</th>
</tr>
</thead>
</table>

In the reading intervention class, set up the poem next to the pocket chart so that students can refer to the poem while engaging in this activity. In preparation, write each line of the poem, “Raven” on a sentence strip. Cut a few of the sentence strips into two or three pieces to further divide the lines in the poem.
1. During this session, students will focus on sentence structure and concepts of print. Give each student one sentence strip containing a phrase or line from the poem. Provide enough time for students to read their sentence strip and become familiar with the words on the strip.

2. **Explain** that they each have a phrase or line of the poem. Reread the poem to them. Explain that when a phrase is read by you, the student with the matching sentence strip should raise his or her hand. As the poem is read, each student will then stand up, show his or her phrase to the class, and read the phrase pointing to each word as it is read.

3. Discuss the characteristics of each phrase. Why would a phrase that is capitalized not go in the middle of the poem? Does the word order make sense? Does each phrase have a subject and a verb?

4. Reread the poem, one line at a time. As you read, have students look for their sentence strip words within the poem.

5. When students see their poetry phrase, have them raise their hand, stand up, and reread their phrase.

6. If the student is correct, have them put the sentence strip in the correct place in the pocket chart.

7. Repeat this activity until the poem is finished.

8. When finished, reread the poem together as a class.

**Sentence Strips**

<table>
<thead>
<tr>
<th>And the <strong>silken</strong> sad uncertain</th>
<th>rustling of each <strong>purple curtain</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thrilled</strong> me - filled me</td>
<td>with <strong>fantastic</strong> terrors</td>
</tr>
<tr>
<td><strong>So that now,</strong></td>
<td><strong>I stood repeating,</strong></td>
</tr>
<tr>
<td><strong>&quot;Tis some visitor entreating entrance</strong></td>
<td><strong>at my chamber door</strong>-</td>
</tr>
</tbody>
</table>
Some late visitor entreatning entrance at my chamber door;-

This it is, and nothing more."

Edgar Allan Poe

Now move on to developing worksheet one with your team when you return to your Language Arts classroom.
# Worksheet One

**Developing- level 3**

*(answered in their on-line journal)*

---

**Directions:** *Using word lists of TONE and MOOD generated in class and the definitions below as guides, complete the following:*

- **Tone:** tell us how the author thinks about the subject. The author's style conveys the tone in literature. Tone is the author's attitude toward story and readers.

- **Mood** is the effect of the writer's words on the reader. Mood is how the writer’s words make us feel.

---

**Tone Words used in sentences: (what the authors thinks)**

---

**Mood Words used in sentences: (what the reader feels)**
Worksheet One

Near Fluent- level 5

(answered in their on-line journal)

Directions: Using word lists of TONE and MOOD generated in class as a guide, complete the following:

**Tone:** (write definition)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Mood:** (write definition)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Tone Words used in sentences:**


**Mood Words used in sentences:**


Worksheet Two

Preproduction- level 1

(answered in their on-line journal)

In whole group students will review and discuss and then bring the provided illustrations and definitions to language arts class.

What is a noun?

A noun is a part of speech.

What part of speech?
A noun is a word that names a person, place, thing or an idea.

Person

Who the author is telling about.
Place

Where the events take place.

Thing

What the author is telling about.

Idea
An opinion or belief

Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sadness</td>
<td>happiness</td>
</tr>
<tr>
<td>feeling of sorrow</td>
<td>feeling of pleasure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Drawing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The families of the victims felt profound sadness.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The same or similar:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td>misery</td>
<td>delight</td>
</tr>
<tr>
<td>great unhappiness</td>
<td>great enjoyment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Drawing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great misery was experienced because of the bombing.</td>
<td></td>
</tr>
</tbody>
</table>
Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td>courage</td>
<td>fear</td>
</tr>
<tr>
<td>the ability to face danger</td>
<td>anxiety caused by the presence of danger</td>
</tr>
</tbody>
</table>

Example: Firefighters need courage to enter burning buildings.

Drawing: 

The same or similar: bravery
Definition: courage in the face of danger

What it isn’t: cowardice
Definition: absence of courage

Example: Soldiers show bravery in battle.

Drawing: 
Instructions: Review and recite each section of the box independently.

<table>
<thead>
<tr>
<th>What it is: anxiety</th>
<th>What it isn’t: calmness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: nervousness or agitation</td>
<td>Definition: without anxiety or strong emotion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example: The students had anxiety about the upcoming test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The same or similar: nervousness</th>
<th>What it isn’t: reassurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: being worried about something</td>
<td>Definition: put someone’s mind at ease</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example: Thinking about the game caused nervousness for the athletes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing:</td>
</tr>
</tbody>
</table>
**Literary Elements Reference Cards:**
Students will bring these cards to language arts class to reference and for use with the Jeopardy game.

<table>
<thead>
<tr>
<th>Personification</th>
<th>Simile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give human qualities to an object.</td>
<td>Smells sweet as a rose.</td>
</tr>
<tr>
<td>Compare- using like or as.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hyperbole</th>
<th>Irony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exaggeration.</td>
<td>Words that suggest opposite meaning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alliteration</th>
<th>Imagery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wild, wacky, wonderful, world.</strong></td>
<td>Words that make a picture in your mind.</td>
</tr>
<tr>
<td>Words that begin with the same sound.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Onomatopoeia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Her eyes are sparkling stars.</td>
<td><strong>BZZZZZZZZZZZ</strong></td>
</tr>
<tr>
<td>Words used to describe something.</td>
<td>Words that imitate sound.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tone</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The way someone says something. | The way somebody feels about something.
---|---

**Practice Activity.**

**Draw a line connecting the literary device with the matching line in the poem.**

One is done for you.

**Money**

Alliteration:  
Money’s as green as grass

Tone:  
Money is dead Presidents

Onomatopoeia:  
My money runs in my pocket

Hyperbole:  
Money tracked me down

Simile:  
Messin’ with money is like messin’ with the monster

Irony:  
My money: big, green, and long

Metaphor:  
My money is my life ‘til death due us part

Personification:  
Cha-Ching

Imagery:  
Too much money ha can get you kill

---

**Davon**

**Now move on to developing worksheet two with your team when you return to your Language Arts classroom.**
# Worksheet Two

Developing- level 3

(answered in their on-line journal)

1. Choose a tone card from the file.

2. Choose a noun, (the name of a person, place, thing, or idea), which interest you for any reason. Place this noun on the top line below.

3. Write one simile, one metaphor, one personification, etc that applies to your noun of choice as your teacher reviews the definition of each literary element.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Simile:</td>
<td></td>
</tr>
<tr>
<td>Metaphor:</td>
<td></td>
</tr>
<tr>
<td>Personification:</td>
<td></td>
</tr>
<tr>
<td>Hyperbole:</td>
<td></td>
</tr>
<tr>
<td>Alliteration:</td>
<td></td>
</tr>
<tr>
<td>Imagery:</td>
<td></td>
</tr>
<tr>
<td>Tone:</td>
<td></td>
</tr>
<tr>
<td>Onomatopoeia:</td>
<td></td>
</tr>
<tr>
<td>Irony:</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet Two

Nearly Fluent- level 5

(answered in their on-line journal)

1. Choose a tone card

2. Choose a noun which interest you for any reason. Place this noun on the top line below.

3. Write one simile, one metaphor, one personification, etc that applies to your noun of choice as your teacher reviews the definition of each literary element.

___________________________________

Simile: __________________________________________

Metaphor: _______________________________________

Personification: _________________________________

Hyperbole: _____________________________________

Alliteration: ___________________________________

Imagery: _______________________________________

Tone: __________________________________________

Onomatopoeia: __________________________________

Irony: _________________________________________
Worksheet Three

Preproduction - level 1

(answered in their on-line journal)

Read-Aloud

Display modified biography, (below), on overhead project and distribute copies to students.

Model reading of Langston Hughes’s biography below.

Then answer by matching the question number with the number in the text. Fill in the answer blanks by copying the information from the text. The first one is done for you.

When completed, bring to language arts class.

1. “Who was Langston Hughes?” Langston Hughes was _______a writer_______.

2. “When did he live?” He was born in _______________ and died on _________________.

3. “What do you know about his parents?” I know his parents divorced and his father moved to _______________ and his mother _____________________________________.

4. “How did he occupy himself as a child?” He occupied himself

_________________________________________.

5. “When did he realize he was a good writer?” He realized he was a good writer when___________________________________________.

6. “Did anything contribute to his success in high school?” In high school he was voted

_______________________________________________. 
7. “What was the Harlem Renaissance?” The Harlem Renaissance was

___________________________________________________________________.

8. “How has Hughes been honored?” Hughes was honored when the

___________________________________________________________________.

Langston Hughes **1** wrote from 1926 to 1967. In that time he wrote more than 60 books, including poems, novels, short stories, plays, children's poetry, musicals, operas, and autobiographies. He was the first African American to support himself as a writer, and he wrote from his own experience. Langston Hughes, whose full name was James Mercer Langston Hughes, was born in **2** 1902 in Joplin, Missouri. He was the only son of James Nathaniel Hughes and Carrie Mercer Langston. His parents divorced when he was young and his father moved to **3** Mexico. Because his mother traveled a lot to find work and **3** was often absent, his grandmother raised Hughes until he was 12. His childhood was lonely and he often occupied himself **4** with books. It was Hughes's grandmother, a great storyteller, who transferred to him her love of literature and the importance of becoming educated. In 1914 he moved to Lincoln, Illinois, to live with his mother and her new husband. It was here that he started writing poetry he **5** wrote his first poem in the eighth grade. A year later the family relocated to Cleveland, Ohio. Despite all the moving around, Hughes was a good student and excelled in his studies. He was also good looking and popular with the other students, during his senior year at Central High School in Cleveland, Ohio, he was voted **6** class poet and editor of the yearbook. After high school, Hughes traveled in Mexico, Europe, and Africa sometimes by working on freighters. By 1924 he had settled in Harlem, New York and was an important figure during the Harlem Renaissance. The Harlem Renaissance was **7** an African-American cultural movement that focused on literature, music, theater, art, and politics. One of his favorite pastimes was to sit in clubs and listen to the blues as he wrote his poetry. Hughes died on **2** May 22, 1967, in New York, NY. Some of his books for children and young adults include: Popo and Fifina: Children of Haiti, The Dream Keeper and Other Poems, The First Book of Negroes, The First Book of Rhythms, Famous Negro Music Makers and Don't You Turn Back. In February 2002 the **8** U.S. Postal Service issued a commemorative stamp honoring Langston Hughes. This stamp was the 25th in the Black Heritage series and marked Hughes's 100th birthday.

Now move on to developing worksheet three with your team when you return to your Language Arts classroom.
1. Briefly explain what you think the author is trying to say in the poem. (this is like a plot summary)

This poem is about a mother who

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. Using information we discussed about Langston’s life and times, do you think the “mother” is Langston’s mother, a fictional mother, or a universal mother of the time? Why do you say this? (Remember we discussed the fact that Langston’s parents were alive during the Civil War so they knew slavery first hand.)

Langston’s mother was

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. How does the speaker, speak? What does this tell you about the speaker? What words are used to help you understand this? (Remember we discussed the people from different areas in the USA speak differently. They have dialects.)

The speaker speaks

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
4. Does the staircase hold happy memories for the “mother?” (Here you need to reread the words and consider what images they show and then what these mean.)

The staircase holds

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

5. What is the conflict(s) in the story? Is/are they physical, spiritual, moral, philosophical (internal means the character is having problems within him whereas external means with others)

The conflicts in the story is

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

6. Using the tone and mood word lists write what you think the tone and mood of the poem is. (Tone is the author's attitude toward story and readers. Mood is the effect of the writer's words on the reader. Mood is how the writer’s words make us feel.)

The tone of the poem is

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

The mood of the poem is

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
1. Briefly explain what you think author is trying to say in the poem.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. Using information we discussed about Langston’s life and times, do you think the “mother” is Langston’s mother, a fictional mother, or a universal mother of the time? Why do you say this?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. How does the speaker, speak? What does this tell you about the speaker? What words are used to help you understand this?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Does the staircase hold happy memories for the “mother?” How do you know? Support your answer.
5. What is the conflict(s) in the story? Is/are they physical, spiritual, moral, philosophical (truth seeking)? Are the conflicts external or internal?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

6. Using the tone and mood word lists write what you think the tone and mood of the poem is.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Preproduction - level 1
(answered in their on-line journal)

Read-Aloud
Display poem *Mother to Son* by Langston Hughes (below), on overhead projector and distribute copies to students.
Model reading of *Mother to Son* below.

Then explain to students:
The even lines, (lines 2,4,6,8,10,12,14,16,18) have been filled in for you. You are to fill in the blanks by copying the missing lines from the poem. When completed, you will bring this to use in your language arts class. You can seek help from your team.

1. Well, son, I'll tell you: ____________________________
2. Life for me ain't been no crystal stair. 2. Life for me ain't been no crystal stair.
3. And splinters, ____________________________
4. And boards torn up, 4. And boards torn up,
5. And places with no carpet on the floor— 5. ____________________________
7. But all the time ____________________________
8. I'se been a-climbin' on, 8. I'se been a-climbin' on,
9. And reachin' landin's, 9. ____________________________
10. And turnin' corners, 10. And turnin' corners
11. And sometimes goin' in the dark 11. ____________________________
12. Where there ain't been no light. 12. Where there ain't been no light.
13. So, boy, don't you turn back. 13. ____________________________
15. 'Cause you finds it's kinder hard. 15. ____________________________
16. Don't you fall now—

17. For I'se still goin', honey,

18. I'se still climbin',

19. And life for me ain't been no crystal stair.

Now move on to developing worksheet four with your team when you return to your Language Arts classroom.

Worksheet Four
Once you have copied the even lines (lines 2, 4, 6, 8, 10, 12, 14, 16, 16, and 18) you are to fill in the blanks with lines that flow with the poem. You can seek help from your team.

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

Once you have copied the new odd lines (1, 3, 5, 7, 9, 11, 13, 15, 17, 19) that are yours, you are to fill in the even blanks with lines that flow with the poem. This poem is now all yours! A found poem!!!!
Once you have copied the even lines, you are to fill in the blanks with lines that flow with the poem.

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare. Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

Once you have copied the new odd lines that are yours, you are to fill in the even blanks with lines that flow with the poem. This poem is now all yours! A found poem!!!!
Read-Aloud
Display modified biography, (below), on overhead projector and distribute copies to students.
Model reading of Paul Laurence Dunbar’s biography below.

Who?

Paul Laurence Dunbar was the first African-American poet to get national praise. His work often addressed the efforts of African-Americans to achieve equality in America.

Dunbar was born on June 27, 1872, to Matilda and Joshua Dunbar. His mother was a former slave and his father had escaped from slavery and served during the Civil War. Matilda and Joshua had two children before separating in 1874.

What?

The family was poor, and after Joshua left, Matilda supported her children by working in Dayton, Ohio as a washerwoman. Matilda loved poetry and encouraged her children to read. Dunbar was inspired by his mother, and he began reading and writing poetry by age 6.

Where?

Dunbar was the only African-American in his class at Dayton, Ohio Central High. He published an African-American newsletter, the Dayton Tattler, with help from the Wright brothers.

How?

His first public reading was on his birthday in 1892. Dunbar decided to publish a book of poems, Oak and Ivy, his first collection, was published in 1892.

He was invited to recite at the World’s Fair, where he met Frederick Douglass, the renowned abolitionist who rose from slavery to political and literary prominence in America. Douglass called Dunbar "the most promising young colored man in America."

When?

In 1895 he published a second book, Majors and Minors that made him famous. In 1897, Dunbar traveled to England to recite his works. His was famous across the Atlantic.

Why?
After returning from England, Dunbar married Alice Ruth Moore, and took a job at the Library of Congress in Washington, D.C. He worked there for only a year before quitting to write and recite full time.

In 1902, Dunbar and his wife separated. Depression and declining health drove him to a dependence on alcohol, which further damaged his health. However, he ultimately produced 12 books of poetry, four books of short stories, a play and five novels. He visited his half-brother in Chicago before returning to his mother in Dayton in 1904. He died there on Feb. 9, 1906 at the age of 33.

Display the poem *We Wear the Mask* by Laurence Dunbar (below), on the overhead projector and give each student their own copy.

**Model reading of *We Wear the Mask*** below.

*We Wear the Mask*

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.

Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.

We smile, but, O great Christ, our cries
To thee from tortured souls arise.
We sing, but oh the clay is vile
Beneath our feet, and long the mile;
But let the world dream otherwise,
We wear the mask!

Whole group discussion with sentence starters displayed on overhead projector and copies distributed to students:

Ask students these questions and complete the sentence starters;

When would you actually wear a mask?
I would wear a mask for_____________________ (Halloween, acting etc.).
Can you actually hide behind those masks?

I could or could not hide behind those masks. (choose one)

What are some emotions that you don’t always want others to know about?
I don’t always want others to know when I’m ________________ (angry, sad etc.).

Do you ever wear a face that is different than how you feel? For example do you ever act happy when really you are sad?
If so, do you think those are “masks?” Why or why not?
    Whole group discussion.

Reread-Aloud the poem.

What do you think Dunbar meant by “masks?”
What I think Dunbar meant by masks is:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Literary Elements Reference Cards - Use these to complete questions 1 and 2.

<table>
<thead>
<tr>
<th>Tone</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way someone says something.</td>
<td>The way somebody feels about something.</td>
</tr>
</tbody>
</table>

1. Decide what kind of mask you want to wear. (It could be a clown mask, Halloween mask, a depressive mask, a bipolar mask, or a death mask or any other kind you think of).

Other types of mask to think about are;

- You lie to your mom and you try to cover it up…
- You pretend to like your best friend’s new girlfriend/boyfriend but really you can’t stand her/him…
• You saw a friend cheat off you on a test you’re both taking and she/he makes you promise not to tell the teacher…
• Your best friend lies to the police about who committed a crime when you were there…

1. The kind of mask I want to wear is a ___________________________ because __________________________________________________________.

2. If you had to describe what mood your mask represents what would it be? (a clown might be humorous - funny and a death mask might be solemn-serious)

2. The mood this mask represents (shows) is ___________________________ because __________________________________________________________.

3. Now, using the tone sheet, the poem, and your selected “mask” write a poem about that “mask” you’re wearing. You can also use your on-line dictionary and thesaurus.

Begin with two lines describing what your mask looks like.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Next write two lines about what other people might think when they see this kind of mask.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Then write two lines on whether or not you think this mask has another side.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Now move on to developing worksheet four with your team when you return to your Language Arts classroom

Worksheet Five

Developing- level 3

(answered in their on-line journal)
Reread the poem

*We Wear the Mask*

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.

Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.

We smile, but, O great Christ, our cries
To thee from tortured souls arise.
We sing, but oh the clay is vile
Beneath our feet, and long the mile;
But let the world dream otherwise,
We wear the mask!

You should use your tone and mood sheet to complete questions 1 and 2.

1. Decide what kind of mask you want to wear. *(It could be a clown mask, Halloween mask, a depressive mask, a bipolar mask, or a death mask.)* _____________________________________________

2. If you had to describe what mood this mask represents what would it be? *(a clown might be humorous; death mask might be solemn)* ________________________________

3. Now, using the tone sheet, the poem, and your selected “mask” write a poem about that “mask” you’re wearing. You can also use your on-line dictionary and thesaurus.
Worksheet Five

Nearly Fluent- level 5

(answered in their on-line journal)
Reread the poem

We Wear the Mask

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.

Why should the world be over-wise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.

We smile, but, O great Christ, our cries
To thee from tortured souls arise.
We sing, but oh the clay is vile
Beneath our feet, and long the mile;
But let the world dream otherwise,
We wear the mask!

You should use your tone and mood sheet to complete questions 1 and 2.

1. Decide what kind of mask you want to wear.

__________________________________________________________________

__________________________________________________________________

2. If you had to describe what mood this mask represents what would it be?

__________________________________________________________________

__________________________________________________________________

3. Now, using the tone sheet, the poem, and your selected “mask” write a poem about that “mask” you’re wearing. You can also use your on-line dictionary and thesaurus.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

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Newton’s Laws of Motion

Introduction:
The unit is designed for students in a middle school physical science class to discover the 3 law’s of motion and to apply those three laws to what they see in life. The unit is also written to include the different levels of English Language Learners (ELL) students in the classroom, which will include level 1, level 3, and level 5. The unit will also allow students to integrate poetry into the cumulative assignment at the end of the unit. The unit will have a time frame of 4-5 days depending on how much time is needed for the cumulative assignment.

Prior Knowledge:

Student should have prior knowledge that includes Forces, friction, and motion, How to measure forces and motion, and who Sir Isaac Newton is.

Lesson 1: Newton’s 1st Law of Motion (1day)

An object in motion will stay in motion; an object at rest will stay at rest unless an unbalanced force is acting on the object.

Content Objectives:

1. Understand and describe Newton’s first Law of motion.
2. Apply the 1st Law of motion to real life situations.

Language Objectives:

1. Write about Isaac Newton and describe what they have learned about the scientist.
2. Discuss the pictures and brainstorm through the discussion what they think Newton’s 1st Law states and how they could apply Newton’s 1st Law to everyday life.

Materials Needed: pictures for Newton’s 1st law, picture of Newton under a tree, toy can and Lego man. (There should be a picture of each example for each group to look at. In my class I have 6 different groups so I have 6 pictures one for each group then 1 for myself on the board)

Warm up :( 5 min) Who was Isaac Newton and what were some of his accomplishments?

- Teacher will use warm up to activate student’s prior knowledge.
- ELL students – teacher can use a picture of Newton under an apple tree that I use when discussing gravity and put a question mark next to question. (picture to follow lesson plan)

Activity: Teacher will have pictures of a person kicking a ball and not kicking a ball. Using the pictures the teacher will allow the students, working in heterogeneous groups to make their own definition of the 1st law. And write their definition on a large piece of
paper to share with the class Teacher will start off activity explaining the directions to
the activity. Using the same picture on the board as students have on their tables.

1. (5 min) “Look at the pictures on the board” teacher will point to the pictures. “The pictures represent Newton's 1st Law of motion” Teacher will point to
Newton’s 1st Law written on the board. “I want you to come up with a
definition of Newton’s 1st Law based off the pictures that I have given
you.” Teacher will then model the directions. “I see the person with a ball.
Will the ball move if the person does not touch it?” teacher will point to
the pictures and repeat if necessary. “I also see that the person needs to
apply force to the ball to make the ball move.” Teacher will point and
repeat if necessary. Teacher will then write the ideas on the board. In
possible definition for Newton’s 1st Law. Example write: An object will not
move unless a force is acting on it.
   a. Level 1 – teacher will provide sentences with pictures and the students
      need to put the sentences and pictures in order they appear in the
definition.
   b. Level 3 – teacher will provide sentences frames and a word bank to
      aid in their definitions
   c. Level 5 – teacher will provide sentence starters

2. (15 min) Teacher will allow for the student groups to brain storm the definition.
3. (5-10 min) Students will then explain their definition Level 3 and 5 should be
   able to explain their group’s definition.
4. Teacher will then take the best sections of all the groups and write the
definitions to Newton’s 1st Law.
5. Students will then write the Law in their notes books.
6. (5 min) Teacher will then demonstrate Newton’s 1st Law using a toy car and a
   Lego man on the toy car.
   a. Teacher will push the car with the toy man on the can and let the car
      crash. Teacher will ask the whole class while pointing to each “What
      happened to the car? What happened to the man? How does
      Newton’s Law apply to the car and the Man crashing?” Teacher will
      point to Newton’s 1st Law and then to the car and the man crashing.
      Picture to follow lesson.
         i. Level 1 can have a diagram and may draw a line from the
            sentence to the part of the picture that is explained correctly.
            (see diagram after lesson)
         ii. Level 3,5 sentence starters (found after lesson)

7. (5min) Teacher will demonstrate 1st Law through Planets in motion around the
   sun.
a. Teacher will swing ball around the head and suddenly let go. Teacher will ask students as a whole class to explain, using Newton’s 1st Law. Use a diagram to help students. (picture to follow lesson)
   i. Level 1 – diagram label with teacher
   ii. Level 3, 5 sentence starters
      1. Ball or planet stays in motion unless
         _______________________. The unbalanced force is the
         _______________________.

Conclusion: List 3 examples of Newton’s Law that you observed when you leave the classroom or at home. Teacher give an example “My example would be when a car comes to a stop a person is pushed against the seat belt because no forces act on the person movement until the seat belt pushes on the person.” Show picture

Warm up picture:
1\textsuperscript{st} picture for Activity of Newton’s 1\textsuperscript{st} Law

Newton’s First law in Effect

1. A resting object

2. Applying a Force

3. Force stopping moving object

2\textsuperscript{nd} picture needed for whole class discussion

3\textsuperscript{rd} picture needed for class discussion
1. With no unbalanced forces the ball will not move or not stop moving
2. With unbalanced forces the ball will move
With no outside forces, this object will never move

With no outside forces, this object will never stop

Level 3 Sentence frames

1. A ball at _____________________ will stay at ________________________.
   A ball moving will stay moving unless an ____________________ force ______________ on it.

Word bank:

Rest, rest, unbalanced, acts

Level 5 sentence starter:

The ball is not moving unless…….

The ball continues to move unless…….
Activity 2:

Level 3, 5 sentence starters:

The car is moving until ……

The person continues to move because………

Level 1

Car moves until it hits the wall

Person does not stop moving because no unbalanced forces are acting on the person.

Lesson 2: Newton’s Second Law of Motion
Objects acceleration depends on the objects mass and the net force acting on that object.

\[ a = \frac{F_{\text{net}}}{m} \]

Content Objective:

1. Students will understand Newton’s 2\textsuperscript{nd} Law of Motion.
2. Students will be able to apply Newton’s 3\textsuperscript{rd} Law to real life situations.
3. Students will be able to find objects acceleration through measuring the objects force and mass.

Language objectives:

1. Explain through discussion how Newton’s 2\textsuperscript{nd} Law is applied in certain situations.
2. Write Newton’s 2\textsuperscript{nd} Law and the examples of that pertain to Newton’s Law.

Materials Needed: Toy cars, washers, timer, and ruler, pictures of Newton’s 2\textsuperscript{nd} Law

Warm up: Give an example of Newton’s 1\textsuperscript{st} Law of Motion.

- Level 1 – use a picture from the previous days lesson with a question mark next to the written warm up for example:

![Picture of car out of a wall with question mark](image)

- Teacher will use the warm up to review Newton’s 1\textsuperscript{st} Law of motion.
  o “Who can give an example of Newton’s 1\textsuperscript{st} Law of Motion?” While pointing at the picture and the 1\textsuperscript{st} Law written on the board.
  o Allow the students to raise their hand and teacher should pick the students who are comfortable with answering.

Activity 1: (5-10 minutes) Teacher will have the students write the 2\textsuperscript{nd} Law of motion in their notebooks and will have them refer to the examples of the laws into their notebooks. Teacher will provide the drawing of the trains and flow chart to refer to. The teacher will then describe the law and how it pertains to everyday life.

1. Teacher will have the 2nd law written on the board and have a picture that demonstrates the law. Teacher will then after the students write the law has a
large diagram of the one below on the board and the students will past on into their notebooks.

![Diagram of trains](image1.png)

**Figure 1**

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**a.**

i. Teacher will describe the law pointing to the sections of the diagram that pertain to the law. For example: **“look at the 1st and 2nd trains above, both have the same mass but have different forces.”** Point at the force and the mass. **“What happens to the train if the force is increased?”** pointing at the force section of the pictures? Teacher will allow the students to answer. The teacher will then explain how mass affects the acceleration, stating; **“Look at the part of the diagram that show the increase of the mass”** pointing to the trains 2 and 3 where the mass is increased. **“What would happen to the acceleration of the train if the mass is increased?”** Again point to the trains and the cars attached. **“Which train will accelerate faster?”** Wait for student response.

b. Teacher can also for levels 3, and 5 use the flow charts below to help explain the law.
Activity 2: Teacher has the students then test and prove Newton’s 2\textsuperscript{nd} law of motion.

1. Students will have a toy car, washers, spring scale, and a small chart for their group. The students will have heterogeneous grouping.

<table>
<thead>
<tr>
<th>Mass</th>
<th>Force needed to accelerate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass 1</td>
<td></td>
</tr>
<tr>
<td>Mass 2</td>
<td></td>
</tr>
<tr>
<td>Mass 3</td>
<td></td>
</tr>
</tbody>
</table>

2. Students will test the amount of force needed to test the 3 different mass cars. If the amount of force is different it proves Newton’s 2\textsuperscript{nd} law.

   a. All level of ELL will participate the teacher can give each a job. Recorder(level 3,5), tester(level 1,3,5), reader (1,3,5), and a person to put washers on car(level 1,3,5)

   b. Teacher will demonstrate the different job having the jobs written on the board.

   c. Washer person – teacher will point at the written job and demonstrate taping washers on the car

   d. Tester – teacher will demonstrate attaching the spring scale to the car and pulling the car with the spring scale.
e. Reader – teacher will point to job and demonstrate how to read the force on the spring scale.

f. Recorder – teacher will point to job on the board and the chart on the board and demonstrate how to record the force used to move the car.

3. After students complete the testing teacher will ask question, “**Which groups had the force increase as the mass increased?**”

a. Students will raise their hands in order to answer.

**Conclusion:** Teacher will ask each group, “**What other examples can you think of that Newton’s 2nd Law applies to?**” Teacher will point at the law and the pictures on the board. Groups will discuss for 2 minutes and then:

- Level 3, 5 - can answer with words, or demonstrate answer.
  - Newton’s 2nd Law applies to ........
- Level 1 - can demonstrate answer.
  - Show a picture or demonstrate the action

Lesson 3 – Newton’s 3rd Law of motion
For every action there is an equal in magnitude but opposite in direction reaction.

**Content Objectives:**

1. Describe Newton’s 3rd Law of Motion.
2. Apply Newton’s 3rd Law of Motion to examples in everyday life. (the students life)

**Language objective:**

1. Discuss in groups different examples of Newton’s 3rd Law of motions.
2. Write Newton’s 3rd Law of Motion.

**Warm up:** Give an example of Newton’s 1st and 2nd Law of Motion.

![Diagram of Newton's 3rd Law]

Teacher can give a diagram of the Law with the question.

**Activity:**

1. Teacher will show a picture on the board.

![Diagram of Balloon example]

2. Teacher will then ask students write the definitions of Newton’s 3rd Law in their homogeneous groups.
   a. Teacher will describe the activity for example:
      i. **“In your groups today you will make your own definitions of Newton’s 3rd Law of Motion.”** Teacher will write Newton’s
3rd Law of motion on the board. “The picture on the board is an example of Newton’s 3rd Law.” Point to the written 3rd law and to the picture. Repeat if necessary.

ii. Teacher will work with lower groups (3, 1) for pronunciation purposes.
   1. “The air is rushing out of the balloon pushing the ground”
      Point at the air in the pictures and pushing on the ground.
      “The ground is pushing back at the air with equal force.”
      Teacher will write:
      a. force air pushing = force of ground pushing
         ![Image](image1.png)
      b. Teacher can even use a balloon as an example
      c. Repeat words if necessary

iii. Level 5 can use sentence starters
   1. The air rushing out pushes on ........
   2. The ground pushes on ........

iv. Level 3 has sentence frames with word bank (can work with level 5)
   1. The __________ out of balloon ___________on the__________ and the ground ___________back on the ________________.
      a. Pushes, ground, air rushing(use words multiple times)

v. Level 1 – will read or point to the picture of the Law provided by the teacher. Teacher will work with groups to provide the words they need to speak the law. (can work with level 3)
   b. Groups will share their definition with the class one at a time.

Activity 2:

1. 1. Teacher will write Newton’s 3rd Law on the Board and explain the physics of the law through demonstrations with a spring scale.
   a. All level of ELL will have a diagram
   b. Teacher will explain that Newton’s 3rd Law applies to pushing and pulling using the diagrams below. Teacher will explain while holding the door, “If I push on the door the door is pushing on me with the same force.”
Point at the diagram and repeat if necessary. Do the same for pulling a door.

c. Have the students then get into pairs with 1 spring scale per pair. Teacher will demonstrate what to do explain while demonstrating. (use picture below) “Attach spring scale to table and pull and the other end of scale.” Point at diagram below and demonstrate the action. “Have partner read the scale in Newton’s.” Point to the Newton's on the scale and in the picture, repeat if necessary. Teacher can even demonstrate using 2 scales if necessary.

d. Teacher will then restate Newton’s 3rd Law for the entire class.

Conclusion: Teacher will give students a picture as an exit slip, and they will have to label the diagram correctly.
- Level 3, 5 just label the forces action with arrows or reaction with arrows according to Newton’s 3rd Law. Teacher will demonstrate before they begin on the balloon picture
- Level 1 will have to place the correct arrow
**Homework or assessment:** can be a quiz used for assessment purposes.

**Complete the following questions**

**Level 5**

1. Who was the scientist who gave us the Laws of Motion?

2. How many Laws of Motion are there?

3. Which law explains why we need to wear seatbelts?

4. Which law says that force is equal to mass times acceleration (F=MA)?

5. Which law says that heavier objects require more force than lighter objects to move or accelerate them?

6. Which law explains how rockets are launched into space?

7. Which law says that for every action there is an equal and opposite reaction?

**Level 3 will have a word bank (can use more than once)**

Sir Isaac Newton  
Newton’s 1st Law of Motion  
Newton’s 2nd Law of Motion  
Newton’s 3rd Law of Motion  
three

1. Who was the scientist who gave us the Laws of Motion?

2. How many Laws of Motion are there?

3. Which law explains why we need to wear seatbelts?

4. Which law says that force is equal to mass times acceleration (F=MA)?

5. Which law says that heavier objects require more force than lighter objects to move or accelerate them?
6. Which law explains how rockets are launched into space?

7. Which law says that for every action there is an equal and opposite reaction?

Level 1 - will label the following diagrams and use the word bank to label the correct Law.

Word Bank: Newton’s 1st Law, Newton’s 2nd Law, Newton’s 3rd Law

1.

2.

3.
Culminating project - with the poetry unit from Language Arts

Description: This project is designed to incorporate poetry into the science curriculum and to assess the student’s knowledge of Newton’s three Laws. The students will design an acrostic poem that is based off of Newton’s three Laws. They may either pick one law to write the poem about or they may choose to write about all three laws.

1. Teacher will introduce project by using examples of acrostic science poems. (Examples to follow) Teacher will give a brief explanation of an acrostic poem because the LA teacher has already taught poetry. Teacher will then explain that the poem should be based off of Newton’s Laws of Motion and may include all three or just one.
   a. Teacher will have template, example of poem, and the rubric on the board. (poster size if available)
   b. Teacher will introduce project: “The cumulative project for Newton’s Laws of Motion is an acrostic poem” Teacher will point to the example and template on the board. “You will write the poem on Newton’s 3 Laws of Motion. You may write the poem on all of Newton’s laws or you may pick one Law to write the poem about” Teacher will point to the appropriate Laws for understanding.
   c. “An acrostic poem is when the first letter of each line in the poem will spell a word that relates or has to do with topic of the poem. For example: The Poem is about science and each word at the beginning of the lines will spell science.” Teacher will point to poem on the board as the description is given. Teacher will also repeat as necessary.
      i. Level 5 – template and give a word bank to form the acrostic poem from
      ii. Level 3 – template and give a word bank to form the poem from and sentence starters for lines of the poem as examples
      iii. Level 1 – have students place words in the acrostic poems.

2. Example of an acrostic poem

Searching and collecting data in many varied ways to explore nature’s chemistry empirically test the physical world around us.

Carolyn Brunelle
2. Template

TITLE

_________________________________________________________
Rubric: Level   5

<table>
<thead>
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<th>1</th>
<th>2</th>
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<tbody>
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<td>bad</td>
<td>poor</td>
<td>good</td>
<td>great</td>
</tr>
<tr>
<td>No work</td>
<td>Did not complete poem, or not in acrostic form</td>
<td>Completed poem in acrostics form, limited in line and detail</td>
<td>Poem completed in acrostic form</td>
</tr>
<tr>
<td>No work on Newton’s Laws of motion</td>
<td>Less than 3 lines of poem completed on topic of Newton’s 3 Laws of Motion</td>
<td>All but 2 lines completed on Newton’s 3 Laws of Motion</td>
<td>All lines on the topic of Newton’s 3 Laws of Motion</td>
</tr>
<tr>
<td>8 or more spelling mistakes</td>
<td>4-8 more spelling mistakes</td>
<td>Less than 4 grammar mistakes</td>
<td>No grammar mistakes</td>
</tr>
</tbody>
</table>

Rubric: Level   3

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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>poor</td>
<td>good</td>
<td>great</td>
</tr>
<tr>
<td>No work</td>
<td>Did not complete poem, or not in acrostic form</td>
<td>Completed poem in acrostics form, limited in line and detail</td>
<td>Poem completed in acrostic form</td>
</tr>
<tr>
<td>No work on Newton's Laws of motion</td>
<td>Less than 3 lines of poem completed on topic of Newton's 3 Laws of Motion</td>
<td>All but 2 lines completed on Newton’s 3 Laws of Motion</td>
<td>All lines on the topic of Newton’s 3 Laws of Motion</td>
</tr>
<tr>
<td>-----------------------------------</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>12 or more spelling mistakes</td>
<td>8-12 more spelling mistakes</td>
<td>Less than 8 spelling mistakes</td>
<td>No spelling mistakes</td>
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</table>

**Rubric: Level 1**

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<thead>
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<th>0 Bad</th>
<th>1 poor</th>
<th>2 good</th>
<th>3 great</th>
</tr>
</thead>
<tbody>
<tr>
<td>No work</td>
<td>Did not complete poem, or not in acrostic form</td>
<td>Completed poem in acrostics form, limited in line and detail</td>
<td>Poem completed in acrostic form</td>
</tr>
<tr>
<td>No work on Newton’s Laws of motion</td>
<td>Less than 3 lines of poem completed on topic of Newton’s 3 Laws of Motion</td>
<td>All but 2 lines completed on Newton’s 3 Laws of Motion</td>
<td>All lines on the topic of Newton’s 3 Laws of Motion</td>
</tr>
<tr>
<td>Do not count spelling</td>
<td>Do not count spelling</td>
<td>Do not count spelling</td>
<td>Do not count spelling</td>
</tr>
</tbody>
</table>

**Level 5 word bank for poem:**

Newton, Newton’s Laws, Newton’s first Law, Newton’s second Law, Newton’s third Law, Motion, Sir Isaac Newton
Level 3 word bank and sentence starters:

Newton, Newton’s Laws, Newton’s first Law, Newton’s second Law, Newton’s third Law, Motion, Sir Isaac Newton

N ______ wrote the __________________________

E ______ follows the __________________________

When ______ an ______ is in ______ it stays ________________

T __________________ states that ________________________

Objects mass and how __________ force affects____________________

No force is applied with out ________________________________

S ________________________________

L ________________________________

Another law is_______________________________

When more force is __________ to a car it _______________________  

S ________________________________

O ________________________________

Force is a______________________________
The space shuttle will blast off because of ____________________________

I _______ Newton’s ____________________________

Level 1:

N ____________________________
E ____________________________
W ____________________________
T ____________________________
O ____________________________
N ____________________________
S ____________________________
L ____________________________
A ____________________________
W ____________________________
S ____________________________
O ____________________________
F ____________________________
Word Bank:

Motion Sir object at rest we love Newton’s Laws
Newton trains use Newton’s Laws Net force
Object in motion stays in motion Newton is a genius acceleration
Isaac everything follows Newton’s laws Law 3 allows the space shuttle to blast off
Stays at rest the planet follow Newton’s laws Force objects are matter
Math Unit
Classifying Geometric Shapes and Polygons, Finding Area and Circumference

Lesson 1: Classifying Triangles and Find the Missing Angle in a Triangle

Content Objective:
1. Classify a triangle by its angles and sides.
2. Write an algebraic equation and solve the equation to find the measure of all angles in a triangle.

Language Objective:
1. Become familiar with the language of angles and sides and communicate it in written and oral form.

Vocabulary: acute, obtuse, right, scalene, isosceles, equilateral

Materials: vocabulary word squares, sentence starter posters for discussions, paper, pencil, expo markers, triangle poster (created by teacher as lesson develops), chart paper, sharpie marker

(7 minutes)
Warm Up- Draw the four triangles, listed below, on the board and ask students in mixed groups of 3 based on language proficiency to describe each triangle. Give each group a piece of chart paper and a sharpie marker. They are not using vocabulary words, although by 8th grade they should be familiar with the terms. They can simply state, “triangle one has tiny angles.” Each person in the group will have a job. Lower ELL students can copy the triangle picture on chart paper. Another student can write their observations under the picture and the last student will post their chart paper on the front board and describe their findings to the class.

Triangle One: scalene, obtuse triangle
Triangle Two: equilateral, acute triangle
Triangle Three: isosceles, right triangle
Triangle Four: isosceles, obtuse triangle
Vocabulary Development: After each group has posted and shared their findings, TW lead a whole group discussion using guided questions to review the observations and discuss the vocabulary words. TW use questions such as, “Some groups said triangle 1 has all different sides. Let’s look at triangle one. Each side is a different length. This means the triangle is scalene. On a new piece of chart paper, TW draw a line down the middle of the chart paper. TW label the left half, SIDES, and the right half, ANGLES. TW then draw a scalene triangle under SIDES and in capital letters label it scalene. Now, what did a group say about the angles in triangle one? Yes, some groups said there is a big angle in the corner. Does anyone know what a big angle is called? Yes, it is obtuse. TW then draw an obtuse triangle under ANGLES and in capital letters label it obtuse. So let’s review. Triangle one is scalene because the sides are different lengths and obtuse because it has a big angle. This means each triangle has two names. One name for its sides and another name for its angles. Let’s look at triangle two now. TW repeat this for the last three triangles by discussing the observations of the groups while reviewing the vocabulary words and emphasizing that each triangle has two names. TW also complete the class triangle chart which will be posted on the front board for the remainder of the lesson. Students will then fill out their vocabulary squares for all vocabulary words. First, students will be grouped by ability to fill out the squares. Modifications are made for each level on the handout. Then the groups will be mixed to share out their squares with one another.

Activity 1: Find one missing angle in a triangle. Students have had time to practice the vocabulary terms and classify triangles. Now they must find missing angles in a triangle. TW draw three triangles on the board and label in degrees every angle of each triangle:
- Triangle One Angles: 119, 43, 18
- Triangle Two Angles: 25, 108, 47
- Triangle Three Angles: 65, 73, 42
TW put students back in same groups as the warm up activity. TW ask and write on the board one question, “What do all three triangles have in common?” TW give groups 2 minutes to discuss. Once time is up TW see if any group figured it out. If not teacher will give a hint, “it has to do with the angles in all three triangles. They all add up to the same number.” The sum of the angles in a triangle equal 180 degrees. TW write this on the board and then draw five triangles underneath it. In each of the five triangles one angle measurement will be missing. SW figure out this missing angle in their groups using the fact that all three angles have to add up to 180 degrees.
- Triangle One Angles: 46, 112, x
- Triangle Two Angles: 50, 85, x
- Triangle Three Angles: 73, 18, x
- Triangle Four Angles: 115, 13, x
- Triangle Five Angles: 90, 30, x
TW give groups four minutes to figure out the missing angles, which can be done by simply taking 180 and subtracting the two angle measurements I provided the students with. For example, triangle one can be found by doing 180-46-112=22. The missing angle in triangle one is 22 degrees. After time is called, TW ask for 5 students to volunteer to come up to the board
and write their work along with their answer underneath each triangle. TW review the answers with the class.

(14 minutes)
Activity 2: Find the value of x in a triangle.
Students are enrolled in a Pre-Algebra class and have spent the first half of the year on writing and solving equations. TW now have students write their own algebraic equation based on the triangle and solve the equation to find the value of x as well as the value of all the angles in a triangle. TW draw one triangle on the board and label every angle of the triangle:
Triangle One Angles: 2x, x, 102
TW lead a discussion prompting students on the process to solve the problem, “What do you know about the sum of the angles in a triangle? Yes, they add up to 180 degrees. So let’s write an equation. How do I write the sum of 2x, x and 102? Yes, I just put a + sign in between the terms. So it looks like this, 2x + x + 102. Now what? What do we know that these three angles together equal? That’s right, 180 degrees. So how do I show mathematically that they equal 180 degrees? Yes by putting an equal sign and then 180. So now we have 2x + x + 102 = 180. Does this look familiar? You have written an equation and now you have to solve it. TW give students 1 minute and tell students to go ahead and solve their equation, which they already know how to do from chapter 3. TW then ask for an answer, which is x = 26. Students are used to finding the value of the variable but in this case I want to know what each angle measures so they have one more step to do which is to go back and substitute the value of x for each angle. Students are familiar with substitution but may get confused by the geometric aspect of the problem so teacher will walk students through the substitution process by saying, “One angle is labeled as 102 degrees so students do not need to find this angle. Another angle is labeled as x but students already know that x is 26 so this means that angle is 26 degrees. The last angle is measured as 2x, which means 2 times x but x is 26 so this means 2 times 26, which is 52. The last angle measures 52 degrees.” TW then draw three more triangles on the board and have students, in their groups, solve the problems. TW instruct students to do problem one first and then call teacher over to check it. Once teacher has checked it, they can do problem two, get it checked and then do problem three. TW walk around to monitor and assist groups. For groups that finish early, TW ask them to go up and write their work and answer for the problems on the board.
Triangle One Angles: 2x, 3x, 75
Triangle Two Angles: 60, 3x, x
Triangle Three Angles: 4x, 18, 5x

(3 minutes)
Closure: TW draw an acute, equilateral triangle and an obtuse, scalene triangle on the board. SW respond with thumbs up for true or thumbs down for false.

Question 1: The first triangle is an acute, isosceles triangle.
Question 2: The second triangle is an obtuse, scalene triangle.

Homework:
Pg. 527-528 #11-24
**Preproduction**

Instructions: Review and recite each section of box independently.

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Angle</td>
<td>An angle that measures less than 90 degrees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Find:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>An angle smaller than an L.</td>
<td><img src="image" alt="54° angle" /></td>
</tr>
<tr>
<td>Phrase:</td>
<td>Definition/Synonym:</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Obtuse Angle</td>
<td>An angle that measures more than 90 degrees but less than 180 degrees.</td>
</tr>
<tr>
<td>How to Find:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An angle greater than an L.</td>
</tr>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td><img src="image1" alt="Obtuse Angle" /></td>
<td>130°</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right Angle</td>
<td>An angle that measures exactly 90 degrees.</td>
</tr>
<tr>
<td>How to Find:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An angle that looks like an L.</td>
</tr>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Right Angle" /></td>
<td>Right Angle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scalene</td>
<td>All side lengths are different.</td>
</tr>
<tr>
<td>How to Find:</td>
<td>Example:</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>No sides are the same.</strong></td>
<td><img src="image" alt="Scalene" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Isosceles</strong></td>
<td>Two sides lengths are the exact same.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Find:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two sides are equal.</strong></td>
<td><img src="image" alt="Isosceles" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equilaterial</strong></td>
<td>All three side lengths are the exact same.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Find:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three sides are equal.</strong></td>
<td><img src="image" alt="Equilateral" /></td>
</tr>
</tbody>
</table>
Developing

Instructions: Fill in the blanks for each box, using the word bank. (Beware: Not all words will be used!).

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Angle</td>
<td>An _____ that measures _____ than 90 degrees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Find:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>An angle ______ than an L.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtuse Angle</td>
<td>An angle that _______ more than ____ degrees but less than 180 ______.</td>
</tr>
<tr>
<td>How to Find:</td>
<td>Example:</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>An angle _____ than an L.</td>
<td></td>
</tr>
</tbody>
</table>

Word Bank: smaller, angle, L, more, 90, less, right, degrees, greater

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right _____</td>
<td>An angle that _____ exactly _____ degrees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Find:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>An angle that looks like an L.</td>
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<tr>
<th>Phrase:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>All side _____ are ______.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Find:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No sides are the same.</td>
<td></td>
</tr>
</tbody>
</table>
Word Bank: scalene, obtuse, lengths, measures, different, equilateral, 90, isosceles

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>_____ sides lengths are the exact _____</td>
</tr>
</tbody>
</table>

How to Find:  
Two sides are equal.

Example:  

<table>
<thead>
<tr>
<th>Phrase:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>All three side lengths are the exact same.</td>
</tr>
</tbody>
</table>

How to Find:  
_____ sides are _____.

Example:  

Word Bank: two, equilateral, different, three, same, isosceles, equal, scalene
**Nearly Fluent**

Instructions: Fill in the blanks for each box and discuss in small groups.

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<th>Word:</th>
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</thead>
<tbody>
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<td><strong>Acute Angle</strong></td>
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<td><strong>Obtuse Angle</strong></td>
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</tr>
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<tbody>
<tr>
<td>Phrase:</td>
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<tr>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Right Angle</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>How to Find:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<tr>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Isosceles</strong></td>
<td></td>
</tr>
<tr>
<td>How to Find:</td>
<td>Example:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equilateral</strong></td>
<td></td>
</tr>
<tr>
<td>How to Find:</td>
<td>Example:</td>
</tr>
</tbody>
</table>
Sentence Frames Poster

• Triangle One has ____________________.
• Triangle Two has ____________________.
• Triangle Three has ____________________.
• Triangle Four has ____________________.
• The sides of the triangle are ________________.
• The angle looks ____________________.
• The angle is ________________.
• The lengths of the sides are ________________.
• The sides of the angles are ________________.
• The triangle is classified as ________________.
• The triangles have ________________ in common.
• The sum of the angles add up to ________________.
• You write the sum like ________________.
• The equal sign means ________________.
• To substitute you have to ________________.

Lesson 2: Classifying Quadrilaterals and Find the Missing Angle in a Quadrilateral
Content Objective:
1. Classify a quadrilateral.
2. Write an algebraic equation and solve the equation to find the measure of all angles in a quadrilateral.

Language Objective:
1. Become familiar with the language of quadrilaterals and communicate it in written and oral form.

Vocabulary: quadrilateral, parallelogram, square, rectangle, rhombus, trapezoid

Materials: vocabulary word squares, sentence starter posters for discussions, paper, pencil, expo markers, quadrilateral poster (created by teacher as lesson develops), chart paper, sharpie marker

(7 minutes)
Warm Up- Draw the five shapes, listed below, on the board and ask students in mixed groups of 3 based on language proficiency to describe each shape. Give each group a piece of chart paper and a sharpie marker. They are not using vocabulary words, although by 8th grade they should be familiar with the terms. They can simply state, “the shape has four sides.” Each person in the group will have a job. Lower ELL students can copy the pictures on chart paper. Another student can write their observations under the picture and the last student will post their chart paper on the front board and describe their findings to the class.

Shape One: Square
Shape Two: Rectangle
Shape Three: Parallelogram
Shape Four: Trapezoid
Shape Five: Rhombus

(13 minutes)
Vocabulary Development: After each group has posted and shared their findings, TW lead a whole group discussion using guided questions to review the observations and discuss the vocabulary words. TW use questions such as, “Shape one has four sides. What did you notice about all four sides? They are equal. What did you notice about the angles? All four angles are right. Does anyone remember what parallel means? Yes, two lines that never intersect. Does this shape have parallel lines? How many sets of parallel lines does it have? Yes, it has two sets of parallel lines. Lastly, what is the name of this shape? That’s right, it is a square. On a new piece of chart paper, TW draw a square and list all the properties discussed next to the square. TW repeat this for the remaining four shapes by discussing the observations of the groups while reviewing the vocabulary words and emphasizing that each shape has four sides. TW also complete the class quadrilateral chart which will be posted on the front board for the remainder of the lesson. Once the quadrilateral chart is completed, TW ask students, “What is the one property that all five shapes have in common? Yes, they all have four sides. Does anyone know the name for all four sided
shapes? It is a quadrilateral. Any shape that has four sides is a quadrilateral but some shapes have special names too like a square or rectangle.” TW then label the top of the class chart paper to say, QUADRILATERALS. Students will then fill out their vocabulary squares for all vocabulary words. First, students will be grouped by ability to fill out the squares. Modifications are made for each level on the handout. Then the groups will be mixed to share out their squares with one another.

(8 minutes)
Activity 1: Find one missing angle in a quadrilateral.
Students have had time to practice the vocabulary terms and classify quadrilaterals. Now they must find missing angles in a quadrilateral. TW begin by drawing a square on the board. TW ask students, “If I cut this square up into triangles, what is the least amount of triangles I would have? Yes. I would have two triangles. Now, let’s look at a rectangle. If I cut this rectangle up into the least amount of triangles, how many triangles would I have? Correct, I would have two again. What about the rhombus? How many triangles would I have? Again it is two. So based on what you have seen, how many triangles do you think make up all quadrilaterals? It is two. Think back to what you learned yesterday. The sum of the angles in one triangle equals what? Yes, 180 degrees but a quadrilateral is made up of two triangles. One triangle is 180 and the other triangle is 180, so if I put it together, what does the sum of the angles in a quadrilateral have to equal? 180 + 180 = 360. The sum of the angles in a quadrilateral equals two triangles which is 360 degrees.
TW write this on the board and then draw five quadrilaterals underneath it. In each of the five quadrilaterals one angle measurement will be missing. SW figure out this missing angle in their groups using the fact that all four angles have to add up to 360 degrees.
Quadrilateral One Angles: 95, 67, 83, x
Quadrilateral Two Angles: 110, 52, 90, x
Quadrilateral Three Angles: 130, 48, 112, x
Quadrilateral Four Angles: 90, 90, 90, x
Quadrilateral Five Angles: 100, 80, 119, x
TW give groups three minutes to figure out the missing angles, which can be done by simply taking 360 and subtracting the three angle measurements I provided the students with. For example, quadrilateral one can be found by doing 360 - 95 - 67 - 83 = 115. The missing angle in quadrilateral one is 115 degrees. After time is called, TW ask for 5 students to volunteer to come up to the board and write their work along with their answer underneath each quadrilateral. TW review the answers with the class.

(14 minutes)
Activity 2: Find the value of x in a quadrilateral.
Students are enrolled in a Pre-Algebra class and have spent the first half of the year on writing and solving equations. TW now have students write their own algebraic equation based on the quadrilateral and solve the equation to find the value of x as well as the value of all the angles in a quadrilateral. TW draw one quadrilateral on the board and label every angle of the quadrilateral:
Quadrilateral One Angles: 2x, 3x, 85, 50
TW lead a discussion prompting students on the process to solve the problem, “Who remembers what we did yesterday when we had to write an equation? What do you know
about the sum of the angles in a quadrilateral? Yes, they add up to 360 degrees. So let’s write an equation like we did yesterday. How do I write the sum of 2x, 3x, 85 and 50? Yes, I just put a + sign in between the terms. So it looks like this, 2x + 3x + 85 + 50. Now what? What do we know that these four angles together equal? That’s right, 360 degrees. So now we have 2x + 3x + 85 + 50 = 360. Does this look familiar? You have written an equation and now you have to solve it. TW give students 1 minute and tell students to go ahead and solve their equation, which they already know how to do from chapter 3 and from yesterday’s lesson. TW then ask for an answer, which is x = 45. Now students have one more step to do which is to go back and substitute the value of x to find the measure of each angle. Students are familiar with substitution but teacher will walk students through the substitution process for the first one anyways by saying, “One angle is labeled as 85 degrees and the other as 50 degrees so students do not need to find these angles. Another angle is labeled as 2x so this means 2 times x but x is 45 so this means 2 times 45, which is 90. The last angle is labeled as 3x so this means 3 times x but x is 45 so this means 3 times 45, which is 135 degrees.” TW then draw three more quadrilaterals on the board and have students, in their groups, solve the problems. TW instruct students to do problem one first and then call teacher over to check it. Once teacher has checked it, they can do problem two, get it checked and then do problem three. TW walk around to monitor and assist groups. For groups that finish early, TW ask them to go up and write their work and answer for the problems on the board.

Quadrilateral One Angles: 90, 90, 2x, 4x
Quadrilateral Two Angles: 24, x, 4x, 3x
Quadrilateral Three Angles: 2x, 5x, 100, 64

(3 minutes)
Closure: TW draw a rhombus and a trapezoid on the board. SW respond with thumbs up for true or thumbs down for false.

Question 1: The first quadrilateral is a parallelogram.
Question 2: The second quadrilateral has two sets of parallel lines.

Homework:
Pg. 535-536 #6-20
**Pre-Algebra Grade 8**

**Preproduction**
Instructions: Review and recite each section of box independently.

<table>
<thead>
<tr>
<th>Word: Quadrilateral</th>
<th>Definition/Synonym: A shape that has four sides and four angles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Not Example:</td>
</tr>
<tr>
<td><img src="image1.png" alt="Quadrilateral" /></td>
<td><img src="image2.png" alt="Not Quadrilateral" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase: Square</th>
<th>Definition/Synonym: A four sided shape with four right angles and four congruent sides that are parallel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Not Example:</td>
</tr>
<tr>
<td><img src="image3.png" alt="Square" /></td>
<td><img src="image4.png" alt="Not Square" /></td>
</tr>
</tbody>
</table>

*Square.*
<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rectangle</td>
<td>A four sided shape with four right angles and opposite sides parallel and congruent.</td>
</tr>
<tr>
<td>Example:</td>
<td>Not Example:</td>
</tr>
<tr>
<td><img src="image" alt="Rectangle" /></td>
<td><img src="image" alt="Not Example" /></td>
</tr>
<tr>
<td>Parallelogram</td>
<td>A four sided shape with opposite sides parallel and congruent.</td>
</tr>
<tr>
<td>Example:</td>
<td>Not Example:</td>
</tr>
<tr>
<td><img src="image" alt="Parallelogram" /></td>
<td><img src="image" alt="Not Example" /></td>
</tr>
<tr>
<td>Phrase:</td>
<td>Definition/Synonym:</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Trapezoid</td>
<td>A four sided shape with one pair of parallel sides.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Not Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Trapezoid" /></td>
<td><img src="image2.png" alt="Not Example" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhombus</td>
<td>A four sided shape with opposite sides parallel and all sides congruent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Not Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Rhombus" /></td>
<td><img src="image4.png" alt="Not Example" /></td>
</tr>
</tbody>
</table>

Developing
Instructions: Fill in the blanks for each box, using the word bank. (Beware: Not all words will be used!).

<table>
<thead>
<tr>
<th>Word: quadrilateral</th>
<th>Definition/Synonym: A _____ that has four sides and _____ angles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Not Example:</td>
</tr>
<tr>
<td><img src="image" alt="Quadrilateral" /></td>
<td><img src="image" alt="Quadrilateral" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase: square</th>
<th>Definition/Synonym: A four _____ shape with four _____ angles and four congruent sides that are _________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Not Example:</td>
</tr>
<tr>
<td><img src="image" alt="Square" /></td>
<td><img src="image" alt="Square" /></td>
</tr>
</tbody>
</table>

**Word Bank:** angles, sided, shape, congruent, parallel, four, right
<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>A ______ sided shape with four right _____ and opposite sides ______ and congruent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Rectangle]</td>
</tr>
</tbody>
</table>

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<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallelogram</td>
<td>A four sided shape with ________ sides parallel and ________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Not Example: ]</td>
</tr>
</tbody>
</table>

Word Bank: rectangle, perpendicular, angles, opposite, acute, parallel, congruent, four
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<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>A four sided shape with _____ pair of parallel _______.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Not Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Diagram of Trapezoid]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrase:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhombus</td>
<td>A four sided _____ with opposite sides _____ and ______ sides congruent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example:</th>
<th>Not Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Diagram of Rhombus]</td>
</tr>
</tbody>
</table>

**Word Bank:** parallel, one, right, shape, three, trapezoid, all, sides
**Nearly Fluent**

Instructions: Fill in the blanks for each box and discuss in small groups.

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<tr>
<td>Rectangle</td>
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<tr>
<td>Rhombus</td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td>Not Example:</td>
</tr>
</tbody>
</table>
• The shape has________________________.
• The sides of the shape are________________________.
• The angles of the shape are________________________.
• The shape looks like________________________.
• The shape is called a________________________.
• Parallel means________________________.
• The shape has ____ sets of parallel lines.
• All the shapes have___________ in common.
• A four sided shape is called a______________.
• The shape is classified as______________.
• The___________ is made up of _____ triangles.
• Yesterday we learned that______________.
• The sum of the angles adds up to______________.
• You write the sum like______________.
• The equal sign means______________.
• To substitute you have to______________.

Lesson 3: Classifying Polygons and Find the Measure of One Angle in a Regular Polygon (2 Days)
Content Objective:
1. Determine if a figure is a polygon or not. If it is a polygon then classify it by the number of sides.
2. Find the measure of one angle in a regular polygon.

Language Objective:
1. Become familiar with the language of polygons and communicate it in written and oral form.
2. Listen and follow directions on how to find the measure of one angle in a regular polygon.

Vocabulary: polygon, triangle, quadrilateral, pentagon, hexagon, heptagon, octagon, nonagon, decagon

Materials: matching warm up activity, vocabulary word squares, sentence starter posters for discussions, triangle poster (from lesson 1), quadrilateral poster (from lesson 2), polygon poster (created as lesson develops), scavenger hunt, small dry erase boards for students, expo markers, exit slip, graphic organizers to preview area

Day 1
(7 minutes)
Warm Up- Review the previous vocabulary words by a matching exercise. Students may use word squares from the previous two days to complete the warm up. TW call on students to share answers after five minutes.

(13 minutes)
Vocabulary Development: TW lead a whole group discussion using guided questions to review the new vocabulary words for today. TW use questions such as, “A triangle has how many sides? A quadrilateral has how many sides? Do you think a five sided shape has a special name? Does anyone know what it is? What about the name for a six sided shape? Seven sided shape? Eight sided shape? Nine sided shape? Ten sided shape?” On a piece of chart paper, TW fill in a three column chart as the discussion develops. Column one is the picture. Column two is the name and column three is the number of sides. Once the polygon chart is completed, TW ask students, “Let’s look at all these figures I drew. What do all these pictures have in common? Pay close attention to the types of lines. Are the lines curved? No. So then what are they? All the lines are straight. Also are any of the figures open? No. They are all closed. All of these figures are types of polygons, which are closed 2-D figures made up of straight lines.” TW then label the top of the class chart paper to say, POLYGONS. Students will then fill out their vocabulary squares for all vocabulary words. First, students will be grouped by ability to fill out the squares. Modifications are made for each level on the handout. Then the groups will be mixed to share out their squares with one another.

(20 minutes)
Activity 1: Scavenger Hunt
TW pass out a scavenger hunt paper to each student. Students must find an example of each word listed on the paper in the classroom. TW model a few examples for the students.

Examples:
Rectangle – top of tissue box on teacher’s desk
Acute Angle – ice cream cone, which is a picture on a poster hanging on the wall
Trapezoid – shape of the student’s desk

(5 minutes)
Closure: TW ask students to share some of their findings for each word.

Homework:
Pick any ten shapes and do the same scavenger hunt at home.

Day 2
(5 minutes)
Warm Up – TW ask students to share some of their home scavenger hunt findings.

(5 minutes)
Vocabulary Development - TW refer students back to the polygon poster created yesterday. TW point to the figure while saying the name. SW then repeat aloud the name of the figure. Finally TW point to the number of sides which SW read aloud.
Next, TW draw an equilateral triangle, a square and a regular pentagon on the board. TW ask students, “What do all three pictures have in common? Pay close attention to the sides of each figure? What do you notice about the side lengths of each figure? Yes. The side lengths are equal. When all the side lengths of a polygon are equal, this means the figure is regular. The sides are equal and the measure of each angle is equal.” TW write this definition on the board under the pictures.

(20 minutes)
Activity 1: Find the measure of one angle in a regular polygon by investigation.
TW point to the square on the board. TW ask students to split the square up into the least amount of triangles possible, which is two. Students did a similar activity two days ago. TW ask students, “What do all three pictures have in common? 180 degrees. We have two triangles, so how many degrees is that? 180 + 180 = 360. We figured out a few days ago that all the angles in a four sided shape add up to 360 degrees. However, today I want to know that if all the angles add up to 360 degrees and all the angles are equal because the shape is regular, what does the measure of each angle equal individually? Let’s look at this step by step. All four angles added together equal 360. Each angle is the same. How do I find what one angle equals? Yes by dividing. 360 divided by 4, because there are four angles, equals 90 degrees. Let’s check if our answer is correct. 90 + 90 + 90 + 90 = 360. Good job!! Let’s look at the regular pentagon.” TW point to the pentagon that should still be up on the board. TW repeat having students draw the triangles for the pentagon. Students should be able to draw three triangles in the pentagon which means 180 + 180 + 180 = 540. TW ask students, “Let’s look at this step by step. All five angles added together equal 540. Each angle is the same. How do I find what one angle equals? Yes by dividing.
540 divided by 5, because there are five angles, equals 108 degrees. Let’s check if our answer is correct. 108 + 108 + 108 + 108 + 108 = 540. Good job!!” TW put three more shapes (regular hexagon, regular heptagon, and regular octagon) on the board and have students work in heterogeneous groups of 3 based on language proficiency. SW be instructed to do one shape at a time and call teacher over to check before moving on to the next shape. TW give each group a small dry erase board. One student will copy the picture I drew and split it up into triangles. This would be a good job for a lower language proficient student. Another student will write the calculations on the side of the picture. The last student will raise their hand for the teacher to come over and this student will present their findings to the teacher. For groups that finish early, TW call on them to go up and write their work with answer underneath the picture on the board.

(12 minutes)
Activity 2: Find the measure of one angle in a regular polygon by using the formula.
TW now show students the mathematical formula to find the sum of the angle measures in a polygon. The formula is \((n - 2) \times 180\). \(N\) represents the number of sides in the figure. TW point out that the 180 comes from splitting the figure up into triangles and each triangle equals 180 degrees. TW redo the square and the regular pentagon using the formula this time. TW say, “How many sides does a square have? It has four sides, so \(n = 4\). Let’s substitute 4 into the formula: \((4-2) \times 180 = 2 \times 180 = 360\). Again, all four angles added together equal 360. Each angle is the same. How do I find what one angle equals? Yes by dividing. 360 divided by 4, because there are four angles, equals 90 degrees. This is the same answer we got before but this time we used a formula. You did not draw triangles. Let’s look at the pentagon. A pentagon has how many sides? Yes, five. So \(n = 5\). \((5-2) \times 180 = 3 \times 180 = 540\). Then follow what we did before. 540 divided by 5 = 108.” TW put two figures (regular nonagon and regular decagon) on the board and in the same groups have students solve the problems on their dry erase boards using the formula this time. One student will draw the shape and write the formula: \((n - 2) \times 180\). Another student will fill in the formula and the last student will call over the teacher to present. Students may switch jobs from last time. For groups that finish early, TW call on them to go up and write their work with answer underneath the picture on the board.

(3 minutes)
Closure: TW pass out an exit slip. Student may use either method (triangles or formula) to find the measure of one angle in a regular dodecagon. TW also pass out graphic organizers on area and tell students their homework is to look them over for tomorrow.
Directions: Match the word or picture with its correct definition.

1. Acute Angle: _____  a. all side lengths congruent
2. Obtuse Angle: _____  b. 
3. Right Angle: _____  c. angle less than 90 degrees.
4. Scalene: _____  d. 
5. Equilateral: _____  e. no side lengths congruent
6. Isosceles: _____  f. 
7. Trapezoid: _____  g. exactly a 90 degree angle
8. Parallelogram: _____  h. two side lengths congruent
9. Rhombus: _____  i. angle more than 90 degrees

Exit Slip: Lesson 3 Day 2

Find the measure of an angle in a regular dodecagon and fill in the blank. (Hint: It has 12 sides!!!)

One angle measures ________ degrees.

Sentence Frames Poster
• A triangle has _______ sides.
• A quadrilateral has ______ sides.
• A _______ sided shape is called a _______.
• The shapes have __________________ in common.
• The lines are ______________.
• The figures are ______________.
• The side lengths of the figures are _______________.
• There are _______ triangles in the figure.
• Each triangle is ______________ degrees.
• The shape is classified as ______________.
• The ___________ is made up of _____ triangles.
• The sum of the angles in the figure adds up to ______________.
• The sum of all the angles equals ______________.

• To find the measure of one angle, you have to divide the ______ by _________________.

• Divide the sum of the angles by the number of _______________ to find the measure of one angle.

• Fill in the formula, n represents _________________. 
• The formula tells you ______________.
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition/Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Polygon</strong></td>
<td>A closed 2-D figure made up of straight lines.</td>
</tr>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>Polygons</td>
<td></td>
</tr>
<tr>
<td>Not Example:</td>
<td></td>
</tr>
<tr>
<td>Not Polygons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pentagon</strong></td>
<td>A 2-D figure with 5 sides.</td>
</tr>
<tr>
<td>How to Find:</td>
<td>Count the sides of the shape.</td>
</tr>
<tr>
<td>Example:</td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hexagon</strong></td>
<td>A 2-D figure with 6 sides.</td>
</tr>
<tr>
<td>How to Find:</td>
<td>Example:</td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>Count the sides of a shape.</td>
<td><img src="image" alt="Hexagon" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heptagon</td>
<td>A 2-D figure with 7 sides.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How to Find:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count the sides of a shape.</td>
<td><img src="image" alt="Octagon" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Octagon</td>
<td>A 2-D figure with 8 sides.</td>
</tr>
<tr>
<td>Word</td>
<td>Definition/Synonym</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Nonagon</strong></td>
<td>A 2-D figure with 9 sides.</td>
</tr>
<tr>
<td><strong>Decagon</strong></td>
<td>A 2-D figure with 10 sides.</td>
</tr>
</tbody>
</table>

**How to Find:**

- Count the sides of a shape.

**Example:**

![Example of Nonagon](image1)

![Example of Decagon](image2)
Instructions: Fill in the blanks for each box, using the word bank. (Beware: Not all words will be used!).

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polygon</td>
<td>A ______ 2-D figure made up of __________ lines.</td>
</tr>
</tbody>
</table>

Example: Not Example:
### Polygons

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hexagon</td>
<td>A 2-D figure with ___ sides.</td>
</tr>
</tbody>
</table>

**How to Find:**

Count the _____ of the shape.

**Example:**

---

**Word Bank:** pentagon, curved, closed, sides, straight, shapes

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
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</thead>
<tbody>
<tr>
<td>Hexagon</td>
<td>A 2-D figure with ___ sides.</td>
</tr>
</tbody>
</table>

**How to Find:**

Count the sides of a _____.

**Example:**

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<table>
<thead>
<tr>
<th>Word:</th>
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</thead>
<tbody>
<tr>
<td>_______</td>
<td>A 2-D figure with 7 sides.</td>
</tr>
<tr>
<td>How to Find:</td>
<td>Example:</td>
</tr>
<tr>
<td>______ the sides of a shape.</td>
<td></td>
</tr>
</tbody>
</table>

**Word Bank:** octagon, 6, heptagon, 10, shape, count

<table>
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<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Octagon</td>
<td>A 2-D _____ with ____ sides.</td>
</tr>
<tr>
<td>How to Find:</td>
<td>Example:</td>
</tr>
<tr>
<td>Count the sides of a shape.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>A _____ figure with 9 sides.</td>
</tr>
</tbody>
</table>
How to Find:
Count the ______ of a shape.

Example:

Word Bank: 5, area, 2-D, nonagon, 8, figure, sides

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition/Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decagon</td>
<td>A 2-D _______ with ____ sides.</td>
</tr>
</tbody>
</table>

How to Find:
______ the sides of a shape.

Example:

Word Bank: 13, count, 10, figure, perimeter
Nearly Fluent

Instructions: Fill in the blanks for each box and discuss in small groups.

<table>
<thead>
<tr>
<th>Word:</th>
<th>Definition/Synonym:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polygon</td>
<td></td>
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</table>

<table>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Phrase:</td>
<td>Definition/Synonym:</td>
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<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Hexagon</td>
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<td>Heptagon</td>
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<tr>
<td><strong>Octagon</strong></td>
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<td><strong>Nonagon</strong></td>
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<tr>
<td><strong>Example:</strong></td>
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<td>Definition/Synonym:</td>
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</tr>
<tr>
<td><strong>Decagon</strong></td>
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</tbody>
</table>

**Steps to Finding Area of a Triangle**

**Graphic Organizer/Example**
Find the area of the following triangle:

Follow these steps to find area of a triangle.

Step 1:
- Identify the base of the triangle.
  \[ B = 4 \text{ cm} \]

Step 2:
- Identify the height of the triangle.
  \[ H = 6 \text{ cm} \]

Step 3:
- Substitute the numbers into the formula.
  \[ \text{Area} = \frac{1}{2} \times B \times H \]
  \[ \text{Area} = \frac{1}{2} \times 4 \times 6 = 12 \]
Find the area of the following rectangle:

Follow these steps to find area of a rectangle.

Step 1: Identify the base of the rectangle.
B = 14 cm

Step 2: Identify the height of the rectangle.
H = 7 cm

Step 3: Substitute the numbers into the formula.
Area = B × H
Area = 14 × 7 = 98

Steps to Finding Area of a Parallelogram
Graphic Organizer/Example
Find the area of the parallelogram:

Follow these steps to find area of a parallelogram.

Step 1: Identify the base of the parallelogram.

\[ B = 8 \text{ cm} \]

Step 2: Identify the height of the parallelogram.

\[ H = 4 \text{ cm} \]

Step 3: Substitute the numbers into the formula.

\[ \text{Area} = B \times H \]

\[ \text{Area} = 8 \times 4 = 32 \text{ cm}^2 \]
Follow these steps to find area of a square.

**Step 1:**
Remember all four sides in a square are congruent!!!

**Step 2:**
Identify the side of the square.

\[ S = 5 \text{ cm} \]

**Step 3:**
Substitute the number into the formula.

\[ \text{Area} = S \times S \]
\[ \text{Area} = 5 \times 5 = 25 \]

Steps to Finding Area of a Trapezoid
Graphic Organizer/Example
Follow these steps to find area of a trapezoid.

**Step 1:**
Identify the two bases of the trapezoid.

B = 4 cm
B = 8 cm

**Step 2:**
Identify the height of the trapezoid.

H = 5 cm

**Step 3:**
Substitute the numbers into the formula.

Area = \( \frac{1}{2} \times (B + B) \times H \)
Area = \( \frac{1}{2} \times (4 + 8) \times 5 = 30 \)

Steps to Finding Area of a Circle
Graphic Organizer/Example

Find the area of the following trapezoid:
Find the area of the following circle:

Follow these steps to find area of a circle.

Step 1: Identify the radius of the circle. 
$r = 6 \text{ cm}$

Step 2: Remember radius measures from the center of the circle to the edge of the circle.

Step 3: Substitute the numbers into the formula. 
$\text{Area} = \pi \times r \times r$
$\text{Area} = 3.14 \times 6 \times 6 = 113.04$

Polygon Scavenger Hunt
Preproduction
Below is a list of shapes we discussed in class. Search the entire classroom looking for examples of these shapes and fill in the chart below.

<table>
<thead>
<tr>
<th>Name of Shape</th>
<th>Picture of Shape</th>
<th>Where Seen in Classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Angle</td>
<td><img src="image1" alt="Acute Angle" /></td>
<td>Ice Cream Cone Poster</td>
</tr>
<tr>
<td>Obtuse Angle</td>
<td><img src="image2" alt="Obtuse Angle" /></td>
<td></td>
</tr>
<tr>
<td>Right Angle</td>
<td><img src="image3" alt="Right Angle" /></td>
<td></td>
</tr>
<tr>
<td>Triangle</td>
<td><img src="image4" alt="Triangle" /></td>
<td></td>
</tr>
<tr>
<td>Square</td>
<td><img src="image5" alt="Square" /></td>
<td></td>
</tr>
<tr>
<td>Parallelogram</td>
<td><img src="image6" alt="Parallelogram" /></td>
<td></td>
</tr>
<tr>
<td>Trapezoid</td>
<td><img src="image7" alt="Trapezoid" /></td>
<td>Student’s Desk</td>
</tr>
<tr>
<td>Rectangle</td>
<td><img src="image8" alt="Rectangle" /></td>
<td>Top of Tissue Box</td>
</tr>
<tr>
<td>Pentagon</td>
<td><img src="image9" alt="Pentagon" /></td>
<td></td>
</tr>
</tbody>
</table>
## Polygon Scavenger Hunt

**Developing**

Below is a list of shapes we discussed in class. Search the entire classroom looking for examples of these shapes and fill in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Hexagon</th>
<th></th>
<th>Octagon</th>
<th></th>
<th>Decagon</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Hexagon" /></td>
<td></td>
<td><img src="image" alt="Octagon" /></td>
<td></td>
<td><img src="image" alt="Decagon" /></td>
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<td></td>
</tr>
<tr>
<td>Acute Angle</td>
<td><img src="image" alt="Acute Angle" /></td>
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<td></td>
</tr>
<tr>
<td>Obtuse Angle</td>
<td><img src="image" alt="Obtuse Angle" /></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Right Angle</td>
<td><img src="image" alt="Right Angle" /></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Triangle</td>
<td><img src="image" alt="Triangle" /></td>
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<td></td>
</tr>
<tr>
<td>Square</td>
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</tr>
<tr>
<td>Parallelogram</td>
<td><img src="image" alt="Parallelogram" /></td>
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<td></td>
</tr>
<tr>
<td>Trapezoid</td>
<td><img src="image" alt="Trapezoid" /></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rectangle</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pentagon</td>
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</table>
Polygon Scavenger Hunt
Nearly Fluent
Below is a list of shapes we discussed in class. Search the entire classroom looking for examples of these shapes and fill in the chart below.

<table>
<thead>
<tr>
<th>Polygon</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hexagon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Octagon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decagon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Shape</td>
<td>Picture of Shape</td>
<td>Where Seen in Classroom?</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Acute Angle</td>
<td></td>
<td></td>
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<tr>
<td>Obtuse Angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right Angle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triangle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parallelogram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapezoid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rectangle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4: Finding Area of Shapes  
(4 Days)

Content Objective:
1. Determine which area formula to use for each shape.  
2. Given a shape, determine what values to substitute into an area formula and then evaluate.

Language Objective:
1. Listen and follow directions on how to find the area of shapes.
2. Explain orally how to find area of shapes.

Vocabulary: triangle, rectangle, square, parallelogram, trapezoid, circle

Materials: anticipation guide, sentence starter posters for discussions, small dry erase boards for students, expo markers, graphic organizers on area, area worksheet for day 1, area scavenger hunt for day 1, area worksheet for day 2, area scavenger hunt for day 2, area worksheet for day 3, area scavenger hunt for day 3, reflection, poetry starters for ELL students

Day 1 – Area of Squares, Rectangles, Parallelograms
(5 minutes)
Warm Up- SW fill out an anticipation guide on area. TW then survey class on what they know by showing thumbs up, thumbs sideways or thumbs down.

Vocabulary Development: No new vocabulary for this lesson.

(17 minutes)
Activity 1: Practice using the formula to find area of squares, rectangles, and parallelograms.
TW have students take out the graphic organizers for squares, rectangles and parallelograms.
TW model how to find area of these shapes while modeling how to solve the example shown on the graphic organizer. TW then ask students, “What do the formulas for these three shapes have in common? You have to find the base and the height of each shape and then multiply them. The formula for all three shapes is the same.” TW give students a challenge problem, “The area of a rectangle is 50 square feet. If the base is 10 feet, what is the height?” TW draw the rectangle on the board and label it. TW ask guiding questions such as, “the formula for area is base times height but the base is 10 feet. If the area is 50, then 10 times what equals 50? Yes, it is 5. The height is 5 feet.” TW then place students in pairs and give them a worksheet to practice finding area of these three shapes. There are no language demands for the worksheet, just mathematical computations, so teacher can randomly assign pairs.

(18 minutes)
Activity 1: Practice using the formula to find area of squares, rectangles, and parallelograms by measuring shapes around the room.
TW keep students in their pairs. Students will now need to find 3 rectangles, 3 squares and 2 parallelograms around the room. In their pairs they will find the area of each of these eight shapes around the room. SW be given a ruler to measure in centimeters the base of each shape and the height of each shape. TW model an example.
Example: Top of a tissue box. TW measure in front of the class the base, which is 30 centimeters, and the height, which is 12 centimeters. 30 x 12 = 360 square centimeters.

(5 minutes)
Closure: Each pair will share out one example from their scavenger hunt. They will answer these 3 questions:
• Where was the object found in the classroom?
• What were the measurements?
• What was the area?

Homework: pg. 574 #1-11

**Day 2 – Area of Triangles and Trapezoids**
(5 minutes)
Warm Up- TW put three area problems on the board and tell students to find the area of the shapes.

Problem 1: Rectangle (Base = 12 m, Height = 18 m)
Problem 2: Square (Side = 20 m)
Problem 3: Parallelogram (Base = 7.5 m, Height = 6 m)

Vocabulary Development: No new vocabulary for this lesson.

(17 minutes)
Activity 1: Practice using the formula to find area of triangles and trapezoids.
TW have students take out the graphic organizers for triangles and trapezoids. TW model how to find area of these shapes while modeling how to solve the example shown on the graphic organizer. TW then ask students, “What do the formulas for these two shapes have in common? You have to find the base and the height of each shape and then multiply them by what? The formula for both shapes tells you to multiply your answer by ½.” TW give students a challenge problem, “The area of a triangle is 30 square inches. If the base is 6 inches, what is the height?” TW draw the triangle on the board and label it. TW ask guiding questions such as, “the formula for area is ½ times base times height but the base is 6 inches. This means ½ times 6, which is 3, times what equals 30? Yes, it is 10. The height is 10 inches.” TW then place students in pairs and give them a worksheet to practice finding area of these two shapes. There are no language demands for the worksheet, just mathematical computations, so teacher can randomly assign pairs.

(18 minutes)
Activity 1: Practice using the formula to find area of triangles and trapezoids by measuring shapes around the room.
TW keep students in their pairs. Students will now need to find 4 triangles and 2 trapezoids around the room (there are not many trapezoids in the classroom). In their pairs they will find the area of each of these six shapes around the room. SW be given a ruler to measure in centimeters the base of each shape and the height of each shape. TW model an example. Example: Ice Cream Cone Poster. TW measure in front of the class the base, which is 8 centimeters, and the height, which is 14 centimeters. ½ x 8 x 14 = 56 square centimeters.

(5 minutes)
Closure: Each pair will share out one example from their scavenger hunt. They will answer these 3 questions:
• What was the object?
• What were the measurements?
• What was the area?

Homework: pg. 580 – 581 #1-10, skip #4

**Day 3 – Area of Circles**
(5 minutes)
Warm Up- TW put two area problems on the board and tell students to find the area of the shapes.

Problem 1: Triangle (Base = 22 m, Height = 16 m)
Problem 2: Trapezoid (Base 1 = 8 m, Base 2 = 14 m, Height = 10 m)

Vocabulary Development: No new vocabulary for this lesson.

(17 minutes)
Activity 1: Practice using the formula to find area of circles.
TW have students take out the graphic organizer for circles. TW model how to find area of the circle while modeling how to solve the example shown on the graphic organizer. TW then ask students, “The formula for a circle tells you to use the radius of the circle. What happens when you are given the diameter of the circle and not the radius? If the diameter of a circle is 10 meters, how do I find the radius of the circle?” TW draw a circle with a diameter of 10 meters. Radius is simply half the diameter so all students need to do is divide 10 by 2, which means the radius is 5 m. TW then give students a challenge problem, “The area of a circle is 28.26 square meters. What is the radius of the circle?” TW draw the circle on the board and label it. TW ask guiding questions such as, “The formula for the area of a circle is pi times radius times radius but pi is 3.14. This means 3.14 times what a number times that same number equals 28.26? Yes, it is 3. The radius is 3 meters.” TW then place students in pairs and give them a worksheet to practice finding area of circles. There are no language demands for the worksheet, just mathematical computations, so teacher can randomly assign pairs.

(18 minutes)
Activity 1: Practice using the formula to find area of circles around the room.
TW keep students in their pairs. Students will now need to find 6 circles around the room. In their pairs they will find the area of each of these six circles around the room. SW be given a ruler to measure in centimeters the radius of each circle. TW model an example.
Example: Bottom of Cup on Teacher’s Desk. TW measure in front of the class the radius which is 5 centimeters. $3.14 \times 5 \times 5 = 78.5$ square centimeters.

(5 minutes)
Closure: Closure: Each pair will share out one example from their scavenger hunt. They will answer these 3 questions:
• Where was the object found in the classroom?
• What were the measurements?
• What was the area?

Homework: pg. 591 #1, 2, 6-11, 20-22

Day 4 – Poetry Activity
(4 minutes)
Warm Up- TW pass out the same anticipation guide as day 1 and have students fill it out. Then TW “redo” the class survey on area of shapes by showing thumbs up, thumbs sideways or thumbs down.

Vocabulary Development: No new vocabulary for this lesson.

(38 minutes)
Activity 1: Write a mathematical poem about a shape.
TW ask students to choose a shape from the past two weeks. Write a poem about the shape and its properties. Neatly write the poem on a piece of unlined paper. Draw the shape and color it. Be creative. Lower level ELLs will be provided with two poem starters. They can choose which one to use. They can do a similar poem as the science class or a different one.

Extra Credit: If possible include the formula for the area of the shape in the poem.

(3 minutes)
Closure: Post your poem on the student work wall in the classroom. Make sure your name is on the front of your poem. Be prepared to read your poem as the warm up for tomorrow’s class.

Homework:
TW pass out a reflection sheet for students to write a reflection on the commonalities they found between their English, Science and Math classes during the past two weeks.

Anticipation Guide – Lesson 4

<table>
<thead>
<tr>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Up]</td>
<td>![Thumb Up]</td>
</tr>
<tr>
<td>![Thumb Down]</td>
<td>![Thumb Down]</td>
<td>![Thumb Down]</td>
</tr>
</tbody>
</table>

I know how to find area of a rectangle.
I know how to find area of a square.
I know how to find area of a parallelogram.
I know how to find area of a triangle.
I know how to find area of a trapezoid.
I know how to find area of a circle.

<table>
<thead>
<tr>
<th>Sentence Frames Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The shapes have ___________ in common.</td>
</tr>
<tr>
<td>• All the formulas tell you to __________.</td>
</tr>
<tr>
<td>• The formulas have ________ in common.</td>
</tr>
<tr>
<td>• The base is __________.</td>
</tr>
</tbody>
</table>
• The height is ________________.
• The radius is ________________.
• The object we found was ________________.
• The area is ________________.
• Diameter of a circle means ________________.
• Radius of a circle means ________________.
• Given the diameter, you find the radius by ________________.
• Fill in the formula, ________________, to find the area.
• The formula tells you to ________________.

**Area of Squares, Rectangles and Parallelograms Worksheet**
Find the area of each shape.

1.  
   [Diagram of a rectangle with dimensions 3.6 cm by 9 cm]

2.  
   [Diagram of a rectangle with dimensions 5 cm by 8 cm]
3. \[ A = \] 

\[ \text{A} = \] 

4. \[ A = \] 

\[ \text{A} = \] 

5. \[ A = \] 

\[ \text{A} = \] 

6. \[ A = \] 

\[ \text{A} = \] 

7. \[ A = \] 

\[ \text{A} = \] 

8. \[ A = \] 

\[ \text{A} = \] 

9. \[ A = \] 

\[ \text{A} = \] 

10. \[ A = \] 

\[ \text{A} = \] 

11. \[ A = \] 

\[ \text{A} = \] 

12. \[ A = \] 

\[ \text{A} = \]
13. $A = \text{__________}$

14. $A = \text{__________}$

15. $A = \text{__________}$

16. $A = \text{__________}$

17. $A = \text{__________}$

18. $A = \text{__________}$
Area Scavenger Hunt for Squares, Rectangles and Parallelograms

With your partner, look for these objects around the room. Measure the base and height in CENTIMETERS. Fill in the chart and find the area. Be prepared to share with class.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Where in Class</th>
<th>Base</th>
<th>Height</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Area of Triangles and Trapezoids Worksheet

Find the area of each shape.

1. **Trapezoid**
   - Height: 9 m
   - Bases: 15 m and 20 m
   - Area: $A = \frac{(15 m + 20 m) \times 9 m}{2}$

2. **Triangle**
   - Height: 6 cm
   - Base: 4 cm
   - Area: $A = \frac{1}{2} \times 6 cm \times 4 cm$
3. \( A = \_\_\_\_\_\_\_ \)

4. \( A = \_\_\_\_\_\_\_ \)

5. \( A = \_\_\_\_\_\_\_ \)

6. \( A = \_\_\_\_\_\_\_ \)

7. \( A = \_\_\_\_\_\_\_ \)

8. \( A = \_\_\_\_\_\_\_ \)

9. \( A = \_\_\_\_\_\_\_ \)

10. \( A = \_\_\_\_\_\_\_ \)
11. \[ A = \_\_\_\_\_\_\_\_ \]

12. \[ A = \_\_\_\_\_\_\_\_ \]

13. \[ A = \_\_\_\_\_\_\_\_ \]

14. \[ A = \_\_\_\_\_\_\_\_ \]

15.
A = __________

Challenge: Find base.

Base = __________

Area Scavenger Hunt for Triangles and Trapezoids

With your partner, look for these objects around the room. Measure the base and height in CENTIMETERS. Fill in the chart and find the area. Be prepared to share with class.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Where in Class</th>
<th>Base</th>
<th>Height</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="images/shape.png" alt="Shapes" /></td>
<td>?</td>
<td></td>
<td></td>
<td>$\frac{1}{2} \times B \times H$</td>
</tr>
<tr>
<td>Shape</td>
<td>Where in Class</td>
<td>Base</td>
<td>Height</td>
<td>Area</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>------</td>
<td>--------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Triangle</td>
<td></td>
<td></td>
<td></td>
<td>$\frac{1}{2} \times (B_1 + B_2) \times H$</td>
</tr>
<tr>
<td>Triangle</td>
<td></td>
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<td>Triangle</td>
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<td>Triangle</td>
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<tr>
<td>Trapezoid</td>
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<tr>
<td>Trapezoid</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Area of Circles Worksheet**

Find the area of each shape.

1.  
2.
3. \( A = \) ________________

4. \( A = \) ________________

5. \( A = \) ________________

6. \( A = \) ________________

7. \( A = \) ________________

8. \( A = \) ________________
9. \[ A = \] 

10. \[ A = \] 

11. \[ A = \] 

12. \[ A = \] 

13. \[ A = \] 

14. \[ A = \]
Challenge: Find radius.

Area of Circle = 12.56. Find radius.

Radius = ____________

Area Scavenger Hunt for Circles
With your partner, look for these objects around the room. Measure the radius in **CENTIMETERS**. Fill in the chart and find the area. Be prepared to share with class.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Where in Class?</th>
<th>Radius</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>![Image](Image 1)</td>
<td>![Image](Image 2)</td>
<td>(3.14 \times r \times r)</td>
</tr>
<tr>
<td>Circle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle</td>
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<td></td>
</tr>
<tr>
<td>Circle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflection Poetry Unit
Nearly Fluent

1. Have you noticed something all your classes had in common these past few weeks?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What did you like about writing your own poems in all your classes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What did you dislike about writing your own poems in all your classes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reflection 9/11 Scale Drawing Activity
Developing

1. Have you noticed something all your classes had in common these past few weeks?

I noticed that all my classes

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. What did you like about writing your own poems in all your classes?

I liked writing poems in my classes because

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. What did you dislike about writing your own poems in all your classes?

I disliked writing poems in my classes because

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Reflection 9/11 Scale Drawing Activity
1. Have you noticed something all your classes had in common these past few weeks?

I noticed that all my classes: (circle 1 or 2)
- Did math
- Wrote poems
- Worked in groups
- Discussed rhyming words

2. What did you like about writing your own poems in all your classes?

I liked writing poems because: (circle 1 or 2)
- It was fun
- It helped me remember things
- I talked about my feelings
- I could be silly

3. What did you dislike about writing your own poems in all your classes?

I disliked writing poems because: (circle 1 or 2)
- It was boring
- It didn’t help me remember anything
- I don’t like writing
- I didn’t know what to write

**Acrostic Poem Starters**

Preproduction
Choose a shape from the poems below. Fill in the blanks using one word from each line in the word bank.

C ___________________
I ___________________
R ___________________
C ___________________
L ___________________
E ___________________

Word Bank:
circular, circumference, curve, closed, can find area by $\pi \times r \times r$
is like a sphere, is not an egg,
radius, round
circular, circumference, curve, closed, can find area by $\pi \times r \times r$
looks like a ball, looks like the sun
edges, exactly like a coin
S ___________________
Q ____________________
U ____________________
A ____________________
R ____________________
E ____________________

Word Bank:
shaped like a jack in the box, straight lines, sides
quadrilateral
unlike a circle, usually shapes of tiles
all equal sides, a picture frame, area is s x s
rectangle, right angles
edges, exactly like a box

Acrostic Poem Starters
Developing
Choose a shape from the poems below or choose your own shape. Some ideas for the letter “c” are below.

C ___________________
I ___________________
R ___________________
C ___________________
L ___________________
E ___________________

Word Bank for letter C:
circular, circumference, curve, closed, can find area by $\pi \times r \times r$

Some ideas for the letter “s” and “q” are below.
S ___________________
Word Bank for letter S and Q:
shaped like a jack in the box, straight lines, shapes of a tile, sides
quadrilateral

Haiku Poem Starters
Preproduction
The first line is 5 syllables.
The second line is 7 syllables.
The third line is 5 syllables.

A circle _____________. (2 syllables)
They look like _________________. (4 syllables)
Circles have _________________. (2 syllables)

Word Bank:
*is round, is curved, is closed*
*a basketball, many faces, dimes and nickels*
*centers, middles, curved lines*

**Haiku Poem Starters**

Preproduction

The first line is 5 syllables.
The second line is 7 syllables.
The third line is 5 syllables.

A square _____________. (3 syllables)
They look like _________________. (4 syllables)
Squares have _________________. (3 syllables)

Word Bank:
- is not round, is not curved, is closed shape
- tiles on a floor, my window panes, a CD case
- four corners, four angles, equal sides

**Haiku Poem Starters**

*Developing*

The first line is 5 syllables.
The second line is 7 syllables.
A circle _____________. (2 syllables)

They look like _________________. (4 syllables)

Circles have _________________. (2 syllables)

A square _____________. (3 syllables)

They look like _________________. (4 syllables)

Squares have _________________. (3 syllables)