

G.L.A.D. Resource Book  
(Guided Language Acquisition Design)

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G.L.A.D. Strategy descriptions are from the Pasco School District's G.L.A.D. Website. Strategy photos taken of Main Street Elementary Teachers class work and from the 5-Day and 2-Day G.L.A.D. trainings.

# Section I

## Focus and Motivation Strategies

- Cognitive Content Dictionary
- Exploration Report
- Observation Chart
- Teacher Made Big Books
- Inquiry Charts
- Awards

## Cognitive Content Dictionary or Picture Dictionary



- Involves students in metacognition
- Builds vocabulary
- Aids in comprehension
- Picture dictionary generally for younger students

### Step-by-Step

1. Teacher selects word from unit vocabulary  
(This word becomes the signal word for the day/week)
2. Later students select word by voting
3. Students predict meaning of selected word
4. Write or sketch something that will help them remember the meaning.
5. Use the word in a sentence.
6. This activity is done whole class, in teams and individually

# Cognitive Content Dictionary (CCD)

4

Word H/N	Prediction (clues)	Final Meaning & sketch	Spanish <del>Sketch</del>
<u>Classification</u>	<ul style="list-style-type: none"> <li>a class taking a vacation</li> <li>being in class</li> <li>students in groups</li> </ul>	<ul style="list-style-type: none"> <li>putting things in groups</li> </ul> 	<u>Clasificación</u>
<u>adaptation</u>	<ul style="list-style-type: none"> <li>adopt a child</li> <li>take care</li> </ul>	<ul style="list-style-type: none"> <li>to change or adjust to help survive in different places/environments</li> </ul> 	<u>adaptación</u>
cartilaginous epipelagic mammalia lobster (bugaloo) H=3 NH=11	<ul style="list-style-type: none"> <li>to shake and move</li> <li>to dance</li> </ul>		

## Cognitive Content Dictionary

New Word	Predictions (Clues)	Final Meaning S Team Tasks
<u>agriculture</u> H=1 NH=29 agri- dirt/soil culture-growing multiple meanings patterns of behavior arts, music taste and refinement	<ul style="list-style-type: none"> <li>culture, dances</li> <li>Something special</li> <li>language people speak</li> <li>different cultures-parts</li> <li>leads the war</li> </ul>	<ul style="list-style-type: none"> <li>Write cause and effect</li> <li>Strip book</li> <li>Picture Dictionary</li> <li>Story Map</li> </ul>
H=4 NH=26 happiness or a hug musket ball <u>acomodate</u> Resourceful H=9 NH=21 Yankees - H=21 NH=9 Spike bayonet H=13 NH=17 plantation H=21 NH=4 problem H=4 NH=26 accomodated	<ul style="list-style-type: none"> <li>fix</li> <li>accompany</li> <li>join in</li> <li>talk about</li> <li>fix</li> <li>happy</li> </ul>	
Mrs. Cortez accomodated us by letting us change her room for these 4 days.		

## Exploration Report

- Provides students with the opportunity for increased team building
  - Consensus of team
  - Provides opportunity to negotiate for meaning
- A type of inquiry chart
- Gives indication of background knowledge
- Basis for scaffolding vocabulary and meaning of information for unit

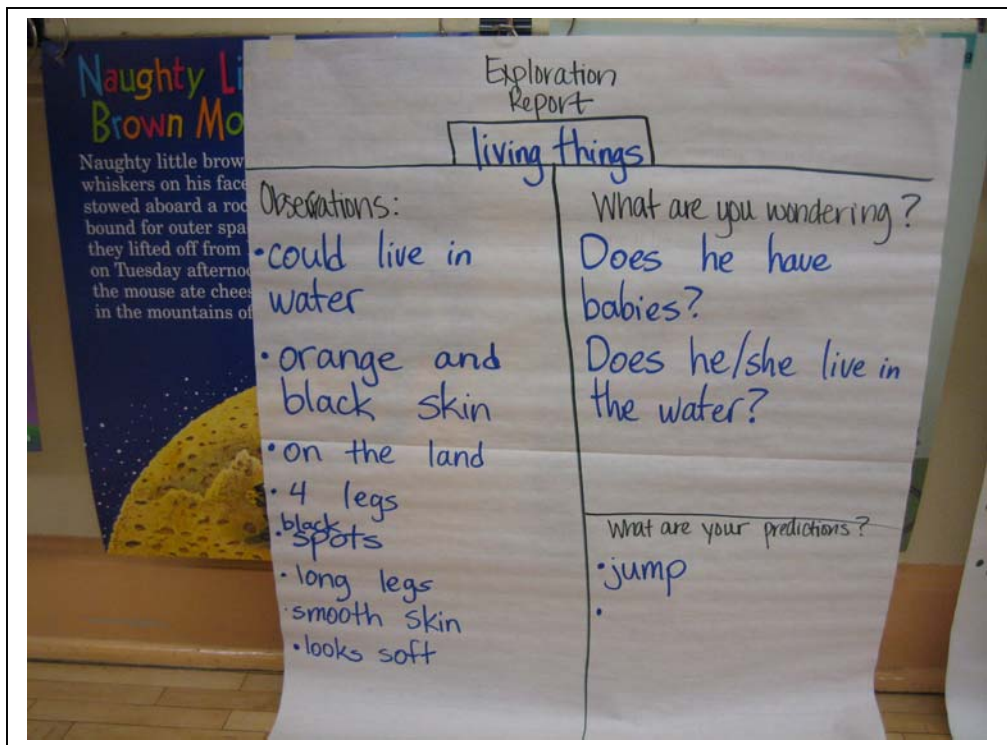
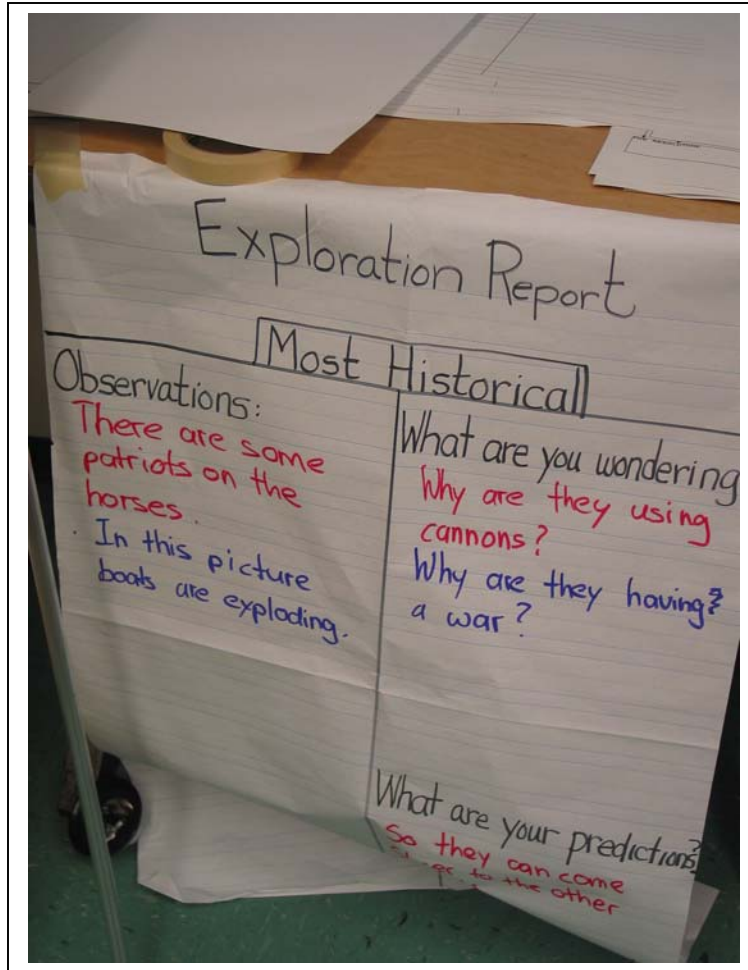
## Step-by-Step

1. Use real photos, in color, if possible
2. Choose high interest photos
3. Use the Exploration report as the first team activity as an introduction to the unit
4. Select 2-3 photos for each team
5. Each team will then decide on one photo to report on
6. Each team must then decide on an observation, a question and a prediction that they will report to the class

7. The teacher will then ask each team for their observation, recording the observation in the color that represents each team.
8. The teacher will then record each teams question in the representing colors
9. The teacher will then record each team's prediction in the corresponding colors.
10. The teacher uses the report to determine background knowledge.
11. The teacher can revisit the report as the unit progresses and information is learned.

# Exploration Report

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## Observation Charts

- A type of inquiry chart
- Stimulate students' curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

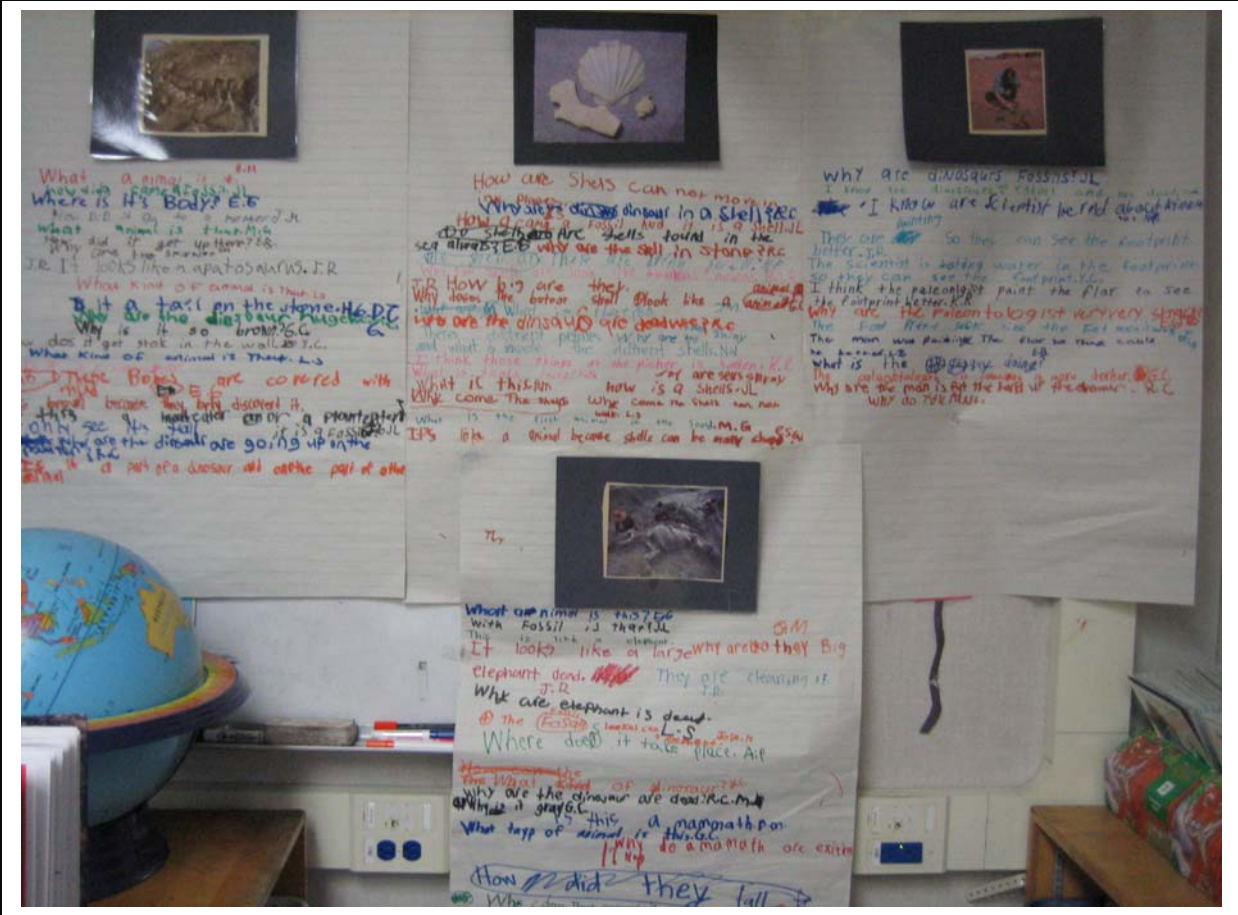
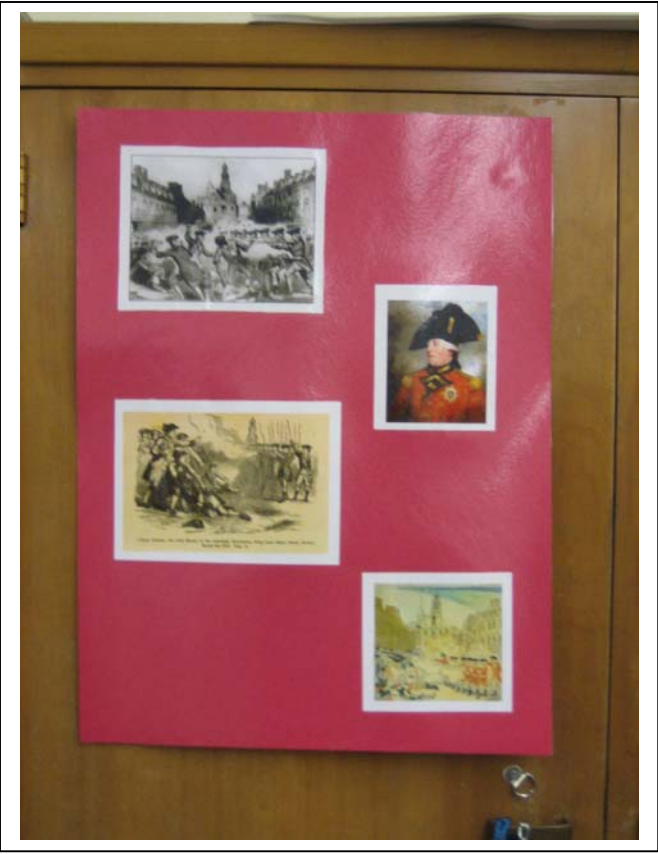
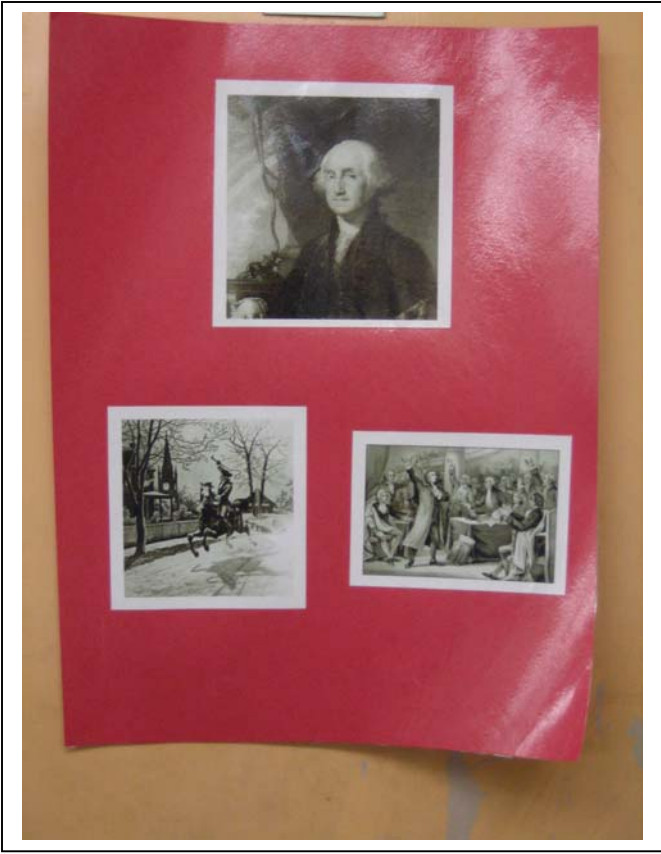
## Step-by-Step

1. Use real photos, in color, if possible.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss the pictures. Only one pencil per group is allowed. They may write:
  - an observation
  - a question
  - a comment



5. Teacher uses the chart to assess background knowledge and students' interests.
6. Revisit the charts to monitor growth.

## Observation Charts



## Teacher-Made Big Books

- Directly focus on content standards of the unit
- Imbed important concepts and vocabulary
- Expose students to comprehensible expository text
- Patterned text gives access to all students

## Step-by-Step

1. Choose key concepts and vocabulary.
2. Choose a frame or pattern.

- *The Important Book*
- *I Just Thought You Would Like to Know*
- *Brown Bear, Brown Bear*
- *When I Was Young*
- *I Remember When*

3. Use real pictures and photos.



I just thought you'd like to know....  
that fossils could be made of animals,  
plants, or other objects.



...that fossils can also be leaves and  
seed or even tree trunks and branches.

I just thought you'd like to know...  
....that we could learn many things  
from studying fossils. for example...the  
size of dinosaurs...animals that are  
now extinct.....and even about the  
kinds of elephants that lived a long  
time ago.



Most of the time we think of dinosaurs  
when we think of fossils but fossils  
can be more than that..



Fossils can be shells, bones, and teeth,  
footprints or even burrows.

The important thing about fossils is  
that they are remains of plants or  
animals that lived a long time ago or  
the evidence of them.



...fossils are remains of plants, animals  
or even insects from a long time ago.



I just thought you'd like to know.....  
...that most dead animals or plants do  
not become fossils. they often just rot  
or disappear in swampy forest soil  
called peat.



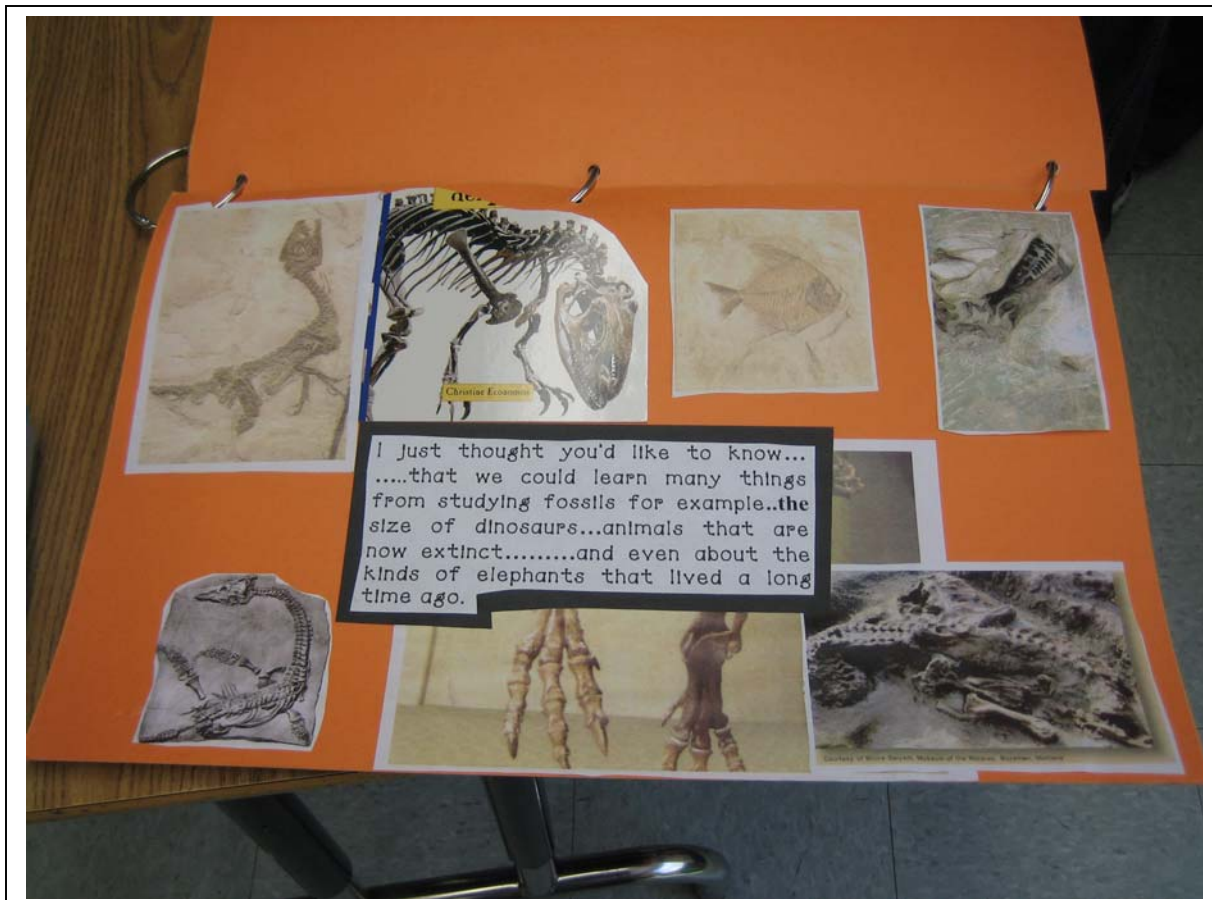
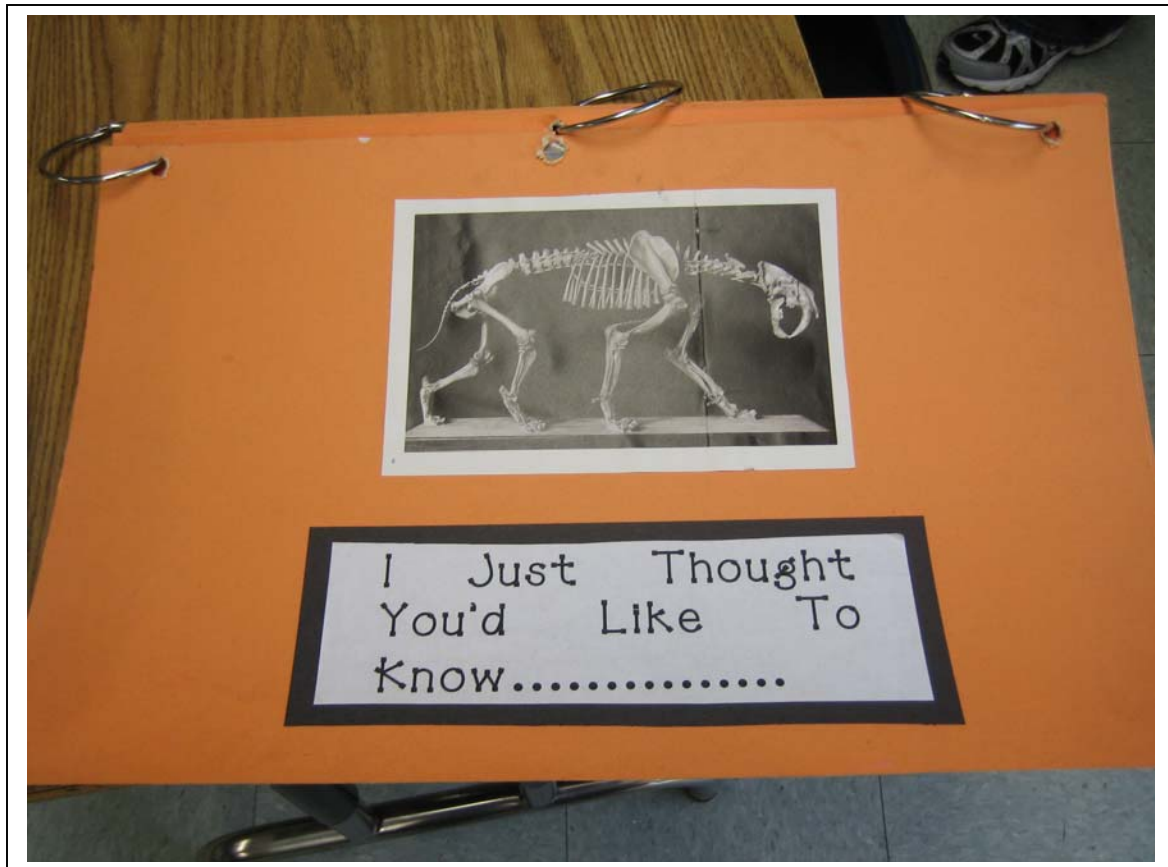
I just thought you'd like to know  
....that some fossils are made from  
leaves that fall in the peat. The  
leaves may then rot away, but the  
mark of its shape is left. Then the  
peat and the leaf harden into a rock  
called coal.



....coal is a fossil too.

# Big Books

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## Inquiry Charts

- From the inquiry method approach to science
- Think, predict, hypothesize
- Assess and activate background knowledge
- Address misconceptions
- Teach revision and learning as a continuous process
- Model reading and writing
- Think KWL

## Step-by-Step

1. Record students' comments using their words.
2. Record students' names after their comments. (primary)
3. Revisit the inquiry chart often.
4. Use a different color marker each time you revisit.
5. When revisiting, ask students to cite the source of their new information.



# Inquiry Charts

**What I Know About Government**

- The government work <sup>people of the</sup> for the United States.
- The government <sup>helps make new</sup> rules America. <sup>from</sup> Legislative Branch
- The government has a lot of money. <sup>we</sup> (T) pay Tax
- The government helps people. <sup>that</sup> (T)
- The President is in the White House for four years. <sup>He can be</sup> elected for a second Term. <sup>Mike Adams</sup> Total 8 years
- The President lives in the White House. (T)
- The President is rich. (T)
- The President gets money from the government to build schools. From the people

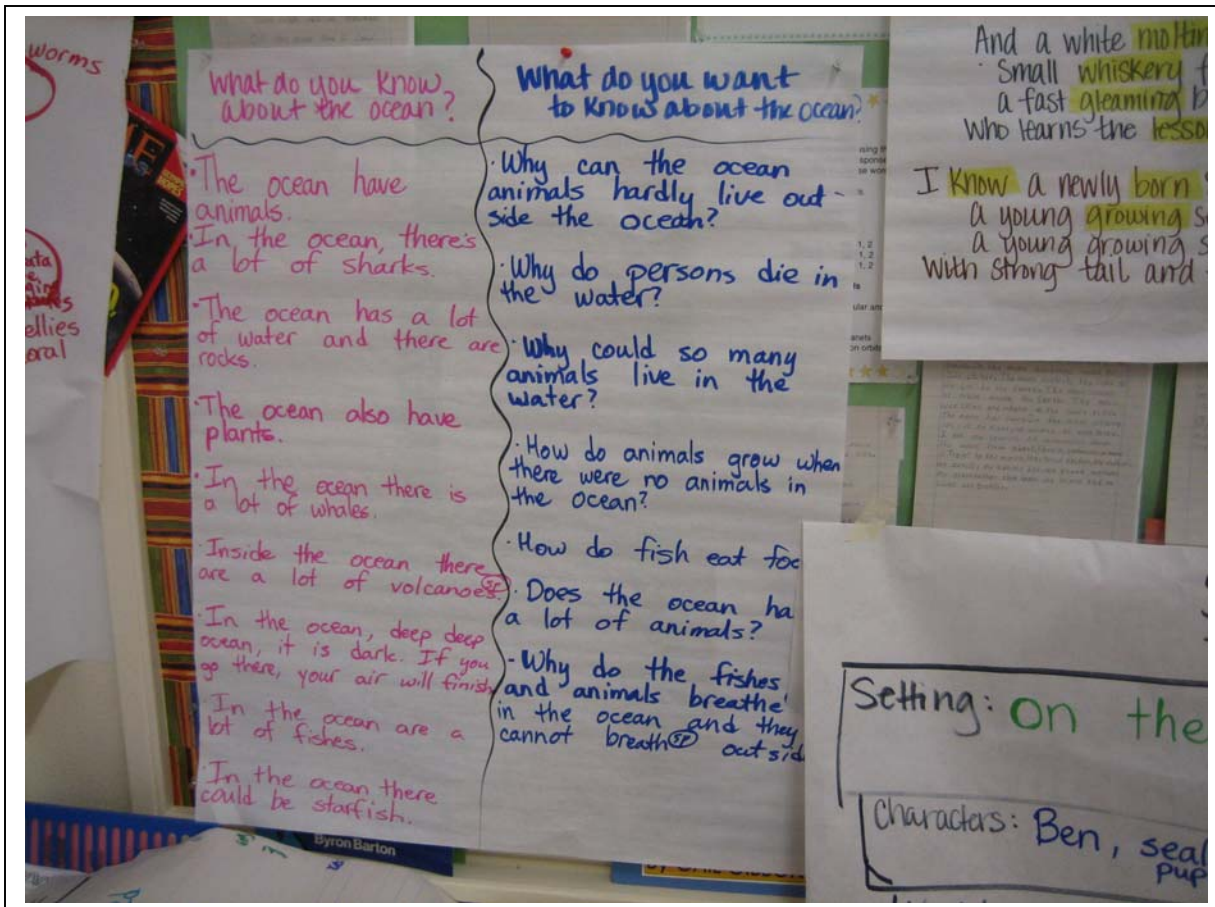
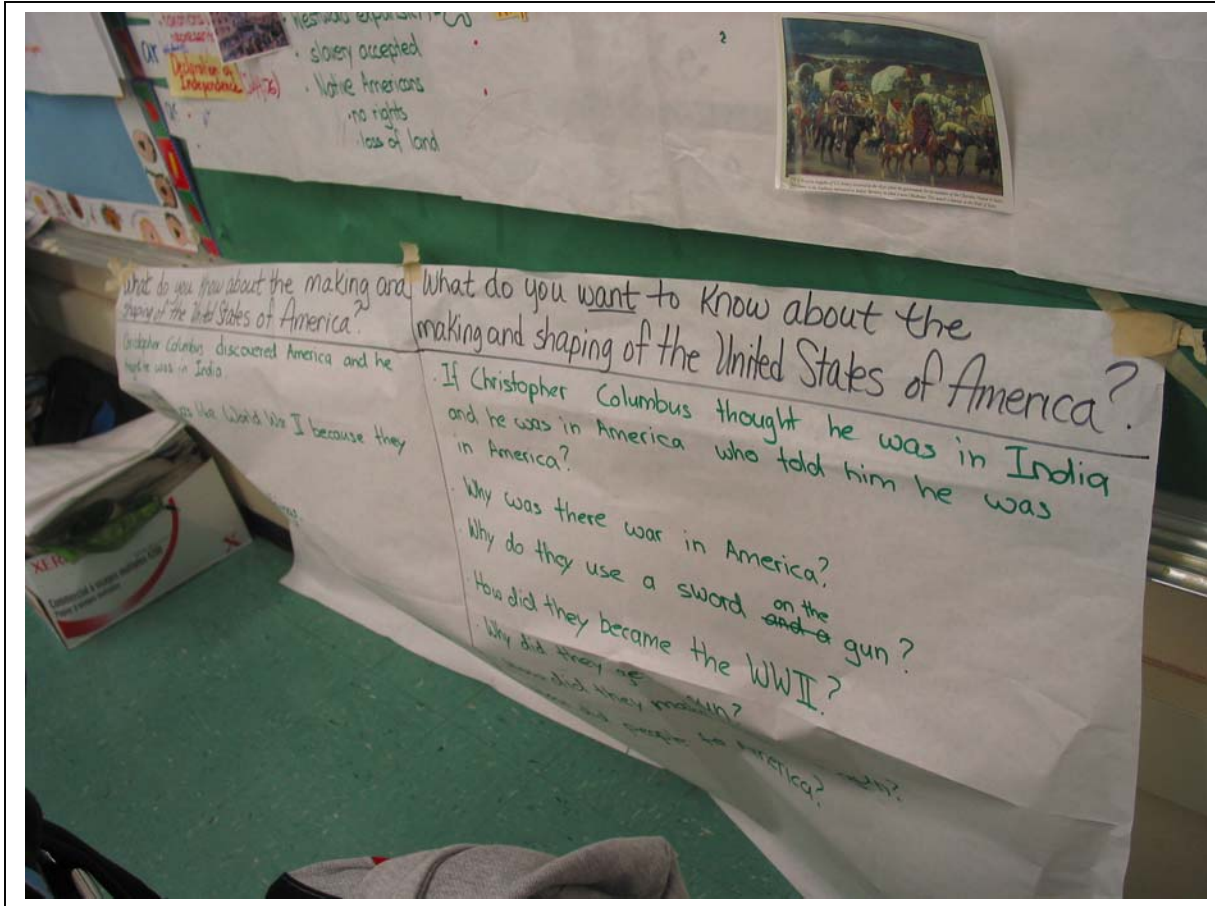
**What I want to Know About Government**

- they built the White House? <sup>in</sup> 1800, John Adams 1<sup>st</sup> President to live in the White House
- How much money does the President get from the government? <sup>...</sup>
- How did <sup>does</sup> the government get all the money? <sup>from</sup> From the people that pay Taxes
- How does it look inside of the White House? <sup>...</sup>
- How many people live in the White House? <sup>...</sup>
- How does the government help the people? <sup>ways</sup> By having fair laws, schools, low income houses, homeless
- How did the President get rich? <sup>...</sup>
- What does someone do to become a President? <sup>Born in the USA</sup> 35 years old
- Why do they call it the White House? <sup>...</sup> When it was burned it was painted white



# Inquiry Charts

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# Super Scientist Awards

## Historian Awards

- Behavioral management tool
- Connected to the standards
- Individual personal standards
  - Make good decisions
  - Show respect
  - Solve problems

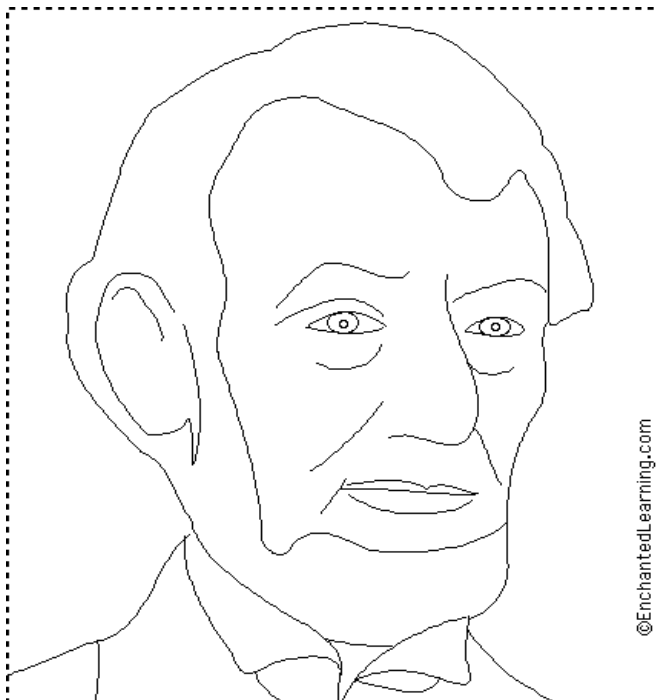
## Step-by-Step

1. Use real pictures/photos related to the unit.
2. Label the pictures with unit vocabulary.
3. Teacher specifies what the student did to earn the award.
4. Enlist the help of student monitors to give awards. Students verbalize the reason for earning awards.

# Historian Awards

Historian Award

H  
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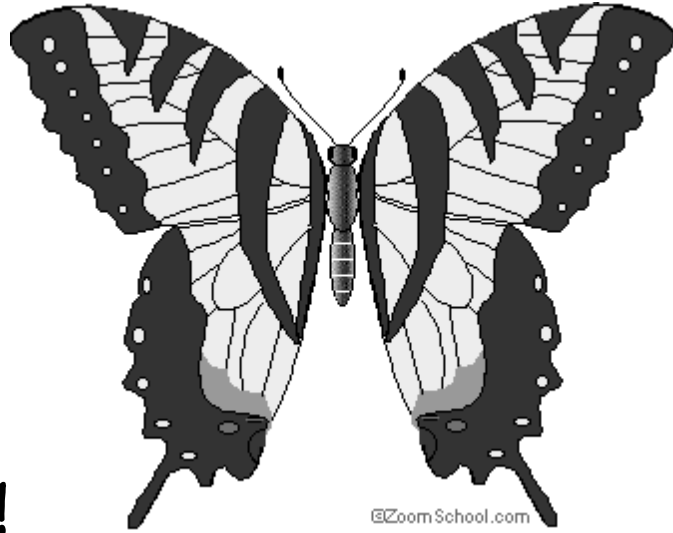


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# Super Scientist Awards

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**Super Scientist!**



**You are a Super Scientist!**

# Section II

## Input Strategies

- Pictorial Input
- Comparative Input
- Narrative Input

# Pictorial Input Chart

- Make vocabulary and concepts comprehensible
- Drawn in front of the students for brain imprinting
- Organizes information
- Becomes a resource for students

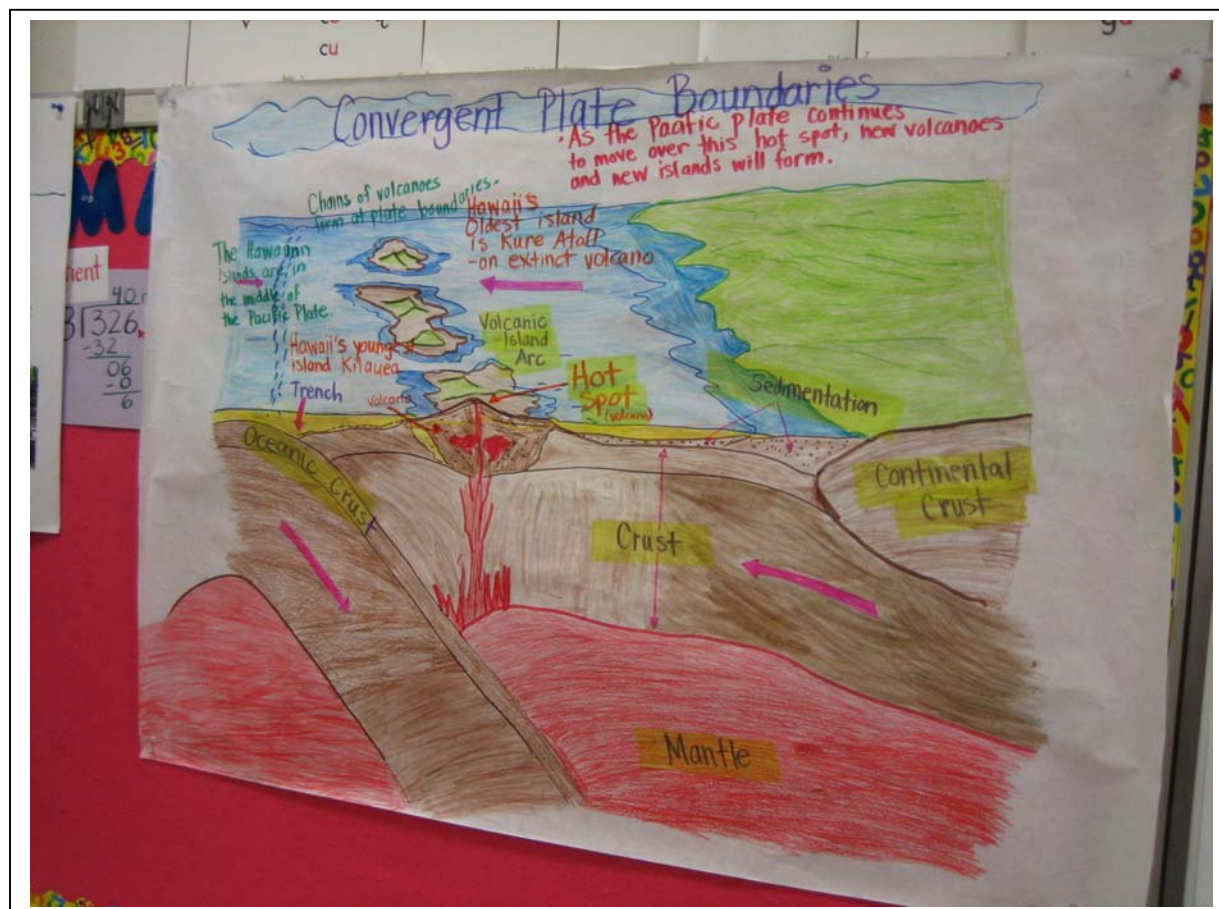
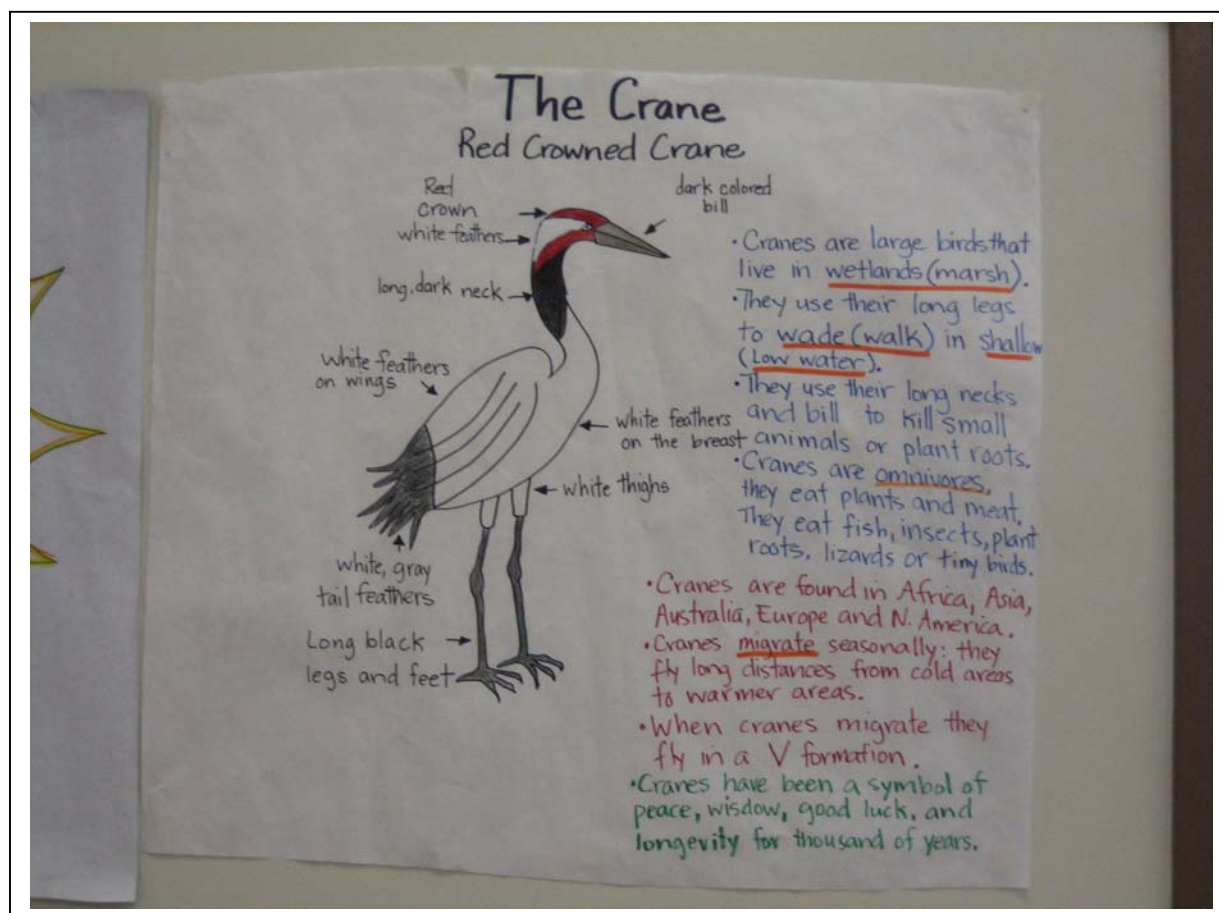
## Step-by-Step

1. Use to illustrate unit vocabulary and concepts.
2. Resources for pictorials include: textbooks, expository children's books (Eyewitness Explorers series) websites ([www.enchantedlearning.com](http://www.enchantedlearning.com)), teacher resource books.
3. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.

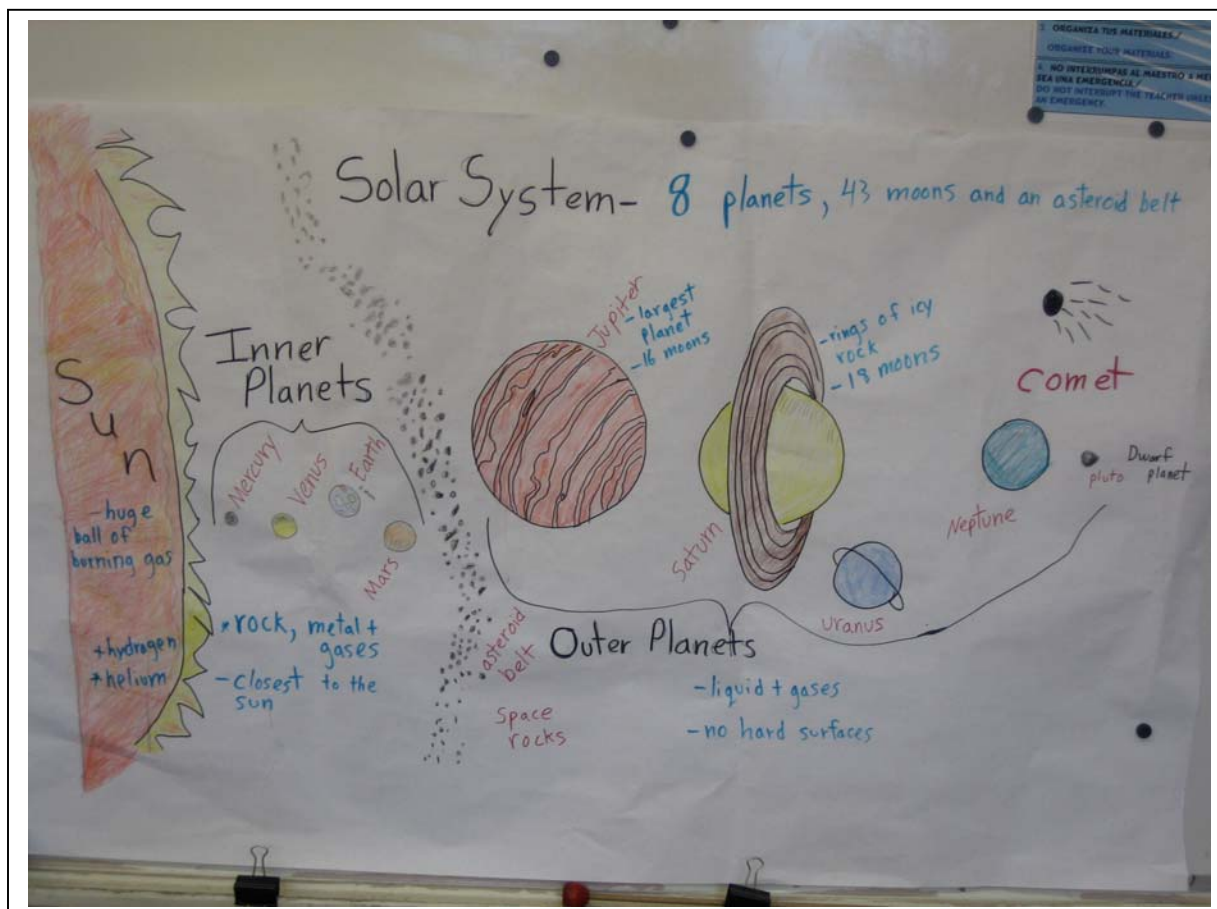
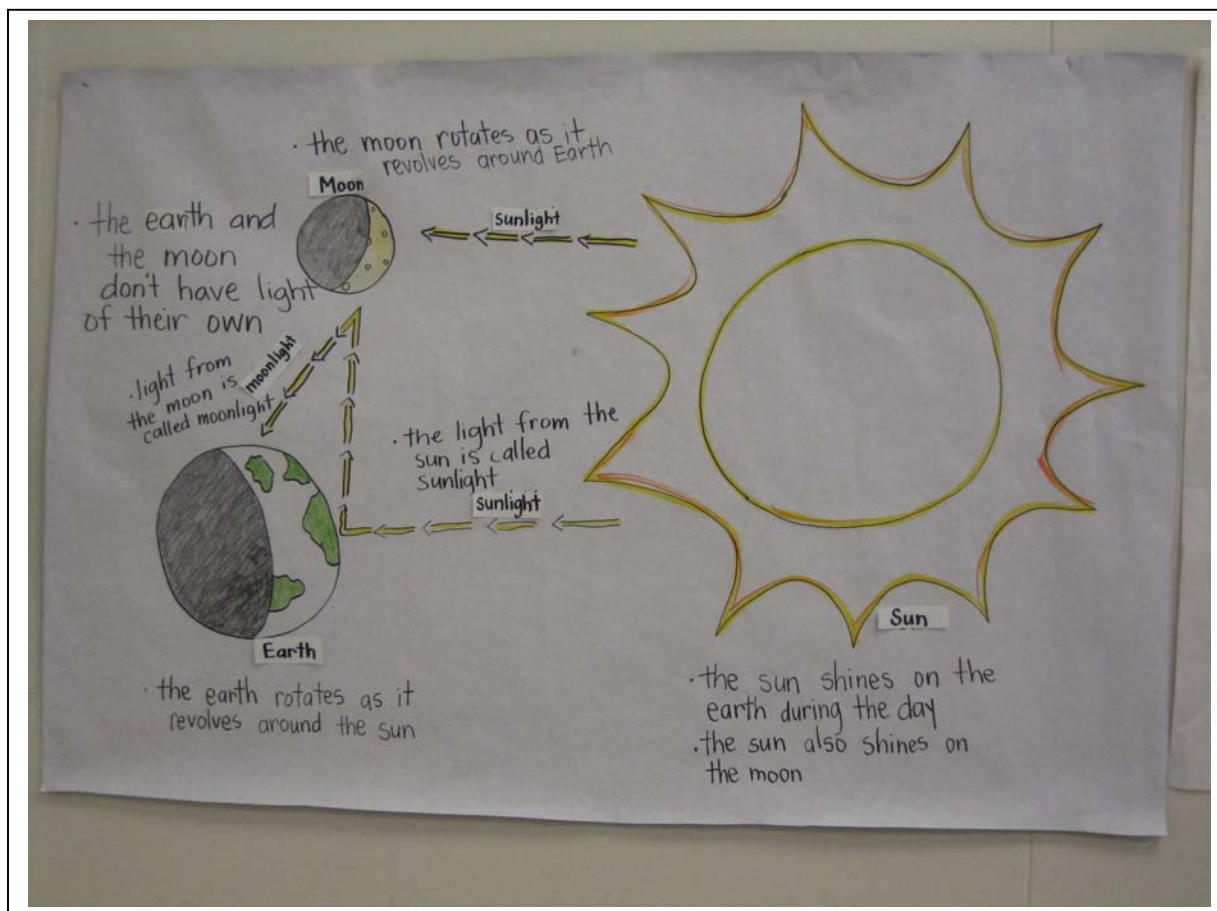
4. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.
5. Revisit to add word cards and review information.
6. Creates LANGUAGE FUNCTIONAL ENVIRONMENT.
7. Allow students to color pictorials.
8. At the end of the unit, make a master to use next year, and then raffle the pictorials



# Pictorial Input Charts



# Pictorial Input Charts



## Comparative Input Chart

- A variation of the pictorial
- Compares and contrasts two objects, animals, or people
- A pictorial form of a Venn diagram
- Information can be comprehensibly presented with the comparative, taken to a Venn diagram, and finally to writing

### Step-by-Step

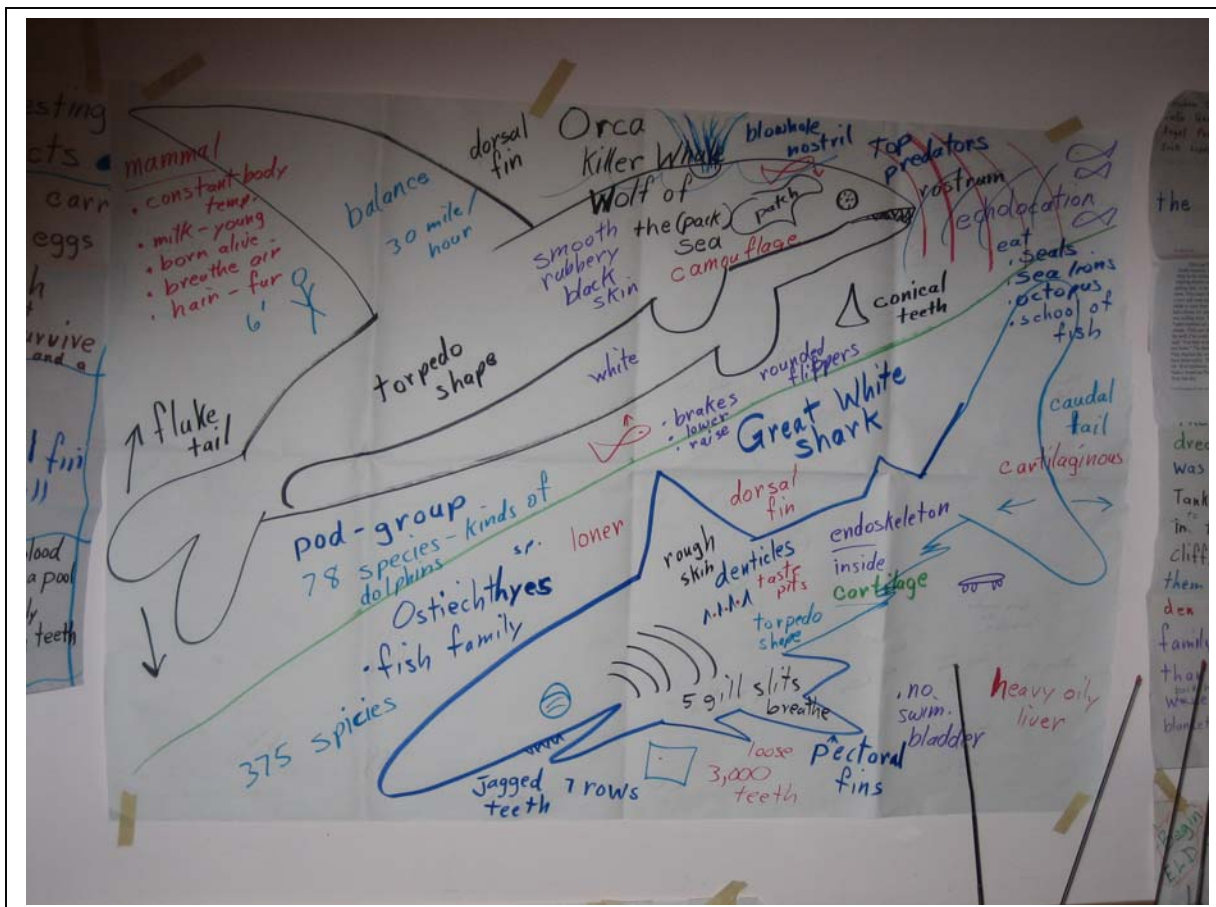
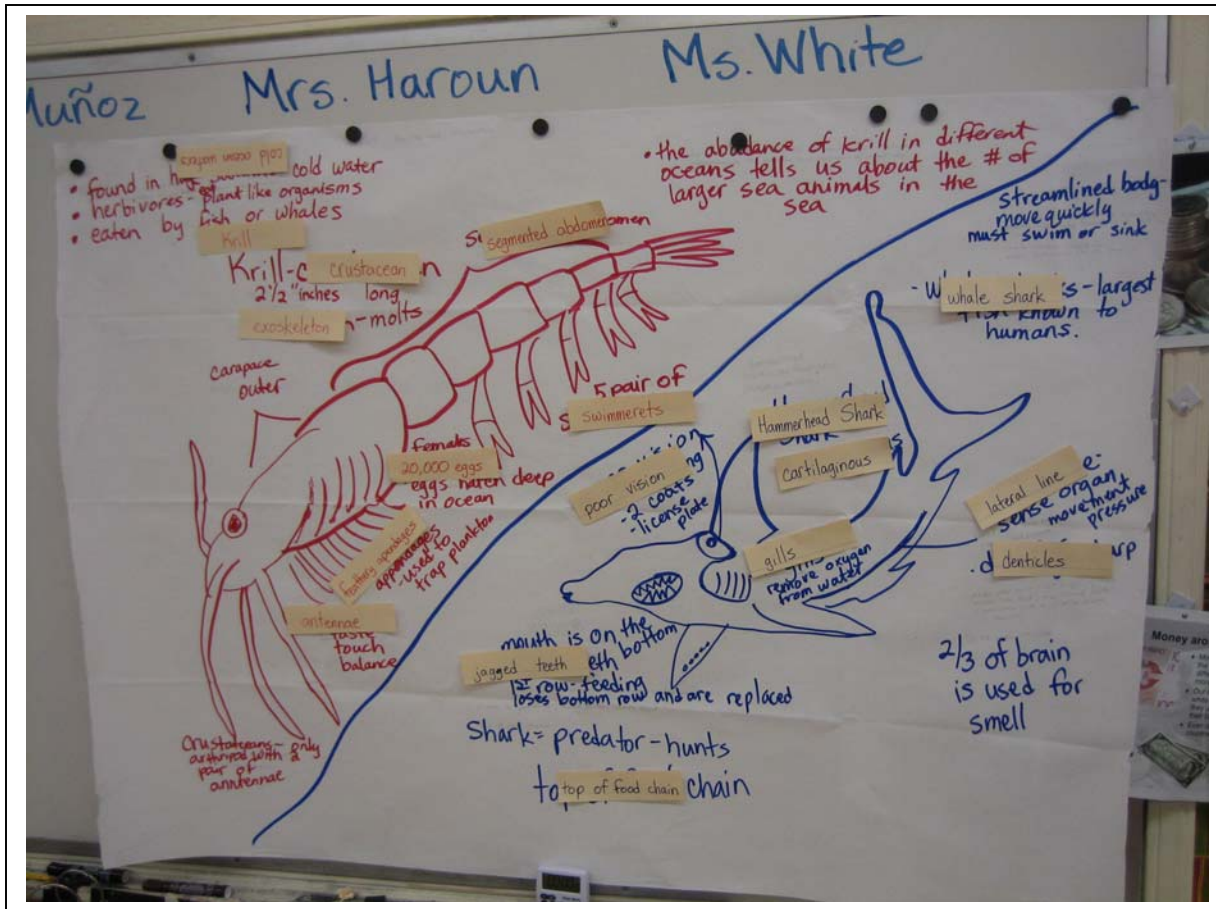
1. Follow the same procedure as the pictorial, but choose two objects, animals, or characters that lend themselves to compare/contrast.
2. Revisit the comparative to add word cards and review information.
3. Consider extending the comparative by recording the key points and vocabulary on a Venn diagram.

4. Use the comparative and/or Venn diagram as the graphic organizer for a compare/contrast piece of writing.



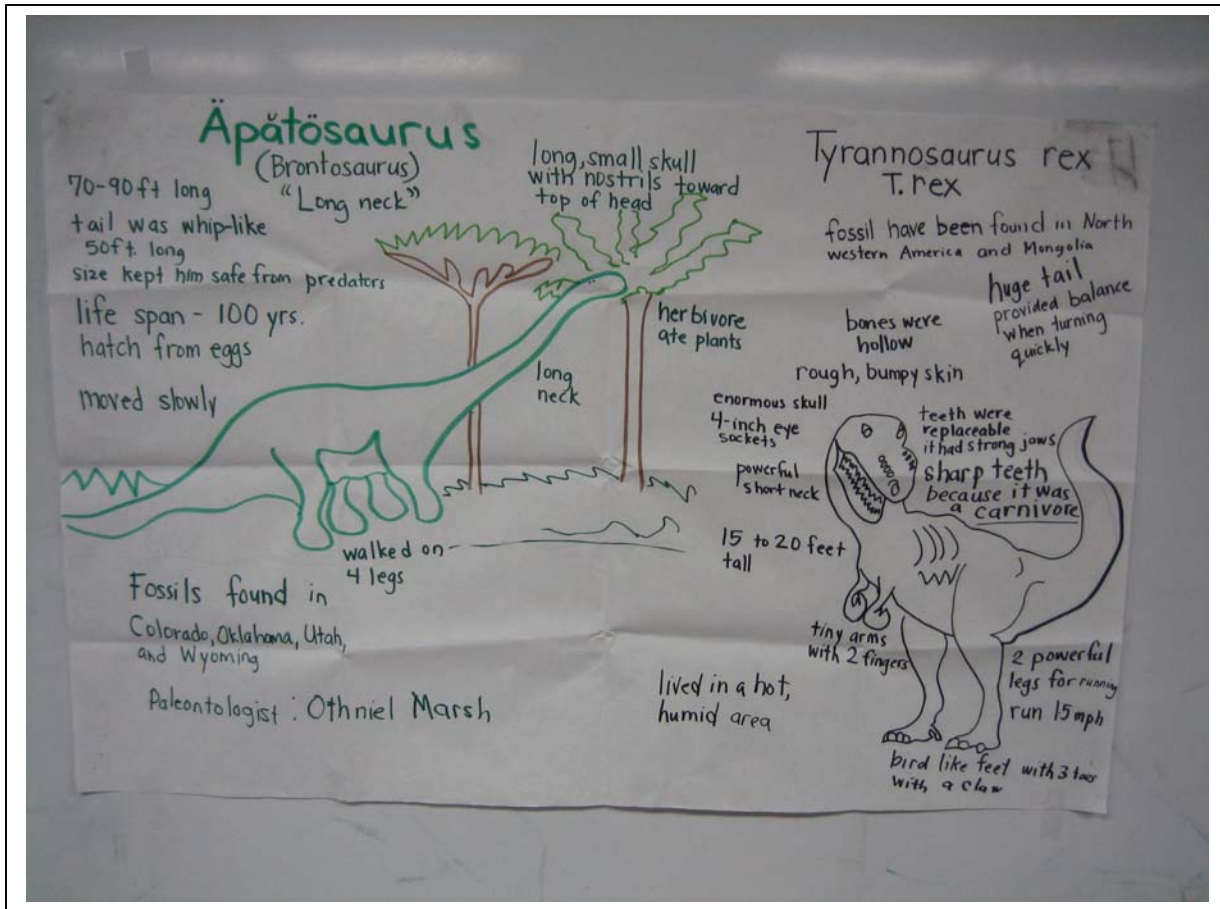
# Comparative Input Chart

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# Comparative Input Charts

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# Narrative Input Chart

- High level, academic language and concepts are used but put into a story or narrative format
- The story format allows for increased comprehension of academic concepts
- Provides a visual retelling of the story

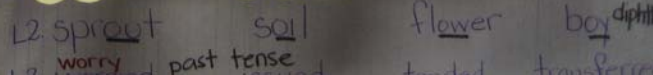
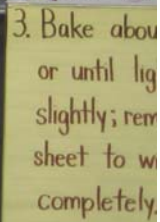
## Step-by-Step

1. Choose concepts and vocabulary that you would like to present via narrative input
2. Consider adapting a story that already exists by imbedding standards-based concepts and vocabulary
3. Draw or copy pictures for narrative and attach the text to the back
4. Laminate the pictures for retelling
5. Create a background for the narrative that may be as simple as a laminated piece of butcher paper



6. Gather the students close to you and tell the story as you place the pictures on the background
7. Revisit the narrative to add word cards and/or speech bubbles

## 31





# Narrative Input Charts

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# Section III

## Guided Oral Practice Strategies

- 10/2
- T Graph for Social Skills
- Chants
- Sentence Pattern Chart

## 10:2

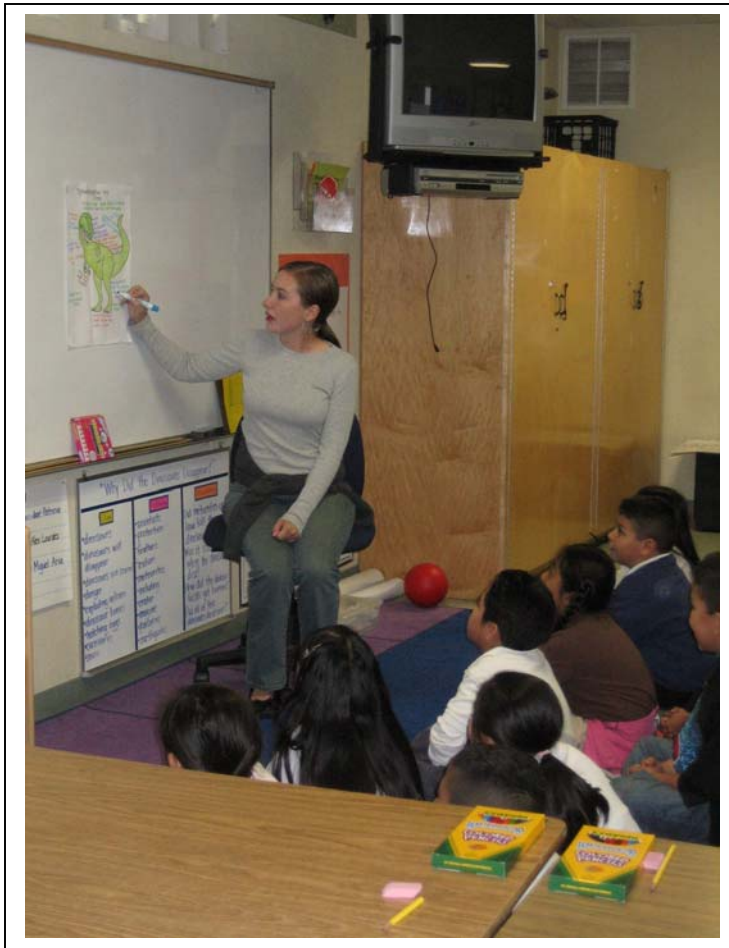
- Backed by brain research
- Presented by Art Costa
- Reinforced by Long, Swain, and Cummins, who state that it is important to allow at least 2 minutes of student processing for every 10 minutes of teacher input
- Negotiating for meaning
- Low-risk environment to try new vocabulary and concepts

## Step-by-Step

1. Teach students turn and face a partner whenever you indicate it is time for a 10:2.
2. Teach students to take turns answering the question you provide.
3. Teach students the quiet signal, such as hand in the air, you will use to indicate when it is time to face you again.

**4. Use 10:2s whenever you are providing input (big books, pictorials, narratives) or for soliciting information from children (sentence patterning, process grid, editing co-op)**







# T-Graph for Social Skills

- Students identify good behavior
- They verbalize and internalize appropriate behavior
- More meaningful to the students than teacher-imposed rules
- Sets standards for cooperative groups and develops social skills
- All statements are in positive terms

## Step-by-Step

1. Focus on different social skill for each unit (respect, cooperation, responsibility)
2. Brainstorm the meaning of the word with children and record on the web
3. Brainstorm what behaviors you would see, and what specific words you would hear if a person were behaving in that way

**4. Revisit the t-graph often with students to add behaviors that have been observed**

# T- Graph for Social Skills

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**Cooperation** - to participate  
 to help other people  
 to work together

complete task together

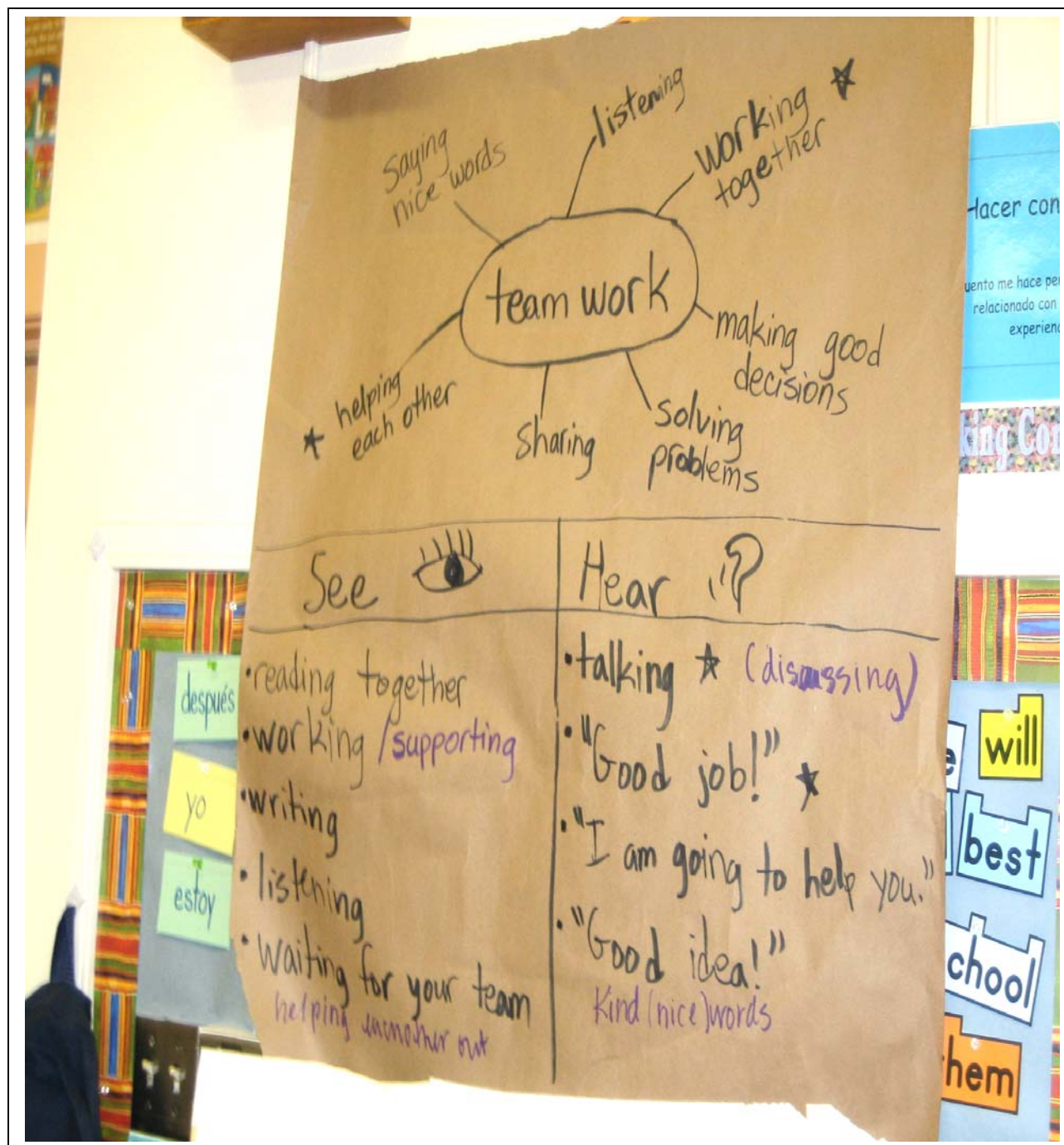
see

hear

<ul style="list-style-type: none"> <li>work together</li> <li>doing the work you're supposed to do</li> <li>paying attention to students in the team</li> <li>show respect</li> <li>making good decisions</li> <li>solve problems</li> <li>do work well</li> </ul>	<p>"Can I borrow your pencil please?"</p> <p>"Can you help me?"</p> <p>"Can we help each other?"</p> <p>"May I help you?"</p> <p>"You do this and I do that."</p> <p>"What do you have?"</p> <p>"Well that's okay."</p> <p>"May I have....?"</p> <p>"We left you some work."</p> <p>"do you want me to do some work?"</p> <p>"I think we can do it."</p>
--	--

Create a T-chart for every unit of the year. You want to change the social skill for every chart.

# T- Graph for Social Skills



# Chants

- Imbed key concepts and vocabulary
- Auditory and visual language patterning
- Vocabulary building
- Students gain familiarity and comfort using academic language in a low-pressure way
- Chants are revisited often for a variety of purposes

## Step-by-Step

1. Choose key vocabulary and concepts to imbed in chants.
2. Choose a frame or existing song to adapt (Bugaloo; Yes Ma'am; Cadence; Here, There, Everywhere; I Know a ...).
3. When chanting with the students, start by chanting for the rhythm and language patterns first, focus on concepts and vocabulary later.

**4. Revisit the chants often for different purposes, including highlighting scientific, historic or interesting words.**



# Chants

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Is this a flower? Yes, ma'am.  
 Is this a flower? Yes ma'am.  
 Well, how do you know? It has petals.  
 Well how do you know? It has a stem.  
 Give me some examples. Tulip and petunia.  
 Give me some examples. Poppy and Iris.  
 Is this a flower? Yes ma'am.  
 Is this a flower? Yes ma'am.  
 What does it need? A little bit of water.  
 What does it need? A little bit of sunshine.  
 Will you take care of it? Yes ma'am.  
 Will you take care of it? Yes ma'am.

shingles  
 window pane  
 shutters  
 walkway

I Know a Seal Pup

I know a newly born seal pup,  
 a young growing seal pup,  
 a young growing seal pup,  
 With a strong tail and flippers.

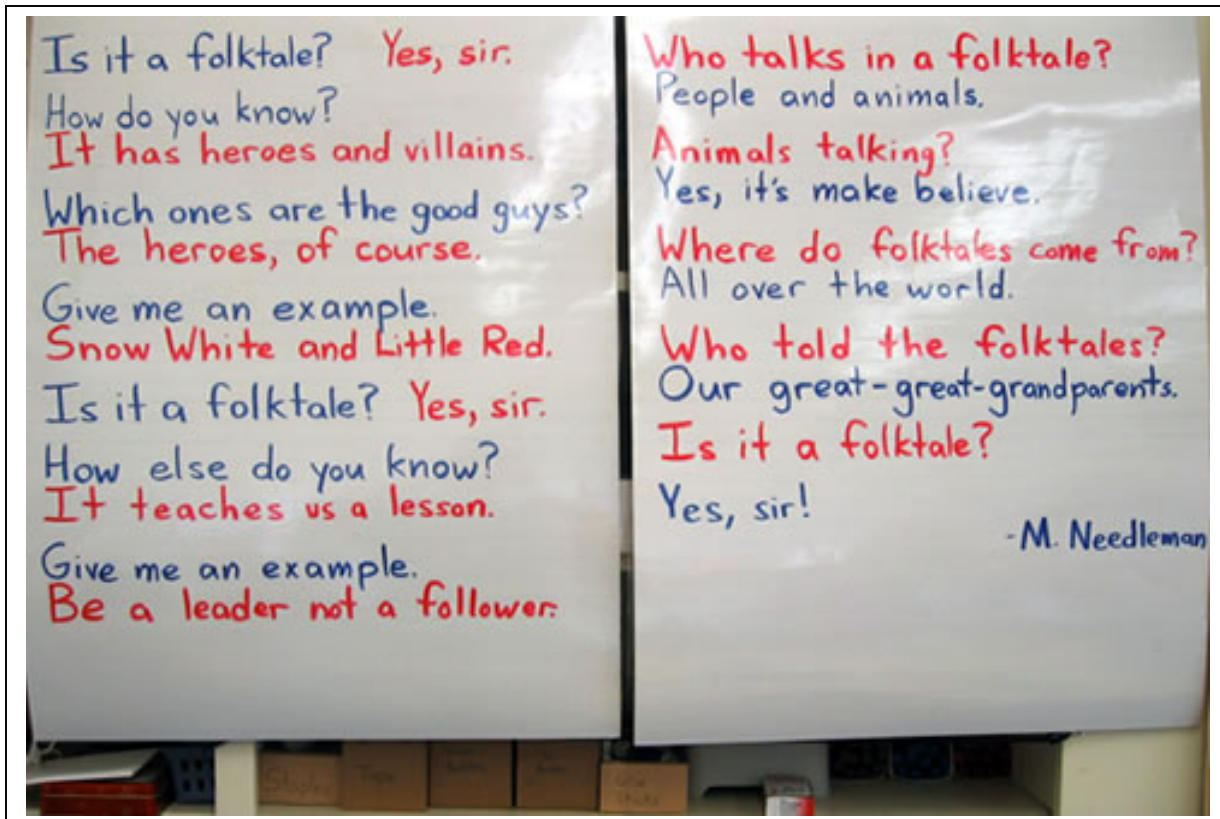
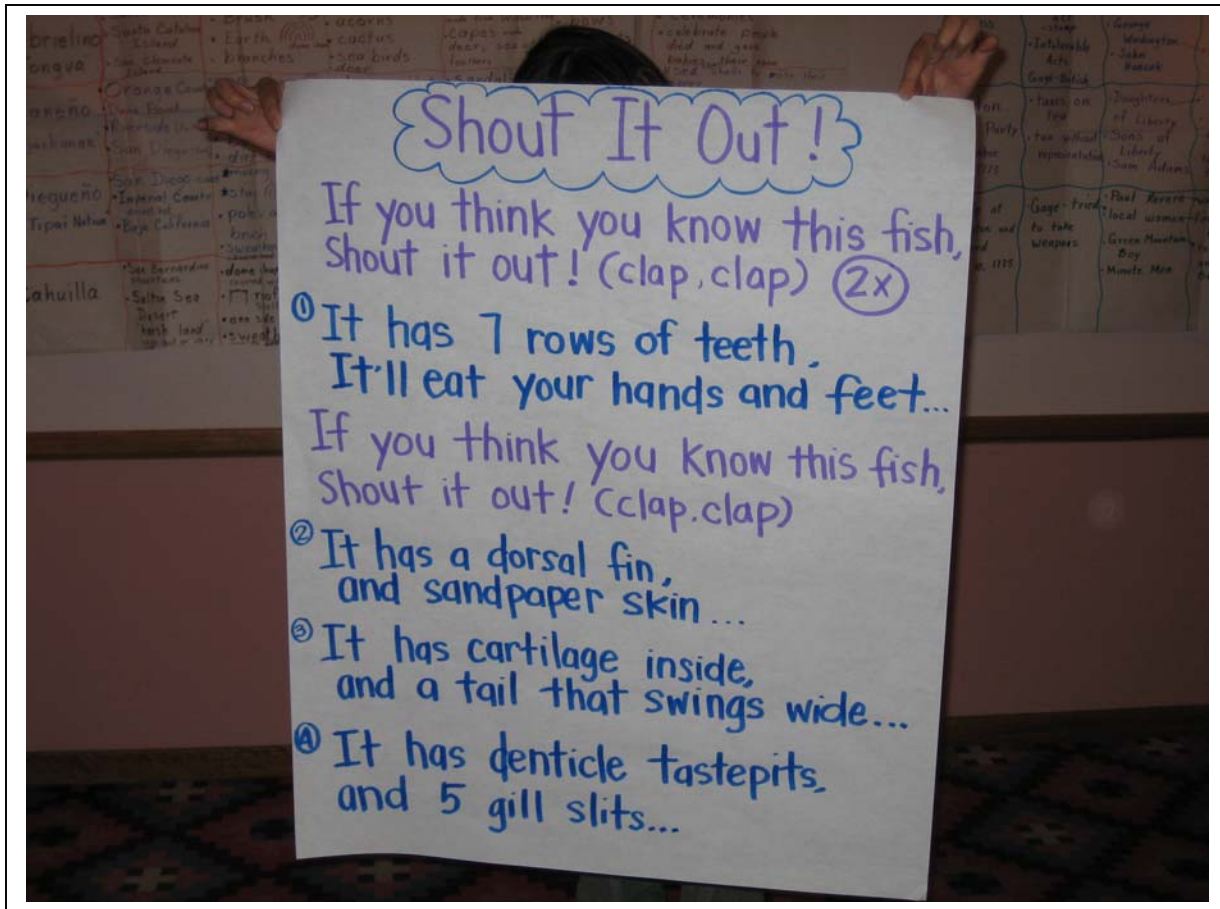
And a white molting coat,  
 Small whiskery face,  
 a fast gleaming body,  
 Who learns the lessons of the sea.

I know a newly born seal pup,  
 a young growing seal pup,  
 a young growing seal pup,  
 With strong tail and flippers.

P. Wagner

# Chants

44





# Sentence Patterning Chart

- Adapted from the McCrackens
- Skill building
- Patterning
- Parts of speech
- Resource for writing

## Step-by-Step

1. Choose a key plural noun from the unit (a noun that is capable of producing action is best)
2. Color code the headings (Adjectives-red, Nouns-black, Verbs-green, Adverbs-blue, Prepositional phrases-orange)
3. Create and label the grid in front of the students
4. Use 10:2s to brainstorm words for each section
5. Refer students to resources in the room, such as pictorials, when necessary

6. Choose 2 adjectives for (upper) or 3 adjectives (primary) and one word from each of the other categories, by placing a small post-it note by each
7. Have students help you chant to the tune of "The Farmer-in-the Dell"
8. Allow students to choose words by placing post-it notes on the charts for subsequent chants

# Sentence Patterning Chart ("Farmer in the Dell")

47

**Adjective**  
Describing word  
happy, nice, big, small, smart, intelligent, awesome

**Noun**  
person, place or thing  
friends

**Verb**  
action word  
play, sing, read, dance, share

**Prepositional Phrase**  
where:  
at the park, around the playground, at school, near the beach, in the classroom, under the tree

**Synonym**

We can add adverbs for grade 2 and above

In teams students are given assorted color coded words. They have to put them in the correct order, and present their sentence. They can sing and do actions.

Awesome friends play near the beach

**Adjective**  
describing words  
brave, powerful, independent, courageous, clever

**Noun**  
person, place or thing or idea  
patriots

**Verb**  
action word  
well, throw, yell, farm, write, work, surrendered, farmed, wrote, ate, raised, quilted

**Past tense**  
shot, fought, ran, threw, yelled, worked, surrendered, farmed, wrote, ate, raised, quilted

**Prepositional Phrase**  
where... in, on, around, through, over  
a rock, tent, battlefield, swamps, and the colonies, the ground, a tree

**Adjective**  
describing words  
honest, happy, smart, clever, friendly, brave


patriots well throw yell farm write work surrendered farmed wrote ate raised quilted

# Sentence Patterning Chart ("Farmer in the Dell")

48

step doorway door doorknob window ledge ledge has mo


Adjective What does it look like? (2)	Noun what?	Prepositional phrase Where is it located? (1)
humongous clean big little beautiful scary	house	in the woods in the mountains in the city in the town in the farm in the safari

Adjectives)	nouns	Verbs	Prepositional phrase
pink playful dirty round curly soft stinky white fat		eats runs Sleeps plays swings walks rolls sinks	on the barn around the barn in the mud around the farm behind the rooster beside the bed behind the barn under the hay



# Sentence Patterning Chart ("Farmer in the Dell")

49

Adjectives	nouns	verb	Prepositional phrase
soft	bunnies	eat	beside the barn
white	bunny	drink	around the barn
hairy		jump	in the barn
heavy		run	outside the barn
fat		sleep	behind the house
black			
brown			

You can conjugate the verbs.  
 You can cut the chart (e.g. prepositional) phrase column, and manipulate it.  
 You can use it for shades of meaning, too.  
 Also, adding -s to verbs if you change your nouns.

Adjective <small>describes</small>	Noun <small>person, place, thing</small>	Verb <small>action</small>	Prepositional Phrase <small>where, how</small>
different	sea animals	swim	in the water
big		scare	in the sun
small		hit	in the sea
cute		eat	under the water
soft		<small>kill</small> jump	in the dark
ugly		fight	with their mouth
mad		cry	on the beach
happy		play	around an island
sad		chase	at the zoo
shy		bite	in the aquarium
hungry			



# Section IV

## Reading and Writing Strategies

- Cooperative Strip Paragraph
- Team Tasks
- Process Grid
- Expert Groups
- Story Maps

# Co-op Strip Paragraphs and Group Frames

- Aid in reading and writing expository text
- Model the process of editing and revising
- Completed work becomes leveled reading related to the unit of study
- Co-op Paragraph is an adaptation of Nancy Whitsler's model
- Group Frame is for younger students or emergent writers who need to use dictation

## Step-by-Step

1. Create a topic sentence based on the process grid.
2. Each team is responsible for formulating one supporting sentence.
3. Team works to formulate sentence.

4. After confirming the sentence has not already been used, the teacher either *a)* writes the sentence on a sentence strip for the group (group frame) or *b)* provides the team with a sentence strip to record their sentence (co-op paragraph).
5. Teams place their sentence strips in the pocket chart under the topic sentence.
6. With students watching, the teacher tears extra space off of the sentence strips and arranges the strips to look like a paragraph.
7. The class reads through the paragraph and the teacher solicits possible revisions (changing the order of the sentences, combining sentences, etc.).
8. The class reads through the paragraph and the teacher solicits ideas for editing (spelling, grammar, punctuation)
9. This can be used with emergent readers to create game to build reading skills. The final version is typed and used for reading material.

# Cooperative Paragraph

## Coop Strip Paragraph

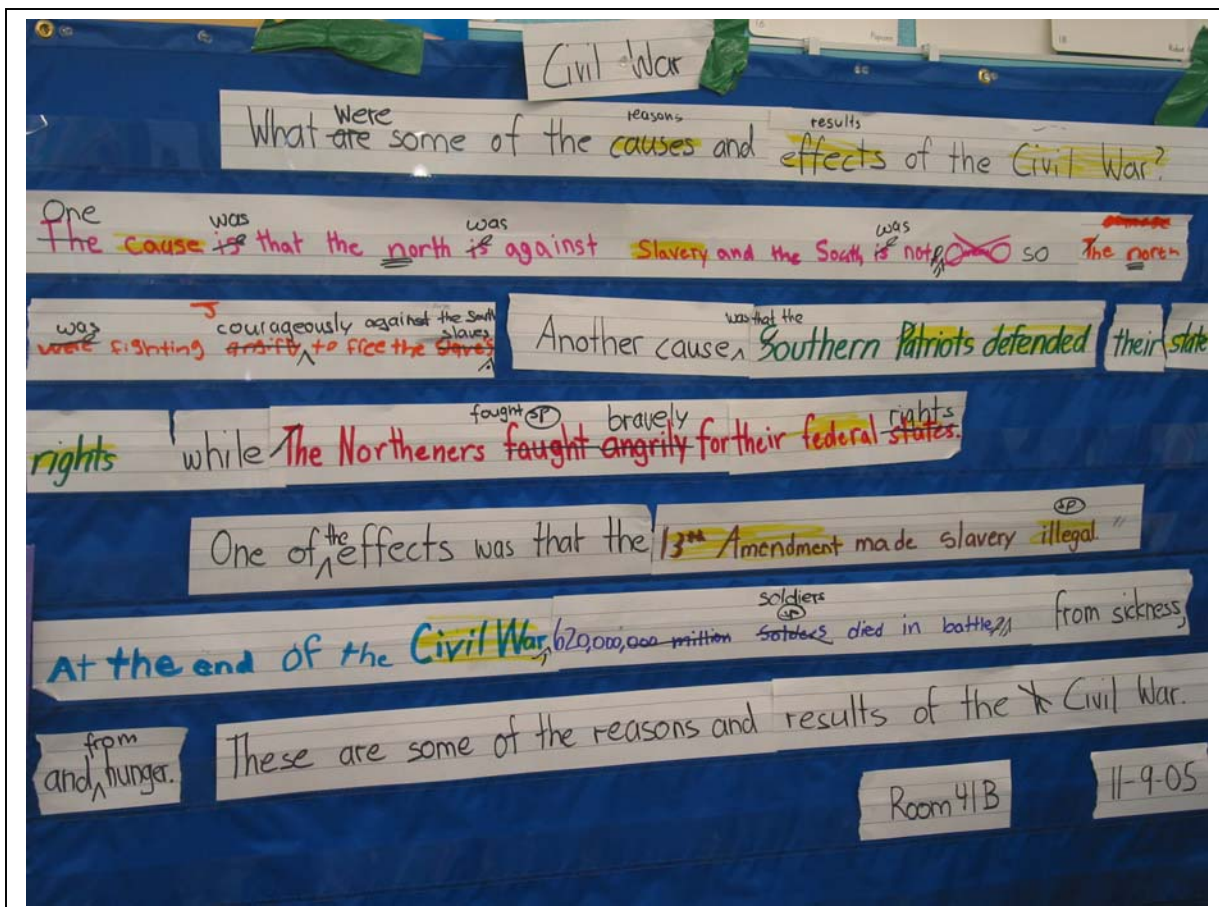
The Orca and the Great White Shark are different in many ways. Orcas belong to the mammal family, whereas the sharks are fish ~~family~~ <sup>group</sup>. Rough skin with denticles and taste pits are found on sharks, while orcas have smooth sleek skin. ~~The enormous killer whales~~ Orcas hunt in pods, whereas sharks are solitary predators. Orcas are torpedo-shaped, while sharks have a sleeker shape. The shark uses <sup>its</sup> sense of smell to find prey, while the orca uses echolocation. The differences between the orca and the GWS make it easy to tell them apart.

Angie, Adrienne, John, and Erik  
November 11, 2003

### The Orca and Great White Shark

The Orca and the Great White Shark are different in many ways. One belongs to the fish family whereas the other is part of the dolphin family a "mammal". The Orca has a fluke tail that moves up and down where as the shark has a caudal tail that moves from side to side. The Orca has a blowhole to breathe air however the shark uses gill slits to breathe oxygen from the water. The killer whale has a very tall dorsal fin on the other hand the Great White Shark has a smaller dorsal fin. The Killer Whale has a false eye spot to fool their prey, but the Great White Shark closes its eye. It when it eats its prey. The Killer Whale has smooth, rubbery skin however the Great White Shark has rough skin. It even has denticles on its body. Both sea animals are different in many ways, although they are the ocean's top predators.

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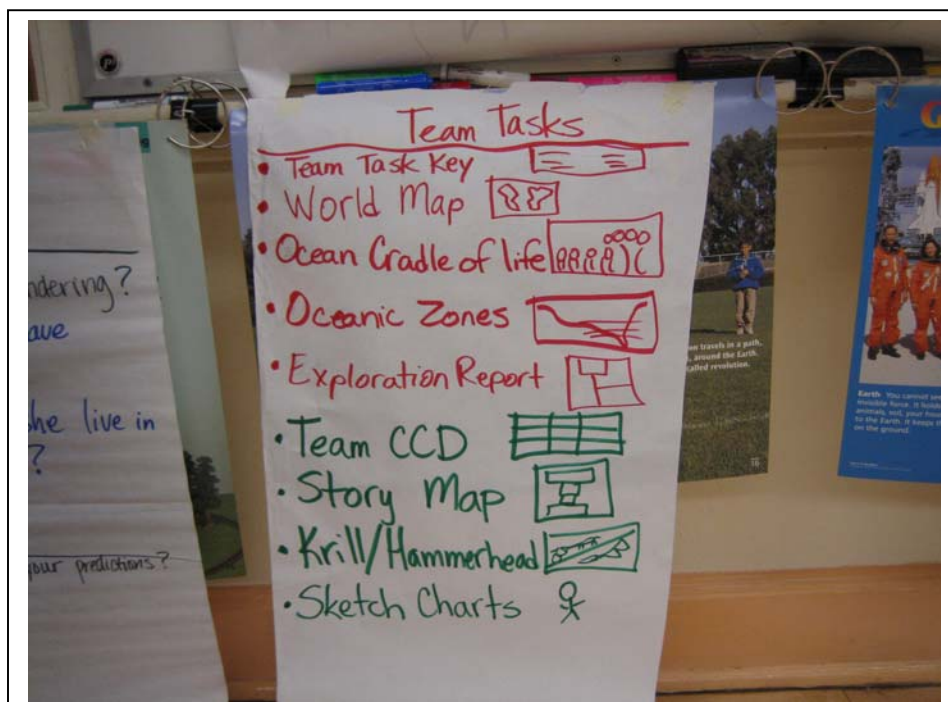
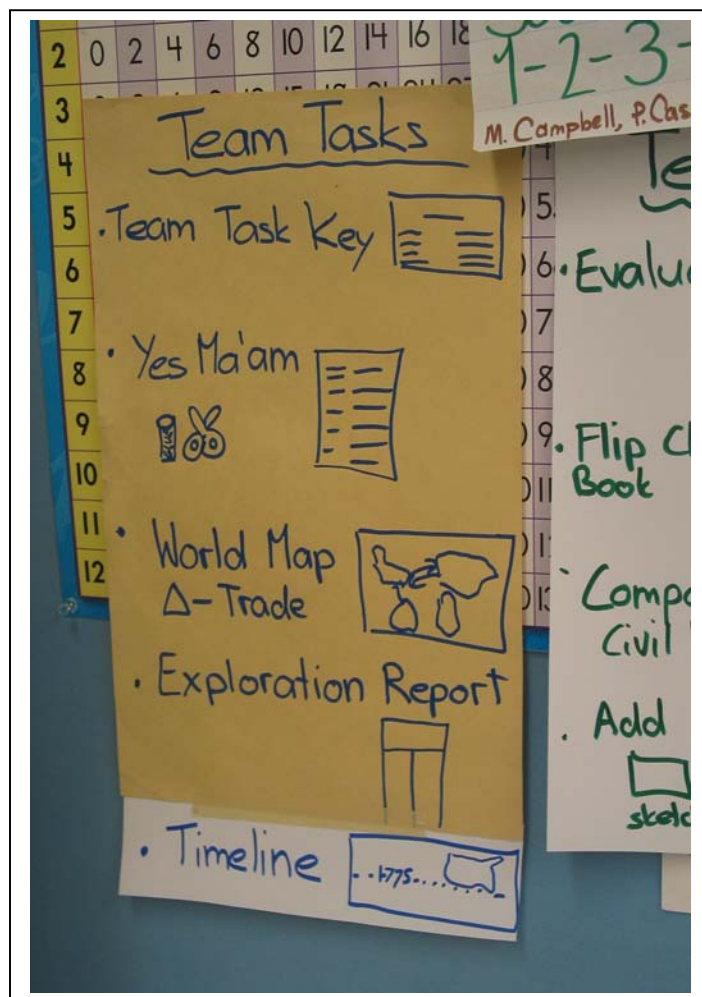
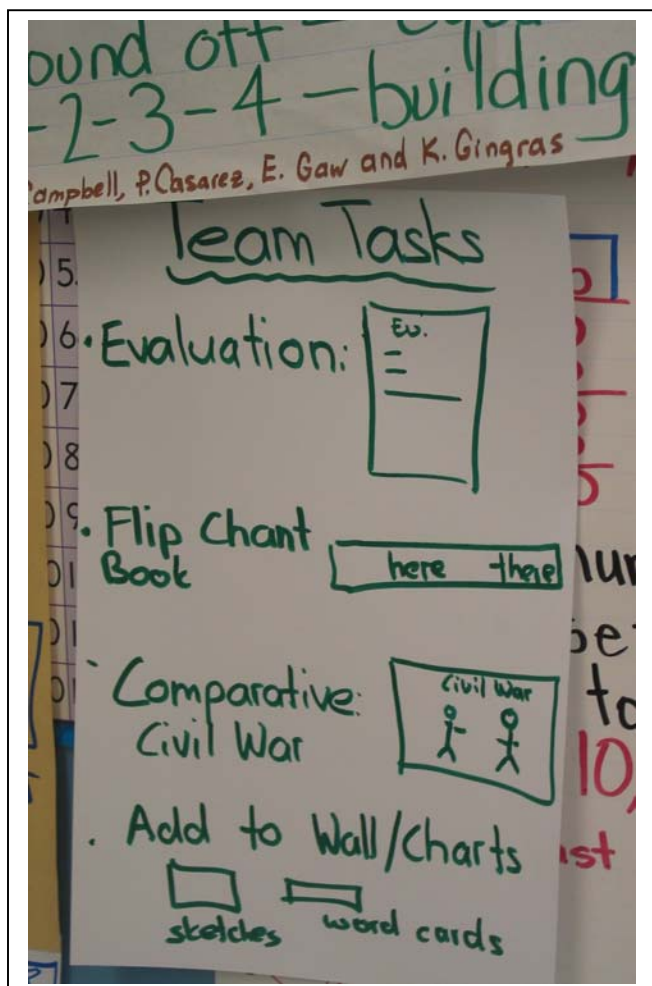
## Team Tasks

- Used in place of centers
- Allow teacher to pull flexible groups
- Use modeled strategies
- Provide scaffolding:
  - Teacher models
  - Team task
  - Individual work

## Step-by-Step

1. Choose strategies that have been modeled and revisited at least once for team tasks
2. Assign about 3 tasks at first, and add tasks throughout the unit
3. Teams work together to complete tasks using large construction paper

# Team Tasks



## Process Grid

- Based on Sharon Bassano's wall grid
- Categorize information
- Aid in writing expository text
- Teach reading for information



## Step-by-Step

1. Categorize the important concepts from the standards-based unit
2. Provide the students with input of concepts and vocabulary through expert groups, narratives, pictorials, etc.
3. Choose students randomly to provide information to be entered on process grid (number off, roll dice, etc.)
4. Process grids aid in writing expository text

# Process Grids


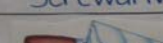
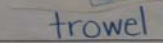
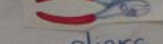

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Chick  
tiny, white, and it has fluffy feathers.

Type of Animal	Classification	Habitat	Body Temperature	Appendages	Food	Special Features	How is this animal like me?
 Fish	Kingdom Animalia ↓ Phylum Chordata ↓ Superclass Agnatha ↓ Superclass Gnathostomata	water: ocean lake saltwater sea river freshwater pond tank	cold-blooded changes with the environment	mostly fins - soft dorsal fin - spiny dorsal fin - pectoral fin - caudal fin - pelvic fin - anal fin also have - legs - wings	- plants (herbivore) - meat (carnivore) - both (omnivore)	- slime for protection - scales - gills - gill rakers - vertebrae - lay eggs	We both breathe oxygen. They are alive and we are too. They have a backbone like us. Some fish eat fish and we eat fish too. We both swim. We are both from Kingdom Animalia and Phylum Chordata. We both die.
 Crustaceans	Kingdom Animalia ↓ Phylum Arthropoda ↓ Class Crustacea	sand ocean saltwater freshwater sea lakes land	cold-blooded changes with the environment	usually 10 appendages "decapods" - chelippers → claws - jointed segments	- scavengers - eat whatever is on the bottom - mostly dead	- exoskeleton - invertebrates - muscles are attached to inside of exoskeleton - antennae - gills - bilateral symmetry	We both have muscles. We both walk. We both have appendages (connect to body). We both have cartilage. We both have joints. We both breathe oxygen. We both have bilateral symmetry.

mitad vive n el agua y en a arena.

Cuando el es mas grande, Necesita una concha mas grande.

What is it?	Who uses it?	What is it used for?
 screwdriver	an electrician	to fix the lights
 trowel	a bricklayer	to spread cement
 pliers	a plumber	to fix the pipes
 paintbrush	a painter	to paint the house
 hammer	a carpenter	to pound the nails

for Cir-612  
"Process Grid"



## Process Grids

The chart is a comprehensive guide to rocks, organized into six main columns. Each column contains sub-headers and detailed information about different rock types. The chart is decorated with a ruler at the top, showing numbers from -10 to 17. Above the ruler, there are small illustrations of various rocks and minerals, each labeled with its name. The chart is divided into three main sections: Igneous, Sedimentary, and Metamorphic. Each section has a sub-header and a description of how the rock was formed. The 'Names of Rocks' column lists various rock types, and the 'Physical Properties' column describes their characteristics. The 'What it's used for' column lists common uses for different rocks, and the 'Interesting facts' column provides additional information about each rock type.

Types of Rocks	How it was formed	Names of Rocks	Physical Properties	What it's used for	Interesting facts
<b>Igneous</b> "Full of Fire" Latin	Rocks that form when melted minerals & magma cool down and harden.	<b>granite</b> - formed from cooled magma <b>basalt</b> - formed from cooled lava <b>pumice</b> - formed from cooled lava <b>obsidian</b> - formed from cooled lava	<b>granite</b> - light, pink, dark gray with black & gray specks, large/coarse grained <b>basalt</b> - dark, gray black fine grained <b>pumice</b> - froth of lava, hardened tiny gas bubbles, light gray fine grained <b>obsidian</b> - smooth glossy, sharp like glass, black	<b>granite</b> - buildings, monuments, chess, cooking <b>basalt</b> - roads, buildings <b>pumice</b> - on abrasive for removing dead skin, polishing, scouring <b>obsidian</b> - knives, jewelry	<b>granite</b> - 1% of Earth's crust <b>basalt</b> - 10% of Earth's crust <b>pumice</b> - only rock that floats because of air bubbles <b>obsidian</b> - Native Americans made black arrowheads & knives of jewelry
<b>Sedimentary</b> "Settled down"	Formed when soil, sand, bits of rock, animal or plant material get washed into the sea/river/delta. Sediments are pressed together until they harden and are trapped into new rocks.	<b>conglomerate</b> - made from smoothly rounded pebbles <b>shale</b> - made from fine grains of mud or clay <b>limestone</b> - made from seashells and tiny sea animals <b>sandstone</b> - made from grains of sand cemented together	<b>conglomerate</b> - color varies, very coarse pebbles <b>shale</b> - "soft rock", smooth, almost glossy to touch, can be scratched by knife <b>sandstone</b> - rust, gray, looks like dark hardened sand, tapered, white red, gray, white, bluish, fine grained <b>limestone</b> - pure, gray, looks like dark hardened sand, tapered, white red, gray, white, bluish, fine grained	<b>conglomerate</b> - drainage, strong <b>shale</b> - bricks, ceramic and pottery <b>sandstone</b> - buildings, houses, "bramstone" front <b>limestone</b> - chalky buildings, cement <b>marble</b> - buildings	<b>conglomerate</b> - leads rivers forming part of the drainage in some regions <b>shale</b> - oil, gas, oil, gas, oil, gas <b>sandstone</b> - sea, beach, sea, beach, sea, beach <b>limestone</b> - sea, beach, sea, beach, sea, beach <b>marble</b> - sea, beach, sea, beach, sea, beach
<b>Metamorphic</b> "To change form" Greek	With heat, pressure and time, igneous, sedimentary or other metamorphic rocks can turn into other metamorphic rocks.	<b>gneiss</b> - once granite <b>marble</b> - comes from limestone <b>quartzite</b> - was once sandstone <b>slate</b> - comes from shale	<b>gneiss</b> - pink, gray, bands of dark minerals <b>slate</b> - dark gray, black shiny and flat, breaks into smooth plates easily <b>marble</b> - light colored white or gray, contains pale streaks of light sugary texture <b>quartzite</b> - looks like brown sugar, one of the toughest rocks around	<b>gneiss</b> - buildings <b>slate</b> - file roofs, blackboards, road, tables <b>marble</b> - statues, the building, table tops, the building, table tops, the building, table tops <b>quartzite</b> - roads, (in the car)	<b>gneiss</b> - 1% of Earth's crust <b>slate</b> - 1% of Earth's crust <b>marble</b> - 1% of Earth's crust <b>quartzite</b> - 1% of Earth's crust

Wars	Who was involved?	Effects of War	Heroes + Symbols	Interesting Facts
Civil War 1861 - 1865	South North United States against Confederate States	Union preserved 13th Amendment → slavery illegal	General Robert E. Lee General Ulysses S. Grant	Southern sold shoot well 620,000
Mexican War	Mexico United States	USA goes from sea to sea	Santa Anna Sam Houston	100,000,000 dollars lost half of its territory
War of 1812	British navy United States	more factories	Dolly Madison Star Spangled Banner	no winner



# Process Grids

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Shallow and neat with the ocean beat.  
FISH, FISH, EVERYWHERE.  
FISH! FISH! FISH!  
M. Brechtel  
Sound off... Plankton!  
Sound off... Nekton!  
Sound off 1-2-3-4 look down!

Name/Class (or) Phylum	Habitat	Prey/Food	Enemies/ Predator	Life Cycle	Special Facts/ Adaptation
Krill arthropoda	cold water	plant-like organisms	whale fish octopus	eggs hatch deep in ocean	• 5 pair of swimmerets • 4 antennae • segmented abdomen • molts
brittle star echinodermata	low tide pools tropics	dead plants dead animals	humans	can die if loses all 5 arms	• can grow new arm • sticky glue on arms • arms 3 1/2 inches long • eat at night
octopus mollusca	• intertidal ocean floor (near shore) • caves	crustaceans	hammerhead shark humans	eggs hatch plankton grow quickly	when scared, black ink soft body 8 tentacles shy camouflage

Sea Creature	Description	Food	Enemy	Young	Interesting Facts
seahorse	• bony rings • prehensile tail • fish family	• krill • zooplankton	• any predator will consume	• young taken care by father	• male carries 200 eggs • pouch might prey
Orca	• mammal • black and white	• sea lions • seals • sea otters	• humans • pollution	• Young born alive	• male dorsal 6' + • Plake tail
Great White Shark	• fish • denticles • rough skin	• sea lions • seals • school of fish	• humans • people		• smell 1 drop in • constant replacement • cartilage

# Process Grids

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Native Americans	Region	Shelter/Homes	Food	clothing	Technology Tools	Interesting Facts
Gabrielino Tongva	Los Angeles, Santa Ana, Santa Catalina Island, San Clemente Island	Ki or Wikipup, Tule Reeds, Brush, Earth (dome shape), branches	Shell Fish, shark, acorns, cactus, sea birds, deer	men - loin cloth, women - skirt made from Wilah Tree, Capes - made deer, sea otter feathers	club, arrows, bows, baskets, canoes	Trade Soapstone, steatite, ceremonies, celebrate people died and gave babies their name, used shells to make their money
Juaneño	Orange County, Dana Point	cone shape, poles - branches, earth	deer, rabbit, acorns, lobster, crab, grasshopper	Sandals, Yucca plant, women - skirt, bark, Capes - deer, fur, rabbit strips	bows, arrows, baskets, spears, club, ord - rope	ceremonies they celebrated boys and girls becoming adults, made music from flutes, rattles, shells, deer hooves, gourd, dance
Acjachiman	Riverside (Ani), San Diego (Ani)	bark, dirt floor	fish, snakes, acorns, fish, rabbits	Women - apron like skirt, Men - wore almost nothing	baskets, nets, bags, cord - string	Moved frequently, traded shells and fish and salt, Ceremonies - fall - celebrated "Kerak" honor those who died, used Eagles
Diegueño	San Diego coast, Imperial County, Baja California	star shape, poles and brush, sweat house - men and women, dome shape	Yucca stalks, cactus, rabbit, acorns, mesquite tree blossoms	Cold - wore Capes, made - rabbit strips, sandals - yucca plant, blankets - rabbit pelt, women - skirts made bark of mesquite tree, men - loin cloth made from deer skin	bows - from willow tree, arrows - arrow, pottery from clay, baskets from grass	dolls represented those died, Music - deer foot rattles, dance for 8 days, traded - baskets, bows, arrows, pottery for soapstone, agave, corn, acorn and shells, Ceremonies - they sang for days, Sing was important, Instruments - rattles, modest turtle shells, whistles, flutes
Cahuilla	San Bernardino Mountains, Salton Sea, Desert, "harsh land" very hot or very	dome shape houses covered with brush, riot covered shelter for shade, one side wall, sweat house for	Yucca plant, cacti, rabbit, acorns, mesquite tree blossoms			

We can add pictures to support English Learners

Career	Place of Work	Vehicle	Tools	Job
Doctor	hospital	ambulance	stethoscope, tongue stick, needle, black bag, long white coat	make people healthy, give people medicine
Fire Fighter	fire station	fire truck	fire hose, ax, fire boots, fire proof suit	fight fires
Teacher	school classroom	school bus	calendar, pointer, book, alphabet letters, colors, songs	teach children to read, write, to listen
Astronaut	space or space center	space shuttle, rocket ship	space gloves, air tanks, space suits, helmet, space cart	investigate space

# Expert Groups

- Demonstrate features of non-fiction text
- Teach reading for information
- Promote comprehension and communication of key concepts

## Step-by-Step

1. Create expert group text for a category on the process grid.
2. Include features of expository text such as bold print and subheadings
3. Expert groups are composed of one student from each team
4. Guide expert groups in reading for information and note-taking
5. Students who are now experts are responsible for teaching the information to their team
6. Expert groups are heterogeneous groups

# Story Maps

- Teaches story elements
- Promotes sequencing and comprehension
- Can be used as a story planner during writer's workshop
- Can be used in conjunction with the narrative input

## Step-by-Step

1. Choose a story with a clear problem and solution
2. The story map is a great extension to the narrative when possible
3. After students are proficient at filling in story maps, they can use the story map to plan their own stories



# Story Map

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STORY MAP

Setting: When? <sup>A long time ago</sup> 150 yrs Today Where? country fields

Characters: J.J. Huff, friend, Dad, soldiers

The Problem: No markers - like a sign

The Goal: J.J. and his friend were going to be the markers

Event 1: • Building the house on a field

Event 2: • Looking at beautiful field-snow/flowers

Event 3: • Reminds them of Civil War

Event 4:

Event 5:

Event 6:

The Resolution: We are the markers

STORY MAP

Setting: on the beach

Characters: Ben, seal pup, granddad, seal's mom

What happened:

1. Ben and his granddad went to the beach to fish and they saw a seal having a baby.
2. Winter came and the beach was deserted because the ocean was rough.
- 3.
- 4.

How did it end?