

Welcome to Arts & Letters™

At Great Minds® we know literacy matters, and the Science of Reading shows us a clear path to developing it. Deep learning happens when students and teachers dive into texts and topics, practice skills, and build knowledge.

That's why we developed *Arts & Letters*™.

With *Arts & Letters*, teachers and students build knowledge together while exploring high-interest topics through literature and fine art. In each module, students write about what they read, learn vocabulary and grammar grounded in module content, articulate and extend their

thinking in formal and informal discussions with their peers, and complete assessments reflecting knowledge's essential role in *Arts & Letters*. Students demonstrate understanding in a nurturing and supportive environment with numerous opportunities for teacher feedback and input. This practice and skill development gives all students the tools to become independent knowledge builders, reinforcing the belief that **every child is capable of greatness.**



Knowledge at the Center



Support for all Learners

- High-quality, effective, and flexible
- Integrated into module content

Know

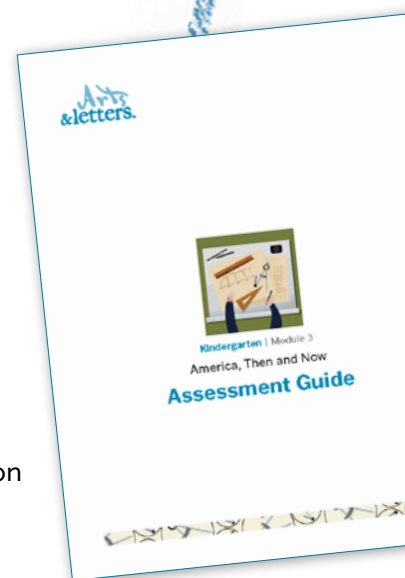
Vocabulary

- Integrated into lesson activities
- Balance of breadth and depth



Assessment

- Coherent and multifaceted
- Tightly aligned with instruction





Ledge

Writing

- Explicit, text-based writing instruction
- Predictable tools and protocols for planning, creating, and revising

Reading

- Rigorous and stimulating text-based approach
- Inquiry-based engagement



Comprehensive Print and Digital Resources



TEACH books—the Arts & Letters teacher’s editions—provide engaging and rigorous instructional guidance.



LEARN books—the Arts & Letters student workbook—include articles, poems, graphic organizers and other materials to support engagement and learning.



PROLOGUE™ provides language-building preview and practice activities for multilingual learners and students who have language-based disabilities.



Knowledge-rich, carefully curated **TRADE BOOKS** and **TEXTS** in student *Learn* books build lasting knowledge of important topics.



Module **MORE** videos as well as supplemental video and audio build students’ knowledge.



KNOWLEDGE CARDS support vocabulary acquisition and application.



Digital teacher resources include step-by-step **LESSON SLIDES**, fully resourced assessments, reports to support data-driven instruction, and teacher implementation supports, including videos and comprehensive guides. Students will find engaging and knowledge-building More videos, online assignments from their teacher, and the opportunity to explore additional resources.



CLASSROOM POSTERS of core reading and writing resources facilitate academic language and literacy skill-building.

Module Map | Year at a Glance

In *Arts & Letters*, students study high-interest topics and Essential Questions that are curated to build knowledge of important concepts across various disciplines, including literature and the arts, history/ social studies, and science.

Arts & Letters includes four modules per grade level that form a year of instruction. Each module builds on the last, requiring students to analyze and integrate new ideas as they systematically build schema and grow their knowledge.

Level K

MODULE 1



THE FIVE SENSES

How do people use their senses to experience the world?

MODULE 2



ONCE UPON A FARM

What happens on a farm?

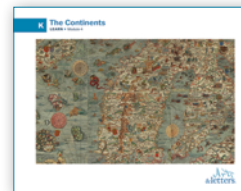
MODULE 3



AMERICA, THEN AND NOW

How has innovation changed life in America over time?

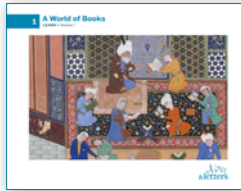
MODULE 4



THE CONTINENTS

What makes the world fascinating?

Level 1



A WORLD OF BOOKS

Why are books important?



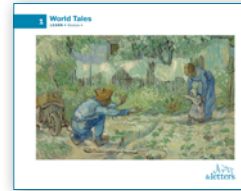
CREATURE FEATURES

What do people learn by studying animals?



WIND POWER

How is the wind powerful?



WORLD TALES

How are stories similar around the world?

Level 2



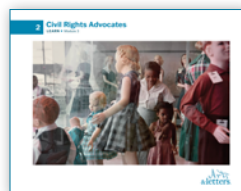
A SEASON OF CHANGE

How does seasonal change affect nature and people?



THE AMERICAN WEST

How has life in the American West changed over time?



CIVIL RIGHTS ADVOCATES

How did civil rights advocates respond to injustice?



GOOD EATING

How does food nourish us?

Module Deep Dive | Level 1 Module 2

A closer look at one module reveals the knowledge-building approach that defines *Arts & Letters*.

Each **TEACH** book opens with a summary of the module’s knowledge build. Go to the Texts section to find the authentic, knowledge-rich texts at the heart of every module. Texts in *Arts & Letters* were carefully curated to ensure that students not only build knowledge as they read, but also find mirrors of their own experiences and windows into the perspectives and experiences of others.

1 TEXTS in a variety of types, genres, and media build knowledge of the module’s topic.

2 Arts & Letters MORE VIDEOS build foundational knowledge that supports all students’ access to module texts and topics.

3 VISUAL ART, such as paintings, photographs, sculptures, and architecture, inspires students to grapple with concepts related to the module’s knowledge story and to build cultural knowledge and visual analysis skills.

4 KNOWLEDGE THREADS highlight the interrelationships among texts as well as the knowledge foundational to the culminating End-of-Module Task.

1 | Module 2 | Module Overview

1 TEXTS

Books

Literary

- *Dear Treefrog*, Joyce Sidman and Diana Sudyka
- *Seven Blind Mice*, Ed Young

Literary Nonfiction

- *Buzzing with Questions: The Inquisitive Mind of Charles Henry Turner*, Janice N. Harrington and Theodore Taylor III
- *Me... Jane*, Patrick McDonnell

Informational

- *Feathers: Not Just for Flying*, Melissa Stewart and Sarah S. Brannen
- *What Do You Do with a Tail Like This?* Steve Jenkins and Robin Page

Art

- Hippopotamus (“William”), artist unknown
- *Young Hare*, Albrecht Dürer

Image

- Hippopotamus photograph, Martin Maritz






Articles

- “Don’t Eat Me!” Click
- “8 Arms and 8 Ways,” Amy Tao
- “Here Come the Elephants,” *Ranger Rick Jr.*

Videos


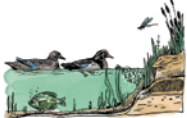

- “Adaptations,” Great Minds®
- “Elephant Features,” Great Minds
- “Giraffes! Learn About Giraffes for Kids,” *Kids Learning Videos*
- “Insects,” Great Minds
- “The Outrageous Octopus!” *SciShow Kids*
- “Rabbits! Learn About Rabbits for Kids,” *Kids Learning Videos*

Geodes®

- *Elephant Talk*, Catherine Schmidt (level 1 module 2 set 1)
- *Rabbit or Hare?* Mammie Goodson and Rebecca Trahan (level 1 module 2 set 4)
- *Thorny Devil*, Marya Myers (level 1 module 2 set 2)

3

1 | Module 2 | Module Overview

4 KNOWLEDGE THREADS

- People learn about animal features by making observations and asking questions.
- Animals use their unique features to help them survive in their environments.
- Studying animals can inspire people to protect animals and their habitats.

MATERIALS AND PREPARATION

- Module 2 World Knowledge Chart
- Module 2 ELA Knowledge Chart
- Module 2 Speaking and Listening Goal Tracker (Great Minds® Digital Platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all materials used in the module, see the digital platform.

LEARNING GOALS

- Build knowledge about the study of animals by reading literary and informational texts.
- Retell key details of texts about animals and the people who learn from them.
- Identify and use text features to expand knowledge about animals.
- Write informative paragraphs about animal features and people who study animals.
- Strengthen writing by editing for complete sentences, correct spelling, alignment of verbs to nouns, and appropriate use of pronouns.
- Complete a research project about how animal features help an animal.
- Participate in class discussions about the study of animals, listening closely to what others say and taking turns with others when speaking.

4

The **MODULE PLAN** tells the story of each arc of lessons, outlining the strategic placement of texts as students build the knowledge they need to complete content-specific assessments.

1 LESSON ARCS are defined by the texts that students study. The number of arcs in each module varies depending on the specific demands of the knowledge build.

1 | Module 2 | Module Overview

MODULE PLAN

Essential Question | What do people learn by studying animals?

KEY
 □ = assessment
 P = Prologue lesson

1 Arc A | *Seven Blind Mice*

Lesson 1 Opening Bookend	Lesson 2 Wonder <i>Seven Blind Mice</i> Young Hare	Lesson 3 Organize <i>Seven Blind Mice</i> Young Hare P	Lesson 4 Reveal <i>Seven Blind Mice</i> Young Hare P	Lesson 5 Distill <i>Seven Blind Mice</i> Young Hare P	Lesson 6 Know <i>Seven Blind Mice</i> "Here Come the Elephants"
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2 Arc B | *What Do You Do with a Tail Like This?*

Lesson 7 Wonder <i>What Do You Do with a Tail Like This?</i> Hippopotamus ("William")	Lesson 8 Organize <i>What Do You Do with a Tail Like This?</i> Hippopotamus ("William") P	Lesson 9 Reveal <i>What Do You Do with a Tail Like This?</i> Hippopotamus ("William") P	Lesson 10 Reveal <i>What Do You Do with a Tail Like This?</i> Hippopotamus ("William") P	Lesson 11 Know <i>What Do You Do with a Tail Like This?</i> "Don't Eat Me!"
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2 BOOKEND LESSONS at the beginning and end of each module allow students to build knowledge from resources in their communities and from each other.

3 Lesson arcs progress through the five **CONTENT STAGES** for reading—Wonder, Organize, Reveal, Distill, and Know. The Content Stages offer a repeatable process for students to comprehend complex text and visual art.

1 | Module 2 | Module Overview

Arc F | *Buzzing with Questions*

Lesson 29 Wonder <i>Buzzing with Questions</i>	Lesson 30 Organize <i>Buzzing with Questions</i> P	Lesson 31 Reveal <i>Buzzing with Questions</i> P	Lesson 32 Distill <i>Buzzing with Questions</i> P	Lesson 33 Know <i>Buzzing with Questions</i> P Module Task 4 completed	Lesson 34 Listening Comprehension Assessment 2	Lesson 35 Responsive Teaching
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4

Module Finale

Lesson 36 Know module texts	Lesson 37 Know module texts 5	Lesson 38 Know module texts End-of-Module Task completed	Lesson 39 Closing Bookend
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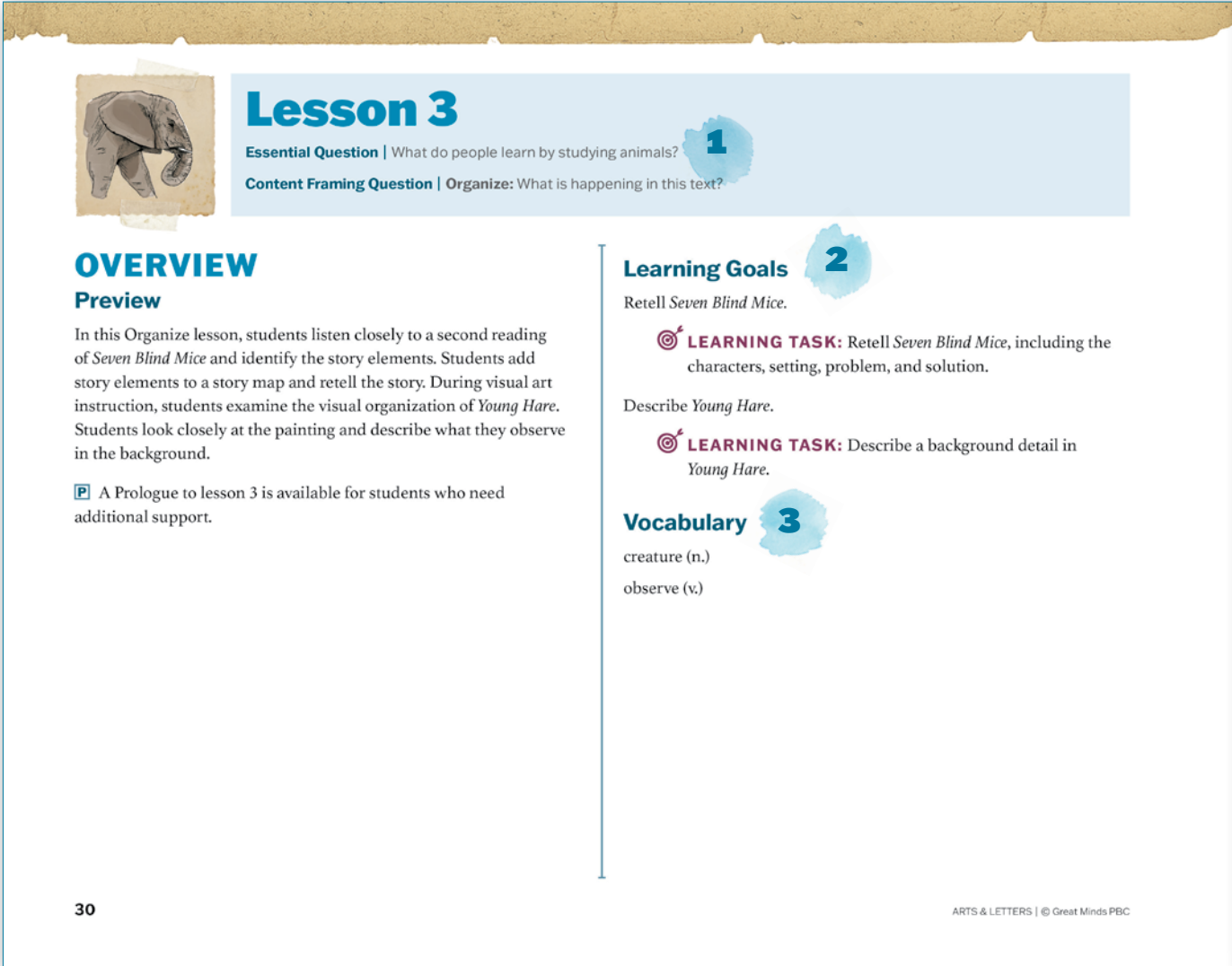
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4 MODULE TASKS are designed to strategically build on each other as students synthesize knowledge that prepares them for the culminating **END-OF-MODULE TASK**.

5 READING COMPREHENSION ASSESSMENTS allow students to demonstrate their understanding of complex texts.

Lesson Deep Dive | Level 1 Module 2

Take a deep dive into a lesson to see how the user-friendly design and structure of *Arts & Letters* help teachers quickly see each lesson's key elements. Lessons follow a common, predictable design and open with an **EASY-TO-READ LESSON OVERVIEW**.



The image shows a lesson overview page for Lesson 3. At the top left is a small illustration of an elephant. The page is divided into several sections: 'Lesson 3' with an 'Essential Question' and 'Content Framing Question', an 'OVERVIEW' section with a 'Preview' paragraph and a note about a prologue, 'Learning Goals' with two 'Learning Tasks' and a 'Describe' prompt, and a 'Vocabulary' section with two terms. The page number '30' is at the bottom left and the copyright 'ARTS & LETTERS | © Great Minds PBC' is at the bottom right.

Lesson 3

Essential Question | What do people learn by studying animals? **1**

Content Framing Question | Organize: What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students listen closely to a second reading of *Seven Blind Mice* and identify the story elements. Students add story elements to a story map and retell the story. During visual art instruction, students examine the visual organization of *Young Hare*. Students look closely at the painting and describe what they observe in the background.

P A Prologue to lesson 3 is available for students who need additional support.

Learning Goals **2**

Retell *Seven Blind Mice*.

LEARNING TASK: Retell *Seven Blind Mice*, including the characters, setting, problem, and solution.

Describe *Young Hare*.

LEARNING TASK: Describe a background detail in *Young Hare*.

Vocabulary **3**

creature (n.)
observe (v.)

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1 The **ESSENTIAL QUESTION** ignites students' curiosity about the module topic, and the **CONTENT FRAMING QUESTION** sets students' reading purpose.

2 **LEARNING GOALS** state what students should know and be able to do by the end of the lesson, and **LEARNING TASKS** describe how goals are assessed.

3 The **VOCABULARY** section lists terms explicitly taught in the lesson. Vocabulary terms are either related to the module topic, related to the language arts discipline, or come from a module text.

4

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Story Elements
- **Respond:** Retell a Story
- **Observe:** Describe *Young Hare*

LAND

Reflect on Learning

5

Materials

TEACHER

- *Seven Blind Mice*
- *Young Hare* (digital platform)
- story stones
- Knowledge Cards: *creature, observe*
- class Story Map for *Seven Blind Mice* (*Learn* book)

STUDENTS

- Story Map for *Seven Blind Mice* (*Learn* book)
- story stones (*Learn* book)
- Gallery for “Elephant Features” (*Learn* book)

Preparation

- Make one set of story stones per student by cutting out the story element images from Story Stones for Story Elements from the *Learn* book. Alternatively, cut out the images and paste them onto real stones. Save all story stones for future use.
- Prepare a duplicate of the Story Map for *Seven Blind Mice* from the *Learn* book. During instruction, display this class story map to add responses to it. See the Read section for details.

Follow-Up

6

- Students listen to, read, or explore a volume of reading text. They respond to a volume of reading question. See Implementation Resources for volume of reading guidance.

4 Arts & Letters materials feature **UNIQUE VISUAL DESIGN ELEMENTS** that complement the knowledge focus of the module and support student engagement with the topic.

5 MATERIALS list the items needed by both the teachers and the students.

6 FOLLOW-UP lists the ways students prepare for the next lesson.

ARTS & LETTERS LESSONS are designed to support teachers as they plan for instruction and student assessment. Each lesson is intended to take 60 minutes and provides teachers with what they need to deliver high-quality instruction, step by step.

1 | Module 2 | Arc A | Lesson 3

1 LAUNCH 2 minutes

2 Read the Content Framing Question

1. Display *Seven Blind Mice*.
2. Display and Echo Read the Content Framing Question: What is happening in this text?
3. Remind students that during an Organize lesson the class rereads the book and identifies what is happening to gain a basic understanding of the story. Tell students that in this lesson they will identify story elements and then retell *Seven Blind Mice*.

3 LEARN 53 minutes

Read | Identify Story Elements | 20 minutes

1. Display the story stones. Remind students that they use story stones to identify story elements. Distribute one story stone to each student. Pair students. Instruct pairs to identify the symbol on their story stones.



2. Display the character story stone. Ask this question:

4 What is a character?

3. Reinforce the correct response: A character is a person or creature in a story. Introduce the vocabulary term *creature* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
4. Instruct students to raise their story stones each time they hear the corresponding story element in the story. Remind them to pay close attention to both the illustrations and the words.



Definition
creature (n.): an animal of any type

5

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1 LAUNCH sets the focus at the beginning of each lesson.

2 The **CONTENT FRAMING QUESTION** establishes a meaningful learning purpose for the lesson.

3 LEARN is the heart of the lesson, when students Read, Respond, and Observe or Write.

4 For visibility, **TEACHER LANGUAGE** is called out by the speech icon and blue font.

5 KNOWLEDGE CARDS include an image, a student-friendly definition, and a related sample sentence. They are used to build students' capacity to speak and write about module knowledge.

5. Read aloud *Seven Blind Mice* (except page 37). Look for students to raise their story stones when they learn about a new story element:
- **characters**—seven blind mice (red, green, yellow, purple, orange, blue, and white)
 - **setting**—the pond
 - **problem**—Each mouse observes only one part; the mice disagree about what the Something is.
 - **solution**—White Mouse runs from end to end; the mice learn that the Something is an elephant.
6. Direct students to the Story Map for *Seven Blind Mice*, located in the *Learn* book. Instruct them to write and draw to complete the section of the story map that matches their story stone.
7. Display the class Story Map for *Seven Blind Mice*. Invite a few students to share their responses. Add their responses to the class story map.



6

Respond | Retell a Story | 16 minutes

1. Ask this question:

 **How do story maps help readers?**

7

2. Emphasize that story maps help readers organize what is happening in a story. Story maps also help readers retell a story. Explain that one way for readers to check whether they understand what is happening in a story is to retell the story.

8 Teacher Note

In module 1, students observed the teacher model how to retell a story. Beginning in this module, students practice retelling stories by using story maps and story stones. This practice prepares students to work toward the level 2 expectation of independently recounting stories.

3. Model how to use a story map to begin retelling the characters and setting. Think aloud to introduce the characters and setting, and point to the corresponding icons on the class story map.


Sample Think Aloud

This is a story about seven blind mice who go to a pond. The seven blind mice notice the Something, and they want to know what it is.

6 To aid teachers with planning and student guidance, thumbnail images from the **LEARN BOOK** appear at point of use.

7 **QUESTIONING** is a Core Practice that teaches students how to learn from text through inquiry.

8 **TEACHER NOTES** offer point-of-use explanations or reminders. **DIFFERENTIATION SUPPORT** notes give teachers suggestions for how to scaffold instruction to assist students in meeting grade-level expectations, **LANGUAGE SUPPORT** provide language-based scaffolds so that students can devote their cognitive focus to the task at hand, and **DIFFERENTIATION CHALLENGE** notes suggest ways to investigate content and knowledge at a higher level of complexity for students who would benefit from an extension of learning.

8.  **Introduce the learning task.** Instruct students to answer this question with a partner:

1  **What do you observe in the background?**

2 **Analyze Student Progress**

Monitor: Do students identify a detail in the background of *Young Hare*?

Offer Immediate Support: If students need additional support sharing a detail in the background, prompt them to look for something that is not part of the hare's body.

Plan Future Practice: Students practice describing what is happening in a work of art in lesson 8.

9. Invite a few students to share their responses.

Key Ideas

- the hare's shadow
- tan background
- letters AD at the bottom

3

10. Direct attention to *Young Hare*. Tell students about the work of art:

- Albrecht Dürer created this painting in the year 1502—more than 500 years ago.
- The artist made the painting made with watercolors.
- This painting is about 9 by 10 inches, or about the size of a sheet of loose-leaf paper.
- Dürer had to be very careful with each brushstroke to add all of the detail to this painting.

11. Tell students that in the next lesson they will learn more about the technique of this work of art, or how the artist painted it.

1 The target icon indicates a **LEARNING TASK**—a lesson-level assessment.

2 **ANALYZE STUDENT PROGRESS** sections give ideas for monitoring and supporting student performance.

3 **KEY IDEAS** recognize and allow for a wide range of student thinking.

LAND 5 minutes **4**

Reflect on Learning

1. Direct attention to both knowledge charts, and ask this question:

 **What did you learn today?**

2. Think aloud to demonstrate how to form a knowledge statement relevant to the lesson.
3. Facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Direct students to the Gallery for “Elephant Features,” located in the *Learn* book, to encourage them to make connections between the world knowledge in the text and the video.
4. Add a few student-generated knowledge statements to the charts.

Teacher Note

Adding to knowledge charts is a concrete way for students to self-assess how their learning has progressed. Students reflect on their growing knowledge of the module topic and their own development as readers and writers. This reflection helps students identify what they may need to learn more about, including topic- and text-related knowledge and ELA knowledge related to the learning goals.

**5****Sample Think Aloud**

I learned that I can use a story map to retell a story. The story map helps me remember to include the characters, setting, problem, and solution.

6 **ACHIEVEMENT DESCRIPTORS****MM** **Make Meaning from Texts**

MM.1.1 Comprehension and Evidence: MM.1.1.A, MM.1.1.C

MM.3.1 Summary: MM.3.1.A

MM.4.1 Individuals, Events, and Ideas: MM.4.1.A

MM.12.1 Complexity, Diversity, and Genre: MM.12.1.A, MM.12.1.A.a, MM.12.1.C, MM.12.1.C.b

4 **LAND** closes the lesson as students reflect on the knowledge they have built and prepare for next steps.

5 **SAMPLE THINK ALOUD** sidebars provide mental models or pathways for students as they engage in similar learning, ensuring that students have a clear understanding of how to approach tasks.

6 *Arts & Letters* instruction and assessments are aligned to Common Core State Standards (CCSS) and **ACHIEVEMENT DESCRIPTORS** (ADs). ADs are detailed descriptions of what students should know and be able to do based on *Arts & Letters* instruction.

Teach and Learn Together | Level 1 Module 2

In every lesson, students either engage in explicit writing instruction, analyze visual art, or build knowledge of vocabulary and language conventions. Resources in the *Learn* book help students communicate their understanding of complex texts and topics, and instruction in the *Teach* book gives teachers the tools they need to cultivate a supportive, rigorous learning experience.

Arts & Letters uses predictable tools and protocols for planning, creating, and revising writing. For example, the **WRITING SANDWICH** helps students structure informative and opinion writing.

Writing resources in the *Learn* book help students organize and refine their thinking.

TEACH

Level 1 Module 2, Lesson 12

1 | Module 2 | Arc C | Lesson 12

4. Explain that an informative paragraph is like a sandwich. Display the class Informative Paragraph Sandwich. Echo Read each component of the sandwich: focus, evidence, and conclusion. Define each component:

- **focus**—tells the focus of the paragraph
- **evidence**—uses details from the text to support the focus
- **conclusion**—restates the focus of the paragraph

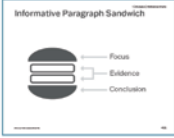
Teacher Note
The Informative Paragraph Sandwich is a concrete representation of an informative paragraph, including individual parts and their sequential organization. Using this structure helps students organize their thinking and communicate it clearly and effectively in writing. This structure evolves as students learn to write multi-paragraph essays.

5. Explain that the focus and the conclusion hold the paragraph together, like the bread of a sandwich. Inside the paragraph is the evidence. Just like the fillings of a sandwich, the evidence provides information that makes the paragraph interesting.

6. Direct attention to the writing model, and read aloud the first sentence: "The giraffe uses its features to be safe." Emphasize that this sentence is the focus sentence, and it tells that the paragraph is about a giraffe's features.

7. Instruct students to listen to the model paragraph and use a nonverbal signal (e.g., pointing to their ears) when they hear evidence about how a giraffe uses its features to keep safe. Reread the writing model, then ask this question:

Which sentences provide evidence to support the focus?

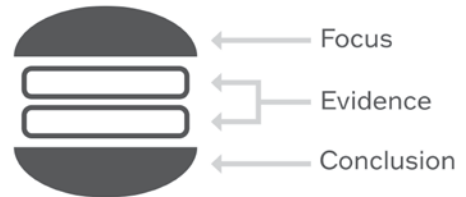


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Informative Paragraph Sandwich

1 | Module 2 | Reference Charts



REFERENCE CHART
found in *Teach*

LEARN

Level 1 Module 2

L13 | Informative Writing Planner

Module Task 1 | Fill in the evidence to plan your paragraph.



Focus

A treefrog has many features to help keep it safe.

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On-target and advanced writing models help students and teachers understand grade-level expectations and provide examples of how to challenge students appropriately.

LEARN

Level 1 Module 2

L12 | Writing Model

Module 2 | Draw a line under the two evidence sentences.

1 | Module 2 | Lesson 12

The giraffe uses its features to be safe. It has back legs that can kick to keep other animals away. It has a tail that can brush insects off its back. These features help keep the giraffe safe.

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Informal writing tasks support students as they construct meaning from what they read, clarify their thinking, form opinions, and creatively express themselves.

TEACH

Level 1 Module 2, Lesson 12

1 | Module 2 | Arc C | Lesson 12

Write | Identify Evidence Sentences | 18 minutes

1. Explain that authors write texts that tell stories or give information. Tell students that throughout module 2 they will work on informative writing, or writing that provides information about a topic. As with narrative writing, they will think about the new knowledge they gain from reading. Students will apply their knowledge to their writing.
2. Tell students that they will examine a writing prompt and model to learn more about the structure of an informative paragraph. Explain that a paragraph is a group of connected sentences about one topic. Echo Read the prompt: Write a paragraph to tell about two features that help keep a giraffe safe. Then read aloud the writing model for module 2.

Writing Model

The giraffe uses its features to be safe. It has back legs that can kick to keep other animals away. It has a tail that can brush insects off its back. These features help keep the giraffe safe.

Differentiation Challenge

The writing model for module 2 provides an example of an on-target response. Some students will be able to write advanced responses to Module Task 1. For example, they may be able to show additional knowledge of how features help keep a treefrog safe and add details to explain their evidence. See the Assessment Guide for more information, including an example of an advanced response.

3. Instruct students to Think-Pair-Share to answer this question:

What did you learn from this informative paragraph?

Key Ideas

- A giraffe uses its features to stay safe.
- The back legs of a giraffe kick to keep other animals away.
- The tail of a giraffe brushes insects off its back.

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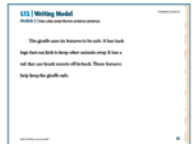
1 | Module 2 | Arc C

8. Reinforce the correct response: The second and third sentences provide evidence to support the paragraph's focus.

9. Direct students to the Writing Model for Module 2, located in the *Learn* book. Instruct them to use a crayon to annotate the evidence sentences by underlining them.

10. **Introduce the learning task.** Instruct students to Think-Pair-Share to answer this question:

How do you know that these sentences are the evidence sentences?



Analyze Student Progress

Monitor: Do students demonstrate understanding of the role of evidence sentences in an informative paragraph?

Offer Immediate Support: If students need additional support explaining how they identified the evidence sentences, instruct them to first identify the focus of the paragraph and then explain how the evidence sentences connect to the focus.

Plan Future Practice: Students practice identifying evidence to support a paragraph's focus in lesson 13.


11. Tell students that in the following lesson they will begin collecting evidence to complete their informative paragraphs.

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Supporting Multilingual Learners with Arts & Letters

Because content and language are most effectively taught when integrated, multilingual learners need to work with complex, grade-level text. **PROLOGUE** is a pre-teaching companion to *Arts & Letters* that offers students with language needs additional support with vocabulary, syntax, and oral language. These language-building preview and practice activities are designed to work in tandem with knowledge-building *Arts & Letters* text sets, Content Stages, vocabulary instruction, and collaborative meaning making. *Prologue* may be implemented in a variety of ways—from one-on-one targeted support to full class—depending on the needs of each classroom.





Prologue to Lesson 3

Essential Question | What do people learn by studying animals?

1 OVERVIEW
Preview
Students discuss what each mouse in *Seven Blind Mice* observes. As they discuss what each character observes, students practice expanding sentences by using question words. This work prepares students to retell the story in lesson 3.

2 Learning Goal
Discuss what each character observes in *Seven Blind Mice*.
LEARNING TASK: Act out what each blind mouse observes in *Seven Blind Mice*.

3 Language Progress
In this lesson, students work on this module language goal: Expand sentences by using question words.
To support students with beginning English proficiency, use the Who and What Question Word cards to provide students

with visual cues. To support students with intermediate English proficiency, prompt them to form one response that answers both questions.

Vocabulary
character (n.)
observe (v.)

Materials
TEACHER

- *Seven Blind Mice*
- character story stone (*Prologue Reference Charts* appendix)
- Knowledge Card: *observe*

STUDENTS

- *Seven Blind Mice*
- Elephant Parts (*Prologue Student Resources* appendix)
- coloring utensils: green, yellow, purple, red, orange, blue

Preparation

- *Seven Blind Mice* is an unpaginated text. Number your text; begin with the title page—which includes the book title, author, and illustrator—as page 1. Pages on the left will be even, and pages on the right will be odd.
- Make a character story stone by cutting out the story element image from the page in the *Prologue Reference Charts* appendix. Alternatively, cut out the image and paste it onto a real stone.
- Determine how to display Elephant Parts. See the Learn section for details.
- Determine how to display the sentence frames. See the Learn section for details.

14
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- 1** The **PREVIEW** shows how the *Prologue* lesson helps students deepen their understanding of the module's topic.
- 2** Each *Prologue* lesson has a content-based **LEARNING GOAL** to support teachers in further narrowing students' areas of need.
- 3** The **LANGUAGE PROGRESS** section provides information about the module language goal that students work toward in the lesson.

4 Prologue lessons **FRONT-LOAD THE KNOWLEDGE AND LANGUAGE DEMANDS** of the text, a proven-effective support for a variety of learners with language-based learning disabilities.

5 Prologue **TEACHES IMPORTANT VOCABULARY** from the core lessons, both implicitly and explicitly.

6 **LANGUAGE SUPPORT** notes provide recommendations for point-of-use scaffolds or signal to teachers when a vocabulary term has a cognate.

7 Every lesson includes interaction between students and the teacher in which the teacher models responses and assists students in **SHARING THEIR IDEAS**.

8 Every lesson includes **INSTRUCTIONAL ROUTINES** in which students interact with one another, building oral fluency and confidence.

9 **LANGUAGE EXPANSION** notes give teachers idea for ways to encourage students to push their use of language.

LAUNCH 5 minutes

4 Practice Vocabulary

1. Review the vocabulary term *character* by displaying the term. Engage students in Vocabulary Exploration. Display the character story stone to help students understand the term's meaning.
2. Display the cover of *Seven Blind Mice*. Ask this question:
 - Who are the characters in this story?
3. Reinforce the correct response: the seven blind mice.
4. Remind students that the story is about seven blind mice who observe something new. Ask this question:
 - What do you think it means to observe something?
5. Display the Knowledge Card for *observe* to reinforce the correct definition. Direct attention to the image to help students understand the term's meaning.

Definition
character (n.): a person or creature in a story

Language Supports

The term *observe* has a Spanish cognate: *observar*. Share this language connection with students whose home language is Spanish.

For students with beginning English proficiency, prompt them to look around the classroom and state things they observe. Provide this sentence frame: I observe _____.

6. Tell students that they will discuss what each character observes in *Seven Blind Mice*.

5



Definition
observe (v.): to notice someone or something carefully

LEARN 20 minutes

Discuss Character Observations

1. Direct attention to pages 4–5. Read aloud page 4, starting with "On Monday, Red." Ask this question:
 - Who is this page about?
2. Reinforce the correct response: Red Mouse.

6 Language Support

For students with beginning English proficiency, clarify that *mice* is the plural form of *mouse*.

3. Direct attention to the illustration on page 5. Ask this question:
 - What does Red Mouse observe?
4. Reinforce the correct response: an elephant's leg.

5. Remind students that the mice are blind, which means that they are unable to see, and that the mice use other senses, such as touch, to observe the elephant. Explain that each mouse thinks that they are observing a different object.

6. Display and distribute *Elephant Parts*. Tell students that these are the objects that the mice think that they are observing. Direct attention to each object and Echo Read the name of the object.

7. Tell students that they will discuss which object each mouse observes and will color the object to match the color of the mouse. Distribute green, yellow, purple, red, orange, and blue coloring utensils to each student.



8. Instruct students to listen to what the Red Mouse thinks the elephant's leg is. Read aloud page 6 starting with "It's a pillar." Ask this question:
 - What does Red Mouse think the elephant's leg is?
9. Reinforce the correct response: a pillar.

10. Direct attention to the illustration on page 7. Tell students that the illustrations provide clues about the character and what they observe. Explain that this illustration is of a red pillar to show that Red Mouse is the character who thinks the Something is a pillar.

11. Direct attention to *Elephant Parts*. Instruct students to locate the pillar and to color it red.

12. Direct attention to the illustration on page 11. Instruct students to Think-Pair-Share to answer these questions:
 - Who is this page about?
 - What does the character observe?

13. Reinforce the correct responses:
 - character—Green Mouse
 - observes—a snake

14. Direct attention to *Elephant Parts*. Instruct students to find the snake and to color it green.

15. Tell students that they will work with a partner to color the remaining objects to match the color of the mouse who observes the object.

Language Support

If possible, pair students who speak the same home language.

16. Distribute *Seven Blind Mice* to pairs.

17. Invite a few students to share what color they used for each object.

9 Language Expansion

For students with intermediate English proficiency, encourage them to form complete sentences that include the character's name and what they observe.

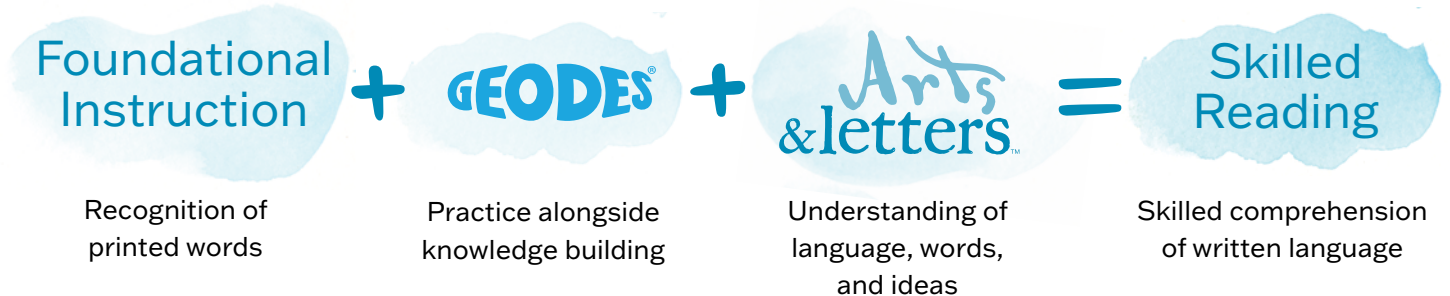
18. Reinforce the correct responses:
 - spear—yellow
 - cliff—purple
 - fan—orange
 - rope—blue

19. Display and read aloud these sentence frames:
 - On Monday, Red Mouse observes a _____.
 - On Tuesday, Green Mouse observes a _____.
 - On Wednesday, Yellow Mouse observes a _____.
 - On Thursday, Purple Mouse observes a _____.
 - On Friday, Orange Mouse observes a _____.
 - On Saturday, Blue Mouse observes a _____.

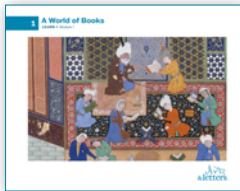
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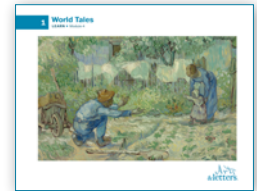
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Suffix -s*





Professional Learning

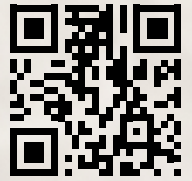
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