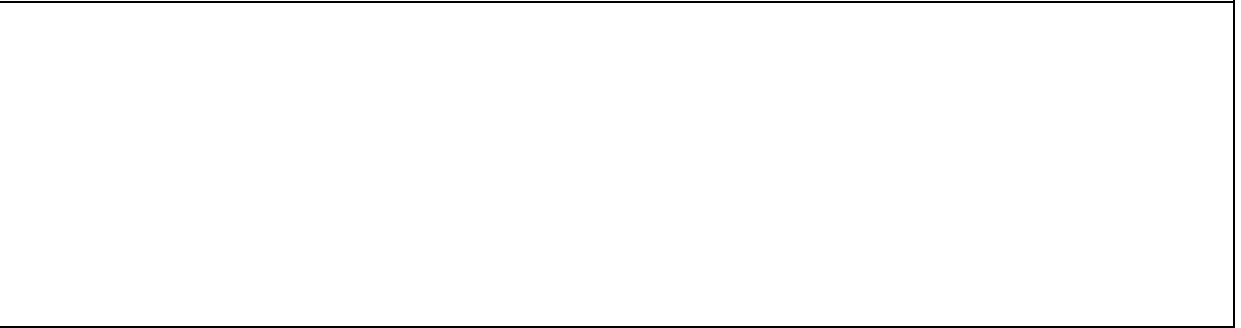
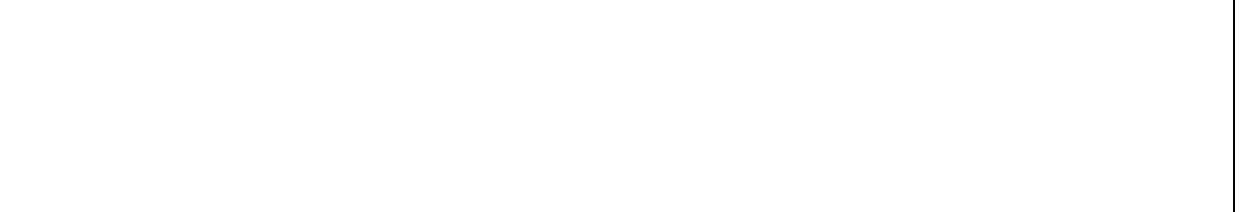


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Grade 6: f ,

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| | <p>x Follow the instructions for WorkPafins B and C Closing and Assessment, and Homework from the Expeditionary Learning materials.</p> |
| <p>Glossary of key vocabulary: If poem</p> | <p>This glossary provides definitions and sample sentences for key vocabulary drawn from (Module 2A, Unit, Lesson 8, page 9). The quartile from the 01 most frequent words is also provided, where applicable. Glossed words include those identified in the Expeditionary Learning materials and those identified by AIR staff as key to understanding the text.</p> |



| | | | |
|--|-----------|---------|------------|
| as a symbol of some action. This is known as a metaphor. | | | |
| W B | | | |
| England | guide | India | 1936 |
| comparing | honorable | literal | successful |
| RD | | | |
| <p>1. Where and when was Joseph Rudyard Kipling born?</p> <p>Joseph Rudyard Kipling was born in _ on December 30 _ [EN, EM]</p> <p>Joseph Rudyard Kipling was born _ [TR]</p> | | | |
| <p>2. Where did Joseph Rudyard Kipling move when he was five years old?</p> <p>Joseph Rudyard Kipling moved to _</p> | | | |
| <p>3. What does the poem tell us?</p> <p>The poem provides a guide for how to live an _ and _ life.</p> <p>[EN, EM]</p> <p>The poem is _ [TR]</p> | | | |
| <p>4. What is figurative language?</p> <p>Figurative language uses words and phrases that are not meant to be taken for real in _ way. [EN, EM]</p> <p>Figurative language is _ [TR]</p> | | | |
| <p>5. What is a metaphor?</p> <p>A metaphor is a phrase that describes something by _ it to something else.</p> <p>[EN, EM]</p> <p>A metaphor is _ [TR]</p> | | | |
| RD | | | |
| What is the main message of the poem? | | | |

If by Rudyard Kipling

In preparation for reading If by Rudyard Kipling, we are going to take a close look at the first stanza of the poem. The Spanish translation provided below is intended to maintain similar figurative language as the original English version.

(This text was adapted for this lesson from Exemplary Learning Module 2A, Unit 2, Lesson 3, pages 8–10.)

INSTRUCTIONS FOR STUDENTS

- x Look at the guiding question.
- x Read each phrase of the poem and consider the translations as you read.
- x Use the glossary to help you understand new words.
- x Answer the supplementary questions.
- x Answer the guiding question.
- x Discuss your answers with the class.

Guiding Question: What is the message of the first stanza of the poem?

| | |
|---|--|
| <p>If you can keep your head when all about you Are losing theirs and blaming it on you; If you can trust yourself when all men doubt you, But make allowance for their doubting too; If you can wait and not be tired by waiting, Or being lied about, don't deal in lies, Or being hated, don't give way to hating, And yet don't look too good, nor talk too wise;</p> | <p>Si puedes conservar tu cabeza, cuando a tu rededor todos la pierden y te cubren de reproches; Si puedes tener fe en ti mismo, cuando duden de ti los demás hombres y ser igualmente tolerante de sus dudas: Si puedes esperar, y no sentirte cansado con la espera, O siendo blanco de falsedades, no caer en la mentira, O si eres odiado, no devolver el odio, Y sin que te creas, por eso, ni demasiado bueno, ni demasiado sabio;</p> |
|---|--|

Word Bank

| | | | |
|---------|----------|-------------|--------|
| better | involved | participate | permit |
| control | metaphor | patience | trust |

| | |
|---|---|
| <p>If you can keep your head when all about you Are losing theirs and blaming it on you; If you can trust yourself when all men doubt you, But make allowance for their doubting too; If you can wait and not be tired by waiting, Or being lied about, don't deal in lies, Or being hated, don't give way to hating, And yet don't look too good, nor talk too wise;</p> | <p>Glossary</p> <p>to say that someone did something</p> <p>bad</p> |
|---|---|

| | |
|---|----------------------------------|
| <p>If you are your friend about you Are you blaming it on you</p> | <p>Is it Is it Is it</p> |
| | |
| | |

3. What does the poem say?

This is the story of the people who
[EN, EM]
[TR]

4. What does the poem say about the people?

To know the people who
[EN, EM]
[TR]

Suggested interpretations (from *Ensayo de Lectura* Lesson 3):

- x English If you trust your people, they will not trust you, but instead they will be so busy with their own problems that they will not be able to help you.
- x Spanish Si prestas confianza a los demás, ellos no te confiarán y se ocuparán de sus propios problemas.

| | |
|---|--|
| <p>f by Rudyard Kipling</p> <p>If you are not a bird, do not fly, Or if you are not a fish, do not swim, Or if you are not a man, do not dream.</p> | <p>Glossary</p> <p>deal in to buy and sell</p> <p>Spanish Translation</p> <p>Si prestas confianza a los demás, ellos no te confiarán y se ocuparán de sus propios problemas.</p> |
|---|--|

5. What does the poem say about the people?

This is the story of the people who
[EN, EM]
[TR]

6. What does the poem say about the people?

It says that the people who
[EN, EM]
[TR]

Suggested interpretations (from *Ensayo de Lectura* Lesson 3):

- x English

| | |
|--|---|
| <p>f by Rudyard Kipling</p> <p>Or bigh on t give way to ig</p> <p>And y on bok to god nor la too</p> <p>wise</p> | <p>Glossary</p> <p>give way pipe or ren</p> <p>wise- s an nes ang</p> |
| | |
| | |

| English | Spanish Translation |
|---|---|
| <p>If you can keep your head when all about you Are losing theirs and blaming it on you; If you can trust yourself when all men doubt you, But make allowance for their doubting too: If you can wait and not be tired by waiting, Or being lied about, don't deal in lies, Or being hated, don't give way to hating, And yet don't look too good, nor talk too wise,</p> | <p>Si puedes conservar cabeza, cuando a tu rededor todos la pierden y te cubren de reproches; Si puedes tener fe en ti mismo, cuando duden de ti los demás hombres y ser igualmente tolerante de sus dudas: Si puedes esperar, y no sentirte cansado con la espera, O siendo blanco de falsedades, no caer en la mentira, O si eres odiado, no devolver el odio, Y sin que te creas, por eso, ni demasiado bueno, ni demasiado sabio;</p> |
| <p>If you can dream—and not make dreams your master; If you can think—and not make thoughts your aim, If you can meet with Triumph and Disaster And treat those two impostors just the same: If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to, broken, And stoop and build 'em up with worn-out tools;</p> | <p>Si puedes soñar sin que los sueños, te dominen; Si puedes pensar, sin que los pensamientos sean tu único objeto, Si puedes enfrentar con el triunfo y el desastre, y tratar de la misma manera a esos dos impostores: Si puedes aguantar que a la verdad por ti presentada la veas retorcida por los pícaros, para convertirla en lazo de los tontos, O contemplar que las cosas a que diste tu vida se han deshecho, y agacharte y construirlas de nuevo, aunque sea con gastados instrumentos!</p> |
| <p>If you can make one heap of all your winnings And risk it on one turn of pitch and toss, And lose, and start again at your beginnings And never breathe a word about your loss If you can force your heart and nerve and sinew To serve your turn long after they are gone, And so hold on when there is nothing in you Except the Will which says to them: 'Hold on!'</p> | <p>Si eres capaz de juntar, en un solo manojo, todos tus triunfos y arriesgarlos, a cara o cruz, en una sola vuelta, Y si perdieras, empezar otra vez como cuando empezaste Y nunca más exhalar una palabra sobre la pérdida sufrida: Si puedes obligar a tu corazón, a tus bríos y a tus nervios, A que te obedezcan aun después de haber desfallecido, Y que así se mantengan, hasta que en ti no haya otra cosa que la voluntad gritando: ¡continúa, es la orden!</p> |

| | |
|--|---|
| <p>If you are the invader and the Or the King nor be the If the is nor big fish in the If the are not in you, but none If you are the bringer in With systems of the earth,</p> | <p>Si pret să la on în yons ea tu O în on res yno peed tu loq Si năi ni res, ni res res, pret es ale de Si tods bs bto res pret onta ont g, peo ningo est Si es paz dta e pechto e into, on b tar d s es d s gols d area a est ta</p> |
| <p>Yours is the Earth and you are And this one you I be a Ma, yn son!</p> | <p>Tu s e/ta ieray to la on leg Vo e ta s s es in bto re j on!</p> |

| Vocabulary word | Quartile | Definition | Sample sentence from the text |
|-------------------------------------|-----------------------|--|---|
| aim propósito | Q3 | intention; goal | If you can think – and not make thoughts your in ; |
| bear* soportar | Q1 | accept | If you can b to hear the truth you'e spoken |
| blaming culpando | N/A | saying someone is the cause of something bad | If you can keep your head when all about you Are losing theirs andh it on you, |
| breathe a word decir una palabra | Q2 (breathe) Q1 | de.413 1.152 T7 | (m)]TJ /TT4 6.71]TJ /TT0 (r)-3.9 bu mg(t(a0.51.1a |
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| Vocabulary word | Quartile | Definition | Sample sentence from the text |
|--------------------------------|-------------------------|-------------------------------------|---|
| make allowance* permitir | N/A | permit; allow | If you can trust yourself when all men doubt you, But make allowance for their doubting too; |
| master* dominen | Q1 | power and control | If you can dream—and not make dreams your master, |
| pitch-and-toss* cara o cruz | Q3 (pitch) Q4 (toss) | a game of skill and chance | If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss, |
| serve your turn* servir | Q2 (serve) Q1 (turn) | be useful; helpful | To serve your turn long after they are gone, |
| sinew* tendones | N/A | strong tissue that connects muscles | |
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Grade 6: ELA

<https://www.engageny.org/sites/default/files/resource/attachments/6m1.1.pdf>

| Overview | |
|---|---|
| <p>Background: Greek Mythology</p> | <p>American Institutes for Research (AIR) developed this activity to provide background information about Greek mythology. The book <i>The Lightning Thief</i> is a story about a boy who goes on a fantasy adventure with mythological characters. English language learners (ELLs) will need to have some background on Greek mythology and the characteristics of supernatural beings. Images, glossed words, and questions were added throughout to support ELL students' understanding of the text.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> x Turn to Expeditionary Learning Grade 6 Module 1: Unit 1: Lesson 1. x Follow the instructions for the Opening Part A x Complete the background activity called "Greek Mythology," which AIR has provided below. x Follow the instructions for Opening Part B, Work Time, Closing and Assessment, and Homework from the Expeditionary Learning materials. |
| <p>Glossary of key vocabulary: <i>The Lightning Thief</i></p> | <p>This glossary provides a definition and sample sentence for key vocabulary drawn from <i>The Lightning Thief</i> (pages 4–28). The quartile from the list of 4,000 most frequent words is also provided, where applicable. The glossed words include those identified in the Expeditionary Learning materials and those identified by AIR staff as key to understanding the text.</p> |

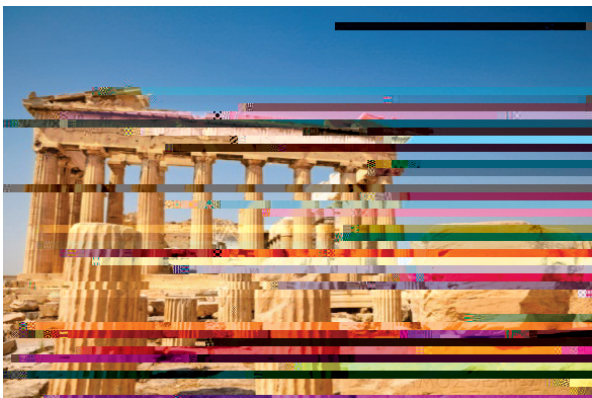
Greek Mythology

The book *The Lightning Thief* is a story about a boy who goes on a fantasy adventure with mythological characters. The story includes many characters from Greek mythology. We are going to learn about Greek mythology. (This text was written by R for this lesson.)

- INSTRUCTIONS FOR STUDENTS**
- x Look at the guiding question.
 - x Read the text about Greek Mythology.
 - x Use the glossary to help you understand new words.
 - x Answer the supplementary questions.
 - x Answer the guiding question.
 - x Discuss your answers with the class.

Guiding Question: What is Greek mythology?

Greek mythology is a collection of stories about the magical world of the gods, demigods, heroes, and other creatures. The stories are called myths. They are about persons, events or things that are not real. The Greeks created the stories to explain the world around them. They were used as part of their religious and



Supplementary Questions

1. What is Greek mythology?

Greek mythology is a collection of stories about the _____ world of Greek gods.

[EN, EM]

Greek mythology is _____ . [TR]

2. What are myths?

Myths are _____ about persons, or things that are not real. [EN, EM]

Myths are _____. [TR]

3. Why did ancient Greeks create myths?

Ancient Greeks created myths to _____ the world around them. [EN, EM]

Ancient Greeks _____. [TR]

Response to Guiding Question: What is Greek mythology?

Guiding Question: What happened in Greek myths?

The magical world of the ancient Greek gods was a world full of fights and wars, punishment and love. Many myths were based on the fact that gods, like regular men, could be punished or rewarded for their actions.



Cronus



Artemis

Glossary

punishment – consequence for doing something bad; penalty

rewarded – given something good

ancient – very old; from a long time ago

Greek – from Greece

myths – stories that are not real

| | | | |
|--|-----------|-------------|-------|
| Word Bank | | | |
| king | lightning | personality | power |
| Supplementary Questions | | | |
| <p>1. What must remain the same when telling a story about ancient Greek gods?</p> <p>The _____ and _____ of gods must be the same from story to story. [EN, EM]</p> <p>When telling a story about Greek gods _____ . [TR]</p> | | | |
| <p>2. Who was Zeus?</p> <p>Zeus was the _____ of all the gods. [EN, EM]</p> <p>Zeus was _____ . [TR]</p> | | | |
| <p>3. What was the thing that only Zeus could do?</p> <p>Zeus was the only god that could throw _____ bolts. [EN, EM]</p> <p>Zeus _____ . [TR]</p> | | | |
| Response to Guiding Question: How are Greek myths told today? | | | |

| Vocabulary word | Quartile | Definition | Sample sentence from the text |
|---|----------|--|--|
| harsher más duro | N/A | crueler; not kind | It came out harsher than I meant it to. (pg. 24) |
| headmaster director | N/A | principal; director | The headmaster had threatened me with death by in-school suspension if anything bad, embarrassing, or even mildly entertaining happened on this trip. (pg. 3) |
| homesick nostálgico | N/A | sad because you are away from your family and home | I was homesick (pg. 17) |
| irritable* irritable | N/A | easily bothered or angered | I started feeling cranky and irritable most of the time. (pg. 17) |
| juvenile delinquents* delincuentes juveniles | N/A | young people who have committed a crime | They were juvenile delinquents like me, but they were rich juvenile delinquents. (pg. 22) |
| kleptomaniac cleptómana | N/A | a person who has a mental illness in which they have a strong desire to steal things | All the way into the city, I put up with Nancy Bobofit, the freckly, redheaded kleptomaniac girl, hitting my best friend Grover in the back of the head with chunks of peanut-butter-and-ketchup sandwich. (pg. 3) |
| knitting tejiendo | N/A | making clothes by hand using yarn | There were no customers, just three old ladies sitting in rocking chairs in the shade of a maple tree, knitting the biggest pair of socks I'd ever seen. (pg. 25) |
| loser freaks anoraks | N/A | losers | There were no customers, just three old ladies sitting in rocking chairs in the shade of a maple tree, knitting the biggest pair of socks I'd ever seen. (pg. 25) |
| | | | |

| Vocabulary word | Quartile | Definition | Sample |
|---------------------------|----------|-------------------|--|
| mournfully tristemente | N/A | very sad | He looked at me mournfully, like he was already picking the kind of flowers I'd like best on my coffin. (pg. 28) |
| nervous nervioso | Q2 | worried or afraid | He told me that he was nervous. |
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