**Unit 6B  
Tom & Sherlock**

***The Adventures   
of Tom Sawyer***

**LESSON 13**

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# Teacher Edition: Conversation & Collaboration

## Lesson 13: Analyze Language

Lesson Notes:

The Conversation & Collaboration lessons focus on language acquisition. They include opportunities for students to practice speaking English through a variety of activities. The Teacher Edition provides suggestions for ways in which students might practice speaking English while working independently.



Students can complete the speaking, listening, and presenting activities in a variety of ways, depending on access to technology:

No tech: Students can write their answers and then speak with someone at home or with a friend.

Wi-Fi access: If students can access Wi-Fi, they can use an online app such as Vocaroo to record themselves or Screencastify to make a presentation and email it to you.

Smartphone access: Students can record audio or make a video presentation and email it to you.

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Description automatically generatedThis lesson includes opportunities for collaboration. If students have access to the necessary technology, they can complete all activities in this lesson with an assigned partner. Paired students should each fill out all sections of the lesson as they work with their partner.

If you are assigning partners, students should be paired with another student at least one proficiency level higher or lower than them (e.g., Emerging with Expanding; Expanding with Bridging, etc.), if possible.

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Description automatically generatedThis lesson offers speaking opportunities. Inform students in advance if they will use technology to complete these activities.

If possible, have students collaborate with a partner to practice pronouncing the vocabulary words. Or, ask students to record themselves as they read the words.

Two versions of the text are included in the lesson: the original passage used in the aligned ELA lesson and an adapted version of that passage. Students should read the text that matches their language level unless you direct otherwise.

If students have access to the digital lessons, you may want them to access the audio for the passage.

If possible, have students record themselves as they read the passage aloud.

In Activity 2, students will analyze word choice. You will need to assign a source where students can find words to analyze, such as the text in this lesson or the text currently assigned to your class. The activity can be scaffolded for Emerging and Expanding students by assigning five words to them.

Students will edit and revise the draft created in this lesson in an upcoming lesson.

This is the end of the Teacher Lesson Notes. Please print the Student Edition starting

on the next page.

# Student Edition: Conversation & Collaboration

## Lesson 13: Analyze Language

**In this lesson, you will...**

* analyze language choices and infer the effects they may have on an audience.
* use a graphic organizer to draft and write a summary.

### Materials:

Bilingual dictionary

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| --- |
| **A picture containing mirror  Description automatically generatedIcons**  **A close up of a logo  Description automatically generatedSpeaking activity**  **Pair activity**  **Wi-Fi and a Tablet, Computer, or Smartphone**  **A picture containing knife, drawing  Description automatically generated­Ideas**  **Vocabulary** |

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**Vocabulary:**

Some words in the text you will be reading today have more than one meaning. Think about which meaning the author used in the text:

From the original text:

**torment** (to irritate; deluge, or downpour, of rain)

**immunity** (protection; not able to become infected)

**spectacle(s)** (glasses; something spectacular)

**wreck** (beaten-up person; a car that has been in a crash)

**instant** (a quick moment; right away)

**palm** (underside of a hand; a type of tall tree)

**belt** **(-ing)** (to hit; a strip of material worn around one’s waist to hold up pants)

**lick** (to hit; to move one’s tongue across a surface)

**pet** (favorite; a domesticated animal)

**model** (type of person; a copy of another thing)

Some words in the text are examples of figurative language:

From the original text:

“Well, Sid don’t torment a body the way you do.” (“Torment a body” is hyperbole—language that describes something as better or worse than it is/exaggeration)

“…when the old lady came back and stood above the wreck discharging lightnings of wrath from over her spectacles.” (“Discharging lightnings of wrath” is a metaphor—a word or phrase for one thing that is used to refer to another thing to show they are similar.)

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Description automatically generated Warm-Up: Remember a time you got in trouble



In *The Adventures of Tom Sawyer*, Tom gets into trouble for something he did not do. He doesn’t think this is fair. In this activity, you will share a similar experience.

1. Answer the questions. Use the sentence frames and writing boxes to plan your speaking.

Have you ever gotten in trouble for something you didn’t do? What happened?

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|  |

Do you think it is fair to get in trouble for something that was not your fault? Why or   
why not?

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| --- |
|  |

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| --- | --- |
| **Emerging** | I think/don’t think it is fair to get in trouble when you did not do anything wrong. I think this because \_\_\_\_\_\_\_\_\_\_. |
| Expanding | I think/don’t think it is fair to get in trouble when you are innocent because \_\_\_\_\_\_\_\_\_\_. |
| Bridging | I believe/don’t believe that it is fair to be punished for something you did not do because \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |

1. Talk about it. Tell someone your answers.

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Description automatically generated Activity 1: **Identify descriptive language**

Authors use descriptive language to paint a picture of a person, place, or thing in the reader’s mind. In this activity, you will highlight descriptive words from *The Adventures of Tom Sawyer*.

1. Read the excerpt from *The Adventures of Tom Sawyer*. You will see that there are two versions of this text—the original and an adapted version. Follow instructions from your teacher about which one you should read.

***The Adventures of Tom Sawyer*: original version**

“Aunt, you don’t whack Sid when he takes it.”

“Well, Sid don’t torment a body the way you do. You’d be always into that sugar if I warn’t watching you.” Presently she stepped into the kitchen, and Sid, happy in his immunity, reached for the sugar-bowl—a sort of glorying over Tom which was well-nigh unbearable. But Sid’s fingers slipped and the bowl dropped and broke. Tom was in ecstasies. In such ecstasies that he even controlled his tongue and was silent. He said to himself that he would not speak a word, even when his aunt came in, but would sit perfectly still till she asked who did the mischief; and then he would tell, and there would be nothing so good in the world as to see that pet model “catch it.” He was so brimful of exultation that he could hardly hold himself when the old lady came back and stood above the wreck discharging lightnings of wrath from over her spectacles. He said to himself, “Now it’s coming!” And the next instant he was sprawling on the floor! The potent palm was uplifted to strike again when Tom cried out:

 “Hold on, now, what ‘er you belting ME for?—Sid broke it!”

Aunt Polly paused, perplexed, and Tom looked for healing pity. But when she got her tongue again, she only said: “Umf! Well, you didn’t get a lick amiss, I reckon. You been into some other audacious mischief when I wasn’t around, like enough.”

***The Adventures of Tom Sawyer*: adapted version**

“Aunt, you don’t hit Sid when he takes the sugar.”

 “Well, Sid does not bother me the way you do. You will always have your hand in the sugar if I am not watching!”

Aunt Polly went out of the room. Sid smiled at Tom as he reached for the sugar bowl. This made Tom furious. But Sid’s fingers slipped. The bowl dropped on the floor and broke. This made Tom very happy. Still, he stayed silent. He did not speak a word. He said to himself, “I will wait until Aunt Polly comes in. She will ask who broke the sugar bowl, and I will tell her. Then Sid will get in trouble. Won’t that feel good!” Tom was so excited. He still did not speak, even when Aunt Polly came back in the room. She saw the broken bowl. She was so angry that lightning seemed to be coming out of her eyes. “Here it comes!” Tom thought. The next moment he was down on the floor! His aunt lifted her hand to hit him again.

“Wait!” he said. “Why are you hitting ME? Sid broke it!”

Aunt Polly waited, confused. Tom watched her, hoping she would pity him. Finally she said, “Umf! Well, you deserved it! I am sure you got into some other kind of trouble when I wasn’t around.”

1. Highlight the words in the chart for the version of the text that you read:

|  |  |
| --- | --- |
| From the original text: | From the adapted text: |
| • whack (instead of “hit”)  • in ecstasies  • “Well, Sid don’t torment a body the way you do.”  •“…when the old lady came back and stood above the wreck discharging lightnings of wrath from over her spectacles.” | • furious (instead of “angry”)  • pity |

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Description automatically generated Activity 2: **Think about word choice**



An author’s choice of words helps a reader understand characters, setting, and plot. A reader must infer, or figure out, why an author selects certain words. For example, in the text, the author uses *furious* instead of *angry*. A reader can analyze this word choice in order to infer why the author chose *furious*.

This made Tom furious.



To analyze for word choice, a reader can ask:

What synonym means about the same as the word?

What effect does the word have?

How does the word help me learn more about the character/setting/plot?

1. Read the information in the chart. The words in the chart are analyzed for word choice.

**EXAMPLES:**

|  |  |  |
| --- | --- | --- |
| Analyze Word Choices | | |
| Word or Phrase | Common Synonym | My Inference: Why the author chose the word and how it produced different effects on the audience |
| Original and Adapted Text | | |
| furious | angry, upset, mad | “furious” is a way to say that someone is really angry or upset without having to use so many words |
| pity | to feel sorry for | “pity” is a word that makes the audience feel sorry for Tom because he was hit for something he did not do. |
| Original Text | | |
| whack | hit, slap | “whack” is a way to say that someone hit something with great force |
| in ecstasies | happy, excited | “in ecstasies” makes the audience feel the joy Tom felt because Sid would finally get in trouble, instead of Tom, who got in trouble more often than Sid |
| “Well, Sid don’t torment a body the way you do.” (hyperbole) | Example of  hyperbole | Example of hyperbole—language that describes something as better or worse than it is/exaggeration |
| “…when the old lady came back and stood above the wreck discharging lightnings of wrath from over her spectacles.” (metaphor) | Example of metaphor | Example of metaphor—a word or phrase for one thing that is used to refer to another thing to show they are similar |

1. Choose five words or phrases to analyze for word choice from one of these sources:
   1. The text in this lesson
   2. The text you are currently reading in class
   3. The words your teacher has assigned
2. List and analyze the five words in the chart below.

**A picture containing knife, drawing

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**Vocabulary:** Definitions

**synonym**: a word that means the same thing (example: happy and glad)

**infer**: to form an opinion or conclusion based on evidence

|  |  |  |
| --- | --- | --- |
| **Analyze Word Choices** | | |
| Word or Phrase | Common Synonym | My Inference: Why the author chose the word and how it produced different effects on the audience |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

1. Talk about it. For each word in the chart, share the synonym and what you inferred about each word choice. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | I think the author used \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_. |
| Expanding | I think the author used \_\_\_\_\_\_\_\_\_\_ instead of \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |
| Bridging | In my opinion, the author chose the word \_\_\_\_\_\_\_\_\_\_ and not \_\_\_\_\_\_\_\_\_\_ to make the audience \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 3: **Identify key words**



In the next activity, you will write a summary of the text you read in Activity 1. When you write a summary, you retell the story with fewer words. You include the main idea and details in your summary. In this activity, you will identify key words to include in your summary.

Key words from the text are important words that help you understand the meaning. Key words are often nouns, verbs, or adjectives. For example, in *The Adventures of Tom Sawyer*, “Tom” is a key word. Tom is a main character. It is important to understand who Tom is in order to understand the story.

1. Underline the key words in the reading from Activity 2. If you need ideas, look for character names, emotions, and actions in the text.
2. Write the key words in the chart. Use all of the spaces.

|  |  |
| --- | --- |
| key words =  important words that help you understand the text | |
| Tom |  |
| happy |  |
| hit |  |
|  |  |
|  |  |

1. Talk about it. Talk with someone about the key words you found in the text. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | A key word from the text is \_\_\_\_\_\_\_\_\_\_. |
| Expanding | \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are key words that help us understand the text. |
| Bridging | Several key words that help us understand the text include \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_. |

Activity 4: **Outline and draft a summary**

**Step 1: Write an outline**

In this activity, you will write notes about events from the text to include in your summary.

1. Write notes that describe what happened at the beginning, middle, and end of the text you read in Activity 1. Use your key words from Activity 3 in your sentences. If you need ideas, review the examples in the chart.

|  |
| --- |
| Beginning |
| Tom, Sid and Aunt Polly at the table |

|  |
| --- |
| Middle |
| Sid drops the sugar bowl on the floor. |

|  |
| --- |
| End |
| Aunt Polly returns, thinks Tom broke the sugar bowl. |

1. Talk about it. Tell someone at least one detail from each part of the outline. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | One thing that happened was \_\_\_\_\_\_\_\_\_\_. |
| Expanding | The important things that happened in the text include \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |
| Bridging | There were many important events in the text, such as \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.  These were important because \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |

**Step 2: Draft a summary**

1. Summarize the text you read in Activity 1. Include key words and the details from your outline. If you need ideas, read the sample below.

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Sample Paragraph:   
Tom and Sid both got in trouble with Aunt Polly a lot, but Tom got in trouble more frequently than Sid. Aunt Polly didn’t believe Tom when he said he didn’t break the sugar bowl, so she hit him. When Tom asked her why she hit him even though he didn’t break the sugar bowl, Aunt Polly said she was sure he did something wrong before and that is why she hit him.

1. Read your paragraph to someone