**Unit 6B  
Tom & Sherlock**

***The Adventures   
of Tom Sawyer***

**LESSON 1**

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# Teacher Edition: Conversation & Collaboration

## Lesson 1: Build Background

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.

A close up of a logo

Description automatically generatedThis lesson includes opportunities for collaboration. Let students know if they will be working with a partner and/or using technology. 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.

Cultural Notes: Recently arrived students who speak a language other than English may need more practice with the vocabulary of family members.

# Student Edition: Conversation & Collaboration

## Lesson 1: Build Background

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

* identify family members and explain how they are related.
* make your own family tree.
* analyze Tom Sawyer’s family tree.

### Materials:

Bilingual dictionary

|  |
| --- |
| **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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Description automatically generated Activity 1: Describe family members



**Step 1: Identify family members by gender**

In this activity, you will identify family members.

1. Read the words in the chart aloud. Use your dictionary or work with your partner to look up words you don’t know.

|  |  |  |  |
| --- | --- | --- | --- |
| brother | sister | mother | father |
| husband | wife | uncle | aunt |
| grandmother | grandfather | step-mother | step-father |
| cousin | step-brother | step-sister | half-brother |
| half-sister | baby | parent | niece/nephew |

1. Which family words are used with females or males? Which can be used with either? Write the words from the chart in the columns below.

|  |  |  |
| --- | --- | --- |
| Female | Male | Either =  Male or Female |
| mother  sister | father  brother | baby |

**Step 2: Identify family words with the same base word**

In this activity, you will identify the connections between family vocabulary words.

Many family vocabulary words are related. They are connected because they have the same base word. Base words cannot be broken into smaller words. For example, “mother” and “grandmother” both have the base word “mother” in them. They are related because they both have the same base word.

1. Complete the chart with the family words that are related. If you need ideas, review the examples in the chart.

|  |  |  |  |
| --- | --- | --- | --- |
| mother | father | brother | sister |
| mother-in-law  grandmother |  |  |  |

1. Talk about it. Share examples of how the family words are related. Use the sentence frames to plan your speaking.

|  |  |
| --- | --- |
| **Emerging** | The word *father/mother/brother/sister* and *\_\_\_\_\_\_\_\_\_\_* are related. They both have the base word \_\_\_\_\_\_\_\_\_\_. |
| Expanding | The word \_\_\_\_\_\_\_\_\_\_ and word \_\_\_\_\_\_\_\_\_\_ are related because they both have the base word \_\_\_\_\_\_\_\_\_\_. |
| Bridging | The base word \_\_\_\_\_\_\_\_\_\_ is a clue that shows that \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are related. |

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Description automatically generated Activity 2: **Describe family relationships by making a family tree**

A family tree has roots, a trunk, and branches, just like a real tree. It can be used to show how family members are related (in the same family). In this activity, you will make a family tree and describe how family members are related.

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**Vocabulary Tips:** Definitions

**roots**: the part of a tree that [grows](https://dictionary.cambridge.org/us/dictionary/english/grow) down into the [earth](https://dictionary.cambridge.org/us/dictionary/english/earth) to get [water](https://dictionary.cambridge.org/us/dictionary/english/water) and [food](https://dictionary.cambridge.org/us/dictionary/english/food)

**trunk**: the [thick](https://dictionary.cambridge.org/us/dictionary/english/thick) [main](https://dictionary.cambridge.org/us/dictionary/english/main) [stem](https://dictionary.cambridge.org/us/dictionary/english/stem) from which [branches](https://dictionary.cambridge.org/us/dictionary/english/branches) [grow](https://dictionary.cambridge.org/us/dictionary/english/grow)

**branches**: the arms of the tree that grow out from the trunk

1. Review the completed family tree below.

### THE WILLIAMS FAMILY

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Ann  
Ann

Jack

Adelbert

Grandfather:

Grandmother:

Grandfather:

Grandmother:

Geraldine

Father:

Mother:

Donald

Virginia

Brother/Sister:

Brother/Sister:

Me

Laurie

Don

Shelly

1. Create your family tree.
   1. Write your name on the trunk.
   2. Write the names of your family members on the branches.
   3. Add other boxes and names to your family tree if you need them.

### THE FAMILY

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Ann

Grandfather:

Grandmother:

Grandfather:

Grandmother:

Father:

Mother:

Brother/Sister:

Brother/Sister:

Me

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Description automatically generated Activity 3: **Explain your family**



In this activity, you will use your family tree to explain how members of your family are related.

**Step 1: Explain how family members are related**

Talk about it. Use your family tree to explain how the members of your family are related. Use your family tree and the sentence frames to plan your speaking.

|  |  |
| --- | --- |
| **Emerging** | My mother’s name is \_\_\_\_\_\_\_\_\_\_.  My father’s name is \_\_\_\_\_\_\_\_\_\_.  My sister’s name is \_\_\_\_\_\_\_\_\_\_.  My brother's name is \_\_\_\_\_\_\_\_\_\_. |
| Expanding | Name three members of your family and say how they are related to you. For example:  My \_\_\_\_\_\_\_\_\_\_ ’s name is \_\_\_\_\_\_\_\_\_\_. I am related to him because he is my mother’s\_\_\_\_\_\_\_\_\_\_.  My \_\_\_\_\_\_\_\_\_\_ ’s name is \_\_\_\_\_\_\_\_\_. I am related to her because she is my \_\_\_\_\_\_\_\_\_’s \_\_\_\_\_\_\_\_\_. |
| Bridging | Explain how many people are in your family, their names, and how you are related. For example:  There are 5 people in my family. My mother’s name is \_\_\_\_\_\_\_\_\_\_ and my father’s name is \_\_\_\_\_\_\_\_\_. I am their daughter/son. My sister \_\_\_\_\_\_\_\_\_\_ is their daughter. My brother \_\_\_\_\_\_\_\_\_\_ is their son. |

**Step 2: Family tree interview**

In the media, we see celebrities and ordinary people being interviewed by reporters. The interviewer asks questions and listens to the answers. In this activity, you will interview someone about their family tree.



**Tip:** Active listeners…

prepare to ask questions.

pay attention to the person who is talking.

take notes.

1. Read the short interview below to get ideas on how to conduct an interview about   
   a family tree.

**Example Interview:**

**Student 1:** Do you have a mother?

**Student 2:** Yes, I do.

**Student 1:** What’s her name?

**Student 2:** My mother’s name is Roberta.

**Student 1:** Do you have a father?

**Student 2:** Yes, I do.

**Student 1:** What’s his name?

**Student 2:** My father’s name is Donald.

**Student 1:** Do you have a sister?

**Student 2:** No, I don’t.

1. Plan your questions. Write the questions you will ask in the left column below.

|  |  |
| --- | --- |
| Questions | Answers |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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Description automatically generated Activity 4: **Analyze Tom Sawyer’s family tree**



In *The Adventures of Tom Sawyer*, Tom is a boy who lives with his Aunt Polly. She is his aunt and guardian. In this activity, you will identify how some of the other characters in Tom Sawyer are related.

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**Vocabulary:** Definitions

**guardian**: a [person](https://dictionary.cambridge.org/us/dictionary/english/person) who is responsible for taking [care](https://dictionary.cambridge.org/us/dictionary/english/care) of someone else’s child

**passed away**: died

1. Read the information about Tom’s family aloud.

|  |
| --- |
| **Tom Sawyer’s Family**  **Aunt Polly**  Polly is not Tom’s mother. She is his aunt, and he is her nephew. Aunt Polly is the sister of Tom’s mother, who passed away.  **Sid**  The other boy in Tom’s family is Sid. He is Tom’s half-brother. The boys have the same father, but different mothers. Brothers and sisters have the same mother and father. Half-brothers and half-sisters share the same mother or father, but not both.  **Mary**  The girl in Tom’s family is Mary. She is Tom’s cousin. She is Aunt Polly’s daughter. |

1. Explain how the characters are related. Use the sentence frames and writing box to plan your speaking. If it helps you figure out how the characters are related, draw Tom’s family tree.

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Emerging** | Sid and Tom are/are not related. They are \_\_\_\_\_\_\_\_\_\_. Tom is related to \_\_\_\_\_\_\_\_\_\_. She is his \_\_\_\_\_\_\_\_\_\_. |
| Expanding | \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are related to Aunt Polly. Sid is Tom’s half-brother. That means \_\_\_\_\_\_\_\_\_\_. |
| Bridging | The family tree shows that \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are related as \_\_\_\_\_\_\_\_\_\_.  The best way to explain the relationships between these characters is \_\_\_\_\_\_\_\_\_\_. |

1. Talk about it. Explain to someone how the characters are related.

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Description automatically generated Wrap-Up

All families are different. Today, you learned about family words and relationships between family members.

1. Summarize what you’ve learned by answering the questions.

How is creating a family tree helpful?

|  |
| --- |
|  |

How many family members were you able to name on your family tree?

|  |
| --- |
|  |

1. What else do you want to know about your family?

|  |
| --- |
|  |

1. Talk about it. Share your answers with someone.