**Unit 6B  
Tom & Sherlock**

**“The Speckled Band”**

**LESSON 1**

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# Teacher Edition: Conversation & Collaboration

## Lesson 1: Produce 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. 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. Each student should produce their own paragraph in the final activity of the lesson.

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 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.

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.

This text provides examples of student highlights for the assignment in the Student Edition, in which students show evidence or clues that Tom and Sid do not like each other.

***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.”

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

# Student Edition: Conversation & Collaboration

## Lesson 1: Produce Language

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

* learn how to make inferences.
* learn to distinguish facts from opinions.
* revise your summary.

### Materials:

Bilingual dictionary

Your summary of the text selection from *The Adventures of Tom Sawyer*, Lesson 13: Analyze Language

|  |
| --- |
| **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 Warm-Up: Think about what happened



Read the statements below and think about what happened to the boy and why.

*The boy was riding his bike down the hill. The boy was on the ground, crying.*

1. What do you think happened? Why? Use the sentence frames and writing box to plan your speaking.

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| --- | --- |
| **Emerging** | I think that the boy \_\_\_\_\_\_\_\_\_\_. |
| Expanding | I think that the boy \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |
| Bridging | I believe that the boy \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |

1. Talk about it. Use the sentence frames and your notes in the writing box to share your answer with someone.
2. If you are working with a partner, listen carefully to your partner’s answer. Summarize their answer in the box.

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Description automatically generated Activity 1: **Make Inferences**

In the Warm-Up, you wrote about what you think happened to the boy. No one told you what happened. You looked at the evidence (boy, bike, ground, crying). You made an inference, which is an idea you formed based on clues or evidence. In this activity, you will make inferences.

To understand more about making inferences, look at the vocabulary box graphic organizer.

### Vocabulary Box Graphic Organizer

|  |  |
| --- | --- |
| Definition  To infer means to know something indirectly, to imply or conclude something from reasoning or logic. | Sentence  When the teacher said it would be a good idea to do the homework carefully, we inferred that there might be a pop quiz tomorrow. |
| Antonym  To guess (without any  evidence) | Synonyms  To conclude, imply,  assume, suppose (with  indirect evidence) |

1. Reread the sample text. 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.

We understand that Tom and Sid do not like each other. As you read, look for evidence or clues in the text that help you make this inference.

***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.”

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1. Talk about it. Use the sentence frames to share the evidence you found with someone.

|  |  |
| --- | --- |
| **Emerging** | We know Tom and Sid do not like each other because it says \_\_\_\_\_\_\_\_\_\_ in the text. |
| Expanding | It is clear that Tom and Sid do not like each other based on \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ in the text. |
| Bridging | It is evident that Tom and Sid do not like each other based on \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ in the text because \_\_\_\_\_\_\_\_\_\_. |

1. Read the statements in the chart. These are other inferences that can be made from reading the sample text. What evidence or clues in the text help you make these inferences? Write your answers in the chart.

|  |  |
| --- | --- |
| We know that \_\_\_\_\_\_\_, but the text does not directly say this. | The evidence or clues in the text that allow us to infer this is \_\_\_\_\_\_\_\_\_\_. |
| Tom is frequently in trouble with Aunt Polly. |  |
| Aunt Polly does not like to say she is wrong. |  |

1. Talk about it. Share the evidence you found with someone.

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Description automatically generated Activity 2: **Define and identify facts and opinions**



In Sub-Unit 1, Lesson 13, you wrote a summary about *The Adventures of Tom Sawyer*. In this activity, you will learn the difference between facts and opinions. You will use this knowledge to revise your summary to include only facts.

Facts are neutral, true statements. Summaries are based on facts, so they are also always neutral. Opinions can be positive or negative and should not be included in a summary.

1. Read the information in the chart to understand the difference between facts and opinions.

|  |  |
| --- | --- |
| Facts | Opinions |
| 😐 Neutral | ☺ ☹ Positive/Negative |
| * A fact is a statement that is true, or that really happened. * People can sometimes agree on facts. | * An opinion is a statement about what someone thinks or feels about something or about what happened. * People may have different opinions about the same fact. |
| **EXAMPLE:**  My brother is lazy. He often leaves his clothes on the bedroom floor.  The highlighted statement is a fact; it is something that we can see; it is true; and there is evidence. | **EXAMPLE:**  My brother is lazy. He often leaves his clothes on the bedroom floor.  The highlighted statement is an opinion; it is what I think or feel about my brother. |

1. Are the statements in the chart facts or opinions? Check the correct column. Work with your partner to identify the statements as facts or opinions.

|  |  |  |
| --- | --- | --- |
| Statement | Facts  😐 | Opinions  ☺ ☹ |
| I see my friends at school. |  |  |
| This is the best class in the school. |  |  |
| My school has many clubs. |  |  |
| School lunches always taste good. |  |  |
| There are interesting books for students to read at school. |  |  |
| Playing volleyball is fun. |  |  |

1. Talk about it. Tell someone your answers. Use the sentence frames to guide your speaking.

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| --- | --- |
| **Emerging** | This is a fact because what it says about \_\_\_\_\_\_\_\_\_\_ is both neutral and true.  This is an opinion because it tells how someone feels or thinks about \_\_\_\_\_\_\_\_\_. |
| Expanding | This is a fact/an opinion because \_\_\_\_\_\_\_\_\_. |
| Bridging | I agree that this is a fact/an opinion because \_\_\_\_\_\_\_\_\_.  I do not agree. I think this is not (a fact/an opinion) , but (a fact/an opinion) because \_\_\_\_\_\_\_\_\_\_ . |

1. Read the story. Write the facts and the opinions from the story in the correct column in the chart. If you need help, read the examples in the chart.

*When the fire alarm rang, we lined up to exit the classroom. It was a waste of time because it was a false alarm. I hate when that happens.*

|  |  |
| --- | --- |
| Facts | Opinions |
| The fire alarm rang. | It was a waste of time. |
|  |  |
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1. Talk about it. Tell someone the difference between fact and opinion in the story. Give one example of each. Use the chart and the box to plan your speaking. For example: “The fire alarm rang” is a fact because it is an event that happened.

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Description automatically generated Activity 3: **Peer edit a summary of the text**



In this activity, you will work with a partner who will give you constructive feedback for the summary you wrote about the text from *The Adventures of Tom Sawyer*. Your partner will help you revise your writing. If you do not have a partner, complete the steps on your own.

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**Vocabulary Tips:** Definitions

**constructive feedback**: information that helps the writer understand how to make the writing better

**revise**: to make changes to, to correct, or to improve writing

1. Review the Peer Editing Organizer below. If you are working with a partner, you will complete the organizer with the comments your partner gives you after you read your paragraph to them. If you are working alone, reread your paragraph and then complete the organizer yourself.
2. Read the summary you wrote about the text from *The Adventures of Tom Sawyer* to your partner. If you are working alone, reread the paragraph out loud to yourself.
3. Talk about it. After you have read your paragraph, your partner will give you feedback. Complete the Peer Editing Organizer for a Text Summary form with information your partner tells you.
4. Then, give feedback to your partner.

## PEER EDITING ORGANIZER

Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Writing: Summary of a Text

The idea that the writer is developing is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark an X for each item below: | Yes | No | Maybe |
| The summary includes the most important details from the original text. |  |  |  |
| The summary includes only facts. No opinions are included in the summary. |  |  |  |
| Important facts are presented in the same order as the original or adapted text. |  |  |  |
| Writer uses objective, neutral language, stating facts and not opinions. |  |  |  |
| The summary is brief and concise (to the point). |  |  |  |
| The writer uses correct spelling, grammar, punctuation, and complete sentences. |  |  |  |

|  |  |  |
| --- | --- | --- |
| Word / phrase / sentence / section | Editor’s constructive feedback | Writer’s changes based on feedback |
| **Example:** Aunt Polly punished Tom because she is mean. | **Example**: This is your opinion. What are the facts? | **Example**: Aunt Polly punished Tom for what Sid did. |
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Description automatically generated Activity 4: **Revise a summary**

1. Use feedback from your Peer Editing Organizer for a Text Summary to write the final draft of your summary.

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1. Read your revised draft to someone.

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Wrap-Up



Today, you learned about the difference between facts and opinions. You learned the importance of using only facts in a summary. You also used constructive feedback to revise and write a draft of your summary.

1. Answer the question.

What is the difference between a fact and an opinion?

|  |
| --- |
|  |

1. Share your answer with someone.