

LANGUAGE POWER NOW



Sample Lessons Inside

Levels Early–D (Grades 1–6)

NELSON

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Turn Your Students into

Language Power Now is a series of practice exercises to develop vocabulary, grammar, writing, and research skills. Empower your students with the foundational skills they need to become effective writers.

Key Features

- This series uses a systematic approach to building skills from one level to the next
- All lessons are written using accessible language to support students at a wide range of reading and writing levels
- Students are exposed to relevant cross-curricular vocabulary and concepts to ground the skills in real-life contexts



Effective Writers

Each level in *Language Power Now* includes:

- Mini-lessons to orient students with the skill, then follows with exercises to confirm comprehension
- Writing opportunities for students to immediately apply the skills learned, from short answers to several paragraphs, in a variety of topics and forms
- Tasks that require students to use the skill in their own writing, across all stages of the writing process, as well as review, revise, and discuss with peers
- Effective research methods, such as developing inquiry questions, searching for and evaluating sources, taking notes, paraphrasing, and citing to avoid plagiarism, and protecting their privacy online



Series Components



Student Workbook

Each section in the Student Workbook:

- Begins with an opener to introduce the section concepts
- Ends with a review of all skills covered in the section

Every lesson includes:

- A mini-lesson on the topic
- Simple, fun comprehension questions
- Short writing practice exercises
- Application tasks that require students to apply the skill in their own writing



Teacher's Resource

The Teacher's Resource provides assessment *for* and *of* learning tools.

Assessment tools include:

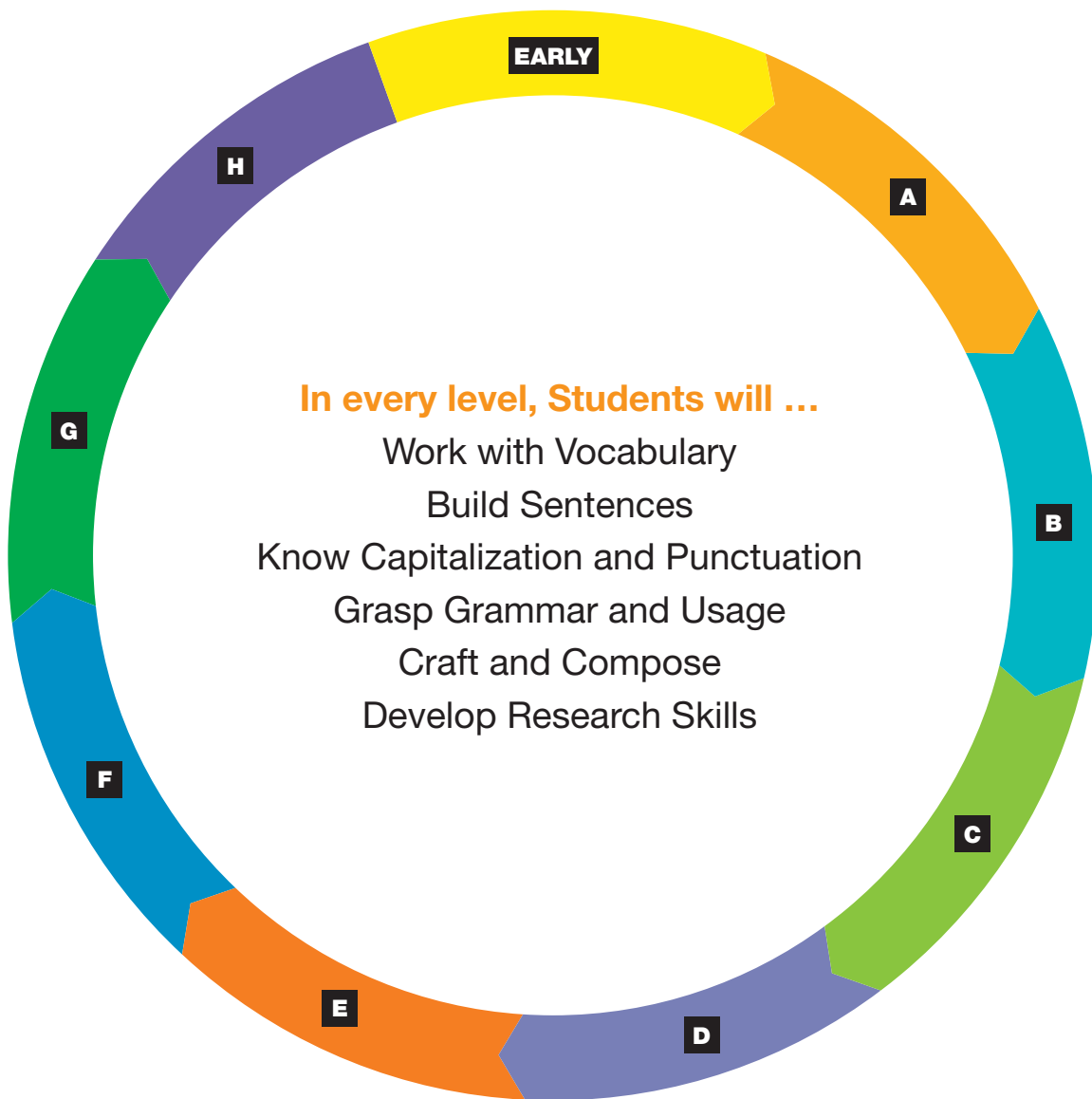
- Pre-tests
- Post-tests
- Student Skills Self-Assessment
- Checklists
- Answer Keys



Blackline Masters Binder

Every level in ***Language Power Now*** is also available in a Blackline Masters format, which allows you to photocopy the entire Student Workbook.

In every Student Workbook, skills are developed on a continuum from level to level.



Scope and Sequence Chart

The Student Workbooks in this series have been organized by letter, not grade, in order for students to use based on their reading comprehension and writing competency.

The chart below outlines the levels that cover expected outcomes and cross-curricular content by grade.

Grades	1–2	3	4	5	6
Work with Vocabulary	Early	A	B	C	D
Words that Rhyme	✓				
Syllables	✓				
Synonyms, Antonyms, Homophones	✓	✓	✓	✓	✓
Base Words	✓	✓	✓	✓	✓
Prefixes		✓	✓	✓	✓
Suffixes		✓	✓	✓	✓
Contractions	✓	✓	✓	✓	✓
Compound Words	✓	✓	✓	✓	✓
Connotation and Denotation					✓
Effective Nouns and Verbs		✓	✓	✓	✓
Figurative Language		✓	✓	✓	✓
Formal and Informal Language					✓
Build Sentences	Early	A	B	C	D
Parts of Sentences	✓	✓	✓		
Simple Sentences	✓	✓	✓	✓	✓
Imperative and Exclamatory Sentences	✓	✓	✓	✓	✓
Declarative and Interrogative Sentences	✓	✓	✓	✓	✓
Sentence Length		✓	✓	✓	✓
Compound and Complex Sentences	✓	✓	✓	✓	✓
Run-on Sentences and Comma Splices				✓	✓
Subjects and Predicates				✓	✓
Independent and Subordinate Clauses					✓
Know Capitalization and Punctuation	Early	A	B	C	D
Capitalization	✓	✓	✓	✓	✓
Abbreviations		✓	✓	✓	✓
End Punctuation	✓	✓	✓	✓	
Commas	✓	✓	✓	✓	✓
Punctuation in Dialogue		✓	✓	✓	✓
Apostrophes to Show Possession		✓	✓	✓	✓
Dashes and Hyphens		✓	✓	✓	
Semicolons					✓
Colons					✓
Parentheses					✓

Grades	1–2	3	4	5	6
Grasp Grammar and Usage	Early	A	B	C	D
Nouns	✓	✓	✓	✓	✓
Verbs	✓	✓	✓	✓	✓
Subject-Verb Agreement		✓	✓	✓	✓
Active and Passive Voice					
Pronouns	✓	✓	✓	✓	✓
Antecedents					
Adjectives	✓	✓	✓	✓	✓
Adverbs	✓	✓	✓	✓	✓
Prepositions			✓	✓	✓
Participial Phrases					✓
Misplaced and Dangling Modifiers					✓
Conjunctions	✓	✓	✓	✓	✓
Interjections					✓
Craft and Compose	Early	A	B	C	D
Identifying Paragraphs	✓				
Identifying Main Ideas and Details	✓				
Topics for Writing	✓	✓	✓	✓	✓
Purpose and Audience	✓	✓	✓	✓	✓
Organizing Ideas	✓	✓	✓	✓	✓
Strong Openings		✓	✓	✓	✓
Writing Details		✓	✓	✓	✓
Writing Dialogue		✓	✓	✓	✓
Precise Language		✓	✓	✓	✓
Strong Conclusions		✓	✓	✓	✓
Effective Titles	✓	✓	✓	✓	✓
Revising and Editing	✓	✓	✓	✓	✓
Develop Research Skills	Early	A	B	C	D
Parts of a Book	✓				
Alphabetical Order	✓				
Inquiry Questions	✓	✓	✓	✓	✓
Researching Words	✓	✓	✓	✓	✓
Library Research	✓	✓	✓	✓	✓
Online and Print Encyclopedias		✓	✓	✓	
Key Word Searches					✓
Primary and Secondary Sources			✓	✓	✓
Fact and Opinion Words	✓	✓	✓		
Evaluating Websites				✓	✓
Personal Information Online					✓
Plagiarism		✓	✓	✓	✓
Research Notes		✓	✓	✓	✓
Paraphrasing		✓	✓	✓	✓

Sample Lesson – Early Level

(Grades 1–2)

LESSON

1

Tell What Is Happening: Action Verbs

The topic box explains the concept in student-friendly language.

A verb is a word that shows action. Verbs tell what a person, place, or thing does.

For example: Bees **fly**.

I **eat**.

Jo **reads**.

A. Underline the action verb in the sentences below.

Then, write the word on the line.

1. Tia draws a shark. draws
2. I sing with the band. sing
3. My hamster runs on her wheel. runs
4. Joe reads my story. reads
5. The robin flies to the nest. flies
6. We jump over the puddles. jump

To support early readers and writers, correct answers are modelled.

B. Choose the best action verb for the sentence.

Write it on the line.

Action verbs: walks play talk sits kicks

1. Ella and I talk about our favourite cartoon.
2. The student walks down the hall.
3. I play my favourite video game.
4. The goalie kicks the ball out of the net.
5. The kitten sits on my lap.

C. Look at the pictures. Write the verb they show in the space beside them.

1. sing



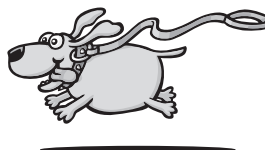
2. fly



3. kick



4. run



5. read



6. jump



Visual support helps early readers and writers make connections.

D. Write a list of at least three more action verbs and draw a picture to illustrate them.

Sample Lessons – Level A

(Grade 3)

LESSON

2

Combine Two Words: Contractions

When you talk, sometimes you put two words together and leave out letters to make a new word. This new word is a **contraction**. A contraction is a shorter version of two words combined.

You can also use contractions when you write. Using contractions will make your writing sound more natural. When you write a contraction, use an apostrophe (') to show where you have left out one or more letters.

For example: Step 1: Combine *do* and *not*—*donot*.

Step 2: Leave out one or more letters—*donet*.

Step 3: Write an apostrophe instead of those letters—*don't*.

A mini-lesson introduces the topic for students, often including examples.

A. What letters have been left out of the contractions below?

Cross out those letters in the words after the equals sign.

1. hasn't = has ~~not~~

4. didn't = did ~~not~~

2. you're = you ~~are~~

5. he's = he ~~is~~

3. it's = it ~~is~~

6. she's = she ~~is~~

B. Combine each pair of words below and write the contractions on the lines. Check that each contraction has an apostrophe.

1. should not shouldn't

4. would not wouldn't

2. I am I'm

5. we are we're

3. they are they're

6. can not can't

The first exercises are simple, fun activities that allow students to demonstrate their understanding of the topic.

C. Find a story you've written in the past. Did you use contractions to make your writing sound natural? Replace some words with contractions.

LESSON

3

Decide between Fact and Opinion: Evaluating Websites

The Internet is loaded with information. Some **websites** share facts about topics, some share opinions, and some share both. Knowing how to tell the difference between facts and opinions is very important.

A fact is something that is known to be true or real.

For example: Water boils at 100 °C.

An opinion is what someone thinks or believes about something.

For example: Water tastes best when it is cold.

When you do research, decide if you are looking for facts, opinions, or both.

A. Read the statements below. For each one, underline *Fact* or *Opinion*.

- | | | |
|-------------------------------|------|---------|
| 1. Humans need water to live. | Fact | Opinion |
| 2. Tap water tastes bad. | Fact | Opinion |
| 3. Ice needs heat to melt. | Fact | Opinion |

B. Read each research question below. Write F if you need facts to answer the question and O if you need opinions.

- At what temperature does water turn to ice? ____
- What is the cutest family pet? ____
- How do plants grow? ____
- What is the best song of the year? ____

C. Find a website that you have visited recently. Does the author share facts, opinions, or both? Write down your answer and explain how you know.

Application exercises encourage students to use real-world texts, their peers, and their own portfolios to deepen their learning.

Sample Lesson – Level B

(Grade 4)

LESSON 4

Describe It: Adjectives

An **adjective** is a word that describes a noun. An adjective is usually placed right before the noun it is describing.

For example: We heard a *strange* noise.

A noun can have more than one adjective. Usually, the adjectives are separated by a comma.

For example: The *deep, wide* river.

Adjectives can be formed from proper names. They begin with a capital letter.

For example: The *Canadian* flag has a maple leaf.

When you write, use a variety of adjectives to help your audience picture what you are writing about.

The first exercises are simple, fun activities that allow students to demonstrate their understanding of the topic.

A. Underline the adjectives in each sentence below. Circle the noun that each adjective describes.

1. Ducks have flat, webbed feet for moving quickly in water.
2. The class is learning about natural habitats.
3. Kenojuak Ashevak was an Inuit artist.
4. We have rich compost for our vegetable garden.

B. On each line below, write an adjective to describe the noun that follows it. Choose adjectives that help a reader picture the noun.

1. The brown chipmunk darted across the lawn.
2. The big, full moon came out from behind a cloud.
3. On cool nights, I wear my warm jacket.
4. We roasted the puffy, white marshmallows over the campfire.

C. Write a descriptive paragraph about something you enjoy in nature. For example, you might describe an animal, your rock collection, the night sky, or a memorable experience you had outdoors. Choose adjectives that will help your reader picture what you are describing. Include at least one proper adjective, which begins with a capital letter.

Wild animals are my favourite part of nature. I live in the city, but I love city and country animals. In the city, one of my favourite animals are cute squirrels. In Riverside park, I have seen brown and black squirrels. Once, I even saw a white squirrel. I love squirrels because of their bushy tails. They also have really cute black eyes. Another city animal I love is the Canada goose. My dad hates them but I love their graceful necks and cute babies. I also think their webbed feet are very interesting.

In the country, I love moose. They have long, tall legs and huge antlers. They have very funny faces, but I like that. I have also seen bears in the country. I have seen black and brown bears at the dump. They had glowing eyes and big, round bodies. I loved seeing their little, cute cubs. So I think you can see why I enjoy beautiful animals!

D. Look through a story or other writing you have done recently. Find four sentences that would be more descriptive if you added an adjective or used a better adjective. Write the “Before” and “After” sentences in a chart.

For some topics that students regularly struggle with, exercises provide for longer-form writing so that students can demonstrate authentic learning. These longer-form exercises allow for formative assessment opportunities, including self and peer assessment.

Application exercises encourage students to use real-world texts, their peers, and their own portfolios to deepen their learning

Sample Lesson – Level C

(Grade 5)

LESSON

5

Show Possession: Apostrophes

Key terms are bolded and explained with examples.

To show possession or ownership in writing, we use an **apostrophe** ('). When something belongs to *one* owner, we add an apostrophe + s to the end of the noun. When something belongs to *more than one* owner, we have to decide whether to add an apostrophe + s or just an apostrophe.

For example: This store has a lot of *kids'* clothes.

In this example, the plural noun *kids* ends with an s, so we just add an apostrophe.

If the plural noun does not end with an s, we add an apostrophe + s.

For example: This store has a lot of *children's* clothes.

A. Show possession by writing either 's or ' on the line provided.

1. the mice 's tails
2. the tomatoes ' seeds
3. the wolves ' howls
4. my teeth 's cavities
5. those cacti 's spines
6. the elves ' hats

B. Rewrite the sentences below, changing the underlined words to show possession. Be careful with the apostrophes!

1. The problem of the oxen was the bites of the lice.

The oxen's problem was the lice's bites.

2. The generosity of the people supplied the food of the puppies.

The people's generosity supplied all of the puppies' food.

C. With a partner, review your answers for Exercise B.

Talk about how you changed the underlined words to show possession.

Sample Section Opener

The openers introduce the section concepts. They also provide fun and relatable examples to demonstrate the importance of the skills covered in the section.

DEVELOP RESEARCH SKILLS

Research is not just what you do to find an answer. Research is an essential part of learning and an important part of the writing process.

The methods you use for your research will affect the quality of the information you get, whether you are researching the parts of a plant to label a diagram in a science report or a historical time period to make a story character's dialogue more realistic. Good information makes good writing: what you put in, you get out.

In this section, you will learn about the skills that make an effective researcher.

"Research is formalized curiosity. It is poking and prying with a purpose."

— Zora Neale Hurston

Sample Lesson – Level D

(Grade 6)

LESSON 6

USE YOUR OWN WORDS: PARAPHRASING

When you **paraphrase**, you use your own words to explain someone else's ideas. Paraphrasing helps you to write something in a new way instead of copying your research word for word from an information source.

To help you paraphrase, keep these steps in mind. First, read the entire text and identify the main idea. Second, write notes focusing on key facts or details.

For example: Everything in our modern lives requires energy. (main idea)

- different forms of energy: electricity, gas, oil, coal (details)
- use energy to light homes, produce things we buy, cook meals, power machines (details)

Finally, put the notes into your own words.

For example: We use different kinds of energy, such as electricity and gas.
We use energy for heat, light, and power.

Sample text always incorporates relevant and cross-curricular vocabulary and concepts.

A. Read the sentences below. On the lines provided, write notes that provide the main idea and key facts or details.

1. A disease called black Sigatoka is attacking banana plants throughout the world. This disease could lead to the extinction of bananas.

- There is a disease called black Sigatoka. - attacks banana plants all over the world. - could lead to the extinction of bananas

2. Beavers change the environment around them. They cut down trees, create slow-moving pockets of deep water along waterways, and adjust water flow.

- beavers change environment around them. - cut down trees - adjust water flow - create slow-moving pockets of deep water along water ways

3. Your body needs the sodium in salt, but the typical North American diet is too high in salt.

- human bodies need sodium, which is found in salt
- typical North American diets are too high in salt

B. Why is it important to paraphrase instead of copying information word for word from an information source? Write your answer on the lines provided.

It is important to paraphrase information when you write, because copying information is against our school's rules. It is also against the law. When you just copy information, your teacher can't tell if you actually know what you're writing about. It's also unfair to take credit for someone else's hard work.

C. Read the paragraphs below. On the lines provided, identify the main idea, and then write notes about the supporting facts or details.

Canada started using wind turbines in the 1970s, and now every province uses wind power to varying levels. More than two million homes and businesses are powered by wind-generated electricity. Ontario, Québec, and Alberta are the top three producers. Wind energy production grew by about 20 percent in 2012, creating 10 500 jobs. Although wind energy provides only 3 percent of Canada's energy needs, it is an important part of a balanced energy supply.

The Canadian Wind Energy Association believes that wind energy will provide 20 percent of our electrical power in the coming years.

Main idea: Wind energy is an important part of Canada's energy supply
- wind turbines used in Canada starting 1970s
- all provinces in Canada uses wind power
- more than two million homes, businesses use wind-generated electricity
- Ontario, Quebec, Alberta top three wind energy producers
- production grew in 2012, by 20%, created 10,500 jobs
- provides 3 % of Canada's energy
- important part of balanced energy supply
- Canadian Wind Energy Association: wind energy will provide 20% of Canada's electrical power in future.

D. Cover up the paragraph in Exercise C. Use your notes to put the writer's ideas in your own words.

Wind energy is a very important part of Canada's energy supply. Canada started using wind turbines to make energy in the 1970's. Today, all of Canada's provinces use wind energy. In fact, more than two million homes and businesses use wind-generated electricity!
The top three provinces that produce wind energy are Ontario, Québec, and Alberta. In 2012, Canadian wind energy grew by twenty percent and created 10 500 jobs. That is a lot of jobs! Wind energy provides just 3% of our energy today, but the Canadian Wind Energy Association thinks it will provide 20% in the future. So, wind energy will become more important in our balanced energy supply over time.

E. Exchange your answers to Exercises C and D with a partner. Compare the notes you both took and the paragraphs you wrote. How are your paragraphs different?

For some topics that students regularly struggle with, exercises provide for longer-form writing so that students can demonstrate authentic learning. These longer-form exercises allow for formative assessment opportunities, including self and peer assessment.

Application exercises encourage students to use real-world texts, their peers, and their own portfolios to deepen their learning.



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