Teacher: Casey Bainbridge Grade Level: 1st

Subject: Language Arts Unit or Chapter: *Same, Same but Different* by Jenny Sue Kostecki-Shaw

Acquisition stages of the ELs in my class:

* 1 student - Starting (Level 1)
* 2 students - Developing (Level 3)

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| **1. What are the ELL or content area standards?**   * 1. The student will expand vocabulary and use of word meanings.   b) Develop vocabulary by listening to and reading a variety of texts.  c) Ask for the meaning of unknown words and make connections to familiar words.   * 1. The student will write in a variety of forms to include narrative, descriptive, and opinion.   c) Focus on one topic.  d) Organize writing to suit purpose.  e) Revise by adding descriptive words when writing about people, place, things, and events.  This lesson sequence will be about the book *Same, Same but Different* by Jenny Sue Kostecki-Shaw. We will read the book as a read aloud over several periods, talking about the vocabulary used and the story. Students will also have the opportunity to read the book on their own. When we are completed, the students will write letters to each other, similar to the book. The questions in the book will be answered over a few days. The students will write about their “worlds” at their homes. We will then revisit writing to add details and reasoning. Each student will be able to share their unique worlds, or cultures. |
| **2. What key concepts will students learn, and what strategies will be used to teach them?**  Students will learn new vocabulary.   * The strategy of Preview/Review will be used to assist the EL students. the EL students will benefit greatly from the lesson and vocabulary being previewed in their native language prior to the lesson. After the lesson is taught, reviewing the vocabulary in the native language will also be beneficial. The use of pictures and regalia will help to support all students in the classroom.   Students will write about their own world.   * I will use the Scaffolding English Writing strategy from the Herrell and Jordan book to assist students here. This strategy can benefit all students and is very flexible for the EL students. it also assists all aspects of writers workshop, so it can be of assistance throughout the writing process. As support is gauged by the student’s performance and ability, this strategy can help all students.   Students will revise writing to be more descriptive and detailed.   * The strategy of Collecting and Processing words will be used to help enhance writing. This strategy collects words that can be applied to speaking or writing. These words will go on charts that are easily visible to all students. To support our Level 1 EL, we will add pictures to the words to help make connections. We will categorize the words into descriptions and things. Students can then edit their our writing.   We will use a Venn diagram while reading to support what is the sane and different in the text. This will sort out the so they and give students an anchor chart for details. This will include pictures form the chart as well. |
| **3. What background knowledge will students need?**   * We will talk about what a pen pal is prior to reading the book. * We will look at a map to see where the students in the book are from. We will then talk about the different places that everyone in the class is from (countries, states, towns). * We will go over cultures and how they vary but can be similar as well.   + We will talk about different types of families. Some can be extended, small, large…   + We will talk about different languages.   + We will talk about the different animals in different parts of the world. |
| **4. List keywords, terms, idioms, and phrases (TWIPs) to be pre taught. Include simple student-friendly definitions. Identify words that are likely to be used outside of class as well as academic words that are content-specific.**   * Pen pal- someone you write letters to from far away or that you might not meet * My world- where and how you live * P.S.- something you say at the end of the letter to add a thought or question. * Village- a small town * City- a place where a lot of people live and usually has tall buildings * Peacock- a bright colored bird with a long tail * Taxi- a car that takes people to where they want to go, usually in cities * Yoga- a type of exercise that has different poses |
| **5. Design one or more of the following activities for TWIP instruction:**   * **Filling out simple charts**   + There will be a picture addressing the topics that the students talk about and what each student answered. First students will sort the pictures into the two children, Elliot and Kailash. Then students will sort the pictures into the topics.   + There will be a chart with the topics that the children talked about (pets, towns, families, etc.) and students will place pictures under the topics regarding what the students were talking about. For example, the dog will go under pets and so will the peacock. Students will then label the pictures the best they can. EL students will be encouraged to sound out the words as the teacher and peer says the word.   + At the bottom of the chart, students will draw a picture or write their answer for the topics. So, under pets, they would write or draw their pets.  |  |  |  |  | | --- | --- | --- | --- | | *Topic* | * + **Pets** | * + **Towns** | * + **Families** | | *Pictures* |  |  |  | | *Personal Info* |  |  |  |  * **Sequencing activity**   + A sequencing activity will help to support the EL students with pictures to represent the sequence of the story. The first picture will be writing letters. The second picture will be answering questions and sending letters. And the final picture will be friends from a distance. The chart activity can be used here later to address what the children wrote about in the story. |
| **6. Check which one of the following strategies you will use in class:**  \_\_\_ 1. Buddies  \_\_\_ 2. Cooperative Groups  \_x\_ 3. Graphs, charts, photos, drawings   * Charts will be used to show vocabulary words. Level 1 Els are drawing pictures to represent thoughts when words aren’t written. Level 1 and 3 students will benefit from pictures to support the beginning, middle, and end of story.   \_\_\_ 4. Graphic organizers  \_x\_ 5. Hands-on activities   * Hands on activities can be used to make greater meaning from the story. Level 1 Els students are forming words with manipulatives. Level 1 and 3 students may create visuals rather than writing for the pen pal activity.   \_\_\_ 6. Taping explanations and photocopying notes  \_\_\_ 7. Highlighting, sticky notes, Wikki sticks  \_x\_ 8. Using body language, skits, storytelling, music, videos   * Body language and storytelling can be used in place or support of writing. Level 1 ELs are using body language to show their understanding, such as pointing. Level 3 student will recalling information and use storytelling for this.   \_\_\_ 9. Vocabulary box wherever possible |
| **7. How will you modify text for beginning learners of English?**  This text has a lot of visuals to help support the text. I will provide additional support to taping in arrows when the visuals aren’t clear for the text. I will also provide sentence strips of the text in the students’ natives languages. The visuals used in the chart and sequencing activity will be within access of the students for additional support.  When writing, EL students will have sentence strips to help support them. The Level 1 EL student can draw pictures or use manipulatives to form words and phrases. Students can also use translating resources to help assist their thoughts when writing. |

Adapted from:

Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Alexandria, Va: ASCD.