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**RETELL Strategy Implementation in the Classroom**

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| **Teacher** | Heather Mitchell-Davis |
| **Content Area /** **Grade Level** | Reading Grade One |
| **Unit**  | Responding to Literature: Thanksgiving  |
| **Content Objectives** | CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| **Language Objectives** | * Discuss with partner the difference between pilgrim habitats and Native American habitats.
* Write complete sentences identifying where the Native Americans lived and where the Pilgrims lived.

 Language Objective Differentiation for Proficiency Levels:* Level One students will repeat simple words and phrases and memorize chunks of language
* Respond to visually supported questions of academic content with one word or phrase
* Identify the houses
* Participate in whole group chants and songs
* Copy written language
* Use L1 medium of instruction to help form words in English
* Communicate through drawings
* Label familiar objects or pictures
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| **Strategy**  | Word Wheel  |
| **Brief explanation of how the strategy was used** | Students will listen to and read Scholastic Thanksgiving Edition: Wampanoag and Pilgrims. Students are writing about Thanksgiving. We are reading a nonfiction magazine and then going to create a book writing in complete sentences. The word wheel will be used to help expand the true definition and explanation of what a teepee is. |
| **Reflection: How and why was the strategy effective? What might you change for next time?** | This strategy helped students to understand what a teepee was when they started to figure out that it was a shelter. It became clearer for them after we constructed a teepee and then made our own to put on our desk. This is similar to acting out but with a noun. My students were then able to use the word “compare” and discuss different habitats. Next time, I will have more pictures available of different habitats. |