Name: \_\_\_Maria De Pippo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: May 15, 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Level\_10

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area : US History II | | | | | | | #\_\_\_\_\_\_6\_ of students in my class, of which \_\_1\_\_\_\_\_ is ELL | | | | | | | | | | |
| My Ells’ linguistic and cultural background: Spanish | | | | | | | | | | | | | | | | | |
| My Ells’ level(s) of English Proficiency: 2.7 WIDA ACCESS Spring 2013[[1]](#footnote-1)  *See WIDA “Can Do” descriptors[[2]](#footnote-2) to help connect proficiency level with ACCESS scores* | | | | | | | | | | | | | | | | | |
| Student(s):  Student A | | | | | | | | | Reading 1  1 | | Writing 3 | Speaking 6  6  6 | Listening 1 | Literacy n/a  [Reading 50%, Writing 50%] | Oral Lang. n/a  Language n/a | Comprehen. n/a | Overall 2.7 Listening 15%, Speaking 15%, Reading 35%, Writing 35%] |
| Reading- Level 1/Match visual representations of military technology to words/phrases from excerpts  Writing- Level 3/Do Now/exit slip Answer in two or three sentence using sentence frames | | | | | | | | |  | |  |  |  |  |  |  |  |
| Speaking- Level 6/ Reaching  Listening-Level 1 Respond to oral instruction and Language Objectives | | | | | | | | |  | |  |  |  |  |  |  |  |
| Other support services that my ELLs receive: Student receives support daily in both of her English classes totaling two hours per day | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  USII.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I, including: military technology and weaponry  RH1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origins of the information. | | | | | | | | | | | | | | | | | |
| Content Objective(s):  SWBAT  Synthesize DBQ excerpts and descriptions of military technologies used in WWI.  Students will read primary source excerpts from soldiers in WWI and descriptions of military technologies used in WWI and describe how WWI was different from previous wars. | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  Students will integrate tiered vocabulary into their analysis of important military technologies in WWI  Students will orally articulate their understanding of how those technologies were different than those used in previous wars.  Students will write complex sentences in their responses to Do Now and Exit slip questions  Students will orally articulate, analyze, and interpret visual images of weapons (primary sources) of WWI  **Language Objectives Differentiation for Proficiency Levels:**  Students at WIDA level 3:  Students will describe military technology used in WWI using tiered vocabulary in pairs and small group discussions.  Students will describe in pairs and in small groups the technology used in WWI.  Students will write short responses, supported by sentence frames, to Do Now and Exit Slip questions with peer and teacher support, and class discussion.  Students will orally describe WWI visual images with peer and teacher support. | | | | | | | | | | | | | | | |
| Targeted Tiered Vocabulary*[[3]](#footnote-3)* from Mentor Text or Source  *Tier 2 & Tier 3 words should be integrated into student product/assessment.* | | | | | | | | | | | | | | | | | |
| Tier 1 words  *Basic words most children know in their primary language: may include connectors or compounds*  Technology  Artillery  weaponry | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  Trench system  Combatant/ cognate  Casualty/polysemous | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  Lusitania  Battle of Somme  Zimmerman Note | | | | | | | |
| Student Prerequisite Skills or Background Knowledge:  *What content or language knowledge or skills do my ELLs need to successfully complete the content and language objectives? What background knowledge or skills might my ELLs already has in their primary language but may need help in transferring to English?* | | | | | | | | | | | | | | | | | |
| Little Background Knowledge is necessary for success in the completion of the Language Objectives. To ensure success, Tier II words will be frontloaded before the activity.  The 7 step vocabulary strategy will be implemented.  Ell student can make associations from Spanish/ English Cognates.  Ell student has ample practice and success in completing sentence frames. | | | | | | | | | | | | | | | | | |
| Assessment of content learning and language development:  *Have I included Tier 2 & Tier 3 words in my assessment of my student’s discourse: written or oral?* | | | | | | | | | | | | | | | | | |
| Tier 2 vocabulary words will be assessed orally from teacher /student discourse and in writing through completion of exit slip | | | | | | | | | | | | | | | | | |
| Content and Concept Language Integration  *How have I integrated all possible domains into my teaching and learning strategies and activities?* | | | | | | | | | | | | | | | | | |
| Discourse Integration:  *Which domain(s) does my strategy/activity target?* | | | | | | | | Sheltered Instruction Strategies  *How does this strategy connect my content and language objectives?*  *How does this strategy facilitate my students’ ability to access the content?*  *How does this strategy facilitate my students’ ability to comprehend the mentor text, build essential knowledge, or produce oral or written discourse connected to the content objective?*  *How does this strategy provide comprehensible input for my students?* | | | | | | | | | |
| Lesson Sequence: | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfSpeaking | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfWriting | Listening | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmfReading | |
| 7 step vocabulary | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfXXX | X | X | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | The seven step vocabulary strategy encouraged my ELL student to listen, speak, and write the tiered vocabulary targeted in the Language Objective. This strategy facilitated the support necessary to engage in student discourse, meet the language objective, and complete the exit slip. | | | | | | | | | |
| Partner Close Reading | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf  X | X | X | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmfXX  X | | The Partner Close Reading Strategy was effective as it offered the support of a stronger reader, encouraged my Ell to underline tiered vocabulary and summarize the main idea in one sentence. This strategy facilitated the support necessary to enable comprehension of the content which was necessary in successful completion of the Language Objective.  It also supported all four domains. | | | | | | | | | |
| Round Table  Cut and Grow | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfX |  | X | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmfX  X | | Students were encouraged to match primary source excerpts to visuals of the technology and weapons used in WWI. This strategy offered peer support and discourse necessary in completing the Language Objectives, as students rotated their responses. Students then completed a Cut and Grow activity by choosing the best matches to the excerpts and visuals and submitting one response as a group. This activity supported the Speaking, Listening and Reading domains, and acknowledged the input from every student. | | | | | | | | | |
| Do Now/Sentence Frames | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf  X | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfX | X | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | The Do Now offered support in speaking, listening, and writing. My Ell student was encouraged to make predictions orally, write a brief quick write using sentence frames, and listen to the responses from other students. The goal of this activity was achieved as my Ell demonstrated enthusiasm in and remained focused throughout the activity. The sentence frames fostered encouragement and writing support. | | | | | | | | | |
| Exit Slip/Sentence Frames | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfX | X | X | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | The exit slip reinforced the 7-step vocabulary activity. My Ell student incorporated the academic vocabulary into an oral summary of the lesson. She wrote a brief summary using sentence frames. This activity facilitated the Speaking, Writing, and Listening domains that are necessary in successfully completing the content objective. | | | | | | | | | |
| Further Practice:  *Homework or extension activities: How do these activities reinforce the comprehension and discourse as well as content or language objectives I have set for my ELLs?*  This activity was reinforced the following day by a review and discussion of artillery and weaponry used in WWI as compared to other wars. Students were then asked to write an expository essay on the topic. My Ell student wrote hers with a partner using sentence frames. | | | | | | | | | | | | | | | | | |

**Lesson Integration Checklist:**

X - My Content and Language Objectives support each other.

X- I differentiated my language objectives to accommodate my students’ proficiency levels.

X- I used my students’ proficiency levels when choosing my instructional strategies to support their content and language learning.

X- I chose activities that integrate speaking, writing, reading, and listening to the extent possible.

X- I differentiated my assessment to accommodate my students’ proficiency levels.

X - My assessment reflects the targeted language from my lesson’s mentor text or source.

**Reflection on lesson:**

The Do Now offered support in speaking, listening, and writing. My Ell student was encouraged to make predictions orally, write a brief quick write using sentence frames, and listen to the responses from other students. The goal of this activity was achieved as my Ell demonstrated enthusiasm in and remained focused throughout the activity. The sentence frames fostered encouragement and writing support.

The seven-step vocabulary strategy encouraged my ELL student to listen, speak, and write the tiered vocabulary targeted in the Language Objective. This strategy facilitated the support necessary to engage in student discourse, meet the language objective, and complete the exit slip.

The Partner Close Reading Strategy was effective as it offered the support of a stronger reader, encouraged my Ell to underline tiered vocabulary and summarize the main idea in one sentence. This strategy facilitated the support necessary to enable comprehension of the content which was necessary in successful completion the Language Objective. It also supported all four domains.

Students were encouraged to match a primary source excerpts to visuals of the technology and weapons used in WWI. This strategy offered peer support and discourse necessary in completing the Language Objectives, as students rotated their responses. Students then completed a Cut and Grow activity by choosing the best matches to the excerpts and visuals and submitting one response as a group. This activity supported the Speaking, Listening and Reading domains, and acknowledged the input from every student.

1. For more information about WIDA ACCESS Scores and levels, see <http://www.wida.us/assessment/ACCESS/> “Interpretive Guide for Score Reports” [↑](#footnote-ref-1)
2. http://www.wida.us/standards/CAN\_DOs/ [↑](#footnote-ref-2)
3. For more information on Tiered vocabulary, see Beck & McKeon (1985), Calderon (2007). [↑](#footnote-ref-3)