Name: Heather Mitchell-Davis Date: January 4, 2014 Grade Level 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: ELA | | | | | | | # 21 of students in my class, of which \_\_\_\_4\_\_\_ are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s):  The linguistic and cultural background is Spanish and primarily Dominican. | | | | | | | | | | | | | | | | | |
| My ELLs’ level(s) of English Proficiency: 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): | | | | | | | | | Reading | | Writing | Speaking | Listening | Literacy  [Reading 50%, Writing 50%] | Oral Language [Listening 50%, Speaking 50%] | Comprehension [Listening30%, Reading 70%] | Overall Listening 15%, Speaking 15%, Reading 35%, Writing 35%] |
| Student A | | | | | | | | | 5.8 | | 2.6 | 5.6 | 3.6 | 5.8 |  |  | 4.1 |
| Student B | | | | | | | | | 1.0 | | 1.0 | 1.4 | 1.0 | 1.0 |  |  | 1.1 |
| Student C | | | | | | | | | 1.5 | | 1.6 | 1.7 | 1.3 | 1.6 |  |  | 1.5 |
| Student D | | | | | | | | | 1.1 | | 1.4 | 4.2 | 6.0 | 1.2 |  |  | 1.7 |
| Other support services that my ELLs receive: Target Intervention instruction with ELL teachers for an average of 30 minutes each day. | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  [CCSS.ELA-Literacy.RF.1.4a](http://www.corestandards.org/ELA-Literacy/RF/1/4/a/) Read grade-level text with purpose and understanding.  [CCSS.ELA-Literacy.RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) Read with sufficient accuracy and fluency to support comprehension  [CCSS.ELA-Literacy.SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  [CCSS.ELA-Literacy.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [CCSS.ELA-Literacy.W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure  [CCSS.ELA-Literacy.W.1.3](http://www.corestandards.org/ELA-Literacy/W/1/3/) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  [CCSS.ELA-Literacy.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. MA.CC.SL.1.  Speaking and Listening Standards Pre-K-5  Comprehension and Collaboration  SL.1.1.Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  SL.1.1.a.Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  SL.1.1.b.Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | | | | | | | | | | | | | | | | | |
| Content Objective(s):  SWBAT: Name, describe and formulate questions about weather  SWBAT: Answer questions about a weather topic  SWBAT: Record data on a weather sheet | | 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 name and discuss the topic of weather by reading non-fiction books * Students will discuss what they know about weather and create a K-W-L chart * Students will write and illustrate using weather as the topic * Students will have a discussion about their favorite weather and record on a graph * Students will repeat and use words that describe weather * Students will create sentences using weather vocabulary * Students will write and read weather words   **Language Objectives Differentiation for Proficiency Levels:**  **Level 1**:   * Students will use visually supported weather word bank to answer questions of academic content with one word or phrase. * Students will match words to illustrated weather vocabulary chart. * Students will label illustrations in weather report. * Students will use TPR (total physical response) to act out and demonstrate weather words and vocabulary   **Level 4**:   * Locate objects based on detailed oral descriptions such as clouds (e.g. I woke up an looked outside. In the sky I saw dark\_\_\_\_\_\_\_. Then it began to \_\_\_\_\_\_\_\_\_\_\_\_\_.) * Participate in class discussions on familiar social and academic topics. * Put words in order to form a sentence * Create messages for social purpose. (e.g.) Weather Journal | | | | | | | | | | | | | | | |
| Mentor Text or Source: ***The Snowy Day by Ezra Jack Keats, Kids Everythin Weather National Geographic, Exploring Weather, Clouds by Margery Burton,*** [***www.weather***](http://www.weather) ***channel.com*** | | | | | | | | | | | | | | | | | |
| 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*  sun  rain  cold  hot  wind  noise | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  foggy  cloudy  look outside  temperature  thermometer  degree  shiver  freezing  sleet  thunder  storm  lightning  tornado  tool  direction  liquid  solid | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  meteorologist  graph  Fahrenheit  Celsius  Season  Spring  Summer  Winter  Autumn  Fall  gauge  weather vane  wind sock | | | | | | | |
| 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 have in their primary language but may need help in transferring to English?* | | | | | | | | | | | | | | | | | |
| Students will already have some knowledge of weather due to the fact that we discuss the daily weather during calendar time. We sing a What’s the Weather Song. They have some basic background knowledge but have not had a formal lesson on the topic of weather. These students just experienced some major weather in their new environment. This is weather that they do not experience in the Dominican Republic. | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Monitor Students’ Performance:   * Checking student’s comprehension of tier two words by having a share session. Students will sit in groups and teacher will give an open ended question about the weather. What is the weather today? How would you describe the weather? What is the season we are in? What is the season to come? * By putting students into groups to discuss weather and listen in on their discussions * Spot checking students weather journals looking to make sure they are using tiered words * Snowball activity | | | | | | | | | | | | | | | | | |
| 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: | | | Speaking | Writing | Listening | Reading | |
| Exploring weather: Student’s will listen to a nonfiction book about weather. They will be in a whole group. They will then be presented with a KWL chart asking them what they know about the weather. | | |  |  |  |  | | **L,S,R**- KWL | | | | | | | | | |
| Students will then read with a buddy partner a passage about weather. From this close read we will then use the overhead projector “Mimio” and create a list of tiered words. | | |  |  |  |  | | **L,S,R**- Close read, list of tiered words | | | | | | | | | |
| Students will work with their reading buddy at their desks to fill in a word wheel on the word “weather”  Students will then be given a number for numbered heads. They will then be put into groups. In these groups students will then fill out the word wheel using weather words from the tier two list in a group of four. | | |  |  |  |  | | **S,L,R,W** Word Wheel  **S,W** Numbered heads, word wheel | | | | | | | | | |
| Students will use sentence frames that can be completed with weather words from the word wheel. | | |  |  |  |  | | **S** Sentence Frames  **S** Tiered Vocabulary  **W** Word Wheel | | | | | | | | | |
| Use 7 step strategy for word and read mentor text story about weather to class. Stop to think aloud and explain tiered words using TPR and pictures. | | |  |  |  |  | | **L, S, W, R** 7 step process | | | | | | | | | |
| Next students will be put in groups according to their numbered heads. They will then sort nonfiction weather books. From this students will be given a model question. Ex  I wonder how it rains?  They will then write their own question and answer it using pictures or complete sentence using a sentence frame. | | |  |  |  |  | | **L** Numbered Heads,  **R** I wonder…  **W** Sentence frames | | | | | | | | | |
| Students will watch and listen to a weather report.  They will then use 7 step process for Meterologist  Then they will fill out a weather organizer | | |  |  |  |  | | **R,W** Model graphic organizer  **L** Analyzing non-fiction media  **L,S,W,R** 7 step process | | | | | | | | | |
| Next students will use seven step strategy to define thermometer and temperature.  Match temperature to thermometer | | |  |  |  |  | | **L, S, W, R** 7 step process  **W** Exit ticket | | | | | | | | | |
| Students will then make a chart of thermometers and write and read what degree Fahrenheit each thermometer is. They will work with a partner and discuss which temperature is hot, cold, freezing. Students will then be given a card to write the current temperature. | | |  |  |  |  | | **S** Small group discussion  **W** Exit ticket | | | | | | | | | |
| Students will be put into partnership groups. They will then be given a weather word to illustrate taken from the tier two chart. Next on a separate piece of paper they will write the word. Teacher will then take the illustration and word and make them into snowballs. Kids will then pick up one ball and find their match. They will then read their word aloud and be asked an essential question about the weather word. | | |  |  |  |  | | **R,W,L,S** Snowball, show what you know, small group discussion | | | | | | | | | |
| The unit will end with a research project. Students will be put into groups . They will be given a set of questions in a graphic organizer format. Next students will review the RAFT format. Our goal is to write a new report and then report out as if we are news anchors. | | |  |  |  |  | | **L,S,W,R** RAFT | | | | | | | | | |
| Further Practice:  Nonfiction weather investigation will continue. Students will make a wind sock and continue to go outside for observation.  *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?*  Parents will be asked to watch the nightly weather with their child.  Extension activities:  Students will keep a weather journal.  Students will learn a poem and a song about the weather.  These activities reinforce the comprehension as well as content and language objectives for my ELL students by giving them an opportunity to work with the academic language and subject matter. These activities provide students with the opportunity to speak, write, listen and observe. | | | | | | | | | | | | | | | | | |

**Lesson Integration Checklist:**

* My Content and Language Objectives support each other.
* I differentiated my language objectives to accommodate my students’ proficiency levels.
* I used my students’ proficiency levels when choosing my instructional strategies to support their content and language learning.
* I chose activities that integrate speaking, writing, reading, and listening to the extent possible.
* I differentiated my assessment to accommodate my students’ proficiency levels.
* My assessment reflects the targeted language from my lesson’s mentor text or source.

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), Calderón (2007). [↑](#footnote-ref-3)