Name: Kathleen Driscoll Date: January 27, 2014 Grade Level: 1

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Social Studies | | | | | | | # 20 of students in my Inclusion class, of which 2 are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s): Student A. is Dominican  Student B. is Mexican and 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 | | | | | | | | | 3.9 | | 1.9 | 5.6 | 6.0 | 2.5 | 6.0 | 5.4 | 3.6 |
| Student B | | | | | | | | | 1.3 | | 1.8 | 4.2 | 6.0 | 1.5 | 5.4 | 1.7 | 1.9 |
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| Other support services that my ELLs receive: Student B receives speech therapy 2x a week for 30 minutes. | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  **History and Social Science 1.5**: Give reasons for celebrating the events or people commemorated in national and Massachusetts’ holidays.  **Language:**  **L1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Speaking & Listening:**  **SL.1.1b** Build on other’s talk in conversations by responding to the comments of others through multiple exchanges.  **Reading:**  **RI.1.10** With prompting and support read informational texts appropriately complex for grade 1.  **RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in text.  **Writing:**  **W.1.8** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | | | | | | | | | | | | | | | | |
| Content Objective(s):  We will explain why Martin Luther King Jr. is important to our country. | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  We will listen and discuss facts from texts and videos about Martin Luther King.  We will sing a song about Martin Luther King.  We will read and perform parts in a play with expression and fluency.  We will read biographies about Martin Luther King’s life and dreams.  We will write words and sentences about Martin Luther King’s dreams.  Language Objectives Differentiation for Proficiency Levels:  **Level 3 ELL:** We will use sentence stems on an anchor chart when discussing facts from texts and videos about Martin Luther King.  We will partner read biographies about Martin Luther King.  We will work with a team to make a word wheel for *harmony*.  We will write sentences about Martin Luther King’s dreams using sentence stems.  **Level 1 ELL:** We will talk through a picture book about Martin Luther King with support from an adult.  We will use picture prompts to discuss facts from texts and videos about Martin Luther King.  We will partner read a Level A mini book about Martin Luther King’s dreams.  We will match words that mean, *harmony* and glue them on a word wheel.  We will write sentences about Martin Luther King’s dreams using sentence stems. | | | | | | | | | | | | | | | |
| Mentor Text or Source: United Streaming Video: Martin Luther King (Grade K-2, 5.09 minute segment, #4 out of 6)  Young Martin Luther King, Jr. “I Have a Dream” by: Joanne Mattern  Martin’s Big Words by: Doreen Rappaport  *Freedom, Freedom*, Song found on Pinterest under Martin Luther King, Grade1  *If Dreams Were Wishes*, 25 Emergent Plays Around the Year, Scholastic Professional Books | | | | | | | | | | | | | | | | | |
| 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*  Solve, peaceful, law, rule, speech, respect | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  Minister, Reverend, preach, justice, harmony, citizens, rights, separate, unfair, unequal | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  segregation | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| ELL students identify Martin Luther King by his portrait and state that they knew him from kindergarten.  They knew the cognates for harmony- harmonia, justice- justicia and separate- separado.  They could take turns and talk with a partner but need the support of sentence stems.  They could read texts at their independent reading levels.  They could write simple sentences and illustrate them.  They know how to use pictures as a strategy for accessing an informational text.  They need to use Tiered vocabulary in speaking and writing.  They need to know how to determine what is important information in a text and what is just interesting.  They need to know how to notice when they don’t understand and be able to ask for help.  They need to know how to use sentence stems when talking with a partner.  They need to be able to write words and a complete sentence starting with a capital and ending in punctuation. | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Teacher observation and questioning will be used as Formative Assessments throughout this unit on Martin Luther King.   * Did the student turn and talk with partner to discuss facts and ideas learned through stories and video? * Did the student write at least 3 Tiered vocabulary words related to Martin Luther King’s dream? * Did the student write or glue synonyms for *harmony* on the Word Wheel? * Is the student able to read a biography at their independent reading level and retell the important facts using sentence stems on the Retelling Bookmark? * Is the student able to write a complete sentence about Martin Luther King when adding a new fact to their team Word Wheel? | | | | | | | | | | | | | | | | | |
| 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 | |
| Anticipation Guide Students are asked to stand in 2 rows on either side of the room. Teacher gives a command related to Martin Luther King, such as, “If you know who this man is, cross to the other side of the room.” “If you know a minister… If you have ever seen a friend treated unfairly…If you choose to sit at the back of the bus on field trips…”  Students must listen carefully and honestly show their answers since the teacher makes students accountable by asking one student to orally give evidence or explain why they crossed over. | | |  |  |  |  | | The purpose of the Anticipation Guide is to activate background knowledge and give the teacher insight into how much knowledge students have.  Students must explain or justify their reasoning. | | | | | | | | | |
| Frontload Vocabulary Demonstrate what it feels like to be treated ***unfairly*** or ***not*** ***equally*** by giving only the students wearing short sleeves a lollipop and letting the student discussion/*protest* lead to clarification of the target concepts and vocabulary to be used in the unit. Visually display tiered vocabulary also. | | |  |  |  |  | | Frontloading the vocabulary is necessary in order for students to access the information in the video, read-alouds, and the biographies about Martin Luther King. | | | | | | | | | |
| Read aloud the big book, Young Martin Luther King, Jr. “I Have a Dream” by: Joanne Mattern, stopping to ask open ended questions for partners to turn and talk about. | | |  |  |  |  | | By using a big book, students are able to see the text and reread parts chorally.  Asking questions throughout the story helps the students to process the information and make connections.  Having partners turn and talk, makes students accountable for their learning. | | | | | | | | | |
| Recite parts in the simple play, *If Dreams Were Wishes.* Repeat throughout the unit until parts are memorized and can be recited smoothly. | | |  |  |  |  | | Drama is a non-threatening way to give deeper meaning to content and vocabulary. | | | | | | | | | |
| Watch the United Streaming Video: Martin Luther King | | |  |  |  |  | | The video provides a timeline of Martin Luther King’s life and students hear the conviction in his voice as he gives his “I Have a Dream Speech”. | | | | | | | | | |
| Sing the song, *Freedom, Freedom* throughout the unit, at Morning Meeting, or at other times the class needs to be soothed, as it has a calming effect*.* | | |  |  |  |  | | Singing exposes students to more content vocabulary in a non-threatening way. (freedom, harmony, love and peace) | | | | | | | | | |
| Partners make a Word Wheel for the word, *harmony.* | | |  |  |  |  | | The Word Wheel allowed students to better understand the meaning of *harmony* and how it relates to Martin Luther King’s dream. | | | | | | | | | |
| Read aloud, Martin’s Big Words by: Doreen Rappaport.  Make an Artistic Representation of Martin Luther King’s portrait with cut-paper. Use 2 pieces of brown paper so the head can have an opening at the top for students to put slips of paper inside. | | |  |  |  |  | | Artistic Representation is a non-threatening way for students to show their individuality and make a memorable connection to the content. | | | | | | | | | |
| Write Martin’s “Big Words” or sentences stating his dreams, share with a partner and place them in his “head”. | | |  |  |  |  | | Students wrote phonetically or looked deeper into the texts, available to them. | | | | | | | | | |
| Partner read picture biographies, of Martin Luther King, and use a Retelling Bookmark to summarize the text. | | |  |  |  |  | | Partner reading is a good strategy when the students are paired heterogeneously so they can help one another with the tier 2/3vocabulary. The Retelling Bookmark has sentence stems which help students retell the story in a logical sequence, as well as give their own opinions. | | | | | | | | | |
| Teams Write Around important facts they learned about Martin Luther King. | | |  |  |  |  | | The team Write Around allows students to discuss the facts and it gives them support in writing their ideas clearly. | | | | | | | | | |
| *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?*  Our Martin Luther King unit was completed in about 8, half-hour sessions done a week before and a week after the holiday. What students learned about M.L.K.’s character and perseverance relates directly to our school’s expectations for behavior: **P.R.I.D.E.** (be **P**repared, **R**espectful, have **I**ntegrity, **D**etermination and **E**xcellence.) We will continue to make this connection and model ourselves after Dr. King.  The partner talk and partner reading will continue to enhance student learning and accountability.  Use of sentence stems will aid ELLs in both speaking and writing.  We will continue to enhance our learning with songs and plays because they increase student engagement and let us practice English in a non-threatening way. | | | | | | | | | | | | | | | | | |

**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.

***Reflection on my Capstone…***

I struggled with the reading and writing portion of my capstone. It was easy to use pictures, read-alouds and videos to introduce my students to Martin Luther King, but my ELLs were not able to read the trade books on their own and their writing ability was limited. I decided to use an oral Anticipation Guide, frontload and post vocabulary, and allow partner reading to help my students access the texts and do the necessary Close Reading. Also, the Word Wheel was an excellent graphic organizer to introduce the Tier 2 vocabulary.

The cut paper portraits of MLK were a big hit with the kids. Doing this Artistic Representation drew my ELL students in because it was a non-threatening activity and they were then more willing to take a chance with their writing. When you do the final Write Around, be sure to separate your ELLS and strategically place them on teams with capable writers for support.

Good Luck!

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)