Name: Sonya Dugan Date: 01/22/2014 Grade Level: 2

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: English language Arts | | | | | | | # 24 of students in my class, of which 2 are ELLs and Sp.Ed. | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s): 1 Spanish-only home  1 Spanish and English (limited) home | | | | | | | | | | | | | | | | | |
| 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 1 | | | | | | | | | 1.8 | | 1.9 | 4.3 | 3.0 | 1.8 | 3.6 | 1.9 | 2.2 |
| Student 2 | | | | | | | | | 1.9 | | 1.9 | 2.6 | 4.0 | 1.9 | 3.2 | 2.3 | 2.2 |
| Other support services that my ELLs receive:  Student 1: 3x30mins SpEd (math and reading) academic intervention / 5X30 ELL instruction / 2x30 speech-language intervention / OT  Student 2: 5x30mins SpEd (math and reading) academic intervention / 5X30 ELL instruction / 2x30 speech-language intervention | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  CCSS.RL.2.3 Describe how characters in a story respond to major event and challenges.  CCSS.RL.2.7 Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  CCSS.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally through other media.  CCSS.LS.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | | | | | | | | | | | |
| Content Objective(s):  Students will be able to show understanding of vocabulary words learned in lesson  Students will be able to identify key details from the story  Students will be able to identify a character’s feelings throughout the story | | 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 identify the difference between –at and –ate words. * Students will use (speaking or writing) vocabulary words * Students will be able to identify a character’s feelings * Students will identify the telling parts of a sentence   Language Objectives Differentiation for Proficiency Levels:  Students at WIDA level 2:   * Students will be able to orally state and/or use graphic organizer (chart paper) to demonstrate understanding of phonics (-at, -ate) * Students will be able to use vocabulary words in peer and classroom conversation * Student will be able to orally state how a character is feeling when a selection is read to them   Student at WIDA level 3 (he is approaching this point):   * Student will be able to orally state and/or use graphic organizer (chart paper) to demonstrate understanding of phonics (-at, -ate) * Student will be able to use vocabulary words in peer and classroom conversation as well as form simple sentences using the vocabulary words * Student will be able to orally state how a character is feeling when a selection is read to them as well as write a simple sentences using details and elements from the story | | | | | | | | | | | | | | | |
| Mentor Text or Source:  *Wilson Sat Alone* by Debra Hess | | | | | | | | | | | | | | | | | |
| 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*  alone  ball  children  each | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  gathered amazing  wandered roared  clustered | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  clustered | | | | | | | |
| 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 have already learned letter – sound correspondence and several spelling patterns. Students are familiar with the format of the center – time activities and already know their “working teams”. Students have also already had experience creating a Word Wheel (as a group). | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Student performance is monitored by:   * Informally by listening to student’s conversations / center (group) work to ensure remaining on task and using context of story and vocabulary appropriately. * Student’s center work is monitored during and after to monitor understanding * Formal assessment given at the end of the week on vocabulary words (see attachment) | | | | | | | | | | | | | | | | | |
| 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 | |
| Students are gathered as a group. A Word Wheel is on chart paper with the word “alone” on it. Students use a 2 minute “turn and talk” to talk to their “neighbor” about a word that they feel would fit on the word wheel. When they come up with a word and agree on it, they put their hand on their head to signal that they are ready. ( This is not on a vocabulary word, it is being used as an “activator” to engage students) | | |  |  |  |  | | Word Wheel  This is used to activate student’s schema and interest in the story. This allows for understanding of a word by making a connection. | | | | | | | | | |
| Each pair will then share their word as the word wheel on the chart paper is filled in. | | |  |  |  |  | |  | | | | | | | | | |
| Vocabulary words are taught using Seven Steps. 1. Teacher says word / student repeats (3 times) 2. State the vocabulary word in context from text 3. Dictionary definition 4. Student – friendly definition 5. Highlight word features. (cognate? Other familiar meaning?)  6. Students will again “turn and talk” to a partner and use the word in a sentence. Each pair is given a word and sentence starters are available for use (ELL’s / SpEd). 7. To wrap-up, explain to students that these words will be seen in reading, in centers, grammar work, and phonics work. | | |  |  |  |  | | Seven Steps | | | | | | | | | |
| Read *Wilson Sits Alone* out loud to group | | |  |  |  |  | | When reading story, use Think Aloud strategy to reinforce comprehension of story as well as vocabulary words. | | | | | | | | | |
| Students then independently complete a story map | | |  |  |  |  | | Differentiated Instruction / work:  ELLand SpEd students complete sequence paper (attachment # 1)  Independent students will complete Story Questions (attachment #2) | | | | | | | | | |
| Regroup and review sequencing and story questions | | |  |  |  |  | |  | | | | | | | | | |
| Day #2 Students are gathered as a group and vocabulary words are reviewed (using pocket chart used previously) | | |  |  |  |  | |  | | | | | | | | | |
| Read story to group again | | |  |  |  |  | | Point out vocabulary words as read in text | | | | | | | | | |
| Students independently complete a vocabulary worksheet | | |  |  |  |  | | Differentiated Instruction:  ELL/SpEd students complete Vocabulary Pictures worksheet (#3) and independent students complete Vocabulary Blanks worksheet (#4)  Small group/independent support as needed | | | | | | | | | |
| 3 days of centers with focus on   * Vocabulary practice * Character feelings * All About Wilson character for display   See “centers” attachments | | |  |  |  |  | | Centers allow for individual or shared work depending on level of independence.  Check-ins during center time allow for extra support as needed | | | | | | | | | |
| Day #3 Re-read *Wilson Sat Alone* to group.  Vocabulary Assessment is given | | |  |  |  |  | | Hearing story again after practice with using vocabulary words will allow for more comprehension. | | | | | | | | | |
| 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?*  Throughout the week, center-work reviews vocabulary words, character’s feelings and show their understanding of the story by creating a Wilson character by using key details from the story. This is all done as a reinforcement before the assessment.  During Independent Reading that week, the student’s exit ticket to snack was to write a statement in their reading journals about how the character in their book felt. | | | | | | | | | | | | | | | | | |

**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.

Sonya Dugan

Capstone Reflection

Understanding my students’ specific needs helped me to form my instruction as well as my strategies. For example, I chose to start my lesson off with a word wheel to activate all students’ schema and interest, however, one of my ELL students in particular, showed this to really benefit him when we did it in a previous lesson. Therefore, to make sure that his access to the lesson was increased, I chose this strategy specifically with him in mind. Since taking this course, I have made a much more conscious effort to think differently and make sure that I am doing my best to reach my ELL students in as many different ways as possible. The 7 step vocabulary strategy has shown to be effective with my 2 students and I will continue to use that throughout my lessons.

The differentiation of activities supported my ELL's content learning and language development by allowing them to be able to express themselves at their level without focusing on a difficult task and missing the focus of the activity at hand. An example of this, is the story map activity that they did. My ELL students were required to draw a picture to demonstrate understanding of the story and the students that could work at an increased level of independence were required to answer questions related to the sequence of the story. This allowed my ELL students to focus on the sequence and understanding of the story and be able to express that to me without getting “caught up” with the difficult language that would be required by reading and answering questions about the story.

The assessments were differentiated to allow my ELL students to show their understanding of the vocabulary words used in the story. The (ELL students) were required to show their understanding by using a picture and/or word (depending on ability to do so), whereas, at – level students were required to read complete sentences and make choices for their answers. This task would not be able to be done independently by my ELL's. If the questions were asked orally to them, they would be able to show their understanding as well, however, I see that they feel most successful when they are able to independently do work as well. Therefore, I decided to assess the vocabulary in a way that thye could all (the whole class) do it independently to foster confidence and motivation.

There are a few changes that I would like to make the next time I teach this lesson. I would like the students to have their own copy of the story after it is read the first time, so that they can refer back to it as they move through the activities during the week. I would also like to be able to take this lesson a step further and incorporate a friendship lesson/activity into the week as well since it is so important in the story. Incorporating many different aspects will only increase comprehension and allowing the students to practice many different ways and eventually “own” the vocabulary will also increase their motivation and willingness to participate in discussions and use the vocabulary as well. I think that any time we can see a student's motivation increase, we will see an increase in many other aspects of that student as well. It will carry over into peer conversations, willingness to learn, and language development.

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)