Name: Melissa Carter\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 1/28/14 Grade Level 3

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Health | | | | | | | #28 students in my class, of which 8 are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s): Spanish and from Puerto Rico and the Dominican Republic | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | 2.7 | | 2.9 | 1.7 | 3.7 | 2.8 | 2.4 | 3.1 | 2.7 |
| Student 2 | | | | | | | | | 4 | | 3.9 | 2.9 | 4 | 3.9 | 3.6 | 4 | 3.8 |
| Student 3 | | | | | | | | | 3.3 | | 2.7 | 5.2 | 3.1 | 2.9 | 4 | 3.2 | 3.2 |
| Student 4  Student 5  Student 6  Student 7  Student 8 | | | | | | | | | 2.9  4.8  4.3  5.1  1 | | 2.3  3.1  3.7  2.9  1 | 6  5.2  6  6  1 | 4  4.8  5.6  5.6  1 | 2.5  3.5  3.8  3.5  1 | 5.2  5  5.9  5.9  1 | 3.4  4.7  5  5.3  1 | 3.2  3.9  4.5  4.1  1.3 |
| Other support services that my ELLs receive: Pullouts by ELL Instructor for an average of 30 minutes each day. One student is pulled out for 90 minutes of ELL instruction. | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| MA Comprehensive Health Curriculum Framework  Through the study of Peer Relationships students will  7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a  friendship, including the importance of sound character in interacting with others | | | | | | | | | | | | | | | | | |
| Content Objective(s):  Students will be able to describe the difference between a friend and an enemy.  Students will be able to identify the characteristics of a positive friendship. | | 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 be able to create a recipe listing the ingredients and directions for making a perfect friendship pie.  Students will be able to use a Venn diagram to compare a friend and an enemy.  Language Objectives Differentiation for Proficiency Levels:  Level 1  Student will be able to create a recipe by drawing and labeling the ingredients and steps for making a perfect friendship using a word and phrase bank.  Student will be able to copy words on a Venn diagram to compare a friend and an enemy with a partner.  Level 2  Students will be able to create a recipe using a word and phrase bank to list the ingredients and steps for making a perfect friendship pie in a paragraph frame.  Students will be able to use a Venn diagram with a partner to compare a friend and an enemy.  Level 3  Students will be able to create a recipe using a paragraph frame to list the ingredients and directions for making a perfect friendship pie.  Students will be able to use a Venn diagram to compare a friend and an enemy. | | | | | | | | | | | | | | | |
| Mentor Text or Source: “Enemy Pie” by Derek Munson | | | | | | | | | | | | | | | | | |
| 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*  Pie  Kitchen  oven  baseball team  friend  list  recipe | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  enemy  neighborhood  ingredients  poisonous  disgusting  horrible  delicious | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  trampoline  boomerang  tree house  earthworms  checker board | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| The content knowledge that my ELLs need to complete the content and language objectives is a basic understanding of what a friend is and what an enemy is. They need to know the difference between how a friend treats you and how an enemy treats you. The background knowledge that my ELLs have in this area is they already know what a friend does and is because they have classmates who are their friends who they play with and get along with. It is easily relatable. When it comes to enemies, my ELLs have some background knowledge because they have had previous lessons on bullies and how they repeatedly pick on other people. The key however is to make the connection that an enemy is someone who is not your friend and is another word for a bully. | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Have students play memory by matching their vocabulary picture cards to the words.  Listen for tiered vocabulary during TPS, partner and group discussions.  Snowball strategy at the beginning of next class: Make separate picture and word snowballs on crumbled pieces of paper. Have students throw snowballs. When they catch a snowball they need to find the student who matches their snowball whether it is with a picture or word. Then have students read the word and create sentences to share aloud with their word.  Differentiated exit cards- Using sentence starters to describe difference between a friend and an enemy. Follow up class exit ticket match your sticky note word pie piece to either the enemy or the friendship pie description list.  Rubric for friendship pie: 3- Recipe clearly tells what ingredients you need and how to make a friendship pie using appropriate vocabulary that makes sense within the paragraph frame.  2- Recipe tells ingredients you need and how to make a friendship pie and most of the vocabulary used makes sense within the paragraph frame.  1- Recipe tells ingredients you need but does not use vocabulary for how to make friendship pie appropriately. Directions within the paragraph frame are unclear. | | | | | | | | | | | | | | | | | |
| 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 | 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 | |
| Discussion attention grabber: How many of you have ever disliked someone and you didn’t even know them? How many of you have disliked someone for a really good reason? Have students turn and talk about what are some reasons why you may not like someone. Do they act like a bully? Explain that another word for someone you may not like or who acts like a bully is called an enemy.  Brainstorm using a Venn Diagram with partners what they think of when they hear the word friend, enemy, and how they think they are the same. Have Venn Diagram displayed on mimio and have students’ responses written on class Venn diagram. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Turn and Talk  Venn Diagram  Think Pair Share | | | | | | | | | |
| Introduce illustrated tier 2 and 3 vocabulary through 7 step process. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Tiered Vocabulary  7 Step Process | | | | | | | | | |
| Read “Enemy Pie” use think aloud to make connections to the vocabulary introduced earlier. Pause and make connections to examples of what you do with your friends such as the two characters riding bikes, playing basketball, and jumping on a trampoline. Make additional connections to what “horrible” or “disgusting” things you might want to put in a pie for your enemy that are similar to weeds, rocks, or earthworms that the main character wants in the pie.  Discuss through think pair share whether Jeremy Ross was really an enemy. Did he do anything that an enemy or even a bully might do? Why did he not like Jeremy? Why do you think the father wanted him to spend the day with Jeremy? How come there wasn’t anything disgusting in the pie? How did the main character’s feelings toward Jeremy change? Why? What is the lesson in the story? | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  |  | | Think Aloud  Think Pair Share | | | | | | | | | |
| Use a content vocabulary roundtable to come up with what characteristics they want in a friend. Have students read their list aloud. Generate a class list by having students turn and talk and share which characteristics from their roundtable they would want in a friend. Model and have students use an oral sentence frame such as “I would want a friend who is…” Discuss and ask are there any other qualities they would want in a friend that could be added to the class list. Have students think, pair, and share. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Content Vocabulary Roundtable  Turn and Talk  Think Pair Share  Oral Sentence Frame | | | | | | | | | |
| Model using words from the class friendship characteristic word wall how to fill in the sentence starters to create a list of ingredients to make a perfect friendship pie. Example of sentence starters “A cup of\_\_\_\_\_\_\_\_\_\_. A sprinkle of\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A spoonful of\_\_\_\_\_\_\_\_\_\_\_.”  \*measurement math words can be used as well | | |  |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Sentence Starters  Word Wall | | | | | | | | | |
| Model and have students complete differentiated paragraph frames for the directions for making a perfect friendship pie using a word bank and transition words such as first, next, then and finally. Have students take turns reading their paragraph frames. | | |  | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Paragraph frames | | | | | | | | | |
| Exit ticket: Students must complete these sentence frames on an index card using the words generated from the class Venn Diagram and friendship characteristic word wall.  Level 1&2  A friend is\_\_\_\_\_\_. An enemy is\_\_\_\_\_\_\_\_.  Level 3  A friend is different from an enemy because\_\_\_\_\_\_\_\_\_\_. | | |  | C:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmf |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Sentence frames | | | | | | | | | |
| 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?*  -Extension activities:  Give students the opportunity to create mini pies with a partner with secret recipes that they pick out of a box. When they finish making their mini pies, they have to decide whether this pie was meant for an enemy or a friend. Explain why they think it was for a friend or an enemy in their journal.  Have students create an enemy pie and list the disgusting ingredients that they would use and directions on how to make it.  Have students create what I want in a friend poster that illustrates the qualities that they want in a friendship. Have students share what they want in a friend poster with their class.  Class friendship bracelet: When students see another student being a good friend they add a paper bracelet to the ring and write the name of the student and which friendship characteristic they showed.  -Homework: Have students journal or draw about what they like to do with their best friend and what they like most about their best friend. Have them read aloud and share their journal responses with the class.  Additional journal ideas is to have students journal or draw what type of pie they would make for their best friend and why. Share with the class.  These activities allow the ELL students to further understand the concept of friendship and what qualities you want in a friend through drawing, writing, speaking and listening to their classmates describe a friend. They also will be able to understand the difference between a friend and an enemy in actively making the pies with secret recipes and describing the pies in their journal and drawings. | | | | | | | | | | | | | | | | | |

**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.

**Capstone Reflection**

English language learners need a lot of explicit instruction and modeling especially with vocabulary. The use of 7 step process helped to frontload the vocabulary needed to understand the story as well as other ideas related to friendship and enemies. Again, the think aloud approach to making connections to terminology and the theme of friendship in reading the story “Enemy Pie” further emphasized the content and language objectives through teacher modeling. Another key strategy in oral development of language is the use of turn and talk and think pair share with partners for added peer modeling of language and understanding of content. The content vocabulary roundtable and Venn diagram also provided a generated list of student words created by the class to use in understanding the qualities of a friend and of an enemy. Finally the paragraph frames, the sentence starters and sentence frames gave the ELL student a modeled configuration so that they could produce written language with the vocabulary learned to be able to express their own insight on friendship and enemies.

The differentiation of activities assisted the English language learners in my classroom to be able to fully engage with the content of understanding the characteristics of a friend and the difference between a friend and an enemy. Leveled paragraph frames, sentence starters, and sentence frames provided the structure that these students needed to be able to convey meaning. They were also able to use the language needed to understand the concept of friendship through the use of phrase/word banks, word walls, teacher modeling, and peer guidance to articulate the content with the appropriate language. In addition, I was able to assess their comprehension through differentiating my assessments too.

In my exit tickets, I varied the sentence frames according to the ELL WIDA levels. This variation allowed for all of my students to show the difference between a friend and an enemy. They were able to demonstrate their understanding of what a friend and an enemy is by using the word lists generated in the Venn diagram and the friendship pie ingredient roundtable to complete the exit tickets. I also used paragraph frames to create a recipe for friendship pie. My rubric for the paragraph frames could be used for all the paragraph frames because the frames were differentiated. My rubric was based on the clarity of the recipe and proper use of terminology within the paragraph.

If I were to make any changes to my instruction then I would have used more props in addition to the pictures and clipart that I already used with the vocabulary. I think being able to visually see real life examples of a recipe card, pie plate, and a recipe book would bring the lesson to life. I also would bring in measuring spoons and cups too and mimic using these items to develop the list of ingredients and directions for friendship pie. I would also try to incorporate more math concepts of measurement. With my follow up lesson, I plan on using these items in having them create their own pies and having them use measuring cups and spoons to create mini pies. They then will have to journal whether it is meant for an enemy or a friend and why they think so. I also will generate a class clipart cooking word list for students to use.

The feedback I got from my peers was that using the book “Enemy Pie” you can have students use a pie plate to either make their own pies with real ingredients or modeled realia. It gave me the idea that I could also use color and cut ingredients to glue onto paper pies. They could glue pieces onto either enemy or friendship pie based on the item. This color and cut activity would also allow students to actively show the difference between an enemy and a friend. It would be another avenue to assess their understanding of the how these concepts are opposite.

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)