Name: Anne Blanchette Date: January 3, 2014 Grade Level 1

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: ELA | | | | | | | # 21 of students in my class, of which \_\_\_\_7\_\_\_ 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%] |
| K.A. | | | | | | | | | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1.7 |
| K.D. | | | | | | | | | 1 | | 1 | 2 | 1 | 1 | 2 | 1 | 1.5 |
| J.D. | | | | | | | | | 5 | | 2 | 5 | 6 | 3 | 6 | 5 | 4..4 |
| D.G.  L.J.  G.R. | | | | | | | | | 1  1  1 | | 1  1  1 | 1  1  3 | 1  2  4 | 1  1 | 1  1  3 | 1  1  1 | 1.3  1.6  1.8 |
| Other support services that my ELLs receive: Target Intervention instruction with ELL teachers for an average of 30 minutes each day.  I have one newcomer in my classroom and she spends about 1.30 hours receiving ELL services. | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  [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.1.8](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. | | | | | | | | | | | | | | | | | |
| Content Objective(s):  SWBAT: Name, describe and compare differences between summer and winter months  SWBAT: Create a book about winter days | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  Name and discuss winter and summer activities, clothes and objects.  Repeat and use words that describe summer and winter months.  Create sentences using summer and winter vocabulary.  Write and read summer and winter words.  Language Objectives Differentiation for Proficiency Levels:  Level 1: Use visually supported winter word bank to answer questions of academic content with one word or phrase.  Match words to illustrated winter/summer vocabulary chart.  Label illustrations in winter books.  Mimic movements associated with winter activities such as skating, making snowballs and sliding down a hill.  Level 2: Locate pictures on winter vocabulary cards described orally.  Complete modeled sentence starters such as: When I play in the snow I like to….  Describe what children are doing when shown pictures of them sledding, skiing and playing ice hockey.  Level 3: Make predictions about what a boy will do when he goes in his house after building a snowman.  Level 4: Locate objects based on detailed oral descriptions such as a pair of ice skates. (e.g., “These objects have blades. They make people glide on ice. They help hockey players move on the ice. You wear them on your feet.”)  Level 5: Discuss the main idea in the story , The Snowy Day.  Present finished Winter Weekend book to classmates. | | | | | | | | | | | | | | | |
| Mentor Text or Source: ***The Snowy Day by Ezra Jack Keats, Snowmen At Night by Caralyn Buehner, Snow by Uri Shulevitz, Skip Through the Seasons*** Various books about seasons | | | | | | | | | | | | | | | | | |
| 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 compound*  cold  mittens  jacket  boots  snow  snowballs  snowman  warm  beach  swim  butterflies  playground  jumprope | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  sled  ice hockey  snowflake  skating  winter  summer  path  piled  snowsuit  ice skate  lemonade  fishing | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  earmuffs  skiing  icicles  tracks  hammock  seasons  picnic basket  blizzard | | | | | | | |
| 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 is a basic understanding of the 4 seasons and the weather that occurs in those seasons. They have a good grasp of the season of fall and have been exposed to the 4 seasons in relation to fall. My ELLs have good background knowledge of summer vocabulary. My newcomer has a good understanding of the summer vocabulary in her own language and loves to draw pictures of the beach and related activities. | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Students sort pictures into summer/winter groups  Glue pictures onto a summer/winter chart and name and label the pictures (use tier 2 and tier 3 words).  Sequence winter/summer story pictures and name the things in the pictures and or retell the story (use tier 2 and tier 3 words).  Snowball strategy: Make separate picture and word snowballs (crumpled piece of paper with a word or a picture). When students catch their snowball they need to find the student with the matching picture snowball and say and or read the word and orally create sentences with the words (use tier 2 and 3 words). Work with cooperative groups to write sentences and make illustrations that go with the words that the students found on their snowballs. Use the sentence papers to assess ELLs writing proficiency.  Listen for tiered vocabulary during TPS, partner and group discussions. | | | | | | | | | | | | | | | | | |
| 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 | |
| Introduce Summer/Winter illustrated vocabulary chart. Students practice saying the words. | | |  |  |  |  | | **L S** Frontloading vocabulary and students practice saying words. | | | | | | | | | |
| Use 7 step strategy for word **hammock** and read aloud story **Skip Through the Seasons** to class. Stop to think aloud and explain words summer and winter. | | |  |  |  |  | | **L S** 7 Step Strategy  **L** Think Aloud for words summer and winter. | | | | | | | | | |
| Get oral input from students to fill in a T-Chart for the seasons summer and winter. Save for future reference. | | |  |  |  |  | | **S** T-Chart as a whole class | | | | | | | | | |
| Use sentence starters that can be completed with summer or winter words from the T-chart. | | |  |  |  |  | | **S** Sentence Frames  **S** Tiered Vocabulary | | | | | | | | | |
| Make illustrations for summer and winter and label them. | | |  |  |  |  | | **W** Artistic representation  **W** Labeling | | | | | | | | | |
| Students generate words for a Word Wheel for the word summer.  Complete paragraph frames for the seasons summer and winter using word bank. Students take turns reading paragraph frame. | | |  |  |  |  | | **SLR** Word Wheel  **W** **R** Paragraph Frames  **W** Tiered Vocabulary | | | | | | | | | |
| Read Winter illustrated vocabulary list. Read The Snowy Day. Use think-aloud for words tracks, path, piled, and snowsuit. | | |  |  |  |  | | **L** Think-Aloud  **R** Tiered Vocabulary | | | | | | | | | |
| Use the vocabulary roundtable strategy. Small groups of students generate winter words. | | |  |  |  |  | | **SWLR** Vocabulary Roundtable | | | | | | | | | |
| Come back together as a class and students partner up and TPS and discuss winter words and activities. | | |  |  |  |  | | **SL** Think-Pair-Share | | | | | | | | | |
| Use sentence starters to help students come up with sentences for the winter days book. (e.g., “On winter days I love to…, When I go outside in the snow I like to…”) Refer back to the illustrated vocabulary list for ideas for sentences. | | |  |  |  |  | | **WSR** Sentence Starters | | | | | | | | | |
| Exit Ticket: Students read stories to partners and tell each other one thing that they enjoyed about their partner’s book. | | |  |  |  |  | | **SR** Partner Reading and discussion | | | | | | | | | |
| 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?*  Homework: Draw a picture of their family at the beach and label or write descriptive sentences about the picture depending on their language ability.  **Sharing in class**: Show picture and point to or name objects, activities and family members or give an explanations of the pictures to classmates. Depending on the proficiency level answer questions from classmates.  Homework/sharing: Same as first 2 extension activities except change the beach theme to the winter theme of a snowstorm.  Partner reading and discussions using a collection of winter and summer books.  Collage: Use magazines to find winter and summer pictures and cut, glue and label the pictures onto construction paper to make a collage.  **Sharing in class**: See above  Take a nature walk and complete a quick write activity immediately following the walk. Use seasonal vocabulary/word charts.  These activities give the ELLs an opportunity to use and practice the new vocabulay words and discourse when sharing and writing. The homework activities help involve the families in the ELLs education. | | | | | | | | | | | | | | | | | |

**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**

The most beneficial strategy that I used to implement my capstone lesson was frontloading. I started my unit by presenting winter and summer illustrated word charts. I presented targeted tiered words for use throughout the unit. We used these charts every day and integrated them into all of the strategies. The ELLs would come to the charts to find pictures and words during writing and group discussions. They referred to them when answering content specific questions and completing sentence frames.

Another successful strategy that I would consider implementing is the roundtable strategy because ELLs benefit from working in small cooperative groups. This strategy also incorporates all four language domains. Throughout the activity the ELLs are speaking, listening, reading and writing.

Lastly, I was fortunate enough to use a teachable moment to build background knowledge and schema about winter for my ELLs during my capstone implementation. During a snowstorm I bundled the children up and took them out to play in the snow. They made snowballs, tracks in the snow, caught snowflakes on their tongues and hands and threw snow into the air. We brought snow into the classroom and the children played with it while it melted. In the classroom we discussed winter and all of the ELLs had numerous comments using tiered theme related vocabulary. They also said “This is the best day we have had in school this year.” It’s so important to remember to take advantage of all opportunities to experience real life situations to build schema for our ELLs.

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)