Name: Heidi DeLucia Date: January 6-10, 2013 Grade Level: Kindergarten

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| Teaching Context | | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: All | | | | | | | | #23 of students in my class, of which 11 are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s):  Dominican, Puerto Rican | | | | | | | | | | | | | | | | | | |
| 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):  LAS Testing | | | | | | | | | | 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 | | | | | | | | | |  | |  | 1 | 1 |  |  |  | 1 |
| Student B | | | | | | | | | |  | |  | 1 | 1 |  |  |  | 1 |
| Student C | | | | | | | | | |  | |  | 1 | 1 |  |  |  | 1 |
| Student D | | | | | | | | | |  | |  | 2 | 1 |  |  |  | 1 |
| Other support services that my ELLs receive:  None | | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  SL.K.1: Participate in collaborative conversations with diverse partners about texts with peers and adults in large or small groups.  SL.K.4: Describe familiar people, places, things and events with prompting and support.  Ry.RL.K.3: Identify characters, settings and major events in story.  RF.K.4: Read emergent reader texts with purpose and understanding.  RL/RI.K.1: Actively engage in group reading activities with purpose and understanding.  L.K.1f: Produce and expand complete sentences in shared language activities.  WK.1: Use a combination of drawing, dictating, and writing to compose an opinion piece in which they tell the reader the topic or name of the book they are writing about and state an opinion or preference about topic or book. | | | | | | | | | | | | | | | | | | |
| Content Objective(s):  SWBAT:  Recall characters and details from a story.  Retell the story as they recall the sequence of the animals as they appear in 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.*  In large or small groups students will orally discuss the text read aloud to them.  Students will partner read aloud an emergent-reader text based on the mentor text.  Students will orally answer questions about the characters in the book and the sequence in which they appear.  Students will draw and verbally share a page that they will illustrate and write), which will be included in a class book to culminate the lesson.  Language Objectives Differentiation for Proficiency Levels:  Level 1 **Writing:** Draw pictures and scribble.  **Speaking:** Identify objects (animals) in animated short stories.  **Listening:** Point to stated pictures in context.  **Reading:** Find matching words or pictures.  Level 2 ***Writing:*** Draw objects from models and label with letters.  ***Speaking:*** Restate some facts from illustrated stories.  ***Listening:*** Match pictures to oral descriptions.  ***Reading*:** Match labeled pictures to illustrated scenes. | | | | | | | | | | | | | | | | |
| Mentor Text or Source: **The Mitten**  By: Jan Brett | | | | | | | | | | | | | | | | | | |
| 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*  hopping | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  mitten, wool, bumped, climb, wiggled | | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  Baba, mole, burrowed, snuffling, talons, badger, silhouetted as white as snow, knit, safe and sound, hedgehog, jostled, muzzle, lumbered, enormous, commotion | | | | | | | |
| Student Prerequisite Skills or Background Knowledge:  Understand winter weather.  Understand the need for mittens, have some familiarity with forest animals  *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?* | | | | | | | | | | | | | | | | | | |
| We have previously discussed winter weather and the need for winter clothing. Students have heard other stories that included various forest animals. We have discussed families and different members of families in which a person may live with. | | | | | | | | | | | | | | | | | | |
| 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 understanding by:  Having them act out tier 2 & 3 verbs (i.e. lumbered, swooped, snuffling)  Asking recall questions preceding a turn and talk and listen for comprehension  Listening during partner reading for tier 1, 2 & 3 words.  Having them hold up picture cards of characters as I call them out or describe them using tier 2 or 3 adjectives/verbs. | | | | | | | | | | | | | | | | | | |
| 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 | |
| I will frontload key vocabulary words in the text I will use the 7 step strategy for the word **mitten**. | | |  |  | |  |  | | Front Loading Tiered words  The Seven Steps | | | | | | | | | |
| I will read the story in whole group and ask an **I** **Wonder** question “What will happen….” | | |  |  | |  |  | | Think,Pair,Share Model/Practice/Feedback  Think Aloud | | | | | | | | | |
| Using the Think, Pair, Share strategy, students will turn and talk to discuss what they think will happen. Then I will complete the story. | | |  |  | |  |  | | Turn & Talk/Share  Think Aloud | | | | | | | | | |
| Students will be given individual books based on The Mitten and will partner read. | | |  |  | |  |  | | Partner read | | | | | | | | | |
| Students will have a snowball fight. The snowballs will have pictures on them of the various animals from the book. They will need to find (off the given picture chart) the name of their animal and write it in the given mitten sheet. | | |  |  | |  |  | | Snowball Fight  Sentence Frame | | | | | | | | | |
| Providing pictures, the students will complete a paragraph frame. I will read the statement then the student will need to fill in the blank using the pictures. I will have words written below the pictures and if able students can write in the words. | | |  |  | |  |  | | Paragraph frame  Model/Practice | | | | | | | | | |
| We will look at pictures of real animals discussed in the text. Students will sing a song and recite a poem while acting out verbs used to describe each character. | | |  |  | |  |  | | Tiered Words  Model/Practice /Feedback | | | | | | | | | |
| Students will complete a recall question sheet orally or in writing. | | |  |  | |  |  | | Exit slip | | | | | | | | | |
| Students will be given descriptions of characters and will match them to verbs on a mitten. | | |  |  | |  |  | | True/False Double Journal Entry  Small Group Instruction | | | | | | | | | |
| The students will make a class “Mitten” book to culminate the lesson using the sentence starter **“In went the…”** | | |  | |  |  |  | | Sentence starter  Artistic representation | | | | | | | | | |
| 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?*  1. Students will look at pictures from the story and identify beginning and ending sounds.  2. Students will take home a printable book of the story to read to their parent/guardian (or share to the best of their ability).  3. Students will be given sequencing cards and be asked to put in correct order of appearance | | | | | | | | | | | | | | | | | | |

**Teacher Reflection**

I truly enjoyed presenting this 5 day lesson. The students were engaged throughout. Having a variety of strategies allowed for all learners to participate. The two strategies I found most useful were partner reading and snowball fight. The reading that happened between the partnerships was incredible. During the snowball fight the students needed to use all 4 domains: identifying a character, stating its name, finding the matching word and finally, writing it. The Seven-step strategy helped to comprehend vocabulary but I found it to be a little too long on some days.

Overall it was a very successful lesson which all of my students learned from.

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)