Name: Sheila Hudson Date: January 15-17, 21 2014 Grade Level: Special Ed. Grade 3

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Reading and Writing | | | | | | | 7 students in my class, of which 3 are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s):  (Spanish)- Dominican and 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): | | | | | | | | | 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 J | | | | | | | | | 3.9 | | 2.1 | 3.7 | 5.0 | 2.7 | 4.2 | 4.2 | 3.1 |
| Student V | | | | | | | | | 1.9 | | 2.1 | 2.8 | 3.3 | 1.9 | 3.0 | 2.3 | 2.4 |
| Student C | | | | | | | | | 1.9 | | 2.9 | 2.8 | 3.9 | 2.5 | 3.1 | 2.7 | 2.7 |
|  | | | | | | | | |  | |  |  |  |  |  |  |  |
| Other support services that my ELLs receive:  Small group with the ELL teacher (2 students) | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  RL.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis of the answers.  RL.3.9- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. | | | | | | | | | | | | | | | | | |
| Content Objective(s): SWBAT:   1. Demonstrate understanding of key details in the texts. 2. Apply knowledge of characters, setting, and plots by comparing and contrasting narrative text by the same author. | | Language Objective(s): *Language Objectives should be directly linked to the language skills students will need to be successful in achieving the content objective.*  SWBAT:   1. Retell orally with partner key details from the text. 2. Discuss, list and write words and/or sentences by completing graphic organizer.   Language Objectives Differentiation for Proficiency Levels: SWBAT:  Listening Domain:  Level 3- sequence beginning, middle, and end of story  Level 5- interpret information from oral reading of narrative text  Speaking Domain:  Level 2- orally share story structures (character, setting, plot) with peers  Level 3-retell stories from picture clues  Reading Domain:  Level 1- match pictures with content vocabulary  Level 3- use pictures to determine meaning of the vocabulary word  Writing Domain:  Level 2- fill in graphic organizer | | | | | | | | | | | | | | | |
| Mentor Text or Source: The Hat by Jan Brett\*  The Mitten by Jan Brett\*  (\*Tiered vocabulary is from both stories.) | | | | | | | | | | | | | | | | | |
| 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*  mitten, kickers, cozy, badger,  diggers, drowsy, muzzle, wriggled,  winter, tugged, stocking | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  Baba (grandmother), burrowed , mole, hedgehog, jostled,  Lumbered, buldged, scattered, chest, perked, squealed,  prickles, snorted, startled, magnificent, den,  gander | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  Snuffling, glinty talons, waft, investigate,  Silhouetted, woolen, brambles | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| \*winter vocabulary word wall \*winter word bank in writing folders \*winter books – read and displayed  \*Author study poster \*Realia | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Corresponding to content objectives.   1. Using popsicle sticks with chosen student’s name that student will repeat to the teacher and class what his/her partner orally stated about key details. The responses indicated by the ELL student will be recorded on rubric. 2. Through differentiated instruction, students will complete a compare and contrast graphic organizer. | | | | | | | | | | | | | | | | | |
| 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:  **Day 1:** | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmfSpeaking | 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 | |
| Review winter theme words and author of the month poster of Jan Brett. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  |  | | Activate prior knowledge | | | | | | | | | |
| Introduce new book The Mitten – Frontload vocabulary with words and pictures and definitions. | | | 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 | | Frontload vocabulary  7 Step Strategy (jostled)  T/P/R (jostled) | | | | | | | | | |
| Discuss story elements using anchor chart | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  |  | | T/P/S | | | | | | | | | |
| Show character illustration from book and real life animals labeled on mimio. | | |  |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Activate background knowledge | | | | | | | | | |
| Read, The Mitten | | |  |  |  |  | | Think Aloud  Sticky Notes  Thumbs up/Thumbs down | | | | | | | | | |
| Students retell story elements to their partner with teacher calling on students using popsicle sticks to restate what their partner said. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  |  | | Turn and Talk  Sentence Frames  Popsicle sticks | | | | | | | | | |
| **Day 2:**  Frontload vocabulary for The Hat with words and pictures and definitions. | | | 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 | | Frontload vocabulary  Word Wheel (synonyms for magnificent) | | | | | | | | | |
| Read, The Hat | | |  |  |  |  | | Think Aloud  Sticky Notes  Thumbs up/Thumbs down | | | | | | | | | |
| Students retell story elements to their partner with teacher calling on students using popsicle sticks to state what their partner said. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  |  | | Think Aloud  Sentence Frames  Popsicle sticks | | | | | | | | | |
| **Day 3:**  Venn diagram created on board of The Mitten and The Hat with explanation of compare and contrast given to students. Teacher wrote example of same/different with books. | | |  |  |  | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ71B42W\MC900281284[1].wmf | | Graphic Organizer | | | | | | | | | |
| Students compared and contrasted their ideas with partner. They generated ideas orally to teacher who wrote them on a Venn diagram. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  |  | | Turn and Talk  Sentence Frames | | | | | | | | | |
| Students completed graphic organizer of Venn diagram. | | |  | 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 | | Graphic Organizer Template | | | | | | | | | |
| As students completed Venn diagram, ELL students were individually assessed using a teacher created story retell rubric. | | | C:\Users\SSS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IDYDB43H\MC900238193[1].wmf |  |  |  | | Story retell rubric | | | | | | | | | |
| **Day 4:**  Vocabulary words and pictures from both stories were reviewed.  A large hat and mitten anchor chart was displayed. Students gathered in circle and paper ‘snowballs’ with vocabulary words and pictures from both stories were tossed up in air. Students caught a snowball and had to determine what story it belonged in. | | | 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 | | Snowball Activity | | | | | | | | | |
| 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?*  Students will choose an animal from the book The Mitten or The Hat to research. They will find information on the computer about their animal and use the R.A.F.T. strategy. This activity reinforces comprehension and discourse as well as the content and language objectives for my ELL students because the vocabulary development plays a major role in reading comprehension. Vocabulary needs to be explicitly taught which fosters word consciousness and provides rich varied language for the students to help with their pre-writing activity and writing their stories. I think doing the R.A.F.T. activity will help to bridge the content over to non-fiction. | | | | | | | | | | | | | | | | | |

**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

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)