Name: Linda Fiorillo Date: January 1, 2014 Grade Level: Kindergarten

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| Curriculum or Content Area: Science  The Lawrence Kindergarten includes Animals Two by Two and requires students to learn and compare characteristics of animals. | # 19 students in my class, of which 15 are ELLs | | | | | | | | |
| My ELL students’ linguistic and cultural background(s): students speak mostly Spanish with various amounts of English. One student is Puerto Rican and most students were born in Lawrence, MA but visit Dominican Republic on vacations. One student is from Columbia, and one is from Puerto Rico. | | | | | | | | | |
| Student(s): | |  | 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 | 1 | 4 | 4 |  | 5 | 4 | 2 |
| Student 2 | | 1 | 1 | 4 | 1 |  | 3 | 1 | 1 |
| Student 3 | | 3 | 1 | 3 | 1 |  | 2 | 1 | 1 |
| Student 4 | | 1 | 1 | 2 | 1 |  | 2 | 2 | 1 |
| Student 5 | | 1 | 1 | 4 | 3 |  | 2 | 1 | 1 |
| Student 6 | | 1 | 1 | 3 | 1 |  | 3 | 1 | 1 |
| Student 7 | | 1 | 1 | 4 | 3 |  | 3 | 1 | 1 |
| Student 8 | | 1 | 1 | 3 | 1 |  | 2 | 1 | 1 |
| Student 9 | | 1 | 1 | 3 | 2 |  | 3 | 3 | 1 |
| Student 10 | | 1 | 1 | 3 | 1 |  | 2 | 1 | 1 |
| Student 11 | | 1 | 1 | 4 | 1 |  | 3 | 2 | 1 |
| Student 12 | | 1 | 1 | 3 | 1 |  | 2 | 2 | 1 |
| Student 13 | | 1 | 1 | 4 | 1 |  | 3 | 2 | 1 |
| Student 14 | | 1 | 1 | 4 | 1 |  | 3 | 1 | 1 |
| Student 15 | | 1 | 1 | 3 | 1 |  | 2 | 2 | 1 |

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|  | Other support services that my ELLs receive: Pull-out teacher specialist, after-school instruction, summer school instruction, individual and small group instruction with classroom teacher and paraprofessional, customized homework, newsletters to parents so that they can be supportive of the classroom curriculum and activities. | | | | | | | | |
|  | Lesson Standards and Objectives | | | | | | | | |
|  | Common Core State Standards (discipline, standard number, and description):  CCSS ELA literacy RF K1b Recognize that spoken words are represented in written language by  specific sequence of letters  CCSS ELA literacy R1K3 With prompting and support, describe the connection between individuals  and events, ideas or pieces of information.  CCSSELA literacy R1 k7 With prompting and support, describe the relationship between illustrations  And the text in which they appear  CCSS ELA-RLk3 With prompting and support identify characters settings and major events in  the story  CCSS ELA-literacy Rlk9 With prompting and support compare and contrast the adventures and experiences  of characters in familiar stories.  CCSS ELA -literacy WK2 use a combination of drawing dictating and writing to compose informative  explanatory text in which they name what they are writing about and supply some information  about the topic.  CCSS ELA-literacy WK8 with guidance and support from adults, recall information from experience  or gather information form provided sources to answer a question  CCSS ELA-literacy SLk1 participate in collaborative conversations with diverse partners about kindergarten  topics and texts with peers and adults in large and small groups.  CCSS ELA- literacy SL k5 Add drawings and other visual displays to descriptions as desired to provide  additional text  CCSS ELA -literacy LK1f produce and expand complete sentences and shared language activities  MA K Life Science Standard Characteristics of Living things-Compare and contrast characteristics of animals | | | | | | | | |
|  | Content Objective(s):  Students will be able to name and identify the physical characteristics of at least one animal character from the story The Mitten by Jan Brett. | | 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 describe the physical characteristics of one animal from the story of The Mitten by naming it and using descriptive text and vocabulary they have learned from the story.  Language Objectives Differentiation for Proficiency Levels:  Wida 1 Students will point to and draw pictures, trace words, act out animal features, repeat words, and answer yes or no questions about specific animal features.  Wida 2 Students will match labeled pictures, reproduce letter symbols from model, describe features, and use simple phrases  Wida 3 Students will write and illustrate using inventive spelling and will use pictures and contextual clues from story and songs to discuss and explain physical features in simple sentences  Wida 4 Students will use details in their speech and writing to describe animal using the language and vocabulary from pictures, songs, and stories. | | | | | | |
|  | Mentor Text or Source:  The Mitten by Jan Brett | | | | | | | | |
|  | Targeted Tiered Vocabulary*[[1]](#footnote-1)* 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*  Mouse, owl, rabbit, bear, mole, fox, hedgehog, badger, tiny, shiny | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  argue, folktale, tunneling, burrow, lumber | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  glinty, talons, “kickers,” “diggers,” “prickles” |
|  | 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’ knowledge and exposure of animals is limited to living in the city. They have limited access to places where they could gain knowledge of animals, such as farms, zoos, and forest land. The native countries do not have many animals of the animals that exist within the story. Also many children have limited exposure to books outside of school. Transportation issues limit their abilities to go to public libraries and museums where more could be learned about animals. Therefore, it is my goal to frontload vocabulary and provide some background knowledge before we begin reading the book so that the children will feel comfortable with the vocabulary and types of animals in the story. In science, I also did a small unit on the Ukraine so that the students knew that these animals lived in a cold, wintry place in a setting of another country. | | | | | | | | |
|  | 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 as they repeat words in seven step vocabulary lesson to ensure comprehension and record anecdotal notes.  Dipstick students during think aloud to see who can name animals and talk about their features.  Assess journal writing using Kindergarten writing rubric.  Record language sample from partner share using the MKEA Teaching Gold Strategies Assessment microphone.  Round table activity will provide information related to knowledge of animals, vocabulary, movement etc.  Record anecdotal note of students who used either yes/ no or responded with detailed definitions and sentence.  Poster will show sentence and indicate various levels of writing; presentation will reflect student’s ability to use targeted language. | | | | | | | | |
|  | 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 |
|  | Content Objective/s | | |  |  |  |  |  | |
|  | Language Objective/s | | |  |  |  |  |  | |
|  | Introduce vocabulary from story of The Mitten by Jan Brett tier 2 and 3 vocabulary using 7  Seven step vocabulary strategy | | |  |  |  |  | **7 step vocabulary instruction**  Includes picture -word cards that will be added to the word wall | |
|  | Read story in whole group The Mitten by Jan Brett using think aloud strategies, “I wonder,” and text features | | |  |  |  |  | **Think Aloud**  **I wonder**  **Text features** | |
|  | Small groups will work with animal names and pictures in small group and draw and record in individual animal books | | |  |  |  |  | **Mix and Match**  Small group  Wida 1 Students will match puzzle pieces of animal names with corresponding picture and illustrate and trace animal name in their individual books.  Wida 2 Students will recognize the name of animals from word cards and match to animal pictures and copy words from cards and record individual book and draw a corresponding picture for each animal.  Wida 3 Students will write simple sentences using animal cards and illustrate.  Wida 4 Students will write whole sentences with details. | |
|  | Partners will discuss, record, and draw pictures of their favorite animal in the story. | | |  |  |  |  | **Partner think, pair and share**  Partners will discuss their favorite animal and students will identify their favorite animal in their journal by marking the page. | |
|  | In whole group, students will read and match a definition with the name and/or characteristic of an animal.  After, the students will go to tables and play “Animal Go Fish” whereby one student picks a question card and asks who has the corresponding animal picture card. | | |  |  |  |  | **Double entry journals-(modified for Kindergarten)**  Wida 1 Teacher asks yes/no questions about animals. Students respond with thumbs up and down and yes and no.  Wida 2 Teacher will read a riddle (definition) that describes animal and students will answer the corresponding animal name.  Wida 3 and 4 Teacher will read a name of the animal and students choose to describe it by using tiered words and descriptive vocabulary in complete sentences. | |
|  | Individuals will complete differentiated statements about animal features using tiered vocabulary words from a Velcro picture word bank and read it to a partner. | | |  |  |  |  | **Differentiated Sentence frames to work with the names of animals and their characteristics**  Use differentiated sentence frames to fill in names and physical characteristics of animals.  **Cloze sentences**  Wida 1 Students will trace the name of animal next to the picture and read.  Wida 2 Students will fill in the name of animal in sentence and read (I am a \_\_\_\_\_\_). Using word picture cards, students will fill in (copy) the names of animals in sentence and read.  Wida 3 Students will fill in descriptive features of animal and read (I am a fox. I have\_\_\_\_\_\_\_\_\_\_\_. (shiny teeth). Also Wida 3&4 students can complete sentence frames such as, (I like the \_\_\_\_\_\_\_\_\_\_\_ because…)  Wida 4 Students will fill in descriptive feature and name animal and read. (I have \_\_\_teeth. I am a \_\_\_\_\_.) | |
|  | First children will be given a word wheel to see if they can draw pictures or fill in any descriptive words about the animal. (This will help them as a resource and make the activity more comfortable when they join the small group afterwards).  Next, students will be divided into small groups to create a word wheel with words to describe characteristics of their favorite animal. (Students are grouped according to their favorite animal.) The word wheel will be completed on a large chart/poster. | | |  |  |  |  | **Jigsaw strategy**-are grouped by their favorite animal  Word Wheel- Students will put animal names in the center of the word wheel and draw or write distinguishing features around it  Wida 1 and 2 can use picture word cards to copy and complete  Wida 3 and 4 can use inventive spelling to complete word wheel Students will put animal names in the center of the word wheel and draw or write distinguishing features around it | |
|  | Students will choose masks of animals that are in the story and use the vocabulary to describe themselves such as “I am a mole and I tunnel in the ground”.  After, students will draw pictures or write “I am” stories about their animal and read to class. | | |  |  |  |  | **Total Physical Response**  **RAFT strategy (Point of view of animal)** | |
|  | Students will sing animal songs that are written on charts that relate to the animals in the story. For example: Animal Hokey Pokey deals with the animals “putting in their talons, or diggers, or cotton tail.” They also will listen to poems about related animals and illustrate and add details to animal printable poems. Students also will make a list of attributes of their favorite animals on a chart in the large group. | | |  |  |  |  | **Language Experience Approach** | |
|  | Students will work with partners. Each person will have an animal card and they will flip them over and will need to tell how the animals are similar and different and record them on a recording sheet labeled, “similarities and differences.” | | |  |  |  |  | **Compare and contrast**  **Partner think, pair, and share** | |
|  | Each Small group will gather together again and will make a poster of their favorite animal. They will read information about their animal. They will also name the animal, and describe the physical characteristics of their favorite animal, fill in cloze sentences and sentence frames, write descriptions of their favorite animals, include art projects that will be attached to their posters, and use all the information they learned throughout the week. When they are finished, each group will orally present their poster to the class. | | |  |  |  |  | **Jigsaw Activity** (2 days**)**  **Report Back**  Report back to class using a poster as a visual representation of their knowledge about their favorite animal.  **Exit strategy (poster)** | |
|  | Additional Supportive curriculum activities: Due to the inclusive nature of the classroom, this unit which uses The Mitten as a mentor text, includes many activities in reading, math, and science. The students can use the language from the story in many settings and multi-sensory activities. This will enable all students to activate the content and language of the story.  *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 participate in singing and acting out animal sounds and movements while listening to a song called “Animal Hokey Pokey,” “The Mitten,” and other songs.  Students will act out and describe animal attributes with animal masks and props during literacy lab.  Additional science lessons during the week include making animals such as clay hedgehogs with prickles, paper plate owls, and badgers etc.  Math lessons will include animal character sequence within the story of The Mitten.  Students will identify ordinal numbers as they describe which animal was first, second etc.  Students will identify initial sounds for each animal in literacy lab game.  Students will read a leveled book that includes the animals and their features.  Students will read different versions of the story The Mitten and complete a Venn to compare and contrast the animal characters.  Students will read, build and write the animal characters of the story using letter tiles during literacy labs | | | | | | | | |

**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

January 30, 2014

By Linda Fiorillo

I created this capstone project because I had 15 ELL students in my class of 19 Kindergarten children. Many students were just learning English and did not have high scores in the four domains. I learned how to focus my teaching by recognizing the ELLs’ abilities in my class and then developing strategies and a comprehensive plan of implementation to address the needs of each student in the class.

Once I realized the different levels and abilities, I thought well, how am I going to help these children? Well, that is where all the strategies came in. The strategies were easy to utilize and encompassed so many domains including reading, writing, speaking and listening. I quickly learned that the more strategies I use, the more opportunities the children will receive in each area. I decided to focus my teaching on a book called, The Mitten and turned it into something meaningful. I decided the children could learn the names of unfamiliar animals and research them all while developing proficiency in all four domains.

I divided the children into groups based on their WIDA levels and developed activities not only in the large group but for literacy, writing, and math. What I noticed after a while is that the children were becoming excited to learn! They were participating with enthusiasm-all wanting a turn to speak or have a turn. They rushed over to the activities as if in competition to see who could get there fastest to play the game or make the book. By having the different levels of activities, I noticed an overlap where the lower -skilled children were attempting to engage in the higher level skills and higher level children were challenged at their levels but could participate in lower level yet useful skills as well. Either way, all children were exposed to all the domains necessary to develop proficiency.

The assessment pieces were important because they helped me figure out who had mastered specific skills and who needed more instruction. The “can do” levels really guided the assessment pieces and formal school rubrics were used as well as ones that I developed to meet the needs of the students in accordance with the specific activities they were engaged in. For example, for some I might have accepted the color brown, instead of the word, “brown” when writing on a word wheel. However, a higher skilled-child would be expected to write the word brown or even more detailed descriptions.

When I used the writing rubric, I could assess the student’s writing and know how to divide the children in groups for further teaching and conferencing. Their writing really improved! The writing was more expressive and the drawings were more elaborate. It was because they were not just writing at writing time or during literacy but all day. My capstone lessons and assessment became universal across all curriculum areas and the children were given opportunities to learn the four domains of speaking, listening, reading, and writing constantly, thus enhancing speech, academic vocabulary, cooperative learning, and advanced writing and reading skills. I kept all the strategies and placed them in my plan book. I have used many in other lessons such as The Hat where I did a comparison and contrast to The Mitten and The Snowy Day where experiential activities such as feeling snow, creating something with snow, making tracks, snow angels, melting it and freezing it, and heating it really helped the children know what snow is. They have internalized the vocabulary and had hands–on experiences that were meaningful and required action and full participation in all domains. They were happy and loved learning. Once the activities are made and laminated, they are preserved for another year and the more activities created, the more students can vary their experiences with content concepts to increase their learning.

I enjoyed creating this capstone project and will certainly continue to help all the students gain proficiency in reading, writing, speaking and listening. I will keep the SEI strategies close by to vary my teaching techniques and make teaching very engaging, exciting and interesting in future lesson planning.

1. For more information on Tiered vocabulary, see Beck & McKeon (1985), Calderón (2007). [↑](#footnote-ref-1)