Name: \_\_Diane Fortier\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_1/23/2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_K\_\_\_\_\_

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| Teaching Context | | | | | | | | | | | | | | | | | |
| Curriculum or Content Area: Science, animal characteristics  The Lawrence kindergarten curriculum includes Animals 2by2 and requires students to learn and compare characteristics of animals | | | | | | | #24 of students in my class, of which 11 are ELLs | | | | | | | | | | |
| My ELLs’ linguistic and cultural background(s):  All students have a Spanish background. They were all born in Lawrence but travel back to their native country for extended periods of time. One child spent the past four years there and has just returned. All students speak mostly Spanish with various amounts of English. Their mothers talk to them in Spanish. Their siblings talk to them in English. | | | | | | | | | | | | | | | | | |
| My ELLs’ level(s) of English Proficiency: [[1]](#footnote-1)Kindergarten students took the LAS Links test scores 9/2013 *e 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 A | | | | | | | | | 1 | | 0 | 3 | 2 | NA | 1 | 2 | 1 |
| Student B | | | | | | | | | 1 | | 0 | 1 | 1 | NA | 1 | 1 | 1 |
| Student C | | | | | | | | | 1 | | 0 | 3 | 2 | NA | 3 | 1 | 1 |
| Student D | | | | | | | | | 1 | | 0 | 3 | 2 | NA | 1 | 1 | 1 |
| Student E | | | | | | | | | 1 | | 0 | 3 | 1 | NA | 3 | 1 | 1 |
| Student F | | | | | | | | | 1 | | 0 | 4 | 2 | NA | 4 | 3 | 1 |
| Student G | | | | | | | | | 1 | | 0 | 1 | 1 | NA | 1 | 1 | 1 |
| Student H | | | | | | | | | 1 | | 0 | 3 | 1 | NA | 3 | 1 | 1 |
| Student I | | | | | | | | | 0 | | 0 | 0 | 0 | NA | 1 | 1 | 1 |
| Student J | | | | | | | | | 1 | | 0 | 1 | 1 | NA | 1 | 1 | 1 |
| Other support services that my ELLs receive: Depending on the results from the MAP testing, letter id, and sight word check sheet, there is a teacher who pulls smalls groups and works on specific skills. An afterschool program is offered to students with low achievement scores. | | | | | | | | | | | | | | | | | |
| Lesson Standards and Objectives | | | | | | | | | | | | | | | | | |
| Common Core State Standards (discipline, standard number, and description):  [CCSS.ELA-Literacy.RI.K.7](http://www.corestandards.org/ELA-Literacy/RI/K/7/) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  [CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story.  [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/W/K/2/) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  [CCSS.ELA-Literacy.W.K.8](http://www.corestandards.org/ELA-Literacy/W/K/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  [CCSS.ELA-Literacy.SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  [CCSS.ELA-Literacy.SL.K.5](http://www.corestandards.org/ELA-Literacy/SL/K/5/) Add drawings or other visual displays to descriptions as desired to provide additional detail.  [CCSS.ELA-Literacy.L.K.1f](http://www.corestandards.org/ELA-Literacy/L/K/1/f/) Produce and expand complete sentences in shared language activities.  Mass. Life Science (Biology)Science standard: Characteristics of living thing. Compare and contract characteristics of animals | | | | | | | | | | | | | | | | | |
| Content Objective(s):  SWBAT to name and identify physical characteristics of at least one animal from 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.*  SWBAT describe the physical characteristics of one animal by naming it and using descriptive text they have learned from the story and other non-fiction texts.  Language Objectives Differentiation for Proficiency Levels:  W1 point to, draw pictures and trace words, and act out animal features. Repeat words and answer yes/no questions about specific animal features.  W2 match labeled pictures and reproduce letters from model. Describe using simple phrases.  W3 write and illustrate using inventive spelling and illustration. Use pictures and contextual clues from story and song to explain physical features in simple sentences.  W4 use detail in their speech and writing to describe the animal using the language and vocabulary from pictures, songs and story | | | | | | | | | | | | | | | |
| 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*  snowshoe  rabbit  owl  fox  bear  mole  mouse  shiny  tiny | Tier 2 words  *Essential to comprehension: i.e., process & transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates…*  tunneling  burrow  badger  hedgehog  argue  lumber | | | | | | | | | Tier 3 words  *Low frequency, content specific, typically glossed in the back of the text book*  glinty talons  diggers  prickles  kickers  snuffling along | | | | | | | |
| 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 due to living in a city. They have limited access to places where they could gain knowledge of animals such as a forest, a zoo or a farm. Native countries do not have many of the animals that are in the story. | | | | | | | | | | | | | | | | | |
| 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?* | | | | | | | | | | | | | | | | | |
| Writing assessment: Students write on their favorite animal using differentiated journal form, assessed by Kindergarten rubric.  Students fill out word wheel with animal names and draw animal with appropriate characteristics.  Speaking assessment: Students participate in a jigsaw activity where they talk (and write) about their favorite animal.  Dipstick students during think aloud to see who can name animals and talk about their features.  Record language sample from partner share using the MKEA Teaching Gold microphone.  Record anecdotal record of students who used either yes/no for answering questions or responded with detailed sentence.  Monitor students as they repeat words in 7 step vocabulary lesson to ensure comprehensibility. Record with anecdotal notes.  Reading assessment: Monitor individual reading with running records on leveled readers.  Informal assessment of students as they read and respond to the sentence frames.  Listening and speaking assessment: Anecdotal records targeting animal names and characteristics as they participate in group activities. | | | | | | | | | | | | | | | | | |
| 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: | | | 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].wmfC:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\Users\sss\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q4SKKRUB\MC900359575[1].wmfC:\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 | |
| Introduce vocabulary from story in whole group | | | 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 | | ‘7 step vocabulary’ includes words on a picture/ word cards that is added to the word wall. | | | | | | | | | |
| Read story in whole group | | | 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 | | ‘Text features’ targeting animal pictures and actions  ‘Think aloud’ targeting animal and how they move in the story.  ‘I wonder’ targeting how animals with these features fit into a mitten together. | | | | | | | | | |
| Small groups will work with animal names and their animals’ characteristics. Individuals will record in journal page. | | | 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 | | ‘Mix and match’ names of animals.  W1 Matches puzzle pieces of animal name with corresponding picture. Name picture. Illustrate and trace animal names into their journal page.  W2 Reads card by recognizing animal and matches to animal pictures. Copies words from cards and illustrates individual picture of animal.  W3 Writes simple sentence using cards and illustrates.  W4 Writes full sentences describing animal and characteristics and illustrates. | | | | | | | | | |
| Students work independently to fill in word wheel of animal | | | 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 | | Students fill out ‘word wheel’ to name animals in story  W1draws animals  W2 draws animals and copies names  W3/4 draws animal and uses inventive spelling to spell animal names. | | | | | | | | | |
| Whole group will read and match definition and name of animal. | | | 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 | | ‘Double entry’ strategy. Teacher reads from chart with a riddle that describes animal and students answer. This ensures comprehension by linking the characteristic with the animal.  W1 Teacher asks students yes/no question about animal and students respond with yes/no.  W2 Teacher reads riddle that describes animal and students respond with the corresponding animal name.  W3/ 4 Teacher reads name of animal and student volunteers to describe it using descriptive vocabulary in complete sentences. | | | | | | | | | |
| Individuals will complete statements about animal features using tiered vocabulary from picture/word bank and read it to a partner during small group activity time. | | | 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 | | Using differentiated ‘sentence frames’, students fill in names and descriptive features of animal, making meaningful connections with animal name and characteristics.  W1 Trace the name of animal next to the picture and read.  W2 Using word/ picture card, student copies the name of animal in sentence and reads. (I am a \_\_\_\_\_\_.)  W3 Fill in descriptive feature and read.( I am a fox. I have \_\_\_\_\_. )  W4 Fill in descriptive feature, name of animal and read. (I have\_\_\_\_\_\_ teeth. I am a \_\_\_\_\_\_.) | | | | | | | | | |
| Students will have various leveled reader versions of story to read independently and with partner during independent reading. | | | 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 | | ‘Partner reading’  W1 repeat after another student reads each page  W2/3 read together alternating pages  W4 reads with partner | | | | | | | | | |
| During science and art times throughout the unit the whole group researches animals from the story using additional non-fiction books and information from chosen websites. Students use art materials to make their own visual representation of each animal. | | | 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 | | Students use various art materials to form animals. Each art representation has characteristic that was described in the story and explained in non-fiction books. Teacher supplies base model of each animal and various supplies for students to create individual animals.  Paper-plate bear had moveable legs  Clay hedgehog had spaghetti for prickles  Folded paper origami fox with large teeth drawn on  Stick puppet paper mole in a paper cup ‘tunnel’  White paper cup rabbit with body parts attached  Small mouse made from paper and yarn  Paper bag owl with talons attached  Activity allowed students to creatively express themselves and their interpretation of the characteristics of animals. Students discuss and explain their animals as they work with peers and staff. | | | | | | | | | |
| Small groups will discuss and describe characteristics of their favorite animal during science time. Students are in groups according to their favorite animal.  ( These were formed from journal activity) | | | 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 | | ‘Jigsaw’ activity. Students are grouped by their favorite animal. Group combines the information each person has of the animal by doing a roundtable activity. Each person adds information they know about the animal by talking, writing and drawing on a poster. This is the exit ticket.  W1/2 Use picture/word cards to copy to complete  W3/4 Use inventive spelling to complete  All have supports of ABC chart, animal word/picture cards books read in class, color words and sight word list if needed. | | | | | | | | | |
| Each small group will present a poster of their favorite animal to the class during science time. They will name the animal and describe the characteristics of that animal. They will be using all the information they have learned through the week. | | | 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 | | Exit ticket. Groups ‘report back’ to class using the poster as a visual representation of their favorite animal. | | | | | | | | | |
|  | | | 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 | |  | | | | | | | | | |
| 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?*  Below are additional curriculum lessons and activities that supported this lesson objective. These activities are part of a unit that used “The Mitten” as a mentor text. The unit included many activities in reading, math and science that were not part of the capstone lesson. By integrating all these lessons the students were able to use the language from the story in various multisensory ways. The purpose of this process was to enable all students to activate the content and language of the story at their level using their learning style.  Students use props and animal puppets to retell and sequence story during literacy labs and open centers.  Students identify initial sound for the name of each animal in literacy lab activity.  Students ‘read, stamp and write’ animal names using the characters of the story during literacy labs.  Students play ‘go fish’ game using the targeted language on cards during literacy labs and open centers.  Class reads a different version of the story ‘The Mitten’ and completes a Venn Diagram to compare and contrast the animal characters.  Students participate in songs and movements with the songs ‘Animal Hokey-Pokey’, and ’The Mitten in The Snow”.  Students read and illustrate poem, ‘The Mitten On The Ground’. | | | | | | | | | | | | | | | | | |  | ‘Partner reading’  W1 repeat after another student reads each page  W2/3 read together alternating pages  W4 reads with partner |

**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**

This capstone was part of an entire unit on the story. It lasted one week and all content areas had activities that surrounded the vocabulary.

The unit was very engaging for all the students. There were a variety of activities so everyone experienced animals and practiced naming animals many ways and multiple times. Students were able to transfer their knowledge of animals we have already studied into this unit. Students also retained knowledge they learned and applied it to questions the ‘Groundworks’ teacher brought to her lessons about animals in the following weeks. They also were able to recognize vocabulary in other books.

All students were able to make their goal of being able to name and discuss at least one animal. They were able to retell the story with much more detail as we learned the action words and the details of the animals.

The art projects really made the animals real to the students as well as highlighting each particular characteristic.

I was lucky to have a parent volunteer help prep the materials for the art projects which helped with the time factor or getting all the animals completed in a timely fashion.

Some of the most effective lessons and activities in the unit were the 7 step vocabulary, the writing pieces, the ‘go fish’ game, the emergent readers, the roundtable and exit ticket. Notes to consider are that I split the vocabulary into three lessons, one animal names, one actions and then the animal features. I had different sentence frames for every level and by monitoring the students I found that I needed to change prompts for students that could do the next level up. The next time I do the unit I would add a program where the students performed the story or presented their animals to parents or another classroom.

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)