Content-Based Instruction for English Language Learners

FLA518

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Southern CT State University

Unit
Farm Animals
K-1

Edna Irene Logan
Introduction
Irene Logan
FLA 518
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Unit Title: Farm Animals
Grade Level: K-1
Target Group: Bilingual

Source of Written Reading Materials:

Source of lesson:
From this unit I will be using the lessons written for day 1, day 2 and, day 3.

Learning Goals:
I want my students to know...
- That they can predict what a book will be about.
- How to sequence a story.
- The names of different farm animals.
- That farm animals come in different sizes.
- The difference between farm and city life.
- People have likes and dislikes.
- About body language.
- That a story has a beginning, middle, and an end.
- The problem in a story.
- The characters in a story
Lesson 1
# Farm Animals
Lesson 1 ~ by: Irene Logan

## Content Objectives

1. Students will be able to make predictions about what the story will be about.
2. Students will be able to determine the main idea within the text.

## Language Objectives

1.1 Students will orally describe what they think the story will be about.
2.1 Students will draw a picture and will write a small paragraph describing what the story was about.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Nearly Fluent Level 5</th>
<th>Intermediate Level 4</th>
<th>Speech Emergent Level 3</th>
<th>Early Production Level 2</th>
<th>Pre-production Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students will orally participate in a whole class discussion using at least two complete sentences to explain their predictions.</td>
<td>Students will orally discuss their predictions with a partner before sharing them with the rest of the class.</td>
<td>Students will share their predictions by using language prompts provided by the teacher.</td>
<td>Students will make a prediction about the story, by giving one-two word responses to teacher questions.</td>
<td>Students will make predictions about the story, by pointing to the characters on the cover of the book and by using body language in response to teacher questions.</td>
</tr>
<tr>
<td>Making Predictions</td>
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</tr>
<tr>
<td>Writing</td>
<td>Students will independently draw a picture and write a three sentence paragraph to describe what the book was about.</td>
<td>Students will with a partner draw a picture and write 2 sentences describing what the book was about.</td>
<td>Students will in a small group draw a picture and put words from a sentence strip in order to form two sentences that explain what the book was about.</td>
<td>Students will draw a picture and fill in the blanks using words from a given word bank to complete two sentences that will explain what the book was about.</td>
<td>With the support of the teacher, students will draw and label a picture with words chosen from the word bank to show what the book was about.</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION</td>
<td>EXPRESSIONS</td>
<td>WORDS</td>
<td>GRAMMAR</td>
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<tr>
<td>Make Predictions</td>
<td>About what the book will be about</td>
<td>&quot;I think this book will be about&quot;</td>
<td>Farms, a farmer, a farm animals</td>
<td>Present tense Future tense Plural, nouns</td>
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<tr>
<td></td>
<td></td>
<td>&quot;This book is going to be about&quot;</td>
<td>Animals, pigs, cows, ducks, dogs, frogs</td>
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<tr>
<td></td>
<td></td>
<td>(A)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>&quot;The Farm Concert (title of the book) was about a ______ who _______ _______ _______ because of ___ _______.&quot; (A)</td>
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<tr>
<td></td>
<td>Determining the main idea</td>
<td>About what the books was about</td>
<td>Farmer could not, sleep The noise.</td>
<td>Past tense, adjective, verbs, pronouns, conjunction, negatives</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>&quot;The farmer could not ______ a because the _____.&quot; (B)</td>
<td>Farmer, could not, because, made.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>&quot;The farmer ______ because ______ _______ _______ _______ _______ _______.&quot; (B)</td>
<td>Sleep (a) noise (b)</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>(A)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>&quot;The farmer ______ because ______ _______ _______ _______ _______ _______.&quot; (B)</td>
<td>Mad, angry, upset (a)</td>
<td>Present tense, adjectives, nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b c</td>
<td>No, can not (b) sleep (c)</td>
<td></td>
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</tr>
</tbody>
</table>
Establish prior knowledge, purpose, and predictions. Modification (Warm up the room by making a farm theme bulletin board Friday after the children leave. They will be surprised on Monday when they see it.)

<table>
<thead>
<tr>
<th>Prior Knowledge: 10 minutes. Whole group.</th>
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<tbody>
<tr>
<td>- Show students the picture of a barn &quot;see worksheet, p.8&quot; and say. &quot;I want you to think&quot; (Point to them and make a thinking expression)</td>
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<tr>
<td>- Ask the question. Pause and be clear when speaking. &quot;Have you (point to them) ever seen something that looks like this before?&quot; (point to your eyes and to the picture of the barn)</td>
</tr>
<tr>
<td>- Students will think, pair and share (students are used to this term) Say. &quot;Talk to your partner about where you may see one of these, and what else we can see there.&quot;</td>
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<tr>
<td>- Give students 2 minutes for this activity. Repeat the question. Say. &quot;Yes, this is called a barn.&quot; Students repeat the word.</td>
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<tr>
<td>- Ask. &quot;Where they have seen a barn before?&quot; &quot;Have they been to one before?&quot;</td>
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<tr>
<td>- Place the picture of the barn in the middle of your organizer. Ask. &quot;What else we can see in a farm?&quot; Repeat the names of the animals as they mention them (as the same time, show them pictures of those animals, farmer) &quot;See worksheets, p. 11,12&quot;</td>
</tr>
<tr>
<td>- Then, have some of the children place one by one the pictures on the organizer. &quot;see worksheet, p.9&quot;</td>
</tr>
<tr>
<td>- Together repeat the names of the animal and farmer.</td>
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</tbody>
</table>
**Predictions:** 5 minutes.
Show the children the cover of the book *The Farm Concert.* "See attached copy, p. 25" as you point to the pictures on it.
- Ask the children to discuss what they see on the cover of the book, and what they think the book will be about. (think, pair and share)
- Share with the rest of the class.
- On chart paper write their predictions (two or three).
- Repeat the question and answer each time.
- Ask them to try to give a reason for their answer (one word, pointing or complete sentence)
- Do a picture walk (students know the term)
- Talk about what they see.

**Purpose for reading:** Say, "Let's read this book to see why the farmer is angry, mad, upset."

<table>
<thead>
<tr>
<th>Introduce/review new vocabulary. ELS</th>
<th>New word: concert: 2 minutes.</th>
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</thead>
<tbody>
<tr>
<td>- Bring and show pictures of people in a concert.</td>
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<tr>
<td>- Explain the different kinds of concerts that there are. &quot;See copy, p.10&quot;</td>
<td></td>
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<tr>
<td>Mad, upset, angry.</td>
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<tr>
<td>- Show different expressions. Have the students show you different expressions.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain the focus strategy Finding evidence to confirm our predictions</th>
<th>1 minute. Say &quot;As I read I want you to think (show a thinking expression) about. What the story is really about, what is making the farmer mad, upset, and angry. (pointing to the farmer and making and angry face)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>During reading</th>
<th>Read and model looking for evidence</th>
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<tbody>
<tr>
<td>5 minutes.</td>
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<tr>
<td>- Think out loud. Point to the words where the animal sounds are shown in bigger font and ask.</td>
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<tr>
<td>- &quot;Why are these words bigger then the rest?&quot; Read the animal sound really loud and ask. &quot;When is the story taking place? Day? Night?&quot; Look for evidence. Say, &quot;Yes, I see the moon.&quot; The moon is displayed in every page of the book.</td>
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<tr>
<td>- Continue reading and ask.</td>
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<td>- &quot;Why can't the farmer sleep?&quot;</td>
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<td>- Pause, change intonation as needed.</td>
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<tr>
<td>After reading:</td>
<td>2 Minutes:</td>
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<td>---</td>
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<tr>
<td>Discussion /confirming their predictions</td>
<td>• Talk about what is the story about. Ask questions.</td>
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<tr>
<td></td>
<td>• &quot;How do we know?&quot;</td>
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<td></td>
<td>• &quot;Show me where in the book is that?&quot; (students can point to the pictures, speak in a complete sentence and or one or two words)</td>
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<tr>
<td></td>
<td>• &quot;What did the farmer say?&quot; Look for the pages in the book and show them to the children.</td>
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</tbody>
</table>

| Follow up activities:                                                                 |  Students will separate into groups.                                      |
| --- | --- | --- | --- |
| Play the song Old McDonald Had a Farm and then... | • Each group is going to be an animal of the story. |
| | • They all sing but, when their animal name is mentioned they have to make the animal sound. After singing the song two times and moving around a little bit... |
| Demonstrating understanding Centers:20 minutes | Students will go to their assigned working area. (all materials are place at their tables in advanced by teacher's aid or by one of the students) “See worksheets, p. 19-24” |

**Explain the procedure.**

**Nearly fluent:**

- Draw a picture and write independently what the story was about. "See worksheet, p.19"

**Intermediate:**

- With your partner draw a picture and write in two sentences telling me what the story was about (help each other) "See worksheet, p. 20"

**Emergent:**

- Your group will draw a picture independently "See worksheet, p. 21" and then together (point to all the students) will put two sentences together (show the sentence strips, "See worksheet, p.22" They've done this before) using the sentence strips. Remind them that the first word begins with an upper case letter and the last one ends with a period. Read the sentences together.

**Early Production:**

- You will draw a picture (independently) to show us what the book *The Farm Concert* was about and fill in the blanks. "See worksheet, p.23" using the words from the word bank (show word bank in
the same worksheet) Teacher's aid will work with them if available.

**Pre-production:**

- Say. We are going to draw a picture together. (Use chart paper) Point to students and yourself. "Let's draw what the book was about." Point to book *The Farm Concert* "See attached copy, p. 25"
- Pointing to the picture of the farmer teacher can say farmer (students will repeat). Have one student draw the picture.
- Ask them to show you the picture in the book where the farmer is mad (making a facial expression) "See, p. 8 in the book" Ask them to do it too.
- Students will point to the animals making noise and draw them. "See, p. 2-7 in the book"
- Teacher and students will look for the names of the animals and the word farmer and mad in the word wall. See copy, p.15-18"
- Label pictures.

**Assessment:** 3 minutes. When gather together again the students will (one student per group) be asked to share their work with the rest of the class. Work will be collected and the students will get feed back on it.

**Enrichment:** Homework: Explain it. Family talk. Students and their families will talk about life in their countries. Do they see or had any farm animal? Together they will draw pictures or gather photographs and write to describe the drawings or photographs.
Concerts
rabbit  
bird  

cat  
goat  

sheep
dog  frog
farmer  horse
duck  cow
chicken  pig
barn

cat

chicken

cow
cultivate
dog
donkey
duck
horse
milk
pig
tractor
The Farm Concert/level5

Name: ____________________________

Draw a picture and write a small paragraph describing what this story was about.
The Farm Concert/Level 4

Name: _______________________________________

With your partner, draw a picture and write 2 sentences describing what the book was about.

_______________________________

_______________________________

_______________________________

_______________________________

_______________________________

_______________________________

_______________________________
The Farm Concert/Level 3

Name: ________________________________

Independently draw a picture, and as a group put the words on the sentence strips in order to describe what the book was about. Read your sentences to make sure they make sense.
Sentence Strips

The farmer was mad because the animals made lots of noise.

These (above) will be written on sentence strips, cut into separate words, and given to the students to put together to form the complete sentence.
The Farm Concert/Level 2

Name: __________________________________________

Draw a picture and then fill in the blanks using the words from the word bank to complete the sentences that describe what the book was about.

Word Bank

he mad farmer sleep making animals much

The ____________ was _______________ because

________ Could not _______________. The ____________

were ______________ too ______________ noise.
The Farm Concert/Level 1

Names: ___________________ ___________________ ___________________ ___________________

Together draw pictures (this paper represent a large piece of white construction paper) to show what the books was about. Take turns drawing. Tell your teacher about your picture and with her look for words in the word bank to label your pictures.

Word Bank

<table>
<thead>
<tr>
<th>Farmer</th>
<th>mad</th>
<th>pig</th>
<th>dog</th>
<th>frog</th>
<th>duck</th>
<th>sleep</th>
<th>noise</th>
</tr>
</thead>
</table>


The Farm Concert

Story by Joy Cowley
Illustrations by Isabel Lowe
The Farm Concert

Story by Joy Cowley
Illustrations by Isabel Lowe
"Moo, moo," went the cow.
"Wuff, wuff," went the dog.
"Quack, quack,"
went the duck.
"Croak, croak," went the frog.
"Oink, oink,"
went the pig.
"Baa, baa," went the sheep.
"Quiet!" yelled the farmer. "I can't sleep."
"Moo, moo,"
went the cow.
"Wuff, wuff,"

went the dog.
"Quack, quack,"
went the duck.
"Croak, croak,"

went the frog.
“Oink, oink,”
went the pig.
"Baa, baa,"

went the sheep.
“Good,” said the farmer. “I can sleep.”
Narrative
Have written many lesson plans throughout the years, and they've always appeared to me to be well designed. I have always tried to provide my students with what I thought they needed. I was unaware that my poor planning (unintentional) was impeding their success.

As I worked on this lesson, I found a series of areas that needed to be modified in order to make content comprehensible for my Second Language Learners (L2). With this in mind, I chose goals that will be challenging, but also achievable for all the children. Then, I designed a functional/notional chart (F/N) to help me visualize the students sitting through this specific lesson. Different language expressions could be heard throughout the room indicating a division that reflected those language levels. Based on this, the performance indicators will reflect the success of each group.

To help students achieve this goal, I will also utilize different teaching strategies such as building background knowledge. Here, I will intentionally use visuals, a graphic organizer, and the students will think-pair and share. I will also give the students enough time to gather ideas and to share them with the rest of the class in complete sentences or using one or two words.

To introduce new vocabulary I will also utilize pictures, modeling, and body language such as facial expressions. The students will have the opportunity to show their understanding (negotiate meaning) of these words by using them in sentences or through body language. Their language expressions will be recorded as listening aids for later reference. To help students better comprehend the lesson, I will modify my speech by repeating the questions and their answer with appropriate intonation and body language as needed. The students will also be able use the word wall (with pictures) as a guide for questioning and support for answering.

In their groups students will be able to talk amongst themselves to problem solve. Also, the students will have access to visuals, organizers, word banks and the support of their teacher to complete their assignment. Each student group will have the opportunity for extended talk as they share in a whole group setting as a group the final product of their assignment. For homework, the students will partner with their parents and create either, a drawing, a list, or a paragraph describing their personal experience related to the designated topic. (Ex. Farm life in Mexico)
Lesson 2
Farm Animals
Lesson ~ by ~ Irene Logan

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will be able to sequence events in the story.</td>
<td>• Students will draw three pictures and write three sentences to sequence the story using the words first, next, and last.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Domain/Topic</th>
<th>Nearly Fluent Level 5</th>
<th>Intermediate Level 4</th>
<th>Speech Emergent Level 3</th>
<th>Early Production Level 2</th>
<th>Pre-production Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Students will independently draw sequential pictures to depict first, next, and last events in the story and write a sentence for each picture.</td>
<td>Students will with a partner draw sequential pictures depicting first, next, and last events in the story and write a sentence for each picture.</td>
<td>Students will in a group draw sequential pictures depicting first, next, and last in the story and write the words first, then, and last under the correct picture support of a word bank chart.</td>
<td>Students will in a group sequence three given pictures of the story. With the support of the teacher students will point to show first, next, and last part of the story.</td>
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</tbody>
</table>
## Functional and Notional Chart

### Function: Sequencing

(A) = Nearly Fluent  (B) = Intermediate

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
<th>EXPRESSIONS</th>
<th>WORDS</th>
<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td>Three events in the story</td>
<td>First the animals (A)</td>
<td>First, next last made, noise</td>
<td>Adverbs of time, past tense, Verbs, adjective, nouns, pronouns, conjunctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Next, the farmer was /yelled (A)</td>
<td>mad, yelled, angry, woke up, quiet</td>
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<tr>
<td></td>
<td></td>
<td>And last the animals were /got___ and the</td>
<td>quiet (a) farmer (b) sleep (c)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>_____went to ______ (A)</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>First the animals noisy, loud (a)</td>
<td>noisy, loud (a)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Next, the farmer ___(A)</td>
<td>woke up, was mad</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Next, the farmer ___(A)</td>
<td>yelled, said quiet</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Last, the farmer ___</td>
<td>went to sleep, could sleep</td>
<td></td>
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</tbody>
</table>
The Farm Concert
Lesson 2

Content Objectives:
1. Students will be able to sequence events in a story.

Language Objectives:
1. Students will be able to draw three pictures and write three sentences to sequence the story using the words first, next and last.

Materials: Chart paper, markers, worksheets/levels 1-5 (enlarged) three copies of sequencing cards, fruit, The Farm Concert (copy from lesson 1)

Before Reading

Establish Prior Knowledge

Make sure that the graphic organizer, the predictions chart, and the word wall from lesson one are available for reference.

Introduce/Review New vocabulary.

5 Minutes: Gather the students on the rug and tell them that today they are going to share with the rest of the class their home conversation about farm animals in their country (lesson one's homework) Ask them to take out their pictures of photographs.

- Students will think pair and share. Allow a couple of minutes for this activity. Ask two or three students to share their home conversation with the rest of the class.
- Ask. “What is similar (same) about the farm animals in their country and the ones in the book?”
- “Are those the same kind of animals?” “Yes, they are” Point to each animal and the farmer in the graphic organizer (from lesson one) as you and the students repeat the names.
- 10 Minutes: Tell the students that today they are going to learn how to put stories in a sequence.
**Sequencing - Sequence**

**First, next, and last**

- Ask. "Does anyone know what it is to put things in a sequence?"
- Tell them you will give them an example. (for this you will need to bring a real orange or any other fruit, a paper bag and a peering knife)
- Tell them to pay careful attention to you and to use their ears and their eyes (point to yours as you say it)
- Say. "I have an orange in my bag and I want to share it with you." Remind them to pay attention.
- Pick up your bag and say as you take the orange out "here is the orange" Say "What should I do with it?" student may say peel it (in L1 or L2) Say. "Yes" "Peel the orange as you repeat the word.
- Ask the students what you should do next. They may say eat it. (L1 or L2) Show gesture to demonstrate to eat.
- Pass the orange around for the students to eat.

When the students are done eating the orange. Get chart paper "see sample, p. 16" and say. "Let's put in a sequence what we did"

- Ask. "What did I do first?" Model. Show one finger, and pick up the bag where the orange was. Say. "Yes, first I pick up the bag and took the orange out" As you repeat this sentence draw your self taking the orange out of the bag. Say. "Next I... some one may say peeled it" Repeat the sentence as you draw the picture. "And last we ate it"
Reinforcing Activity
Stretching out

Re-reading the book
The Farm Concert

Checking for Understanding/Centers
15 Minutes

Repeat the sentence draw the picture. "See sample, p.15"
- Review the pictures and write the sentences under each correspondent picture.
- Repeat the words and show fingers for first, then and last as you point to each picture.

2 Minutes: Play the game "Do As I Say." All students should follow three step directions. For example. Say. "First everyone stand up. Next, turn around five times and last everyone sit down."

Students can tell you what they did using the words in the correct sequence and using the correct words. The students in the pre-production level should use body language to show understanding. (One finger for first and the correct movement, etc.)

3 Minutes: Have the students to orally recall what happen in the story The Farm Concert "see copy, p.25 of lesson one" (encourage them to use the words first, next, last) Allow students to help each other.

- Read the story. Modeling
- Talk about what happened first.
- Talk about what happened next.
- Talk about what happened last.
- On chart paper "See sample, p. 16" place the book's sequencing cards. "See copy, p.12-14"

Explain that they will work in their groups sequencing the story. "We will show what happened first, next and last" (show fingers)
<table>
<thead>
<tr>
<th>Nearly Fluent:</th>
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<tbody>
<tr>
<td>• Will draw independently three pictures to show what happened first, next</td>
</tr>
<tr>
<td>and last in the story. Write a sentence explaining each picture using the</td>
</tr>
<tr>
<td>appropriate words “See worksheet, p.7” (please enlarge for convenience).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate:</th>
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<tbody>
<tr>
<td>• Will draw with a partner three pictures to sequence the story and write</td>
</tr>
<tr>
<td>a sentence below the picture describing it. Use the words first, next and</td>
</tr>
<tr>
<td>last to show correct order. “See worksheet, p.8” (please enlarge for</td>
</tr>
<tr>
<td>convenience)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergent:</th>
</tr>
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<tbody>
<tr>
<td>• Will draw as a group three pictures sequencing the story. Below the</td>
</tr>
<tr>
<td>picture fill in the blanks with words from the word bank to complete the</td>
</tr>
<tr>
<td>sentences. “See worksheet, p.9” (please enlarge for convenience)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Early Production:</th>
</tr>
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<tbody>
<tr>
<td>• As a group will draw three pictures to show the story in sequence. Bellow</td>
</tr>
<tr>
<td>the pictures write the words first, next and last “See worksheet, p.10”</td>
</tr>
<tr>
<td>with the support from the sequencing chart done earlier in the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Production:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Will put sequencing cards “See copy p.12-14” in the correct order with</td>
</tr>
<tr>
<td>the support of the teacher. Point to first, next, and last.</td>
</tr>
</tbody>
</table>
Assessment: Students will gather together and will reflect as a group about what they learn. Ask one or two students per group to share their work with the rest of the class.

Enrichment: During read aloud time read any of the books listed in the introduction of this unit.

Extensions: Student will graph their favorite farm animal. “See copy, p.6c-6d”
Favorite Farm Animals
The Farm Concert/Level 5
Sequencing Events

Name: ________________________________

Draw three pictures to show the first, next and last part of the story. Write a sentence describing each picture.

[Blank space for pictures and descriptions]
The Farm Concert/Level 4  
Sequencing Events

Names: ____________________________________________________________________ 

Draw three pictures with your partner to show what happened first, next and last in the story. Write a sentence below your pictures. See the numbers in the boxes to guide you.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
</table>

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The Farm Concert/Level 3
Sequencing Events

Names:__________________________________________________________

As a group draw three pictures to show what happened first, next and last in the story. Fill in the blanks using the word bank to complete the sentences below. See the numbers in the boxes as a guide.

Word Bank
First (1)  Next (2)  Last (3)  animals  farmer  noise  mad  angry  went  quiet  sleep

1. _______ the ________ made _______.  2. _______ the ________ woke up _______.  3. _______ the ________ were _______ the farmer _______ to _______.
The Farm Concert/Level 2
Sequencing Events

Names: ____________________________________________________

As a group draw three pictures to show what happened first, next and last in the story. Below each picture write the correct word that shows the order of events. See the numbers in the boxes as a guide.

1. __________
2. __________
3. __________
The Farm Concert/Level 1
Sequencing Events

Names: ______________________________________________________

Place the pictures in the correct boxes to show first, next and last parts of the story. Point to each picture to answer which is first, next and last.

1 2 3
"Moo, moo,"
went the cow.
"Quiet!" yelled the farmer.  
"I can't sleep."

"Baa, baa,"  
went the sheep.
"Good," said the farmer. "I can sleep."
Sequencing Sample

1. First
2. Next
3. Last
## Sequencing The Farm Concert

<table>
<thead>
<tr>
<th>1. First</th>
<th>2. Next</th>
<th>3. Last</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Narrative 2

As I planned this lesson, I found different areas that needed modifications in order to make content comprehensible and achievable for my Second Language Learners. For this reason, I chose goals that are as challenging for my students as they would be for any native speaker. I believe these goals are difficult, and at the same time are reachable when presented in the right format.

I as designed the Functional and Notional Chart, I visualized my students trying to express themselves as best they could. In some cases, body language was utilized instead of oral language. These different forms of language expressions are reflected in the Functional and Notional chart and they help to divide the students into language levels. Based on this, the performance indicators will reflect the success of each group.

To help students achieve this goal, I will utilize different teaching strategies such as building background knowledge. Here, we will use visuals, a graphic organizer, and the students will think-pair and share.

New Vocabulary (sequencing events using the words first, next and last) will be introduced through pictures, modeling, and the use of realia such as fruit. I will use my first language to provide support as needed. Cognates such as “secuencia” (the Spanish translation of sequence) will also be used. The Students will have time to negotiate meaning by talking amongst themselves and by answering questions with the support of charts and graphic organizers.

Students will problem solve, individually or as a group, when needed. Each group task has also been created and modified specifically to meet the needs of that group. Pictures, word banks, and sentence starters are part of these modifications.

At the end of the lesson the different groups will have the time to share their work with the rest of the class either in their first or second language (L1 or L2). Students will receive feedback accordingly.
Lesson 3
# Farm Animals

**Lesson 3 ~ by ~ Irene Logan**

## Content Objectives
- Students will be able to classify farm and zoo animals.

## Language Objectives
- Students will be able to read, and write a small paragraph to classify animals as farm or zoo animals.

<table>
<thead>
<tr>
<th><strong>Domain/Topic</strong></th>
<th><strong>Nearly Fluent Level 5</strong></th>
<th><strong>Intermediate Level 4</strong></th>
<th><strong>Speech Emergent Level 3</strong></th>
<th><strong>Early Production Level 2</strong></th>
<th><strong>Pre-Production Level 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Writing</strong></td>
<td>Students will read independently a paragraph that classifies animals as farm or zoo animals and draw a picture to demonstrate their understanding of the paragraph.</td>
<td>Students will with a partner fill in the blanks with words from a word bank to complete a paragraph to classify animals as farm or zoo animals. Students will read and illustrate the paragraph.</td>
<td>Students will as a group fill in the blanks from words from a word bank to complete two simple sentences and draw to illustrate those sentences.</td>
<td>Students will in a group match animal pictures to words that describe the place where the animals live in order to classify them as farm or zoo animals.</td>
<td>Students will with the support of the teacher classify animals as farm or zoo animals by placing animal pictures under the correct heading.</td>
</tr>
</tbody>
</table>
# Functional and Notional Chart

**Lesson 3**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classifying</td>
<td>Farm and zoo animals</td>
<td>A _____ is a farm animal and a _____ is a zoo animal. (A-B)</td>
<td>Cow, rabbit, sheep, Tiger, lion, zebra, zoo, farm, and animal</td>
<td>Nouns, verbs, third person singular, negatives, Prepositions-conjunction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A _______ lives on a farm and a _______ lives in a/an zoo. (A- )</td>
<td>goat, horse, rooster, elephant, hippopotamus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A_______ is a farm animal, but a _______ is not (A-B)</td>
<td>duck, cat, lion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>But, not</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: (A) = Fluent, (B) = Intermediate
The Farm Concert
Lesson 3

Content Objectives: Students will be able to classify farm and zoo animals.

Language Objectives: Students will be able to read and write a small paragraph to Classify animals as farm or zoo animals.

Materials: Farm and zoo animal pictures (three sets) animal names, work sheets for all levels, graphic organizer, farm and zoo pictures, a copy of The Farm Concert (used in previous lessons) animal masks templates. To buy animal masks visit www.designed2bsweet.com, practice books.

Before Reading

<table>
<thead>
<tr>
<th>Establishing Prior Knowledge</th>
<th>5 Minutes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The day before add zoo animal pictures to the farm animals theme bulletin board. Make sure that charts and organizers are visible and accessible for reference.</td>
<td>- Gather your students and tell them to look at the bulletin board and name the animals that they see there. (your Pre-productions students may point to some of the animals that other students named) Tell them that today they will learn about other animals.</td>
</tr>
<tr>
<td></td>
<td>- Tell the students that looking at the bulletin board made you think about a place you visited once. Tell them your own personal experience about a visit to the zoo. Pass the zoo animal pictures. “See, copy, p. 17-18”</td>
</tr>
<tr>
<td></td>
<td>- Ask them if they have ever been to the zoo. Allow a minute to think-pair-share. (Make sure the students are paired accordingly for this activity.</td>
</tr>
<tr>
<td></td>
<td>- Students will share with the rest of the class.</td>
</tr>
<tr>
<td></td>
<td>- Collect the pictures and mixed them with the farm animals pictures &quot;See lesson 2, p.6c”</td>
</tr>
<tr>
<td></td>
<td>- Have the students make a circle on the rug.</td>
</tr>
</tbody>
</table>

Re-Reading the book

<table>
<thead>
<tr>
<th>The Farm Concert &quot;See copy, p.25 of lesson one&quot;</th>
<th>2 Minutes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the story as you remain the students that these are farm animals. Encourage students to read along with you.</td>
<td></td>
</tr>
<tr>
<td>Introducing/Review New Vocabulary. Zoo animals, to classify</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

### 3 Minutes:
Explain to the students that today they will learn to classify. Ask if any one knows what it means to classify something. (use L1 if necessary) Give an example.

- Ask if they know the difference between farm animals and zoo animals. "Can I have a tiger as a pet?" "Yes?" "No?" "Why"? Students may explain in their L1 or may use body language if necessary.

### 5 Minutes:
As you place graphic organizer on the board “See sample, p. 7” ask a student to place all the animal pictures in the circle (farm and zoo pictures should be mixed)

- Place the pictures (to use as headings) of the farm and the zoo animals “See copy, p.8-9a” in the appropriate column of the organizer
- Encourage the students to read the headings.
- “What are we going to do with these organizer and these pictures?” Point to organizer and the pictures. “Yes” Ask for a volunteer to place the first picture on the organizer. **Encourage the Pre-production students to participate.** Model for them as needed, or pair them with a more advanced student.
- Ask the students “Why can not we place the picture of a hippo (hippopotamus- point to the picture and column) under the farm animals heading?” “How do zoo animals live?” Draw the picture of a cage or some type of wall.
<table>
<thead>
<tr>
<th>Follow Up Activity / Stretching Up - The Animal Parade</th>
<th>5 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking for Understanding/Centers</td>
<td></td>
</tr>
<tr>
<td>• Distribute the animal mask. “See copies, p. 19-29”</td>
<td></td>
</tr>
<tr>
<td>• Tell them you are having a parade in the classroom.</td>
<td></td>
</tr>
<tr>
<td>• Place a zoo sign somewhere in the classroom and a farm sign somewhere else. “See copies, p.9d-9e”</td>
<td></td>
</tr>
<tr>
<td>• Students should make the animal sounds as they parade</td>
<td></td>
</tr>
<tr>
<td>• Tell them to look for their home. Encourage them to say for example “I am a lion, I live in a zoo!” as they gather in front of the correct sign. Ask the less advanced students to point to where they live and/or use one or two words if possible.</td>
<td></td>
</tr>
<tr>
<td>• Collect the mask and group students according to their L2 levels.</td>
<td></td>
</tr>
<tr>
<td>15 Minutes: Explain the activity and distribute worksheet “See worksheets, P.10-18”</td>
<td></td>
</tr>
</tbody>
</table>

**Nearly Fluent /Level 5:** Students will independently read the small paragraph “See worksheet, p. 10” and answer if they are correct or incorrect and why. Will illustrate the farm animals.

**Intermediate /Level 4:** With a partner the students will fill in the blanks with words from a word bank “See worksheet, p.11” to complete the sentences and illustrate those sentences.

**Emergent / Level 3:** As a group the students will fill in the blanks with words from a word bank “See worksheet, p.12-13” and the support of pictures.

**Early Production:** As a group the students will
<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>match animal pictures to the name of the place where the animals live “See worksheet, p.14-15” The students will have the support of the graphic organizer made earlier in the day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Production:</strong> With the support of the teacher the students will classify farm and zoo animal pictures “See copies, p.17-18” and will place them on a graphic organizer “See sample, p.16” under the correct heading. Students may point or use body language to answer questions. Teacher will model and will also use body language to support students.</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 Minutes:</strong> Students will gather and share with a students from another group what they did at their center as teacher listen. Teacher will collect work and provide the appropriate feedback.</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Send home the books <em>At The Farm</em> and <em>Where Are We</em> “See copies, p. 30-57” <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a> These books are in English and in Spanish to provide support to all students.</td>
</tr>
</tbody>
</table>
CLASSIFYING ANIMALS

"I am a farm animal or a zoo animal"?

<table>
<thead>
<tr>
<th>Farm Animals</th>
<th>Zoo animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Elephant</td>
<td>lion</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td>Tiger</td>
<td>zebra</td>
</tr>
<tr>
<td>Giraffe</td>
<td>leopard</td>
</tr>
<tr>
<td>monkey</td>
<td>alligator</td>
</tr>
<tr>
<td>bear</td>
<td>hippopotamus</td>
</tr>
<tr>
<td>gorilla</td>
<td>deer</td>
</tr>
<tr>
<td>rabbit</td>
<td>cow</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>dog</td>
<td>frog</td>
</tr>
<tr>
<td>sheep</td>
<td>horse</td>
</tr>
<tr>
<td>chicken</td>
<td>pig</td>
</tr>
<tr>
<td>rooster</td>
<td>goat</td>
</tr>
<tr>
<td>cat</td>
<td>donkey</td>
</tr>
<tr>
<td>duck</td>
<td>mouse</td>
</tr>
</tbody>
</table>
Farm
An elephant, a tiger, and a lion are zoo animals. A cow, a duck, and a sheep are farm animals. Also, a goat, a rooster and a giraffe are farm animals.
Classifying Farm and Zoo Animals / Level 4

Names: ________________________________

Fill in the blanks with words from the word bank to complete the sentences below. Draw a picture that describes what you read.

A lion and a ________ live in a __________.
A horse, a ________, a __________, a __________, a _______ and a __________ live on a __________.
Classifying Farm and Zoo Animals / Level 3

Names: ____________________________________

Complete the following sentences with words from the word box.

Zoo  farm  giraffe  sheep  pig on in

A lion lives _____ a ________.

A cow lives _____ a ________.
A ________ lives in a _______.

A ________ lives on a _______.

A ____ lives on a _______.

A ________ lives in a _______.

A ________ lives on a _______.

A ________ lives in a _______.

A ________ lives on a _______.

A ________ lives in a _______.

A ________ lives on a _______.

A ________ lives in a _______.

A ________ lives on a _______.
Classifying Zoo and Farm Animals /Level 2

Names: __________________________________________________________

Match the picture of the animal to where it lives.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Lives in the</th>
</tr>
</thead>
<tbody>
<tr>
<td>lion</td>
<td>farm</td>
</tr>
<tr>
<td>horse</td>
<td>zoo</td>
</tr>
<tr>
<td>sheep</td>
<td>farm</td>
</tr>
</tbody>
</table>
hippopotamus farm

rooster farm

cow zoo

giraffe zoo
Classifying Farm and Zoo Animals /Level 1

Names: ________________________________

<table>
<thead>
<tr>
<th>Farm Animals</th>
<th>Zoo Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Farm Animals Image" /></td>
<td><img src="image2" alt="Zoo Animals Image" /></td>
</tr>
</tbody>
</table>
Zoo and Farm Animals cards for Level 1
Directions:
1. Print on card stock.
2. Cut around mask.
3. Cut white circles for eyes.
4. Cut red circles and thread string to hold mask in place.
Directions:

1. *Print* on card stock.
2. *Cut* around mask.
3. *Cut* white circles for eyes.
4. *Cut* red circles and thread string to hold mask in place.
Directions:

1. Print on card stock.
2. Cut around mask.
3. Cut white circles for eyes.
4. Cut red circles and thread string to hold mask in place.
Directions:

1. *Print* on card stock.
2. *Cut* around mask.
3. *Cut* white circles for eyes.
4. *Cut* red circles and thread string to hold mask in place.

*Masks*

*Frog*
Directions:

1. *Print* on card stock.
2. *Cut* around mask.
3. *Cut* white circles for eyes.
4. *Cut* red circles and thread string to hold mask in place.
Directions:

1. *Print* on card stock.
2. *Cut* around mask.
3. *Cut* white circles for eyes.
4. *Cut* red circles and thread string to hold mask in place.
En La Granja

Palabras nuevas: que, eso

An Emergent Reader from www.hubbardscupboard.org © 2004
Spanish translation by Marina Insausti
Clipart Copyright © Microsoft Corporation 1987-2001. All rights reserved
Este es el granjero.

Este es el granjero.
¿Qué es eso?

Ese es el tractor del granjero.

¿Qué es eso?

Ese es el tractor del granjero.
¿Qué es eso?

Ese es el granero del granjero.

¿Qué es eso?

Ese es el granero del granjero.
¿Qué es eso?

Ese es el cerdo del granjero.

¿Qué es eso?

Ese es el cerdo del granjero.
¿Qué es eso?

Esa es la vaca del granjero.

¿Qué es eso?

Esa es la vaca del granjero.
¿Qué es eso?

Esa es la oveja del granjero.

¿Qué es eso?

Esa es la oveja del granjero.
¿Qué es eso?

Ese es el caballo del granjero.

¿Qué es eso?

Ese es el caballo del granjero.
¿Qué es eso?

Esa es la gallina del granjero.

¿Qué es eso?

Esa es la gallina del granjero.
¿Qué es eso?

Esa es la cama del granjero.
¡Buenas noches!

¿Qué es eso?

Esa es la cama del granjero.
¡Buenas noches!
At The Farm

New sight words: what, that

An Emergent Reader from www.hubbardscupboard.org © 2004
Clipart Copyright © Microsoft Corporation 1987-2001. All rights reserved.
This is the farmer.

This is the farmer.
What is that?

That is the farmer’s tractor.

What is that?

That is the farmer’s tractor.
What is that?

That is the farmer's barn.

What is that?

That is the farmer's barn.
What is that?

That is the farmer's pig.

What is that?

That is the farmer's pig.
What is that?

That is the farmer's cow.

What is that?

That is the farmer's cow.
What is that?

That is the farmer’s sheep.

What is that?

That is the farmer’s sheep.
What is that?

That is the farmer's horse.

What is that?

That is the farmer's horse.
What is that?

That is the farmer’s chicken.

What is that?

That is the farmer’s chicken.
What is that?

That is the farmer's bed. Goodnight!
Where Are We?

New sight words: where, are

An Emergent Reader from www.hubbardscupboard.org © 2004
Clipart Copyright © Microsoft Corporation 1987-2001. All rights reserved.
¿Dónde estamos?

Palabras nuevas: donde, estamos

Spanish translation by Marina Insauti
Clipart Copyright © Microsoft Corporation 1987-2001. All rights reserved.
¿Dónde estamos?

Estamos en una finca.

¿Dónde estamos?

Estamos en una finca.
¿Dónde estamos?

Estamos en el zoológico.

¿Dónde estamos?

Estamos en el zoológico.
Narrative 3
Knowing that classifying things into categories greatly supports learners, especially, second language learners, made choosing these content objectives easier than it was choosing the previous two objectives.

Again, after choosing this objective, I created my Functional and Notional Chart containing the different language expressions I wanted my students to produce. The five different language levels of the students were used in creating the Performance Indicators.

To build background knowledge, I will use my own personal experiences and pictures of the topic (Zoo animals). Then, I will invite the students to share their own personal experience with their classmates. After modeling this strategy (think aloud), I will introduce new vocabulary (to classify - to group things). We will use pictures of different farm and zoo animals, as well as a graphic organizer. After the students classify the pictures of the animals, they will participate in an animal parade wearing animal masks and will classify themselves and/or each other as a zoo or a farm animal.

Other modifications can be seen in the students' small group activities. The students will have access to all the materials used in the previous lessons, as well as new materials such as pictures, sentences starters, work banks, sentence strips and, of course, their teachers. Students will be encouraged to give and to receive the support of their classmates.

The students will share their understanding of the lesson by sharing their individual or group work in their first or second language (L1, L2 or by using body language.) Feedback will be given accordingly. To extend the lesson, each student will receive two books about farm and zoo animals. These books are both in English and in Spanish.
Checklists
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>I. B. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>4,5,6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>I. C. Model (Instructions, Processes)</td>
<td>4,5,6</td>
<td>4,5,6</td>
<td>3</td>
</tr>
<tr>
<td>I. D. Create Opps. To Negotiate Meaning/ Check Understanding</td>
<td>4,5,7</td>
<td>4,5,6</td>
<td>4,6</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. A. Intentional Use of Graphic Organizers</td>
<td>4</td>
<td>3,5,6</td>
<td>3,4</td>
</tr>
<tr>
<td>II. B. Develop Vocabulary</td>
<td>4,5,6</td>
<td>3,4</td>
<td>3,4</td>
</tr>
<tr>
<td>II. C. Modify Written Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. A. Pace Teacher’s Speech</td>
<td>4,5,6,7</td>
<td>3,4,5,6</td>
<td>3-6</td>
</tr>
<tr>
<td>III. B. Use of Listening Guides</td>
<td>6</td>
<td>4</td>
<td>3,6</td>
</tr>
<tr>
<td>III. C. Use of Word Walls</td>
<td>7</td>
<td>3,6</td>
<td>3,6</td>
</tr>
<tr>
<td>III. D. Frame Main Ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. E. Check for Understanding</td>
<td>6-7</td>
<td>3-6</td>
<td>4,6</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. A. Use Teacher Questioning and Response Strategies</td>
<td>4,5,6,7</td>
<td>3-6</td>
<td>3-6</td>
</tr>
<tr>
<td>IV. B. Practice Instructional Conversations</td>
<td>7</td>
<td>3,4</td>
<td>3,5</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. A. Challenge students to produce extended talk</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>VI. B. Model Language for Oral and Written Production</td>
<td>6,7</td>
<td>3,4</td>
<td>3,4</td>
</tr>
<tr>
<td>VI. C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
# Grammar Check List

## Farm Animals

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Pronouns</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Verbs</td>
<td>1, 2</td>
</tr>
<tr>
<td>Auxiliary verbs</td>
<td>1</td>
</tr>
<tr>
<td>Negatives</td>
<td>1, 3</td>
</tr>
<tr>
<td>Present tense</td>
<td>1, 3</td>
</tr>
<tr>
<td>Past tense</td>
<td>1, 2</td>
</tr>
<tr>
<td>Future tense</td>
<td>1</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 2</td>
</tr>
<tr>
<td>Conjunctions</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Adverbs</td>
<td>2</td>
</tr>
<tr>
<td>Prepositions</td>
<td>3</td>
</tr>
<tr>
<td>Plural</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

## Functions Checklist

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make predictions</td>
<td>1</td>
</tr>
<tr>
<td>Determine main idea</td>
<td>1</td>
</tr>
<tr>
<td>Sequence events</td>
<td>2</td>
</tr>
<tr>
<td>Classify</td>
<td>3</td>
</tr>
</tbody>
</table>
Original Lessons
The Farm Concert

Story by Joy Cowley
Illustrations by Isabel Lowe

Book Description
A farmer can't sleep until he quiet his noisy farm animals.
Number of pages: 16
Number of words: 74
Approximate Read-Aloud Time: 2 minutes
Hi Friends,

Some animals make lots of noise. I can make myself sound very loud if I want to. This week, our Book-of-the-Week is about animals that make lots of noise!

Your friend,
(elephant name)

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1. **Engaging**—Getting Ready to Learn

   Display a toy cow. What is this? Where could you go to see a real cow?

2. **Previewing**—Looking It Over Before Reading

   Display the big book and introduce the title, author, and illustrator. Who is the author of this book? What other books by Joy Cowley have we read?

   What do you see on the cover of *The Farm Concert*? Which animals can you name?

3. **Predicting**—Using What We Know to Make Guesses

   Point to the man on the front cover illustration. Who do you think this is?

   Take a picture walk through the book. What do you think a farm concert is?

4. **Read Aloud**—*The Farm Concert*

5. **Responding**—Sharing What We Think and Feel

   What do you think of the animals in the story? What do you think of the farmer?

6. **Confirming**—Making Sure

   Were any of your predictions about the story correct? Which ones? Which of your predictions were not correct?

7. **Recognizing**—Knowing What It Is

   Display and read aloud page 2. What animal is this?

   Display and read aloud page 3. What animal is shown here?

   Display and read aloud page 4. What is this animal?

---

6 *The Farm Concert*—Breakthrough to Literacy®
Discuss the animals featured in the story and help the children record them on a graphic organizer (diagram).

Farm Animals

Drawing on Prior Knowledge—Building on What We Know
What other animals could be seen on a farm? Help the children add their ideas to the graphic organizer.

Integrating—Weaving Ideas Together
Display the title page, Where does the farmer sleep? Where do you think the duck sleeps? Where might the sheep sleep? Where do you think the frog sleeps?

Distribute Take-Me-Home Books
Explain to the children that they will be reading, drawing, and writing in their Take-Me-Home books every day of the week. After helping them write their names in the books, collect the books and tell the children that at the end of the week, they will take their books home to share with their families.

Home Conversation #1
Read aloud the Home Conversation. Distribute photocopies to the children for family discussion.
Talk to your family members about farm animals they know. Tell them about the farm animals in our Book-of-the-Week.
Day 2  Oral Comprehension Strategies
Remember, Retell, and Interpret

1 Engaging—Getting Ready to Learn
Discuss Home Conversation #1. What farm animals did your family members tell you about? What farm animals did you tell them about?

2 Remembering—Thinking about the Book
What is the title of our Book-of-the-Week? What animals do you remember from The Farm Concert?

3 Verifying—Making Sure
Why is the book called The Farm Concert?
What problem does the farmer have in the story? How does the farmer solve the problem?
As you read aloud The Farm Concert, ask the children to notice the sound each animal makes.

4 Read Aloud—The Farm Concert

5 Clarifying—Making It Clearer
Display and read aloud page 2. What animal is this? What sound is the cow making?
Display and read aloud page 3. What animal do you see here? What sound is the dog making?
Continue to discuss the animal sounds on pages 4 through 7. Affix the story cards to the first column of a graphic organizer (chart) and help the children record the animal sounds in the second column.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Animal Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>cow</td>
<td>moo, moo</td>
</tr>
<tr>
<td>dog</td>
<td>wuff, wuff</td>
</tr>
</tbody>
</table>

Writing Prompt
Draw a picture of a farm animal and write about the sound it makes.

8 The Farm Concert—Breakthrough to Literacy®
6 Experiencing—Moving Around
Invite the children to imitate the animal sounds in the book.

7 Sequencing—Putting the Parts in Order
Take a picture walk through the book. What are the animals doing at the beginning of the story?
In the middle of the story, why does the farmer yell?
What happens at the end of the story?
What changes about the animals?

8 Inferring—Using Clues to Figure It Out
Display pages 8 and 9. How do you think the animals feel when the farmer yelling?
Display page 16. Do you think the farmer is happier now? Why?
Take a picture walk through pages 10 to 15. How might the animals feel at the end of the story? Why do you think that?

9 Comparing and Contrasting—Telling How Things Are Alike or Different
Explain that a city has many buildings, lots of people, and traffic. How is a farm in the country different from the city?
What is noisy about the farm in our book?
What might be noisy about a city?

10 Wrapping Up—Thinking about What We Are Learning
Think about the noises you hear where you live.

Songs and Chants
Sing “On the Tractor” by Connie Greenleaf to the tune of the traditional echo song “I Met a Bear.” Encourage the children to sing the song, too, echoing each line as you sing it.

it’s easy to see
From way up here
The corn and the beans
And even a deer.
The rabbits and mice
Scurry away
From the rumbling noise
Coming their way.

Related Literature Activity
Read aloud The Baby Beepee Bird by Diane Redfield Massie. Create a graphic organizer and help the children chart reasons the beepee bird might make its sound. Then ask the children to list noises other animals make.

Please note that there are many books that can be read aloud as an alternative to the suggested book. Sources might include the school library, public library, or personal collections.
Friends,

Book-of-the-Week
Bag Suggestion
- photographs depicting faces with a variety of emotions

How do you feel today?
~
I feel very happy! When I'm happy, I like to dance around.
What do you like to do when you are happy?
Your friend, (elephant's name)

Elephant Letter

Hi Friends,
How do you feel today? I feel very happy! When I'm happy, I like to dance around.
What do you like to do when you are happy?
Your friend, (elephant's name)

Writing Prompt
Draw a picture of and write about a time you felt happy.

1 Engaging—Getting Ready to Learn
Continue discussion of Home Conversation #1. What farm animals did your family members tell you about? What farm animals did you tell them about?

2 Reflecting—Remembering and Thinking
What is your favorite part of the story? Why is it your favorite?

3 Inferring—Using Clues to Figure It Out
Display pages 8 and 9. How do you think the farmer feels? Why might he feel that way?

4 Personalizing—Making It Mine
How do you feel right now?
What are some other ways you have felt?
Display some photographs of faces with varying emotions.
What are some other feelings people can have?
As the children respond, help them enter their ideas on a graphic organizer (web).
Responding—Sharing What We Think and Feel
When have you felt happy? What made you feel that way?
How do you act when you are happy?
When have you felt sad? Why? How do you act when you are sad?
As you read aloud The Farm Concert, ask the children to notice how the illustrator shows how the farmer and the animals are feeling.

Read Aloud—The Farm Concert

Using Illustrations—Using Pictures
Display the title page. How can you tell the farmer is angry?
How does the illustrator, Isabel Lowe, show us how the farmer feels?
Display page 4. What is the duck doing? Do you think the duck is having fun? Why or why not?
Display page 6. How do you think the pig feels in this illustration?
How does the illustrator show us that?
Continue through the book in this manner.

Considering Alternatives—Thinking about Other Ideas
How does the farmer get the animals to be quiet?
What could he have done instead of yelling?

Home Conversation #2
Read aloud the Home Conversation. Distribute photocopies to the children for family discussion.
Ask your family members to tell you about a time they felt happy. Tell them about some times you felt happy, too.

Mystery Message
"_aa, _aa," went the sheep.

Help the children identify whether words or letters are missing from the Mystery Message. Provide the clue that the same letter goes in both blanks. Ask the children to guess which letter completes the mystery words, then read aloud the sentence with the children’s suggestions incorporated. Once the missing b has been identified, invite the children to practice making the /b/ sound. Then ask the children how many letters are in each mystery word and have a child draw a circle around another word in the sentence that has the same number of letters. If time allows, ask the children to name other words with three letters.

Teacher Note
Invite the children to find an item at home or in the classroom to place in the Book-of-the-Week Bag for the next whole-group discussion.
1 Engaging—Getting Ready to Learn
Discuss Home Conversation #2. What did your family members tell you about a time they felt happy? What did you tell them about times you felt happy?

2 Interpreting—Thinking about the Meaning
What does loud mean? What does quiet mean?

3 Classifying—Sorting and Grouping
What kind of noise is a whisper?
What kind of noise is thunder?
What are some things that make loud noises?
What can you think of that makes quiet noises?
Help the children write their ideas on a graphic organizer (T chart).

<table>
<thead>
<tr>
<th>Loud Noises</th>
<th>Quiet Noises</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>kitten</td>
</tr>
<tr>
<td>airplane</td>
<td>clock</td>
</tr>
</tbody>
</table>

As you read aloud the story, encourage the children to notice when the animals are loud and when they are quiet.

4 Read Aloud—The Farm Concert

5 Verifying—Making Sure
When are the animals loud? When are they quiet? How can you tell?
Using Text—Using Words
Display page 2. Which words on this page are written in bigger letters than the other words?
What is the author trying to tell us by making these words so big?
Display page 10. Which words are written in small letters?
What is the author trying to tell us with the small words?
Continue in this fashion.

Comparing and Contrasting—Telling How Things Are Alike or Different
What are some places where we have to be quiet?
What are some places where we can be loud?
Is it more fun to be loud or quiet? Why?

Creating—Making Something New
Provide empty boxes, bells, rubber bands, and other materials.
How can we put these things together to make a loud instrument?
What quiet instrument can we make from these things?
Help the children select materials and create their own instruments.

Read Aloud—Book-of-the-Week Poem
Create a transparency of the Book-of-the-Week poem using the blackline masters. Display the poem on an overhead and read aloud. While reading aloud, point to the words and model expression, phrasing, intonation, and movement. Invite the children to respond and help them make connections between the poem and the Book-of-the-Week. After reading aloud the poem again, invite the children to “read” with you a third time.
Parts of the poem can be read aloud by the children as choral responses.

Wrapping Up—Thinking about What We Are Learning
Think about places you can go to make loud noises.
Day 5  Oral Comprehension Strategies
Evaluate, Summarize, and Celebrate

Book-of-the-Week Bag Suggestions
- children’s creative projects related to the Book-of-the-Week
- Take-Me-Home books

1 Engaging—Getting Ready to Learn
Continue discussion of Home Conversation #2. What did your family members tell you about a time they felt happy? What did you tell them about times you felt happy?

2 Drawing on Prior Knowledge—Building on What We Know
What do you know about concerts?

3 Distribute Take-Me-Home Books
As you read aloud the story, encourage the children to follow along in their Take-Me-Home books and choral read the animal sounds. Have the children think about how the animals are creating a concert.

4 Read Aloud—The Farm Concert

5 Generalizing—Using What We Know with New Ideas
How are the animal noises like a concert?

6 Clarifying—Making It Clearer
Does The Farm Concert take place during the day or at night?
How do you know?
Display the title page. What do you see that makes you think it is nighttime?
What is the farmer wearing? What do you see beside the bed? Why do you think there is a lantern? Why might there be a book?
Display page 2. What clues do you see here to tell you it is nighttime?

7 Speculating—Thinking, Then Guessing
Display the title page. Why do you think the farmer is angry?
What is he trying to do?
What are some other things the farmer might do at night?
What might the farmer do during the day?

Interdisciplinary Instruction
Social Studies
Research and discuss what your area looked like before it was developed. If the area was formerly farmland, consider inviting an older resident to visit the class and share his or her memories. Then invite the children to draw pictures showing how the area may have looked.
As the children respond, help them record their answers on a graphic organizer (chart).

<table>
<thead>
<tr>
<th>Day</th>
<th>Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>feed the animals</td>
<td>brush teeth</td>
</tr>
<tr>
<td>plant seeds</td>
<td>read a book</td>
</tr>
</tbody>
</table>

8 Personalizing—Making It Mine
What are some things you do during the day?
What are some things you do at night?

9 Summarizing—Telling It in a Few Words
What is the problem in this book?
How is the problem solved?

10 Evaluating—Deciding What We Think
What do you like best about this book?
What other books about farm life have you read?

11 Celebrating—Putting Ourselves on the Back
Read or retell your Take-Me-Home book to a family member and place a star on your Book of the Week poster. Send Take-Me-Home books home with the children.

Writing Prompt
Draw a picture of and write about something you do during the day and something you do at night.

Mystery Message
"____, ____" went the ____.
Help the children determine whether words, syllables, or letters are missing from the Mystery Message. Create and distribute word cards with the following words written individually on them: Moo, moo, croak, croak, Wuff, wuff, Oink, oink, Quack, quack, Baa, baa, cow, frog, dog, pig, duck, sheep. Discuss the use and meaning of quotation marks and ask the children to determine which words are animal sounds and which are animal names. Invite the children to match the animal sounds and the animal names to complete six different sentences.