Introduction
Introduction

1. **Title:** Getting to Know Us

2. **Theme:** Look at Me Now

3. **Grade Level:** Kindergarten

4. **Target Group:** Mainstream class with integrated ELL students

5. **Sources of Written Materials:** Mary Wore Her Red Dress a Traditional Song by Scott Foresman (2002) Glenview, IL: Pearson Education, Inc.


7. **Learning Goals:**

   I want my students to know how to use illustrations.

   I want my students to know how to recall and retell a story.

   I want my students to know how to compare and contrast.
FLA 518  
Goals and Objectives  
Helen Soufrine  
Grade Level - Kindergarten  
Unit - Getting to Know Us  
Theme - Look at Me Know!

<table>
<thead>
<tr>
<th>ESL LANGUAGE STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>Students will Know:</td>
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| **Skills** |
| Students will be able to: | 1. Describe orally how pictures can help them make predictions. | 1. Remember how to use illustrations for information. |
| | 2. Orally recall a story | 2. Recall story |
| | 3. Name characters | 3. Recall story characters |
| | 4. Discuss and illustrate feelings | 4. Identify feelings |
| | 5. Orally give personal reactions to a story | 5. Label feelings |

| **Attitudes/Awareness** |
| Students will: | 1. Aware of feelings |
Lesson 1
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Color of cloths that you wear to school.</td>
<td>My shirt is ___. My pants are ___. My dress is ___. My shoes are ___.</td>
<td>Adjectives</td>
<td>Red, Blue, Green, Yellow, Orange, and Purple</td>
</tr>
<tr>
<td>Locate</td>
<td>Children that go to school.</td>
<td>____ goes to school.</td>
<td>nouns</td>
<td>Mary, Jim, Amy, Lin, and Dave</td>
</tr>
<tr>
<td>Describe</td>
<td>feelings</td>
<td>I feel ___.</td>
<td>Verbs</td>
<td>Happy, Sad</td>
</tr>
</tbody>
</table>
Lesson 1 (ELL Modifications)

Objectives: Time: 60 minutes

All students including all levels of ELL students will
- understand the concept of a book cover
- use illustration to preview a story
- listen to a story

Most students including early production ELL students will
- name and describe what they see on the cover of a book

Some students including speech Emergent ELL students will
- name and describe what they see on the cover of a book
- name and describe what they see during a picture walk
- make predictions
- know how a story is read

Materials:
- Big Book – Mary Wore Her Red Dress by Scott Foreman
- Pocket chart
- Color words on color paper – red, blue, yellow, purple, orange and green
- Picture vocabulary words – shirt, coat, pants, and dress
- Chart paper
- Black marker
- Activity sheet

Procedure:

1. Introduce Activate Prior Knowledge Routine (10 min.) Scott Foresman (Appendix A)

ELL Modifications: - Teacher Script –
(Yale - New Haven Teachers Institute My Family: Gender Difference and Similarities by Francine Conelli Coss Appendix B) Change words to Mary Wore Her Red Dress to Mrs. Soufrine Wore Her Blue Shirt. (Appendix D)
“Every week we are going to talk about things we know that are in the book before we read it. (hold up the book, *Mary Wore Her Red Dress*) (pause) This is the book we will read this week. It is about what some students wear to school. All of us wear clothes to school, so that is what we will talk about before the story. What are some clothes that we wore to school today? (allow students to respond) (hold up pictures of a shirt, coat, dress, and pants and place on pocket chart.) (point) Here is a shirt, dress, pants, coat and shoes. Please say them after I say them. (point to each picture and wait for responses) shirt, coat, dress, pants, and shoes. Today, we will sing a song that describes the clothes that we wore to school and the color. Here are some color words. Please say them after me. (hold up color words red, blue, green, yellow, orange, and purple and places them on the pocket chart after students say them) (point to song on chart) Here is the song we will sing today. Everyone will have a turn. It will be your job to choose one item of clothing that you wore to school today and the color. I will go first.” (point to shirt) Teacher changes words from the story *Mary Wore Her Red Dress* to *Mrs. Soufrine Wore Her Blue Shirt.* (Appendix B & D)

“Mrs. Soufrine wore her blue shirt,
blue shirt, blue shirt,
Mrs. Soufrine wore her blue shirt,
all day long.”

**Modifications – Teacher Script – Break down of individual questions that the teacher will use before the song.**

**Preproduction**
- Use gestures – points to blue shirt on self while singing the song
- Does not force anyone to speak but will stand next to and point to students color clothing and sing the song

**Early Production**
- What clothing will you choose?
- What color is it?

**Speech Emergence**
- Name and describe the clothing of choice.
- Name the color.
- Can you make a sentence?

2. **Introduce Book Cover (5 min.) Scotts Foresman (Appendix C)**

**ELL Modifications – Teachers script**

(hold up book *Mary Wore Her Red Dress*.) “This is a book that we will read this week. When we read a story we will sit on the carpet. When I call your table color, please walk over to the carpet.(walk over to carpet and point to the carpet) red table, blue table, white table, brown table, yellow table, green table and tan table. (point to the cover of the book) Before we read the story we will always look at the cover of the book. Here is the front of
the book. (pick up book and turn it around) (pause) Here is the back of the book. (pause) What do you notice about the back of the book? (wait for students responses) (turn book back so it is facing forward and points to the front of the book) What do you notice about the front of the book? (wait for students responses and point to each picture as students name the pictures) I see a girl. I see a school. I see a girl with a backpack. (point again to each picture and slowly names them (point to the title of the book) What is this? (wait for students to respond) Every book has a name just like you do. (point and put pointer finger under each word Mary Wore Her Red Dress) Now you say it after me. (point to the title again and repeat slowly waiting for students responses.) With a title like that, what do you think this book will be about? (wait for students responses) Look how much you have told me by just looking at the cover of the book.”

Modifications – Teacher Script - Questions and gestures that the teacher needs to keep in mind when modifying the different levels of production when introducing book cover routine.

Preproduction
• Uses gestures

Early Production
• What do you see?
• Who is in the story?

Speech Emergence
• Describe what you see
• What do you think might happen in the story by looking at the cover?
• Make predictions
• Makes a sentence

3. Introduce Picture Walk (10 min.) Scott Foresman (Appendix D)

ELL Modifications – Teacher script

“Before we read a story, we will look at all the pictures in the book and try to guess what we think the story is about. We will always do this on day 1 in reading. Good readers look at the pictures. What does it mean to guess? (wait for students responses) Now let’s open the book and look at all the pictures. (open the book and display page 1) What do you see? (wait for students responses) What is happening on page two? How do you think they feel? (wait for students to respond) How do you know?”

Modifications – These are modifications that can be used in other stories throughout the year when modifying the lesson doing a picture walk.

Preproduction
• Point to girl in the story?
• “Oh you found the girl with the red dress.”

Early Production
- Who is in the story?
- Where does the story take place?
- Who else is in the story?

**Speech Emergence**
- How do you know that there is a girl in the story?
- How do you know the story takes place in school?
- Describe how the children are feeling?
- How can you tell?

4. **Introduce shared Reading Routine (10 min.) Scott Foresman (Appendix E)**

**ELL Modifications – Teacher script**

“When I read the story to you, watch how I move my pointer finger. (hold up pointer finger) I will place my finger under each word as I say it.” (point to each word and read the color words slowly) Let’s read the story and enjoy it together!

**Teacher practices and models these reading strategies while reading the story**
- pointing to the words
- Modeling return sweep
- Repetitions
- Slow pace
- Reads story with excitement

5. **Introduce Reader Response Routine (10 min.) Scott Foresman (Appendix F)**

**ELL Modifications – Teacher script**

“After we read a book, we will always talk about it. Sometimes we will talk about what you liked or didn’t like about the story. Sometimes we will talk about who is in the book. Not everyone has the same feelings about a book and that is all right. Today we read about some children.” (OL)

**Ask:** Which child in the story did you like best? Why? (OL) Scott Foresman

**Modifications**

**Preproduction**
- Point to the child that you liked best in the story.
- “Oh you liked ______.” He wore a ______.

**Early Production**
- Did you like Mary?
- Where did Mary go?

**Speech Emergence**
- (WH) questions such as who, what, where, and when.
• Why did you like that character?

6. Discuss Feelings to Understand Using Illustrations (15 min.)
Scott Foresman (Appendix G)
ELL Modifications – Teacher script

"Now we will go back to our seats and do an activity. (place two papers on the chart in front of the class that are shaped like a circle with two eyes and a nose on each. point to the first picture) Please look up here and tell me what do you see? (draw a smile on the first face.) (Appendix H) Now what do you see? How do you think the person feels? Draw a frown on the second circle. (Appendix I) What do you see? How does this person feel? (OL)

7. Activity: Check for understanding

ELL Modification – Teacher script
“Now I am going to give each one of you a piece of paper. I would like you to draw a picture of yourself. Try to draw what you wore to school today. Also, show me how you feel. (point to the happy picture) Draw a picture of a happy face if you are happy. (point to the sad picture) Draw a picture of a sad face if you are sad. I also want you to look at your clothes and notice what color they are. (point to self) I wore a blue shirt, so I will draw a blue shirt on my paper. (Appendix J) (draw a blue shirt) I am happy.” (draw a picture of a happy face) Pass out papers. (Appendix K, L, & M modified levels of activity) Walks around room and monitors students work while asking individual questions to students.

Preproduction
• Point to the happy face?
• “Oh you see a person with a happy face”

Early Production
• What do you see on the first face?
• What do you see on the second face?

Speech emergence
• How do you know this is a smile?
• How do you know this is a frown?

6. Closure
“Pictures are very helpful because they give us information. (hold up the book, Mary Wore Her Red Dress) Today we read a story about children and what they wore to school while noticing how they felt by looking at the pictures.”
Modifying this unit for ELLS took a lot of thought and time. Understanding their needs made me also realize that these modifications would also help some of my mainstream students as well. Even though my mainstream students have a well developed L1, some do not produce it. These modifications will help both students. By the end of the year, both students need to pass the kindergarten assessments. By implementing these modifications at the beginning of the year, they will help me create a pattern of teaching style that I will use throughout the year.

The Scott Foresman Reading Program runs on a five day schedule. Each day a specific skill in oral language, writing, reading, and phonics is taught. Every week this schedule repeats itself. I wanted to use the first week reading lessons and modify them so I would be able to continue to do so with the remaining lessons in the unit.

Rereading the original lessons helped me to change my speech pattern by slowing down and pausing. This is something that I found that I need to practice. Also, stopping and pointing at the right moment and using the correct gestures are also important and need to be practiced as well.

Changes to the original lessons are noted under teacher script in bold print. Also are modifications separated into preproduction, early production, and speech emergence. Students that are at the intermediate fluency stage will be expected to be challenged at the same level as the mainstream students.

I believe these modifications and added activities to lessons can easily be added and implemented with a small amount of time and effort on my part. I look forward to making these changes in the Scott Foresmans Program and implementing them as well.
Mrs. Soufrine wore a blue shirt.

Mrs. Soufrine wore a blue shirt a ll day long.
dress
Coat
Red
Green
Orange
Blue
Purple
happy
Sad
Mrs. Soufrine
happy

sad

Name
Draw a picture of yourself being happy or sad wearing the clothes that you wore to school.

Name
Draw a picture of yourself being happy or sad. Also, draw the clothes that you wore to school today.

Name
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>Describe</td>
<td>Clothes</td>
<td>I am wearing a ____ _____.</td>
<td>Adjectives nouns</td>
<td>Red, Blue, Green, Yellow, Orange, and Purple</td>
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<td></td>
<td></td>
<td>Shirt, Dress, Pants, and Coat</td>
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<tr>
<td>Recall</td>
<td>Who went to school?</td>
<td>____went to school.</td>
<td>Nouns</td>
<td>Mary, Jim, Amy, Lin, and Dave</td>
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<tr>
<td>List</td>
<td>Things children brought to school.</td>
<td>Mary brought _____.</td>
<td>Nouns</td>
<td>Backpack, Bag, Jug, Box, and Bag</td>
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<tr>
<td></td>
<td></td>
<td>Jim brought _____.</td>
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<td></td>
<td></td>
<td>Amy brought _____.</td>
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<td></td>
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<td>Dave brought _____.</td>
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<td></td>
<td></td>
<td>Lin brought _____.</td>
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Lesson 2 (ELL Modifications)

Objectives: Time 50 minutes

All students including all levels of ELL students will
- use vocabulary words in conversation
- recall story characters
- practice shared reading routine
- practice using illustrations

Most students including early production and speech emergent ELL students will
- describe an article of clothing using vocabulary words
- recall and describe characters in the story

Some students including speech emergent ELL students will
- name and describe an article of clothing using vocabulary words in a complete sentence
- name and describe characters in the story
- describe things characters brought to school by looking at the illustrations

Content objectives:
- Recall character
- Remember how to use illustrations for information

Language objectives:
- Name characters
- Name things children brought to school

Materials:
Big Book – Mary Wore Her Red Dress by Scott Foresman
Vocabulary words – color words and clothes
Pocket chart
Pictures – backpack, jug, box, bag, bag with handle, and box with handle

Procedure:

1. Activate prior knowledge (10 minutes)

ELL Modifications: - Teacher Script

"Yesterday, we talked about color words and words that named different kinds of clothing. (place color words on pocket chart) Who can come up to the pocket chart and name a color word? (call on one student at a time and review all color words) (place pictures of different clothes on pocket chart) Who can come up to the pocket chart and name a piece of clothing? (call on one student at a time until all clothing has been named) Now I will point to the color words and the pieces of clothing. Please say them after me. (point to both color words and clothing pictures) (monitor speech, talking slowly and pauses after saying each word)"
Modifications – Break down of questions that the teacher can use for each level of ELLS

Preproduction
- Uses gestures – points to color words and says them
- “Oh you pointed to the color red.”
- Point to a shirt
- Point to a dress

Early Production
- Who can find the color red?
- Where is the color blue?
- What other colors do you see?
- Who can find the coat?

Speech Emergence
- How do you know that this is the color red?
- How do you know that this is the color blue?
- When do you wear a coat?
- When do you wear a dress?

2. Initiate conversation using vocabulary words (10 min.) (OL) Scott Foresman (Appendix- N)

ELL Modifications – Teacher script

“We will now take turns and introduce ourselves to a friend. You will walk over to a friend and introduce yourself and shake their hand. You will then state your name and explain what color shirt you wore to school today. I will show you first. (model, choose a student, extend hand to shake and say, my name is Mrs. Soufrine and I am wearing a yellow shirt)

Preproduction
- Does not pressure anyone to speak, will echo words if student wants to try to talk
- Walk over to the student that you would like to shake hands with
- Repeat after me, “My name is ________,”
- Repeat after me, “I wore a ________ ________,”
- Points to self
- Points to shirt

Early Production
- Who is your friend?
- What is your name?
• What color shirt did you wear today?

Speech emergence
• States name using a sentence
• Describes clothing using a sentence

3. Recalls story characters (10 min.) (OL) Scott Foresman (Appendix O)

ELL Modifications – Teacher script

“Now it is time to sit on the carpet. When I call your table by color, please come to the carpet and sit down. (walk over to the carpet and point to it) red table, blue table, brown table, white table, green table, yellow table, and tan table. (hold up big book Mary Wore Her Red Dress) Who remembers what this book is about? (pause and wait for students responses) Can you name the children that were in the story? Do you remember what they wore to school?

Modifications
Preproduction
• Point to a character
• Oh I see you found Jim.
• I noticed that you like Amy.
• Point to the color shirt that Amy wore

Early Production
• Who was in the story?
• Can you show me in the book?
• Can you name him?
• Who else was in the story?

Speech Emergence
• Name one child in the story that you remember.
• Describe what they were wearing
• Name where they were in the story
• What were they doing in the story?

4. Practice Shared Reading Routine (10 min.) (OL) Scott Foresman (Story-Appendix C & D Guided Reading Appendix)

ELL Modifications – Teacher script

“Today we will do shared reading. Please listen to the story Mary Wore Her Red Dress. (point to big book) As I read the story to you, I want you to look at the pictures carefully to find out what the children brought to school. Remember, pictures are important and they tell us many things. After the story, I will ask you some questions.” (point to the correct picture when asking guided reading questions)
Teacher practices and models these reading strategies while reading the story

- Pointing to the words
- Modeling return sweep
- Repetitions
- Slow pace
- Reads story with excitement

Modifications (Guided Reading Questions) (Appendix P)

Preproductions
- Point to Mary
- Point Mary’s face
- Is she happy?

Early Production
- Do you think Jim is happy?
- What is telling you he is happy?
- What do you think Mary has in her backpack?
- What did Jim bring to school?

Speech Emergence
- Why do you think Mary is happy?
- Why do you think the children wore the cloths they did?
- What do you notice that is different in the picture on page 5?
- What do you think it means?
- Why do you think the children are having a party?

5. Practice using illustration (10 min.)(OL) Scott Foresman (Appendix Q)

Check for understanding (Ongoing Assessment)

ELL Modifications – Teacher script

“After we read a story, we will always talk about it. Today, you will learn how the pictures in the story will help us understand the story better. Today we are going to look at the pictures in the book to find out what the children brought with them to school.” (place pictures of a backpack, a box, a brown bag, bag with a handle, and a box with handle and a jug on pocket chart) (Appendix R, S, T, U,V,W) please look at the pictures and say them after me” (point to backpack, say backpack and wait for students response) continue with the rest of the pictures (point to box, point to brown bag, point to bag with a handle, point to box with a handle.) “Let’s go back and open the book and look at what the children brought to school.”

Preproduction
- Point to what Mary brought to school
• Point to what Amy brought to school
• Point to what Dave brought to school

**Early Production**
• What did Mary bring?
• What did Amy bring?
• What did Dave bring?

**Speech Emergence**
• What do you think Amy brought to school?
• How do you know that the children had a party?
• What do you do at a party?
Narrative Lesson 2

The Scott Foresman Reading Program has a scripted format that makes it easy for teachers to follow. On day two in reading, the reading program recommends that students recall the story, talk about the characters in the story, use vocabulary words in a conversation with friends, practice shared reading routine, guided reading routine and practice using illustrations.

After reviewing the scripted lesson in the teacher's manual for day 2, I started thinking of all the possibilities and modifications that I could make in order to include the ELL students in my class. The first modification that I made was at the beginning of the lesson. I thought it was important to review the vocabulary words from lesson one first before discussing the characters. In order to include the pre-production and the early production students, it is vital that they understand what the words mean and also how to use the words. Therefore, before we talked about the characters, the students used the vocabulary words by introducing themselves to a friend and described what color shirt they wore to school. (Appendix N) I believe that before any learning can take place, there needs to be a connection between the students in my class and the students in the story.

Not only did I modify each section in the lesson, I also changed the format of the lesson by addressing the needs of my ELL students. I am required to teach the reading lesson in the Scott Foresman program. In the future I will make changes not only to the scripted lessons, I will also make changes in the processes of how each step is carried out.
Party or Special Day

See  

Feel  

Things you can do  

1.  

2.  

3.  

4.  

5.
Lesson 3
<table>
<thead>
<tr>
<th>Function</th>
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<th>Formula</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Things you see at a party or special day.</td>
<td>I see ___</td>
<td>Nouns</td>
<td>Balloons, Cups, Streamers, Tables, Chairs, Food, Drinks, Plates,</td>
</tr>
<tr>
<td>Describe</td>
<td>How you feel at a party or on a special day?</td>
<td>I feel ___</td>
<td>Adjectives</td>
<td>Happy, Excited</td>
</tr>
<tr>
<td>List</td>
<td>What you can do at a party or on a special day.</td>
<td>I can</td>
<td>Verbs</td>
<td>Sing, Laugh, Talk, Eat, Dink, Dance</td>
</tr>
</tbody>
</table>
Lesson 3 (ELL Modifications)

Objective: Time: 60 minutes

All students including all levels of Ell students will
- use pictures for information
- give personal reactions to a story

Most students including early production and speech emergent ELL students will
- name things you see at the party or on a special day
- name feelings

Some students including speech emergent ELL students will
- name and describe things you can find at a party or on a special day
- describe children’s feelings
- name and describe what you can do at a party or on a special day

Content Objectives:
- use pictures for information

Language Objectives:
- give personal reactions to a story

Materials: Big Book – Mary Wore Her Red Dress by Scott Foresman
Chart paper
Marker
Activity sheet

Procedure:

1. Activate prior knowledge (10 min.)

ELL Modifications: - Teacher Script

“Before we reread the story (point to book and say) Mary Wore Her Red Dress, we are going to talk about a party or a special day. What is a party? (pause and wait for responses) Some boys and girls do not go to parties, but we all have special days. What is a special day? (listen to responses by using gestures) We are going to talk about what we see, how we feel and what we can do at a party or on a special day. (point to chart paper) (Appendix X) There are words written on the top of the paper. (point to the top of the paper) Please say them after me. (point to the word see) see (pause and wait for students to repeat it) (point to the word feel) feel (pause and wait for students to say feel) (point to the words things to do) things to do (pause and wait
for students to respond) Raise you hand and name some things that you see at a party or on a special day. (write answers) Now tell me how you feel at a party or on a special day. (write answers) What are some things you can do? (write answers) Wow what a great list! Now I will read all the things that we see, feel and do at a party or on a special day.”

**Modifications – Teacher Script – Questions and gestures that the teacher needs to keep in mind when modifying the different levels of production when activating prior knowledge.**

**Preproduction**
- Show a picture from the story (Appendix Y)
- Point to something you see
- I notice that you are pointing to the food on the table

**Early production**
- Name something that you see
- How are do you feel?

**Speech Emergence**
- Name and describe what you would see at a party or on a special day
- Describe how you would feel
- What would make you feel that way?
- Describe some things that you would do

**2. Practice reading routine (10 min.) (OL) Scott Foresman**

**ELL Modifications – Teacher script**

“Today we will reread the story *Mary Wore Her Red Dress*. Watch my finger. (hold up pointer finger) I will place it under each word as I say it. (point to the title of the book and say) *Mary Wore Her Red Dress* (point and read title slowly) This is the title of the book. (open book) Now you can read along with me. Try to read the color words when I point to them. (point to the word and read with excitement) Read the story.

**3. Apply using illustration – Comprehension (10 min.) (OL) Scott Foresman**

**ELL Modifications – teacher script**

“Let’s look on page 10.” (open book to page 10 and point to the picture) “I want you to look at the picture and tell me as much information as you can. (point to each picture as students tell you what they see) Now let’s look at page 11. (point to page 11) Tell me what you see” (point to each picture as students tell you what they see)

**ELL Modifications questions broken down to include all students**

**Pre production**
- Point to Lin
- Point to her face
• Point to her mouth

Early Production
• What do you see on page 10?
• What is Lin doing?
• How are the children feeling on page 11?

Speech Emergence
• How can you tell the children are getting ready for a party?(OL)
• Describe what you see in the room.
• Describe what you see Lin doing.
• How can you tell the children are excited about the party?(OL)
• Describe their faces?

4. Practice Reader Response Routine (10 min.)(OL) Scott Foresman
ELL Modification – Teacher script

“Remember, we will always talk about a book after we read it. We will all have a chance to share our feelings about the story. Sometimes we will talk about the people in the story. (point to the front of the book) Sometimes we might like to be like them.”

Preproduction
• Point to the girl or boy that you would like to meet.
• I noticed that you like Jim.

Early Production
• Name who you would like to meet?(OL)
• What would you say?(OL)

Speech Emergence
• Describe who you would like to meet/
• Why did you pick that child?

5. Activity (10 min.)
ELL Modifications – Teacher script

“I am going to give you a piece of white paper.(hold up paper) I would like you to draw your favorite student. If you like Mary, remember she had a red dress on.(hold up book and point to Mary) Try to color a red dress. If you like Lin, (turn to page 10) remember she had on an orange shirt. I will let you color for 10 minutes. Then we will share or pictures on the carpet.” (Appendix Z, a, b)

6. Check for understanding (10 min.)
ELL Modifications – Teacher Script
"When I call your table by color, I would like you to come to the carpet. We will share our favorite person from the story. (point to the carpet) red table, blue table, tan table, green table, brown table, yellow table and white table. We will all have a turn to speak.

Preproduction
- Does not force any one to speak
- "I notice that you decided to draw Dave, he has on green pants."

Early Production
- Who did you draw?
- What color did you use?
- What are they doing?

Speech Emergence
- Describe who you colored.
- Describe what they are doing.

7. Closure
"Remember, pictures tell us a lot of information. You can take your pictures home and share them with mom and dad."
Lesson three in the Scott Foresman reading program begins with asking a question relating to a party. I realized that some boys and girls do not celebrate parties and I needed to be sensitive to that fact. I did have a student in my class last year that came in the middle of the year and was not allowed to celebrate anything. When I noticed that they used the word party in the question, I realized that I needed to try to convey the meaning of the question in a different way. I started thinking how I could adjust the lesson to address this issue. I built in an activity for relating the question to something that the students did by building on prior knowledge. I modified the lesson and began by having students describe what parties they have gone to or a special day.

I also needed to modify an activity sheet. The reading lesson does not talk about wearing a costume, but expected students to draw a picture wearing one. On day three in the Scott Foresman reading program, it talks about the children getting ready for a party and how they feel. I modified the activity to match the discussion. I also broke the lesson down to include different levels of questions that I could use to include all students at different levels in the lesson. Once I started thinking this way, it became very easy to do.
Name

I can draw
Lesson 4
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>List</td>
<td>Animals</td>
<td>I see ___</td>
<td>Nouns</td>
<td>Alligator, Bear, Camel, Duck, Elephant, Fox, Giraffe, Horse, Iguana, Jaguar, Kangaroo, Lion, Moose, Newt, Otter, Porcupine, Quail, Rabbit, Snake, Turtle, Umbrella bird, Vulture, Walrus, Yak, Zebra</td>
</tr>
</tbody>
</table>
Lesson 4 (ELL Modifications)

Objectives: Time 50 minutes

All students including all levels of ELL students will
- use pictures for information
- give personal reaction to a story

Most students including early production and speech emergent ELL students will
- name letters
- name animals

Some student including speech emergent ELL students will
- name uppercase and lowercase letters
- name animals
- describe animals

Content Objectives:
- use pictures for information

Language Objectives:
- give personal reaction to a story

Materials: Animal ABC Big Book by Scott Foresman
White coloring paper
Crayons

Procedure:

1. Activate prior knowledge (10 min.)(OL) Scott Foresman

ELL Modifications: Teacher Script

“Before we read a book, we will talk about things that are in the book. This will help us understand the book better.(hold up Animal ABC big book) By looking at the front of the book(point to the front of the book) What do you think this book is about?(OL)(pause and wait for students responses) Look how much information you told me by just looking at the front of the book.”

Modifications – Teacher Script – Questions and gestures that the teacher needs to keep in mind when modifying the different levels of productions when activating prior knowledge.

Preproduction
- Point to something that you see
• Oh, I see that you are pointing to the letters on the front of the book.

**Early Production**
- Name something that you see
- Name an animal that you see
- Name a letter that you see

**Speech Emergence**
- Why are there letters under the picture?
- With a title like *Animal ABCs*, what do you think this story will be about?

2. **Assess Using Illustrations (OL) Scott Foresman (10 min.)**

   “Now let’s look at page 1. (open book to page one) What do you see? (OL) (wait for student responses) (point to and read the word alligator) How does the picture help us know what the word says? (OL) (pause and wait for student’s response) Cover up labels on pages 4, 10, and 13.) Continue asking the same question. (point to and read each word on those pages.” (pause and wait for students responses)

3. **Reader response routine: (10 min.)**

   “After we read a story we will always talk about it. What was the animal that you liked the best? (point to the animals on the front of the book)

**ELL Modifications – Teacher Script – Questions that the teacher needs to keep in mind in order to include all students**

**Preproduction**
- point to the animal that you liked
- I noticed that you liked the alligator

**Early Production**
- Name an animal that you liked

**Speech Emergence**
- Describe the animal that you liked

4. **Activity: (10 minutes)**

**ELL Modifications – Teacher Script**

“Now you will have a chance to draw your favorite animal. (hold up a piece of white coloring paper) I will give you ten minutes to color an animal that you liked from the story. (pass out papers) Please go back to your seats when I call your color tables. You can choose any animal from the book.”

**ELL Modifications – Teacher Script – have activity sheets available ahead of time and ready for preproduction and early production students to use. Have preproduction ELL students point to the animal in the book that they would like to color.**

(Appendix c, d, e) Alphabet letter A, Alligator Zaner Bloser Manuscript
Preproduction
- Alligator coloring sheet.

Early Production
- Alligator coloring sheet and letter Aa tracing.

Speech Emergence
- Plain activity sheet.

5. Closure: (10 min.) Relate the objective of the lesson by letting students share the animal that they choose to color.

“Remember, pictures are important because they tell us a lot of information. We each will have a turn to share our picture.” (look at each student)

Preproduction:
- Does not force student to speak.
- Point to your animal
- I see you decided to color an alligator.

Early Production
- Name your animal
- What letter does alligator begin with.

Speech Emergence
- Describe your animal
- What color is it?
Lesson four in the Scott Foresman Reading Program was a review. I began the lesson by activating prior knowledge. I did this because not only was it scripted, but because it was good teaching. When children can relate what they know with new knowledge, learning can take place. I now know how important it is to include all students. Modifications to the lesson was easily implemented and involved all students. Each step in the lesson has modifications and examples to include all students.
Name    Date

A
alligator

1 2

A

3

a

1 2

a a a a a a a
Draw a picture of the animal that you liked in the story.

Write the first letter of the animals.
Skills Assessment

Unit 1 Assessment - The Scott Foresman Assessment did not relate to the current story and did not take into consideration preproduction and early production ELL students. I modified the assessment to include all students.

Comprehension: Recalling and Retelling

ELL Modifications - Teacher Script
“All week, we have read the story (point to book) Mary Wore Her Red Dress. I am going to ask you some questions. Listen carefully to the question. You can look at the pictures on this paper to help you.”

Materials: color vocabulary words pictures

Preproduction
1. Point to Mary.
2. Look at the color cards and point to the color of Mary’s dress
3. Point to Jim
4. Point to the color of Jim’s coat.
5. Point to Dave.
6. Point to the color of Dave’s pants.
7. Point to the picture that shows where the story took place.
8. Point to the picture that shows them celebrating a special day.

Early Production
1. Who is this?
2. What color dress did she wear to school?
3. Who else was in the story?
4. What did they wear?
5. Can you remember who else was in the story?
6. What color clothes did they have on?
7. Where did the story take place?
8. How did the story end?

Speech Emergence
1. Who was in the story?
2. Describe what they wore to school.
3. What happened first in the story?
4. What did the children bring to school?
5. Why did they bring things to school?
6. What did they do at school?
7. Why did they have a special day?
8. How did the story end?
**Scoring** “Give the child one point for each answer that is correctly answered.”

<table>
<thead>
<tr>
<th>Number of points</th>
<th>Rating</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td>Yes +</td>
<td>Demonstrated understanding</td>
</tr>
<tr>
<td>5, 6, 7</td>
<td>Almost</td>
<td>Almost – needs more practice</td>
</tr>
<tr>
<td>Less than 5</td>
<td>Not Yet</td>
<td>Developing the skill but needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional instruction</td>
</tr>
</tbody>
</table>

**Score** ———
## Functions checklist

<table>
<thead>
<tr>
<th>Function</th>
<th>Preproduction</th>
<th>Early Production</th>
<th>Speech Emergence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>1,3,4</td>
<td>1,3,4</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Locate</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Describe</td>
<td>1,2,3,</td>
<td>1,2,3,</td>
<td>1,2,3,</td>
</tr>
<tr>
<td>Recall</td>
<td>2,</td>
<td>2,</td>
<td>2,</td>
</tr>
<tr>
<td>List</td>
<td>2,3,4</td>
<td>2,3,4</td>
<td>2,3,4</td>
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</table>

*Numbers refer to lesson where the function can be found*
<table>
<thead>
<tr>
<th>Grammar</th>
<th>Preproduction</th>
<th>Early Production</th>
<th>Speech Emergence</th>
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<tbody>
<tr>
<td>Nouns</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
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<tr>
<td>Verbs</td>
<td>1,3</td>
<td>1,3</td>
<td>1,3</td>
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<tr>
<td>Adjective</td>
<td>1,2,3</td>
<td>1,2,3</td>
<td>1,2,3</td>
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</table>

Numbers refer to lessons where grammar can be found.
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>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
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<tbody>
<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
<td>8, 6, 7, 8</td>
<td>9, 10, 37, 14, 16</td>
<td>20, 21</td>
<td>27</td>
<td>28</td>
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<tr>
<td>I.1.b Model (Instructions, Processes)</td>
<td>9, 10</td>
<td>16, 17</td>
<td>26, 21</td>
<td>27</td>
<td>28</td>
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<tr>
<td>I. 2. Activate Background Knowledge</td>
<td>6, 17</td>
<td>13</td>
<td>20</td>
<td>26</td>
<td>28</td>
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<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
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<tr>
<td>II.1. Graphic Organizers</td>
<td>7</td>
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<tr>
<td>II.2. Develop Vocabulary</td>
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<td>II. 3. Simplify Written Text</td>
<td>7, 8, 9</td>
<td>16, 17, 19</td>
<td>26, 21</td>
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<td>28</td>
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<td>III. Make Talk Comprehensible</td>
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<tr>
<td>III.1. Graphic Organizers; Listening Guides (checklists, etc.)</td>
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<td>III. 2. Frame Main Ideas</td>
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<tr>
<td>III. 3. Pace Teacher’s speech</td>
<td>6, 7, 8, 9, 10</td>
<td>16, 17</td>
<td>20, 21</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>IV. Engage; Opportunities for Output</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>IV.1. Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td>6, 7, 8, 9, 10</td>
<td>16, 17, 19</td>
<td>20, 21</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>IV.2. Small Group Work (including Information gap activities)</td>
<td>10</td>
<td>22</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.3. Meaningful, real-life activities; Students as researchers</td>
<td>6, 7, 10</td>
<td>22</td>
<td>28</td>
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<td></td>
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<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<td></td>
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<tr>
<td>V.1. Use questions appropriate for language levels</td>
<td>6, 7, 8, 9, 10</td>
<td>16, 17</td>
<td>20, 21</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>V.2. Assign appropriate tasks for varying levels</td>
<td>6, 7, 8, 9, 10</td>
<td>16, 17</td>
<td>20, 21</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>VI. Literacy/Academic Development</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VI. 1. Allow use of L1 for planning and conceptualizing</td>
<td>10</td>
<td>22</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. 2. Lots of real oral and written language</td>
<td>6, 7, 8, 10</td>
<td>16, 17</td>
<td>20, 21</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
Original Lessons
Activate Prior Knowledge

Say: Each week we are going to read a different book. Before we read, we are going to talk about things we know that will be in the book. This will help us understand the book better. This week's story is about what some children wear to school. All of us know about the clothes we wear, so that's what we'll talk about before we read the story.

Discuss Clothes Have volunteers stand and tell what they are wearing. Then ask what children wear when they are
- playing
- going to a party

Objectives

Children will
- discuss items of clothing
- connect literature to real life
- listen and respond to a poem
**Introduce Book Cover**

Display *Mary Wore Her Red Dress*. Tell children that this is the book they will read with you this week. Point to the cover. Say: *This is the cover of the book*. Point to the title. Say: *The cover has the name of the book on it. The name of this book is Mary Wore Her Red Dress. The cover also has a picture that tells something about the book*. Ask:

*What does the picture on the cover of Mary Wore Her Red Dress show?*

**Model Reading Behaviors**

Display the big book and explain what children are to do when they look at pictures together. Say: *Before we read a book, we will look at the pictures together. The pictures in a book tell us a lot about the book. Listen quietly when someone else is speaking. Speak clearly and loudly when it is your turn to say something.*

Preview the story by having children look at the illustrations. Ask:

*How do the children in the story feel? (happy) How can you tell? (They are smiling and dancing around.)*

Say: *This is what I would like you to do when it is time to read together.*

- Come sit in front of the reading chair. Let's do that now.
- Look at the book on the easel. Be sure you can see it.
- If you cannot see the book, move to another place.
- When I start reading, listen quietly.
- When it is time to talk about the story, be polite. Wait your turn to talk. When someone else is talking, look at the speaker and listen to what he or she is saying.

Practice the routine of calling children from different parts of the room and getting them settled and ready for reading the story.
Introduce Reader Response Routine

Say: After we read a book, we'll always talk about it. Sometimes we'll talk about what you liked or didn't like about the story. Sometimes we'll talk about who's in the book. Not everyone has the same feelings about a book and that's all right.

Today we read about some children. Ask:

Which child in the story did you like best? Why?

Ongoing Assessment Reader Response Routine

If... children have difficulty naming a character from the story.
then... show the illustrations and ask children which picture they like the most and why.
Comprehension

Discuss Feelings to Understand Using Illustrations

On the board, draw two large circles for faces. Include eyes and noses but no mouths. Draw a smile on the first face. Ask:

- How do you think this person feels? (happy)
- How do you know the person is happy? (The face has a smile.)

Say: Show me a happy face.

Draw a frown on the second face. Ask:

- How do you think this person feels? (sad)
- How do you know the person is sad? (The face has a frown.)

Ask children to show a sad face.

Point out that pictures give information. Mary Wore Her Red Dress is a story about children and the clothes they wore. The pictures in the book show what each child wore.

Full Day Options...
Recall Story Characters
Display *Mary Wore Her Red Dress* and ask children to name some of the children they met in the book. Let children turn pages to locate pictures of characters they name.

Initiate Conversation Using Vocabulary Words
Invite children to introduce themselves to a partner. Have them describe an article of clothing that they are wearing using a vocabulary word red, blue, yellow, purple, or green. Encourage children to use complete sentences. For example, *My name is Tammy and I am wearing a blue shirt.*

Practice Shared Reading Routine
Tell children that today they will do shared reading. Remind them to come together to read a book. Once they are settled, say: *Remember to listen quietly and politely.*

Ask children to listen as you reread *Mary Wore Her Red Dress*. Explain that as they listen, you want them to look at the pictures carefully to find out what the children brought with them to school.

While reading, you may wish to use the ideas in the *Guiding the Reading and Language Development* boxes on pages 21–23 of this Teacher’s Edition.
Critical Thinking

Why do you think Mary is so happy?
Possible answer: Mary likes wearing her red dress. It makes her happy.

What do you think Mary has in her backpack?
Possible answer: She might have books or toys.

Critical Thinking

Why do you think the children are having a party?
Possible answers: Maybe it is someone’s birthday. Maybe someone is leaving.

Critical Thinking

What do you notice that is different in the picture on page 5? What do you think it means?
Possible answer: There are streamers on the wall. The children might be having a party.

Why do you think the children wore the clothes they did?
Possible answers: They wore their favorite clothes. They wore their party clothes.
Remind children that pictures can help them understand a story. Show the appropriate spread in *Mary Wore Her Red Dress* as you ask these questions:

- **What did Mary bring?** (a backpack)
- **What did Amy bring?** (a box)
- **What did Tony bring?** (a bag)
- **How do you know that the children had a party?**
  (The picture at the end of the story shows party food and decorations.)

**Ongoing Assessment**

If... children have difficulty using illustrations to answer the questions, then... restate the question, point to the item that the child brought, and have children identify it.
Day 3 - Reread the entire big book using activities suggested in the lesson.

Comprehension

Apply Using Illustrations
Display pages 10–11 of *Mary Wore Her Red Dress*. Ask children to use the picture to tell as much information as they can about the children they see. Ask:

- **How can you tell the children are getting ready for a party?** (There are streamers on the wall. There is popcorn and a glass with something in it on the table.)

- **How can you tell the children are excited about the party?** (They are smiling. Lin seems to be dancing.)
Reader Response

Say: Remember, we will always talk about a book after we read it. This is when we all have a chance to share our feelings about the book. Sometimes when we talk about a book, we might pretend that the people in it are real.

Recall with children Mary Wore Her Red Dress. Ask:

• Which child in the book would you like to meet? Why?
• What would you say to the child?

Tell children that the class will now do modeled writing. Remind them that they will watch you while you write so that they can see what you are doing. Say:

I want to write the name of the child in the book I would like to meet. I will write Lin.

As you write Lin, model this strategy:

• Begin writing with a capital letter.
• Write the letters in left-to-right progression.

Activity: Check for understanding

Modified
Comprehension

Practice
Activate
Prior
Knowledge
Routine

Review that sometimes before reading a book, the class will talk about things that are in the book. This will help children understand and appreciate the book more.

Display Animal ABCs. Ask:

What is this book about?

Elicit from children that the book is about the letters of the alphabet and that each page shows a capital and lowercase letter, a picture of an animal, and the name of the animal.

To assess children's understanding of how to use illustrations, show children page 1 in Animal ABCs. Ask them what they see in the picture. (an alligator) Point to and read the word alligator. Ask: How does the picture help us know what the word says? (The picture shows the same thing that the word names.)

Cover the labels on pages 4, 10, and 13. Have children use the illustrations to tell what the words say.
1. **Comprehension: Recalling and Retelling**  
(Individual)

**Directions:** Give a copy of student page 1 to the child. Read the story aloud. Then read each question that follows. Have the child respond by circling the answer to each question.

**Say:** I am going to read a story about a girl named Rosie. Then I will ask you some questions. Listen carefully. Here is the story.

Rosie's family had a little white puppy. One day, Rosie gave the puppy a toy bone. The puppy took the toy bone into the kitchen.

Someone had left the back door open by mistake. Out the door ran the puppy! He ran to the edge of the yard, near a brick wall. He dug and dug. He put the bone in the hole and covered it with dirt.

Then he ran back into the house. When Rosie saw the puppy, she was surprised. "How did you get so dirty?" she asked. "And where is your new toy?"

**Questions:**
Have the child look at the two pictures in each numbered box and circle the one that shows something that happened in the story. After completing numbers 1 to 4, ask the child to use the pictures to retell the story.

**Scoring:** Give the child one point for each picture that is correctly circled and one point for retelling each of the four main events in a manner that is consistent with the story (8 points possible). For each child, count the total number of points. Using the guidelines below, record the child's score on the Individual Record for the Unit 1 Skills Assessment.

<table>
<thead>
<tr>
<th>Number of Points</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Yes</td>
</tr>
<tr>
<td>5, 6, or 7</td>
<td>Almost</td>
</tr>
<tr>
<td>Less than 5</td>
<td>Not Yet</td>
</tr>
</tbody>
</table>

**Original Assessment**

**Appendix**

**T4** Skills Assessments, Kindergarten, Teacher's Manual: Unit 1
Comprehension

Name ____________________________

1. 

2. 

3. 

4. 

Unit 1
Appendix
Bibliography

Scott Foresman (2002), Pearson Education, Inc. Unit 1 Getting to Know us

Mary Wore Her Red Dress

a Traditional Song
Mary wore her red dress, red dress, red dress.
Mary wore her red dress all day long.
Jim wore his blue coat,
blue coat,
blue coat.
Jim wore his blue coat
all day long.
Amy wore her purple gloves, purple gloves, purple gloves. Amy wore her purple gloves all day long.
Dave wore his green pants,
green pants,
green pants.
Dave wore his green pants
all day long.
Lin wore her orange shirt, orange shirt, orange shirt. Lin wore her orange shirt all day long.
Tony wore his yellow hat, yellow hat, yellow hat.
Tony wore his hat all day long.