Relationships
Connecting, Predicting and Responding
To the Text
Boomer’s Big Surprise

By Kimberly Volkens
FLA518
July 2011
Introduction
Title: Relationships
Connecting, Predicting and Responding to the text, Boomer’s Big Surprise

Grade: First Grade

Target Group: Mainstream class with integrated ELL students

Source of Written Material: Boomer’s Big Surprise
By, Constance W. McGeorge, Illustrated by Mary Whyte
Publisher-Chronicle Books, San Francisco
Copyright for First Paperback Edition-2005

Source of Original Lessons: New Haven Public Schools Literacy Curriculum,
“Keys to Comprehension”

Goals: I want my students to know how to connect their feelings to the feelings of the main character in the book.

I want my students to know how to identify the feelings they experience in the different relationships in their families.

I want my students to know how to make predictions.

I want my students to know how to identify the important parts of the story.

Following this introduction are three lessons that have been significantly modified from the originals to include sheltered content strategies.
Lesson 1
# Connecting, Predicting and Responding to the text, *Boomer's Big Surprise*

**Lesson One by: Kimberly Volken**

## Content Objectives

1. The students will identify a feeling the main character has and connect it to the same feeling they have.

2. The students will connect the feelings of the main character to their own by writing and drawing.

## Language Objectives

1a. The students will discuss feelings the main character has in the text with a partner.

1b. The students will discuss feelings they have had that are like the main characters, with the whole group.

2a. The students will write three sentences connecting their feelings to the main characters feelings.

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Bridging Level 5</th>
<th>Expanding Level 4</th>
<th>Developing Level 3</th>
<th>Emerging Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong>- Discuss feelings of the Main Character</td>
<td>Students will discuss with a partner the different feelings the main character has using complete sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has using phrases and short sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has using picture support and prompts speaking in phrases and short sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has using picture support and prompts, giving one and two word answers.</td>
<td>Students will discuss with a partner the different feelings the main character has by pointing to picture support and prompts and repeating the feeling words after spoken by a partner or the teacher.</td>
</tr>
<tr>
<td><strong>Speaking</strong>- Discuss feelings they have had like the main character</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussion using complete sentences.</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussions using phrases and short sentences.</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussions using picture support and prompts giving phrases and short sentences.</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussions pointing to picture support and prompts and repeating the feeling words after spoken by a partner or the teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong>- Connecting feelings of the main character to themselves</td>
<td>Students will write three sentences and draw two pictures, (one of themselves and one of the main character), connecting the main character’s feelings to their own.</td>
<td>Students will write three sentences and draw two pictures, (one of themselves and one of the main character), using a frame to connect the main character’s feelings to their own.</td>
<td>Students will write three sentences and draw two pictures, (one of themselves and one of the main character), using a frame and a word bank to connect the main character’s feelings to their own.</td>
<td>Students will write three sentences and draw two pictures, (one of themselves and one of the main character), filling in the blanks using a frame and a word and phrase bank to connect the main character’s feelings to their own. Students will also use a phrase bank with assistance.</td>
<td></td>
</tr>
</tbody>
</table>
# Functional Chart for Lesson #1 - Kimberly Volkens

## Boomer's Big Surprise  Grade 1

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Identify |Recall the different feelings of “Boomer”. |In the story Boomer feels _______ when _______. |1. Surprised  
2. Sad  
3. Happy |adjectives (feeling words)  
nouns |
| Connect |Relate Boomers feelings to your feelings. |This is just like when I felt _______ when I _______.  
Boomer felt _______ and I felt _______.  
(The same feeling word is used in both spots.) |1. Surprised  
2. my dad brought home a new video game. I didn’t know he was buying it.  
2. couldn’t play with my friend after school.  
2. when there was no school because it was snowing out. |adjectives (feeling words) |
**REVISEd LESSON #1**
Lesson #1- Connecting to the Text, Boomer’s Big Surprise
Kimberly Volkens-FLA518

*Introduction to lesson:*
This lesson is taught in September of first grade in the New Haven Public Schools. Most of the students have been exposed to connecting to stories in Kindergarten but still have not mastered the concept.

**Note: Scripted talk for the teacher is in bold print within the lesson.**

**Materials Needed:**
Boomer’s Big Surprise by Constance McGeorge
Larger feeling word/picture cards, (appendix 1, figures 1-3)
Individual feeling cards, (appendix 1, figure 6) each student will need their own set of cards and they will have to be pre-cut prior to the lesson.
Modified Writing Assignments (appendix 1, figures 7-9, 11-12)
Word Bank/Phrase Bank sheet (appendix 1, figure 10)
Puzzle pieces with happy faces (appendix 1, figure 13), these need to be cut out prior to the lesson
Chart paper
Marker to write on chart paper
Optional: ELMO

**Activity #1- Identifying Emotions – (total time 10 minutes)**

**Materials for this activity:**
Larger feeling word/picture cards, (appendix 1, figures 1-3)
Chart Paper
Marker

**Pre-Activity Notes**
This activity would work best if the students are in a whole group setting sitting on a rug or the floor of the classroom together. Assign the students partners prior to starting the activity. It would be advantageous to group ELLs with strong native speakers.

**Start the Activity**
First, tell the students you are going to talk about different ways they might feel. Begin with the feeling word, “happy”.

1. Pick up the large copy of the word, “happy”, and two pictures on it (appendix 1, figure 3), and hold it up in front of the class. Say, “This is the feeling word, “happy”. Give the students
about 5 seconds of wait time to process the word and pictures. Then say the word again, “happy”. Say to the students, “Look at your partner and show them a happy face.” Then call the students back to you. Show them the word, “happy”, with pictures again. Then say, “happy”, “Can you think of a time you were happy?” Call on 2 students to share their experiences. Write down what they say on the chart paper, repeating their words at a slower pace as you write them down. Then read the answers back, one at a time, pausing for about 5 seconds in between the student’s responses.

2. Next, repeat the procedure in number one above with the feeling word, “sad”.

3. Lastly, repeat the procedure in number one above with the feeling word, “surprised”.

Close the Activity
Review all three words. Hold each word up and say that word. Then say, “Look at your partner and show them a _________ face.” Do this for all three feeling words. (Insert emotion word here)

Activity #2- Read the book, Boomer’s Big Surprise – (total time 15 minutes)
Materials for this activity:
Boomer’s Big Surprise by Constance McGeorge
Larger feeling word/picture cards (appendix 1, figures 1-3)
Individual feeling cards for each student (appendix 1, figure 6)
Puzzle pieces with happy faces (appendix 1, figure 13)
Word/phrase bank page for level 1, 2 and 3 ELLs (appendix 1, figure 10)

Pre-Activity Notes
Prior to reading the book to the class pass out the individual feeling cards for each student. Each student will get a “happy”, “sad” and “surprised” feeling card.

Start the activity
1. Begin by saying to the students, “Now we are going to read about Boomer’s Big Surprise. Let’s see if we can find times in the book that Boomer feels happy, sad and surprised. When you think Boomer is happy you’re going to hold up your “happy” card. Show me your happy card now.” Hold up your happy card too, as a scaffold. Next say, “When you think Boomer is sad, you’re going to hold up your “sad” card. Show me your sad card now.” Hold up your sad card too, as a scaffold. Then say, “When you think Boomer is surprised you’re going to hold up your “surprised” card. Show me your surprised card now.” Hold up your surprised card too, as a scaffold.

****Important: At any point in the rest of this activity if the students are not holding up the correct cards, hold up your card with that emotion too, as an additional scaffold. You may also
see students holding up emotion cards on pages that you are not giving them cues for. This shows good understanding of what emotions Boomer is feeling.

2. Next, you will start reading the book, following the cues below.
   - Begin reading the book. When you get to page 7 where the puppy wiggles out of the blanket, say, "Wow! Boomer is surprised that there is a puppy in that blanket," and make a surprised face. Watch to see if the students show you their “surprised” cards.
   - On page 11, where Boomer is not getting any attention, say, "No one is paying attention to Boomer," and make a sad face. Again, watch to see if the students show you their “sad” cards.
   - On page 17, where Boomer is laying in the grass and everyone is playing with the puppy, say, "No one is playing with Boomer," and make a sad face again. Watch to see if the students show you their “sad” cards.
   - On page 22, where the puppy and Boomer are running through the house, say, "Boomer and the puppy are running!" and make a happy face. Watch to see if the students show you their “happy cards”.

3. After finishing the book write the phrase, “Boomer felt _______ when _________,” on a new piece of chart paper. Then read the phrase with the class. Next, say to the class, "Boomer felt many different ways in this book. You can start your sentence with, ‘Boomer felt _____ when _____’." Point to the phrase written on the chart paper as you read it to the students. Level 1, 2 and 3 ELLs will use the word/phrase bank sheet for extra support during this activity. Next say, “Turn and talk with your partner about one way that Boomer felt in the book. Show your partner the feeling card you’re going to talk about.” Monitor all students especially your lower leveled ELLs and students with lower oral language ability.

Performance Indicators for closing activities

<table>
<thead>
<tr>
<th>Domain/Topic</th>
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<tr>
<td><strong>Speaking</strong></td>
<td>Students will discuss with a partner the different feelings the main character has using complete sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has using phrases and short sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has using picture support and prompts speaking in phrases and short sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has by pointing to picture clues and prompts and repeating the feeling words after spoken by a partner or the teacher.</td>
<td>Students will discuss with a partner the different feelings the main character has by pointing to picture clues and prompts and repeating the feeling words after spoken by a partner or the teacher.</td>
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</tbody>
</table>
Close the Activity
Take the two puzzle pieces with the happy faces (appendix 1, figure 3) out. Say, “Raise your hand if you’ve ever felt happy,” (show your happy card). “Raise your hand if you’ve ever felt sad,” (show your sad card). “Raise your hand if you’ve ever felt surprised,” (show your surprised card).
Say, “We are going to think about a time Boomer felt one way and we felt the same way.” Show the class one puzzle piece. “This puzzle piece has a happy face on it. It connects to this puzzle piece that has a happy face on it.” Show the two pieces connecting together, then put them down before saying the next sentence. “I know Boomer was happy when he was playing with Baby.” Show the one puzzle piece. “I can connect to that by remembering a time I was happy, when I . . .” (share a time you were happy with the class). Show the other puzzle piece to the class and how they fit together, or connect. Say, “Boomer felt happy and I felt happy. I made a connection!”

Activity #3-Singing about Emotions-5 minutes
Materials for this Activity:
Larger feeling word/picture cards (appendix 1, figures 1-3)

Pre-Activity Notes
The students have been sitting for approximately 25 minutes, so in order to keep them focused on emotions and let them stretch a little this next activity will accomplish both. The song is sung to the tune of “If You’re Happy and You Know It”.

Start the Activity
Tell the students you are going to sing a song to the tune of, “If You’re Happy and You Know It”, but sung about the emotion words they’ve been talking about. (The students will know the tune of the song since it is used in the classroom.)
(Put large, “happy” card with pictures up where students can see it.)
If you’re happy and you know it smile now! (make dimples with fingers in cheeks)
If you’re happy and you know it smile now! (make dimples with fingers in cheeks)
If you’re happy and you know it than your face will surely show it,
If you’re happy and you know it smile now! (make dimples with fingers in cheeks)

(Put large “sad” card with pictures up where students can see it.)
If you’re sad and you know it wipe your eyes! (move fingers down from corners of your eyes)
Continue the song with “sad” as emotion.

(Put large “surprised” card with pictures up where students can see it.)
If you’re surprised and you know it open wide! (open mouth wide and put arms in the air)
Continue the song with “surprised” as the emotion.
Activity #4-Connecting/Writing-20 minutes

Materials for this Activity:
Larger feeling word/picture cards (appendix 1, figures 1-3)
Chart paper and magic marker
Individual feeling cards for each student (appendix 1, figure 6)
Puzzle pieces with happy faces (appendix 1, figure 13)
ELMO (optional)
Copies of writing assignments, (appendix 1, figures 7-9, 11-12, appropriate for your ELLs)
Word Bank/Phrase Bank sheet (appendix 1, figure 10)

Pre-Activity Notes
Move the students to their tables/desks for this next activity since they will be writing during this time.

Start the Activity
1. Review the feelings that Boomer felt in the story. Ask the group how he felt. As you call on different students hold each individual large-sized picture/word up with the emotion word the student is talking about.

2. Next, take out the puzzle pieces with the “happy” faces on them again. Say, “I know Boomer was happy when he was playing with Baby.” Show the one puzzle piece. “I can connect to that by remembering a time I was happy . . .” (share your earlier connection from activity #2). Show the other puzzle piece to the class and how they fit together, or connect. Say, “Boomer felt happy and I felt happy. I made a connection!”

3. Next, Say, “Who can think of a time they were happy like Boomer?” Hold up the “happy” card. Call on a student to contribute. Write their words, while repeating them out loud at a slower pace, on the chart paper.

4. Then, Say, “Who can think of a time they were sad like Boomer?” Hold up the “sad” card. Call on a student to contribute. Write their words, while repeating them out loud at a slower pace, on the chart paper.

5. Next, Say, “Who can think of a time they were surprised like Boomer?” Hold up the “surprised” card. Call on a student to contribute. Write their words, while repeating them out loud at a slower pace, on the chart paper.
Performance Indicators for Activity

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<td>Speaking</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussions using complete sentences.</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussions using phrases and short sentences.</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussions using picture support and prompts giving one and two word answers.</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussions pointing to picture clues and prompts and repeating the feeling words after spoken by a partner or the teacher.</td>
<td>Students will identify feelings they have had that are similar to the main character by contributing orally to whole group discussions pointing to picture clues and prompts and repeating the feeling words after spoken by a partner or the teacher.</td>
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</table>

6. Then, Say, “Now we are going to write about how Boomer felt (show one puzzle piece) and connect it to, (show the puzzle pieces connecting), a time we felt the same way.”

7. Pair the student’s up so the ELLs are with strong native speakers. Pass out the appropriate version of the writing assignment to each student. Students at Levels 1, 2 and 3 will also get a copy of the Word/Phrase Bank sheet. Circulate amongst the students and check for understanding, taking extra time to check with Level 1 and 2 ELLs.

Performance Indicators for Activity

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<th>Emerging Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Students will write three sentences and draw two pictures, (one of themselves and one of the main character), connecting the main character’s feelings to their own.</td>
<td>Students will write three sentences and draw two pictures, (one of themselves and one of the main character), using a frame to connect the main character’s feelings to their own.</td>
<td>Students will write three sentences and draw two pictures, (one of themselves and one of the main character), using a frame and a word bank to connect the main character’s feelings to their own.</td>
<td>Students will write two pictures, (one of themselves and one of the main character), and include feeling words from a word bank to connect the main character’s feelings to their own. Students will also, with assistance, use phrases from a phrase bank.</td>
<td>Students will draw two pictures, (one of themselves and one of the main character), and include feeling words from a word bank to connect the main character’s feelings to their own. Students will also, with assistance, use phrases from a phrase bank.</td>
</tr>
</tbody>
</table>

Close the Activity

Say, “We wrote about how Boomer’s feelings, (show one puzzle piece), were like our feelings,” (show the second puzzle piece connecting). Say, “Would anyone like to share what they wrote and drew?” Call on 3 different students at different levels. If you have an ELMO you can ask the student if they’d like to put their paper up on the ELMO so everyone can see the illustrations. You can also offer to read a student’s work with them if they need extra support.

*** Put the “word wall words” (appendix 1, figures 4 & 5) up on the classroom word wall.
Kimberly Volkens  
FLA518  
Narrative-Lesson #1

In this first lesson, "Connecting to the Text, Boomer’s Big Surprise," I have included sheltered content strategies, adjusted discourse and enhanced interaction. I have included repetition throughout the lesson of the emotion words that are critical to the students understanding, so they can connect Boomer’s feelings to their own feelings. This begins with the first activity, where each emotion word is introduced individually. By using pictures with the words, it gives the students a visual clue as to what that emotion is. Then, reinforcing the emotion once again by having each student interact with their partner showing that emotion on their face, enhances interaction amongst the students, ensures that everyone will be participating and is a great way for the teacher to check for understanding. The repetition, along with visuals, interaction and slower pacing with pauses by the teacher will all help the ELL to gain understanding of the key emotion words for the lesson.

Another way student interaction is enhanced is through using their very own emotion cards, with the same words and graphics the teacher used in the lesson. Once again, by giving the students visual cues, with pictures and facial expressions, it helps to increase their understanding. By making the students vested in the experience, they will stay attentive longer and get more repetition and practice with the emotion cards. The use of the word and phrase bank also gives the students the written words, along with the emotion pictures, to use as a scaffold when either speaking or writing their connections down. The use of the puzzle pieces brings familiar objects that most students have seen, to the forefront to help explain a sometimes difficult concept for first grade students, connecting your feelings to the main character’s feelings. By using the puzzle pieces several times during the lesson, with the same graphic for the word, “happy”, that the students have seen thus far, the teacher is reinforcing the concept of connecting emotions.

Modifying the writing assignments for each level of English language learner is essential and is an important part of sheltered content instruction. Reviewing the performance indicators shows that all levels of ELLs are making a written, emotional connection to the main character in the story. Some students are using more scaffolds, such as a frame, fill-in-the blank,
word/phrase bank and/or teacher support. But the end result is that all the students will be making that emotional connection to the main character. All the students will achieve the content and language objectives.

Sheltered content instruction makes the subject matter you are teaching more comprehensible. It includes using visuals, hands-on materials, engaging the students in purposeful discourse, slowing the pacing of the lesson down, repeating important information more slowly than you would in regular speech and engaging ELLs. I believe that I have included all these important elements in this lesson so that all students can achieve the highest level possible of academic achievement.
Appendix 1

Teaching Materials for Lesson #1

- Large Pictures (used in activities #1-#4) . . . . . . . . . . figures 1-3
- Word Wall Words with Pictures (after lesson) . . . figures 4-5
- Individual Feeling Cards for Students . . . . . . . . . figure 6 (activity #2 & #4)
- Modified Writing Assignments (activity #4). . . . . . figures 7, 8, 9, 11& 12
- Word/Phrase Bank (activity #2, 4). . . . . . . . . . . . . . . . . . . . figure 10
- Puzzle Pieces (activity #4) . . . . . . . . . . . . . . . . . . . . . figure 13
- Original Lesson
- Narrative on Lesson #1
surprised
sad
happy
surprised
sad

happy
surprised

sad

happy

Figure 6
Lesson #1-Bridging- Level 5

<table>
<thead>
<tr>
<th>Boomer</th>
<th>Me</th>
</tr>
</thead>
</table>

Boomer felt __________________________

______________________________

______________________________

I felt _________________________

______________________________

______________________________
Lesson #1-Expanding- Level 4

Name_____________________

<table>
<thead>
<tr>
<th>Boomer felt</th>
<th>I felt</th>
</tr>
</thead>
</table>

Boomer felt _______________ when he

________________________________________

________________________________________

________________________________________.

I felt ___________________________ when I

________________________________________

________________________________________

________________________________________.
Lesson #1-Developing- Level 3

Name

<table>
<thead>
<tr>
<th>Boomer felt</th>
<th>I felt</th>
</tr>
</thead>
</table>

Boomer felt __________________________when he

_____________________________________

_____________________________________

_____________________________________

I felt __________________________when I

_____________________________________

_____________________________________

_________________________________________________________________________
Developing (Level 3), Emerging (Level 2), Preproduction (Level 1)

**Word Bank**
- surprised
- sad
- happy

**Phrase Bank**
- surprised
  - sees the new puppy.
- sad
  - no one was petting him.
  - the puppy was playing with his favorite ball.
- happy
  - the puppy played with him.
  - the puppy slept next to him.
Lesson #1-Developing - Level 2

Name__________________________________________________________

<table>
<thead>
<tr>
<th>Boomer felt _______</th>
<th>I felt ______________</th>
</tr>
</thead>
</table>

Boomer felt ______________when he ______________

I felt like Boomer when I felt ______________. It was when ______

____________________________________________________________________

____________________________________________________________________
Lesson #1 - Preproduction-Level 1

Name ____________________________________________

Boomer felt ___________________.

I felt ________________________

Boomer felt ________________.

I felt ________________________

He felt ___________ because

_________________________________

_________________________________
Puzzle pieces for use with Activity #4
Lesson 2
**Connecting, Predicting and Responding to the Text, Boomer’s Big Surprise**  
**Lesson Two by: Kimberly Volkens**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss feelings of main character at end of story</td>
<td>Students will identify feelings the main character had at the end of the story by contributing orally to whole group discussions using complete sentences.</td>
<td>Students will identify feelings the main character had at the end of the story by contributing orally to whole group discussions using phrases and short sentences.</td>
<td>Students will identify feelings the main character had at the end of the story using picture support and prompts by contributing orally to whole group discussions using phrases and short sentences.</td>
<td>Students will identify feelings the main character had at the end of the story by contributing orally to whole group discussions, pointing to picture support and prompts and repeating the feeling words after spoken by a partner or the teacher.</td>
<td></td>
</tr>
<tr>
<td>Predict what will happen next</td>
<td>Students will predict with a partner what will happen after the end of the story using complete sentences.</td>
<td>Students will predict with a partner what will happen after the end of the story using phrases and short sentences.</td>
<td>Students will predict with a partner what will happen after the end of the story using picture support and prompts and speaking in phrases and short sentences.</td>
<td>Students will predict with a partner what will happen after the end of the story using picture support and prompts and giving one and two word answers.</td>
<td>Students will predict with a partner what will happen after the end of the story using picture support and prompts and giving one and two word answers with partner/teacher support.</td>
</tr>
<tr>
<td>Share predictions</td>
<td>Students and their partners will share their predictions with the whole group using complete sentences.</td>
<td>Students and their partners will share their predictions with the whole group using phrases and short sentences.</td>
<td>Students and their partners will share their predictions with the whole group using picture support and prompts and speaking in phrases and short sentences.</td>
<td>Students and their partners will share their predictions with the whole group using picture support and prompts and giving one and two word answers.</td>
<td>Students and their partners will share their predictions with the whole group using picture support and prompts and giving one and two word answers with partner/teacher support.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen and respond to predictions</td>
<td>Students will listen to the other student’s predictions and respond using complete sentences and thumbs up/thumbs down gestures.</td>
<td>Students will listen to other student’s predictions and respond using short sentences and thumbs up/thumbs down gestures.</td>
<td>Students will listen to other student’s predictions and respond using phrases and short sentences and thumbs up/thumbs down gestures.</td>
<td>Students will listen to other student’s predictions and respond using one and two word answers with picture/word support and thumbs up/thumbs down gestures.</td>
<td>Students will listen to other student’s predictions and respond using one and two word answers with picture/word support and use thumbs up/thumbs down gestures.</td>
</tr>
</tbody>
</table>
# Functional Chart for Lesson #2 - Kimberly Volkens

## Boomer's Big Surprise  Grade 1

<table>
<thead>
<tr>
<th>Function</th>
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<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Identify | Recall the different feelings and actions of "Boomer" at the end of the story. | At the end of the story Boomer feels happy when
\[1\] \[\] \[\]. | 1. he plays in the water with the puppy.  
2. he plays in the dirt with the puppy.  
3. he runs with the puppy.  
4. he sleeps with the puppy. | Verbs (past tense) nouns |
| Predict  | Think about what Boomer and the puppy will do next. | I think Boomer and the puppy will
\[1\] \[\] \[\]. | • play in the water (again).  
• play in the dirt (again).  
• eat dinner together (again).  
• sleep together (again). | Verbs (present tense) Adverb (again) |
| Justify  | Find evidence in the book that justifies your answer. | I think Boomer and the puppy will
\[1\] \[\] because in the book they
\[2\] \[\]. | 1. play in the water  
2. played in the water.  
3. play in the dirt.  
4. played in the dirt.  
5. ate dinner together.  
6. slept together. | Verbs (present tense & past tense) Nouns |
REVISED LESSON #2
Lesson #2- Predicting What Will Happen Next- Boomer’s Big Surprise
Kimberly Volkens-FLA518

Materials Needed:
Boomer’s Big Surprise by Constance McGeorge
Chart paper and a marker
Larger feeling word, “happy” from Lesson #1 (appendix 1, figure 3)
Visual aid for “predict” (appendix 2, figure 1)
Pictures from the text (appendix 2, figures 2, 3, 4 & 5)
Graphic Organizers (appendix 2, figures 6, 7, 8, 9)
Agree/Disagree Gestures Visuals (appendix 2, figures 10, 11 & 12)

**Note: Scripted talk for the teacher is in bold print within the lesson.**

Activity #1- Identifying Emotions and Events from the end of the story- (total time 15 minutes)

Materials for this activity:
Boomer’s Big Surprise by Constance McGeorge
Larger feeling word “happy” from Lesson #1 (appendix 1, figure 3)
Pictures from the text (appendix 2, figures 2, 3, 4 & 5)
“Boomer is Happy” Graphic Organizers (appendix 2, figures 6, 7)
Chart paper and a marker

Pre-Activity Notes
Call the students to the rug or floor where they can sit together. Assign the students partners to starting the activity. It would be advantageous to group ELLs with strong native speakers.

Start the Activity

1. Read the book from page 15 to the end. Then ask the students how Boomer felt at the end of the story. After the students respond, hold up the large feeling word/picture, “happy”, (appendix 1, figure 3). Tell the students they are going to think about things that happened at the end of the story that made Boomer happy.

2. Next, hold up figure 2 (from appendix 2). Say, “In each of these pictures Boomer is happy. Let’s see what he is doing. What is Boomer doing here? (pause for 3 seconds) Turn and talk with your partner about what you see.” (Give your level 1 & 2 ELLs copies of the graphic organizer in figure 6. Give your level 3 ELLs copies of the graphic organizer in figure 7.) Give
the students about 1 minute to discuss the picture, then call the students back to the whole group and call on a student to tell you what Boomer is doing. Write their response on the chart paper saying each word as you write it. Then read the whole sentence back to the group at a slower pace. Repeat for figures 3, 4 and 5.

**Performance Indicators for activity in number 2**

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Bridging Level 5</th>
<th>Expanding Level 4</th>
<th>Developing Level 3</th>
<th>Emerging Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Students will identify feelings the main character had at the end of the story by contributing orally to whole group discussions using complete sentences.</td>
<td>Students will identify feelings the main character had at the end of the story by contributing orally to whole group discussions using phrases and short sentences.</td>
<td>Students will identify feelings the main character had at the end of the story using picture support and prompts by contributing orally to whole group discussions using phrases and short sentences.</td>
<td>Students will identify feelings the main character had at the end of the story by contributing orally to whole group discussions pointing to picture support and prompts, giving one and two word answers.</td>
<td>Students will identify feelings the main character had at the end of the story by contributing orally to whole group discussions.</td>
</tr>
<tr>
<td>Discuss feelings of main character at end of story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Close the Activity**

Call on three different students of different ability levels to tell you an event from the story when Boomer was happy. If the event is on the chart paper point to the sentence that corresponds to what the student is saying and make a check next to that sentence to validate the students thinking. If the event is not listed on the chart paper add it to the list. Then repeat what the student said slowly.

**Activity #2 - Predict (15-20 minutes)**

**Materials Needed:**
Chart paper and a magic marker
Visual aid for “predict” (appendix 2, figure 1)
Pictures from the text (appendix 2, figures 2, 3, 4 & 5)
“Next, Boomer and the Puppy Will” Graphic Organizers (appendix 2, figures 8, 9)
Agree/Disagree Gestures Visuals (appendix 2, figures 10, 11 & 12)

**Start the Activity**

1. Hold up the visual aid for “predict” (appendix 2, figure 1). Say to the students, **“Next, we are going to predict what Boomer and the puppy might do next. When I predict,** (point to the word predict on the visual aid), **I think,** (put your finger on your head and pause for about 5 seconds). Then read the sentence on the bottom of the visual aid slowly, **“I think,** (point to head), **about what will happen next.”** (pause again for about 3 seconds)

2. Tell the students that they are going to be predicting what will happen to Boomer and the puppy after the story is over.
3. Write the word, “again” on the chart paper. Say, “When I want to talk about something that happens for a second time, I can use the word, “again”. (pause for 3 seconds) Boomer and the puppy might play in the water, again. They already played in the water one time, (hold up figure 2) they might do it again. (pause for 5 seconds) They already played in the dirt one time, (hold up figure 3) they might do it again. (pause for 3 seconds) They already ran through the house one time, (hold up figure 4) they might do it . . . (pause here waiting for the students to say, “again”, you can also point to the word on the chart paper as a scaffold.)

4. Say, “I want you to think, (point to head) about what Boomer and Baby did at the end of the book. Then, I want you to predict what they will do next.” Write the sentence starter,”Next, Boomer and the puppy will __________ again” on a new piece of chart paper. Then slowly read the sentence starter to the class. Tell the class to turn and talk with their partners about what they predict, (point to head), that Boomer will do next. (Level 1 and 2 ELLs will receive the graphic organizer in figure 8 for support while working with their partners. Level 3 ELLs will receive the graphic organizer in figure 9 for support while working with their partners.)

### Performance Indicators for Turn and Talk in number 4 above

<table>
<thead>
<tr>
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<th>Emerging Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking-Predict what will happen next</td>
<td>Students will predict with a partner, what will happen after the end of the story using complete sentences.</td>
<td>Students will predict with a partner, what will happen after the end of the story using phrases and short sentences.</td>
<td>Students will predict with a partner, what will happen after the end of the story using picture support and prompts and speaking in phrases and short sentences.</td>
<td>Students will predict with a partner, what will happen after the end of the story using picture support and prompts and giving one and two word answers.</td>
<td>Students will predict with a partner, what will happen after the end of the story using picture support and prompts and giving one and two word answers with partner/teacher support.</td>
</tr>
</tbody>
</table>

5. Give students and their partners an opportunity to share their predictions. Leave the pictures in figures 2-5 up so they can be used as a scaffold for all students.

### Performance Indicators for activity in number 5 above

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<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking-Share predictions</td>
<td>Students and their partners will share their predictions with the whole group using complete sentences.</td>
<td>Students and their partners will share their predictions with the whole group using phrases and short sentences.</td>
<td>Students and their partners will share their predictions with the whole group using picture support and prompts and speaking in phrases and short sentences.</td>
<td>Students and their partners will share their predictions with the whole group using picture support and prompts and giving one and two word answers.</td>
<td>Students and their partners will share their predictions with the whole group using picture support and prompts and giving one and two word answers with partner/teacher support.</td>
</tr>
</tbody>
</table>
Closing the lesson

1. The students will now have the opportunity to justify their predictions. Write the sentence starter up on the chart paper, “I think Boomer and the puppy will ___________ again, because ______________.” Say “I think Boomer and the puppy will eat together again, because they did in the book.”

2. Tell the students they can agree with the predictions the student makes by making a thumbs up sign, (model for the students and shake your head yes, also put figure 10 up as a visual) or they can disagree by making a thumbs down sign, (model for the students shake your head no, also put figure 11 up as a visual). Tell the students if they are not sure they can put one thumb up and the other one down, (model for the students, shrug shoulders and put figure 12 up as a visual).

Performance Indicators for Closing Activity

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<th>Preproduction Level 1</th>
</tr>
</thead>
</table>
| Listening-
  - Listen and respond to predictions    | Students will listen to the other student’s predictions and respond using complete sentences and thumbs up/thumbs down gestures. | Students will listen to other student’s predictions and respond using short sentences and thumbs up/thumbs down gestures. | Students will listen to other student’s predictions and respond using phrases and short sentences and thumbs up/thumbs down gestures. | Students will listen to other student’s predictions and respond using one and two word answers with picture/word support and using thumbs up/thumbs down gestures. | Students will listen to other student’s predictions and respond using one and two word answers with picture/word support and using thumbs up/thumbs down gestures. |
Lesson two opens with a question about Boomer's feelings at the end of the story. This connects to lesson one where Boomer's feelings were discussed at different parts of the story. The same visual for the word, "happy" is used. Repetition is very important to ELLs so including this activity in the beginning of the lesson helps to reinforce what was done in the prior lesson. Visuals and graphic organizers are very important modifications to this lesson. Also, increasing the student talk time is very important. The original lesson was written as a "think aloud", which works well for some native speakers. However, this type of lesson has a much higher percentage of teacher talk vs. student talk. The ELLs are not given an opportunity to negotiate meaning and make the content comprehensible.

Gestures, along with visuals are also important to ELLs. Continuing with what was done in lesson one, when the new word, "predict" is introduced, a visual representation and gesture are introduced too. Adding several pauses while explaining the word, "predict" gives the ELL time to process the new word and information. This is crucial and was not included in the original lesson. Giving the students sentence starters and graphic organizers, with text that has been modified with a tighter syntax, is also crucial to making the content more comprehensible.

The final activity includes a way for all students to participate and again begins with visuals of the various thumbs up/down gestures. The students see the gesture in a picture, then it's shown by the teacher along with either a nod or shake of the head to reinforce how they will participate in the last part of the lesson. The teacher can assess understanding during this activity as well as the prior "turn and talk" sessions with peers. This informal assessment, using the performance indicators as a guide, is a valuable way to assess student learning. The students are actively engaged throughout the lesson, which is very important for all learners, including ELLs. When students are actively engaged and given opportunities to negotiate meaning as well as engage in purposeful discourse with their peers it makes the lesson more meaningful and comprehensible.
Appendix 2

Teaching Materials for Lesson #2

- “Predict Graphic” (activity #1 & #2) ............... figure 1
- Pictures from the Book (activity #1 & #2) ........ figures 2-5
- “Boomer is Happy” Graphic Organizer .............. figures 6-7 (activity #1)
- “Next Boomer and the Puppy” Graphic Organizer. figures 8-9 (activity #2)
- Agree/Disagree Gestures Visuals (activity #2) ...... figures 10-12
- Original Lesson
- Narrative on Lesson 2
Predict

I think.

I think about what will happen next.
in the water...
in the dirt...
and all through the house!
Boomer is happy.

Boomer is happy when he plays in the water.

Boomer is happy when he plays in the dirt.

Boomer is happy when he runs.

Boomer is happy when he sleeps.
Boomer is happy.

Boomer is happy when he plays in the water with the puppy.

Boomer is happy when he plays in the dirt with the puppy.

Boomer is happy when he runs with the puppy.

Boomer is happy when he sleeps with the puppy.
Next, Boomer and the puppy will___________________.

play in the water again.

play in the dirt again.

run again.

sleep again.
Next, Boomer and the puppy will _____________.

- play in the water in the pool again.

- dig in the dirt again.

- run through the house with the cat again.

- sleep next to each other again.
I agree
I disagree
I'm not sure.
Lesson 3
## Connecting, Predicting and Responding to the text, Boomer's Big Surprise
Lesson Three by: Kimberly Volkens

### Content Objectives
1. The students will identify the emotions the main character felt in the story.
2. The students will identify the main events of the story.
3. The students will retell the story in writing and drawings including all the important details.

### Language Objectives
1. The students will discuss and show the emotions the main character felt in the story with a partner.
2. The students will orally summarize, as a whole group, the main events in the story.
3. The students will write three to five sentences and draw three pictures retelling the events of the story.

<table>
<thead>
<tr>
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<th>Developing Level 3</th>
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<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking-Identify and show emotions</td>
<td>Students will discuss with a partner the different feelings the main character has using complete sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has using phrases and short sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has using picture support and prompts, speaking in phrases and short sentences.</td>
<td>Students will discuss with a partner the different feelings the main character has by pointing to picture support and prompts and repeating the feeling words after spoken by a partner or the teacher.</td>
<td>Students will discuss, as a whole group, the main events in the story using picture support and prompts and teacher/partner support to give one and two word answers.</td>
</tr>
<tr>
<td>Speaking-Summarize events</td>
<td>Students will discuss, as a whole group, the main events in the story using complete sentences.</td>
<td>Students will discuss, as a whole group, the main events in the story using phrases and short sentences.</td>
<td>Students will discuss, as a whole group, the main events in the story using picture support and prompts, speaking in phrases and short sentences.</td>
<td>Students will discuss, as a whole group, the main events in the story using picture support and prompts, giving one and two word answers.</td>
<td>Students will discuss, as a whole group, the main events in the story using picture support and prompts and teacher/partner support to give one and two word answers.</td>
</tr>
<tr>
<td>Writing-Retelling events of the story</td>
<td>Students will write three to five sentences and draw three pictures, (from the beginning, middle and end of the story), retelling the main events of the story.</td>
<td>Students will write three to five sentences and draw three pictures, (from the beginning, middle and end of the story), using a frame, retelling the main events of the story.</td>
<td>Students will write three to five sentences and draw three pictures, (from the beginning, middle and end of the story), using a frame and word bank, retelling the main events of the story.</td>
<td>Students will complete three to five sentences and draw three pictures, (from the beginning, middle and end of the story), filling in the blanks, using a frame and word/phrase bank, retelling the main events of the story with teacher support.</td>
<td>Students will fill in the blanks on three to five sentences retelling the main events of the story using a frame, word/phrase bank and picture support and draw three pictures, (from the beginning, middle and end of the story) with teacher support.</td>
</tr>
</tbody>
</table>
# Functional Chart for Lesson #3 - Kimberly Volkens

**Boomer’s Big Surprise  Grade 1**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Identify                  | Recall the different feelings of “Boomer”.                                 | In the story Boomer feels  
1. _______ when  
2. _______.                                                             | 1.   • surprised  
      • sad  
      • happy                                                                 | Adjectives  
(feeling words)  
Nouns  
Verbs |
| Identify And Retell       | Recall the main events of the story                                        | First, Boomer was surprised to see a new puppy.  
Next, Boomer was sad. Only the puppy had food.  
Then, Boomer was still sad. The puppy had his ball.  
Then, Boomer was happy. The puppy gave Boomer his ball back.  
Last, Boomer was happy. The puppy was sleeping with him. | 2.   • he sees the new puppy.  
      • no one was petting him.  
      • the puppy was playing with his favorite ball.  
      • the puppy played with him.  
      • the puppy slept next to him.                                                                 | Ordinal words  
Verbs  
Adjectives  
(feeling words) |
**REVISED LESSON #3**

Lesson #3- Retelling Boomer’s Big Surprise

Kimberly Volkens-FLA518

**Materials Needed:**
Boomer’s Big Surprise by Constance McGeorge
Larger feeling word/picture cards from Lesson #1 (appendix 1, figures 1, 2 & 3)
Individual feeling cards (appendix 1, figure 6)
Word/Phrase Bank from Lesson #1 (appendix 1, figure 10)
Pictures from the book (appendix 3, figures 1-5)
Ordinal words in large print (appendix 3, figures 6-9)
Retell Graphic Organizers (appendix 3, figures 10-11)
Word Bank (appendix 3, figure 12)
Modified Writing Assignments (appendix 3, figures 13-16)

**Note: Scripted talk for the teacher is in bold print within the lesson.**

**Activity #1-Review the emotions Boomer felt in the story- (total time-10 minutes)**

**Materials Needed for this Activity:**
Boomer’s Big Surprise by Constance McGeorge
Larger feeling word/picture cards from Lesson #1 (appendix 1, figures 1, 2 & 3)
Individual feeling cards (appendix 1, figure 6)
Word/Phrase Bank from Lesson #1 (appendix 1, figure 10)
Pictures from the book (appendix 3, figures 1-5)
Chart paper and a marker

**Pre-Activity Notes**
Call the students to the rug or floor where they can sit together. Assign the students partners prior to starting the activity. It would be advantageous to group ELLs with strong native speakers. Distribute the individual feeling cards to the students prior to the lesson.

**Start the Activity**
1. Tell the students they are going to talk about how Boomer felt in the story. Hold up the book, Boomer’s Big Surprise and read the story again to the students.
2. Stop on pages 6-7 and say, “How does Boomer feel now?” (Stop and pause for 3 seconds.) Then say, “Turn and talk with your partner about how Boomer felt. Use your picture cards.” Then read up to pages 12-13. Stop and say, “How does Boomer feel now?” (Stop and pause for 3 seconds.) Then say, “Turn and talk with your partner about how Boomer felt. Use your picture cards.” (Give level 1, 2 and 3 ELLs a copy of the Word/Phrase bank from Lesson #1, appendix 1, figure 10). Next, read up to pages 20-21. Stop and say, “How does Boomer feel now?” (Stop and pause for 3 seconds.) Then say, “Turn and talk with your partner about how Boomer felt. Use your picture cards.” Monitor the activity, especially level 1, 2 and 3 ELLs and those students with lower oral language ability.

<table>
<thead>
<tr>
<th>Performance Indicators for this part of the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain/Topic</strong></td>
</tr>
<tr>
<td>Speaking-Identify and show emotions</td>
</tr>
</tbody>
</table>

3. Show the students pictures from the book, (appendix 3, figures 1-5). Tell the students to hold up the feeling card that shows how Boomer feels on each page. Use the large emotion pictures, (appendix 1, figures 1, 2 and 3) to scaffold the students if needed.

**Activity #2-Summarize the Events in Boomer’s Big Surprise** (total time 15 minutes)

**Materials Needed for this Activity:**
Pictures from the book (appendix 3, figures 1-5)
Ordinal Words in Large Print (appendix 3, figures 6-9)
Retell Graphic Organizers (appendix 3, figures 10-11)
Chart paper and marker

**Pre-Activity Notes**
For the third step of this activity you will need to assign 5 students to hold up pictures from the book in front of the class. The students, along with the class will be sequencing the pictures according to the events in the story and then talking about what happens in each picture. Level 1 and 2 ELLs will be given the retell graphic organizer, (appendix 3, figure 10), and the Level 3
ELLs will be given the retell graphic organizer, (appendix 3, figure 11), for extra support during the activity.

Start the Activity

1. Show the students the word, “first”, (appendix 3, figure 6) when doing this hold up one finger and say, “First,” (pause for 3 seconds), then say the word again pointing to the number 1 on the sheet. Say, “We use this word to tell what happens in the beginning of the story.”

2. Then show the students the words, “next” and “then”, (appendix 3, figures 7-8). Say, “Next and then,” (pause for 3 seconds), “Next and then are used when you’re talking about the middle of the story.” Show them one hand palm up and the other hand palm up. Put a piece of paper on one of the palms and then put the other palm on top of the piece of paper. Say, “The paper is in the middle of my two hands.”

3. Then show them the word, “last”, when doing this say, “This is the word, “last”. (pause for 3 seconds). “We use the word, “last” at the end of the story.” Point to “The End” on the sheet with the word last. (appendix 3, figure 9). Before going on to number two ensure that the level 1 and 2 ELLs are given the retell graphic organizer, (appendix 3, figure 10) and the Level 3 ELLs are given the retell graphic organizer, (appendix 3, figure 11) for extra support during the activity.)

4. Say, “We are going to look at pictures from Boomer’s Big Surprise. We are going to put them in order.” (pause for 3 seconds) Show and repeat the ordinal words again.

5. Have the 5 students you have pre-selected hold up the pictures from the story, (appendix 3, figures 1-5), in front of the room. Make sure you mix the pictures up as the students stand in front of the group so they are not in the order they happened in the story.

6. Say, “Look at these pictures.” (Stop for 5 seconds and look at the pictures.) Say, “Which one do you think comes first?” Hold up the word, “first” and one finger. Say, “What happens first in the story?” Write the word, “First” on the chart paper. Call on a student to tell you which picture comes first. Then say, “What is happening in this picture?” Write the student’s response on the chart paper after the word, “first.”

7. Continue with the procedure in number 6 above until all 5 pictures are put in order and responses are written on the chart paper using the ordinal words, “first, next, then and last.”
Performance Indicators for the activity

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Speaking-Summarize events</td>
<td>Students will discuss, as a whole group, the main events in the story using complete sentences.</td>
<td>Students will discuss, as a whole group, the main events in the story using picture support and prompts, speaking in phrases and short sentences.</td>
<td>Students will discuss, as a whole group, the main events in the story using picture support and prompts, giving one and two word answers.</td>
<td>Students will discuss, as a whole group, the main events in the story using picture support and prompts and teacher/partner support to give one and two word answers.</td>
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</tbody>
</table>

Closing the Activity
Read the summary from the chart paper slowly, holding up each of the pictures that go with each individual sentence as you read them.

Activity #3- Stretch and Quick Review of Emotions (total time-5 minutes)

Materials for this Activity:
Larger feeling word/picture cards from Lesson #1 (appendix 1, figures 1, 2 & 3)

Pre-Activity Notes
In order to review the emotions one more time, and in an effort to get the students to stretch, before they move to their tables/desks, the song from lesson one, “If You’re Happy and You Know It,” will be sung again.

Start the Activity
Tell the students they are going to sing the song they did the other day, “If You’re Happy and You Know It”, singing about the emotion words they’ve been talking about from Boomer’s Big Surprise.

1. (Put large, “happy” card with pictures up where students can see it.)
   If you’re happy and you know it smile now! (make dimples with fingers in cheeks)

2. (Put large “sad” card with pictures up where students can see it.)
   If you’re sad and you know it wipe your eyes! (move fingers down from the corners of your eyes)
   Continue the song with “sad” as emotion.
3. (Put large "surprised" card with pictures up where students can see it.)

If you’re surprised and you know it open wide! (open mouth wide and put arms in the air)
Continue the song with “surprised” as the emotion.

Activity #4-Writing a Summary of the Main Events in the Story, Boomer’s Big Surprise

Materials Needed for this Activity:
Boomer’s Big Surprise by Constance McGeorge
Word/Phrase Bank from Lesson #1 (appendix 1, figure 12)
Retell Graphic Organizer (appendix 3 figures 10 & 11)
Word Bank (appendix 3, figure 12)
Modified Writing Assignments (appendix 3, figures 13-16)

Pre-Activity Notes
Bring the students back to their desks/tables for this activity. Put the chart paper, with the class summary, from Activity #2 up in front of where the students are sitting so they can see the words. Distribute the retell graphic organizer, (appendix 3, figure 10) to level 1 and 2 ELLs and the word bank, (appendix 3, figure 12), to Level 3 ELLs. Both the graphic organizer and word bank will act as a scaffold for the ELLs.

Start the Activity

1. Review the ordinal words with the students. Hold up each word, (appendix 3, figures 6-9) and repeat the “script” from steps 1-3 in Activity #2, (on page 56), one at a time. Have the students repeat the words after you say them and repeat the gestures.

2. Reread the summary the class constructed in Activity #2. Hold up the picture that corresponds to the sentence before you read it. Read at a slower pace and when coming to ordinal words use the gestures you used previously with each of the words.

3. Say to the students, “Now you are going to write a summary.” (pause for 5 seconds)
Then say, “You are going to write what happened first, (hold up the word, first), next, (hold up the word, next), then, (hold up the word, then) and last, (hold up the word, last), in Boomer’s Big Surprise.”

4. Distribute the appropriate writing assignment to each student. (Modifications are in appendix 3, figures 13-16.) Double check to be sure that the level 1 and 2 ELLs have the retell graphic organizer, (appendix 3, figure 10) and the level 3 ELLs have the word bank, (appendix 3, figure 12).
5. As the students are writing circulate amongst them and check for understanding. Work specifically with level 1 and 2 ELLs, reading the written assignment and graphic organizer with them and guiding them in using the graphic organizer, acting as a scaffold for those students.

Performance Indicators for the activity

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<thead>
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<tbody>
<tr>
<td>Writing-Retelling events of the story</td>
<td>Students will write three to five sentences and draw three pictures, (from the beginning, middle and end of the story), retelling the main events of the story.</td>
<td>Students will write three to five sentences and draw three pictures, (from the beginning, middle and end of the story), using a frame, retelling the main events of the story.</td>
<td>Students will write three to five sentences and draw three pictures, (from the beginning, middle and end of the story), using a frame and word bank, retelling the main events of the story.</td>
<td>Students will complete three to five sentences and draw three pictures, (from the beginning, middle and end of the story), filling in the blanks, using a frame and word/phrase bank, retelling the main events of the story with teacher support.</td>
<td>Students will fill in the blanks on three to five sentences retelling the main events of the story using a frame, word/phrase bank and picture support and draw three pictures, (from the beginning, middle and end of the story) with teacher support.</td>
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Closing the Activity
Say, “We wrote summaries about the book, Boomer’s Big Surprise.” Say, “Would anyone like to share what they wrote and drew?” Call on 3 different students at different levels. If you have an ELMO you can ask the student if they’d like to put their paper up on the ELMO so everyone can see the illustrations. You can also offer to read a student’s work with them if they need extra support. As students are reading hold up the ordinal words they used one at a time.
Kimberly Volkens  
Narrative-Lesson #3

Lesson three begins with a review of the emotions Boomer felt in the story. The students use their individual feeling cards from lesson one again and the emotions are reinforced. This repetition is very important for ELLs. The concept of emotions is woven into retelling the story for this lesson. Since the students will be connecting to many stories during the course of the school year it is very important that they have a firm foundation in emotion words that will be expanded as the year progresses.

Ordinal words are introduced, a very important concept for all students. They are introduced by using a visual representation of the word along with pictures, when applicable and gestures by the teacher. Pictures from the story are ordered as a whole class activity with graphic organizer support given to level one, two and three ELLs. This extra support, of having a graphic organizer, is important for the ELLs to use as a scaffold and allows them to actively engage in the lesson. These are all things that were absent from the original lesson, where there was more teacher talk and less opportunities for the students to negotiate meaning and engage in purposeful discourse.

The song from lesson one is repeated to reinforce the emotion words, with gestures and music in activity three. This is a good opportunity for the students to stand up and engage in movement before moving on to the written portion of the lesson. In activity four, the repetition of the ordinal words and gestures is included. The writing assignments themselves are modified, depending on the level of the ELL. The original lesson indicates that there should be a writing assignment but does not give examples of the actual assignment. The use of the graphic organizer as a scaffold for the language is again an important modification for the ELLs. The students learning is assessed throughout the lesson, performance indicators can be used as a guide. The writing assignment, as part of lesson four, can also be used as an assessment tool.
Appendix 3

Teaching Materials for Lesson #3

- Pictures from the book (activity #1 & #2) . . . . . . . figures 1-5
- Ordinal Words in Large Print (activity #2) . . . . . . . figures 6-9
- "First, Next, Then, Last" Graphic Organizer . . . . . . figures 10-11 (activity #2 & #4)
- Word Bank . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . figure 12 (activity #4)
- Modified Writing Assignments (activity #4). . . . . figures 13-16
- Original Lesson
- Narrative on Lesson #3
The bundle wiggled. Boomer's eyes widened, and he moved closer. The bundle wiggled some more. Boomer's ears perked up, and he sniffed and sniffed.
In the living room, there were new toys everywhere – bright blue balls, shiny squeaky toys, and lots of bones to chew. But the only toy Baby wanted to play with was Boomer’s favorite – his old green tennis ball.
it wasn't long before Boomer felt a lick on his nose. He opened his eyes. There was his old green tennis ball. There, there was Baby, wagging his tail.

Boomer started across the yard, and Baby bounded after him. That, Boomer had someone to play with!

Boomer showed Baby how to play...
First,
Next,
Then,
Last
First, Boomer was surprised to see a new puppy.

Next, Boomer was sad because there was no food in his bowl.

Then, Boomer was still sad because the puppy had his ball.

Then, Boomer was happy because the puppy brought his ball back.

Last, Boomer was happy that the puppy was sleeping with him.
Retell of **Boomer's Big Surprise** (level 1 & 2)

First, Boomer was surprised.

Next, Boomer was sad. Only, the puppy had food.

Then, Boomer was still sad. The puppy had his ball.

Then, Boomer was happy. The puppy gave Boomer his ball back.

Last, Boomer was happy. The puppy was sleeping with him.
Word Bank

puppy

sad

happy

surprised

ball

playing

sleeping
First, Boomer


Next, Boomer


Then, Boomer


Then, Boomer


Last, Boomer


First, Boomer was ____________________ because ____________________________.

Next, Boomer was ____________________ because ____________________________.

Then, Boomer was ____________________ because ____________________________.

Then, Boomer was ____________________ because ____________________________.

Last, Boomer was ____________________ because ____________________________.
First, Boomer was ________________.

Next, Boomer was ____________.

Only the puppy had food.

Then, Boomer was still ____________.

The puppy had his ball.

Then, Boomer was ____________.

The ________________ gave Boomer his ball back.

Last, Boomer was ________________.

The ________________ was sleeping with him.
First, Boomer was ____________________.

Next, Boomer was ____________.

Only the puppy had food.

Then, Boomer was still ____________.

Only the puppy was playing.

Then, Boomer was ____________.

The puppy gave Boomer his ball back.

Last, Boomer was ________________.

The puppy was sleeping with him.
Checklists
Relationships
Connecting, Predicting and Responding to the text, Boomer’s Big Surprise
Grammar and Functional Checklist by: Kimberly Volkens

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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.

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Original Lessons
**ORIGINAL LESSON #1**

**PLANNER FOR INTERACTIVE READ-ALOUD**

Lesson 1 for: *Boomer's Big Surprise*

---

**Focus strategy/CMT objective:** Making connections (text to self)

Tell about a time when your feelings were the same as Boomer’s. How will student learning be measured at the end of the lesson? (What will count as “success?”)

Text: *Boomer's Big Surprise* by Constance McGeorge

Pages: all

---

### BEFORE READING

**Prior Knowledge:** Briefly access what students already know about dogs and puppies. What do they do? How do they act? Can you tell how a dog is feeling? How?

**Establish prior knowledge, purpose, and predictions**

**Predictions:** Read the title, then open to the 2-page illustration of dog toys (before the title page). Ask students to identify the objects and use them and the title to think about what might happen in the story. What might the big surprise be?

**Purpose for reading:** Let's read to find out how Boomer feels about his big surprise. Maybe some of us have felt the same way.

**Introduce/Review Vocabulary**

**New word:** surprise

Discuss the meaning of surprised, when something happens that we don't expect, we feel surprised. Share a time when you were surprised. Allow students to share as well.

**Introduce the focus strategy (How to find and use the evidence)**

Say something like, "I want to find out how Boomer feels about his big surprise. As I read, I'm going to notice Boomer's feelings. I'm going to stop and think about a time when I felt the same way. This is called making connections. Making connections helps us to understand the story."

---

### DURING READING

Stop and think aloud about points such as the following. After a few modeling examples, it is important to get students to practice the strategy by having them notice some of the evidence themselves.

**Model:**

p. 7: "Boomer is really surprised to find a new puppy in his house! I remember feeling that way once, when I came home and found an old friend waiting for me. I hadn't seen him in a very long time, so I was very surprised."

p. 9: "Boomer is so confused! Why does the baby get to eat dinner early? This reminds me of the time when my grandma let my cousin play with a special toy that I wasn't allowed to touch. I was confused, too-I didn't understand what was going on."

**Practice:**

Invite students to make connections at the following points:

- p. 11: Boomer wants attention but is not getting any.
- p. 13: Baby is playing with Boomer's favorite toy.
- p. 16: Boomer is very excited.
- p. 23: Boomer is happy.

It is not necessary for students to have a new baby or a dog to be able to connect to this story. Real connections are those to universal feelings: excitement.
AFTER READING

Discussion questions

Follow-up to focus strategy:
C-1: We noticed that Boomer had many different feelings in this story. We stopped and thought about times when we felt the same way. This is called making connections. What were some of the feelings that Boomer had? Have we had some of the same feelings?

Other questions:
A-2: So what was Boomer's big surprise?
A-2: How do you think that Baby felt about meeting Boomer? (inference)
A-1: What did Boomer learn in this story? (main idea)

Reflect on focus strategy

What did we do when we noticed Boomer's feelings? (made connections to our own feelings)
How does making connections help us to understand the story better?

[Marzano: generate hypothesis]
Boomer's Big Surprise

Connecting: Tell about a time when your feelings were the same as Boomer's

<table>
<thead>
<tr>
<th>Boomer's Feelings</th>
<th>My Feelings</th>
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Boomer felt __________________________

I felt __________________________

Because __________________________

because __________________________
ORiGInAL LEsson #2
PLANNER FOR INTERACTIVE READ-ALOUD
Lesson 2 for: Boomer's Big Surprise

Focus strategy/CMT objective: A-4: Use information from the text to make a prediction based on what is read.

Use what you know about Boomer and Baby to predict what they will do next.
How will student learning be measured at the end of the lesson? (What will count as "success"?)

Text: Boomer's Big Surprise by Constance McGeorge

BEFORE READING

Establish prior knowledge, purpose, and predictions

Prior Knowledge: Who can remember what Boomer's Big Surprise was? How did Boomer feel when he first met Baby in the beginning of the story? How did he feel in the middle, when Baby was playing? And how did he feel about Baby at the end of the story?

Purpose for reading: Yesterday we noticed Boomer's feelings about the new puppy. Today, let's think about what Boomer and Baby might do next. We can use what we know about Boomer's feelings to predict what might happen to them tomorrow.

(Marzano: setting objectives)

Review: surprise

New words: bundle, confused.

Explain to students that when something is wrapped up cozy and warm, we call it a bundle. Has anyone ever heard about "bundleing up" when it's cold outside? What else might someone put in a bundle? You might demonstrate using a doll or stuffed animal.

Remind students that Boomer felt confused when Baby got to eat dinner early. Share your own personal connection with feeling confused again (see lesson 1).

Ask the students if anyone can put the meaning of confused into his or her own words. (When you don't understand something, you are confused.)

(Marzano: vocabulary)

Introduce/review vocabulary

Introduce the focus strategy (How to find and use the evidence)

Explain to students how to apply the strategy.

Say something like, "I want to predict what Boomer and Baby might do next. As I read, I'm going to notice how Boomer feels. I'm also going to notice what Boomer and Baby do. That will help us to make a good prediction of what could happen next."

(Marzano: advance organizer)

DURING READING

Stop and think aloud about points such as the following. After a few modeling examples, it is important to get students to practice the strategy by having them notice some of the evidence themselves.

Model:
p.7: "Boomer is so surprised to see Baby. Will he still be surprised tomorrow? I don't think so- he knows Baby now. So I don't think this feeling will help us to predict."
p.9: "Now Boomer is confused. He doesn't understand that puppies need more food than big dogs. I think this might still be a problem for Boomer tomorrow."
p.11: "Boomer is feeling left out here. He wants someone to pat him, but they are all paying attention to Baby. Do you think that Boomer will feel this way?"

Model and practice the focus strategy

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Practice:
p. 13: Encourage students to speculate how Boomer will feel about continuing to share his toys.
pp. 18-22: Encourage students to speculate on whether Boomer and Baby will continue to play together.
pp. 24-25: Ask students how Boomer and Baby feel about each other. If they love each other, how will they treat each other tomorrow?
[Marzano: cues; providing feedback]

AFTER READING
Discussion questions

Follow-up to focus strategy:
A-4: Create a chart: What did we notice about how Boomer felt? What did we notice about what Boomer and Baby did? What predictions can we make about what Boomer and Baby might do tomorrow? Help students to use the chart to back up their predictions with evidence from the text.
Ex., I think that Boomer and Baby will play together tomorrow, because they felt happy when they played together in the story. Other questions: Find a place in the text where you made a strong picture in your mind of what was going on. (visualizing)
B-1: How did Boomer feel in the beginning of the story? In the middle? At the end? (sequencing)
[Marzano: questions]
How did we help ourselves to make good predictions today? (We noticed how Boomer felt and what he did.)
[Marzano: generate hypothesis]
Focus strategy/CMT objective: C-2: Select and use relevant information within a written work to write a personal response to the text.

Decide which part of the story was most important. Use details from the story to explain why you chose that part.

How will student learning be measured at the end of the lesson? (What will count as "success")

Text: *Boomer's Big Surprise* by Constance McGeorge

BEFORE READING

Establish prior knowledge, purpose, and predictions

**Prior Knowledge:** Ask a few students to share important events that they remember from the story. Focus the discussions on Boomer and Baby's feelings and actions.

**Purpose for reading:**
As we read today, I want us to think about the important events in this story. We are going to notice what Boomer and Baby did. These are the *events* in the story. Then we are going to think about which events were the most important, and why.

(Marzano: setting objectives)

**Review:** surprise, bundle, confused

**New words:** scampered, bounded

Explain to students that these words tell how Baby moved. Sometimes Baby *scampered* around the way puppies do, moving his little legs very quickly. Ask one or two students to demonstrate. Other times, Baby's legs move in leaps and bounds, as if he's running and jumping at the same time. Ask one or two students to demonstrate. What other animals scamper? What other animals bound?

(Marzano: advance organizer)

Introduce the focus strategy (How to find and use the evidence)

Explain to students how to apply the strategy.
"Let's look for the important things that Boomer and Baby did in the story and how they felt as they were doing them. Then we can decide which events were the most important." (Marzano: advance organizer)

DURING READING

Stop and think aloud about points such as the following. After a few modeling examples, it is important to get students to practice the strategy by having them notice some of the evidence themselves.

**Model:**
p.2: "Boomer is noticing new and strange things in the kitchen. Is this important to the story? I think so, because these are all Baby's things."
p.7: "Here's another event. Boomer meets Baby for the first time. I think this is important, because the rest of the story is about what Boomer and Baby do after they meet."

**Practice:** Encourage students to talk about why these events are important to the story.
p.13: Baby plays with Boomer's favorite toy.
p.16: Boomer wants someone to play with him.
p.18: Baby brings the ball to Boomer.
pp. 20-22: Boomer and Baby play together.
After Reading
Discussion questions

Follow-up to focus strategy:
C-2: Support students' oral language as they choose the most important event in the story and back up their choices:
"I think that the most important part was when Baby brought the ball to Boomer, because that's when they became friends. Does anyone else think another part is the most important?"
Accept all reasonable answers and help students to explain their answers.

Other questions:
A-4: What do you think the family did after Baby made that big mess in the house? (predicting, inferring)

Reflect on focus strategy

How did we choose the important events in the story? (We noticed the things that Boomer and Baby did.)
Is it okay to have different opinions about which part of the story was most important?

[Marzano: generate hypothesis]