Compare & Measure Unit
Introduction
Introduction Page for Unit Lessons

**Title:** Compare and Measure

**Grade:** 1st grade

**Target Group:** ESL students

**Source of Written Materials:** Wallingford Public Library

**Source of Lessons:** [http://newhavenscience.org/11ComparingMeasure.htm](http://newhavenscience.org/11ComparingMeasure.htm)

**Learning Goals:**

- I want my students to know how to compare and measure
- I want my students to know how to measure using a nonstandard unit of measurement
- I want my students to know what is a prediction
Lesson 1
**Content Objective:** Students will observe each other and identify similarities and differences in body parts.

**Language Objective:** Students will write 2 sentences describing similarities and differences between their body parts and their partner’s body parts.

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<tr>
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<tbody>
<tr>
<td>Writing</td>
<td>Differences and similarities about body parts</td>
<td>Students will write 2 sentences describing similarities and differences between their body parts and their partner’s body parts</td>
<td>Students will write 2 sentences describing similarities and differences between their body parts and their partner’s body parts using sentence starters</td>
<td>Student will complete 2 fill in the blank sentences with word bank to describe similarities and differences between their body parts and their partner’s body parts</td>
<td>Using a picture of a body, students will circle one similarity and one difference between their body parts and their partner’s body parts.</td>
<td>Using a picture of a body, students will circle one similarity and one difference between their body parts and their partner’s body parts.</td>
</tr>
</tbody>
</table>
# Functional Chart

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
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<th>Words</th>
<th>Grammar</th>
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<tbody>
<tr>
<td>Compare and Contrast</td>
<td>Similarities and differences between body parts</td>
<td>My partner has 1 _ 2 than me.</td>
<td>1</td>
<td>Pronouns Adjectives Nouns Comparisons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My partner is 1 than me.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I am like my partner because we both have 1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Theme: Science

Topic: Compare and Measure

Time: 30 minutes

Key Vocabulary: longer, shorter, bigger, smaller, taller, arms, legs, hands, hair, body, bodies, same, different, compare, measure

Materials:
- Worksheet: Looking at My Partner and Me
- 1 package of crayons, including one red crayon and one blue crayon
- Sentence starters
- Chart Paper
- Colored Markers

Motivation: 5 minutes
(Building background)
Teacher will say: “Good day students!” “Today we will be learning about comparing and measuring.” Teacher will write the word compare on the board.
Teacher: “I would like you to look at this lemon and orange I have in my hands.” Let students observe the fruits.
Teacher: “Can you tell me something that makes them the same?” Wait for student’s response. Student’s answers may vary
Teacher: “Can you tell me something that makes them different?” “Not the same.” Wait for student’s response.
Teacher: “What you just did is called compare.” “You looked at the things that made the lemon and the orange the same and things that made them different.” Teacher will take an adult’s jacket and a student jacket.
Teacher: Now, I would like you to look at these jackets and tell me what makes them different, not the same?” Wait for student’s response.
At the moment students say one jacket is bigger and/or one jacket is smaller, Teacher may ask: “How do you know this jacket is bigger (smaller) than this jacket?” Wait for student’s response.
Teacher will write the following questions on chart paper (App. 6- page 12) in front of the room. To motivate class discussion, read the following questions out loud to the students.

- When have you compared before?
- When have you measured before?
- How did you measure?
• How did you compare?
• Why were you comparing?
• Why were you measuring?

Next, have the students share their thought with the class.
As the students share their thoughts about the questions, write their names on chart paper and next to their name write their answers in colored markers. (Students like to see their answers written on paper.)
These types of questions can be asked for all levels of ESL students.

**Presentation: 10 minutes**
Next, teacher will place a chart paper on the board with pictures labeled of arms, legs, hair, hands and a body. (Appendix 7- page 13) Ask the students to look at the chart for a minute. Teacher may ask, “Can someone tell me what you see on this chart?”
Wait for student’s response.
Teacher will say: “Now I would like you to face your partner and observe your partner’s arms, legs, hands, hair, and body.” While saying the body parts point to the body parts you are saying on the chart paper. Next, ask the students to think about the following questions as you read them out loud from the chart: “Which of these do you and your partner have that are the same?” “And, which of these do you and your partner have that are different?” Teacher will repeat the questions so students can retain information and also for reinforcement. Give students time to discuss their findings with one another. Let the students know that you would like them to choose one thing that is the same and one thing that is different. Teacher walks around room to assess student’s conversations. As the students discuss their findings, teacher will allow level 5 students to discuss on their own. Students who are at level 4, teacher will provide sentence starters written on sentence strips. (See appendix 8 – page 14) Students who are at level 3 will have the sentence starters with teacher asking questions. Students who are at level 2 and 1 will point out similarities and differences with teacher asking questions to help support content objective.
Teacher may ask: “Can you point to a part of the body that you and your partner have the same?”
“Can you point to a part of the body that you and your partner have that is different?”
“Are you taller or shorter than your partner?” Teacher can gesture by stretching arm upward and bringing arm downward.
Let the students know when one minute is left so as to not cut off their conversation abruptly. After the minute is up, teacher may ask, “Who would like to volunteer and share with the class their findings?” Teacher can allow three to four students to share.

**Practice and Application:** 10 minutes
After students have completed the activity let them know you will be handing out a worksheet entitled, “My Partner and Me”. (Appendices 1-5 pages 7-11) Hand out worksheets according to student levels labeled on worksheets. Give instructions based on each worksheet. (Teacher may use this as an assessment tool.)

**Review:** 5 minutes
Once students have finished their worksheets they can share with the class what they wrote about their findings.
Descriptive Narrative

Throughout the lesson modifications were made in order for all ELL students to comprehend and achieve the task. To do this I enhanced interactions, adjusted discourse and used many different sheltered strategies.

At the beginning of the lesson prior knowledge was activated by asking questions about what the students knew regarding measuring and comparing related to their lives. This made it easier for the students to connect the content with their lives. Students were given time to process the questions. During this time, visuals with the questions were provided to motivate class discussions.

Visuals were used to help student make text more comprehensible. Pictures along with descriptions of body parts were posted in front of the classroom for students to refer to about what they had to observe with their partners. During this time I was able to enhance interactions by allotted time for students to discuss their findings with their partners and negotiate meaning. Realia was also used to help the students understand the content objective. An orange and a lemon were used to find the similarities and differences. Next, an adult jacket and a child’s jacket were used to make measurements.

To make content comprehensible I repeated questions and vocabulary words to help students retain and reinforce information. Also, I paced my speech to allow students to internalize content and language objectives. When questions were asked I first gave the students time to process the questions and then I waited for their responses.

For interaction among the students I asked them to discuss their findings with one another and choose one thing that was the same and one that was different. This interaction was done in
both small groups and whole class. Sentence starters as well as visuals were given to some students to help them participate in class discussions and negotiate findings.

To engage and assess the students, a worksheet was given where students had to write two sentences, fill in the blanks from a word bank, complete a sentence starter, label body parts and circle in red and blue what body parts were different and what body parts were the same. These modifications to the assessment were done so that every student has the appropriate opportunity to express what they have learned.
My Partner and Me

1) Write one sentence to describe how you and your partner are the same.

________________________________________________________________________

________________________________________________________________________

2) Write one sentence to describe how you and your partner are different.

________________________________________________________________________

________________________________________________________________________
My Partner and Me

1) Write one sentence to describe how you and your partner are the same.

My partner and I have the

2) Write one sentence to describe how you and your partner are different.

My partner and I are different because

Name: ___________________  Date: _______________
My Partner and Me

Word Bank
1) taller shorter longer smaller bigger
2) hair arms legs hands body

Fill in the blanks with words from the “Word Bank”

1. My partner is ________________ than me.

2. My partner and I have the same ____________.
My Partner and Me

Circle in **red** the part of the body that you and your partner have the same.

Circle in **blue** the part of the body that you and your partner have that is different.

Label the parts of the body that is the same and different using the words below.

legs  arms  hair  hands
My Partner and Me

Circle in red the part of the body that you and your partner have the same.

Circle in blue the part of the body that you and your partner have that is different.
6) 1st Teacher Chart for Motivational Questions

When have you compared before?
When have you measured before?
    How did you measure?
    How did you compare?
Why were you comparing?
Why were you measuring?
2nd Teacher Chart for Observations

arms

Q.1) Which of these do you and your partner have that are the same?

legs

Q.2) Which of these do you and your partner have that are different?

hair

hands

body(ies)
Appendix 8

**Sentence Starters**

Level 4

My partner is.....

I am like my partner because.....

Level 3 same prompts with teacher support.
Lesson 2
**Content Objective**: Student will be able to use a nonstandard unit of measurement.

**Language Objective**: In a small group, students will be able to write a sentence describing what colored ribbon is the longest.

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<tr>
<td>Writing</td>
<td>Nonstandard units of measurement.</td>
<td>Students will answer the questions in complete sentences describing what color ribbon is the longest.</td>
<td>Students will complete a sentence describing what color ribbon is the longest by filling in the blank</td>
<td>Students will answer the question by circling the word that describes which colored ribbon is the longest</td>
<td>Students will answer the question by circling the colored ribbon that is the longest</td>
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<tr>
<td>Measure</td>
<td>Using a nonstandard unit of measurement to measure the length of colored ribbons</td>
<td>The <strong>1</strong> ribbon is longer.</td>
<td>1&lt;br&gt;Red, blue, yellow, brown, orange, green</td>
<td>Nouns Adjectives</td>
</tr>
<tr>
<td></td>
<td>Tape A is ______.</td>
<td>2&lt;br&gt;longer&lt;br&gt;the longest</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>


Theme: Science

Topic: Compare and Measure

Time: 30 minutes

Key Vocabulary: heel, toe, measure

Materials: Tape, ribbons: red, blue, yellow, brown, orange, and green (tape ribbons to floor in sets of two in different areas of the room allowing sufficient space in between for students to walk on the ribbon. Cut the ribbons one shorter than the other at various lengths), shoe prints (cut out of construction paper)

Motivation: 5 minutes
(Building Background)
Teacher: “Today, I want to know who can remember (teacher can point to head) what we did in our last science lesson?” (L1&2) “What did we, as a class (teacher gestures to whole class with finger and arm) and with our partners, do in our last science lesson?” Wait for student’s response. “Yes, correct! On our last lesson we learned who had the same or different size body parts. Can someone tell me which body part we found the same and which body parts were different?” Teacher may gesture to his/her body when asking this question. Wait for student’s response. Teacher can draw a body figure on the board and as students answer, label the body parts they dictate. Teacher will ask students to model the body parts mention.
Teacher: “What other body parts did we find the same or different? (Teacher will repeat this question for other body parts)
Teacher will ask, “What did you find out when you were looking at your arms, legs, hair, and hands?” (L1&2) “What did you see when you were looking (Teacher can point to eyes) at body parts? Or, “What happened when you saw your body parts?” Wait for student’s response.
Teacher: “Yes, you are right!” “You and your partner found out who had longer or shorter hair, arms, hands, or legs.” “You also found out who had the same body parts.”

Presentation: 10 minutes
Teacher: “Today we will be using a new part of our body to learn to measure.” “First, would someone like to guess at what body part we will be using today?” Teacher waits for student’s response.
If students can not guess, teacher may say, “It is a part of our body we use to walk, run, and jump.” (Teacher can model all the steps) Teacher waits for response.
Teacher: “Great answer! We will be using our feet.” Teacher will model his/her feet to show students what will be used to measure. Teacher may also have cut outs of shoe prints and place them on the board.

Teacher: “Today we will be measuring the different colored ribbons that are taped to the floor with our feet.” At this point teacher will show the students the colored ribbons that are taped to the floor. Each ribbon is cut to various lengths as teacher desires. Teacher will model the steps first and then allow a couple of students the opportunity to practice.

Teacher: “I have a cut a long piece of tape and a short piece of tape so we can practice on before we go to the colored ribbons.” “Can someone tell me what parts of our feet are we going to use to measure the tapes on the floor?” Teacher waits for student’s response. As the students think, teacher may take this time to label the shoe prints on the board with the vocabulary the students will be using “heel” and “toe”. (see page ___ shoe print)

Teacher: “The parts of our feet are called “heel” and “toe”. Can you repeat the words with me, please?” Students respond by repeating the words “heel” and “toe” several times. This repetition will allow L1and L2 students to process information and practice saying the words. Teacher will point to heel and toe as students say the words.

Next, teacher will demonstrate how to touch heel to toe and count as each step is taken using the tape on the floor.

Teacher: “Now, I will show you how you are going to measure using your feet.” “First, place your right (for demonstration purposes, teacher will shake right foot and then ask students to shake their right foot to show which foot they will use first placing heel to edge of tape) foot on the tape making sure the heel is at the edge of the tape. This is step one”

Teacher: “Then, put your left foot (teacher will shake left foot and then ask the students to shake their left foot to show them the second foot they will be using) in front of the other, touching the heel to the toe. This will count as step two.”

Next, teacher will ask the students to keep counting as he/she touches heel to toe until the end of the tape is reached. After teacher has reached the end of the tape, teacher will demonstrate how the students will record the number of steps. Teacher will place a poster on the board entitled “Kid Steps” with one line longer than the other. (See appendix 6 page 27 Teacher Poster)

Teacher: “How many steps did we count to get to the end of the tape? Wait for student’s response. Teacher will write the number of steps it took to reach the end of the tape A. Teacher will repeat this process and then ask for volunteers who are L1 and L2 to practice on the shorter piece of tape with teacher support.
Once the students have practiced on the shorter tape, **teacher may ask**, “How many kid steps did it take to reach the end of the tape B?” Teacher will wait for student’s response. Teacher will record student’s answer on the poster.
Teacher: Which tape is longer tape A or B? Wait for student’s response. Teacher will record the student’s answers.

**Practice and Application:** 10 minutes
Once students have finished with the activity, have them partner up with a peer and let them know you will be handing them a worksheet entitled “**Kids Steps**” where they will be recording their findings. (See appendices 1-5 pages 22-26) Teacher will hand out worksheets according to student’s levels labeled on worksheets. Give instructions based on worksheet.
During this practice and application, students will be interacting with one another. They will assist one another in counting, measuring, and recording. Teacher will monitor conversations, counting, and supporting students who are in L1 and L2. Let students know when one minute is left so they can wrap up and not end too abruptly. Worksheet can be used as an assessment tool.

**Review:** 5 minutes
Have students come together and share with the class what they wrote about their findings.
Descriptive Narrative

Throughout the lesson modifications were made in order for all ELL students to comprehend and achieve the task. To do this I enhanced interactions, adjusted discourse and used many different sheltered strategies.

At the beginning of the lesson prior knowledge was activated by asking questions about what the students remembered from our last science lesson on compare and measure. This made it easier for the students to connect the last content with the new content. Students were given time to process the questions. During this time, visuals with the questions were provided to motivate class discussions.

Visuals were used to help student make text more comprehensible. Pictures along with descriptions of body parts were posted in front of the classroom for students to refer to about what they had to observe with their partners. During this time I was able to enhance interactions by allotted time for students to discuss their findings with their partners and negotiate meaning.

To make content comprehensible I repeated questions and vocabulary words to help students retain and reinforce information. Also, I paced my speech to allow students to internalize content and language objectives. When questions were asked I first gave the students time to process the questions and then I waited for their responses.

For interaction among the students I asked them to measure the length of the ribbons using their feet discuss their findings with one another. This interaction was done in both small groups and whole class. Sentence starters as well as visuals were given to some students to help them participate in class discussions and negotiate findings.

To engage and assess the students, a worksheet was given where students had to write a sentence, fill in the blanks, and circle the color ribbon that was the longest. These modifications
to the assessment were done so that every student has the appropriate opportunity to express what they have learned.
Measure the colored ribbons using kid steps and find out which is longer.

1) How long is the red ribbon? _______ kid steps
   How long is the blue ribbon? _______ kid steps
   Which color ribbon was longer?

2) How long is the yellow ribbon? _______ kid steps
   How long is the brown ribbon? _______ kid steps
   Which color ribbon was longer?

3) How long is the orange ribbon? _______ kid steps
   How long is the green ribbon? _______ kid steps
   Which color ribbon was longer?
Kid Steps

Measure the colored ribbons using kid steps and find out which is longer.

1) How long is the red ribbon? _______ kid steps
   How long is the blue ribbon? _______ kid steps
   What color ribbon is longer?
   The _______ ribbon is longer.

2) How long is the yellow ribbon? _______ kid steps
   How long is the brown ribbon? _______ kid steps
   What color ribbon is longer?
   The _______ ribbon is longer.

3) How long is the orange ribbon? _______ kid steps
   How long is the green ribbon? _______ kid steps
   What color ribbon is longer?
   The _______ ribbon is longer.
Kid Steps

Measure the colored ribbons using kid steps and find out which is longer.

1) How long is the red ribbon? _______ kid steps
   How long is the blue ribbon? _______ kid steps
   Which color ribbon was longer? a) red       b) blue

2) How long is the yellow ribbon? _______ kid steps
   How long is the brown ribbon? _______ kid steps
   Which color ribbon was longer? a) yellow    b) brown

3) How long is the orange ribbon? _______ kid steps
   How long is the green ribbon? _______ kid steps
   Which color ribbon was longer? a) orange    b) green
Kid Steps

Measure the colored ribbons using kid steps and circle which color ribbon is longer.

1) How long is the red ribbon? _______ kid steps
   How long is the blue ribbon? _______ kid steps
   Which color ribbon was longer?

2) How long is the yellow ribbon? _______ kid steps
   How long is the brown ribbon? _______ kid steps
   Which color ribbon was longer?

3) How long is the orange ribbon? _______ kid steps
   How long is the green ribbon? _______ kid steps
   Which color ribbon was longer?
Kid Steps

Measure the colored ribbons using kid steps and circle which color ribbon is longer.

1) How long is the red ribbon? ______ kid steps

   How long is the blue ribbon? ______ kid steps

   The ______ ribbon is longer.

2) How long is the yellow ribbon? ______ kid steps

   How long is the brown ribbon? ______ kid steps

   The ______ ribbon is longer

3) How long is the orange ribbon? ______ kid steps

   How long is the green ribbon? ______ kid steps

   The ______ ribbon is longer.
Kid Steps

Tape – A 

How many kid steps? 

Tape – B 

How many kid steps? 

Which tape is longer? A or B
Lesson 3
**Content Objective:** Students will be able to show an understanding of what is a prediction.

**Language Objective:** As a whole class students will be able to write and draw their prediction.

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<tbody>
<tr>
<td>Writing</td>
<td>Writing and drawing a prediction</td>
<td>Students will write a complete sentence about their prediction and draw their prediction.</td>
<td>Students will write a complete sentence about their prediction using a sentence starter and draw their prediction.</td>
<td>Students will complete a sentence about their prediction by filling in the blank line and draw their prediction.</td>
<td>Students will circle the sentence that tells their prediction with teacher support and then draw their prediction</td>
<td>Students will circle their prediction and draw their prediction</td>
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<tr>
<td>Predict</td>
<td>Making predictions</td>
<td>My prediction is I think the marbles will <em>1</em> when the ice cube melts.</td>
<td>1 Fall out</td>
<td>verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My prediction is I think the elephant will <em>2</em>.</td>
<td>Stay in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stay down</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Go up</td>
<td></td>
</tr>
</tbody>
</table>
Theme: Science

Topic: Compare and Measure

Time: 30 minutes

Key Vocabulary: prediction, elephant, up, down

Materials: Picture Book: Just A Little Bit, the word prediction written on a sentence strip, tape, ice cube in a cooler, transparent plastic cup, marbles

Motivation: 10 minutes

(Building background)
Teacher: “Today we are going to make predictions.” Teacher places vocabulary word on the board with tape.

Teacher: “Can you repeat the word after me?” Teacher repeats the word as she points to the word taped to board and waits for student’s response. Teacher can repeat word allowing for L1 and L2 to process the word and for reinforcement.

Teacher: “Let’s put our thinking caps on so you can answer the question I am going to ask.” Teacher makes the gesture of putting on a thinking cap and tying. Students will respond by imitating teacher.

Teacher “Can someone tell me what they think (teacher points to head) the word prediction means?” Teacher waits for student’s response. Teacher may repeat question for L1 and L2 to process.

Teacher: “Let’s have some fun!” Teacher opens up a cooler and takes out an ice cube. Students will respond because they recognize a cube of ice. Teacher places the ice cube on top of a desk so all students can see. Next, the teacher places an empty transparent cup on top of the ice cube.

Teacher: “Can someone tell me what this is?” Teacher waits for student’s response. Then, teacher fills the cup with marbles.

Teacher: “Does anyone know what I am putting into the cup?” Teacher waits for student’s response.

Teacher: “What do you think (teacher points head) is going to happen to the marbles in the cup when the ice melts? Do you think they will stay in the cup or fall out?”

Teacher: “I am going to go first and make a prediction and then you will have a turn to make a prediction.” Teacher will model the sentence for the students.

Teacher: “My prediction is I think the marbles will stay in the cup.” Teacher can reiterate the sentence to allow students to hear and then repeat when it time for them to say their predictions. Teacher will then call upon the students to begin
making their predictions. Teacher can begin by choosing L5 students so the L1 and L2 students can process the information. Teacher can start the sentence:
Teacher: My prediction is, I think……
Allow the students to finish the sentence and have them repeat the whole sentence again. This will also help L1 and L2 students to think about what is expected of them. Allow for extra time for this procedure as they will be using the same sentence and technique to make predictions in the story.
Teacher: “You just made predictions because you just told me what was going to happen before it happens!” Repeat for L1 and L2 to process information.
Teacher: “So, what can we say predictions are?”
Teacher: “Repeat after me, Predictions are saying what is going to happen before it happens.” Teacher repeats the sentence for L1 and L2 to process information and for reinforcement.
Teacher: “We will keep an eye on the cup to see what happens when the ice cube melts.

Presentation: 10 minutes
Teacher: “Today we are going to make predictions with a book entitled Just A Little Bit.
Teacher: “I am not going to read the story. What I am going to do is show you the pictures in the book and you are to think (teacher points to head) about what could happen in the story. You are going to make predictions. Remember what we did with the ice cube and the marbles? We made predictions to see if the marbles would fall or stay in the cup.” “You are going to do the same thing with the story.”
Teacher will begin to show the students the pictures in the book and allowing time for the students to analyze the pictures. Teacher will only show a portion of the book to the students. Do not show the students the end of the book so that they can predict what they think will happen.
Next, teacher will reinforce the definition of what is a prediction for L1 and L2 to process as pictures are being shown.
Teacher: “What animals do you see in the book?” Wait for student’s response.
“What are the elephant and the mouse sitting on?” Wait for student’s response
Students should respond by saying “seesaw”. If students are not familiar with the word “seesaw”, have them repeat the word and point to the picture of the seesaw in the book.
“What do you think the elephant is trying to do? Wait for student’s response
“What do you think the mouse is trying to do?” Wait for student’s response.
“What other animals do you see in the story?” Wait for student’s response.
Teacher will guide the students through the book asking questions as they look at the pictures. This procedure will allow for L1 and L2 students to participate in
making predictions. Teacher will stop a few pages before the last page and allow the students to begin saying their predictions.

**Teacher:** "Now, who would like to make a prediction of what they think will happen?"

Teacher will call on the students to give their predictions. Teacher will call on the L5 students to allow L1 and L2 time to hear and internalize the words and information.

**Teacher:** "I would like you to begin your sentence by saying, (teacher will model the beginning of the sentence) "My prediction is, I think the elephant will..." and you will choose if the elephant will stay down (teacher points down) or go up (teacher points up)."

Teacher will repeat sentence for L1 and L2 to process and practice saying the sentence and vocabulary words.

**Teacher:** "In order to give everyone a chance to say their predictions, I would like you to turn to your friend next to you and tell your friend your prediction. I will be going around the room to hear if you are using you prediction sentence."

Teacher will give about 2 minutes for this interaction and remind the students when 1 minute is left so conversation is not interrupted abruptly.

Teacher may use this as an assessment tool.

**Practice and Application:** 7 minutes

Once students have finished this activity, teacher will let them know he/she will be handing out a worksheet entitled "My Prediction". (see appendices 1-5 page35-39) Teacher will hand out worksheet according to levels. Give instructions based on the worksheet.

Teacher may use this as an assessment tool.

**Review:** 3 minutes

Have students come together and share with the class their drawings and their predictions. Also, at this time, check to see what happened with the marbles in the cup.
Descriptive Narrative

Throughout the lesson modifications were made in order for all ELL students to comprehend and achieve the task. To do this I enhanced interactions, adjusted discourse and used many different sheltered strategies.

At the beginning of the lesson prior knowledge was activated using realia. A transparent plastic cup filled with marbles was placed on top of a melting ice cube. This was used to make predictions about what would happen to the marbles inside the cup once the ice cube melted. The students had to predict if the marbles would fall out or stay in the cup. This made it easier for the students to think about how to make predictions and what is a prediction. Students were given time to process the questions.

Visuals were used to help student make text more comprehensible. A picture book walk helped the students to make predictions. I did not read the story nor did I show the whole book. Only enough of the book was shown to stir their minds ready to make predictions. In addition, the vocabulary word prediction was written in a card and taped to the board for word recognition. Moreover, hand gestures were used; pointed to my head, signified directions (up – down) and I put on a thinking cap.

To make content comprehensible I repeated questions and vocabulary words to help students retain and reinforce information. Also, I paced my speech to allow students to internalize content and language objectives. To help students make predictions I reminded them to think about the ice cube and the marbles. When questions were asked I first gave the students time to process the questions and then I waited for their responses.

For interaction among the students I asked them to turn to their peer and tell them what their predictions were. This interaction was done in both small groups and whole class.
Sentence starters as well as visuals were given to some students to help them participate in class discussions and negotiate findings.

To engage and assess the students, a worksheet was given where students had to write a sentence, fill in the blanks, draw their prediction and circle a sentence with teacher support. These modifications to the assessment were done so that every student has the appropriate opportunity to express what they have learned.
My Prediction

Write a sentence on the lines at the bottom of the page about your prediction. Then draw your prediction in the box.
My Prediction

Write a sentence on the lines at the bottom of the page about your prediction using your sentence starter. Then draw your prediction in the box.

My prediction is, ____________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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My Prediction

Circle your prediction below and write it in the blank line. Then, draw your prediction in the box.

My prediction is I think the elephant will ____.

a) stay up  b) go down
My Prediction

Choose your prediction below and circle it. Then, draw your prediction in the box.

My prediction is I think the elephant will go up.

My prediction is I think the elephant will stay down.
My Prediction

Circle your prediction and draw your prediction in the box.

will go up

will stay down
Checklists
Unit: Compare and Measure  
Grammar and Functions Checklist

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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
LESSON ONE
Compare how we are alike and Different
- Students discuss what it means to compare and measure
- Students observe each other and identify similarities and differences
- Students discuss their comparisons
- Students record their observations
- Students have the opportunity to make comparisons using various everyday objects such as coffee stirrers, pencil, and spoons.

(In lessons 2 & 3 students will be tracing and cutting the outlines of their bodies and matching heights)

LESSON FOUR
Matching Length of Arms and Legs
- Students guess which team member has the longest arm and the longest leg.
- Students match the length of their arms and their legs and graph their results in serial order from shortest to longest.
- Students discuss why it is important to use a common starting point when making comparisons.
- Students compare the information on the arm and leg graphs with the information on the height graph from lesson 3.

LESSON FIVE
Comparing Objects
- Students discuss the difference between a guess and a prediction.
- Students predict which of several objects is the longest and which is the shortest.
- Students use adding machine tape to match the length of the large object.
- Students discuss the results recorded on a class graph.
Appendix
Final Reflective Narrative

As a new teacher for the school year of 2010-2011 I have found this class most helpful in showing me strategies to help fulfill my student’s needs. I have learned new strategies that I can incorporate into my classroom. For instance, language objectives are extremely important to my students who are leaning English. I had a Kindergarten class this year and most of my students were from different Spanish speaking countries. To learn to say words in English and have them repeat it to me was very difficult for the majority of my students. Certain sounds their little mouths were not yet developed to pronounce made it very difficult at times to understand what they were trying to say. The effort they made to say the words, at times, just made me think of the reasons why I chose this profession. Repetition throughout the day in daily lessons will help my students to develop an ear for sounds of words and letters in English. Also, writing a word on a card and pinning it to my student of day will help with word recognition.

Moreover, pacing my words to allow students to internalize information is one of the key elements to helping them to learn. When Dr. Verplactse was teaching German to our class, I definitely got the gist of what my students are hearing. However, the pacing of her speech and the calm tone of her voice was most helpful in helping me to negotiate meaning. Pacing my speech and allowing students time to make connections to content objectives will help my students become active participants in class rather than shy and intimidated observers.

The use of realia is also a key element in teaching English Language Learners. As my mind was twirling about my last lesson in the unit, I found myself thinking about how I was going to teach prediction to my students. Then I remembered an experiment I did with my students with an ice cube. My students were learning about the three properties of water. We had to wait until the ice cube melted to see what would happen to the water. What I did was take
the idea of the melting ice cube and placed a plastic transparent cup filled with marbles on top. The students had to think of what would happen to the marbles when the ice melted. They had to predict would the cup fall over with the marbles or would the cup stay standing straight up. By using things the students see around in their world they are able to make connections to the new things they are learning.

The strategies I have learned in this course will not only benefit me but also my students, because the more I learn the more my students learn.