Unit Introduction

Title: A Kindergarten Exploration of Fabrics

Grade Level: Kindergarten

Target Group: Mainstream class with half population ELL; Sheltered content course; 50:50 Dual Language Model

Source of Written Materials: Johnston, Tony and Tomie DePaola. The Quilt Story. School and Library Binding. (Big Book)
   → A copy of the cover of this big book is attached to this packet. This FOSS kit does not require a text, it was added to satisfy the literacy component of this assignment at the request of the instructor.

Source of Lessons: Foss (Full Option Science System) Science Kit: Fabrics
   → Lessons are chosen from the second half of the unit titled: Fabric Interactions.

Learning Goals:
Upon completion of this unit, I want my students to know:
• how fabrics interact with other materials (water).
• how fabrics dye and stain and how to get those stains out.
• what functions certain fabrics have, (i.e., why sacks are made out of burlap, why we wear wool in winter.)
• how to discuss our clothes, functions of fabrics, and cleaning of fabrics with others.
• finally, there is a process for learning.
# A Kindergarten Exploration of Fabrics: Fabric Interactions

An Overview of Unit Objectives

<table>
<thead>
<tr>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| **Knowledge** | Key Vocabulary: predict, fabric, cloth, dry, dye, graph, permanent, property, stain, wash, wet, water, absorb, bead, blue, burlap, dirty, laundry detergent, clothes, organza, seersucker, corduroy, muslin. | 1. Different fabrics have different properties.  
2. Fabrics interact with different materials and can be dyed, stained then cleaned.  
3. Different fabrics have different functions. | Prediction during the scientific process. (*Hypothesizing*) |

| **Skills** | 1. Orally report predictions and observations to groups and teachers as they place water on the fabrics.  
2. Participate in a shared writing to predict, observe and record what happens to the dyed, stained and washed muslin.  
3. Graph and discuss different uses for different fabrics.  
4. Use all key vocabulary correctly in context. | 1. Predict, observe and record what happens when fabric interacts with water.  
2. Predict, observe and record what happens when they stain wash and dye fabric.  
3. Identify different uses for different fabrics.  
4. Graph and analyze different uses for different fabrics. | |

| **Attitudes** | 1. Awareness that there is a process for learning.  
2. Awareness of the importance of keeping ourselves and our clothes clean. | | |

**Target Group:** Sheltered content course with half population  
English Language Learners. 50:50 Dual Language Model

Kathleen Rende  
FLA 518  
7/29/04
**Introduction to Fabric Interactions**

When my students are introduced with the topics presented in Fabric Interactions, they are already familiar with the concepts taught in the first half of the unit. Those concepts are the idea that different kinds of fabric have identifiable characteristics that make them different. The students know that fabric is used for everyday things in our lives. They have observed that fabrics are threads weaved together and can also be sewed together using a needle and thread. They learned all these concepts by exploring fabrics in centers with no more then a few of their peers and a teacher to facilitate language.

New words and vocabulary are best learned while the concepts for those words are being experienced. When the students carry out the lessons with the teacher, they are encourage to talk about the experience before, after and during to allow for the greatest manipulation of language. All four lessons involve small group work with learning happening around conversation. With the modifications made in this unit, even the students who are still in the “pre-production” stage can participate in the lesson at their level. The expectations for every student within these lessons are high regardless of language needs and the content is never “watered down”. Equally as important is the idea that there is a process to learning and a process to conversation while they learn. By allowing them to learn in a small group they gain skills like listening and thinking critically about the process in with they and their peers acquire information.

I have a unique population of students in my classroom. I teach in a Dual Language program where some of the students in my classroom are learning a second language through content. The population breakdown is such that one third of my students are English dominant, one third is Spanish dominant. The last third are “balanced bilinguals” meaning that these students are equally as strong in both languages. In the functional/notional chart, I include intermediate and native or fluent modifications. Those balanced bilingual will benefit from these modifications.

All modifications to these lessons will carry on throughout the unit and all concepts are revisited as the lessons proceed. After each lesson there is a narrative explaining why the modifications are in place. Since the lesson formats are similar, so are the modifications. The narratives are short, but they explain the rationale behind the modifications. To clarify all terms, refer the *Quick Reference in Key Vocabulary in*
Sheltered Instruction below. This clarifies most modifications implemented in the lesson plans.

The cumulative process of concept development will also carry over into language acquisition. As the students continue to learn about fabric interactions and the roles fabrics play in our lives, they will always be required to be actively engaged in the activities, whether it’s gaining meaning from The Quilt Story or analyzing data from a fabric graph.

A Quick Reference in Key Vocabulary in Sheltered Instruction

Information Talk: Describing what you are doing using vocabulary as you do it. Sort of commentating what you are doing. (i.e., “I am coloring on my paper. I am using my crayon to color on my paper.”

Instructional Conversation: Small group conversations with clear objectives for content to allow for students to use as much vocabulary as possible in a safe and stimulating environment.

Contextualization: Relating any concept to something in the students lives can help with understanding. The students can learn new information if they can attach it to something they already know.

Slower Speech and Repetition: When working with English language learners (ELL) repeating important vocabulary and slowing your speech will help reinforce language. Students can listen for words and see how they fit into the language.

Developmental Language Levels: As you teach the lessons, notice the modifications made for each language level. Modifications are made on three levels: pre-production, early production, and intermediate to fluent or native.

Functional/Notional Chart: This chart shows the situation where students will fulfill the language objective of each lesson. The chart has formulas appropriate for each developmental language level. That formula is the bare minimum that each level should be able to produce. This does not mean they should be limited to this.

Graphic Organizer: These are used to sort and organize information so it can be used later. A Venn diagram is an example of a graphic organizer.

Hands-On Manipulative: When students use manipulative to construct meaning out of a lesson can gain a better understanding of that topic.

Adapted from Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities, by Jana Echevarria and Anne Graves.

* This book is an excellent read for additional sheltered instruction strategies.
Lesson 1
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water and Fabrics</td>
<td>3a,b. Discuss why different fabrics are used for different purposes. (E,I,N)</td>
<td>3a,b. Responding to text during a story.</td>
<td>3a. &quot;A quilt makes me feel _______ because… (N,I.)</td>
<td>3a. warm, they are soft, they are warm, safe.</td>
<td>Adjective</td>
</tr>
<tr>
<td>Key: Functions/notions are coded according to Language Development Stages:</td>
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</tr>
<tr>
<td>P = Pre-production</td>
<td>3c. Introduction to different fabrics being used for different purposes. (P)</td>
<td>3c. Responding to text with gestures during a story.</td>
<td>3c. As the story is read, they provide the appropriate gesture for how a quilt makes us feel. (P)</td>
<td>3c. Hugging their bodies when they hear “safe” or “warm”.</td>
<td>Adjective</td>
</tr>
<tr>
<td>E = Early production</td>
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<tr>
<td>I = Intermediate</td>
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<tr>
<td>N = Native or Fluent</td>
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</table>
## Fabrics

**Second Language Acquisition Functional/Notional Chart Cont’d**

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Function</th>
<th>Situation</th>
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<th>Words</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Water and Fabrics</strong></td>
<td>2a,b. Orally report observations to the group. (E,I,N)</td>
<td>2a,b. What happened when water was dripped on the fabric.</td>
<td>2a. &quot;When water was dripped on the ___ it _____.&quot; (N,I)</td>
<td>2a. burlap – soaked; corduroy – spread; denim – beaded; fleece –spread; knit – spread; nylon – rolled off; satin – soaked; seersucker – beaded; organza – soak; terry cloth – soak.</td>
<td>Nouns; verbs</td>
</tr>
<tr>
<td></td>
<td>2c. Orally report observations to group. (P)</td>
<td>2c. What happened when water was dripped on different fabrics.</td>
<td>2c. Answer to the question “Did the water (bead, roll off, soak or spread) on this fabric?” (P)</td>
<td>2c. A gesture of nodding for yes and shaking head for no.</td>
<td>Verb</td>
</tr>
</tbody>
</table>

**Key:**
Functions/notions are coded according to Language Development Stages:
- **P** = Pre-production
- **E** = Early production
- **I** = Intermediate
- **N** = Native or Fluent
## Fabrics
### Second Language Acquisition Functional/Notional Chart

<table>
<thead>
<tr>
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<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water and Fabrics</td>
<td>1a,b. Predicting orally (E,I,N)</td>
<td>1a,b. What will happen when water is dripped on different fabrics.</td>
<td>1a. The water will ______ when it is dripped on this fabric. (I,N)</td>
<td>1a. bead, soak, spread, roll off.</td>
<td>Verbs, nouns, Future tense</td>
</tr>
<tr>
<td></td>
<td>1c. Predicting with gestures. (P)</td>
<td>1c. What will happen when water is dripped on different fabrics</td>
<td>1c. Answer to the question “Will the water bead, soak, spread or roll off.” (P)</td>
<td>1c. water</td>
<td>Nouns, Future tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1b. The ___ will bead when it is dripped on this fabric. (E)</td>
<td></td>
<td>Verb, Future tense</td>
</tr>
</tbody>
</table>

**Key:**
- Functions/notions are coded according to Language Development Stages:
  - P = Pre-production
  - E = Early production
  - I = Intermediate
  - N = Native or Fluent
Unit Title: Fabrics Interactions

Lesson Title: Water and Fabrics (lesson 1)

Lesson Goal: The students will know how different fabrics interact with water. The students will know what functions and purposes fabrics serve in our lives.

Grade Level: Kindergarten

Target Group: Sheltered content course with half population ELL. 50:50 Dual Language model.

Content Objectives:
• The students will become familiar with the scientific process of forming a hypothesis.
• The students will test the hypothesis by dropping water onto 10 different kinds of fabrics.
• The students will become familiar with the idea that different fabrics serve different functions.

Language Objectives:
• The students will predict orally what they think will happen when water is dripped on to the different fabrics.
• The students will express orally observations they make as they conduct the experiment.
• The students will begin to express orally the idea that different fabrics are used for different purposes.


Materials:
• 6 sets of blue fabrics, 10 per set (provided in FOSS kit.) in plastic Ziploc baggies.
• 1 plastic cup • 3 eye droppers • Clothespin • Paper towels • Clothesline • Water
• Graphic Organizer (T chart) • Markers
• The Big Book The Quilt Story, by Tony Johnston and Tomie dePaola

*Lesson note: The original FOSS lesson procedures are written in italics. All modifications for different levels of English Language Learners are written in regular text.

Lesson Procedure:

Before the lesson: To generate background knowledge and to contextualize this lesson, send a letter home asking parents to provide a unique piece of fabric from a garment or
rag they were considering to throw out. A piece of fabric no bigger larger than 3”x3” will suffice. Also, send home a copy of a card with 4 pictures of different fabric reactions to water being dripped on it with the appropriate phrase next to it (soak, bead, spread, roll off).

Initiation (5 min.): Call the students to the rug. Reintroduce all the different blue fabrics and ask them what they remember about the different kinds of fabric. Entertain a few statements by having those students choose a piece of fabric, hold it up and report to the class about their fabric. Then hold up a clear cup of water and ask the students what is in the cup. After they answer ask them to tell you what happens when you spill water on your clothes. Write 5 or 6 responses on chart paper. Ask the students what they think would happen if they put water on the fabrics. Inform the students of what they are going to do in the science center—put water on the fabrics and see what happens. Dismiss students to their centers.

Center Procedure (20 min): At the center, reread the class responses to what happens when they spill water on their clothes. Ask the students to think about the fabrics that are in their bags. Pair the students up by dominance (Spanish dominant with an English dominant) to scaffold language and give each pair of students a Ziploc baggie with the 10 different fabrics in it. In their pairs, encourage the students to take out the pieces of fabric and feel them to predict what they think will happen to them when they drip water on them. They must discuss this with their pairs. Observe the pairs as they talk to each other and guide them by asking them open-ended questions.

Modifications for Language Development Stages:

⇒ Pre-Production: Show these students the card with the pictures of fabric with water soaking, beading, spreading or rolling off of it. As the pairs discuss have the students point to the appropriate answer to the question, “will the water bead, soak, spread or roll off?” Require that they point to what they think will happen.

⇒ Early Production: As these students discuss the different fabrics, require that these students provide you with the word “water” as they make their prediction about what will happen. The formula for this is “The ____ will bead when it is dripped on this fabric”.

⇒ Intermediate to Native or Fluent: When these students discuss their fabrics and their prediction, they are required to use the appropriate vocabulary word to describe what will happen to the water and fabric. The formula is “The water will ____ when it is dripped on this fabric.”

Record all predictions on a new piece of chart paper in a T chart with two headings at the top, titled “Our Predictions” and “Our Results”.

If this is the first experience the students have had with droppers you may need to show them the technique. Demonstrate how to use an eyedropper. Show the students how they will drip the water on the fabric and observe the results. As you demonstrate, speak slowly frequently using words like “eye dropper, water, soak, bead, spread” and “roll off” to describe the process and results. Utilizing “information talk” and be a commentator as you model the experiment, ie. “I am using the eyedropper, I take the eyedropper and put it in the cup of water, I squeeze the eyedropper, etc.” Drop water on the terry cloth. Have the students discuss what they see. Then allow the students to
conduct the experiment with the remaining pieces of fabric. Record observations as each group proceeds through the fabrics.

**Modifications for Language Development Stages:**

- **Pre-Production:** These students will be asked the question “Did the water (bead, roll off, soak or spread) on this fabric?” A gesture of nodding for *yes* and shaking head for *no* is a sufficient answer.
- **Early Production:** These students will be required to answer the yes/no question “Did the water (bead, roll off, soak or spread) on this fabric?”
- **Intermediate to Native or Fluent:** These students will be given the formula. “When water was dripped on the _____ it _______.” They will have to name the fabric and what happened to it when the water was dripped on it.

Record all answers on the “Our Results” section of the T chart.

**Center Closure:** When the results of the experiment have been recorded, have the students hang up the wet fabrics to dry and then review and discuss the T chart with them, asking if the predictions were correct or not.

*In the center there are six baggies of fabrics, you only use three per group. Use the other three for the next group, allowing time for the first group of fabrics to dry.*

**Lesson Conclusion (10 min):** When all students have had a chance to work in the science center in a whole group, introduce the big book “The Quilt Story”. Since this is just an introduction to this big book, ask the students what a quilt is, (blanket) and draw a picture of a blanketed on a piece of chart paper and ask the students how a quilt or blanket makes you feel. Show the gesture of hugging yourself for “warm” and “safe” and require as you read the story that the students must hug themselves every time they hear the idea of “warm” or “safe” in the story so they are actively listening. Remember the gestures and save the chart paper, this book will be used for every lesson during the unit. This is just an introduction to the book.

**Assessment:** Assessment for the center work is done in the form of a checklist. As the student work the teacher uses the checklist to see if each student meet all the requirements for group work. See Group Work Checklist.

**IMPORTANT:** all criteria are based on the individual child’s developmental language levels and must be filled out with those in mind.

**Reflection:** (this area is to be filled out after the lesson is implemented. It is for the teacher to record what went well and what need improvement.)
Sheltered Strategies: Lesson 1

The dynamics of the small group are important to the success of each student. Within the small groups the students work in pairs and within that pair is child that can help them scaffold their language. For example, in this lesson the students are paired up according to dominance. A child who is Spanish dominant will be pared up with an English dominant student. To expand even more on this idea, I have the luxury of pairing up students who are in the Pre-production stage with a child who is a “balanced-bilingual” meaning, they know how to assist the Pre-production students with a translation that will help that child understand better.

Participation in the lesson in the small group also allows for more personalized responses based on all students language developmental levels and needs. Students in the Pre-production stage can participate by pointing and using gestures that provides them with a safe environment where they can still feel like an active learner. Their input is deemed valuable when the teacher records that child’s response on the T chart, along with the other children’s responses.

The students at the Early Production level are provided with an opportunity within that small group to also showcase their language abilities. With the formula given, the children can plug in words or phrases. They can speak and become valuable members of the group who also contribute to the T chart.

I have included the groups Intermediate to Fluent or Native to show that the students in my classroom are theoretically half Spanish dominant and half English dominant. However, the actual population of differs. I have a large population of students where Spanish is their heritage language, so many of them have a conversational grasp of both English and Spanish. In other words their English and Spanish BICS are developing at the same time. This group also includes the “balanced-bilinguals”. The levels of BICS among these students does vary, however these students are an excellent tool to help bridge the gap of understanding for those students within the Pre-production stage.

When the lesson is introduced, all students are introduced to materials that contextualize the lesson. They are asked to bring in fabric that is used at home, (which will be revisited later in the unit) they are asked what they remember from the Fabrics
unit so far, and then they are given pictures of four different ways fabrics react to water. This helps them develop key vocabulary for them to use later when they are working in small groups with the teacher.
Soak

Spread

Bead

Roll off
What will happen when we drip water on fabric?

<table>
<thead>
<tr>
<th>Our Prediction</th>
<th>Our Results</th>
</tr>
</thead>
</table>

For all T-charts, these need to be copied on to chart paper.
Lesson 2
**Fabrics**

**Second Language Acquisition Functional/Notional Chart**

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soiling and Washing Fabrics</td>
<td>1a,b. Predicting orally (E,I,N)</td>
<td>1a,b. What will happen when water is dripped on different fabrics.</td>
<td>1a. I think the fabric will _____ because ______. (I,N)</td>
<td>1a. Stay dirty, get clean; fabric is hard to wash, the fabric won’t stain, etc. (Student generated)</td>
<td>Verbs, Adjectives, Future Tense</td>
</tr>
<tr>
<td>Key: Functions/notions are coded according to Language Development Stages:</td>
<td>1c. Predicting with gestures. (P)</td>
<td>1c. What will happen when we try to wash the stained shirt?</td>
<td>1c. Answer to the question “will the fabric be dirty after we wash it or will it be clean after we wash it.” (P)</td>
<td>1c. Student needs 3 pictures: clean shirt for “clean”, dirty shirt for “dirty” and washing machine for wash. Teacher uses washing machine picture for iconic representation of “wash”</td>
<td>Future Tense, Adjective</td>
</tr>
</tbody>
</table>
## Fabrics
### Second Language Acquisition Functional/Notional Chart Cont'd

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<tr>
<th>Lesson 2</th>
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<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Soiling and Washing Fabrics</strong></td>
<td><strong>2a,b. Orally report observations to the group. (E,I,N)</strong></td>
<td><strong>2a. Why did the fabric stay dirty/get clean?</strong></td>
<td><strong>2a. “The fabric _______ because______.”</strong></td>
<td><strong>2a. Got cleaned, stayed dirty, stain was hard to get out, stain was easy to get out (will vary depending on student response.)</strong></td>
<td><strong>Nouns; verbs Present tense</strong></td>
</tr>
<tr>
<td><strong>Key:</strong> Functions/notions are coded according to Language Development Stages:</td>
<td><strong>P</strong> = Pre-production</td>
<td><strong>2b. What happened to the fabric when you washed it?</strong></td>
<td><strong>2b. The fabric _______ (E)</strong></td>
<td><strong>2b. Got cleaned, stayed dirty.</strong></td>
<td><strong>Verb Present tense</strong></td>
</tr>
<tr>
<td><strong>E</strong> = Early production</td>
<td><strong>I</strong> = Intermediate</td>
<td><strong>2c. Orally report observations to group. (P)</strong></td>
<td><strong>2c. What stain became clean with water or detergent?</strong></td>
<td><strong>2c. Answer to the questions “what became clean using the water/detergent?” (P)</strong></td>
<td><strong>Present tense Noun</strong></td>
</tr>
<tr>
<td><strong>N</strong> = Native or Fluent</td>
<td><strong>2c. A gesture of pointing to one of the materials (grass, dirt, marker, crayon)</strong></td>
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</tbody>
</table>
### Fabrics
#### Second Language Acquisition Functional/Notional Chart Cont'd

| Lesson 2  |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Soiling and washing fabrics | **Function** | **Situation** | **Formula** | **Words** | **Grammar** |
| **Key:** Functions/notions are coded according to Language Development Stages: | | | | | |
| **P** = Pre-production | 3a,b. Discuss how to take care of fabrics(E,I,N) | 3a,b. Responding to a topic after a story. | 3a,b. “I can take care of the fabric by ..... (N,I,E.) | 3a. not getting it dirty, washing stains ahead of time, being careful, being responsible. | Adjectives Plural nouns Verbs |
| **E** = Early production | 3c. Discuss how to take care of fabrics. (P) | 3c. Responding to a topic after a story. | 3c. Answer to “how do you take care of fabrics?” (P) | 3c. Pointing to a picture the washing machine for “wash”, or the picture of clean shirt for “clean”. | Verbs |
| **I** = Intermediate | | | | | |
| **N** = Native or Fluent | | | | | |
Unit Title: Fabrics Interactions

Lesson Title: Soiling and Washing Fabrics (lesson 2)

Lesson Goal: The students will know how to dirty and wash fabrics.
The students will know the importance of taking care of their clothes.

Grade Level: Kindergarten

Target Group: Sheltered content course with half population ELL. 50:50 Dual Language model.

Content Objectives:
• The students will review the scientific process of forming a hypothesis and testing it by carrying out an experiment (soiling and washing fabrics).
• The students will analyze the results of their experiment by discussing the changes in the fabric.
• The students will identify principles of fabrics in their lives.

Language Objectives:
• The students will predict orally what they think will happen when they soil and wash their fabrics.
• The students will express orally observations they make as they conduct the experiment and analyze the data they collected during the observations.
• The students will extend the idea that fabric serves a function in their lives by discussing ways to take care of it.


Materials:
• 25 pieces of Muslin (provided in FOSS kit.) sorted by 6's in Ziploc baggies.
• dirt in a cup • pieces of grass in a cup • Clothespin • crayons • Clothesline • Water
• Graphic Organizer (T chart) • Markers • 6 toothbrushes • 6 shallow Tupperware containers (large enough so the students can fit both hands, the tooth brush and the fabric in. This will be their “washing machine” • laundry detergent • laundry basket • fabric softener sheets box • quarters • index cards • tape •
• The Big Book The Quilt Story, by Tony Johnston and Tomie dePaola

*Lesson note: The original FOSS lesson procedures are written in italics. All modifications for different levels of English Language Learners are written in regular text.
Lesson Procedure:

Before the lesson: In my classroom, this lesson is taught after lunch and after playground time so you won’t have to find fabrics that have stains on them. Usually, some students will have part of their lunch or dirt from the playground on their clothes, so you won’t have to look for any stained cloth to use as a visual to introduce the lesson. If you have an exceptionally tidy class, then keep a dirty piece of cloth on hand.

Initiation (5 min.): Call the students to the rug. Reintroduce all the different blue fabrics and ask them what they remember from lesson 1. Entertain a few statements by having those students choose a piece of fabric, hold it up and report to the class about their fabric and what happened when the water was dripped on it. Then ask the students if they have ever gotten their clothes dirty and what happened. If you have some students who have a few stains on them that would like to share with the class how the dirt got their, then this would be an excellent time to contextualize this lesson. Ask those students how they plan on getting the stains out. Write all possible answers on the chart paper. Show the students a piece of muslin. Tell them that each one will get a piece that they can get dirty. After that they will wash it to see if they can get it clean again. Ask the students if they think they will be able to get them all out. Dismiss the students to their centers.

Center Procedure (30 min): Review the chart paper from the whole group exercise. Then ask the students to help you identify the material they will use to soil the fabrics. As they name the material (grass, dirt, marker, crayon) write the name of it on the index cards and label the material. Then, ask the students what they think will happen when they stain the muslin with those materials. Have the students discuss this with their partner at the center.

Modifications for Language Development Stages:

⇒ Pre-Production: As these students discuss what will happen with the muslin with their partners show them a picture of a shirt with a stain. Then show them a picture of a washing machine. Then show them a picture of a clean shirt. Ask them “will the fabric be dirty after we wash it (point to stained shirt) or will it be clean after we wash it (picture of clean shirt). Don’t forget to point to the washing machine picture, which is an iconic representation of “wash”. Require that that student either point or shake his/her head for a response.

⇒ Early Production: As they discuss with their partner what will happen when they try wash the fabric, suggest that they use the formula “I think the fabric will ______” to answer.

⇒ Intermediate to Native or Fluent: When these students discuss their prediction, ask them to tell you what they think will happen and why they think so. Guide your questioning to allow for optimal language use for all three levels. Record all predictions on a new piece of chart paper in a T chart with two headings at the top, titled “Our Predictions” and “Our Results”. Then demonstrate how the students will stain their fabrics. Allow the students to stain the fabrics by putting small stains near each of the corners of the fabric. As the students soil their fabric use information talk to generate vocabulary, i.e., “you are putting the grass on your fabric. You are soiling the fabric with the crayon.” Also, frequently give them opportunities to tell you what they are
doing, like the info talk. When they have finished soiling the fabric, model how to clean
all four stains using water first, then put a little detergent in the water and have them
wash the fabric in that.

When they have finished washing the fabrics guide the students in a discussion on
what happened when they tried to clean the fabrics. Ask them questions like Which
stains came out using water only, which stains came out when you used the detergent?
Why do you think so? Did the fabric change in anyway? How can you tell?

Modifications for Language Development Stages:

  ⇒ Pre-Production: These students will be asked the question “what
became clean using water?” Then “what became clean using the detergent?” As
that question is asked point to the picture of the shirt and the different materials to
clarify. Require that the student point to the material for an answer.

  ⇒ Early Production: As these students to tell you what happened when
you cleaned the fabric with water, or with detergent. An acceptable answer is
“the fabric got clean” or “the fabric stayed dirty.”

  ⇒ Intermediate to Native or Fluent: Ask these students to tell you why
they think the fabric either stayed clean or dirty after they tell you what happened.
“The fabric _______ because ______,” is an appropriate formula for this
answer.

Record all answers on the “Our Results” section of the T chart.

Center Closure: When the results of the experiment have been recorded, have
the students hang up the wet fabrics to dry and then review and discuss the T chart with
them, asking if the predictions were correct or not.

  * Change the water in the center; they must start with clean water to clean the
fabrics in when the next group rotates in.

Lesson Conclusion (10 min): Back in whole group, have the children say what they
remember of The Quilt Story. Reread the big book and after, ask the students to think
about what happened to the quilt at the beginning of the story and what happened at the
end. Hold up one of the pieces of fabric that was stained and washed. Ask all the
students how they think they could make this piece of fabric last longer and look better.
Have them do a think, pair, share, where they discuss this with someone near them.
Circulate with the cards among the pairs to see how they generated ideas. Modify for the
language development levels as necessary using the cards and formulas used in the
centers. When the partners have finished discussing this, have the pairs indicate that they
are ready to share with the class by holding their hands up in the air together. Allow time
for the students to share, because this idea will be explored later.

Assessment: Assessment for the center work is done in the form of a checklist. As the
student work the teacher uses the checklist to see if each student meet all the
requirements for group work. See Group Work Checklist.

  IMPORTANT: all criteria are based on the individual child’s developmental
language levels and must be filled out with those in mind.

Reflection: (this area is to be filled out after the lesson is implemented. It is for the
teacher to record what went well and what need improvement.)
Sheltered Strategies: Lesson 2

In lesson 2 the students again are working in small groups to help them scaffold language. They are using hands-on manipulates and information is organized into a graphic organizer (T chart) where the information is accessible to be used later. Also, talking about their own clothes, by discussing their clothes and how staining and washing affects their fabrics contextualizes this lesson.

The literacy piece is designed so all students are active listeners while they hear the story. All students are expected to think about fabric and what happened to the fabric that was used to make the quilt. They are required to use the pictures of fabric to help them manipulate their language as they discuss with their partners what happened in the story.

All other modifications are explained throughout the lesson.
dirty

clean

cards for "pre-production" students

washing machine
What will happen when we soil and wash our fabric?

<table>
<thead>
<tr>
<th>Our Predictions</th>
<th>Our Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Lesson 3
### Fabrics

Second Language Acquisition Functional/Notional Chart

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dyeing Fabric</strong></td>
<td>1a,b. Predicting orally (E,I,N)</td>
<td>1a,b. How will you dye the fabric?</td>
<td>1a. I have to dip the fabric in (2 colors) to get <em>(color)</em></td>
<td>1a. yellow, blue; green, red, blue, purple.</td>
<td>Verbs, Adjectives</td>
</tr>
<tr>
<td>1c. Predicting with gestures. (P)</td>
<td>1c. What will you do to dye the fabric?</td>
<td>1b. I have to ___ the dye on the fabric to dye it. (E,I)</td>
<td>1b. dip, drop, soak, spread, (and also student generated)</td>
<td></td>
<td>Verbs, Future tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1c. Answer to the question “How are you going to get the color on the fabric.” (P)</td>
<td></td>
<td>Verbs, Future tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1c. Gestures to show how they are going to get the dye on the fabric.</td>
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</tr>
</tbody>
</table>
### Fabrics

**Second Language Acquisition Functional/Notional Chart Cont’d**

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key:</strong></td>
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<tr>
<td>Functions/notions are coded according to Language Development Stages:</td>
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<tr>
<td>P = Pre-production</td>
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<tr>
<td>E = Early production</td>
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<tr>
<td>I = Intermediate</td>
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<tr>
<td>N = Native or Fluent</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
<td>Grammar</td>
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<td>---------</td>
</tr>
<tr>
<td>Dyeing fabrics</td>
<td>3a,b. Naming and labeling colors. (E,I,N)</td>
<td>3a,b. Discussing and placing a color word on the appropriate color.</td>
<td>3a. This color is ______ and should be pointed to the ______ (N,I,_)</td>
<td>3a. blue, pink, brown, blue, green, yellow, white, red; star, heart, quilt, flower, bird, square.</td>
<td>Adjectives, Plural nouns, Verbs</td>
</tr>
<tr>
<td></td>
<td>3c. :Labeling colors. (P)</td>
<td>3c. Placing a color word on the appropriate color.</td>
<td>3c. Given the choice of color words. (P)</td>
<td>3c. Color word arrows with blue, pink, brown, blue, green, yellow, white, red.</td>
<td>Nouns</td>
</tr>
</tbody>
</table>
Unit Title: Fabrics Interactions

Lesson Title: Dying Fabrics (lesson 3)

Lesson Goal: The students will know what happens when fabric is dipped in dye. The students will know how fabrics turn different colors.

Grade Level: Kindergarten

Target Group: Sheltered content course with half population ELL. 50:50 Dual Language model.

Content Objectives:
- The students will review the scientific process of forming a hypothesis and testing it by carrying out an experiment (dyeing fabrics different colors).
- The students will analyze the results of their experiment by discussing the changes in the fabric.
- The students will identify why fabrics are different colors and what those colors are.

Language Objectives:
- The students will predict orally what they think will happen when they dye their fabrics.
- The students will express orally observations they make as they conduct the experiment and analyze the data they collected during the observations.
- The students will discuss the idea that different colored fabrics serves a function in their lives and what those colors are.


Materials:
- 25 pieces of Muslin (provided in FOSS kit.) sorted by 6’s in Ziploc baggies.
- Food coloring (red, blue, yellow) • vinegar • Graphic Organizer (T chart) • Markers
- 6 shallow Tupperware containers from lesson 2, filled with 10 drops of food coloring, 2 teaspoons of vinegar and 1/3 cup of water (2 containers should have yellow, 2 with blue and 2 with red coloring in them • index cards • tape • arrows with color words written on them, some in that color some in black
- The Big Book The Quilt Story, by Tony Johnston and Tomie dePaola

*Lesson note: The original FOSS lesson procedures are written in italics. All modifications for different levels of English Language Learners are written in regular text.*
Lesson Procedure:

Before the lesson: Mix the colors in the Tupperware containers and write the names of the colors in black, on the index cards.

Initiation (5 min.): Call the students to the rug. Review part two, ask them what they remember from lesson 1. Entertain a few statements by having those students choose a piece of fabric, hold it up and report to the class about their fabric and what happened when they soiled it. Introduce fabric dying. Tell the students that they are going to put some colors on the cloth that are meant to be permanent. Show the three different colors and use the card prepared in “before the lesson” to have the class help you label the containers with the appropriate color word. Dismiss the students to their centers.

Center Procedure (30 min): Show the students the piece of the fabric and ask them what they think they are going to have to do to turn the fabric into the colors. Have the students discuss this with their partners.

Modifications for Language Development Stages:

⇒ Pre-Production: As these students discuss how they are going to dye the fabric show the student gestures for dipping, dripping water with an eye dropper, soaking the fabric and ask them to show you how they are going to get the dye on the fabric. Make exaggerated movements as you use information talk.

⇒ Early Production: ask these students to tell how they think they are going to get the dye on the fabric. Keep the card you used for lesson 1 to review what happens to fabric when liquid interacts with it to help these students recall vocabulary.

⇒ Intermediate to Native or Fluent: These students can be asked the same questions as the early production students but also ask them if they can create other colors using the three they have. This is really to allow them to practice using the color words in context.

Record all predictions on a new piece of chart paper in a T chart with two headings at the top, titled “Our Predictions” and “Our Results”. Then demonstrate how the students will dye their fabrics. They may use their hands or the eyedroppers as they dye but they must at dye the fabrics so there are three different colors on the fabrics. As the students dye the fabrics use information talk to generate vocabulary, i.e., “you are dipping your fabric in the color, you are dropping color on the fabric, etc”. Also, frequently give them opportunities to tell you what they are doing, like the info talk. When they have finished dying the fabrics, blot the cloth on paper towels to remove excess liquid.

When they have finished dying the fabrics, engage the students in a discussion about their results. Ask them questions like, what happens when you put only part of the fabric in the dye? And what happens when two colors begin to mix on the cloth?

Modifications for Language Development Stages:

⇒ Pre-Production: These students will be asked the question “what happened when you put the fabric in the dye. Encourage them to point to the colors on the fabric and the colors in the Tupperware containers to indicate what happened.

⇒ Early Production: Ask these students what happened when they put the fabric in the dye. Encourage them to use color words.
Intermediate to Native or Fluent: Ask these students to tell you what happened when the colors mixed. Record all answers on the “Our Results” section of the T chart.

Center Closure: When the results of the experiment have been recorded, review all results with the group then ask them to think about what they can do with the dyed fabric.

* There is no need to change the dye. There should be enough for the next group.

Lesson Conclusion (10 min): Back in whole group, review The Quilt Story. Reread the book and ask the students to think about how the fabrics turned different colors. Turn to the last page of the book and have the students help you label the colors they find with the arrows with color word written on them.

Modifications for Language Development Stages:

⇒ Pre-production: Give these students the arrows with the colors written on them to stick on the corresponding color. Make sure another student models this process before you have pre-production students.

⇒ Early production: Have these students say the color word ask the label the page.

⇒ Intermediate to Native or Fluent: These students say what the color word is and where the want to put it before they put it on the page.

Assessment: Assessment for the center work is done in the form of a checklist. As the student work the teacher uses the checklist to see if each student meet all the requirements for group work. See Group Work Checklist.

IMPORTANT: all criteria are based on the individual child’s developmental language levels and must be filled out with those in mind.

Reflection: (this area is to be filled out after the lesson is implemented. It is for the teacher to record what went well and what need improvement.)

Lesson Note: An excellent way to contextualize this lesson is to have the students tie-dye t-shirts to take home. You can ask parents to send in an old white undershirt or buy a few packages or t-shirts. Tie-dye kits can be bought and on a nice day the students can go outside and dye the shirts with you. The students can use string or rubber bands to create interesting designs. I know we spend a lot as teachers, but it's a great way to follow up this lesson and have the students really think about how color gets on their clothes. Also they get to wear a really colorful shirt that they made. Don’t forget to write their names on their shirts!
The sheltered strategies used in this lesson are explained throughout the lesson plan. Again small group interaction and graphic organizers are employed to allow students to construct meaning and take risks in a safe environment. All students are required to participate at their own developmental level and have the opportunity to produce language at their own level. This ensures that there are no “passive learners” within the group. All the students are expected and are needed to participate.

Also, by adjusting the visuals on the color arrows, the teacher can give all students reinforcement of the color word concept as they sick the colors to the final page, whether they are an ELL or if they just need some extra work on color word recognition.
What will happen when we dye our fabric.

<table>
<thead>
<tr>
<th>Our Predictions</th>
<th>Our Results</th>
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<tbody>
<tr>
<td></td>
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</table>
Lesson 4
<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphing Fabric Uses</td>
<td>1a,b. Analyze graph (E,I,N)</td>
<td>1a,b. Why is that fabric good to make pants, dress, shirt, hat, with?</td>
<td>1a. This fabric _____ good to make _____ with. It is _______. (I, N)</td>
<td>1a. pants, dress, shirt, coat, sweater; warm, itchy, soft, cold, scratchy.</td>
<td>Present tense Nouns Adjectives</td>
</tr>
<tr>
<td>Key: Functions/notions are coded according to Language Development Stages:</td>
<td></td>
<td></td>
<td></td>
<td>1b. This fabric is good/is not good to make _____ with because it’s _______. (E)</td>
<td>1b. good/ not good; pants, dress, shirt, coat, sweater Soft, warm, itchy, cold, scratchy</td>
</tr>
<tr>
<td>P = Pre-production E = Early production I = Intermediate N = Native or Fluent</td>
<td>1c. Analyze graph with gestures. (P)</td>
<td>1c. Is this fabric good to make pants, dress, shirt, coat, sweater, with?</td>
<td>1c. Answer to the question “Is this fabric good to make pants, dress, shirt, hat with? Why?” (P)</td>
<td>1c. Gestures to show why that particular fabric is appropriate for that article clothing.</td>
<td>Verbs Present tense</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Function</td>
<td>Situation</td>
<td>Formula</td>
<td>Words</td>
<td>Grammar</td>
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<tr>
<td>Graphing Fabric Uses</td>
<td>2a,b. Describe in print. (E,I,N)</td>
<td>2a,b,c. What fabric would you use to make clothes?</td>
<td>2a,b,c. I make _____ out of _____ (N,I)</td>
<td>2a, pants, dress, shirt, coat, sweater; burlap, corduroy, denim, fleece, knit, muslin, nylon, satin, seersucker, organza, terry cloth.</td>
<td>Nouns; Present tense</td>
</tr>
<tr>
<td></td>
<td>2c. Describe in print using iconic representations and realia. (P)</td>
<td></td>
<td></td>
<td>2c. Pictures from catalogues and small pieces of fabric to glue into the appropriate blank in the formula.</td>
<td>Nouns Present tense</td>
</tr>
</tbody>
</table>
Unit Title: Fabrics Interactions

Lesson Title: Graphing Fabric Uses (lesson 4)

Lesson Goal: The students will know how to graph uses for fabric. The students will know how to analyze data on a graph.

Grade Level: Kindergarten

Target Group: Sheltered content course with half population ELL. 50:50 Dual Language model.

Content Objectives:
- The students will identify uses for fabric.
- The students will use iconic representations for those uses to graph data on a grid.
- The students will analyze the results of the graph.

Language Objectives:
- The students will discuss and generate ideas the uses for fabric.
- The students will classify orally uses for fabric by reporting graphing design to the class.
- The students will discuss the results of the data on the graph.


Materials:
- Fabric pieces students have brought to the classroom
- graphing grid
- “clothing pictures” from FOSS kit cut into squares
- tape
- The Big Book The Quilt Story, by Tony Johnston and Tomie dePaola

*Lesson note: The original FOSS lesson procedures are written in italics. All modifications for different levels of English Language Learners are written in regular text.

Lesson Procedure:

Before the lesson: Set up the class graphing grid on a large piece of chart paper. Draw lines, making the squares large enough for the “Clothing Pictures” to fit inside. You will need one graph per article of clothing. The Y-axis should have some of the different kinds of fabric used in Lesson 1 and should have some of the fabrics the students brought in about six pieces of fabric in all. There needs to be 1 graph per article of clothing on the clothing pictures. This lesson may take more then one day, so make as many graphs as you think is sufficient for your population of students.
Initiation (5 min.): Call the students to the rug. Ask them to try to name some of the different kinds of fabric they have used so far, i.e., burlap, seersucker, and organza. As they name the fabrics, write the names of the sample fabrics on the Y-axis of the graph. Discuss the properties that cloth should have to make a good pair of longs pants (e.g., you can’t see through it, it doesn’t tear easily, etc.) Create a model graph with the class, asking them to place a pant “clothing picture” on the column that has the best fabric for pants. Dismiss the students to their centers.

Center Procedure (15 min) Part 1: Show the students the first pants graph. Ask the students to discuss the results of the graph. With the students, decide why those fabrics would be good for that type of clothes.

Modifications for Language Development Stages:

⇒ Pre-Production: Ask this student to feel the fabric. Using gestures, ask this student why this would be good pants material. Use the extra pieces of material to rub on the child’s skin as you facilitate understanding of rough, soft, itchy, warm, etc. Ask them to point to the appropriate fabric when they want to say why that fabric is appropriate for that article of clothing.

⇒ Early Production: ask these students to say if a fabric is good or not good to make that article of clothing. Then ask them why.

⇒ Intermediate to Native or Fluent: Ask these students to tell you if the fabric is appropriate to make that article of clothing and why it is.

Record all the results of the data analysis on a piece of graph paper.

Center Procedure (30 min.) Part 2: When all the graphs have been made, the students will make a class book entitled “Our Clothes”. The students will be given a piece of paper that will be their page of the book. The formula “I make _____ out of ________ fabric” will be used for predictable text when the students re-read the book. Each page will be adapted to that child’s needs.

Modifications for Language Development Stages:

⇒ Pre-Production: These students will be required to glue a picture of clothing and a piece of fabric in the appropriate places in the formula. Pictures of clothing can be cut from magazines or catalogues (realia).

⇒ Early Production: These students will glue the fabric in the appropriate place and will write the clothing word using the key that tells them what the words are for the clothes.

⇒ Intermediate to Native or Fluent: These students will write the words in both the clothing and fabric slots in the formula.

Center Closure: If the students choose to, they may share their page of the class book.

Lesson Conclusion (10 min): Back in whole group, review The Quilt Story. Reread the book and ask the students to think about what her quilt felt like and if she what other fabrics she would use to make another quilt out of. When the class book is done, read the book along with the children. Since the text is predictable, have all the students read the book together, as a choral read. If some students would like to read their own page to the class, have them read if after you have read the book once or twice as a choral read.
Lesson Extension: Use the fabric pieces dyed in lesson 3 to create a class quilt. Frame the pieces of muslin with construction paper, and have the students write something on the frame. Use a predictable text formula and adjust the requirements so it is appropriate for each language level. For example, “My fabric is _____” could be used and color words or just the colors colored in crayon could be plugged in depending on language level. The squares could be stapled together to make a beautiful bulletin board.

Assessment: Assessment for the center work is done in the form of a checklist. As the student work the teacher uses the checklist to see if each student meet all the requirements for group work. See Group Work Checklist.

IMPORTANT: all criteria are based on the individual child’s developmental language levels and must be filled out with those in mind.

Reflection: (this area is to be filled out after the lesson is implemented. It is for the teacher to record what went well and what need improvement.)
Sheltered Strategies: Lesson 4

All formulas in this lesson, as with the last three, are adjusted to allow each student to participate at his or her level. The use of iconic representations for the vocabulary words will help all students' gain better meaning of those terms. The formulas in the class book ensure that all members of the class are valued and will make their page and contribution to the book unique.

Since this lesson is primarily small group, the students are again working with a few other students in an atmosphere where they will be given the opportunity to produce language. Their input is valued and they will have plenty of practice with evaluating data from a graph. Each formula can be used for each graph. Just remember to give all students plenty of wait time and opportunity for practice.
The grid for this lesson should be created on a piece of chart paper big enough for the clothing pictures to fit.
Clothing  Words  Key

pants  coat

group  sweater
dress
Checklists
FLA 518: TAT Sheltered ELL Strategies Checklist

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

<table>
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<tr>
<th>I.</th>
<th>Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1</td>
<td>Visuals (Realia, Manipulatives, Gestures)</td>
<td>P.10</td>
<td>P.21-22</td>
<td>P.31-32</td>
<td>P.42-43</td>
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<tr>
<td>I.1.1</td>
<td>Visuals (Realia, Manipulatives, Gestures)</td>
<td>P.11</td>
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<tr>
<td>I.1.2</td>
<td>Model (Instructions, Processes)</td>
<td>P.10</td>
<td>P.21-22</td>
<td>P.31</td>
<td>P.42</td>
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<tr>
<td>I.2</td>
<td>Activate Background Knowledge</td>
<td>P.10</td>
<td>P.21</td>
<td>P.31</td>
<td>P.42</td>
<td></td>
</tr>
</tbody>
</table>

II. Make Text Comprehensible

| II.1 | Graphic Organizers | P.10-11 | P.22 | P.31 | P.42 |
| II.2 | Develop Vocabulary | P.10-11 | P.21-22 | P.31-32 | P.42-43 |
| II.3 | Simplify Written Text | P.11 | P.22 | P.32 | P.43 |

III. Make Talk Comprehensible

| III.1 | Graphic Organizers; Listening Guides (checklists, etc.) | P.11 | P.22 | P.31 | P.42-43 |
| III.2 | Frame Main Ideas | P.32 | P.42 |
| III.3 | Pace Teacher’s speech | P.10-11 |

IV. Engage: Opportunities for Output

| IV.1 | Teacher Questioning and Response Strategies; Instructional Conversations | P.10-11 | P.21-22 | P.31-32 | P.42 |
| IV.2 | Small Group Work (including Information gap activities) | P.10-11 | P.21-22 | P.31-32 | P.42-43 |
| IV.3 | Meaningful, real-life activities; Students as researchers | P.11 | P.21-22 | P.31-32 | P.42-43 |

V. Engage at Appropriate Language Proficiency Levels

| V.1 | Use questions appropriate for language levels | P.10-11 | P.21-22 | P.31 | P.42 |
| V.2 | Assign appropriate tasks for varying levels | P.10-11 | P.22 | P.31-32 | P.42-43 |

VI. Literacy/Academic Development

| VI.1 | Allow use of L1 for planning and conceptualizing |
| VI.2 | Lots of real oral and written language | P.10-11 | P.22 | P.31-32 | P.42-43 |

I teach in a dual language classroom. Language (L2) is taught through context.
Unit: Fabric Interactions  
Grammar and Functions Checklist

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<td>Describe</td>
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Original Lessons
MATERIALS FOR PART 1

Part 1: Water and Fabrics

For each pair of students
1. Plastic cup
2. Dippers
3. Sets of blue fabrics, 10 per set (see Step 2 of Getting Ready.)
4. Center Instruction Card called 6—Water and Fabrics
5. Duplication master for 6—Water and Fabrics

* Supplied by the teacher

NOTE: The fabric sets are permanent equipment—they are not consumable.

GETTING READY FOR PART 1

1. Schedule the Activity.
   Work with groups of six to ten students. Plan 10–20 minutes for each group. You will be able
to do this part with only ten students a day because the
textiles need to dry between uses.

   Put one of each of the ten different blue fabric samples in a zip
descript. Each student will get one
set of these fabrics.

3. Prepare the Water. Fill the
cups one-third full with water.
You'll need one cup of water for
each pair of students. Keep
extra water on hand to refill
cups if needed.

4. Plan the Introduction.
   You'll need a set of blue fabrics,
a cup of water, a dropper, and a
scrap of fabric to introduce the
activity.

5. Plan to Dry the Fabric
   Pieces. At the end of the activity
   the cloth samples can be:

   hung on your classroom clothes-
   line if you have one, or spread
   out to dry on paper.

6. Set Up the Center. Put a
   set of fabrics and a dropper at
each student's place. Put a cup
   of water on a convenient location
   for each pair of students.

7. Copy the Instruction
   Card. Make a
   copy of the
   Center Instruction Card called
   6—Water and Fabrics. Place it
   at the center to help parents
   and other adult assistants guide
   students through the
   activity.
Part 2: Soiling and Washing Fabric

1. Introduce Stains. Call the students to the rug. Ask them to discuss what kinds of dirt and stains they might get on their clothes during the day, in the classroom and outdoors. Ask how clothes get clean after they are dirty.

2. Introduce the Muslin. Show the students a piece of muslin. Tell them that each one will get a piece that they can get dirty. After that, they will wash it to see if they can get it clean again. Tell the students that some of the dirt may not come out—the muslin might have some permanent stains.

3. Give Directions for Outdoor Stains. Send six to ten students to the center. Tell them that first they will go outside to put dirt and grass stains on the fabric. Tell them that they will be making some indoor stains as well, so they should cover only part of the fabric with the outdoor stains.

4. Make Outdoor Stains. Give each student a piece of fabric marked with his or her name. Take the students outside and have them rub the cloth in the dirt and on the grass to make dirt and grass stains. When this is accomplished, take them back inside.

5. Make Indoor Stains. Direct the students to the table set up for making indoor stains. Have the students use all of the materials provided for making stains. They should try to put all of the stains on separate clean areas of their fabric so there is not too much overlapping of stains.

6. Ask Questions to Guide Discussions. Ask questions to guide the students' observations and discussions as they stain the cloth.
   - Which of the stains do you think will be the easiest to wash out? The hardest to wash out?
   - Have you ever had these stains on your clothes? Were you able to wash them out? How?

7. Move to the Next Center. When the students have finished putting stains on their fabric, send them to the washing center.

NOTE: Go out when the grass is dry.

VOCABULARY:
Try to include these words in discussions with students.
clean
dirty
muslin
permanent
soil
stain
MATERIALS FOR PART 3

Part 3: Dyeing Fabric

For each student
1. Piece of muslin, stained and washed (from Part 2)

For the class
- Food coloring (red, yellow, and blue)
- 6 Containers, 1/4-liter
- 5-ml spoon (teaspoon)*
- Measuring cup*
- Vinegar*
- Warm water*
- Newspaper*
- Paper towels*
- Clothesline*
- Clothespins*
- Center Instruction Card called 9—Dyeing Fabric*
- Duplication master for 9—Dyeing Fabric

* Supplied by the teacher

GETTING READY FOR PART 3

1. Schedule the Activity.
   Work with only four to six students at a time to reduce the chance of a spill. Three students can work on each side of the table, sharing a set of dyes.

2. Prepare the Dyes. Prepare six 1/4-liter containers of dye, two of each color. Put ten drops of food coloring in the containers—red in two, yellow in two, and blue in two. Add two 5-ml spoons (teaspoons) of vinegar and 50 ml (1/3 cup) of warm water to each container and stir.

3. Plan to Introduce the Activity. You will need a piece of muslin and three containers of dye to introduce the activity.

4. Plan a Place to Dry the Fabric. String a clothesline in a convenient place in the classroom for drying the fabric.

5. Set Up the Center. Cover a table with newspaper. Place the containers of dye on the table, one set on each side, so that students will use the yellow first, then the red, then the blue. Spread them far enough apart so students won’t bump into each other. Have paper towels available.

6. Copy the Instruction Card. Make a copy of the Center Instruction Card called 9—Dyeing Fabric. Place it at the center to help parents and adult assistants guide students through the activity.

NOTE: Cold water will work fine; warm water enhances the brightness of the colors.

NOTE: This is a good center to put outdoors.
MATERIALS FOR PART 4

Part 4: Graphing Fabric Uses

For each student
  5 Clothing Pictures (See Step 3 of Getting Ready.)*

For the class
  1 Sheet of chart paper (See Step 2 of Getting Ready.)*
  1 Set of blue fabrics
    • Denim
    • Fleece
    • Ripstop nylon
    • Corduroy
    • Seersucker
    • Sparkle organza
  1 Duplication master for Clothing Pictures

* Supplied by the teacher

GETTING READY FOR PART 4

1. Schedule the Activity. This part is a whole-class activity. Plan 30–40 minutes for the class.

2. Plan the Fabric Graph. Make one (or more) large graphs on chart paper. Draw lines, making the squares large enough for the Clothing Pictures to fit inside. You will need a separate graph for each article of clothing you choose to graph (e.g. one graph for pants, one graph for dresses, etc.).

   Tape six blue pieces of fabric at the bottom of each graph, one in each square: denim, corduroy, fleece, ripstop nylon, seersucker, and sparkle organza.

3. Copy the Clothing Pictures. Make copies of the student sheet called Clothing Pictures. Each student will need one picture for each kind of clothing you graph.

NOTE: You may want to spread this activity over several days, graphing a different piece of clothing each day.
Appendix
The quilt went too.
Not stuffed in trunks with the blankets and clothes.
It kept the little girls warm from the wild winds.
Warm from the rain.
Warm from the sparkling nights.
# Group Work Checklist

**Water and Fabric**

**Date** _______

<table>
<thead>
<tr>
<th>Student name</th>
<th>Developmental language level</th>
<th>Discussed ideas with partner</th>
<th>Made predictions</th>
<th>Participated in experiment</th>
<th>Reported results</th>
<th>Analyzed results</th>
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**Comments:**

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**Soiling and Washing Fabrics**

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**Comments:**

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**Grading Criteria:** Language levels must be recorded and checklist must be filled out according to language levels:

- **A:** all requirements met
- **B:** 4 requirements met
- **C:** 3 requirements met
- **D:** 2/1 requirements met
- **F:** no requirements met
# Dying Fabric

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**Comments:**

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# Graphing Fabric Uses

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