Native Americans:
A fourth grade Dual Language Unit

Anonymous 7
Introduction
Unit: Native Americans

Grade: 4th

Class: Dual language class

You might be particularly interested in how this teacher:

- How the teacher provided a variety of lesson objectives (5).
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Unit Selection

1. **Title:** Native Americans

2. **Grade Level:** 4th

3. **Target:** Dual Language Content-Based Spanish class consisting of 50% Spanish-dominant ELL’s and 50% English-dominant students.

4. **Sources:**

   *Tejidos de indígenas americanos* by Brenda Parkes, Publisher: Rigby

   *Algunas tribus de América* Publisher: Newbridge Books

5. **Source of lessons:** This unit has been designed by me, and I have used previous writing lessons from colleagues.

6. **Learning Goals:**

   a. I want my students to know how to write a three paragraph expository essay using key vocabulary.

   b. I want my students to know about different cultures other than their own.

   c. I want my students to be able to take notes using an outline.

**Brief Narrative:**

This unit will take place over a period of a month. I have extracted 5 specific lessons from different aspects of the unit that will need modifications for low level readers and writers of the Spanish language. Beginner students will also be working on their speaking and listening abilities through vocabulary repetition and listening guides.
## Native Americans
Goals and Objectives

<table>
<thead>
<tr>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to...</td>
<td>Students will be able to know...</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>1. Know how to use key vocabulary 2. Know how to write for an audience</td>
<td>1. Know types of food they eat 2. Types of clothes they wear 3. Kinds of ceremonies they have 4. How to write an expository essay 5. How to take notes using an outline</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>1. Take notes on Native Americans using an outline 2. Recognize and define vocabulary in &quot;Word Splash&quot; 3. Write sentences using key vocabulary words 4. Formulate descriptive sentences 5. Write a 4-sentence paragraph with a topic and supporting details 6. Write an introductory paragraph with a thesis</td>
<td>1. Describe what they know and want to know using a KWL chart. 2. Name foods, clothes, and ceremonies that are apart of Native American culture. 3. Identify three main topics from the non-fiction text. 4. Describe the three main topics using a descriptive web. 5. Compare Native Americans to ourselves.</td>
</tr>
<tr>
<td><strong>Attitudes/Awareness</strong></td>
<td>1. Be aware of the steps to writing a supportive paragraph</td>
<td>1. Aware of cultures other than their own.</td>
</tr>
</tbody>
</table>

** These goals and objectives are focused on the ESL standards, specifically Goal 2 and Goal 3, Standard 1.
Lesson 1
**Lesson 1: Native Americans**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Describe            | What they know and want to know about Native Americans | I know that Native Americans…  
*Yo sé que los indígenas…*  
Why do Native Americans…?  
*¿Por qué los indígenas…?* | Present tense (simple) Questions | indígenas  
¿Por qué?  
¿Cuándo?  
¿Quién?  
¿Dónde?  
¿Qué?  
¿Cómo? |
| Recognize and define | Vocabulary words | ______ means ______  
_______significa ______ | Present tense (simple) | maíz  
 flecha  
 botes  
 piel  
 tribu  
 indígena |
| Identify            | Three main topics | Native Americans ate different types of ______.  
*Los indígenas comían diferentes tipos de ______*.  
They wore ______.  
*Se vestían ______*.  
They celebrated different kinds of ______.  
*Celebraban tipos diferentes de ______*.  
Some ceremonies included ______.  
*Algunas ceremonias incluyeron ______*. | Past tense (subjunctive)  
Present progressive | diferente  
ropa  
comida  
ceremonias  
bailando |
Lesson 1: Modified

Introduction to Native Americans

Objectives:

All students will:

♦ Describe what they know and want to know about Native Americans.
  o Intermediate students will use formulaic sentences
  o Beginning students will draw a picture to show what they know about Native Americans
♦ Recognize and define vocabulary in the “Word Splash” worksheet.
  o Beginning students will point to pictures of vocabulary words
♦ Read sections of Algunas tribus de América.
  o Intermediate and Beginner students will read adapted section of text
♦ Take notes using an outline.
  o Beginner students will fill in blanks on modified outline using word bank
♦ Identify three main topics.

Materials:

- Chart paper (KWL chart)
- Outline (listening guide for beginners)
- Vocabulary sheets
- Written text
- Pictures of corn, arrows, animal skin, boat, ceremony, Indian, and tribe
- Vocabulary words on index cards
- Overhead projector
- Paper and crayons

Introduction:

1. Show vocabulary words in the “Word Splash” sheet (only top half) that students should already know to allow them to predict what they will learn and to generate questions for what they want to learn. On the chalkboard, place pictures of the vocabulary words and ask students to name and point to the appropriate pictures. Have students place correct vocabulary index cards under the matching picture.
2. Students will brainstorm what they know about Native Americans and list their ideas on chart paper (teacher will provide KWL chart). Lower-level students will use formulaic sentences and new vocabulary words to generate ideas: (ie: I know that Native Americans_____________ . Yo sé que los indígenas ________).
3. Ask students how they know or why they want to know about Native Americans.
Procedure:

1. As a class, the students and teacher will read about Native Americans, how they dressed, what they ate, and what kinds of ceremonies they had. During reading, pause and clarify as needed, showing pictures of vocabulary words and gestures to clarify text. For example, while reading about clothing, show students pictures of *penachos, plumas* (headdress, feathers). To show that Native Americans wear animal skin during wintertime, show the varying dress and use adapted text for the beginner students. After reading, students will discuss what they learned. **Highlight important information of text while reading (Have the text blown up and placed on transparencies to read using the overhead).**

2. Using an outline format, the teacher will model note-taking skills for the entire outline, and students will write the three topics (dress, food, and ceremonies) with specific details from the text.

3. Explain how the 3 main topics will go next to the Roman numerals, and each Roman numeral needs details to support it.

4. Beginner students will use the modified outline as a listening guide to fill in appropriate vocabulary words as the teacher reads and models note-taking.

Closure:

Students will add to the KWL what they have learned, and they will discuss further any questions they want to add. Allow beginner students to draw one picture of something they learned to share with the class if they have difficulty contributing to the KWL. Review vocabulary words with the students.
NARRATIVE 1

In this lesson, the teacher must tap prior knowledge, and the students must be able to learn specific content vocabulary words. One modification made to help students brainstorm and describe what they know and want to know, was the use of formulaic sentences. This modification will allow them to express themselves. Beginner students who may still be at the silent stage, will be allowed to draw what they know.

Also, the text has been simplified for the beginner and intermediate student because it is a difficult nonfiction text. The teacher can select only the portions of the book that are necessary, and he or she may put the text on transparencies to highlight the key information for the students.

In order to understand the text, the students are also exposed to pictures and vocabulary words written on index cards to help them visualize the meanings of the words. Finally, the students are expected to take notes on the Native Americans. In order to do this, the teacher must model note-taking skills, and the beginner student can use a partially filled out outline.
I. La Comida
   1. Se comían
      a. Se perseguían con
      b.

II. El Vestimiento
   1. Variaba
      a.
      b.
   2.
      a. Piel de animal
      b.
      c. Plantas

III.
   1. Los curanderos
2. Pinturas
   a. Usaban__________________

3. 
   a. La cosecha sería mejor.
   b. Les llevaban__________

Vocabulario:

Carne
Caballos
Arcos
Estaciones
Ceremonias
Usaban
Algodón
Bailes
Rocas
Enfermos
Serpientes
<table>
<thead>
<tr>
<th>¿Qué sabes?</th>
<th>¿Qué quieres saber?</th>
<th>¿Qué aprendiste?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
WORD SPLASH

tribu

indígena

maiz

ceremonia

botes

VOCABULARIO

1. Durante el invierno, la superficie de la tierra está cubierta de nieve.

2. Los cazadores usan arcos para matar a los animales.

3. Tú puedes usar un kayak para flotar en el agua.

4. El hombre del tribu Mohegan llevaba un penacho para mostrarnos como parece esto.

5. Hay muchas chaquetas y abrigos que son de la manada de un animal.

6. Usamos bolas de algodón para la clase de arte.
FLECHA Y ARCO
BOTE
BAILANDO
COMIDA
Sitting Bull, war chief and medicine man of the Hunkpapa Sioux. The eagle feathers on his war bonnet signify acts of daring and courage in battle.
A Sioux Chief. From a drawing by Frederic Remington.
Lesson 2
## Lesson 2: Native Americans

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Write             | Descriptive Sentences | ____ is land.  
____ es la tierra.  
A ____ kills animales to eat.  
Un ______ mata a los animales para comer.  
A ______ is a type of boat.  
Un ______ es un bote.  
You can wear a _____ on your head.  
Llevas un ______ en la cabeza.  
I have a coat made of ______.  
Tengo un abrigo hecho con_____.  
The indians wore clothes made of ______.  
Los indígenas llevaban ropa hecho de____. | Present tense (simple)  
Plural and singular | superficialie cazador kayak penacho manada algodón |
| Recognize and define | Vocabulary words     | Land is ______.  
La superficie es_____.  
A Hunter is someone who_____.
Un cazador es alguien que_____. | Present tense (simple) | tierra mata |
Lesson 2: Modified

Using Key Vocabulary Terms

Objectives:

All students will:

- Reread text on Native Americans.
  - Beginner students will read adapted text with a partner
- Write sentences using key vocabulary terms.
  - Intermediate and Beginner students will match key vocabulary words
  - Beginner students will draw vocabulary words and label them
  - Beginner and intermediate students will write correct vocabulary words in vocabulary sentences

Materials:

- KWL chart
- Text (put on transparencies)
- Vocabulary worksheet
- Pictures with labeled vocabulary words
- Cotton (realia)
- Paper and crayons
- Overhead

Introduction:

1. Review previous lesson and reread text. Ask students what the three main ideas were. Show the class the pictures of vocabulary words and ask students to name them to elicit review.
2. Have students review as a class what they have learned about Native Americans. Allow beginner students to speak in their native language or to use one word sentences.
3. Review KWL chart to refresh what students know and want to know, and review with intermediate students how to use formulaic sentences from lesson one (see function chart 1).

Procedure:
1. Students will read a list of new vocabulary terms within the text as a whole group. Show pictures of each vocabulary words and show realia. Repeat the words several times. Have beginners and intermediate students repeat as well.
2. Underline the vocabulary words within the text and read the sentences on Word Splash as a class.
   **For beginning students, use gesturing and pictures. For example, one vocabulary sentence says Los cazadores usan arcos para matar a los animales para comida (The hunters use arrows to kill animals for food), so the teacher may use the picture of the hunters using arrows and spears to illustrate this sentence.
3. Have students predict meaning for each word using symbols or gestures.
   Beginning students may use paper and crayons to draw what they think each word means.
4. In heterogeneous groupings, have students work together to fill a vocabulary worksheet that explicitly connects the words to their lives.
   **Beginners and intermediate students will fill in the appropriate vocabulary words in the blanks of a modified vocabulary sheet.

**Closure:**

Review together what the words mean, and have the groups share their sentences. Have beginner students match the vocabulary words with their labels to demonstrate that they understand their meanings.
This lesson is especially important because it focuses on the development of vocabulary words. Because the students will be writing vocabulary sentences, the teacher must use plenty of gestures, visuals and realia to show students what the words are and what they mean.

While the advanced students may be able to write vocabulary sentences, the beginner and intermediate students may not. Therefore, an activity where the student may circle the correct word for a sentence or fill in the appropriate word in the blank is the best type of modification that can be done for them.
COMO SE VESTÍAN

Algunos indígenas se vestían con pieles de animales.

Algunos indígenas se vestían con algodón o materiales de plantas.

La ropa depende de las estaciones del año.

La ropa depende de las ocasiones especiales o de las ceremonias.
Nombre______________________________ Fecha_______

VOCAULARIO

superficie  
kayak    
cazadores  
penacho   
manada    
algodón

1. ¿Te gusta la superficie de la tierra cuando hay mucha lluvia? ¿Por qué o por qué no?

___________________________________________________________________________

2. ¿Conoces a un cazador, quién mata a los animales para comerlos?

___________________________________________________________________________

3. ¿Usaste un kayak o has visto uno? ¿Cómo parece?

___________________________________________________________________________

4. ¿Recuerdas el penacho del señor que estaba aquí? Descríbelo.

___________________________________________________________________________

5. ¿Tienes un abrigo de la manada de un animal?

___________________________________________________________________________

6. ¿Usaste bolas de algodón? ¿Puedes crear cosas con estas?

___________________________________________________________________________
Modified Vocabulary sentences:

Nombre____________________ Fecha_______

Instrucciones: **Círculo** y escribe la palabra correcta en su lugar propio.

Vocabulario

Superficie  
Cazador

kayak  
penacho

manada  
algodón

1. ____________ es la tierra.

2. Un ____________ mata a los animals para comer.

3. Un__________ es un bote.

4. Llevas un ____________ en la cabeza.

5. Tengo un abrigo hecho con___________.

6. Los indígenas llevaban ropa hecho de _____________ o una planta.
Lesson 3: Native Americans

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Favorite game</td>
<td>The game_____is my favorite.</td>
<td>Present tense (simple)</td>
<td>juego</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>El juego_____ es mi favorito.</em></td>
<td>Adjectives</td>
<td>Me gusta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I like this game. It is_________ and_________.</td>
<td>Masculine/Feminine</td>
<td>favorito</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Me gusta este juego. Es _____ y _______.</em></td>
<td></td>
<td>colores</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It has_________.</td>
<td></td>
<td>partes</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tiene_________.</em></td>
<td></td>
<td>divertido</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That is why is my favorite.</td>
<td></td>
<td>excitoso</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Esto es porque este juego es mi favorito.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>Main Idea</td>
<td>It has lots/ a lot of_______(pieces, colors, players).</td>
<td>Present tense (simple)</td>
<td>partes</td>
</tr>
<tr>
<td></td>
<td>Supporting</td>
<td><em>Tiene muchos de_______(partes, colores, jugadores).</em></td>
<td>Adjectives</td>
<td>colores</td>
</tr>
<tr>
<td></td>
<td>details</td>
<td>It is _______.</td>
<td>Masculine/Feminine</td>
<td>jugadores</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*El juego es_______.</td>
<td></td>
<td>difícil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It takes_________ to play.</td>
<td></td>
<td>fácil</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>El juego toma_______ para jugar.</em></td>
<td></td>
<td>divertido</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>mucho tiempo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>poco tiempo</td>
</tr>
</tbody>
</table>
Lesson 3: Modified

Paragraph Writing

Objectives:

All students will:

- Write a five-sentence paragraph
  - Beginning students rewrite filled-in sentences
- Describe their favorite game using adjectives
  - Beginning students will circle adjectives describing their favorite game.
  - Intermediate students will use formulaic expressions to describe game.
- Write a topic sentence
  - Beginning students will write topic sentence using formulaic expression.

Materials:

- Overhead
- Paper and pencils
- Realia: games, crayons, clock
- Example of paragraph
- Describing worksheet
- Sentence strip

Introduction:

1. Explain to students that they will be writing an expository essay on Native Americans, and they will begin by learning the structure of a paragraph.
2. Ask students what a paragraph is. Place an example of a paragraph on the overhead. Underline a sentence and explain that a paragraph has 4 or 5 sentences. Count each sentence: oración uno, oración dos...etc.
3. Place a sentence strip that contains a sentence on the board and label it oración so that beginning students will understand that word.

Procedure:

1. As a class, have students pick their favorite game. Show students the games that were brought in and repeat the word juego. **Use gestures to explain it is your favorite. For example, you can hug the game and exclaim Es mi favorito.
2. On the overhead, model a topic sentence like the following: El juego Scrabble es mi favorito (The game Scrabble is my favorite). Have students write a similar topic sentence on their own papers. Explain the first sentence is the topic, or what they will write about. **Beginning students will write the name of their favorite game on their sheet (see Describing Your Game worksheet).
3. As a class, ask students why they think the game is your favorite. Ask, Is it hard? Is it easy? Does it take a long time to play? Can a lot of people play it? **To
help students understand your questions, you can use a demonstration clock to show a long time or short time, use the example 2 + 2 to show the word easy and 2x + 5,500 to demonstrate the word difficult.

4. Have the students write three sentences describing their game. **Intermediate students will use formulaic sentences such as Mi juego favorito es _____. Es mi favorito porque _____. (My game is ____ and _____. It is my favorite because _____), while beginning students will fill in and circle appropriate adjectives on worksheet. The teacher should write formulaic sentences on overhead to model the structure for the intermediate students.

**Closure:**

When students are completed with their paragraphs, have them volunteer to read them. Finally, ask students to summarize what they learned about a topic sentence and supporting details. Ask students to point out or describe what a paragraph and a sentence is.
In the fourth grade, students are expected to write an expository essay. In order to do this, they must be able to write a supportive paragraph. For the beginner and intermediate student, this task is extremely difficult. First, the teacher must explain what a paragraph and a sentence is. Showing a sentence and a paragraph and repeating the vocabulary words is a type of modification that can be used.

For the student that cannot write in the language yet, he or she can circle adjectives to describe what he or she is writing about; the student can fill in sentences with appropriate vocabulary words, and he or she can use formulaic expressions modeled and taught by the teacher.

Finally, visuals, realia, and gestures can be used to clarify vocabulary and to show different adjectives necessary for the students’ paragraphs.
Mi juego es ______________.

Tiene | muchos | de | partes.
      | poco    |    | colores.
      |         |    | jugadores.

El juego es | difícil.
             | fácil.
             | divertido.

El juego toma | mucho tiempo | para jugar.
               | poco tiempo   |

Esto es porque este juego es mi __________.
Lesson 4
Lesson 4: Native Americans

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retell and</td>
<td>Food</td>
<td>The Native Americans ate ________.</td>
<td>Past tense (simple and</td>
<td>animales</td>
</tr>
<tr>
<td>write</td>
<td></td>
<td>They were hunters.</td>
<td>subjunctive)</td>
<td>manada</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Los indígenas se comían ________.</em></td>
<td>Past Perfect</td>
<td>batiles</td>
</tr>
<tr>
<td></td>
<td>Clothes</td>
<td>Their clothes were made of ________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Su ropa estaba hecho de ________.</em></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Their clothes changed by season.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Su ropa cambió por estación.</em></td>
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<tr>
<td></td>
<td>Ceremonies</td>
<td>The Native Americans had ceremonies with ________.</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Los indígenas ha tenido ceremonias con ________.</em></td>
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</tbody>
</table>
Lesson 4: Modified

Writing about Native Americans

Objectives:

All students will:

- Students will write what they have learned about Native Americans using Nancy Boyle’s expository writing format
  - Intermediate students will use modified format (partly filled in)
  - Beginner students will fill in vocabulary words in the paragraphs
- Students will write details of the three main topics using a descriptive web
- Students will write supportive paragraphs using a topic sentence and details
  - Intermediate students will use modified format
  - Beginner students will fill in vocabulary words in the paragraphs

Materials:

- Notes and text
- Nancy Boyle’s expository writing sheet and modified versions
- Paper and pencils
- Descriptive web

Introduction:

1. Review with students what a sentence and paragraph are. Show samples of each from previous lesson and frame the topic on the board.
2. Ask students to review what they learned about Native Americans by going over key vocabulary words and KWL from lesson 1 and 2.
3. Explain how expository writing includes nonfiction information that shows others what they have learned.

Procedure:

1. Using the descriptive web (already labeled for beginning students), ask the class what the three main topics were. Explain that these three categories will be three paragraphs.
2. Using Nancy Boyle’s expository writing sheet, ask students to come up with three topic sentences using the information they learned on Native Americans (i.e.: dress, food, and ceremonies).
   **Intermediate and beginner students will have the three main topics written for them on their worksheets.
3. Divide the three topic sentences for three separate paragraphs.
4. As a class, ask students to generate supporting details for each topic sentence using their notes.

**Beginner and Intermediate students will use the formulaic expressions to generate details and retell. For example, if the students are to generate or retell a detail they learned on food, the beginner and intermediate student will use the formula: *Los indígenas se comían ___* (The Native Americans ate ___).

5. Continue with the final two paragraphs.

**Closure:**

Review with students what they have learned about paragraph writing, and explain that they will write the introductory and closure paragraphs during their next lesson. Have students read aloud their topic sentences, and review vocabulary as a class.
In order to write an expository paragraph, students need the support of graphic organizers. This will allow them to see how the information connects, and it allows them to see the main ideas and details more clearly. The beginner and intermediate student, however, may not be able to transfer the information to paragraph form. Therefore, it is necessary to use a fill-in paragraph exercise in place of the actual paragraph writing, or to begin the sentence formula for the intermediate student. Using the same vocabulary from previous lessons and the visuals that match the words will truly help the student accomplish the objectives of the lesson.
Los indígenas

La comida

El vestimiento

Las ceremonias
Example of FILL-IN exercise: Expository Writing

Los indígenas se vestían en maneras____________.

Usaban________ de animales y ___________ de las plantas. Se vestían con__________ para el frío o se vestían en trajes especiales para las ____________.

Vocabulario:

Diferentes
Algodón
Ceremonias
Manadas
Piel
ORGANIZACIÓN DE UN ENSAYO

Nombre __________________________ Fecha _______________

Tópico/pregunta del ensayo: Los indígenas

MIS TRES IDEAS PRINCIPALES

1. Los indígenas se vestían en maneras diferentes
2. Los indígenas se comían carne y plantas.
3. Los indígenas celebraban muchas ceremonias

PÁRRAFO 1: INTRODUCCIÓN:

Llamar la atención:

__________________________
__________________________
__________________________
__________________________

Tesis: Los indígenas eran diferentes que nosotros. Comían, vestían, y celebraban en maneras interesantes.
PÁRRAFO 2: EL PRIMER IDEA PRINCIPAL (Tópico y detalles)

Los indígenas se vestían en maneras diferentes. Se vestían en ropa hecho de _______. Se vestían así durante el _______ porque _______. También,


PÁRRAFO 3: EL SEGUNDO IDEA PRINCIPAL

Los indígenas se comían _______. Eran cazadores. Se usaban _______ para matar a los _______. También,
PÁRRAFO 4: EL TERCER IDEA PRINCIPAL

Los indígenas celebraban muchas ceremonias. Ellos durante las fiestas. Bailaban para ayudar a los. También,

PÁRRAFO 5: CONCLUSIÓN

Tesis: Los indígenas eran diferentes que...

Zinger:
ORGANIZACIÓN DE UN ENSAYO

Nombre________________________________________________________Fecha____________________

Tópico/pregunta del ensayo________________________________________

MIS TRES IDEAS PRINCIPALES

1.______________________________________________________________________
   2.______________________________________________________________________
   3.______________________________________________________________________

PÁRRAFO 1: INTRODUCCIÓN:

Llamar la atención:_____________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Tesis:__________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
PÁRRAFO 2: EL PRIMER IDEA PRINCIPAL (Tópico y detalles)


PÁRRAFO 3: EL SEGUNDO IDEA PRINCIPAL
PÁRRAFO 4: EL TERCER IDEA PRINCIPAL


PÁRRAFO 5: CONCLUSIÓN

Tesis:


Zinger:
Lesson 5
Lesson 5: Native Americans

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
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<tr>
<td>Write</td>
<td>Thesis</td>
<td>The Native Americans were very different from us. They ate, dressed, and celebrated in many interesting ways.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Los indígenas eran diferentes que nosotros. Comían, vestían, y celebraban en maneras diferentes.</em></td>
<td>Past tense (simple and subjunctive)</td>
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<td>Past progressive</td>
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<td><em>bailes</em></td>
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<tr>
<td>Compare and contrast</td>
<td>Native Americans and us</td>
<td>The Native Americans were very different from us. They ate different_____. They dressed in different______. They celebrated different_____.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Los indígenas eran diferentes que nosotros. Comían diferente_____. Se vestían en diferente_____. Celebraban diferente_____.</em></td>
<td>Past progressive Subjunctive</td>
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<td></td>
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<td></td>
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<td><em>ceremonias</em></td>
</tr>
</tbody>
</table>
Lesson 5: Modified

Writing an Introduction

Objectives:

All students will:

- Students will compare and contrast Native Americans to us.
  - Beginner and intermediate students will use a partially filled out “H” chart to compare and contrast.
- Students will write an introductory paragraph using an attention getter.
  - Beginner students will choose an attention getter.
  - Intermediate students will use a formulaic expression to write the attention getter.
- Students will write a thesis.
  - Intermediate and beginner students will choose an appropriate thesis.

Materials:

- Notes
- Nancy Boyles’ format
- Sample of a good introductory paragraph
- Sentence strips with attention getters and theses
- H Chart
- Picture of vocabulary (Different and Similar)

Introduction:

1. Explain to students that a good writer wants to get the attention of the reader, and therefore, an introduction needs an attention getter and it needs to explain the purpose of the paper. **To contextualize the purpose of an introductory paragraph have students compare and contrast themselves to the Native Americans.

2. Using the H chart, the teacher can ask ¿Cómo son los indígenas? ¿Cómo son diferentes o similares que nosotros? (What are Native Americans like? How are they different than us?) **Show pictures of the words different and similar, and have beginning and intermediate students use the partially filled out H chart.

Procedure:

1. Divide the students into small groups (make sure there is an advanced, intermediate, and beginner student working together). Give each group sentence strips that have different theses.
2. Tell students they are to look at each sentence to determine which one explains what they have learned all together. **Beginner and intermediate students may use their L1 during the group activity.

3. Have each group place their sentence strip on the board, and see as a class which sentences were chosen. As a class, vote which sentence is best, and write it on the Nancy Boyle’s writing format. Tell the class they have just written a thesis, or general statement of what their essay is about. **Write the word thesis on the board and repeat several times pointing to the sentences.

4. Repeat the same activity using attention getters. Explain that an attention getter captures the readers’ attention. **Repeat the word attention getter and write it on the board. Explain the word using gestures. For example, act very animated and say, I am getting your ATTENTION. Then act very boring and glum, and say, I am NOT getting your ATTENTION. **Intermediate and advanced students may choose to write their own attention getters using the formula ¿Sabes que....?

5. Finally, have students place their attention getters on the board. They may choose whichever one they want to place on their writing format.

**Closure:**

Have students summarize how an introductory paragraph is different from a main paragraph. As an extended activity, have students practice introductory paragraphs for their previous paragraphs on things they like from lesson 3. **Have beginner and intermediate students review vocabulary such as diferente, similar, tesis.
Throughout all five lessons, the teacher contextualizes, makes text comprehensible, makes talk comprehensible, engages students, and plans according the students’ levels.

In this final lesson, the use of visuals in repeated so that the students are able to review the vocabulary necessary for writing. Also, the teacher activates their prior knowledge by using an “H” chart to compare and contrast themselves to Native Americans. This chart can be partially filled out for the beginner student.

Students may also need to work in small groups in order to receive the support from their peers. In this lesson, the teacher allows the students to work together to pick out a thesis and attention getter for their introductory paragraphs.

Finally, gestures and the pacing of speech allow the students to grasp the purpose of the lesson.
Modificado

"H" Chart

Los indígenas
DIFERENTE

1. Comían ______
2. Eran ______
3. Se vestían en ______
4. Tenían ______

vocabulary:
1. plantas
2. cazadores
3. manadas

SIMILARES

Se vestíamos en ______

Nosotros
DIFERENTE

1. Comíamos ______
2. No somos ______
3. Nos vestíamos en ______
4. Tenemos ______

vocabulary:
1. ropa de algodón
2. ropa de las tiendas
DIFERENTE
SIMILAR
Sample theses and attention getters that students can choose from:

Theses:

1. Los indígenas eran diferentes que nosotros.

2. Comían, vestían, y celebraban en maneras interesantes.

3. Me gustan a los juegos.

4. Me gusta el fútbol.

5. Tengo mucho trabajo.

Attention Getters:

1. ¿Sabes que los indígenas vivían en los EEUU?

2. ¿Sabes que....?
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.

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<td>III. Make Talk Comprehensible</td>
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<td>VI. 1. Allow use of L1 for planning and conceptualizing</td>
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</table>

*Students will be allowed to use their L1 throughout all 5 lessons.*
## GRAMMAR CHECKLIST

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<tr>
<th>Grammar</th>
<th>Lesson</th>
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<td>Questioning</td>
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## Functional/Notional Chart

<table>
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<tr>
<td>Retell</td>
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</tr>
<tr>
<td>Write</td>
<td>2,3,4,5</td>
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</table>
Original Lessons
Lesson 1

Introduction to Native Americans

Objectives:

- Students will brainstorm what they know about Native Americans.
- Students will read and discuss what the vocabulary in the “Word Splash” worksheet and vocabulary sentences mean.
- Students will read Algunas tribus de América and take notes using an outline.

Materials:

- Chart paper (KWL chart)
- Outline
- Vocabulary sheets
- Written text

Introduction:

1. Students will brainstorm what they know about Native Americans and list their ideas on chart paper (teacher will provide KWL chart).
2. Show vocabulary words in the “Word Splash” sheet that students should already know to allow them to predict what they will learn and to generate questions for what they want to learn.

Procedure:

1. Students will preview text by taking a picture walk
2. As a class, the students and teacher will read about Native Americans, how they dressed, what they ate, and what kinds of ceremonies they had (this will take place over a period of 2 days).
3. After reading, students will discuss what they learned.
4. Using an outline format, the teacher will model note-taking skills, and students will write the three topics (dress, food, and ceremonies) with specific details from the text.

Closure:

Students will add to the chart paper what they have learned and they will discuss further any questions they want to add.
Lesson 2

Using Key Vocabulary Terms

Objectives:

• Students will reread text on Native Americans.
• Student will write sentences using key vocabulary terms.

Materials:

• KWL chart
• Text (put on transparencies)
• Vocabulary worksheet

Introduction:

1. Review previous lesson and reread text
2. Have students review as a class what they have learned about Native Americans
3. Review KWL chart to refresh what students know and want to know

Procedure:

1. Students will read a list of new vocabulary terms within the text as a whole group.
2. Underline the vocabulary words within the text and read the sentences as a class.
3. Have students predict meaning for each word using symbols or gestures.
4. In heterogeneous groupings, have students work together to fill a vocabulary worksheet that explicitly connects the words to their lives.

Closure:

Review together what the words mean, and have the groups share their sentences.
Lesson 3

Paragraph Writing

Objectives:

- Students will write a five-sentence paragraph with varied sentence beginnings.

Materials:

- Overhead
- Paper and pencils
- List of things, happenings, and places.

Introduction:

1. Explain to students that they will be writing an expository essay on Native Americans, and they will begin by learning the structure of a paragraph.
2. Ask students what a paragraph is.

Procedure:

1. As a class, have students pick one thing, happening, and place that they wish for, would make them happy or they would like to visit from the list of things, happenings, and places placed on the overhead.
2. Model a topic sentence like the following: One thing that would make me very happy is______________. Have students write a similar topic sentence on their own papers.
3. As a class, discuss why this thing would make them happy, and explain that these would be supporting details for their topic sentence.
4. Have the students practice writing two more paragraphs: one on happenings, and the other on places.

Closure:

When students are completed with their paragraphs, have them volunteer to read them. Finally, ask students to summarize what they learned about a topic sentence and supporting details.
Lesson 4

Writing about Native Americans

Objectives:

- Students will write what they have learned about Native Americans using Nancy Boyle’s expository writing format.
- Students will read their notes and the text from lesson 1 for information and details.
- Students will write supportive paragraphs using a topic sentence and details.

Materials:

- Notes and text
- Nancy Boyle’s expository writing sheet
- Paper and pencils

Introduction:

1. Review with students what a topic sentence and details are.
2. Ask students to refresh the class by reviewing what they learned about Native Americans.
3. Explain how expository writing includes nonfiction information that shows others what they have learned.

Procedure:

1. Using Nancy Boyle’s expository writing sheet, ask students to come up with three topic sentences using the information they learned on Native Americans (i.e.: dress, food, and ceremonies).
2. Divide the three topic sentences for three separate paragraphs.
3. As a class, ask students to generate supporting details for each topic sentence using their notes.
4. Continue with the final two paragraphs.

Closure:

Review with students what they have learned about paragraph writing, and explain that they will write the introductory and closure paragraphs during their next lesson.
Lesson 5

Writing an Introduction

Objectives:

- Students will write an introductory paragraph using an attention getter.
- Students will write a thesis.

Materials:

- Notes
- Nancy Boyles’ format
- Sample of a good introductory paragraph

Introduction:

1. Explain to students that a good writer wants to get the attention of the reader, and therefore, an introduction needs an attention getter and it needs to explain the purpose of the paper.
2. Show a sample of a good introduction and have students discuss which sentence grabs their attention and which explains the purpose of the paper.

Procedure:

1. Have students brainstorm what would be an interesting attention getter that they have learned about Native Americans.
2. As a class, vote which sentence is best, and place it in the Nancy Boyle’s writing format.
3. After writing the attention getter, have students generate supporting details as a class.
4. Finally, discuss that an introductory paragraph has a thesis, or a sentence that explains the purpose of the essay. The thesis must be placed at the end of the paragraph.
5. Have students discuss what would be the best thesis for the paper.

Closure:

Have students summarize how an introductory paragraph is different from a main paragraph. As an extended activity, have students practice introductory paragraphs for there previous paragraphs on things they like from lesson 3.
Appendix
Los primeros americanos

Hace más de 10,000 años, la superficie de la Tierra era muy diferente; los mares eran más bajos, y por lo tanto había más tierra firme. Los primeros americanos caminaron de Asia al Norte de América, por las zonas congeladas, ya que eran cazadores nómade y buscaban manadas de animales, desde Siberia hasta Alaska.
HACIA EL SUR

Los primeros americanos fueron bajando poco a poco de Alaska hacia el Sur, y algunas tribus se establecieron en algunas regiones del Norte de América en lo que hoy es los Estados Unidos.
Cómo se vestían

La gente de las tribus del Norte de Norteamérica hacía su ropa con pieles de animales, con algodón y con materiales que obtenían de otras plantas. La ropa variaba dependiendo de las estaciones del año, y para las ocasiones especiales, se vestían con trajes decorados y con muchos colores brillantes.
LAS CEREMONIAS

Los curanderos de las tribus hacían ceremonias de curación para que la gente enferma se aliviara. Los "návajo", que vivían en el Suroeste de lo que hoy es los Estados Unidos, molían rocas de diferentes colores para hacer pinturas grandes de arena en el suelo, pues creían que éstas cambiarían el curso de las enfermedades para quitarlas.

PINTURA DE ARENA EN UN FRASCO

1. Con diferentes colores vegetales, pinta montones de arena.
2. Llena un frasco de arena, formando capas de diferentes colores.
3. Mete un palito delgado por la orilla del frasco, y subelo y bájalo para hacer diferentes diseños. Tapa el frasco muy bien para que se conserve tu pintura.
La gente de las tribus también hacía ceremonias en las que el baile era muy importante, pues creía que con el baile, la caza y las cosechas serían mejores, y que los enfermos se curarían. Los “hopi”, que vivían en el desierto del Suroeste de lo que hoy es Estados Unidos, les llevaban serpientes vivas a los sacerdotes, quienes realizaban una danza complicada y peligrosa con ellas, para que lloviera y se dieran las cosechas.
LA COMIDA

Los cazadores perseguían a caballo a las manadas de búfalos en las Grandes Planicies, y los mataban con lanzas largas o con arcos y flechas. En aquella época, aprovechaban casi todas las partes de los animales que cazaban: con la carne, se alimentaban; con la piel, hacían ropa para el frío del invierno; y con los huesos y pezuñas, fabricaban juguetes para los niños.

LA TIERRA Y EL MAR

Ahora, muy poca gente "inuit" todavía usa arcos y flechas para cazar osos polares y venados en tierra, y arpones para matar focas y morsas en el mar.