Christmas in Mexico

Unit for 6th Grade ESL Students

Prepared by Laura Dell, Spring 2006
Introduction
Instructional Unit Selection Overview

1. Title: La Navidad Mexicana - Christmas in Mexico

2. Grade level: 6th grade

3. Target group for modifications: Mainstream class with integrated ELLs


5. Source of lesson designed: Self-designed

6. Learning goals:
   
   I want my students to know cultural products of Christmas in Mexico.
   I want my students to know traditional practices during Christmas in Mexico.
   I want my students to know the significance of Christmas to Mexican families.

7. Design for the unit:

   - The focus of this unit is on the traditions of the Mexican Christmas holiday, including products, practices, and perspectives of this cultural celebration that extends from the 16th of December through the 6th of January. The products, practices, and perspectives of La Navidad Mexicana will be compared with the products, practices, and perspectives of the students’ own cultural celebrations of choice by completing Venn Diagrams, reading about, as well as experiencing aspects of Christmas in Mexico.
• Planning web:

**Day 1** – Begin unit with a KWL chart. Read *Christmas in Mexico* article and discuss.

**Day 2** – Interview partners about a holiday in their culture. Complete Venn diagrams comparing a peer’s cultural celebration to Christmas in Mexico.

**Day 3** – Research a specific aspect of Christmas in Mexico on the Internet. Write a newsletter or article to share with peers.

**Day 4** – Gallery walk to share newsletters or articles. Write a summary of information gathered from the peer newsletters.

**Day 5** – Create a *Christmas in Mexico* children’s book.

• Connecticut Standards taken from:
  [http://www.state.ct.us/sde/DTL/curriculum/frsocst.pdf](http://www.state.ct.us/sde/DTL/curriculum/frsocst.pdf)

  **Social Studies**
  Content Standard 9: Places And Regions

  **World Languages**
  Content Standard 4: Cultures
  Content Standard 8: Comparisons Among Cultures

• Projected learning events:

  Completing KWL chart
  Reading *La Navidad Mexicana* article
  Completing Venn diagrams
  Interviewing one another
  Researching an aspect of Christmas in Mexico
  Creating a newsletter
  Sharing newsletters with classmates
  Writing and illustrating a children’s book
CHRISTMAS IN MEXICO

Subject: Social Studies

Grade: 6

Class overview: This is a mainstream class with integrated English language learners. The class consists of ten boys and twelve girls. Five students are English language learners: two girls are new arrivals to the United States, therefore placed at beginner level; one girl and one boy have been in the United States for approximately one year, and are at intermediate level; one boy has been in the United States for two years and is an advanced English speaker.
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# Christmas in Mexico

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<tr>
<th>UNIT</th>
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| Content Goals | Students will know:  
- Mexican Christmas products (paper lanterns, piñatas, kings' bread, nativities)  
- Traditions (posada parades, Christmas Eve, Rooster's Mass, New Year's Day, Three Kings) | Students will know:  
- A peer's holiday traditions and cultural products  
- Comparisons between the holiday traditions of a peer and traditions of the Mexican people during Christmas | Students will know:  
- Information about one specific aspect of the Mexican Christmas holiday | Students will know:  
- Information about various aspects of the Mexican Christmas holiday and a peer's holiday customs |
| Low-level student Language Objectives | Students will be able to:  
- Draw pictures in K, W of chart  
- Read/listen to modified version of article  
- Speak to 2 peers  
- Draw pictures in L column | Students will be able to:  
- Use pictures and word wall to write 2-3 questions  
- Interview a peer of choice and draw/write key words of peer responses  
- Complete a modified Venn diagram by drawing pictures | Students will be able to:  
- Use recent pictures and words to choose question  
- Research answer to question on Internet in their own language  
- Write and illustrate a 2 sentence article for peers answering the question | Students will be able to:  
- Look at peers’ newsletters during gallery walk  
- Write key words from 2 newsletters of interest  
- Show articles and pictures as peers walk around the gallery  
- Write key words collected from the 2 newsletters |
| Mid-level student Language Objectives | Students will be able to:  
- Write words in K, W of chart  
- Read modified article  
- Speak in group discussion  
- Complete KWL using information from article and peers (single words) | Students will be able to:  
- Use word wall to write 5 questions for a peer  
- Interview a peer and write key words of peer responses  
- Complete a modified Venn diagram key words from interview with peer | Students will be able to:  
- Use Venn diagram and KWL to choose question  
- Research answer to question on Internet  
- Write a 4 sentence article for peers answering the question  
- Illustrate article | Students will be able to:  
- Listen to peers share articles during gallery walk  
- Present articles and illustrations briefly as peers walk around the gallery  
- Write a brief summary on at least 3 newsletters |
| High-level student Language Objectives | Students will be able to:  
- Write sentences in K, W of chart  
- Read article  
- Discuss products & practices in groups  
- Complete KWL using information from article and peers (full sentences) | Students will be able to:  
- Write 5 questions about a holiday to ask a peer  
- Interview a peer and write peer responses  
- Complete a Venn diagram comparing a peer's holiday traditions with those of the Mexican Christmas holiday | Students will be able to:  
- Use Venn diagram and KWL to choose question  
- Research answer to question on Internet  
- Write a newsletter answering the question and providing details to share with peers | Students will be able to:  
- Listen to peers share articles during gallery walk  
- Take turns presenting their newsletters as peers walk around the gallery  
- Write a brief summary of at least 5 newsletters |

*Note: Days 2 and 4 have activities that require the use of a middle school student's Christmas in Mexico picture book (with information from the Author page with pictures showing personal holiday customs).*
Lesson 1
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<th>Lesson #1</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tr>
<td>Goals</td>
<td>Students will know Mexican Christmas products such as paper lanterns, piñatas, kings' bread, and nativities. Students will know Mexican Christmas traditions of posada parades, Christmas Eve, Rooster's Mass, New Year's Day, and Three Kings' Day.</td>
<td>Students will be able to: write words in KWL chart, read a modified version of the <em>Christmas in Mexico</em> article, speak in a group discussion.</td>
<td>Students will be able to: write sentences in KWL chart, read a modified version of the <em>Christmas in Mexico</em> article, speak in a group discussion.</td>
</tr>
<tr>
<td>Language Objectives</td>
<td>Students will be able to: draw pictures in KWL chart, read and listen to a modified version of the <em>Christmas in Mexico</em> article, speak with 2 peers.</td>
<td>Students will be able to: write words in KWL chart, read a modified version of the <em>Christmas in Mexico</em> article, speak in a group discussion.</td>
<td>Students will be able to: write sentences in KWL chart, read a modified version of the <em>Christmas in Mexico</em> article, speak in a group discussion.</td>
</tr>
<tr>
<td>Warm-up</td>
<td>Students will be introduced to the Christmas in Mexico unit by beginning a KWL chart. The teacher will ask students what they know about Christmas in Mexico to ascertain prior knowledge. Students will write responses on KWL charts while teacher writes responses on chart paper. Teacher will ask students to share what they want to know to write in the K column of the chart.</td>
<td>Students will read the modified version of the <em>Christmas in Mexico</em> article with other intermediate English speakers. A word wall will be provided.</td>
<td>Students will read the <em>Christmas in Mexico</em> article with other advanced English speakers, asking for assistance if needed. A word wall will be provided.</td>
</tr>
<tr>
<td>Mini Lesson</td>
<td>Students will use headphones to listen to a voice recording of the modified version of the <em>Christmas in Mexico</em> article. Students will receive the modified version of the article so they may follow along with the recording. A word wall will be provided.</td>
<td>Students will read the modified version of the <em>Christmas in Mexico</em> article with other intermediate English speakers. A word wall will be provided.</td>
<td>Students will read the <em>Christmas in Mexico</em> article with other advanced English speakers, asking for assistance if needed. A word wall will be provided.</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Students will discuss with beginner and intermediate level peers: the important products and practices outlined in the modified article, the content that should fill the L column. Students will draw pictures in the L column of the KWL.</td>
<td>Students will discuss with beginner and intermediate level peers: the important products and practices outlined in the modified article, the content that should fill the L column. Students will write words in the L column of the KWL.</td>
<td>Students will discuss with peers: the important products and practices outlined in the modified article, the content that should fill the L column. Students will write sentences in the L column of the KWL.</td>
</tr>
<tr>
<td>Cool-down</td>
<td>Students will share information from their L columns with the class. As students are sharing important products and practices in the article, teacher will recap main ideas.</td>
<td>Students’ ability to comprehend written text will be evident through observed contributions to group discussion as well as words written in the L column of the KWL.</td>
<td>Students’ ability to comprehend written and spoken text will be evident through observed contributions to group discussion as well as sentences written in the L column of the KWL.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Students’ ability to comprehend written and spoken text will be evident through observed contributions to group discussion as well as pictures drawn in the L column of the KWL.</td>
<td>Students’ ability to comprehend written text will be evident through observed contributions to group discussion as well as words written in the L column of the KWL.</td>
<td>Students’ ability to comprehend written and spoken text will be evident through observed contributions to group discussion as well as sentences written in the L column of the KWL.</td>
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</tbody>
</table>
To: Teacher
Re: Lesson 1 modifications

Create a word wall with vocabulary words and accompanying pictures.

Activate students' prior knowledge through use of a KWL chart. Write student responses of what they know and what they want to know on a large chart while students write or draw on their individual charts.

Give students Christmas in Mexico articles. Beginner students may listen to the article with a headset. Intermediate and advanced students may work in peers to read the article and complete the L column of the Venn diagram.

End class by asking students what they learned from the article. Write responses on the L portion of the large chart while students draw or write on their individual charts.
Christmas in Mexico

KNOW

WANT TO KNOW

LEARNED
Christmas in Mexico

Mexican families celebrate Christmas. Christmas is a religious holiday that celebrates the birth of Baby Jesus.

Families have parades called posadas. Children pretend to be angels, Mary and Joseph. They carry little paper lanterns called farolitos.

After the posadas, families go to a house in the neighborhood and sing songs.

For kids, there is a piñata. Children hit it with a stick and try to get the candy, oranges and peanuts inside.
On Christmas Eve, December 24, everyone goes to church. After church, they eat a late dinner with their families.

Every family has a Nativity. The nativity is a small wooden stable with clay statues of Mary and Joseph. Some Nativities have the three kings and animals.

On Christmas Eve families put the statue of Baby Jesus in the Nativity.

On New Year's Eve, January 30, there is a church mass at midnight. It is called Misa de Gallo which means Rooster's mass. It is called a rooster's mass because a rooster was first to tell the world about the birth of Jesus.
Children receive gifts on January 6th, which is called *El Día de Reyes*, the day of the Kings. It was the three kings who brought the gifts to the Baby Jesus long ago.

The three kings bring toys to the good boys and girls. The children place their shoes by the window, so the kings can place gifts in and around the shoes. Many children get a new pair of shoes as a present.

On Three Kings' Day families drink hot chocolate and eat *Rosca de Reyes*. *Rosca de Reyes* is a big oval wreath made out of bread. The bread has dried fruit and sugar on top.

Inside the cake, there is a little clay Baby Jesus doll. The person who gets the piece of bread with the Baby gets to be king for the day and receives a special gift.
CHRISTMAS IN MEXICO
Strategies: Lesson #1

Sheltered instruction strategies were used to make the content material accessible to English language learners. Strategies included the use of a word wall and modified text with accompanying pictures. Beginning English language learners had the opportunity to listen to a tape recording of the article while reading along with the modified text.

Discourse was adjusted throughout the class. When introducing the topic and beginning the KWL, student contributions were repeated at a slow rate, emphasizing vocabulary. Direct questions were used when asking English language learners to contribute to the class KWL.

Interaction was enhanced by strategically placing students in similar-level peer groups. Beginning and intermediate English language learners were grouped together in order to lower the affect and increase learning. This created an environment where students felt comfortable using the English language, and were able to share what they read and learn from one another.

Great! I like your modifications.
Lesson 2
# CHRISTMAS IN MEXICO

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<tr>
<td><strong>Goals</strong></td>
<td>Students will know a peer's holiday traditions and cultural products. Students will make comparisons between the holiday traditions of a peer and traditions of the Mexican people during their Christmas celebration.</td>
<td>Students will be able to: use a word wall to write 2-3 questions, interview a peer of choice and draw or write key words of peer responses, answer peer questions, complete a modified Venn diagram by drawing pictures.</td>
<td>Students will be able to: write 5 questions about a holiday to ask a peer, interview a peer and write key words of peer responses, answer peer questions, complete a modified Venn diagram using key words from the peer interview.</td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td>Students will review the KWL chart from the previous class. The teacher will ask students to think of a favorite holiday, and think of some questions to ask a peer about his favorite holiday. Students will brainstorm a list of possible interview questions to be written on the board. A word wall will be provided to assist beginner and intermediate level students. The teacher will model an interview with a student.</td>
<td>Students will write 2-3 interview questions with help from a word wall. Students will ask a peer questions about his favorite holiday, and answer questions about a personal favorite holiday. Teacher will facilitate and assist.</td>
<td>Students will write 5 interview questions. Students will ask a peer questions about his favorite holiday, and answer questions about a personal favorite holiday. Teacher will facilitate and assist.</td>
</tr>
<tr>
<td><strong>Warm-up</strong></td>
<td>10 minutes</td>
<td>15 minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Mini Lesson</strong></td>
<td>Students will write 2-3 interview questions with help from a word wall. Students will ask a peer questions about his favorite holiday, and answer questions about a personal favorite holiday. Teacher will facilitate and assist.</td>
<td>Students will write 5 interview questions with help from a word wall. Students will ask a peer questions about his favorite holiday, and answer questions about a personal favorite holiday. Teacher will facilitate and assist.</td>
<td>Students will write 5 interview questions. Students will ask a peer questions about his favorite holiday, and answer questions about a personal favorite holiday. Teacher will facilitate and assist.</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Students will complete a modified Venn diagram comparing a peer’s holiday traditions with those of the Mexican Christmas holiday by drawing pictures.</td>
<td>Students will complete a modified Venn diagram comparing a peer’s holiday traditions with those of the Mexican Christmas holiday using key words from the interview.</td>
<td>Students will complete a Venn diagram comparing a peer's holiday traditions with those of the Mexican Christmas holiday.</td>
</tr>
<tr>
<td><strong>Cool-down</strong></td>
<td>Students will share information from their peer interviews and Venn diagrams with the class.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Students’ ability to interview a peer and answer personal holiday questions will be evident through observation as well as the completion of the Venn diagram.</td>
<td>Students’ ability to interview a peer and answer personal holiday questions will be evident through observation as well as the completion of the Venn diagram.</td>
<td>Students’ ability to interview a peer and answer personal holiday questions will be evident through observation as well as the completion of the Venn diagram.</td>
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To: Teacher  
Re: Lesson 2 modifications

Keep the word wall with accompanying pictures available throughout the unit.

Begin class by reviewing the KWL chart. Add any information to the L column that the students feel is necessary. Next, ask students to think of a favorite holiday they celebrate in their cultures or with their families. It might be a good idea to give an example of a holiday you celebrate, perhaps July 4th because it is unique to the United States.

Help students to brainstorm possible interview questions; write those questions on the board. Choose an advanced student and model an interview.

Beginner students will write 2-3 interview questions with help from a word wall and assistance from you if necessary; intermediate level will write 5 questions. Students will then ask a peer questions about his favorite holiday, and answer questions about a personal favorite holiday. Facilitate and assist students when necessary.

Hand out Venn diagrams and allow students to work together. Word wall words and pictures are included on the Venn diagram.
My Interview with ________________

Me: __________________________________________________________________?

My partner: __________________________________________________________________

Me: __________________________________________________________________?

My partner: __________________________________________________________________

Me: __________________________________________________________________?

My partner: __________________________________________________________________

Use question words: WHO? WHAT? WHEN? WHERE? WHY

Some examples of holidays are:
Christmas, Easter, Hanukah, Kwanzaa, and Día de Reyes

Here are some helpful holiday words:

RELIGION - A belief or worship. People of each religion celebrate different holidays. Some holidays are not about religion at all.

FOOD - What we eat can be a big part of many holidays.

FAMILY - People you live with or people you love who sometimes spend holidays with you.

TRADITIONS - Special things you do during the holiday.
Christmas in Mexico

- three Kings
- church
- piñata
- hot chocolate
- posada parades
- shoes
- Baby Jesus
- King's bread
- lantern
- nativity
- gifts
- family
CHRISTMAS IN MEXICO
Strategies: Lesson #2

Sheltered instruction strategies were the use of a word wall and teacher modeling. A list of student brainstormed interview questions were written on the board and made available to English language learners. Beginning and intermediate English language learners were able to draw pictures or write single words during the interview. A modified Venn diagram with visual aids was provided.

Discourse was adjusted throughout the class. When reviewing the KWL and brainstorming questions, student contributions were repeated at a slow rate and written on the board. Direct questions were used when assisting English language learners with writing their interview questions.

Allowing students to choose a peer they feel comfortable with enhanced interaction. This lowered the affect and increased student communication. Student to teacher communication was increased as well as the teacher facilitated and assisted students with writing their interview questions.
Lesson 3
## Christmas in Mexico

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<tr>
<td><strong>Goals</strong></td>
<td>Students will know information about one specific aspect of the Mexican Christmas holiday.</td>
<td>Students will be able to: use Venn diagram and KWL to choose question, research answer to question on Internet, write a 4 sentence article for peers answering the question, illustrate article.</td>
<td>Students will be able to: use Venn diagram and KWL to choose question, research answer to question on Internet, write a newsletter answering the question and providing details to share with peers.</td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td>Students will be able to: use recent pictures and words to choose question, research answer to question on Internet in their own language, write and illustrate a 2 sentence article for peers answering the question in English.</td>
<td>Students will be able to: use Venn diagram and KWL to choose question, research answer to question on Internet, write a 4 sentence article for peers answering the question, illustrate article.</td>
<td>Students will be able to: use Venn diagram and KWL to choose question, research answer to question on Internet, write a newsletter answering the question and providing details to share with peers.</td>
</tr>
<tr>
<td><strong>Warm-up</strong></td>
<td>Students will review their KWL charts and Venn diagrams from previous classes. The teacher will ask students to think of some questions the students may still have about Christmas in Mexico. Students will brainstorm a list of questions to be written on the board. The teacher will explain the Internet assignment to students.</td>
<td>Students will watch as the teacher demonstrates how to conduct an Internet search. Students will decide on a question and begin researching on the Internet.</td>
<td>Students will watch as the teacher demonstrates how to conduct an Internet search. Students will decide on a question and begin researching on the Internet.</td>
</tr>
<tr>
<td><strong>Mini Lesson</strong></td>
<td>Students will watch as the teacher demonstrates how to conduct an Internet search. Students will decide on a question and begin researching in their own language on the Internet.</td>
<td>Students will complete research and write a 4-sentence article for peers answering the question.</td>
<td>Students will complete research and write a newsletter for peers answering the question and providing details.</td>
</tr>
<tr>
<td><strong>Guided Practice</strong></td>
<td>Students will complete research and write a 2-sentence article for peers answering the question in English.</td>
<td>Students will complete research and write a 4-sentence article for peers answering the question.</td>
<td>Students will complete research and write a newsletter for peers answering the question and providing details.</td>
</tr>
<tr>
<td><strong>Cool-down</strong></td>
<td>Beginner and intermediate level students will illustrate their articles. Advanced level students will edit their newsletters with a peer and draw a picture if time allows.</td>
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</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Students’ ability to conduct Internet research to answer a chosen question will be apparent through observation. Their ability to write and illustrate a 2-sentence article for peers is evident in the final product.</td>
<td>Students’ ability to conduct Internet research to answer a chosen question will be apparent through observation. Their ability to write and illustrate a 4-sentence article for peers is evident in the final product.</td>
<td>Students’ ability to conduct Internet research to answer a chosen question will be apparent through observation. Their ability to write and edit a newsletter is evident in the final product.</td>
</tr>
</tbody>
</table>
To: Teacher  
Re: Lesson 3 modifications  

Remind students of all resources they have available for help: word wall, KWL, Venn diagram. Review the Venn diagrams and KWL charts with the class.

Ask the students to think of some questions they still have about Christmas in Mexico. As a class, brainstorm a list of questions for the students to choose from. Write the questions on the board. An example of a question might be: How do the three Kings carry all those gifts? In researching, students would find that the three Kings ride on camels, and children leave hay and water for the camels to eat and drink when they arrive. Students will choose a question to research on the Internet.

Beginner students may conduct research in their native language, and a list of search engines in other languages is provided (you can find the sites through Google.com, and I only provided the languages that my students speak). There is a list of English search engines provided for intermediate and advanced students.

Once they are done researching, students will create an article or newsletter about their topic. This can be done as homework. Beginner students are responsible for writing two sentences and illustrating, while intermediate students will write a four sentence article. Advanced students will write a newsletter including details about the topic.
Where is the information?

Here!!

If you feel more comfortable looking at websites in your native language, you can search for information by typing:

http://espanol.yahoo.com/ - Spanish
http://www.google.com/intl/zh-CN/ - Chinese
http://www.abacho.de/ - German
http://fr.yahoo.com/ - French
http://www.google.com/intl/ru/ - Russian

You may use any other search engine websites you are familiar with. Write them here:
Christmas in Mexico Internet search

Some questions I like are:

__________________________________________?

__________________________________________?

__________________________________________?

My question is: ____________________________________________?
CHRISTMAS IN MEXICO
Strategies: Lesson #3

Sheltered instruction strategies included the use of a word wall with accompanying pictures, a Venn diagram with accompanying pictures, and KWL. Beginning English language learners were able to conduct research on the Internet in their own languages.

Discourse was adjusted when the teacher reviewed the Venn diagram and KWL chart with the class. When the class brainstormed a list of questions, the teacher repeated the questions more slowly and wrote them on the board. The teacher adjusted discourse during the demonstration of conducting Internet research.

Interaction was enhanced by student placement. Students were seated so that advanced students sat at computers next to intermediate students, and intermediate students sat next to beginning students. Intermediate students were able to ask advanced students questions, as well as answer questions for the less proficient students.
Lesson 4
<table>
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<th>LESSON #4</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>Students will know information about various aspects of the Mexican Christmas holiday.</td>
<td></td>
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</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td>Students will be able to: look at peers’ newsletters during gallery walk, write key words from 2 newsletters of interest, show their articles and pictures to peers, write key words collected from 2 newsletters.</td>
<td>Students will be able to: listen to peers share newsletters during the gallery walk, present articles and illustrations briefly as students walk around the gallery, write a brief summary on information from at least 3 newsletters.</td>
<td>Students will be able to: listen to peers share newsletters during gallery walk, take turns presenting their newsletters as peers walk around the gallery, write a brief summary on at least 5 newsletters.</td>
</tr>
<tr>
<td><strong>Warm-up</strong></td>
<td>Students will be reminded of how to conduct a gallery walk as an audience and presenter. They will hang their newsletters around the classroom, and determine the order of presenters in the gallery.</td>
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<td>10 minutes</td>
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<tr>
<td><strong>Mini Lesson</strong></td>
<td>Students will watch as the teacher shares a sample newsletter as a gallery presenter. Students will begin the gallery walk. The teacher will re-explain for clarification, and assist students as they walk around the gallery.</td>
<td>Students will watch as the teacher shares a sample newsletter as a gallery presenter. Students will begin the gallery walk. The teacher will re-explain and assist the students as they walk around the gallery if necessary.</td>
<td>Students will watch as the teacher shares a sample newsletter as a gallery presenter. Students will begin the gallery walk. The teacher will be available to assist the students if necessary.</td>
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<tr>
<td><strong>Guided Practice</strong></td>
<td>Students will write key words from 2 newsletters of interest. They will show their articles and pictures to peers as peers walk around the gallery.</td>
<td>Students will listen to peers share their newsletters and briefly present articles and illustrations as peers walk around the gallery.</td>
<td>Students will listen to peers share newsletters and will take turns presenting their newsletters as peers walk around the gallery.</td>
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<td>15 minutes</td>
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<tr>
<td><strong>Cool-down</strong></td>
<td>Beginner students will write a list of key words collected from 2 newsletters. Intermediate students will write a brief summary on 3 newsletters while advanced level students will write a summary on 5 newsletters.</td>
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<td>10 minutes</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Students’ ability to share their articles will be apparent through observation during teacher assistance. Their ability to write key words from 2 newsletters will be apparent through reading the final list of words.</td>
<td>Students’ ability to share their articles will be apparent through observation. Their ability to write a summary from 3 newsletters will be apparent through reading the summary.</td>
<td>Students’ ability to share their articles will be apparent through observation. Their ability to write a summary from 5 newsletters will be apparent through reading the summary.</td>
</tr>
</tbody>
</table>
To: Teacher
Re: Lesson 4 modifications

Explain to students the concept of a gallery walk. Model observing student work in the gallery, and model how to present to peers.

Allow students time to hang their work. Tell students which order they will present in; allow approximately five students to stand by their work and share while other peers walk around the gallery. Provide the notes organizer for beginner and intermediate level students. Stay close to beginner students; they may need assistance taking notes and presenting.

Allow students time at the end of class to reflect on the experience of the gallery walk and share what they learned from their peers.
<table>
<thead>
<tr>
<th>My friend’s name is</th>
<th>drawings</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>My friend’s name is</td>
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<tr>
<td>My friend’s name is</td>
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CHRISTMAS IN MEXICO
Strategies: Lesson #4

Sheltered instruction strategies included the use of a word wall with accompanying pictures. Beginner students were able to draw pictures and write key words rather than take notes.

Discourse was adjusted when the teacher explained how to conduct a gallery walk, and modeled a presentation of a newsletter for students. The teacher was also available to walk around the “gallery” with beginner and intermediate students, and assist with their presentations.

Using a gallery walk as a means of sharing enhanced interaction. Students listened to one another’s presentations, and spoke of their own research. The teacher monitored to help beginner and intermediate students comprehend presentations, and ensure the students spoke with one another.
Lesson 5
<table>
<thead>
<tr>
<th>LESSON #5</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>Students will know information about various aspects of the Mexican Christmas holiday and a peer's holiday customs.</td>
<td>Students will be able to: create a Christmas in Mexico children's picture book (with info from <em>Christmas in Mexico</em>), include <em>About the Author</em> page with pictures showing personal holiday customs.</td>
<td>Students will be able to: compare summaries with peers, create children's book about Mexican Christmas (with information from at least 4 peer newsletters), illustrate book, include <em>About the Authors</em> page with description of personal holiday customs.</td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td>Students will be able to: create a Christmas in Mexico children's picture book (with info from <em>Christmas in Mexico</em>), include <em>About the Author</em> page with pictures showing personal holiday customs.</td>
<td>Students will be able to: create a Christmas in Mexico children's picture vocabulary book (use info from <em>Christmas in Mexico</em> and 2 newsletters), include <em>About the Author</em> picture page about personal holiday customs.</td>
<td>Students will be able to: compare summaries with peers, create children's book about Mexican Christmas (with information from at least 4 peer newsletters), illustrate book, include <em>About the Authors</em> page with description of personal holiday customs.</td>
</tr>
<tr>
<td><strong>Warm-up</strong></td>
<td>Students will review and share information collected from gallery walk. The teacher will share a children's book with the class and discuss components to be included.</td>
<td><strong>Mini Lesson</strong> Students will begin drawing pictures. The teacher will provide a sample picture book for students to look at, and sit with students to ensure they understand the meaning of the words they collected.</td>
<td>Students will begin discussing in peers and writing the children’s book. The teacher will provide a sample children’s book for students to look at.</td>
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<td>10 minutes</td>
<td>10 minutes</td>
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<tr>
<td><strong>Guided Practice</strong></td>
<td>Students will socialize with intermediate students while creating their books, and show pictures as they work.</td>
<td>Students will socialize with beginner and intermediate students while creating their books, and share pictures and phrases as they work.</td>
<td>Students will socialize with other advanced students while creating their books, and compare information.</td>
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<td>15 minutes</td>
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<tr>
<td><strong>Cool-down</strong></td>
<td>Beginner students will show peers pictures of their holiday traditions. Intermediate students will show peers vocabulary words and pictures of their holiday traditions. Advanced students will compare their holiday traditions to write an <em>About the Authors</em>.</td>
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<td></td>
<td>10 minutes</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Students' ability to create a children's <em>Christmas in Mexico</em> picture book and <em>About the Author</em> picture page will be apparent through observation and looking at the final book.</td>
<td>Students' ability to create a children's picture vocabulary <em>Christmas in Mexico</em> book and <em>About the Author</em> picture vocab page will be apparent through observation and looking at the final book.</td>
<td>Students' ability to create a children's book about Christmas in Mexico and an <em>About the Authors</em> page comparing holidays will be apparent through observation and reading the finished book.</td>
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</table>
To: Teacher  
Re: Lesson 5 modifications

Tell students that they will begin creating children’s books. Students should be given two to four class periods to complete their books.

Share some holiday children’s books with the class. Provide samples for each group of students: a picture book for beginners, a vocabulary book for intermediate, and a children’s story for advanced.

Students can use all information they have collected throughout the unit to create their books. Each student will also make an about the author page to share information about their individual favorite holidays.

Beginner and intermediate students should sit together to socialize and share as they work. Advanced students may work in groups of two.
CHRISTMAS IN MEXICO
Strategies: Lesson #5

Sheltered instruction strategies included the use of a word wall with accompanying pictures and a sample children’s book. Beginner students created a picture book using key words and drawings obtained the previous class. Intermediate students created a picture book with key vocabulary.

Discourse was adjusted when the teacher shared a sample children’s book with the class, and the teacher individually met with each student to answer questions. When the class reviewed and shared information collected during the gallery walk, the teacher repeated the information and wrote it on the board.

Allowing students to share and socialize while creating their books enhanced interaction. Intermediate and beginner students were placed together to converse, while advanced students worked together to compare information.
Checklists
# Sheltered ELL Strategies Checklist

<table>
<thead>
<tr>
<th>SHELTERED FEATURES</th>
<th>PRESENT IN LESSON #</th>
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<tbody>
<tr>
<td><strong>1. Contextualize Lesson</strong></td>
<td></td>
</tr>
<tr>
<td>1.a. Visuals (Realia, Manipulatives, Gestures)</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>1.b. Model (Instructions, Processes)</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>1.c. Activate Background Knowledge</td>
<td>1, 2, 3</td>
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<tr>
<td><strong>2. Make Text Comprehensible</strong></td>
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<tr>
<td>2a. Graphic Organizers</td>
<td>1, 2</td>
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<tr>
<td>2b. Develop Vocabulary</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>2c. Simplify Written Text</td>
<td>1, 3</td>
</tr>
<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
<td></td>
</tr>
<tr>
<td>3a. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td>2, 4</td>
</tr>
<tr>
<td>3b. Frame Main Ideas</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>3c. Pace Teacher's Speech</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td><strong>4. Engage: Opportunities for Output</strong></td>
<td></td>
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<tr>
<td>4a. Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td>1, 3, 4</td>
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<tr>
<td>4b. Small Group Work (including information gap activities)</td>
<td>1, 2, 4</td>
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<tr>
<td>4c. Meaningful, real-life activities; Students as researchers</td>
<td>2, 3, 4</td>
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<tr>
<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
<td></td>
</tr>
<tr>
<td>5a. Use questions appropriate for language levels</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>5b. Assign appropriate tasks for varying levels</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
<td></td>
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<tr>
<td>6a. Allow use of L1 for planning and conceptualization</td>
<td>3</td>
</tr>
<tr>
<td>6b. Lots of real oral and written language</td>
<td>4, 5</td>
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</tbody>
</table>

Adapted from the Sheltered Instruction Observation Protocol (SIOP)

Training for All Teachers Program • Southern Connecticut State University
Original Lessons
Christmas in Mexico
Lesson # 1
Length: 45 minutes

Lesson’s main goals and objectives
Students will connect with prior knowledge to contribute to the K portion of the KWL chart. Students will relate to their own holiday experiences to ask questions for the L portion of the KWL chart. Students will read Christmas in Mexico, and will be able to highlight products and practices in the article. In groups, students will be able to discuss and outline what they learned on their own KWL charts.

Materials
- Large KWL chart
- KWL worksheet
- Christmas in Mexico articles

Learning activities
Students will be introduced to the Christmas in Mexico unit as a class through completing the K and W portions of a KWL chart. Students will receive Christmas in Mexico articles to read in small groups, and will highlight key words describing products and practices of the Christmas holiday in Mexico. In groups, students will read the article, and highlight and discuss the products and practices in the article to complete the L portion. At the end of class, students will be called on to come to the board and add to the L portion of the KWL chart.

Assessment of learning
Students’ ability to connect with prior knowledge will be apparent through their contributions to the K portion of the KWL chart. Comprehension of reading materials will be demonstrated through group discussions, highlighting of articles, and completion of KWL.
Christmas is a religious holiday for Mexicans in both traditional homes and in rural areas.

It is a celebration of the Nativity. This means the birthday of Our Lord Jesus. In order to prepare for this day, we have the Posadas. These celebrations begin on the 16th of December and finish on the 24th of December, which is Noche Buena, the Holy Night.

**LAS POSADAS**

The Posadas are an enactment of Saint Joseph and Mary, called the Pilgrims, looking for lodging going to Bethlehem. In Spanish we called them Los Peregrinos, San José y la Virgen María. Each family in a neighborhood will schedule a night for the Posada to be held at their home.

Every home will have a Nativity scene. The hosts of the home are the innkeepers, and the neighborhood children and adults are Los Peregrinos, who have to request lodging through singing a simple chant. All carry small lit candles in their hands, and four teenagers of about the same height are chosen to carry Los Peregrinos: two small statues of Saint Joseph leading a donkey with Mary riding sidesaddle. The head of the procession will have a candle inside of a paper lampshade that looks like an accordion with an opening on top. This is called a Farolito or little lantern.

The Peregrinos will ask for lodging in three different houses, but only the third house will allow them in. That will be the house having the Posada for that evening. Once the innkeepers let them in, the group of guests come into the home and kneels around the Nativity scene to pray series of Praises for Mary, plus singing traditional songs like "Silent Night," in Spanish of course!
LA PIÑATA

After all the prayers are said, it becomes time for the children's party. There will be a piñata filled with peanuts, oranges, tangerines, sugar canes, and caramel candies. The children sing chants while the blindfolded child in turn tries to break the Piñata with a stick.

Although the Piñata was originally from Italy, it has become a Mexican tradition for celebrations where there are children involved. The Piñata was made out of a clay pot and decorated with crepe paper in different colors. Today's piñatas are made out of cardboard and paper maché and are decorated with crepe paper. There are all kinds of designs besides the traditional Christmas star.

For the adults there are Ponche con Piquete, hot Punch beverages made with seasonal fruits and cinnamon sticks, with a shot of alcoholic spirit.

NOCHE BUENA

On Noche Buena, December 24, everybody goes to Misa de Noche Buena at midnight. After the Mass, people go to their respective homes to have dinner with family. Any friends who do not have families are always welcomed to be part of a family celebration.

Most important at this celebration is to place the Baby Jesus in the manger in the Nativity scene. Every family has a Nativity containing a stable and clay figures of the holy family. Some Nativities include the three Wise Men and animals.

The presents are not received on Christmas, for Christmas is a celebration of the birth of Our Savior, Jesus.
MISA DE GALLO

New Year's Eve, there is a Misa de Gallo (Rooster's Mass) that takes place at midnight also. It is called a rooster's mass to represent that a rooster was the first to announce the birth of Jesus to the world. Some families go to church earlier to give thanks for all the blessings received during the year.

DÍA DE REYES

The children do not receive their presents until January 6th, el Día de Reyes, the day of the Kings. It was the three Wise Men, or the Magi who brought the presents to the Baby Jesus; thus, they bring the toys to the boys and girls who have been good. The children place their shoes by the window, so the Magi can place presents in and around the shoes. Many children get a new pair of shoes as a present.

El Día de Reyes is celebrated with a Merienda, a small meal consisting of hot chocolate and Rosca de Reyes. La Merienda takes place any time between 5 P.M. and 7 P.M. It is not a heavy meal, and is the equivalent of a "High Tea."

The Rosca de Reyes is a big oval wreath made out of egg bread covered with dried fruit decorations and sugar sprinkled on top. Inside, there is a little ceramic doll that represents the Baby Jesus. The person who gets the piece of bread with the Baby gets to be king for the day and receives a special prize.
Christmas in Mexico
Lesson # 2
Length: 45 minutes

❖ Lesson’s main goals and objectives
Students will recall material from *Christmas in Mexico* and review KWL chart. Students will be able to interview partners and relate to their own holiday experiences to answer interview questions. Students will be able to work in cooperative pairs, and complete Venn diagrams comparing Christmas in Mexico with a holiday of their partner’s choice.

❖ Materials
❖ Interview sheets
❖ Venn diagrams
❖ *Christmas in Mexico* articles

❖ Learning activities
As a class, students will review what they learned in *Christmas in Mexico* articles. Students will pretend to be Mexican reporters, and write five questions to ask a classmate about a holiday in his or her culture. Students will be paired up, and will take turns playing the Mexican and American reporters. Once the interviews are complete, students will complete individual Venn diagrams comparing Christmas in Mexico to their partner’s holiday.

❖ Assessment of learning
Students’ ability to recall material will be apparent through their contributions to the class review. Students’ connection with Christmas in Mexico will be apparent through listening to partner interviews relating their own holiday experiences. Completion of Venn diagrams is evidence of their ability to compare Christmas in Mexico with a holiday of their partner’s choice with which they may not be familiar.
My Interview with 

Me: #1

My partner:

Me: #2

My partner:

Me: #3

My partner:

Me: #4

My partner:

Me: #5

My partner:
Christmas in Mexico
Christmas in Mexico
Lesson # 3
Length: 45 minutes

❖ Lesson’s main goals and objectives
Students will utilize KWL chart and Venn diagram to choose a question of interest. Students will be able to research the answer to their question on the Internet, and type a newsletter answering their question and providing details.

❖ Materials
❖ KWL chart and Venn diagram
❖ Website sheet
❖ Computers with Internet and Microsoft Word

❖ Learning activities
Students will review KWL chart and Venn diagram. Students will ask a question of interest about Christmas in Mexico, and begin research in the computer lab. Students will record websites used and their notes on the Website sheet. Students will begin typing their newsletters in Microsoft Word.

❖ Assessment of learning
Students’ ability to navigate the internet for research will be evident through their Website sheets and their final product of the Christmas in Mexico newsletters.
Where is the information?

Here!!

Some search engine websites include:

www.yahoo.com

www.google.com

www.askjeeves.com

You may use any websites you feel comfortable with. Write them here:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Christmas in Mexico
Lesson # 4
Length: 45 minutes

❖ Lesson’s main goals and objectives
Students will participate in a gallery walk. Students will be able to stand by their newsletters and share as peers walk around, and the switch roles to walk around and listen to peers share articles. Students will be able to write a brief summary about a minimum of five newsletters.

❖ Materials
   ❖ Christmas in Mexico newsletters
   ❖ Masking tape
   ❖ Paper & pencils for note taking

❖ Learning activities
Students will hang their newsletters on the wall around the classroom. Students will take turns standing at their “exhibit” sharing, and walking around the gallery listening to peers share. Students will write a summary about information from five of the newsletters.

❖ Assessment of learning
Students’ ability to explain their newsletter topics will be observed as students share with their peers. The ability to write a brief summary will be judged in students’ written summaries.
Christmas in Mexico
Lesson # 5
Length: 45 minutes

❖ Lesson's main goals and objectives
Students will compare summaries of newsletters with peers. Students will be able to work with peers to write and illustrate a Christmas in Mexico children’s book including information from a minimum of four peer newsletters. Students will be able to relate their own holiday customs.

❖ Materials
❖ Summaries of newsletters
❖ Paper & pencils
❖ Crayons & markers
❖ Binding materials

❖ Learning activities
Students will share their summaries of newsletters with peers. In groups of two, students will write and illustrate and children’s book about Christmas in Mexico. Students will include an About the Authors page where each will write about the holiday of his or her choice and the accompanying customs. Students may bring photos from home for this portion.

❖ Assessment of learning
Students’ ability to compare summaries of newsletters with peers will be observed as students share their notes. The final product, a children’s book about Christmas in Mexico with an About the Authors page, will demonstrate that students have gained an understanding of the products, practices and perspectives of Christmas in Mexico, and can relate those products, practices and perspectives to their own cultural celebrations.