Introduction
Guided Reading Lesson based on the novel Dear Mr. Henshaw

Grade Level: this unit is intended for grade four

Target Group: content based ESL class

Source of written reading materials: authentic literature text *Dear Mr. Henshaw*, by Beverly Cleary

Source of lessons: teacher developed lessons with the aid of teacher guides

I want my students to know:
1. The writing style of the novel
2. New vocabulary relevant to the novel
3. Classification of word groups
4. The main idea(s) of the story line
5. How to write a bio-poem

The five lessons submitted are only a portion of the complete unit. Upon conclusion of this class I will utilize strategies learned to modify the remainder of the unit for use with my ELL students.

* Each lesson is approx. 45 minutes.
* During peer and small group activities L1 is encouraged for conceptualizing,
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| 1. Language functions to comprehend the novel and discuss with class.  
2. Vocabulary of the novel.  
3. Genre of the novel. | 1. To use English language skills in the classroom during open discussion of the novel. | 1. Writing Style  
2. Relevant Vocabulary  
3. Comprehension  
4. Classification of word groups | 1. To incorporate learning strategies which can be used in other academic areas. |

<table>
<thead>
<tr>
<th>Skills</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| 1. Use context clues for comprehension  
2. Ask questions for clarification  
2. Complete reading power worksheet  
2. Read silently and aloud.  
3. Use a dictionary | 1. Use prior knowledge and apply experience in understanding the genre.  
2. Use context clues to aid in comprehension  
3. Use of research materials |

<table>
<thead>
<tr>
<th>Attitudes/Awareness</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| 1. The value of discussion of genre and vocabulary in aiding in comprehension. | 1. To appreciate the genre of the novel.  
2. To be aware of different writing styles. | 1. To understand that prior knowledge contributes to comprehension | See other Side |
Lesson 1
### F/N chart for lesson 1

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocab.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>salutation in letter writing</td>
<td>He writes _______</td>
<td>adj. / noun</td>
<td>Dear Mr. Henshaw</td>
</tr>
<tr>
<td>discuss</td>
<td>body of letter</td>
<td>He tells Mr Henshaw that he _______</td>
<td>verb+s</td>
<td>likes</td>
</tr>
<tr>
<td>discuss</td>
<td>closing of letter</td>
<td>Leigh writes _______</td>
<td>adv. Modifier</td>
<td>yours truly</td>
</tr>
<tr>
<td>define</td>
<td>meaning of enclosure</td>
<td>It means you are _______</td>
<td>verb+ing</td>
<td>adding including</td>
</tr>
</tbody>
</table>
LESSON ONE

GOALS: 1. Most students will discuss the proper form of letter/journal writing. Some students will repeat key components in letter/journal writing.

2. All students will know the proper pronunciation and meaning of the vocabulary word enclosure.

3. Most students will read aloud the written text. Some students will listen to the written text.

PROCEDURE: The teacher will sign out books to students.

1. Teacher explains format of the book (letter/journal) style, using example from the first page of the text which shows a letter written by main character to Mr. Henshaw.

2. Teacher points out main characteristics of letter writing and reinforces using visuals on the board. (A LETTER WRITING POSTER WOULD BE HELPFUL ALSO)

Example: WRITTEN ON BOARD

BEGINNING SALUTATION Dear Mr. Henshaw
BODY OF LETTER My teacher read your book about dogs to our class. I really liked it.
CLOSING Yours truly, Leigh Botts

SCRIPT (KEY T=teacher, A= advanced ELL, E=early ELL)

T- Who can tell me how Leigh begins his letter?
A- He writes Dear Mr. Henshaw
T- Yes! He begins by writing Dear Mr. Henshaw teacher points to visual on board
T (to early ELL) How does Leigh begin his letter? He writes__________
E- He writes Dear Mr. Henshaw
T- very good
T- The body of the letter usually tells about the writer’s feelings, thoughts or ideas. What message does Leigh give to Mr. Henshaw through the body of his letter? teacher points to body of letter
A- he tells Mr. Henshaw that he likes the story about the dogs
T- (to early ELL) Leigh tells Mr. Hensaw he likes what?
E- the story about dogs
T- Very Good! Is this an example of Leigh’s thoughts or feelings?
A&E- yes
T- How does Leigh end his letter? Teacher points to closing
A- He writes Yours truly, Leigh
T- Yes! He writes Yours truly (comma) and signs his name
3. Teacher will write the word *enclosure* on the board and instruct students to raise their hands when we come across it.

4. Teacher will begin reading to page four, advanced ELL will follow along in their books, Early ELL will listen to written text and follow along if possible. Teacher will pace speech and repeat and/or paraphrase where needed to make text comprehensible.

5. On page 4, the vocabulary word *enclosure* is introduced. (hopefully the students have noticed this and raised their hands) Teacher re-reads the word in context and asks the students what they think the word means. Some of the students may know the meaning, others probably will not.

6. On the overhead, teacher will write a mock letter to Mr. Henshaw-

   
   Dear Mr. Henshaw
   
   Our class is learning how to write letters and we are having lots of fun. We are also reading your book and we really like it so far. We wanted to send you a picture of our class. We hope you like it.

   Sincerely,
   
   Mrs. MacDonald’s fourth grade class

   Enclosure

Teacher will again point out the word enclosure. Teacher will insert the letter into an envelope, then dramatically insert a picture of the class into the envelope and explain that when we are including something other than just the letter, we write *enclosure* on the bottom of the letter so that the person receiving it, knows that there is something else in the envelope.

**SCRIPT**

T- Who can tell me what the word enclosure means
A- It means that you are adding something else with the letter
T- Good!
T- (to early ELL) give me an example of something you might enclose with a letter
E- a picture
T- very good teacher again models enclosing a letter into the envelope

7. Teacher will divide students into small groups (at least one advanced ELL and one early ELL in each group) Advanced ELL will read the text aloud while early ELL follows along or listens. Teacher will circulate the room offering guidance when needed. Groups will read to page 12.

8. Teacher asks for reactions to the book so far. Do the students like the writing style?, Are there any parts they find funny?
DESCRIPTION OF LESSON ONE

The first lesson introduces the writing style of the book, which is in letter/journal form. Using visuals and gestures, the teacher explains the proper form of letter writing.

The teacher reads the first few pages of the book aloud so that all students can hear the written text using paced and/or simplified speech. All students begin to gain a sense of the writing style.

When the first vocabulary word is introduced, the teacher uses the word in context, collaborates with the class about meaning, and models a procedure that visually explains the word.

Advanced ELL students will reinforce their oral reading skills while reading to early ELL's. Early ELL students will be able to hear the written text and gain a sense of the story.

The discussion at the end of the lesson allows all students to articulate their feelings about the story thus far. It also gives the teacher a sense of the class’s comprehension of the goals to this point based on student responses.
Lesson 2
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocab.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>main character</td>
<td>The main character is __________.</td>
<td>noun</td>
<td>Lee</td>
</tr>
<tr>
<td></td>
<td>supporting characters</td>
<td>Her name is __________.</td>
<td>Noun</td>
<td>Bonnie Botts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lee’s father’s name is __________.</td>
<td>Noun</td>
<td>Bill Botts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>write</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>truck driver</td>
</tr>
<tr>
<td>Discuss</td>
<td>main ideas</td>
<td>Lee asks Mr. Henahaw to __________.</td>
<td>Verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lee’s father is a __________.</td>
<td>Adj.</td>
<td></td>
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</tbody>
</table>
Lesson two:

Goals:

1. *most* students will read pages 12-30 orally
   *some* students will listen to key passages in the text through paraphrasing.

2. *most* students will discuss main characters and events
   *some* students will repeat names of characters and point out at least two events

3. *most* students will complete CHECK YOUR READING POWER 1-10
   *some* students will complete CHECK YOUR READING POWER #’s 2,4,5,7

Procedure:  (key- T=teacher, A=advanced ELL, E=early ELL)

1. advanced ELL students will read one entry aloud each while the rest of the class listens.
2. After each entry, the teacher will paraphrase main ideas
3. Continue this process for pages 12-30
4. Whole class will discuss characters and main events:

**SCRIPT**-

T- Who is the main character in the story?
A- The main character is Lee
T- (to early ELL) Who is the main character? The main character is_______.
E- Lee
T- What is Lee’s mother’s name?
A- Her name is Bonnie Botts
T- That’s right! Her name is Bonnie Botts
T- (to early ELL) What is Lee’s mother’s name? Her name is_____
E- Her name is Bonnie Botts
T- Very Good! Her name is Bonnie Botts.
T- What is Lee’s father’s name?
A- His name is Bill Botts
T- That’s right! Lee’s father’s name is Bill Botts
T- (to early ELL) Lee’s father’s name is what?
E- Bill Botts
T- Very Good! His name is Bill Botts.
T- Lets talk about some of the main events in the story such as, what does Lee ask Mr. Henshaw to do?
A- Lee asks Mr. Henshaw to write back in his own handwriting.
T- Very Good!
T- (to early ELL) Lee asks Mr. Henshaw to?
E- to write back in his own handwriting.
T- Yes! Lee asks Mr. Henshaw to write back in his own handwriting.
T- is Lee’s father home a lot?
A&E- no
T- Why is Lee’s father away so much?
A- because he is a truck driver
T- (to early ELL) Lee’s father is away a lot because he is a what?
E- he is a truck driver
T- Yes, Lee’s father is a truck driver.

5. Teacher will pair up advanced ELL students to complete Check Your Reading Power 1-10

6. Teacher will work with early ELL students to complete only #’s 2,4,5,7. Teacher will read each question and answer choice aloud, adjusting speech and pointing where needed. Students will circle correct answer from three choices. allow enough time for students to process between each question

7. Collect for assessment
DESCRIPTION OF, AND MODIFICATIONS TO, LESSON TWO

Lesson two begins to get into the heart of the story line. Characters and events begin to blossom.

The advanced ELL students practice and reinforce their reading skills through oral reading of the text, while the early ELL students have the opportunity to listen about the main events and characters of the story. The teacher is a facilitator, offering guidance throughout the reading portion of the lesson.

The script section of the lesson is an example of reinforcement for all students. By paraphrasing and repetition, the idea is to clarify and reinforce goals of the lesson.

The pairing up of advanced ELL students to complete the worksheet offers the opportunity for students to work together and communicate on a given task in order to construct meaning and purpose of the novel.

For early ELL students, the teacher will read questions and answer choices aloud on the worksheet offering simplified speech and adequate response time between each question. Only a portion of the worksheet will be required which represents the most important aspects of the lesson.

Evaluation is ongoing throughout the unit and completion of the comprehension worksheet will help the teacher to pace instruction accordingly based on student’s answers.
CHECK YOUR READING POWER

Circle the letter of the response that best completes each statement. Then refer to the page numbers to check your answers.

1. By fourth grade, Leigh has (pages 1-3)
   a. had his writing published.
   b. written to Mr. Henshaw more than once.
   c. decided he doesn't like to read.

2. Leigh asks Mr. Henshaw to (page 3)
   a. write an answer in his own handwriting.
   b. send a picture.
   c. tell how long it takes him to write a book.

3. In sixth grade, Leigh asks Mr. Henshaw to (page 7)
   a. help him become editor of the school paper.
   b. send him information for Leigh's author report.
   c. visit his school.

4. Leigh is mad because Mr. Henshaw (page 10)
   a. doesn't answer his letters.
   b. asks Leigh a lot of questions.
   c. tells Leigh not to write to him again.

5. Leigh answers all of Mr. Henshaw's questions because (page 12)
   a. Leigh's mother makes him answer Mr. Henshaw.
   b. Mr. Henshaw answers all of Leigh's questions.
   c. Leigh will get extra credit for writing to an author.

6. Leigh describes himself as (page 15)
   a. a talented writer.
   b. a wonderful athlete.
   c. a medium kind of boy.

7. Leigh's father (page 16)
   a. doesn't live with Leigh and his mother.
   b. is away a lot because he is a truck driver.
   c. spends weekends with Leigh.

8. Leigh says his mother is (page 18)
   a. nicer than most parents.
   b. a good cook.
   c. beautiful.

9. Leigh lives in (pages 21-22)
   a. a trailer.
   b. an apartment.
   c. a small house.

10. Leigh tells Mr. Henshaw that he (page 29)
    a. wants to move to Alaska.
    b. wishes others could see him riding in his dad's truck.
    c. wishes he could live with his dad.
Lesson 3
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocab.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain Storming</td>
<td>Problem solving</td>
<td>_____ stole it</td>
<td>noun</td>
<td>someone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It means to _____</td>
<td>verb</td>
<td>take</td>
</tr>
<tr>
<td>Discussing</td>
<td>classifying</td>
<td>_____ means a place</td>
<td>adv.</td>
<td>where</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_____ means a time</td>
<td>adv.</td>
<td>When</td>
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<td></td>
<td></td>
<td>_____ tells for what</td>
<td>adv.</td>
<td>Why</td>
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<td></td>
<td></td>
<td>reason</td>
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</tbody>
</table>
Lesson three

Goals: 1. Most students will classify word groups: where, when or how
       Some students will collaborate with teacher to classify word groups:
       where, when, how

2. Most students will read orally
   Some students will listen to written text with paraphrasing and simplified
   speech

3. All students will brainstorm ways to solve a problem

Procedure:
1. Advanced ELL students will be called on to read one page orally.
   Advanced ELL’s will follow along in their books, Early ELL’s will listen
   to written text. Teacher will clarify after each page by paraphrasing main
   ideas using simplified speech where necessary

2. Within pages 30-39, someone is stealing Leigh’s lunch. As a whole class
   cooperative activity all students will brainstorm ways to catch the
   lunchbox thief.
   Example script: (T=teacher, A=advanced ELL, E=early ELL)
   T- What happened to Leigh’s lunch?
   A- someone stole it
   T- Yes! Someone stole Leigh’s lunch
   T- what does it mean to steal something?
   A,(E)- it means to take it
   T- yes, it means to take it without permission
   T- how can Leigh figure out who is stealing his lunch?

   The students will provide several solutions and teacher will write each on the board.
   Among some that I have heard are: hidden camera, look for clues, hire a spy. Teacher
   attempts to get at least one response from each student and positively validates each
   answer. Teacher then explains to the class that in a future reading we will find out what
   Leigh did to catch the lunch box thief.

3. Using the overhead projector, the whole class will complete the classifying word
   groups activity (see attached) numbers 1-10 together. Teacher will read directions aloud
   using simplified speech and gestures.

Sample script:
T- We need to decide if the italicized (point to italicized font) part of the sentence tells
       us where (a place), when (a time), or how (a way something is done)
T- (reads example question) Leigh’s mother told him to answer Mr Henshaw’s questions
   carefully. Does this example ask where to answer Mr Henshaw’s questions?
A (E)- no
T- Does it ask when to answer Mr Henshaw’s question?
A (E)- no
T- Does it ask how to answer Mr Henshaw’s question?
A(E)- yes
T- Right! How should Leigh answer the question?
A(E) – carefully

The class will complete questions 1-10 as a whole group orally using this questioning format.

4. Advanced ELL’s will complete numbers 11-20 in small groups of 2-3. Early ELL’s will complete 11-20 in a small, teacher directed group. Teacher will offer guidance but will not freely give answers in order so assess comprehension of activity.

Assessment: Student responses, orally and worksheet 11-20
DESCRIPTION AND MODIFICATIONS FOR LESSON 3

This revised plan has been modified in several ways from its original version. During the reading portion of the lesson, students are asked to read orally and early ELL's will listen to the written text compared to silent reading in the original version. This allows the advanced ELL's practice reading aloud with teacher guidance if necessary. The teacher does a lot of paraphrasing after each page in order to clarify main ideas.

The problem solving activity allows all students to practice their oral language skills and further clarifies the main idea in the text which is the problem Leigh is facing in school. By telling the class that the mystery will be solved in future readings, it is intended that students will be motivated and enthusiastic in reading on in the story.

The classifying word groups activity strongly reinforces the adverbs where, why and how. By completing the first ten questions together as a whole class, it is intended that most students will comprehend the objective. Early ELL's will complete the remainder of the assignment in a small group that is teacher directed in order to clarify any misconceptions. The teacher uses gestures and simplified speech to aid in student understanding of the objective.
Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you where, when, or how. Underline the correct choice.

Example: Leigh's mother told him to answer Mr. Henshaw's questions carefully.

1. In second grade, Leigh first wrote to Mr. Henshaw.

2. Leigh put the letter on the bulletin board.

3. Joe amused his dog by playing a tape.

4. Leigh wrote to Mr. Henshaw on Thanksgiving Day.

5. Leigh used to live in a mobile home park.

6. Leigh had to answer Mr. Henshaw's questions fully.

7. Mr. Henshaw moved to Alaska.

8. Sometimes Leigh wrote to Mr. Henshaw every day.

9. Leigh walked down the sidewalk backwards.

10. Leigh needed his answer by Friday.

(continued)
11. Joe took his dog to the park.
12. Leigh lived on California's Central Coast.
13. Leigh's dad worked practically day and night.
14. Leigh's mom took courses at the community college.
15. Leigh lived in a small house near the ocean.
16. Leigh's mom decorated with thrift shop items.
17. Sometimes Leigh heard the sound of the ocean.
18. Leigh helped by passing out milk.
19. Leigh's dad traveled up and down Interstate 5.
20. Leigh walked to school slowly.
Lesson 4
<table>
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<tr>
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<th>Formula</th>
<th>Grammar</th>
<th>Vocab.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare/</td>
<td>characters</td>
<td>Leigh is a _______</td>
<td>adjective</td>
<td>student</td>
</tr>
<tr>
<td>contrast</td>
<td></td>
<td>Leigh likes to _______</td>
<td>verb</td>
<td>write</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bonnie is a _______</td>
<td>adjective</td>
<td>mom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bonnie lives in _______</td>
<td>an noun</td>
<td>apartment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bill is a ________</td>
<td>adjective</td>
<td>truck driver</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Dad</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Caterer</td>
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</tbody>
</table>
Lesson Four:

Materials: one copy of main idea handout for each student, one copy of main idea handout on transparency.

Goals: 1. Most students will find the main idea with minimal assistance and write correct response sentence.
       Some students will find the main idea with teacher guidance/peer tutoring and copy correct response sentence.

       2. Most students will compare and contrast the characters in the story.
       Some students will echo the similarities and differences of characters.

Procedure: 1. Distribute main idea worksheet.
       2. Using the overhead projector, advanced ELL’s will read each paragraph aloud and will collaborate to choose a sentence from the list that best describes the main idea. Early ELL’s will listen to each paragraph and repeat the correct main idea. Teacher will paraphrase necessary portions of the paragraph and underline clues that lead to the main idea on the overhead. All students will write/copy the main idea sentence on the line.
       3. Advanced ELL’s will pair up to read pages 39-49. Teacher will work with group of early ELL’s to read pages 39-49 aloud. Teacher will simplify the text by paraphrasing and pointing out the main idea of each entry.
       4. The students will compare and contrast Leigh, Bonnie, and Bill from the story. Using a graphic organizer (see attached sample) written on the board, all students will articulate characteristics of each character. Students will write responses on the board under the appropriate heading. Early ELL’s may echo during this process and may need assistance in writing responses.

Sample Script (T=teacher, A=advanced ELL, E=early ELL)

T- Lets talk about Leigh and what he is like. We know Leigh is a kid (teacher writes “kid” in Leigh’s column. What else can you tell me about Leigh?
A- he is a student
T- yes, Leigh is a student Johnny come on up to the board and write the word student under Leigh’s name.

Most students LOVE to come up to the board to write- this strategy is a motivator for all students to come up with an answer so that they can come up to the board also.

T- What else do we know about Leigh?
A/E- he writes to Mr. Henshaw
T- very good, come on up and write that on the board.
Continue this process until students can’t think of any other characteristics about Leigh.
T- Now, who can tell me something about Bonnie?
A/E - she is a mom
T - very good, Bonnie is a mom, come write that on the board under Bonnie's name.
T - what else do we know about Bonnie?
A/E - she lives in an apartment
T - yes, she does live in an apartment, come up and write that on the board.

If the students did not identify that Leigh lives in an apartment also, now would be a good time for the teacher to point that out and add it to Leigh's column.

Continue this process for Bonnie and then begin the same process for Bill. If teacher notices any other similarities that were not mentioned, they should be added accordingly.

5. When procedure 4 is complete the class will discuss comparisons of each character and draw lines to all similar characteristics. This will visually connect the comparisons and differences of each character.
DESCRIPTION/ MODIFICATIONS LESSON FOUR

In the original lesson students worked independently to complete the main idea worksheet. In the modified lesson, the teacher uses a copy of the worksheet on the overhead to underline key components and paraphrase where needed. Advanced ELL’s read the paragraphs aloud and then are able to collaborate with peers to distinguish the main idea sentence. This whole class oral approach allows early ELL’s to listen to the written language and listen to the reasoning in choosing the correct answer, also it may tap prior knowledge allowing them to offer input during the collaboration.

All students will write sentences which allows practice of the written language.

In the compare/contrast part of the lesson, thoughts and ideas are visually represented with the use of a graphic organizer. A motivator is the opportunity for all students to have a chance in coming up to the board to write a response. The compare/contrast section is also a means of practicing oral language through discussions and peer collaboration.

Paired reading allows the advanced ELL to practice their oral reading skills. Early ELL’s will listen to the written text which is simplified by the teacher through the use of simplified speech, and paraphrasing.
Getting the Main Idea

Read each of the following paragraphs. Then read the four sentences below each paragraph. Choose the sentence that best states the main idea of the paragraph. Then neatly copy that sentence on the line provided.

a. Leigh wanted to know who was stealing food from his lunch. All morning he watched the partition in the back of the room where the lunches were kept. He checked to see who left the room last at recess. Leigh even locked around to see if anyone was chewing.

   1. Leigh was hungry long before it was time for lunch.
   2. Leigh was not interested in school.
   3. Leigh wanted to catch the lunchbag thief.
   4. Leigh was daydreaming about eating lunch.

b. Leigh thought about last Christmas. His parents had still been together then. They all ate turkey and mince pie and made up funny songs. Leigh remembered that his mom and dad laughed so much that he thought they'd never stop.

   1. Leigh had happy memories of last Christmas.
   2. Turkey and mince pie were Leigh's favorite foods.
   3. Leigh didn't get any gifts for Christmas.
   4. Leigh's parents liked to sing.
C. Leigh wrote a fictitious name on his lunchbag. At lunch everything was still in his bag. Leigh smiled as he ate the water chestnuts and chicken livers wrapped in bacon. He hoped the thief was drooling.

1. Leigh didn’t like the chicken livers.
2. Leigh caught the thief who was stealing his lunch.
3. Leigh fooled the thief who was stealing his lunch.
4. Leigh misspelled his name.

D. It had been a wonderful day. First, Leigh’s dad called him and promised to call again in about a week. Then at lunchtime, nothing was missing from Leigh’s lunch. And after lunch, Mr. Fridley told Leigh a funny joke about kids throwing their retainers in the garbage.

1. Leigh wished he could have a retainer.
2. Leigh had a good day.
3. Leigh forgot his lunch at home.
4. Mr. Fridley was Leigh’s best friend.
Comparing and Contrasting:

Leigh:
- Kid
- Student
- Writes to Mr. Henshaw
- Lives in Apartment
- Same family

Bonnie:
- Mom
- Divorced
- Works for a caterer
- Lives in an apartment
- Same family
- Reliable

Bill:
- Dad
- Divorced
- Truck driver
- Lives in a mobile home
- Same family
- Unreliable
Lesson 5
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocab.</th>
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<tr>
<td>Describe</td>
<td>self</td>
<td>I like to _____</td>
<td>verb</td>
<td>play</td>
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<td></td>
<td></td>
<td>I wish _____</td>
<td>noun</td>
<td>Read</td>
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<td></td>
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<td>(I had)</td>
<td>noun</td>
<td>Swim</td>
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<td></td>
<td></td>
<td>(I could)</td>
<td>verb</td>
<td>money</td>
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<td></td>
<td>expressing</td>
<td>I feel _____</td>
<td>adj.</td>
<td>a dog</td>
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<td></td>
<td>emotions</td>
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<td></td>
<td>go</td>
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<td></td>
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<td></td>
<td></td>
<td>Happy</td>
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<td>sad</td>
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<td></td>
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<td></td>
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<td>scared</td>
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Lesson Five

Goals: 1. *Most* students will write a bio-poem using a thought organizer
       *Some* students will write a bio-poem using a modified thought organizer

2. *All* students will re-write their bio-poems NEATLY onto a pattern

Procedure: 1. Distribute thought organizers to advanced ELL’s
            2. Distribute modified thought organizers to early ELL’s
            3. Teacher will explain the directions. Complete each line with information about yourself. Teacher will read each question aloud (adv. ELL’s) and ask if there are any questions
            4. Advanced ELL’s will complete their thought organizers working in groups of two
            5. Teacher will work with group of early ELL’s on their modified thought organizers. Special attention will be paid to spelling and grammar.
            6. Teacher will conference with each student with completed organizers for editing
            7. Students will neatly copy their completed thought organizers onto a special pattern (see attached). Students may then decorate their work with markers, crayons etc.
            8. Teacher will praise and compliment each student on a job well done and display completed bio-poems on a bulletin board
DESCRIPTION/MODIFICATIONS LESSON FIVE

This lesson allows all students to articulate on a subject that they know better than anyone...themselves. The activity in this lesson lets all students think about and articulate their thoughts and feelings which enhances oral language skills. By writing their thoughts and feelings on paper, written language skills are strengthened as well.

Advanced ELL students will complete a longer thought organizer where they must come up with their own responses. Early ELL students will use a modified thought organizer that is shorter in length and offers suggestions for responses.

By conferencing with each student independently, spelling and grammar skills are strengthened through the editing process.

Students again practice their written language skills by copying their edited organizers onto a special display pattern that they can decorate any way they want.

Students will be proud and feel a sense of accomplishment by seeing their work displayed in the classroom.
MODIFIED THOUGHT ORGANIZER

Finish each line with answers about yourself

My first name is ________________________________

I like to ________________________________
(ride my bike, play soccer, read, go swimming, play with my toys, play video games)

______________________________ is important to me
(my mom, my dad, my brother/sister, my friend, my pet)

I wish ________________________________
(I had a million dollars, I could go to Disney World, I could get a dog)

Mostly I feel ________________________________
(happy, sad, excited, scared)

My whole name is ________________________________
Biopoem

Directions: Finish each line with answers about yourself.

My first name is ____________________________

I like to __________________________________

I'm pretty good at __________________________

People who are important to me are _________________

I wish ______________________________________

I enjoy ______________________________________

I admire _____________________________________

Mostly, I feel __________________________________

My whole name is ____________________________
Teacher: Use this page with the bulletin board idea on the front of this folder. Leigh wrote about a day on his dad's rig. Have students write on the pencil about a memorable or interesting day they have spent. Then tell them to color and cut out the pencil, the award medal, and the ribbons. Have students glue the ribbons onto the medal. The pencil shape may also be used for other writing assignments.

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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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# Grammar Checklist

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<td>1, 2, 3, 4, 5</td>
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<tr>
<td>Adverbs</td>
<td>3</td>
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Original Lessons
Day 1

Objectives: 1. To introduce the novel, *Dear Mr. Henshaw.*
2. To explain the writing style of the novel. (Letter, journal form)

2. Teacher briefly explains the format of the book.
3. Discuss the definition of a diary and brainstorm reasons for keeping a diary. (list responses on board)
4. Introduce vocabulary word wall. (posterboard prepared ahead of time with predetermined words—see photo)
5. Explain that if the class comes across a word while reading that needs clarification, we will add it accordingly to the word wall.
6. Begin reading to page 12. (one student reads aloud per entry while the whole class reads along silently)
7. (Closure) Teacher asks for reactions so far. (Do they like the novel?; do they like the writing style?; are there any parts they find amusing?; what is Leigh like?, etc.)

Word Wall words to start unit: (more will be added accordingly)

Enclosure (4)
Càb-over job (16)
Rig (17)
Cross-country (17)
Gondolas (17)
Broker (31)
Duplex (21)
Halyard (34)
Refinery (20)
Day 2

Objectives: 1. To assess comprehension of reading.
2. To assess comprehension of vocabulary.

Procedures: 1. Read pages 12-30. (orally)
2. After each 2-3 entries, discuss characters, events, etc. briefly
3. While reading, check vocabulary word wall, when a word comes across, define and discuss the word. Add new words when necessary.
4. As a whole class, complete check your reading power using the overhead projector. (transparency attached)

Closure: Ask students to sum up what they have read so far, and what they think is going to happen to Leigh as the novel progresses.

ESL

Lesson 2
Objectives:

Most SW will

Most SW - Read pages 12-30 orally

Some SW - Hyphen to key passages in the text (pair tutoring) through paraphrasing

Most SW - Discuss characters and events

Some SW - Repeat names of characters and
Point out at least 2 events

Most SW - Complete check your reading power 1-10

Some - Complete "read power" #s 2, 4, 5, 7
Day 3

Objectives: 1. To classify word groups.
            2. To read orally.
            3. To identify new vocabulary.

            2. Check word wall (define or add new words accordingly)
            3. Complete classifying word groups activity as a whole class using the overhead projector. (transparency attached)

Closure: Briefly discuss events that happened within today’s reading, and ask students to brainstorm ideas for Leigh to catch the lunchbag thief.

Evaluation: Teacher observation, student responses
Read each group of words or phrases. Write the category of each group on the blank line. One group has already been done for you.

**Example:**

- banana
daisy
sun
ccrn
lemon

**Category:**
yellow things

---

3. German shepherd
   Great Dane
   Saint Bernard
   Doberman pinscher
   wolfhound

**Category:**
Dogs

---

4. raking the soil
   hoeing the rows
   pulling weeds
   watering the plants
   feeding the plants

**Category:**
Planting

---

5. scrubbing the floor
   dusting the furniture
   washing windows
   vacuuming the carpet
   cleaning the bathroom

**Category:**
Cleaning

---

6. woolen socks
   knitted scarves
   leather gloves
   snow suits
   insulated underwear

**Category:**
Winter

---

7. bases
   umpire
   players
   dugout
   innings

**Category:**
Baseball

---

8. license plate
   clock
   calendar
   telephone
   scoreboard

**Category:**
Things with numbers

---

9. spelling
   math
   reading
   science
   art

**Category:**
School subjects
Day 4

Objectives: 1. To review skills in finding the main idea of a paragraph.
2. To assess comprehension of vocabulary words.

Procedures: 1. Teach a main idea mini-lesson using the overhead projector (transparency attached)
   2. Read pages 39-49 orally.
   3. Check word wall-review and discuss vocabulary words.
   4. Assign Main Idea worksheet (attached) and allow approx. 5-10 minutes for students to complete independently.
   5. Sum up today's reading regarding main events that occurred in the story.

Evaluation: 1. Completion and mastery of main idea worksheet.
2. Student responses to mini-lesson.
Day 5

Objectives: 1. The students will write a bio-poem.
2. The students will use personal experiences to better comprehend the concepts and ideas introduced in the storyline.

Procedures: 1. The teacher will hand out the outline (attached) and explain directions.
2. The students will complete the outline using personal experiences.
3. The students will neatly transfer completed bio-poem onto bulletin board pattern (included)
4. The students will color and cut out the bio-poem and award badge.
5. (closure) The teacher will explain that this lesson was implemented so that students could better identify with the style of the novel and the idea of writing in a personal journal.

The teacher will use completed bio-poems on a bulletin board. (see photo)

Evaluation: Completion of bio-poem.
Appendix
Dear Mr. Henshaw,

My teacher read your book about the dog to our class. It was funny. We licked it.

Your friend,
Leigh Botts (boy)
December 3

Dear Mr. Henshaw,

I am the boy who wrote to you last year when I was in the second grade. Maybe you didn’t get my letter. This year I read the book I wrote to you about called *Ways to Amuse a Dog*. It is the first thick book with chapters that I have read.

The boy’s father said city dogs were bored so Joe could not keep the dog unless he could think up seven ways to amuse it. I have a black dog. His name is Bandit. He is a nice dog.

If you answer I get to put your letter on the bulletin board.

My teacher taught me a trick about friends. The *i* goes before *e* so that at the end it will spell *end*.

Keep in touch.

Your friend,
Leigh (Lee) Botts

November 13

Dear Mr. Henshaw,

I am in the fourth grade now. I made a diagram of *Ways to Amuse a Dog*, the book I wrote to you about two times before. Now our teacher is making us write to authors for Book Week. I got your answer to my letter last year, but it was only printed. Please would you write to me in your own handwriting? I am a great enjoyer of your books.

My favorite character in the book was Joe’s Dad because he didn’t get mad when Joe amused his dog by playing a tape of a lady singing, and his dog sat and howled like he was singing, too. Bandit does the same thing when he hears singing.

Your best reader,
Leigh Botts
Dear Mr. Henshaw,

I got your letter and did what you said. I read a different book by you. I read Mouse on Toast. I liked it almost as much as Ways to Amuse a Dog. It was really funny the way the boy's mother tried to think up ways to cook the moose meat they had in their freezer. 1000 pounds is a lot of moose. Mooseburgers, moose stew and moose meat loaf don't sound too bad. Maybe moose mince meat pie would be OK because with all the raisins and junk you wouldn't know you were eating moose. Creamed chipped moose on toast, yuck.

I don't think the boy's father should have shot the moose, but I guess there are plenty of moose up there in Alaska, and maybe they needed it for food.

If my Dad shot a moose I would feed the tough parts to my dog Bandit.

Your number 1 fan,
Leigh Botts

[September 20]

Dear Mr. Henshaw,

This year I am in the sixth grade in a new school in a different town. Our teacher is making us do author reports to improve our writing skills, so of course I thought of you. Please answer the following questions.

1. How many books have you written?
2. Is Boyd Henshaw your real name or is it fake?
3. Why do you write books for children?
4. Where do you get your ideas?
5. Do you have any kids?
6. What is your favorite book that you wrote?
7. Do you like to write books?
8. What is the title of your next book?
9. What is your favorite animal?
10. Please give me some tips on how to write a book. This is important to me. I really want to know so I can get to be a famous author and write books exactly like yours.