Introduction
FLA 518  Content Based Instruction for ELL’s
Unit Selection

1. Drawing conclusion and making inferences about nonfiction text.

2. Grade 4

3. Target group is a mainstream class with integrated ELL students.

4. *Time for Kids Exploring Nonfiction/Reading in the Content Areas.* Each article being used is behind the lesson plan.

5. Original Lesson

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Name of Material</th>
<th>Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Editorial, The City News</td>
<td>LA</td>
</tr>
<tr>
<td>#2</td>
<td>Biographical Sketch, GW Bush</td>
<td>LA</td>
</tr>
<tr>
<td>#3</td>
<td>A Woman Up A Tree</td>
<td>LA</td>
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<tr>
<td>#4</td>
<td>Map of Brazil-Part 1</td>
<td>SS</td>
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<tr>
<td>#5</td>
<td>Maps- Part 2</td>
<td>SS</td>
</tr>
</tbody>
</table>

6. I want my students to know how to

1) make interpretations and conclusions about nonfiction text.
2) raise questions about a nonfiction text.
3) have reactions and made observation to a map in nonfiction text.
4) distinguish different forms of nonfiction genre.
<table>
<thead>
<tr>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
</table>
| **Knowledge**|         | 1. Draw conclusions about information in nonfiction literature.  
2. Make inferences when reading nonfiction material.  
3. Understand there are different types of text in nonfiction literature. |         |
| **Skills**   |         | Discuss rating scale.  
Make speculations and create observations about what was read.  
Speculate answers to posed questions.  
Use questioning to further knowledge.  
Use the 5W’s and H questioning technique.  
Interpret the test.  
Draw conclusions from the text.  
Make inferences using the text.  
Use the KWL strategy.  
State reactions and make observations about text.  
Use facts and details to make conclusions about a text. | Use rating scale 1-5 graphic organizer.  
Use 5W’s & H questioning (vertical column) organizer.  
“T” chart for Pros & Cons of space exploration.  
Understand “Time Line” of key dates  
Create KWL Chart  
Use “T” chart to organize observations and reactions. |
<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Students will understand that they have a place to express their views publicly.</th>
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<tbody>
<tr>
<td></td>
<td>Students will know important points that president is addressing in his term.</td>
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<td></td>
<td>Students will learn concerns of children around the country.</td>
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<td></td>
<td>Students will be reminded that they must take care of their environment.</td>
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</table>
Lesson 1
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speculate</td>
<td>5 ways to show author’s opinion</td>
<td>I believe...</td>
<td>Simple present</td>
<td>1) Colonizing</td>
</tr>
<tr>
<td>Express emotion</td>
<td></td>
<td>I need...</td>
<td>Present perfect</td>
<td>2) Cooperation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I disagree...</td>
<td>personal expressions</td>
<td>3) dwindling</td>
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<td></td>
<td></td>
<td>We were excited...</td>
<td></td>
<td>4) permanent</td>
</tr>
<tr>
<td>Describe</td>
<td>why you believe author feels this</td>
<td>Who...</td>
<td>“Wh” Questions</td>
<td>5) resources</td>
</tr>
<tr>
<td>Use questioning technique</td>
<td>way</td>
<td>What...</td>
<td></td>
<td>6) universe</td>
</tr>
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<td></td>
<td>When...</td>
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<td></td>
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<td>Where...</td>
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<td></td>
<td></td>
<td>Why...</td>
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<td></td>
</tr>
</tbody>
</table>
Lesson 1: Editorial – The City News

**Content Objective:** I want my students to know how to answer and raise questions about nonfiction text.

**Language Objectives:**

All students will listen to the Biography of G.W. Bush
All students will follow along in the completed graphic organizer.

Most students will orally use the 5W & H question technique
Most students will brainstorm to active prior knowledge
Most students will interpret the text and asking or answering questions in complete sentences.

Some students will complete the graphic the organizer in writing.

**Pre-Activity:** (Modified from OL.)

1. The teacher will activate prior knowledge of the solar system. She will draw the solar system on chart paper (without naming the planets). Students will work in heterogeneous pairs to brainstorm the names of as many planets as possible. The teacher records their answers on the chart paper and encourages student to participate.

2. The teacher shows the class a visual map of the solar system and after careful discussion with students about where each planet is located she gives them a few minutes to discuss and revise their solar system maps to.

**Activity:** (Modified from OL.)

1. The teacher explains what an editorial is by holding up an editorial taken from today’s newspaper or a current magazine. Teacher writes a simplified definition on the board. For example; an editorial allows an author to write his or her opinions about a topic while trying to persuade others over to his or her side.

2. The teacher puts the Language Arts Card on the overhead and underlines the title with her finger “Our future is in the Stars.” She actively involves students by questioning them. What side do they think this author is on? (3) Do they think exploring space is important? (3) What do you know about the solar system? (3) Teacher asks for personal opinions from students to keep them engaged and interested.
3. The teacher explains to students that they will be reading the overhead to themselves as she models a read aloud for them. The teacher reads slowly stopping at punctuation and key points to aid student’s comprehension.

4. The teacher discusses vocabulary words in context. Doing a think aloud as each word is encountered by underlining, explaining and showing how you can use the text to figure out new words. The words are posted on the word wall.

5. Next, The teacher writes who, what, where, when, why, and how on chart paper. She holds up a picture for each “wh” word and asks the class to match the picture to the word. The picture is taped next to the word. The teacher recaps this activity by restating and pointing to each word and picture.

6. The teacher displays a graphic organizer on the board and shows the students the connection between the written words/pictures on the chart paper and the organizer on the board.

7. She turns again to the overhead for the second reading of the news story.

8. The teacher explains: “In this reading we (2) (pointing to everyone including teacher) will read the article on the overhead (point to overhead article) together aloud.(2) You (2) (pointing to everyone) will raise you hands when we come to a questions that answers one of the “5 W & H” questions and I will underline them. After we have read and underlined the article will go back to the graphic organizer on the board and fill in the blanks.

9. A graphic organizer is modified for each level of ELL. For example; the beginner ELL has the whole organizer filled in, for the intermediate learner the graphic organizer is partially in, and for the advanced learners they need to fill in the complete organizer.

**Closure:** (modified from OL)

1. As a class, brainstorm questions that the class has based on the text and what they have about space and space exploration. Validate all responses and write all questions on the board. Allow student time to explain why they would like answers to these questions

**Materials:**
- Transparency of Editorial
- Map of the solar system
- Pictures of “W” questions
- Graphic organizer for each ELL level
Descriptive Narrative: An editorial - The City News

This descriptive narrative was written to describe the modifications I have used to revise the lesson plan to create subject matter that is more meaningful to the student.

First, to connect prior knowledge with the content I used visuals such as a map. To increase interaction between students I actively engaged them by brainstorming the names of the planets.

Next, during this activity I facilitated peer conferencing while asking them to define a word, which I modeled writing the definition on the board. I also simplified the text by using gestures such as pointing, highlighting the text and using graphic organizers which were modified for three different levels of ELL’s by being partially filled out.

Finally, I brought closure to the lesson by having the advanced student’s model restating answers to questions.
### 5 W's & H Questioning Chart for Lesson 1: Editorial – The City News

<table>
<thead>
<tr>
<th>Who... is talking?</th>
<th>What... do they want us to do?</th>
<th>When... do they think we should do this?</th>
<th>Where... do they think we should do this?</th>
<th>Why... do they think this should be done?</th>
<th>How... should we accomplish this task?</th>
</tr>
</thead>
</table>
| Author of the editorial. | Boost our space program by exploring our solar system and building new colonies | Now, by quoting “the time has come” | Colonize the Earth’s moon; then explore and colonize Mars | Three reasons;  
  1) humans are natural explorers  
  2) get more resources to replace those used up on Earth  
  3) Countries will have to work together | By space travel |

Pre-Production to Beginning Level ELL Students
**5 W's & H Questioning Chart for Lesson 1: Editorial – The City News**

<table>
<thead>
<tr>
<th>Who... is talking?</th>
<th>What... do they want us to do?</th>
<th>When... do they think we should do this?</th>
<th>Where... do they think we should do this?</th>
<th>Why... do they think this should be done?</th>
<th>How... should we accomplish this task?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the editorial.</td>
<td>Now, by quoting “the time has come”</td>
<td></td>
<td></td>
<td>Three reasons; 1) humans are natural explorers 2) get more resources to replace those used up on Earth 3) Countries will have to work together</td>
<td></td>
</tr>
</tbody>
</table>

Intermediate ELL Students
**5 W's & H Questioning Chart for Lesson 1: Editorial – The City News**

<table>
<thead>
<tr>
<th>Who... is talking?</th>
<th>What... do they want us to do?</th>
<th>When... do they think we should do this?</th>
<th>Where... do they think we should do this?</th>
<th>Why... do they think this should be done?</th>
<th>How... should we accomplish this task?</th>
</tr>
</thead>
</table>

Advanced ELL Students
Our Future Is in the Stars

Thirty years ago there was great interest in exploring our solar system. In those days we were excited to send men to the moon. But today our government seems to think exploring—and colonizing—other worlds is not important.

We disagree. We think the time has come to boost our space program. The International Space Station and space shuttle are fine. But they don't go far enough. We believe that astronauts must be sent back to the moon and then to Mars. We must build colonies on those worlds and on the moons of Jupiter and Saturn.

Exploring Is in Our Blood

Humans are explorers. It is in our blood. Explorers took chances to reach the New World. They took chances hiking across the North and South poles for the first time.

People don't explore just for material rewards. Humans explore to get new information about the world. Right now we need new information about the planets and moons of our solar system. This information will help explain the universe and our place in it. But exploring isn't enough. We should also build colonies on these worlds. Earth's resources are dwindling. New worlds will provide us with new resources.

Bringing Nations Together

There is another good thing about these projects. Many countries will have to work together to explore and settle the solar system. This cooperation will, no doubt, create a more peaceful planet Earth.

Our new age of exploration should begin with the moon. NASA and the space agencies of other nations must send humans there. Then we should build a permanent colony.

The next target will be Mars. Some scientists say there may be water on Mars—below its surface. This water would be the key to making Mars liveable for humans. It would take a long time before humans can settle on Mars. But we should try to make it so. We believe Congress must give NASA more money. After all, our future is in the stars.
when

why

So what?

what

who
where

where

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Lesson 2
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create</td>
<td>Time line using key dates</td>
<td>G.W. Bush was born in the city ________ in the state of ______.</td>
<td>Proper Nouns</td>
<td>Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G. W. Bush graduated from _______ on ______.</td>
<td>Nouns</td>
<td>Attended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bought a ______ team in 1988.</td>
<td></td>
<td>Joined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Was elected ______ in 2000.</td>
<td></td>
<td>Nominated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Major focus is ______, ______ and ______.</td>
<td>nouns</td>
<td>declared</td>
</tr>
<tr>
<td></td>
<td>Predict</td>
<td></td>
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<tr>
<td></td>
<td>What kind of president Bush will</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>be in the future</td>
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</tbody>
</table>
Lesson #2 Biographical Sketch – George W. Bush

Content Objectives: I want my students to make interpretations of text.

Language Objectives:

All students will name the president of the United States.
All students will point to the President Bush's name and repeat.

Most students will describe the major key event in the president's life.
Most students will create and interpret a time line.

Some students will write key dates into time line.
Some students will explain why these dates are important.
Some students will predict what type of President Bush will be in the future.

Pre Activity: (modified from OL)

1. The teacher activates students prior knowledge by holding up a picture of G. W. Bush. She stimulates a class discussion through open ended questioning “Do you know who this person is? (3) What do you know about him?” (3) The teacher repeats the president’s name, the class repeats it and the teacher writes his on the board.

2. The teacher holds up a map of the United States in which Texas and CT are outlined to show where G.W. Bush was born and where he lived before he was president. The teacher questions students about they would like to know about our president pointing to his picture and drawing a question mark on the board.

Activity: (modified from OL)

1. To understand the concept of a time line the teacher draws on personal experiences. She draws vertical line on the board and begins questioning the students about key events in their life. She records one student’s responses on the time line, pictures may be used to simplify comprehension. For example, for their birth date show a picture of a birthday cake, for graduation from Kindergarten show a picture of a graduation cap, for a the first lost tooth show a picture of a tooth, etc. The teacher gives students time to share their personal experiences with the class.

2 The teacher discusses vocabulary words in context. Doing a think aloud as each word is encountered by underlining, explaining and showing how you can use the text to figure out new words. The words are posted on the word wall.
3 The teacher introduces the article George W. Bush (by putting his biography on the overhead) and pointing to the name on the board and then pointing to the title on the overhead. She explaining that we are now going to read an article about the key dates (pointing to the timeline on the board) in the president’s life.

4 The teacher models reading aloud slowly, pausing when necessary for reading comprehension, asking students to raise their hands when she comes to a key date. She then underlines that information. Heterogeneous small groups are developed. In small groups they read the story for a second time. Together they fill in time lines using highlighted information from the overhead.

Closure:

1. Teacher brings the class back together to discuss their findings orally. She encourages students to share their responses by questioning and discussing why each event might be important in Present Bush’s life.

2. Teacher uses opened questions to elicit information from students to share there thoughts about G.W. Bush based on what they have read and predict what kind of president he will continue to be based on his leadership thus far. She asks questions like: Why do you think owning a baseball team made Bush popular? Did you ever hear of New Haven, CT or Yale University? Do you think it is important for the president to focus on education in his campaign?

Materials:
Picture of G.W. Bush
map of the United States
Three levels of a time line
Transparency of G.W. Bush Biographical Sketch
Descriptive narrative – George W. Bush

In previewing the story I used visuals and wrote words on the board to prepare the students for the reading. I paused after each question to give students time to comprehend questions before responding. I also repeated questions slowly and wrote student responses on the board. I linked the article to social studies concepts (i.e. Map of US). Students were able to verbalize their prior knowledge through pictures by asking their own questions. This preview activity helped the students get more meaning from the context as they read.

My oral presentation of the story provided a language model for the students. The group activity gave all students practice reading aloud with small group support which also helped to develop their pronunciations skills. The activity of filling in the information provided more reinforcement between the connection of the written and spoken word, while at the same time establishing a common academic task of sequencing a time line.
### Time Line for Lesson 2: Key Dates George W. Bush Biography

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Event</strong></td>
<td>Born in New Haven, Connecticut</td>
<td>Sister Robin died of leukemia at 3 years old, and brother Jeb was born</td>
<td>Went to and graduated from Yale</td>
<td>Joined the Texas Air National Guard in the middle of the Vietnam War</td>
<td>Bought the Texas Rangers baseball team</td>
<td>Ran for and became the governor of Texas</td>
<td>Was elected President</td>
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<tr>
<td>------------</td>
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</tr>
<tr>
<td>Event</td>
<td>Sister Robin died of leukemia at 3 years old, and brother Jeb was born</td>
<td>Joined the Texas Air National Guard in the middle of the Vietnam War</td>
<td></td>
<td></td>
<td></td>
<td>Ran for and became the governor of Texas</td>
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Intermediate ELL Level Student
## Time Line for Lesson 2: Key Dates George W. Bush Biography

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<tbody>
<tr>
<td>July 6, 1946</td>
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</table>

**Event**

Advanced ELL Level Student
George W. Bush has followed in his father’s footsteps right from birth. Bush was named after his father, George Herbert Walker Bush, the 41st president of the U.S.

George W. Bush was born in 1946 in New Haven, Connecticut. He was raised in Texas along with his five brothers and sisters. George W. attended the same schools his father did—Phillips Andover Academy in Massachusetts and Yale University.

The Graduate
After college, George W. Bush joined the Texas Air National Guard. Some critics say he joined it to avoid fighting in the Vietnam War. Bush says that isn’t true. Later, he went back to school. After he graduated from the Harvard Business School, Bush wasn’t sure what to do with his life. But he got on track after marrying his wife, Laura.

While living in Texas in 1978, Bush ran for the U.S. House of Representatives, but lost. In the next few years, he ran an oil company. Later, he sold it.

Next, Bush moved to Washington, D.C. to help his father run for president. His father was elected president in 1988. After that, Bush, his wife, and his twin daughters moved back to Texas. There he and several others bought a major league baseball team, the Texas Rangers. Owning the Rangers made him popular in Texas. So when Bush ran for governor in 1994, he had no trouble winning. He had no problem being re-elected, either. That made Bush the first Texas governor to win two four-year terms in a row.

Running for President
Republicans nominated Bush to run for president in the 2000 election. He ran against Democrat Al Gore. Bush focused on a few main issues. He said he wanted to make the military stonger, lower taxes, and help education. After recounts in Florida, Bush was declared our country’s 43rd president.

What makes Bush popular? Some people say he has the common touch. Bush has also been called straightforward. People say he’s the kind of person who wants to get things done. Now that George W. Bush is president, he will have the chance to do just that.

KEY DATES:
July 6, 1946 born in New Haven, Connecticut.
1953 sister Robin died of leukemia at 3 yrs. old, and brother Jeb was born
1964-1968 went to and graduated from Yale
1968 joined the Texas Air National Guard in the middle of the Vietnam War
1988 bought the Texas Rangers baseball team
1994 ran for and became governor of Texas
2000 was elected President
Lesson 3
### Functional/Notional Chart for Lesson 4

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Understand | Why person would live in a tree for two years. | Who... Julia Hill, nicknamed Butterfly  
What... lived in the branches of a redwood tree for two years.  
When... around December 8, 2000  
Where... Northern California  
Why... Julia climbed the tree in protest so loggers wouldn't cut it down.  
How... paragraph doesn't specify | “Wh” questioning technique | Protest  
Logger  
Sacrifice  
Inspired  
Survive  
Unstable |
| describe | About what type of person Julia Hill is and what she was fighting for. | Drawing conclusions | Compare and contrast |
Lesson 3: New Story – A Woman Up A Tree
(Modified Lesson to include ELLs)

Content Objective:
Students will make interpretations and conclusions about nonfiction text.

Language Objective:
All students will listen to New Story read by teacher.
All students will point to vocabulary words written in graphic organizer.
All students will follow along in completed graphic organizer.

Most students will use facts and details to make a conclusion.
Most students will demonstrate oral understanding of the graphic organizer.

Some students will interpret the text by underlining key points.
Some students will complete the graphic organizer in writing.

Pre Activity: (modified from OL)
1. The teacher will link prior knowledge with past experiences by asking students “Who has ever climbed a tree?” She will show a picture of a tree and pretend she is climbing it. She will encourage students to share their experiences orally.

2. The teacher will write the word “interpret” on the board and ask students to think about what the word means (pointing to her head and writing a question mark on the board). Next, the teacher will write on the board the title of the News Story: “A Woman Up a Tree,” she will ask the students to think about or “interpret” what the title might mean. Lastly, the teacher will put transparency on the overhead from the article for students to see and understand exactly what “A Woman Up a Tree” means by pointing to and underlining the title and asking students for their definition of “interpret” writing their responses on the board.

Activity: (modified from OL)
1. The teacher will write who, what, where, when, why, and how on chart paper. She will hold up a picture for each “wh” word and ask the class what word to tape the picture next to. The teacher recaps by restating and pointing to each word and picture.

2. Next, the teacher displays a graphic organizer on the overhead if the 5W & H questioning technique and shows the students the correlation between the words written on the overhead and the words/pictures on the chart paper.

3. She the puts puts the News Story article on the overhead.

4. The teacher state: “We (2) (pointing to everyone including teacher) will read the first paragraph on the overhead (point to overhead article) together aloud. (2) You (2) (pointing to everyone) must underline (hold you pen up) the same words as I do. (2) After we have read and underlined the first paragraph we will fill in the graphic organizer with this information.
5. Together the first paragraph is read and the teacher models underlining the parts of the article that answer the “wh” questions. After the paragraph is underlined students are broken into heterogeneous groups to fill in their copy of the graphic organizer.

6. The teacher discusses vocabulary words in context, doing a think aloud as each word is encountered by underlining, explaining and showing how you can use the text to figure out new words. The words are posted on the word wall.

7. The teacher brings the students back together to record their answers on the overhead. Questions should encourage their responses. Reread and review the “Wh” question technique to help students understand and interpret what the article is about.

8. The teacher models reading aloud the rest of the text stopping to models think alouds as she reads. Asking open ended questions, pausing and gesturing to be sure students interpret the text.

9. Orally discuss with the class: Do you they agree (shake your head yes) or disagree (shake your head no) with what she did? Give time for them to orally elaborate their responses, prompting… tell me more… why… etc.. On the bottom of their graphic organizer ask student to write a simple response to this question after everyone has discussed it orally.

**Closure:** (modified from OL)

1. Teacher says: “Now that we have finished the article, (2) how do you feel about Hills’ actions?” (2) Ask students to draw a conclusion about Hill. They can do this by comparing how they fell now to their initial response after reading paragraph one. The student’s statements should be compared and changes in thinking should be discussed orally.

**Materials:**
1. Picture cards for 5 W’s. (see lesson #1)
2. Overhead of News Story – Women Up A Tree
3. Overhead of 5 W’s & H graphic organizer
Descriptive Narrative: New Story – A Woman Up A Tree

The original lesson plan was modified to create subject matter that is more meaningful. In the preactivity I linked prior knowledge with past experiences by asking meaningful questions, which students were asked to share their personal experiences orally. I used gestures such as pointing and writing questions marks on the board.

Next, during the activity I used questioning techniques along with a graphic organizer to help students interpret the text. I created three different levels of the graphic organizers to accommodate beginning, intermediate and advanced English Language Learners. Also, students were kept engaged by the use of pictures, pausing during questioning, underlining the main ideas, and heterogeneous grouping. All these strategies helped contextualize the text to be comprehensible.

Last, for the closure, students were asked to compare their beginning thoughts about Julia Hill to the end of the article and draw conclusions about her character. Here advanced ELL’s model higher order thinking skills for beginners.
<table>
<thead>
<tr>
<th>Who...</th>
<th>What...</th>
<th>When...</th>
<th>Where...</th>
<th>Why...</th>
<th>How...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Hill, nicknamed Butterfly</td>
<td>Lived in the branches of a redwood tree for two years.</td>
<td>Around December 8, 2000</td>
<td>Northern California</td>
<td>Julia climbed the tree in protest so loggers wouldn’t cut it down.</td>
<td>Paragraph doesn’t specify</td>
</tr>
</tbody>
</table>

Beginning Level ELL Students
<table>
<thead>
<tr>
<th><strong>Who</strong>...</th>
<th><strong>What</strong>...</th>
<th><strong>When</strong>...</th>
<th><strong>Where</strong>...</th>
<th><strong>Why</strong>...</th>
<th><strong>How</strong>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Hill, nicknamed Butterfly</td>
<td>Around December 8, 2000</td>
<td></td>
<td></td>
<td>Julia climbed the tree in protest so loggers wouldn't cut it down.</td>
<td></td>
</tr>
</tbody>
</table>
5 W’s & H Questioning Chart for Lesson 4 - New Story – A Woman Up A Tree

<table>
<thead>
<tr>
<th>Who...</th>
<th>What...</th>
<th>When...</th>
<th>Where...</th>
<th>Why...</th>
<th>How...</th>
</tr>
</thead>
</table>

Advanced Level ELL Students
A Woman Up a Tree

Redwood Seriously Damaged After Attempts to Save It

By Iris Rose

(Stafford, California, December 8) Julia Hill’s nickname is Butterfly. Like real butterflies, Hill has spent a lot of time up in the air. For two years, she lived in the branches of a 200-foot-tall redwood tree. Hill climbed the tree as a protest. She was against loggers cutting down redwood trees in Northern California. She said, “Here I can be the voice and face of this tree.”

It was a tough two years for Hill, but her sacrifice paid off. She came down after a lumber company said it wouldn’t touch the 1,000-year-old giant tree.

New Danger

But now the tree is in even bigger danger. Someone—no one knows who—has cut deep into the tree’s trunk with a chain saw. This cut has made the tree weak and unstable. Experts say it could be blown over by strong winter storms. Recently, Hill visited the tree, which she named Luna. She touched the 32-inch gash and said, “I feel this vicious attack on Luna as if the chain saw was going through me.”

Life in a Tree

Hill feels strongly about the tree. When she came down from it after two years, she was sad: “I just felt like my heart was being ripped out.” The tree, she said, “was the best friend I’ve ever had.” While on Luna, Hill lived in a 6-foot by 8-foot treehouse. She had no shower. Friends sent up food in buckets. She had to cook the food on a small gas-burning stove. She kept in shape by climbing the branches of the 18-story-high tree.

Hill spent most of her time in the tree talking on a cell phone. For six to eight hours a day, she gave interviews and explained what she was doing to school students. She got 300 letters every week from people all over the world. Most mentioned how much Hill inspired them by helping Luna.

Hope for Luna

Now, Hill must go to Luna’s aid again. The redwood isn’t dead, but it needs help to survive. An emergency team has put steel braces over the cut. These will support the tree. Hill belongs to an environmental group called Circle of Life Foundation. It is working with experts to figure out how to save the tree permanently.

Hill is not giving up. “I am as committed as ever to protect Luna and the remaining ancient forests.”
Lesson 4
### Functional Notional Chart

**Lesson #4**

**Social Studies – Maps/Brazil**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Observations | Explain the 5 main components of a map. | The function of the compass rose is ______.  
The symbols on a map explain ______.  
The scale on the map measures ______.  
The title on the map clarifies the ______.  
The label on the map are used to ______. | Nouns   | Compass rose  
Symbol  
Scale  
Title  
Label |
Lesson #4 – Social Studies part 1, Maps/Brazil

**Content Objectives:** I want my students to have reactions and make observations to a map in nonfiction text.

**Language Objectives:**

All students will point to the name of the Country of Brazil.
All students will point to the country of Brazil on a map of South America.
All students will point to the key or legend on a map.

Most students will name the five main components on a map.
Most students will write reactions and observations in a graphic organizer.

Some students will describe five different types of maps.
Some students will use a map key to describe orally where things are located.

**Pre Activity:** (modified from OL)

1. Teacher opens the lesson; Where is 85% of the orange juice (2) (hold up O.J. container or a picture) in the world produced? Allow time for the students engage in conversation to speculate and make guesses to answer this question. Ask them turn to a map of the world on page 473 in their Social Studies book, the teacher will run her finger over the map of the world, put a ? on the board, and hold up the OJ container. She will give students ample time to look at the map to aid in their search for the answer. Teacher will give students an opportunity to make a guess, then she will tell them that 85% of the orange juice in the world is produced in Brazil pointing to the country on a world map. Display the overhead transparency of the Social Studies Card on overhead projector. Explain to the students that this is a map of Brazil.

2. Encourage students to share their reactions to the next questions by validating each response. Was this a surprise to them? Did you think Brazil was known for its orange juice? What do students already know about Brazil? Write their responses on the board.

**Activity:** (modified from OL)

1. The teacher will ask students - to describe or explain what a map is. Using the students words the teacher will write on the board – maps show information on paper about a location or place. Next, the teacher will teach the five main components of a map: **direction, symbols, scales titles, and labels** writing each word on chart paper. The teacher will engage students by asking them to come up the overhead and locate (point) to these five main components. The teacher will
write students responses on the chart. A modification the teacher can add is to use a picture for each of the five main components.

2. The teacher puts a blank “T Chart” transparency on the overhead. She explains that they are going to make a list of reactions and observations about the map of Brazil. The teacher points to and explains what the word “reaction” means – which is their first thoughts as they learn new information. Next, she points to the word “Observation” she explains that observations are things we notice about new information or connections we make to our prior knowledge. After the class reads the paragraph she models her thinking aloud to give the class two examples of each - see T Chart.

4. Small heterogeneous groups are given a copy of the map of Brazil and a copy of a “T chart.” Ask the students to read the map and make a list of reactions and observations they have after looking at and reading this map.

**Closure:** (modified from OL)

1. Ask students to share their reactions and observations on the graph of Brazil. Discuss and similarities or differences between the student groups. As they share the teacher validates their answers which develops self esteem and fosters a risk free environment.

**Materials:**

Picture of Orange Juice
Overhead of Map of Brazil
Descriptive Narrative: Social Studies Map of Brazil

This descriptive narrative was written to describe the modifications I have used to revise a lesson plan to create subject matter that is more meaningful to the student.

In the preactivity I connected prior knowledge with personal experience. I used visuals and asked questions and validated their responses to create a stimulating environment by drawing on what they already know about a subject.

During the activity I also used visuals to contextualize text and engaged students by asking them to come up and point to the symbols on the overhead. I created and modeled how to use this graphic organizer. The students were put in small heterogeneous groups while researching information in their Social Studies book.

Last, in the closure of the lesson I created a classroom environment that was safe and stimulating by asking opinions and validating their responses.
**Lesson 4: “T” Chart - Brazil**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) WOW 85% of OJ is produced in Brazil</td>
<td>1) I thought all OJ came from Florida</td>
</tr>
<tr>
<td>2) The Amazon Rain Forest is huge</td>
<td>2) It’s the largest rain forest in the world</td>
</tr>
</tbody>
</table>
Brazil is the fifth-largest country in the world and the largest country in South America. It covers almost half the continent and shares borders with all but two countries. Its widest point is nearly the same as the distance between London and New York City.

Brazil is also home to the Amazon rain forest. It is larger than all other rain forests in the world. It covers about 2,000,000 square miles—that makes it twice the size of India. The Amazon Basin system takes up 45% of Brazil’s territory. It is the world’s largest river system. About 20% of the world’s fresh water flows in this river.
Lesson 5
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formula</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate between</td>
<td>five different types of maps</td>
<td>The political map is used to show _________.</td>
<td>nouns</td>
<td>political map</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The weather map is used for _________.</td>
<td></td>
<td>weather map</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The historical map shows ________.</td>
<td></td>
<td>historical map</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The population map is used to show _________.</td>
<td></td>
<td>population map</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The elevation map shows ________.</td>
<td></td>
<td>elevation map</td>
</tr>
<tr>
<td>Compare</td>
<td>one or more</td>
<td>The Amazon River is ________ than the Hudson River.</td>
<td>Comparative Superlative</td>
<td>er</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Amazon River is the ________ river in the world.</td>
<td></td>
<td>est</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5: Social Studies Part 2 – Maps/Brazil
(Modified Lesson to include ELLs)

Content Objectives:
Students will make identify the five major components on a map.

Language Objectives:
All students will point to the titles of different types of Maps.
All students will point to the key or legend on a map.
Most students will identify and name the five main components on a map.
Most students will identify and name the different types of maps.
Some students will locate and analyze different types of maps.
Some students will record on paper a questionnaire about different maps.

Pre Activity: (modified from OL)

1. The teacher will activate prior knowledge by asking questions about yesterday’s lesson. She will prompt student engagement by questioning and writing their responses on the board. Teacher explains; Yesterday, (2) we discussed the “five” main components of a map (2), can anyone tell me what they were. (wait time) As they respond write on the board, point to and repeat each; direction, symbols, scales, titles, and labels.

Activity: (modified from OL)

2. Teacher will pair students in small heterogeneous groups and ask them to brainstorm the different types of maps using S.S. book. Next, will ask for what types of maps they found and record their answers on chart paper. Students my not know the exact names of these types of maps, but they might be able to describe the type of map. The teacher assists the students in naming maps. Responses might include the following:
   a. Political boundary maps – shows borders of states, provinces or countries. This is the most common map.
   b. Weather maps – give information on the climate and weather patterns in a region
   c. Historical map – show what an area looked like in a certain period of history
   d. Population maps – show the amount of population in certain areas
   e. Topographical maps – show the elevation and contours of an area of land.

3. Teacher explains; We are going to break into pairs (2). Working with your partner (2) you will locate each type of map. (2) We will find these maps in our social studies book. (2) Teacher asks students to take out their books, teacher hands out a list of maps with an outline for them to fill in. Teacher guides students in locating the maps in the Social Studies Book.
4. When you have located the first map, stop (2) and wait for the rest of the class. (2) On the first outline we will record our answers together (2). Students complete the packet working together.

1) Population Map pg 178,179
2) Weather Map (Climate) pg 50
3) Historical map – pg 59
4) Population Map – pg03
5) Elevation Map – pg 41

**Closure: (modified from OL)**

1. Teacher asks students to share their findings with the class. Discuss and similarities or differences between the student groups. As they share orally the teacher validates their answers which develops self esteem and fosters a risk free environment.

**Materials:**
Social Studies Book
Overhead Transparency
Graphic Organizers
Descriptive Narrative: Social Studies – Maps

This descriptive narrative was written to describe the modifications I have used to revise a lesson plan to create subject matter that is more meaningful to the student.

I opened the preactivity by activating prior knowledge by reviewing yesterday’s lesson.

Next, during the activity I facilitated small heterogeneous groups, which actively engaged and focused students. I developed graphic organizers to help them interpret and simplify the text.

Last, in the closure of the lesson I created a classroom environment that was safe and stimulating by asking opinions and validating their responses.
Lesson 5: Social Studies Part 2 – Maps

#1) Population Map, found on pg 103

1) Title of Map: ________________________________

2) Are the five components of the map included?
   - direction (compass rose) ______
   - symbols ______
   - scales ______
   - titles ______
   - labels ______

3) Reactions to map: (things that you didn’t know, or things that surprised you)
   _____________________________________________________________________________
   _____________________________________________________________________________

4) Observations of the map: (after reviewing (analyzing) and looking at the map, what did you notice? What assumption can you make now?)
   _____________________________________________________________________________
   _____________________________________________________________________________

5) Why is the map easy to understand and read?
   _____________________________________________________________________________
   _____________________________________________________________________________
Lesson 5: Social Studies Part 2 – Maps

#2) Weather map - pg 50

1) Title of Map: ____________________________

2) Are the five components of the map included?
   direction (compass rose) ______
   symbols ______
   scales ______
   titles ______
   labels ______

3) Reactions to map: (things that you didn’t know, or things that surprised you)
   __________________________________________
   __________________________________________
   __________________________________________

4) Observations of the map: (after reviewing (analyzing) and looking at the map, what did
   you notice? What assumption can you make now?)
   __________________________________________
   __________________________________________
   __________________________________________

5) Why is the map easy to understand and read?
   __________________________________________
   __________________________________________
Lesson 5: Social Studies Part 2 – Maps

#3) Historical Map - pg 59

1) Title of Map: ________________________________

2) Are the five components of the map included?
   direction (compass rose)____
   symbols ______
   scales ______
   titles ______
   labels ______

3) Reactions to map: (things that you didn’t know, or things that surprised you)
   __________________________________________
   __________________________________________
   __________________________________________

4) Observations of the map: (after reviewing (analyzing) and looking at the map, what did you notice? What assumption can you make now?)
   __________________________________________
   __________________________________________
   __________________________________________

5) Why is the map easy to understand and read?
   __________________________________________
   __________________________________________
   __________________________________________
Lesson 5: Social Studies Part 2 – Maps

5) Elevation Map, pg. 41

1) Title of Map: ________________________________

2) Are the five components of the map included?
   direction (compass rose) ______
   symbols ______
   scales ______
   titles ______
   labels ______

3) Reactions to map: (things that you didn’t know, or things that surprised you)
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

4) Observations of the map: (after reviewing (analyzing) and looking at the map, what did you notice? What assumption can you make now?)
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

5) Why is the map easy to understand and read?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
Checklists
Grammar Check List
Drawing conclusion and making inferences about nonfiction text.

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present</td>
<td>1</td>
</tr>
<tr>
<td>Present perfect</td>
<td>1</td>
</tr>
<tr>
<td>Personal expression</td>
<td>1</td>
</tr>
<tr>
<td>“WH” Questions</td>
<td>1, 3</td>
</tr>
<tr>
<td>Proper Nouns</td>
<td>2</td>
</tr>
<tr>
<td>Nouns</td>
<td>2, 4, 5</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>3</td>
</tr>
<tr>
<td>Comparative</td>
<td>5</td>
</tr>
<tr>
<td>Superlative</td>
<td>5</td>
</tr>
</tbody>
</table>
Functional Check List
Drawing conclusion and making inferences about test.

<table>
<thead>
<tr>
<th>Function</th>
<th>Lesson Plan #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate between</td>
<td>1</td>
</tr>
<tr>
<td>Compare</td>
<td>2</td>
</tr>
<tr>
<td>Speculate</td>
<td>2</td>
</tr>
<tr>
<td>Describe</td>
<td>2</td>
</tr>
<tr>
<td>Use questioning technique</td>
<td>2</td>
</tr>
<tr>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>Predict</td>
<td>3</td>
</tr>
<tr>
<td>Make observations</td>
<td>4</td>
</tr>
<tr>
<td>Understand</td>
<td>5</td>
</tr>
<tr>
<td>Describe</td>
<td>5</td>
</tr>
</tbody>
</table>
FLA 518: TAT Sheltered ELL Strategies Checklist

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

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1.a Visuals (Realia, Manipulatives, Gestures)</td>
<td>10, 11</td>
<td>8, 9</td>
<td>L1</td>
<td>10, 11</td>
<td>6</td>
</tr>
<tr>
<td>I.1.b Model (Instructions, Processes)</td>
<td>2, 3</td>
<td>2, 3</td>
<td>2, 3</td>
<td>2, 3</td>
<td>2, 3</td>
</tr>
<tr>
<td>I. 2. Activate Background Knowledge</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Make Text Comprehensible</th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1. Graphic Organizers</td>
<td>6, 7, 8</td>
<td>L6, 7</td>
<td>L6, 7</td>
<td>5</td>
<td>5-9</td>
</tr>
<tr>
<td>II.2. Develop Vocabulary</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>II. 3. Simplify Written Text</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Make Talk Comprehensible</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td>6, 7, 8</td>
<td>L6, 7</td>
<td>L6, 7</td>
<td>5</td>
<td>5-9</td>
</tr>
<tr>
<td>III. 2. Frame Main Ideas</td>
<td>2</td>
<td></td>
<td>2</td>
<td>2, 3</td>
<td></td>
</tr>
<tr>
<td>III. 3. Pace Teacher’s speech</td>
<td>2</td>
<td>3</td>
<td>2, 3</td>
<td></td>
<td>2, 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Engage: Opportunities for Output</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.1. Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td>2</td>
<td>2</td>
<td>2, 3</td>
<td>2, 3</td>
<td>2, 3</td>
</tr>
<tr>
<td>IV.2. Small Group Work (including Information gap activities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.3. Meaningful, real-life activities; Students as researchers</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Engage at Appropriate Language Proficiency Levels</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>V.1. Use questions appropriate for language levels</td>
<td>6, 7, 8</td>
<td>L6, 7</td>
<td>L6, 7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>V.2. Assign appropriate tasks for varying levels</td>
<td>6, 7, 8</td>
<td>L6, 7</td>
<td>L6, 7</td>
<td>5</td>
<td>5-9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Literacy/Academic Development</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VI. 1. Allow use of L1 for planning and conceptualizing</td>
<td>2</td>
<td>2</td>
<td>2, 3</td>
<td></td>
<td>2, 3</td>
</tr>
<tr>
<td>VI. 2. Lots of real oral and written language</td>
<td>2, 3</td>
<td>2, 3</td>
<td>2, 3</td>
<td>2, 3</td>
<td>2, 3</td>
</tr>
</tbody>
</table>
Original Lessons
Lesson 15: Editorial

Large Group Lesson (cont.)

10. Explain that when a reader uses the 5W+H technique, it helps the reader to understand what the author of the editorial is saying.


12. Read the text again, and have students volunteer answers to the 5 W's + H.

13. Write correct responses on the board.

14. As a class, brainstorm questions that the class has based on the text. Write all questions on the board. Allow students to explain why they would like answers to these questions.

15. Brainstorm a list of questions students have about space and space exploration.

📚 Technology Connection

Each student will brainstorm a list of questions he or she has about one planet in our solar system. The student will research the planet using the Internet and find answers to at least five of the questions. The student will download an image of the planet to share with the class. Classmates will practice the art of questioning by asking the presenter questions they may have about the planet.

📚 Home-School Connection

Each student will practice asking questions by choosing a parent or family member to read the editorial section of a local or national newspaper. The student will look at the titles of each editorial and ask the question, "What might the editorial be about based on the title?" The pair will read the editorial and use the 5W+H questioning strategy to determine the position of the author. The student and family member will ask each other what their position is on the issue and will share their reactions. The pair will list questions they have about the issue.

📚 Assessment

The teacher will provide each student with a titled editorial. The student will brainstorm questions from reading the title only, read the entire editorial, be able respond to the 5's W + H accurately and independently, as well as brainstorm questions about the topic prior to choosing a position.
Lesson 15: Editorial

Large Group Lesson

Lesson Objective
The students will raise questions about a nonfiction text (Objective 9a).

Skills
- questioning to increase comprehension
- questioning to further knowledge
- using the 5W + H questioning technique

Materials
- transparency of Language Arts Card 15
- overhead projector
- a titled editorial, one per student
- map of the solar system
- vocabulary list, page 120
- suggested answers to questions on card back, page 121

Procedure
1. Ask the students to define *editorial*. Write its definition on the board.
2. Explain that an editorial allows an author to write his or her opinions with the intent of bringing others over to his or her side.
3. Ask students if they feel exploring space is important. Have students offer their personal thoughts.
4. Divide the board into two columns. At the top write, “Exploring Space,” and head column 1, “Pros,” and column 2, “Cons.”
5. As a class, brainstorm a list of pros and cons of space exploration.
6. Explain to the class that in order to be a good reader, one needs to ask questions, especially of editorials, where the author is trying to make you believe what he or she feels. A good reader needs to question what the author says and look at the other side of the issue before making up his or her mind.
7. Read the title of Language Arts Card 15 to the class: “Our Future is in the Stars.” Based on the title, ask students what side the author is on.
8. Show the poster of the solar system to the students. Review the position of the earth in relationship to the other planets. Allow students to share what they know about the solar system.
9. Place the transparency of Language Arts Card 15 on the overhead and read the text to the students.
Lesson 14: Biographical Sketch

George W. Bush

Large Group Lesson

Lesson Objective
The students will make interpretations of text (Objective 9b).

Skills
- interpreting text
- drawing conclusions
- making inferences
- using the K-W-L strategy

Materials
- transparency of Language Arts Card 14
- overhead projector
- overhead marker
- videotape of our current president
- review guide (see technology section)
- short biographical sketch about a U.S. president
- vocabulary list, page 112
- suggested answers to questions on card back, page 113

Procedure
1. Ask the class who the president of the United States is. (Please note: this lesson has been written while George W. Bush is in office. If there is another president in office at the time you are teaching this lesson, adapt the lesson accordingly.)


3. As a class, brainstorm all the known facts about our president, and list these facts in column one. Discuss as necessary to promote student understanding.

4. Ask students what they would like to know about our president. List these questions in column two. Students should be able to say why they would like to learn answers to these questions.

5. Read Language Arts Card 14 to the class as they follow on the overhead.

6. Answer each question from the class K-W-L chart and write the answers in the third column.

7. Ask students what other information they learned about George W. Bush. Review the text and share new facts.
Lesson 14: Biographical Sketch

Large Group Lesson (cont.)

8. Discuss how readers interpret text. The teacher will share the key dates from Language Arts Card 14 with the class. Ask the class to read through the dates and interpret why these dates are important or significant to George W. Bush. Share comments.

9. Students should share their interpretations of George W. Bush based on Language Arts Card 14 and predict what kind of a president he will continue to be based on his leadership thus far.

📚 Technology Connection

The student will watch a tape of an interview with or a speech by George W. Bush. The teacher will preview the tape and create a guide to review before the students watch the tape. The students will not only share what they learned from the interview or speech, but also will share appropriate personal reactions and make observations, interpreting the information.

📚 Home-School Connection

Each student will discuss with a parent or another adult family member the 2000 election of the president of the United States. The student will share his or her knowledge from Language Arts Card 14 and then ask for the adult’s reactions and observations about George W. Bush as president. The student should write down at least three statements to turn in to the teacher.

📚 Assessment

The teacher will find a short biographical sketch about another president of the United States or the current Vice President, Dick Cheney. The students will use the K-W-L reading strategy to learn new information and make interpretations about the individual based on knowledge gained.
Lesson 12: News Story

Large Group Lesson

Lesson Objective
The students will make interpretations and conclusions about nonfiction text (Objective 9d).

Skills
- interpreting text
- using facts and details to make a conclusion
- using the 5W + H questioning technique

Materials
- reading journals
- transparency of Language Arts Card 12
- overhead projector
- nonfiction text (see assessment section)
- vocabulary list, page 96
- suggested answers to questions on card back, page 97

Procedure
1. The teacher will write the word “interpret” and ask students to think about what the word means. Discuss their responses.

2. Write on the board the title of Language Arts Card 12, “A Woman Up a Tree,” and ask students to interpret what the title could mean.

3. Write the article’s subtitle, “Redwood Seriously Damaged After Attempts to Save It.” The students, now with more information, should interpret what the article could be about.

4. Write the words “who,” “what,” “where,” “when,” “why,” and “how” in a vertical column on the board, and instruct students to copy them in their reading journals.

5. Show only the first paragraph of Language Arts Card 12 on the overhead and read aloud. Ask students to fill in the answers to “who,” “what,” “where,” “when,” “why,” and “how.”

Who—Julia Hill, nicknamed Butterfly
What—lived in the branches of a redwood tree for two years
Where—in Northern California
When—around the date of December 8, 2000
Why—Julia climbed the tree in protest so the loggers wouldn’t cut it down.
How—paragraph does not specify
The students should interpret how Julia “Butterfly” Hill lived in the redwood tree.
Lesson 12: News Story

**Large Group Lesson (cont.)**

6. Review how the 5 W’s + H technique enables a reader to understand and interpret what the article may be about.

7. Ask students to think about Julia Hill’s actions. Do you agree or disagree with what she did? Why? The students will write their first thoughts, from the information in paragraph one only, about Julia Hill and her redwood tree.

8. Show paragraph number two and read it aloud as students follow along. Discuss.

9. Share “New Danger” and ask students to interpret and make inferences about what the new danger could be. The teacher will then uncover the subsequent paragraph and read it aloud. Analyze each subtitle and paragraph in the same manner. Students should make interpretations about the text.

10. Ask, “Now that we have finished the article, how do you feel about Hill’s actions?” Each student will respond and then reflect on his or her initial response after reading paragraph one. The statements should be compared, and changes in thinking should be discussed.

11. Ask students to draw a conclusion about Luna the Redwood and Julia Hill. Remind students that the article was written in December, 2000. Based on Hill’s actions, the Circle of Life Foundation, and the damage done to the tree, what has happened? Tell the students this technique is called “drawing conclusions.” You are using the knowledge you have gained from the article and are thinking about the outcome, or conclusion.

**Technology Connection**

Students will use the inferences and interpretations made from the nonfiction text to prepare a radio or television interview with Julia “Butterfly” Hill. The students will pair up, one assuming the role of reporter, the other assuming the role of Julia “Butterfly” Hill. The pair will write a one-page script and videotape or record the interview for the class to watch or listen to.

**Home-School Connection**

Students will share the story of Julia Hill and ask a parent or another family member his or her thoughts of what she did to save a redwood. The student and adult should make inferences as to what has happened to Luna and to Julia Hill.

**Assessment**

The teacher will distribute a nonfiction text for the students to read. The students will interpret each paragraph and draw a conclusion at the end, basing their conclusion on the facts and information found in the text.
Lesson 11: Map

Large Group Lesson

.lesson-objectives

Students have reactions and make observations to a map in nonfiction text (Objectives 9d, 9e).

.skills

- stating reactions
- making observations

.materials

- overhead transparency of Social Studies Card 11
- student copies of Social Studies Card 11
- map of the world
- paper
- vocabulary list, page 88
- suggested answers to questions on card back, page 89
- overhead projector
- dictionary

.procedure

1. Pose the following question to students: Where is 85% of the orange juice in the world produced? Allow time for students to speculate and make guesses to answer this question. Have a discussion with students on what the possibilities might be. Allow time for them to look on a map of the world to aid in their search for the answer. After students have been given ample opportunity to make a guess, tell them that 85% of the orange juice in the world is produced in Brazil.

2. Have students share their reactions to the answer. Was this answer a surprise to them? Is Brazil known for its orange juice? What else about Brazil would the students like to learn more about? Display the overhead transparency of Social Studies Card 11 on the overhead projector. Explain to the students that this is a map of Brazil.

3. Ask students to define map. Maps display information on paper about a location. A map has five main components: direction (indicated by a compass rose), symbols, scales, titles, and labels. Have students locate these five main components of a map on the map of Brazil on Social Studies Card 11. Are all five components there?

4. Have students brainstorm the different types of maps. Record responses on the board. Students may not know the exact name of these types of maps, but they might be able to describe the type of map. You may need to assist and teach the different types of maps. Responses might include the following:

- political boundary maps—shows borders of states, provinces or countries. This is the most common map.
- weather maps—give information on the climate and weather patterns in a region
- historical maps—show what an area looked like in a certain time period in history
- population maps—show the amount of population in certain areas
- topographical maps—show the elevation and contours of an area of land
Lesson 11: Map

Large Group Lesson (cont.)

5. Divide students into groups of two or three. Give each group a copy of Social Studies Card 11 and a piece of paper. Have the students read the map and make a list of reactions and observations they have after looking at and reading this map. (Reactions are our first thoughts as we learn new information. Observations are things we notice about new information, connections to prior knowledge, or insights we notice as we observe.) On the right side of a piece of paper, have students record their reactions; on the left, have them record their observations.

6. Allow groups time to share their reactions and observations on the graph of Brazil. Are there similarities or differences between the lists?

📚 Technology Connection

With the help of an adult, students will use the Internet to research the country of Brazil for more information. Have students take notes and print off information to use in the next guided lesson.

📚 Home-School Connection

Instruct students to look through newspapers and magazines with a family member and cut out examples of maps. Have the students identify the types of maps they find and look for the five components of a map. (See step 3.)

📚 Assessment

Students will write a paragraph about their personal reactions and observations to the map on Brazil. Was there new information that they were not aware of? What surprised them the most about Brazil? What did they observe about Brazil?