Introduction
Instructional Unit Introduction

**Title:** Phineas Gage and Nonfiction Reading Strategies

*Note: These 3 modified lessons are part of a larger, 6-week unit, which addresses other nonfiction reading strategies and aspects of the text. These are the first three lessons of the unit, but previous unit addressed some nonfiction reading strategies.*

**Grade Level:** 7th Grade

**Target Group:** Sheltered Content Language Arts

**Reading Materials:**

**Source of Original Lessons:** Lessons Based on activities from:

**Learning Goals:**
- I want my students to know how to compare nonfiction texts.
- I want my students to know vocabulary falls into categories that help us use and understand that vocabulary better.
- I want my students to know what to do with vocabulary they don’t understand.
- I want my students to know that previewing a text helps reading nonfiction with more ease and making predictions.
- I want my students to know that people can overcome obstacles, despite difficult circumstances.
Lesson 1
### Lesson One: Previewing the Text

**Content Objectives:**
1. SWBAT make predictions about a text based on text features.
2. SWBAT list text features for a nonfiction text.

**Language Objectives:**
1a. Write a prediction based on each text feature that describes what the text will be about.
1b. Orally ask and answer questions about specific text features.
2a. Orally identify text features of a nonfiction text.

### Performance Indicators for Each Language Level:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Bridging Level 5</th>
<th>Expanding Level 4</th>
<th>Developing Level 3</th>
<th>Early Emergence Level 2</th>
<th>Beginning Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing—Predict (1a)</strong></td>
<td>Write 1-3 sentences based on each text feature to predict what the text will be about or what will be learned from the text.</td>
<td>Write a sentence based on each text feature to predict what the text will be about or what will be learned from the text with sample sentence provided.</td>
<td>Write a prediction sentence based on text features using sentence starters.</td>
<td>Write a prediction based on text features using sentence starters and a word bank.</td>
<td>Fill in blanks of sentences that predict what the text will be about using a word bank and picture clues for text features.</td>
</tr>
<tr>
<td><strong>Speaking—Predict (1b)</strong></td>
<td>Orally and independently answer teacher questions and generate own questions about specific text features that predict what the text will be about or what will be learned from the text.</td>
<td>Orally answer teacher questions independently and generate own questions with sentence starters about specific text features that predict what the text will be about or what will be learned from the text.</td>
<td>In a small group, orally answer teacher questions and ask model questions by choosing words to fill in the blanks about specific text features that predict what the text will be about or what will be learned from the text.</td>
<td>In small group, orally answer teacher questions and ask model questions about specific text features to predict what the text will be about or what will be learned from the text.</td>
<td>In small group, orally repeat model responses to teacher questions and ask model questions about specific text features to predict what the text will be about or what will be learned from the text.</td>
</tr>
<tr>
<td><strong>Speaking—Identify text features (2a)</strong></td>
<td>In small group, orally identify text features of a nonfiction text and explain the purpose of each.</td>
<td>In small group, identify orally each text feature when seen in text and identify its use in a nonfiction text.</td>
<td>In small group, identify orally each text feature when seen in text and identify its use in a nonfiction text from a phrase bank.</td>
<td>In a small group, identify orally each text feature when seen in text and identify its use in a nonfiction text from a phrase bank.</td>
<td>In a small group, orally match visual prompts to the correct text feature in a nonfiction text.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expression</td>
<td>Words</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Predict</td>
<td>Make predictions about the text based on text features</td>
<td>“Based on the __________ (1) ______, I think we will learn about __________ (2) ______.”</td>
<td>cover illustration(s)</td>
<td>Present tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“What do you think we will learn based on __________ (1) ______?”</td>
<td>picture(s) caption(s)</td>
<td>Dependent clauses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>chapter title(s) index</td>
<td>Interrogative sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>glossary heading(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>table of contents bold print</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced students only:</td>
<td>“The vocabulary seems to be related to __________ (3) ______.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify text features</td>
<td>List text features in nonfiction texts</td>
<td>“This is the __________ (1) ______; it helps the reader __________ (2) ______.”</td>
<td>cover illustration(s)</td>
<td>Present tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>picture(s) caption(s)</td>
<td>Semicolon use</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>chapter title(s) index</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>glossary heading(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>table of contents bold print</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit: Phineas Gage and Nonfiction Reading Strategies
Grade: 7
Modified Lesson Plan 1: Previewing the Text (60 minutes)

Materials:
*Phineas Gage*
Phineas Gage Video
*Phineas Gage* Text Feature Sample Pages
Text Features Picture Cards
Text Feature Phrase Bank
Predictions Based on Text Features

**Key Vocabulary:**
- text feature
- headings
- illustration
- predict
- chapter titles
- photo
- cover
- bold print
- caption
- index
- table of contents
- glossary

Note: These vocabulary of text features were introduced in the previous unit about introduction to nonfiction.

**Preparation:** Write the content and language objectives on the board. Write the language models on board.

**Initiation:**
1. Teacher will review the lesson’s content and corresponding language objectives for the lesson: “Today you are going to learn how to make predictions about what you will learn based on text features, and you will also be able to list those text features. In order to do that, you will have to write a prediction about what you will learn based on text features, ask and answer questions about specific text features and list the text features out loud.” (2 minutes)

2. Teacher will say, “First we are going to build background about who we are going to read about, Phineas Gage.” Students will watch the movie Phineas Gage Video ([http://www.youtube.com/watch?v=X4fGlhy5cPg&feature=related](http://www.youtube.com/watch?v=X4fGlhy5cPg&feature=related)) and fill out listening guides (See [Phineas Gage Video Listening Guides](#) pg. 9) (8 minutes)

3. Teacher will review the nonfiction text features from the previous lessons using the language model, “This is a(n)/the _______________; it helps the reader _______________. (2 minutes)

**Activity:**
4. Students will conduct small group discovery to orally list the text features, while teacher monitors groups. (15 minutes)
   a. Level 1 and Level 2 students will work together to match text features with name and picture cards and say the name of each when a picture is shown. (See [Text Feature Picture Cards](#) pps. 11-13) Teacher will have to review each text feature from the video aloud with the group.
   b. Level 3 students will list text features when given the page numbers and choose its purpose from a phrase bank. (See [Phineas Gage Text Feature Sample Pages](#)
pg. 10 for examples of pages in *Phineas Gage* with text features and **Text Feature Phrase Bank** pg. 14).

c. Level 4 and 5 students will orally identify text features and name their purpose.
d. Teacher will choose students from each group to share their list and/or their purpose, using the Level 1 or 2 student to identify the text feature and Level 3-5 student to identify purpose.

5. Teacher models the activity about how to make predictions. "We are going to make predictions—tell what is going to happen in the text—based on text features. If a teacher came into class carrying an umbrella, [bring umbrella into classroom] I would say, 'I think it is going to rain because Mrs. Lopez is carrying an umbrella.' Text features give us clues, just like the umbrella. They help us figure out what the book is going to be about by looking at the vocabulary and the pictures." (2 minutes)

6. Teacher models the prediction on overhead/board based on the text features, using the language model, "Based on the __________, I think we will learn about __________." (2 minutes)

7. Students will work individually to write predictions based on text features. Each student will produce her own writing. (15 minutes) (See **Predictions Based on Text Features** pps. 15-19 for each language level)
   a. Level 1 students will fill in blanks of sentences that predict what the text will be about using a word bank and picture clues for several text features.
   b. Level 2 students will write a prediction based on several text features using sentence starters and a word bank.
   c. Level 3 students will write a prediction sentence based on several text features using sentence starters.
   d. Level 4 and Level 5 students will write a sentence based on each text feature to predict what the text will be about or what will be learned from the text.

8. Teacher will model the question, "What do you think we will learn based on __________?" using a text feature to fill in the blank. Teacher may want to write this on the board. (7 minutes) (See **Performance Indicator Speaking-Prediction (1b)** pg. 6 for breakdown of what is expected at each level).
   a. Level 4 and 5 students will be asked to work in groups to ask and answer the questions in small groups.
   b. Teacher will guide question and answer session with Level 1-3 students.

**Closure:**

9. Teacher reviews the content and language objectives, "Today what did we learn about what text features are in *Phineas Gage* to help you read?" Chart the student answers on chart paper. Reread the objectives, and ask the students if we had learned what we had set out to learn and explain how they learned it. (7 minutes)

**Assessment:**
Students will be assessed by their written response and graphic organizer completion and monitored oral language responses in whole group and small group situations.
Listening Guide for Phineas Gage Video

Stages 4 and 5
List the major events of the Phineas’ accident in order.
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Level 3
Fill in the blanks with the correct information from the video.
The railroad was _______. (destroyed/built)
A tamping iron exploded like a ____ and hit Phineas in the head.
(flower/bullet)
Phineas became ill with infection.
Phineas’ personality _________. (changed/stayed the same)
Dr. Harlow treated Phineas’ _______. (injury/foot)
Phineas traveled New England to show off his _______. (injury/leg)
Phineas moved to _______ to drive stagecoaches. (Chile/New York)
Phineas suffered from ________. (seizures/sinus problems)
Phineas _______. (lived/died)
The skull arrived for Dr. Harlow to ________. (fix/study)

Stages 1 and 2
Circle the words you hear in the movie.
Phineas Gage Dr. Harlow
Railroad Patient
Dynamite Different
Rock Sick
Tamping Iron Died
Responsible Change
1848 Skull
Brain Injury
Phineas Gage was truly a man with a hole in his head. A railroad construction foreman, Phineas was blasting rock near Cavendish, Vermont, in 1848 when a thirteen-pound iron rod was shot through his brain. Miraculously, he survived another eleven years and became a textbook case in brain science. But Phineas was forever changed by the accident, and what happened inside his brain will tell you a lot about how your brain works and what makes us who we are.
Text Feature Picture Cards

Cover

Illustration

Picture

Index

| arts 28-29 | homes 10-11 |
| buses, ferries, and trains 8, 18-19 | kilts 15 |
| castles 5, 9 | language 20-21, 30 |
| celebrations 26-27, 29 | lowlands and Highlands 6-7, 9, 10, 11, 17, 21, 25 |
| clothes 14-15 | schools 14, 22-23 |
| Edinburgh 5, 10, 18, 29 | sports 24, 25, 26 |
| food 12-13 | work 16-17 |
Most animals stay with their herds. But as they move around the plain, some animals get too far away from the herd. These animals become prey. They become victims of an attack by another animal.

The attacking animal is called a predator (PREH-duh-tur). A predator quietly watches and waits. When an animal gets away from the herd, the predator springs into action.
Examination of the Patient—III

Chapter 13

SENSORY SIGNS, SYMPTOMS, AND BINOCULAR ADAPTATIONS IN STRABISMUS

Headings

Lions Rule!

Women's Work

- Women's work is not what it used to be. With the rise in the demand for employment, working women now have to work harder. Many women are now employed in the fields of service and education.

- The text has been updated to reflect the changes in women's roles and the increase in their participation in the workforce.

True Story!

Lions' Preschool

- A story about a young boy who attends a preschool run by lions.

- The story highlights the importance of early childhood education and the unique approach taken by the lions in running the school.

Caption

- This picture shows the Everglades today. You can see many buildings and canals.
This is the ___(text feature)___; it helps the reader

...visualize the what is happening in the text.

...understand what is happening in the illustration or photo.

...know the important topics in the text.

...know the definitions of the key vocabulary.

...understand the key concepts.

...know what is the in the text and on what pages.

...identify key vocabulary.
Predictions Based on Text Features (Level 5)

Name __________________________ Date ______________

DIRECTIONS: Make a prediction in 1-3 sentences about each of the 10 text features. Refer to the list you created earlier and use specific examples from the text.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________

5. __________________________________________________________

6. __________________________________________________________

7. __________________________________________________________

8. __________________________________________________________

9. __________________________________________________________

10. __________________________________________________________

BONUS: Finish the following statement.
The vocabulary seems to be related to ________________________________.
Predictions Based on Text Features (Level 4)

Name ____________________________ Date __________

DIRECTIONS: Make a **prediction** about what you think you will learn in 1 sentence about *each* of the 10 text features. Refer to the list you created earlier.

EXAMPLE: Based on the subheadings like "brain function" on page 11, I think we will learn about how a brain works.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________

6. ____________________________________________________________

7. ____________________________________________________________

8. ____________________________________________________________

9. ____________________________________________________________

10. ___________________________________________________________
Predictions Based on Text Features (Level 3)

Name ___________________________ Date __________

DIRECTIONS: Make a prediction about what you think you will learn in 1 sentence about each of 6 text features. Refer to the text features list you created earlier.

1. Based on the ________________ on page ____, I think we will learn about ________________________________

2. Based on the ________________ on page ____, I think we will learn about ________________________________

3. Based on the ________________ on page ____, I think we will learn about ________________________________

4. Based on the ________________ on page ____, I think we will learn about ________________________________

5. Based on the ________________ on page ____, I think we will learn about ________________________________

6. Based on the ________________ on page ____, I think we will learn about ________________________________
Predictions Based on Text Features (Level 2)

Name ___________________________ Date ________

DIRECTIONS: Make a prediction about what you think you will learn in 1 sentence about each of 6 text features. Refer to the list you created earlier.

1. Based on the ____________________ on page __, I think we will learn about __________________________

2. Based on the ____________________ on page __, I think we will learn about __________________________

3. Based on the ____________________ on page __, I think we will learn about __________________________

4. Based on the ____________________ on page __, I think we will learn about __________________________

5. Based on the ____________________ on page __, I think we will learn about __________________________

6. Based on the ____________________ on page __, I think we will learn about __________________________

CHOOSE A PREDICTION BELOW OR WRITE YOUR OWN:

I think we will learn about:
- the brain
- accidents
- infections and bacteria
- medicine and doctors
- science
- how Phineas got in an accident in Vermont
- how Phineas got hurt by a tamping iron
Predictions Based on Text Features (Level 1)

Name ___________________________ Date __________

DIRECTIONS: Make a prediction about each of 5 text features.
Example: Based on the heading on pg. 12, I think we will learn about skulls.

1. Based on the cover, I think we will learn about

2. Based on the picture on pg. 25, I think we will learn about

3. Based on the chapter title on pg. 1, I think we will learn about

4. Based on the glossary on pg. 76, I think we will learn about

5. Based on the illustration and caption on pg. 72, I think we will learn about

6. Based on the index on pg. 82, I think we will learn about

I think we will learn about:

- the brain
- how Phineas got in an accident
- accidents
- medicine and doctors
- science
Lesson One Reflection:

The original lesson was not well suited for ELLs. When I examined the elements of the lesson, I concluded the content objectives were still applicable for the students, but the lack of scaffolding made the text and the reading guide, “The Fast Track,” very difficult to understand and for students to display their cognitive knowledge on the topic of reading nonfiction.

Initially, I decided to build background knowledge through visuals both in the video and to match with text features. This video creates a shared experience to which the students can refer back to when reading the text in further lessons. Also, a review of text features links back to previous learning, which is also a shared experience.

In order to allow the students to access the structure of the sentence to both speak and write responses, the teacher will provide language models. These will allow the students to be actively engaged in all activities and develop academic language both through structure and vocabulary.

Students will have the opportunity to co-construct knowledge and develop classroom identity through the opportunity to work in small groups to write predictions. The appropriate scaffolding allows all students to have access to the higher order thinking skill of prediction.
Lesson 2
Lesson Two: Comparison of Narrative Nonfiction

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Language Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWABT compare people’s experiences in narrative nonfiction</td>
<td>1a. In a small group, read three examples of narrative nonfiction and write a comparison between the experiences of the people in the text.</td>
</tr>
<tr>
<td>2. SWBAT evaluate the lives of people to determine their luck in overcoming obstacles</td>
<td>2a. Defend the position in writing with textual evidence.</td>
</tr>
</tbody>
</table>

Performance Indicators at Each Language Level:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Bridging Level 5</th>
<th>Expanding Level 4</th>
<th>Developing Level 3</th>
<th>Early Emergence Level 2</th>
<th>Beginning Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing—Compare (1a)</td>
<td>Read three articles of modified text and fill out a graphic organizer in a small group.</td>
<td>Read three articles of modified text and fill out a graphic organizer in a small group.</td>
<td>Read three articles of modified text and fill out a graphic organizer with visual support in a small group.</td>
<td>Read three articles of modified text, fill out a graphic organizer with visual support and partially filled in comparisons in a small group.</td>
<td>Read three articles of modified text and fill out graphic organizer with word bank in a small group.</td>
</tr>
<tr>
<td>Writing — Defend a position (2b)</td>
<td>Individually, write a paragraph to take a position and defend it with evidence from the modified text.</td>
<td>In small groups, write a paragraph to take a position and defend it with evidence from the modified text.</td>
<td>In small groups, write 1-3 sentences to defend a position using evidence from a modified text.</td>
<td>In small groups, write a sentence to defend a position using sentence starters and copying evidence from modified text.</td>
<td>In small groups, fill in the blanks with words from the bank to defend a position and support the position with phrases from the modified text.</td>
</tr>
</tbody>
</table>
**Lesson Two: Functional Language Chart**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Compare          | Compare the situations of the individuals in the text. | “The cause of the brain injury was ____(1)__” | (1)  
-a tamping iron exploded through the skull  
-a tank accident in Iraq  
-a car accident  
(2)  
-holes were cleaned and bandaged  
-part of the skull was removed  
-therapy to relearn the basic skills | Past tense          |
| Defend a position | Defend a position as to who is the luckiest individual from the text. | “____(1)____ is the luckiest because ____ (2)______” | (1)  
Phineas Gage  
Bob Woodruff  
Kristen  
(2)  
-he could still walk and talk  
-he recovered his memory  
-she was able to relearn to walk, talk, brush her teeth | Present tense comparatives |
Unit: Phineas Gage and Nonfiction Reading Strategies
Grade: 7
Modified Lesson Plan 2: Comparison of Narrative Nonfiction (85 minutes, 2 days)

Materials:
Leveled Copies of “Chapter 1: Horrible Accident in Vermont”
Leveled Copies of “I’m Lucky,’ Says Bob Woodruff”
Leveled Copies of “Brain Injury: A Teen’s Story”
Leveled Copies of Comparison Graphic Organizer
Leveled Copies of Who is Luckiest? worksheet
Outcome Statements Poster
Model of a skull with detachable top.

Preparation:
Write the objectives on the board.
Divide the class into groups of three, leveled by language proficiency.
Pass out appropriate leveled copies of the texts and graphic organizers for each group.
Create a poster with outcome statements (I think... I wonder... I learned...)

Initiation:
1. Teacher will review the objectives with the class: “Today we are going to learn more about Phineas Gage. Yesterday, we saw a video about Phineas’s accident. We are going to compare—say what is different and the same—about three people who had accidents. Then you are going to write about who they think is the luckiest person.” (3 minutes)
2. Teacher will teach the difference between open brain injuries and closed brain injuries. (10 minutes)
   a. Teacher shows the class a model of a skull, and asks the class, “What is this?” Students answers vary, “head, skull, skeleton.”
   b. Teacher asks, “What does the skull protect?” Students answer “Brain”
   c. Teacher asks, “How does the brain get hurt?” Students answers vary. Teacher records the answers in a list.
   d. Teacher asks for student actors to role play the accient, using both open and closed brain injuries. (ie. Gun shot, head hitting solid wall, object). Teacher asks, “Is the brain injury open or closed?”
      i. Teacher models open and closed.
      ii. Teacher can use door, window, book, etc.

Activity:
3. Teacher tells class, “Now we are going to read about three brain injuries. Then we are going to write information about each person. In your group, each person will have a role for each article you read.” (2 minutes)
4. Each leveled group should have leveled texts and graphic organizers for the group. (See Chapter 1: Horrible Accident in Vermont pps. 26-29, “I’m Lucky,’ Says Bob Woodruff” pps. 30-33 and “Brain Injury: A Teen’s Story” pps. 34-37 and leveled Comparison Graphic Organizer pps. 38-40)
5. Teacher tells the students, “Each student will be responsible for a role. One student will be a reader, who reads the article to the group. One is the writer, who fills out the graphic
organizer, and one student is the timekeeper, who makes sure you finish each article before time is finished. After each story is finished, change roles. You will have 36 minutes to read the 3 articles and fill out the graphic organizers.” The teacher should model the rotation. (5 minutes)
6. Students read each article and fill out the graphic organizer, while the teacher monitors, asks questions, and models further, if needed. (30 minutes)
7. When time is called, the teacher brings the class attention back to the whole group. END OF DAY ONE.
8. DAY TWO: Teacher asks students to take out the work from previous day. Teacher reviews the three articles. (5 minutes)
9. The teacher explains, “Now I am going to ask you to make a judgment. You get to decide who is the luckiest person. Luck means good things happen to you. We all know that a bad thing—a brain injury—happened to all three people. They all got hurt. How can a bad thing be good? All three people survived—they did not die. Talk to your group. Who is the luckiest? Then you are going to write your statement on your paper. (5 minutes)
10. Teacher passes out leveled Who is the Luckiest? worksheets (See pps. 41-43).
11. Teacher tells the students to talk using the language models for the lower level students. They will use language models from the worksheet. (8 minutes)
12. Teacher tells the students to write their sentence or sentences defending their position. (1 minute)
13. Students write their position on the Who is the Luckiest? worksheet. (7 minutes)
Closure:
14. Teacher asks the students to review the objectives, and asks, “I would like us to review what we learned today using outcome statements. Remember we are going to use the sentence starters, “I think... I wonder... or I learned...” (2 minutes)
15. Students raise their hands and say what their outcomes are for the lesson. (5 minutes)
Assessment:
Teacher will use on going monitoring of student work to assess students. The written work completed by students in Who is the Luckiest? Worksheet will be assessed to determine the students’ success in achieving the objectives.
Chapter 1: Horrible Accident in Vermont (Levels 4 and 5)

In Cavendish, Vermont, the people want to build a railroad through the mountains. Railroads are used to transport people and products. They are very important to the people. At this time, railroads are built by hand. No machines are used to make railroad tracks. However, Vermont has a lot of rocks in the mountains, and the workers need to explode the rocks in the way of the track.

Phineas Gage is a railroad worker in Vermont. He is the supervisor of the railroad workers. The workers have to build a railroad track and make the land level, so the trains can pass. The workers dig holes, fill the holes with gunpowder and sand and explode the rocks in the way. Then follow the same routine for every explosion. It is Phineas’ job to supervise the explosions.

The tamping iron is a tool used to pack in the gunpowder. This time, there was an accident. The tamping iron causes an explosion. No one knows what really happened. Some say the tamping iron sparked and exploded. Phineas uses the tamping iron. Whatever happens, the tamping iron explodes through Phineas’ skull.

Phineas’ brain injury is an open brain injury, meaning that the skull is open to the air. Phineas bleeds from the holes, but he is conscious—can still walk and walk. The other workers cannot believe that Phineas is alive. They load Phineas onto a cart, and Phineas sits up straight.

The other workers bring Phineas to town. Dr. Harlow is the town doctor. He cares for Phineas. Dr. Harlow bandages and cleans the wounds—the holes in Phineas’ skull. Then, Phineas tells Dr. Harlow what happened. Dr. Harlow is surprised that Phineas is still alive. This type of injury has always cause death before. This time, Phineas survived. Dr. Harlow believes Phineas does not have a long time to live.
Chapter 1: Horrible Accident in Vermont (Level 3)

In Vermont, the people want to build a railroad through the mountains. At this time, railroads are built by hand. No machines are used to make railroad tracks.

Phineas Gage is a railroad worker in Vermont. He is the supervisor or boss of the railroad workers. The workers dig holes, fill the holes with gunpowder and explode the rocks in the way.

The tamping iron is a tool used to pack in the gunpowder. This time, there was an accident. The tamping iron causes an explosion. Phineas uses the tamping iron. The tamping iron explodes through Phineas’ skull.

Phineas’ brain injury is an open brain injury, meaning that the skull is open to the air. Phineas bleeds from the holes, but he can still walk and walk.

The other workers bring Phineas to town. Dr. Harlow is the town doctor. He helps Phineas. Dr. Harlow bandages and cleans the holes. Then, Phineas tells Dr. Harlow what happened. Dr. Harlow is surprised that Phineas is still alive. This type of injury has always cause death before. This time, Phineas survived.
Chapter 1: Horrible Accident in Vermont (Level 2)

In Vermont, the people build a railroad.
Railroads are built by hand.
No machines are used.
People do the work.

Phineas Gage is a railroad worker.
Phineas builds a railroad track.
Phineas uses gunpowder to explode rocks in the mountains.
Phineas is the boss.

The tamping iron is a tool.
Phineas uses the tamping iron.
The tamping iron causes an explosion.
The tamping iron explodes through Phineas’ skull.

Phineas’ skull has holes from the tamping iron.
The brain is open.
Phineas bleeds from the holes.
Phineas can still walk and talk.

The workers bring Phineas to town.
Dr. Harlow helps Phineas.
Dr. Harlow bandages and cleans the holes.
Phineas tells Dr. Harlow what happened.
Dr. Harlow watches Phineas.
Chapter 1: Horrible Accident in Vermont (Level 1)

In Vermont, the people build a railroad.
Railroads are built by hand.
No machines are used.
People do the work.

Phineas Gage is a railroad worker.
Phineas is the boss.

Phineas builds a railroad track.
Phineas uses gunpowder to explode rocks in the mountains.

The tamping iron is a tool.
Phineas uses the tamping iron.
The tamping iron causes an explosion.
The tamping iron explodes through Phineas’ skull.

Phineas’ skull has holes from the tamping iron.
*The brain is open.*
Phineas bleeds from the holes.
*Phineas can still walk and talk.*

The workers bring Phineas to Dr. Harlow.
Dr. Harlow helps Phineas.
*Dr. Harlow bandages and cleans the holes.*

Phineas tells Dr. Harlow what happened.
Dr. Harlow watches Phineas.
“I'm Lucky,” Says Bob Woodruff (Levels 4 and 5)

On January 29, 2006, ABC reporter Bob Woodruff was nearly killed by a roadside bomb in Iraq. “I'm lucky,” Woodruff told reporters Monday in his first interview since he was wounded (injured). “This turned out a lot better than it could have.”

When atop a tank in Taji, just north of Baghdad, Woodruff’s life was nearly ended by a roadside bomb, while he was the head reporter for World News Tonight, ABC's evening news program on television.

Woodruff has difficulty remembering certain words, but he is ready and able to answer questions. When Woodruff first woke up after the accident, he could not remember a single name of a state in the US, the names of his two brothers, or the names of his daughters. He did not even remember he had a brother or a daughter.

“You can see the change from then to now is significant, but there is still more to do,” says Woodruff, who has gone from five or six days of therapy down to one. He knows he will never have perfect control of his brain, but he hope to get close.

U.S. military doctors treated Woodruff and his cameraman Doug Vogt, after they were severely injured while reporting on American effort to give military responsibilities to the Iraqi Army. Doctors removed part of Woodruff's skull to lessen the pressure, allowing him to live.

Many others—soldiers who have suffered brain injuries from bullets and bombs in Iraq—have not been so lucky. They have been paralyzed or even killed during the war.

Woodruff is planning to investigate further into the treatment of brain injuries both in Iraq and back in the U.S. after soldiers return from war.
“I’m Lucky,” Says Bob Woodruff (Level 3)

Bob Woodruff, a reporter for ABC news program on television was almost killed by a bomb in Iraq. The U.S. was at war with Iraq. Reporters often traveled there to get news stories about what was happening during the war. Bob Woodruff was working in Iraq, when he was almost killed.

When on top of a tank just north of Baghdad, a bomb exploded that caused the tank to explode. Bob Woodruff was injured. He hit his head and injured his brain.

After the accident, Woodruff was very confused. He couldn’t remember a lot of important information. He forgot the names of the U.S. states. He forgot the names of his own brothers and daughters.

The U.S. military doctors helped Woodruff to survive. They performed an operation to remove part of Woodruff’s skull to lessen the pressure. That way, his brain would not be damaged (hurt) any more. Woodruff went to special therapy to help him remember.

Soon after, Woodruff could remember most things. He sometimes forgets words, but he is still very smart.

He feels lucky he is alive. Other people in Iraq, like soldiers fighting the war were not so lucky. They died or have paralysis (a medical condition where you cannot move certain parts of your body).

Woodruff is going to investigate how other people are treated for brain injuries in Iraq and in the U.S.
“I’m Lucky,” Says Bob Woodruff (Level 2)
Bob Woodruff works in TV.
He is a reporter.
He is on the news.
He travels the world.
He went to Iraq.

Woodruff got hurt.
Woodruff was riding on a tank.
Woodruff was working.
Woodruff was reporting the news.

A bomb exploded.
The bomb exploded the tank.
Woodruff hit his head.

Woodruff was confused.
He could not remember names.
He forgot the names of states.
He forgot the names of his brothers.
He forgot the names of his daughters.

The doctors helped Woodruff.
The treatment was difficult.
The doctors removed a part of his skull.
Woodruff lived.

Woodruff started to remember.
Woodruff still forgets sometimes.
Woodruff is much better.
“I’m Lucky,” Says Bob Woodruff (Level 1)

Bob Woodruff works in TV.
Bob Woodruff is a reporter.
Bob Woodruff is on the news.
Bob Woodruff tells people what happens in the world.
Bob Woodruff travels the world.
Bob Woodruff went to Iraq.

Woodruff got hurt.
Woodruff was riding on a tank.
Woodruff was working.
Woodruff was reporting the news.

A bomb exploded.
The bomb exploded the tank.
Woodruff hit his head.

Woodruff was confused.
He could not remember names.
He forgot the names of states.
He forgot the names of his brothers.
He forgot the names of his daughters.

The doctors helped Woodruff.
The treatment was difficult.
The doctors removed a part of his skull.
Woodruff lived.

Woodruff started to remember.
Woodruff still forgets sometimes.
Woodruff is much better.
Brain Injury: A Teen’s Story (Levels 4 and 5)

Kristen was in a car accident that broke her leg and pelvis and knocked out several teeth, but the worst injury she suffered was her brain hitting her skull, which damaged her ability to move, talk and learn.

At first, Kristen could not sit up by herself or perform basic task, such as brushing her teeth or combing her hair. Her body did not act normally. She would sweat suddenly or itch so badly, she would scratch her skin until it was bloody. She had the vocabulary skills of a second-grader and had to relearn to read and write.

In less than three months, the 16-year old returned to school and made honor role for the first time because of the intensive therapy she received to retrain her brain and muscles.

Therapy is necessary for recovery of any brain injury. Therapy must begin immediately to relearn basic skills. Kristen luckily did not lose any memories. Instead, the messages from her brain were confused.

Kristen was confused for a long time. However, it was easier to learn basic skills like eating, brushing her teeth and getting dressed because they were routine—or done every day. In eating, for example, Kristen had to relearn was a spoon was, how to fill it with food, lift it to her mouth and swallow.

Kristen’s recovery was very fast, which is not typical for brain injuries. Some patients never recover and need someone else to care for them or have changes in personality.
Brain Injury: A Teen's Story (Level 3)

Kristen was in a car accident that broke her leg and hip and knocked out teeth. Her brain hit her skull, which damaged—hurt—her ability to move, talk and learn.

At first, Kristen could not sit up by herself or brush her teeth or comb her hair. Her body did not act normally. She would sweat suddenly or itch so badly, she would scratch her skin until it was bloody. She had relearn to read and write.

In 3 months, the 16-year old returned to school and got good grades for the first time because of the therapy she received to retrain her brain and muscles.

Therapy is necessary to get better from any brain injury. Therapy must begin immediately to relearn basic skills. Kristen luckily did not lose any memories. Instead, the messages from her brain were confused.

Kristen was confused for a long time. She relearned basic skills like eating, brushing her teeth and getting dressed.

Kristen's recovery was very fast, which is not normal for brain injuries. Some patients never recover—get better—and need someone else to care for them or have changes in personality.
Brain Injury: A Teen's Story (Level 2)

Kristen was in a car accident.
Kristen hit her head.
Kristen's brain was hurt.

Kristen could not learn.
Kristen could not talk.
Kristen could not brush her teeth.
Kristen could not put on her clothes.

Kristen was confused.
Kristen did not lose memories.

Kristen got therapy.
Kristen relearned basic skills.
She relearned to read and write.
She relearned to walk and talk.
She relearned to brush her teeth.

Kristen got better quickly.
Kristen got better in 3 months.
Kristen got good grades in school.
Brain Injury: A Teen’s Story (Level 1)

Kristen was in a car accident.
Kristen hit her head.
Kristen’s brain was hurt.

Kristen could not learn.
Kristen could not talk.
Kristen could not brush her teeth.
Kristen could not put on her clothes.

Kristen was confused.
Kristen did not lose memories.

Kristen got therapy.
Kristen relearned basic skills.
She relearned to read and write.
She relearned to walk and talk.
She relearned to brush her teeth.

Kristen got better quickly.
Kristen got better in 3 months.
Kristen got good grades in school.
Lesson Two

Read "I'm Lucky," ABC's Bob Woodruff Says" and "Brain Injury: A Teen's Story." Compare Phineas Gage to the subjects of the other two articles.

<table>
<thead>
<tr>
<th></th>
<th>Cause of Accident</th>
<th>Type of brain injury (open or closed)</th>
<th>Immediate Physical (Health) Effects</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phineas Gage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bob Woodruff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Comparison Graphic Organizer (Levels 2 and 3)**

Read “I’m Lucky,’ ABC’s Bob Woodruff Says” and “Brain Injury: A Teen’s Story,” and “Phineas Gage” and compare to the subjects of articles.

<table>
<thead>
<tr>
<th>Cause of Accident</th>
<th>Type of brain injury (open or closed)</th>
<th>Immediate Physical (Health) Effects</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phineas Gage</td>
<td>The cause of the brain injury was a tamping iron exploded through</td>
<td>open</td>
<td>Bleeding from holes in skull but could still walk and ______.</td>
</tr>
<tr>
<td>Bob Woodruff</td>
<td>The cause of the brain injury was tank accident in</td>
<td>closed</td>
<td>forgot the names of his brothers and _____</td>
</tr>
<tr>
<td>Kristen</td>
<td>The cause of the brain injury was _____ accident</td>
<td>closed</td>
<td>was very ______. Could not walk or brush teeth or put on clothes</td>
</tr>
</tbody>
</table>
### Comparison Graphic Organizer (Level 1)

**Lesson Two**

Read the 3 articles. Fill in the graphic organizer.

<table>
<thead>
<tr>
<th>Cause of Brain Injury</th>
<th>Type of brain injury (open or closed)</th>
<th>Immediate Physical (Health) Effects</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phineas Gage</td>
<td>open</td>
<td>He was bleeding from holes in skull but could still walk and ______. a. talk b. jump c. eat</td>
<td>The treatment was holes were ______ and bandaged. Dr. Harlow watched Phineas. a. filled b. cleaned</td>
</tr>
<tr>
<td>Bob Woodruff</td>
<td>closed</td>
<td>He forgot the names of his brothers and ______ a. daughters b. wife</td>
<td>The treatment was part of ______ was removed a. neck b. skull</td>
</tr>
<tr>
<td>Kristen</td>
<td>closed</td>
<td>She was very ______. Could not walk or brush teeth or put on clothes a. confused b. happy</td>
<td>The treatment was ______ to relearn the basic skills a. school b. therapy</td>
</tr>
</tbody>
</table>
Who is the Luckiest? (Level 5)
Name ___________________________ Date ____________

Write a paragraph to explain who is the luckiest Phineas Gage, Bob Woodruff, or Kristen. Use evidence from the text to prove your answer.

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

Who is the Luckiest? (Level 4)
Name ___________________________ Date ____________

Who is the luckiest? Phineas Gage, Bob Woodruff, or Kristen
Use evidence from the text to prove your answer.

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________
Who is the Luckiest? (Level 3)
Name ___________________________ Date ____________

Who is the luckiest person? Phineas Gage, Bob Woodruff, or Kristen
1. Tell who is the luckiest.
2. Explain why
   a. Tell how the person survived
   b. Tell what was the treatment
   c. Tell what made that person’s life lucky

_________________________ is the luckiest person because ____________

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Who is the Luckiest? (Level 2)
Name ___________________________ Date ____________

Who is the luckiest person? Phineas Gage, Bob Woodruff, or Kristen
_________________________ is the luckiest person because (he  she) survived.
One reason that (he  she) is lucky is because ____________________________

Lesson Two
Who is the Luckiest? (Level 1)
Name ________________________________ Date __________

Who is the luckiest person?

(Phineas  Bob  Kristen) is the luckiest person because (he  she)
lived.

One reason (he  she) is lucky is because CIRCLE ONE:
He could still walk and talk.
He remembered the names of his family.
She was able to relearn to walk, talk and brush her teeth.
Lesson Two Reflection

Lesson two was entirely too much language overload for ELLs. First of all, students were required to read 22 pages of a dense nonfiction text full of specialized vocabulary. Many of the words and situations were new to typical students, not just for ELLs. In order to make the input (the text) comprehensible, I modified each of the texts to fit the purpose of the lesson, to compare the injuries of three individuals. I modified the texts for each level, providing visual supports, more white space and less complicated sentence structure that still addressed the cognitive aspects of the texts.

I linked the lesson to the previous day’s video, as well as developed vocabulary before the students had to use that vocabulary later in the class.

Giving students the opportunity to work in groups allows for a negotiation of meaning as well as allowing students to work with properly leveled materials. When working in groups, the students were given roles, which allows them to establish a classroom identity with appropriate language models with the use of academic language.

The assessment of students is not beyond their ability, but instead set appropriately to address the content and language objectives of students, while still maintaining high academic rigor.
Lesson 3
Lesson Three: What We Thought About Medicine

Content Objectives:
1. SWABT explain the purpose of medical equipment.
2. SWABT compare knowledge and practices concerning medicine and care of illness in 1848 to now.

Language Objectives:
1a. Orally explain the purpose of medical equipment

2a. Individually write an explanation of the comparison between medical equipment and knowledge.

<table>
<thead>
<tr>
<th>Performance Indicators at Each Language Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain/Topic</strong></td>
</tr>
<tr>
<td>Speaking—Explain</td>
</tr>
<tr>
<td>Writing—Compare</td>
</tr>
<tr>
<td>Function</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>
| Compare  | Compare the state of medical knowledge and practices between today and 1848 | Today ___(1)___ is/are used because we know that ___(2)_______ | (1) Gloves  
Hospital gowns  
Disinfectant  
Pain medication  
Anesthesia  
Robots  
x-rays, ultrasounds and MRIs | Present tense  
Dependent clauses |
|          | In 1848, doctors ___(3)___ because they ___(4)___                           | (2) - germs and bacteria cause infection  
- people are in pain during surgery  
- it takes a long time to do complicated surgeries  
- machines can be more precise in surgeries  
- doctors need to know what to look for before operating | (3) - chained patients to the table  
- wore street clothes  
- smoked in the operating room  
- operated with bare hands  
- washed hands only after surgery  
- experimented with surgeries | (4) - did not have anesthesia  
- did not know that bacteria caused infection  
- did not have the equipment to see into the body without operating |
Unit: Phineas Gage and Nonfiction Reading Strategies
Grade: 7
Modified Lesson Plan 3: What We Thought About Medicine

Materials:
Doctor’s Oath
Bag of Pictures/Realia of modern medical equipment
Leveled Copies of *Operating Room, 1848*
Leveled Copies of *What We Thought About Medicine Worksheet*

Preparation:
Distribute Doctor’s Oath pg. 50
Write Doctor’s Oath on the board, “First Do No Harm”
Write the question, “So if we know that a doctor’s job is to keep patients safe—or do no harm, why do people die when they get sick?”

Initiation:
1. Teacher reviews content and language objectives. “Today we are going to continue our study of Phineas Gage. I want to know what you know about medicine and doctors today, and then we are going to compare it to medicine and doctors when Phineas lived. You are going to tell each other the differences and then write about the similarities and differences.”
2. “Everyone look at the oath—the promise—that doctors make when they go to college. I want us to think about what this means.” Teacher models the meaning of the word *first*. Then, the teacher models the word *harm*. Teacher asks students to role-play *harm*.
3. Teacher, “So if we know that a doctor’s job is to keep patients safe, why do people die when they get sick? This is a question I want us to think about during today’s lesson.”

Activity:
4. At the student tables are a bag of modern medical equipment or pictures of modern medical equipment. (See *Samples of Modern Medical Equipment* pg. 51).
5. Teacher, “Now open your bag and empty it out on your table.” Teacher models opening the bag. “These are things doctors use today.”
6. Teacher reviews each element of the bag, holding it up while saying each item contained inside, including latex glove, x-ray, robot, hospital gown, anesthesia, and disinfectant. Teacher will repeat the word several times, encouraging students to say the word aloud as well. The teacher will ask, “What is _____?” and then model the response, “This is a/an _____.”
7. Teacher instructs the group, “With your group, you are going to talk about what each item is used for.” Teacher models with a picture of antibiotic medication. “You will be asked to present on one item from the bag as a group.”
8. In groups, separated by language proficiency, students will discuss the use for each item in the bag. (See *Language Models for Purposes of equipment* pg. 52)
9. Students present, electing a speaker from the group, to tell the use of an item.
10. Students look at the leveled picture and article *Operating Room 1848* pps. 53-55.
Teacher says, “Now I want you to think about the difference between what you have seen from today’s equipment and the equipment in the article and photograph. What is different? What is the same?” Teacher models the words same and different.

11. Students discuss the similarities and differences.
12. Students are given language leveled worksheets. Then write them on the leveled worksheet What We Thought About Medicine Worksheet pps. 56-58.

Closure:
13. Teacher says, “Now that we see the differences and similarities, let’s talk about our question at the beginning, ‘if we know that a doctor’s job is to keep patients safe—or do no harm, why do people die when they get sick?’”
14. Teacher gives the opportunity for students to talk in their peer groups.
15. Teacher asks for responses.

Assessment:
Teacher will monitor student speech, and review the writing from student work. Teacher will provide regular feedback on student work.
Doctor's Oath

First, Do No Harm.
Samples of Modern Medical Equipment

Latex gloves

Hospital gowns

Disinfectant

X-rays

Robot

Anesthesia

Lesson Three
Language Models for Purposes of Equipment

Latex gloves
Hospital gowns
Disinfectant
X-rays
Robot
Anesthesia

The __________________________ are/is used to:

- protect the doctor and patient from infection.
- see inside the patient's body.
- be more careful during operations.
- stop pain for patient.
In 1848, doctors would have to hold down patients on the table in order to keep the patient still. There was no anesthesia, so doctors gave patients alcohol and some pain medication to numb the pain.

As you can see, doctors dressed in street clothes and only washed their hands after operating on patients.

Doctors did not know what caused infection, but they did know some people got sick after surgery. They did not know that germs from their hands, medical equipment and surgery tables caused infection.

Most of the time, patients died during surgery because doctors did not know what was inside the body until they cut open the person. Even if the patient survived, more than 50% of patients died from operation.
In 1848, doctors did operations. Patients were in pain. There was no anesthesia, so doctors gave patients alcohol and some pain medication to lessen the pain.

Doctors dressed in street clothes and only washed their hands after operations.

Doctors did not know what caused infection, but they did know some people got sick after surgery. They did not know that germs from their hands, medical equipment and surgery tables caused infection.

Most of the time, patients died during surgery.
In 1848, doctors tried to help patients. Doctors tied patients to the table. Doctors gave patients alcohol to lessen the pain.

Doctors wore regular clothes Doctors washed hands after surgery Doctors did not know about germs. Germs cause infection.

Most patients died.
What We Thought About Medicine Worksheet (Levels 4 and 5)

1. What do you notice about the photograph? Make a list.

2. What is similar between today's medical practices and those from 1848?

3. What is different between today's medical practices and those from 1848?
What We Thought About Medicine Worksheet (Level 3)

Today, doctors use _________________________________

because we know that ________________________________

Doctors in 1848, _________________________________

because they thought ________________________________

They are the same because ________________________________

They are different because ________________________________

Lesson Three
What We Thought About Medicine Worksheet (Levels 1 and 2)

Today, doctors use latex gloves, hospital gowns, disinfectant, and x-rays because we know that:

CIRCLE 2

- germs and bacteria cause infection
- did not know that bacteria caused infection
- did not have the equipment to see into the body without operating
- doctors need to know what to look for before operating

Doctors in 1848, operated with bare hands, washed hands after surgery, wore regular clothes, did experimental surgery because they:

CIRCLE 2

- thought germs and bacteria cause infection
- did not know that bacteria caused infection
- did not have the equipment to see into the body without operating
- they know doctors need to know what to look for before operating

They are the same because:

- they want to help people.
- they want to hurt people.

They are different because:

- they didn’t know they same information.
- they did know the same information.
Lesson Three Reflection

Lesson three is completely different that the original lesson, which required the students to conduct a word sort of the specialized vocabulary before learning the words or even being exposed to the words. That task would only be possible for Level 5 ELLs, and even then, it would be a huge challenge.

Instead, I decided to get back to the text and address the differences between modern medicine and medicine from 1848, when Phineas Gage was injured. This lesson gets to the core message of the text.

In order to do so, we examine and develop vocabulary such as first and harm. Then, following the concept initiation, the student employ role-playing and use of realia to define the new words and concepts.

With the use of language models, all students are able to access the cognitive processes. Students are in language groups in order to have leveled work appropriate to them and allow them access to the content through a comprehensible text. The text was modified based on language level to address the gist of the text.

In this lesson, students are asks to read, write, speak and listen, addressing all four aspects of language.
Checklists
### Phineas Gage and Nonfiction Reading Strategies
#### Grammar and Function Checklists

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Tense</td>
<td>1</td>
</tr>
<tr>
<td>Dependent clauses</td>
<td>1, 2</td>
</tr>
<tr>
<td>Interrogative sentences</td>
<td>1</td>
</tr>
<tr>
<td>Past tense</td>
<td>2</td>
</tr>
<tr>
<td>Comparatives</td>
<td>3</td>
</tr>
<tr>
<td>Semicolon use</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict</td>
<td>1</td>
</tr>
<tr>
<td>Identify text features</td>
<td>1</td>
</tr>
<tr>
<td>Compare</td>
<td>2, 3</td>
</tr>
<tr>
<td>Defend a position</td>
<td>2</td>
</tr>
</tbody>
</table>
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>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td>7</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>7</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>4</td>
<td>24, 25</td>
<td>48, 49</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>7, 8</td>
<td>24</td>
<td>48, 49</td>
</tr>
<tr>
<td>I.E. Create Opps. To Negotiate Meaning/Check Understanding</td>
<td>7</td>
<td>24, 25</td>
<td>48, 49</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>11-13</td>
<td>38-40</td>
<td></td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.C. Make Talk Comprehensible</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.D. Use of Listening Guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Use of Word Walls</td>
<td>10</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>III.A. Pace Teacher's Speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>8</td>
<td>25</td>
<td>49</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td>41-46</td>
<td>48-49</td>
<td></td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>9, 15-19</td>
<td>41-43</td>
<td>56-58</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended talk</td>
<td>7</td>
<td>24-25</td>
<td>48</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>7, 8-14</td>
<td>24-25</td>
<td>48-49, 52</td>
</tr>
<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>7, 8-14</td>
<td>24-25</td>
<td>48-49, 52</td>
</tr>
</tbody>
</table>