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Introduction
General Information:
Katie Augelli
Dr. Lorrie Stoops Verplaatse
TSL 518
1-29-14 to 5-7-14

Unit Information
Lesson #1-3
Title of Unit: How Authors Convey Theme
Grade 5
Mainstream Class with Integrated ELLs

Reading Materials:
Shaskan, T.S. (2011). Honestly, red riding hood was rotten!. Mankato, MN :Capstone Press.

Other Lesson Resources:
http://www.readinga-z.com/books/leveled-books/book/?id=11514
http://www.readinga-z.com/books/leveled-books/book/?id=11515

Goals of the Unit:
I want my students to know that authors, poets, song writers and artists often convey a theme or a message about the world, life or people through their work.
I want my students to know how to infer the theme or message of a text and explain how the author conveyed that theme.
I want my students to know that authors use various techniques (such as point of view and figurative language and point of view) to convey the theme of their work.
I want my students to know the appropriate terminology to identify and discuss these author's craft techniques.
Lesson 1
### CONTENT OBJECTIVES

1. Students will identify the point of view of an excerpt of text with correct terminology.
2. Students will give evidence from the text to justify the point of view they selected.

### LANGUAGE OBJECTIVES

1a. Students will read paragraph excerpts of longer texts.
1b. In small groups, students will orally discuss which point of view is utilized in the excerpt of text.
1c. Independently, students will write the point of view utilized in each excerpt of text.
2a. In small groups, students will orally discuss what evidence from the excerpt of text demonstrates the point of view they identified.
2b. Students will independently write one to two sentences to explain and justify which point of view they think is utilized in the text.

<table>
<thead>
<tr>
<th>Language Proficiencies</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
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<tr>
<td><strong>Domain:</strong> Task</td>
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<tr>
<td><strong>Reading, Speaking, &amp; Writing:</strong></td>
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</tr>
<tr>
<td>Determining the point of view in a paragraph of text</td>
<td>In small groups, students will read paragraph excerpts of longer texts.</td>
<td>In small groups, students will read paragraph excerpts of longer texts.</td>
<td>In small groups with strategic translation partners, students will read paragraph excerpts of longer texts.</td>
<td>In small groups with strategic translation partners, students will read paragraph excerpts of longer texts with illustrations provided to support comprehension.</td>
<td>In small groups with strategic translation partners, students will point to the key term (and iconic representation) that shows the point of view of the paragraph. Students may point to the illustrations to answer the guiding question: Who is telling the story?</td>
</tr>
<tr>
<td>In small groups, students will orally discuss which point of view they think is utilized in the excerpt of text with complete sentences. Students may respond with a short sentence or phrase to answer the guiding question: Who is telling the story?</td>
<td>In small groups, students will orally discuss which point of view is utilized in the excerpt of text with phrases and short sentences. Students may respond with a short phrase to answer the guiding question: Who is telling the story?</td>
<td>In those small groups, students will orally discuss which point of view is utilized in the excerpt of text by naming the term and showing agreement or disagreement with short phrases. Students may respond with one word answer to the guiding question: Who is telling the story?</td>
<td>In those small groups, students will orally discuss which point of view is utilized in the excerpt of text by naming the term and showing agreement or disagreement with yes or no responses. Students may respond with one word or pointing to text/picture to answer the guiding question: Who is telling the story?</td>
<td>Independently, students will circle term that represents the point of view utilized in the reading. Terms will have iconic representations next to each one (also to be used in earlier modeling).</td>
<td>Independently, students will circle the term that represents the point of view utilized in the reading.</td>
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<tr>
<td>Speaking &amp; Writing: Providing written evidence to explain which point of view is utilized</td>
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<td>In small groups, students will orally discuss with complete sentences, what evidence from the excerpt of text demonstrates the point of view they identified.</td>
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<td>Students may answer the guiding question: How do you know?, with a sentence response</td>
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<td>Students will independently write one to two sentences to explain and justify which point of view they think is utilized in the text by using a posted language model.</td>
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<tr>
<td>In small groups, students will orally discuss with phrases and short sentences, what evidence from the excerpt of text demonstrates the point of view they identified.</td>
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<td>Students may answer the guiding question: How do you know?, with short sentence or phrase responses</td>
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<td>Students will independently explain and justify which point of view they think is utilized in the text by using a posted language model, and a sentence starter to compose a one sentence explanation.</td>
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<tr>
<td>In small groups, students will orally discuss with short phrases what evidence from the excerpt of text demonstrates the point of view they identified.</td>
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<tr>
<td>Students may answer the guiding question: How do you know?, with one word or short phrase responses</td>
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<td>Students will independently write one sentence to explain and justify which point of view they think is utilized in the text with a cloze style sentence (fill in the blank) and word bank.</td>
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<td>In small groups of strategic translation partners, students will underline or highlight what evidence from the excerpt of text (words or pictures) demonstrates the point of view they identified.</td>
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<td>Students may answer the guiding question: How do you know?, by pointing to text or illustration.</td>
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<td>In strategic translation partners students will circle (from two options) which part of the story (shown through illustrations and words from the text) shows the point of view of the text thereby supporting the point of view they identified.</td>
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<tr>
<td>Lesson 1</td>
<td>Function</td>
<td>Situatio</td>
<td>Expression</td>
<td>Words</td>
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</table>
|          |          | What is the point of view? | The point of view is __________. | a. First person limited
           |          | How do you know? | I think this because __________. | b. The author [character name]
           |          | | | c. None |
|          |          | | | Some |

**Grammar Chart**

- Verbs of being (is)
- Pronouns (I, we, you, they)
- Present tense Verbs
- Articles
- Conjunctions (because)
- Proper Nouns
- Common nouns
- Quantities
Revised Lesson 1:

I. ACTIVATING SHARED UNDERSTANDING AND INTRODUCING VOCABULARY:

Students will draw a picture of and take turns telling their partner about what they did over the weekend. Students will tell the class what they did over the weekend and tell what their partner did over the weekend. The teacher may even restate what the students did. The teacher will chart the language used by each person who told the story “I ___” “(S)He ___” and “You ___” respectively. The teacher will point to the person telling the story and say narrator, having the students repeat this term and label the graphic for it. The teacher will point to the student in the story and say character, having the students repeat it and label the graphic for it. The teacher will also introduce the terms reader and author by pointing to the graphics, having students repeat the terms, and label them. The terms will be labeled on worksheet la below.

(15 min.)

II. INTRODUCING LESSON CONTENT AND CONTINUED VOCABULARY DEVELOPMENT:

The teacher will review the concept of point of view (“Who is telling the story?”) and related terminology. This will be done utilizing worksheet lb below which can be recreated on a chart paper or projected on a smart board and revealed part by part. Students should also have a copy of this to utilize later during their group work. The teacher should use the following concise language when talking about each point of view and have students repeat the key terms. These language models should posted on the board.

• The point of view is ___(1st, 2nd, etc)___.
• ___(A character/the author)___ is the narrator.
• The narrator tells ___(all, some, none)___ of the character thoughts.

The teacher should give students the chance to say and hear how the different point of view sentences sound. They should say the point of view term and then the corresponding “sounds like” sentences. While saying the first person sentence they should point to themselves, while saying the third person sentences they should point all around the room to others. While saying the second person sentence they should make eye contact with a partner and point directly to them.

(15 min.)

III. VOCABULARY REVIEW
Students will receive envelopes with cards (see worksheet lc). Some of the cards will have the terms presented in the lesson so far. Others will have the iconic representations of those terms. Students will be challenged to match up the correct term and picture as quickly as possible as a team effort with a small group. Students should be encouraged to discuss through this process. The teacher should circulate to ask “How do you know?” to prompt begin to articulate what makes each point of view different from the others and justify their thinking.

(5 min.)

IV. GUIDED PRACTICE AND APPLICATION

Students will work in teams to read short passages, label their point of view and justify why they think that is the point of view (see worksheet ld and le). Students will be given various versions of this assignment depending on the level of visuals needed to support the reading and their output for the justification portion will look different as well (see performance indicators chart for levels 1-5). (25 min.)

Note that written and verbal response expectations will vary (again, see performance indicators chart for level 1-5). Students can and should use their copy of worksheet lb as well as the posted language prompts to assist them with this task. The teacher can circulate to discuss the following questions with students.

- What is the point of view is of the passage?
- Who is the narrator?
- Which characters’ thoughts are revealed?
- What “sounds like” words do you notice?
- How do you know that is the point of view?

(25 min.)

*** Highlighted portions indicate an alteration from the original lesson plan and materials. Highlighted headings on the lesson materials indicate that the entire item was revised or added since the original lesson was drafted. ***
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>tells the story</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>![Boy speaking]</td>
<td>in the story</td>
</tr>
<tr>
<td></td>
<td>![Book]</td>
<td>reads the story</td>
</tr>
<tr>
<td></td>
<td>![Writer]</td>
<td>writes the story</td>
</tr>
</tbody>
</table>
Worksheet 1b
(Original worksheet is available here: http://www.teacherspayteachers.com/Product/Point-of-View-A-Visual-Introduction-54331)

Point of View | Narrator | Characters | Reader | Sounds like
---|---|---|---|---
First person | | | | I read.
Third person limited | | | | We read.
Third person omniscient ("all-knowing") | | | | They read.
Third person objective | | | | He reads.
Second Person | | | | She reads.

You should read.
<table>
<thead>
<tr>
<th>Narrator</th>
<th>Second Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>First Person</td>
<td>Third Person</td>
</tr>
<tr>
<td>Reader</td>
<td>Character</td>
<td>Third Person</td>
</tr>
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<td></td>
<td></td>
<td>Omniscient</td>
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</tbody>
</table>
Worksheet 1d

(Original available here: http://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/)

Name: ________________________________

POINT OF VIEW

Directions: Read the following passages and determine the point of view, then explain how you were able to identify the point of view.

**Point of View** first-person, second-person, third-person objective, third-person limited, third-person omniscient.

1. The Wizard of Oz by L Frank Baum

The Scarecrow found a tree full of nuts and filled Dorothy's basket with them, so that she would not be hungry for a long time. She thought this was very kind and thoughtful of the Scarecrow, but she laughed heartily at the awkward way in which the poor creature picked up the nuts. His padded hands were so clumsy that he dropped almost as many as he put in the basket. But the Scarecrow did not mind how long it took him to fill the basket, for it enabled him to keep away from the fire, as he feared a spark might get into his straw and burn him up (49).

Point of view: ____________________________

How do you know? ________________________________

2. Ask a Ninja Presents: The Ninja Handbook by the International Order of Ninjas

Remember, any tool that you can use against an enemy may also be used against you. Therefore it is highly recommended that you build a course with your clan to practice keeping your wits about you when something is trying to set you off course. Ninjas train on special courses that really mess with their perception of space, but that doesn't mean you can't make your own mini gauntlet to increase your skills in your own backyard (78).

Point of view: ____________________________

How do you know? ________________________________
3. *Harry Houdini: A Photographic Story of a Life* by Vicki Cobb

Harry called their grand finale “Metamorphosis,” which means “change in appearance.” Harry would tie Theo’s hands behind his back with a rope, then put him in a sack and tie the top. The tied and bagged Theo was then placed into the trunk which was locked and tied with ropes. A curtain was drawn so that no one could see the trunk, although they could hear Theo banging around inside. With great drama, Houdini told the audience, “When I clap my hands three times—behold a miracle!” He moved behind the curtain, clapped three times, and out stepped Theo, arms raised triumphantly” (31).

**Point of view:**

**How do you know?**

4. *Holes* by Louis Sachar

The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around (80).

**Point of view:**

**How do you know?**

5. *To Kill a Mocking Bird* by Harper Lee

We lived on the main residential street in town—Atticus, Jem and I, plus Calpurnia our cook. Jem and I found our father satisfactory: he played with us, read to us, and treated us with courteous detachment... Our mother died when I was two, so I never felt her absence. She was a Graham from Montgomery; Atticus met her when he was first elected to the state legislature (6).

**Point of view:**

**How do you know?**
Worksheet 1e

Name: ____________________________

POINT OF VIEW

Directions: Read the following passages and determine the point of view, then explain how you were able to identify the point of view.

**Point of View** first-person, second-person, third-person objective, third-person limited, third-person omniscient.

1. **The Wizard of Oz** by L. Frank Baum

   The Scarecrow found a tree full of nuts and filled Dorothy’s basket with them. She thought this was very kind of the Scarecrow. The Scarecrow did not mind how long it took him to fill the basket. He feared a spark from the fire might get into his straw and burn him up (49).

   Point of view: ____________________________

   How do you know? ____________________________

2. **Ask a Ninja Presents: The Ninja Handbook** by the International Order of Ninjas

   Any tool that you can use against an enemy may also be used against you. You should build a course to practice. Ninjas train on special courses but that doesn’t mean you can’t make your own to increase your skills in your own backyard (78).

   Point of view: ____________________________

   How do you know? ____________________________
3. *Harry Houdini: A Photographic Story of a Life* by Vicki Cobb

Harry would tie Theo's hands behind his back with a rope and put him in a trunk. Theo was then placed into the trunk. A curtain was pulled so that no one could see the trunk, although they could hear Theo banging around inside. Houdini told the audience, "When I clap my hands three times—a miracle!" He moved behind the curtain, clapped three times, and out stepped Theo, arms raised triumphantly (31).

Point of view: ____________________________

How do you know? ____________________________

4. *Holes* by Louis Sachar

The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole. Stanley was glad to be away from the big hole. Now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around (80).

Point of view: ____________________________

How do you know? ____________________________

5. *To Kill a Mocking Bird* by Harper Lee

We lived on the main street in town—Atticus, Jem and I. Jem and I found our father satisfactory: he played with us, read to us. Our mother died when I was two. She was from Montgomery; Atticus met her when he was first elected. (6).

Point of view: ____________________________

How do you know? ____________________________
Lesson Revision Narrative

There were several major revisions made to this lesson plan as compared to the original. The first category of revisions was to create a stronger introduction to the lesson content by focusing on strengthening vocabulary and building a shared experience that students can draw upon throughout the lesson. The iconic representations for each critical vocabulary term of the lesson were added and exercises such as the card matching were supplemented to give students opportunities to negotiate meaning and practice utilizing the necessary terms. Worksheet Ib was also added in substitution of the power point in the original lesson so that students would have clearer visual references for the key terms of the lesson and so that they would be able to manipulate and reference their own copy of this document as they complete their guided practice work. To build a shared history experience for students that they could draw upon during the lesson, the weekend story sharing activity was added prior to the lesson. From this activity students acquired an experienced in what it looks and sounds like for a story to be told from different perspectives.

In addition to the stronger lesson introduction, the presentation of the lesson content was streamlined so that consistent and concise language and visuals would be used throughout the lesson. The language teachers would use to introduce the concepts and terms was specified in the revised lesson and designed to match the language students would later be using in discussion and in writing. Students with minimal oral language can respond to teacher or peer inquiries by physically pointing to the term on this sheet. The lesson now also more explicitly advises the implementer to post these language models so that students can use them throughout their discussion and written work. Further, worksheet Id was modified to use the consistently use the term "point of view" rather than using it interchangeably with "narrative perspective" as to reinforce and align with the vocabulary students had been introduced to earlier in the lesson.

The final significant change to this lesson as compared to the first was the creation of materials that were accessible to students with lower levels of English proficiency. Worksheet le was created for their guided practice work. This worksheet has modified text as compared to worksheet Id (nonessential information was removed from the reading excerpts) and supplementary visuals that mimic the visuals utilized in earlier portions of the lesson and support their determination of the point of view. Accessibility for lower level ELLs was also facilitated with the increase amount of visual support (replacing the power point with worksheet Ib). Moreover, worksheet Ib was modified from its original form to minimize the written language utilized on the chart and communicate the meaning of each term nearly entirely with visuals. Finally, the number of passages to be read for all students was reduced from ten to five to both allow time for more vocabulary development earlier in the lesson and to allow students to spend more time negotiating meaning and discussing each example.

Despite the many alterations the integrity of the content remains. Students are still working toward the same content goals as the original lesson, utilizing the same rigorous vocabulary, and justifying answers with evidence. They are also still grappling with grade level appropriate texts.
Lesson 2
<table>
<thead>
<tr>
<th>LESSON 2</th>
<th>CONTENT OBJECTIVES</th>
<th>LANGUAGE OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Students will be able to compare and contrast stories told from two different points of view</td>
<td>1. In small groups students will be able to discuss orally and explain in writing, the similarities and differences of stories told from different points of view.</td>
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<td>2. Students will be able to tell a story from a given characters point of view.</td>
<td>2a. In small groups, students will be able to orally summarize a short role play from a certain character’s point of view.</td>
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<td>3. Students will be able to identify the point of view terms learned in prior lessons. (review)</td>
<td>3. Working in partners, students will be able to orally present and explain the meaning of a point of view term to the class. (review)</td>
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<table>
<thead>
<tr>
<th>Language Proficiencies</th>
<th>Level 5</th>
<th>Level 4</th>
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<td><strong>Domain:</strong> Task</td>
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<tr>
<td><strong>Reading, Speaking, &amp; Writing:</strong></td>
<td>Students will watch a role play and orally summarize, in discussion with a partner, the events from a certain character’s point of view in 3-5 sentences using posted language models if needed.</td>
<td>Students will watch a role play and orally summarize, in discussion with a partner, the events from a certain character’s point of view in 2-3 sentences using posted language models.</td>
<td>Students will watch a role play and orally summarize, in discussion with a partner, the events from a certain character’s point of view in 1-2 short sentences or phrases using language models.</td>
<td>Students will watch a role play and orally summarize, in discussion with a partner, the events from a certain character’s point of view by referencing given illustrations of the events of the role play.</td>
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<td></td>
<td>Students will explain similarities and differences in pictures or stories by explaining orally and writing their comparisons in 2-3 sentences using posted language models if needed.</td>
<td>Students will explain similarities and differences in pictures or stories by using posted language models and a word bank to compose 2-3 sentences orally and in writing explaining their comparisons.</td>
<td>Students will explain similarities and differences in pictures or stories by crossing out differences and circling similarities. Orally, students will be asked about a specific object/event during oral sharing and respond by pointing to the posted “similar” or “different” visual representations in the classroom.</td>
<td>Students will explain similarities and differences in pictures or stories by crossing out differences and circling similarities. Students will be asked about a specific object/event during oral sharing and respond by pointing to the posted “similar” or “different” visual representations in the classroom.</td>
<td>Students will explain similarities and differences in pictures or stories by crossing out differences and circling similarities. Orally, students will be asked about a specific object/event during oral sharing and respond by pointing to the posted “similar” or “different” visual representations in the classroom.</td>
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Reading, Speaking, & Writing: Compare and Contrast pictures or stories told from different points of view.
<table>
<thead>
<tr>
<th><strong>Lesson 2</strong></th>
<th><strong>Functional Language Chart</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Function</strong></td>
<td><strong>Situation</strong></td>
</tr>
</tbody>
</table>
| Summarize   | Pretend you are ___ (the teacher/the student) ___ and tell what happened in this role play. | ___a___, the ___b___ felt ___c___ because the ___b___ was ___d___. | a. first, next, then, after that, finally  
b. teacher, student  
c. angry, embarrassed, frustrated etc.  
d. talking, working, yelling, asking  
e. a pencil, quiet | Sequencing words  
Irregular & regular past tense verbs  
Common nouns  
Adjectives (feelings)  
-ing verbs |
| Compare     | What are the differences and similarities between these two pictures/stories? | These stories (pictures) are similar because they both have the same ___a_____.  
One difference between the stories is that the ___b___ are not the same. | a. setting, character, point of view, problem, solution, character feelings, dialogue  
b. settings, characters, point of views, problems, solutions, character feelings, dialogue | Singular/plural  
Conjunctions  
Correlative conjunction |
Revised Lesson 2:

I. Review:

- The students will review the point of view terms learned in lesson one by playing a matching game with a partner. Students will each receive one card from worksheet 1c of lesson 1. They will be permitted to move around the room until they find a partner whose term matches their picture and vis versa.
- Students will then share out the point of view term cards that they matched. Lower level language students may simply show the cards and repeat the term after the teacher states it. Mid-level language students may read the terms on the cards and optionally describe the term with a phrase. Higher level language students may read the term, show the picture card and provide a one sentence explanation of the term. (10 min.)

II. Vocabulary introduction

- The teacher will present two markers that are identical in shape, color and size, explaining to students that these markers are similar. The teacher will then present two very different looking markers in terms of their shape and size and explain that these markers are different. The teacher will then present markers that have the same color, but different size and explain that the markers have a similar color and different size. The teacher will use and model and post examples of the comparison language that aligns to the functional language chart above. (See worksheet 2a for visuals to post)

- Students will then get a chance to practice using these terms. Students will receive two pictures to identify similarities and differences (worksheet 2b) Lower level language students will circle similarities and put an x on differences. Mid-level language students will list the similarities and differences with words or phrases in a t chart. Higher level language students will list several similarities in a sentence and differences in another sentence. (Worksheet 2c) During this time they will be permitted to discuss and work with a partner. They will be prompted to use the comparison language modeled by the teacher as appropriate to their level according to the functional language chart above. (10 min.)

II. Role Play and Discussion:

- The teacher will have two higher level language students assist him or her in a role play that has been rehearsed. In the role play, while the teacher’s back is turned, one student will whisper to another (audibly to the audience) “Can I have a pencil?” and point to the other student’s pencil. The teacher will then turn around and say “no talking, do your work!” while gesturing angrily for silence with a finger to her lips and then pointing to the student’s paper in front of him or her. The student will respond, “yes, okay” and nod. This sequence will be repeated two or three times.
- The teacher will then allow students time to discuss, in mixed language ability groups: “Pretend you are the student (point to the student in the role play who was asking for a pencil) what happened? The teacher may write prompts up on the whiteboard as per the functional language chart listed prior.
- The teacher can also include pictorial representations of each verb: a dialogue bubble for said, a heart for felt, and a stick figure reaching toward a box for want.
The teacher will circulate and listen to conversations. On a large chart paper the teacher will capture in 2-4 sentences the story of the role play as told from the student's point of view based on what (s)he hears from the students' conversations. Again, using the comparison language as listed prior in the functional language chart. See worksheet 2d for an example.

Then the students will repeat this discussion procedure, this time pretending this time that they are the teacher and telling what happened. Again, the teacher will capture the students' thoughts in 2-4 sentences to record the story of the role play as told from the teacher's point of view. See worksheet 2d for an example. (15 min.)

III. Comparison:

- The students will be asked, "How are these stories similar and different?" Students will be permitted to discuss each question with small groups. Students will each receive a copy of worksheet 2e if needed so they can note their thinking.

- Be sure that students are identifying the similarities and differences of the story elements (characters, problems etc) but also identifying the point of view as a major difference. If they do not, directly state to students with natural phrasing, clear articulation, and pauses that the stories are different because the point of view is different. When stating this, pause and reference the "stories" by pointing to the two scripted role plays on chart paper, pause to reference the vocabulary visual for "different" posted earlier in this lesson and pause to reference the "point of view" visuals from last lesson that are posted in the classroom. Repeat this statement with the gestures a few times as needed and record it where students can see it. (10 min.)

III. Guided Practice

- The students will be given copies of the following two texts to read in mixed language ability groups:

  Red Riding Hood retold by James Marshall* and

  Honestly Red Riding Hood Was Rotten by Trisha Shaskan (Appendix D)

- As the texts are below grade level and have abundant illustration support more proficient language students can read, translate, and clarify the story as needed. The teacher may also choose, depending on the language needs of the class, to pull a small group of readers aside to read the stories together in a guided reading style format.

- Students will discuss and record similarities and differences in the stories. Students should perform these tasks as appropriate to their language level according to the functional language chart above and be given the necessary supports and posted language models indicated as well. (30-40 min.) (see worksheet 2f)

*** Highlighted portions indicate an alteration from the original lesson plan and materials. Highlighted headings on the lesson materials indicate that the entire item was revised or added since the original lesson was drafted. ***
Worksheet 2c version 1 (cut on the dotted line to create a half sheet for each student)

How are these pictures similar and different?

These pictures are similar because they both have __________________________________________

______________________________________________________________________________

______________________________________________________________________________

A difference between the pictures is that the __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Are not the same.

______________________________________________________________________________

______________________________________________________________________________

How are these pictures similar and different?

These pictures are similar because they both have __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

A difference between the pictures is that the __________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Are not the same.
**Worksheet 2c version ii**

How are these pictures similar and different?

**WORD BANK**

- toys, children, buildings, playing, trees, slide, hopscotch, balls,
- running, grass, street, outside, recess, playground, game, happy

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<tr>
<th>SIMILAR</th>
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</table>
THE TEACHER

First the teaching was teaching. Next, she was angry because a student was talking. After that, the teacher was yelling because the student was talking. Then the student was talking again. The teacher was frustrated because the student was talking.

THE STUDENT

First the teacher was teaching. Next, the student wanted a pencil. Then, the student was embarrassed because the teacher was yelling. After, the student was asking for a pencil again. After that, the teacher was yelling because the student was talking. The student was frustrated. He still wanted a pencil.
Worksheet 2e version i (cut on the dotted line to create a half sheet for each student)

How are these stories similar and different?

These stories are similar because they both have

_____________________________________________________

_____________________________________________________

A difference between the stories is that the

_____________________________________________________

_____________________________________________________

_________________________are not the same.

How are these stories similar and different?

These stories are similar because they both have

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A difference between the stories is that the

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</table>

**WORD BANK**

setting, character, point of view, problem, solution, character feelings, dialogue

Worksheet 2e version ii
How are these stories similar and different?
How are these stories similar and different?

THE TEACHER

First the teaching was teaching. Next, she was angry because a student was talking. After that, the teacher was yelling because the student was talking. Then the student was talking again. The teacher was frustrated because the student was talking.

THE STUDENT

First the teacher was teaching. Next, the student wanted a pencil. Then, the student was embarrassed because the teacher was yelling. After, the student was asking for a pencil again. After that, the teacher was yelling because the student was talking. The student was frustrated. He still wanted a pencil.
Worksheet 2f version i (cut on the dotted line to create a half sheet for each student)

How are these stories similar and different?

These stories are similar because they both have _______________________________________

__________________________________________

__________________________________________

A difference between the stories is that the __________________________

__________________________________________

__________________________________________

______________________________ are not the same.

How are these stories similar and different?

These stories are similar because they both have _______________________________________

__________________________________________

__________________________________________

A difference between the stories is that the __________________________

__________________________________________

__________________________________________

______________________________ are not the same.
Worksheet 2f version ii

How are these stories similar and different?

<table>
<thead>
<tr>
<th>WORD BANK</th>
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<tbody>
<tr>
<td>setting, character, point of view, problem, solution, character feelings, dialogue</td>
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</table>
Worksheet 27 version iii

How are these stories similar and different?

CHARACTERS

PROBLEM

POINT OF VIEW
Lesson Revision Narrative

This lesson was modified substantially from the original to account for the language objectives that would be needed to achieve the content objectives. The most significant change was to refocus the lesson from having students observe and write with bias, to having students contrast stories from different points of view. This is a prerequisite literacy and language skill that must be built prior to students being able to assess, compare, and write with bias. As a result of this, the content and language objectives were altered for this lesson as shown above. Several other alterations were made to allow for this shift in objective such as the addition of another text and of the role play.

Another vital modification to this lesson was the alignment of activities so that students would be able to have multiple different opportunities to grapple with the differences between stories told from different perspectives. In the spirit of “amplify, don’t simplify” students compare role plays, stories, pictures and objects. This allows for repeated practice opportunities for the language of comparison. Additionally, having students participate in the role play created an experience of shared history (and perhaps a connection to their own experiences) which could be built upon in this lesson. Students in school have likely experienced situations where the teacher and student see a situation from different perspectives.

Adding more time for student talk was a priority in the revision of this lesson as well. The review activity at the outset of the lesson was altered incorporate movement and student talk. Additionally, there are several points throughout the lesson that students share their thinking in pairs, small groups, and orally with the class as well. This allows for students to rehearse and get feedback on what they will eventually show in writing and it allows students the opportunity to expand their oral language skills as appropriate while still addressing the content objectives.

Comparing this lesson to the original, one will find the language instruction much more intentional. Modifications to the original lesson also included a much more thoughtful introduction to key vocabulary of “similarities” and “differences” as well as more thoughtful vocabulary support of visuals and models. Moreover, the current lesson provides specific instructions for what language the teacher should use and how the teacher should speak that language. There is a more consistent modeling of language throughout the lesson and a greater emphasis on making the content comprehensible through pacing, gesturing visuals etc.

Other alterations made to this lesson include an overhaul of the students’ written work assignments. In the original lesson students were asked to write their own story from a different character’s perspective demonstrating that character’s bias and there was no differentiation in this task. In the current version of the lesson, students’ written tasks align to the objectives and the models more directly so that language learners can use the examples and models to scaffold their own independent written work. Further, the written work now is differentiated for each level of language learner. Each student now has a means to participate in the lesson fully. Their language level will inhibit them minimally from reaching the same level of rigor in terms of their thought processes as other students.

In summary, this lesson was modified to accommodate for and help students reach the prerequisite language objectives needed to be able to eventually obtain the original content objectives. The lesson provides greater time for student talk, more differentiation and scaffolding for different levels of language learners, and increased intentional instruction for the teacher as to how to present this material and what language to model for the students.
Lesson 3
### Lesson 3

#### Content Objectives

1. Students explain how point of view changes a story
2. Students will compose a new version of a story from a different character's point of view

#### Language Objectives

1a. In pairs or small groups, students will read stories told from different points of view.
1b. In small groups, students will discuss and take notes on how the point of view changes a story.
2a. In pairs, students will compose a new version of a story from a given point of view

<table>
<thead>
<tr>
<th>Language Proficiencies</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain:</strong> Task</td>
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<tr>
<td><strong>Reading:</strong> In pairs or small groups; students will read Jack's Tale and The Giant's Tale with a partner.</td>
<td>Students will read the given texts using illustrative support to aid their comprehension.</td>
<td>Students will read the given texts using illustrative support and a glossary to aid their comprehension. Students will receive clarification through gestures, translations, and discussion with more proficient language partners as needed.</td>
<td>Students will read the texts using illustrative support and a glossary to aid their comprehension. Students will receive clarification through gestures, translations, and discussion with more proficient language partners as needed.</td>
<td>Students will listen as the teacher reads the texts using illustrative support and teacher gestures, and clarifications to aid their comprehension as needed.</td>
<td>Students will listen as the teacher reads the texts using illustrative support and teacher gestures and clarification to aid their comprehension as needed.</td>
</tr>
<tr>
<td><strong>Speaking &amp; Writing:</strong> Students will orally discuss in small groups and answer in writing: How does the point of view change a story?</td>
<td>Students will explain orally and in writing with complete sentences, how the point of view changed the story by composing a topic sentence and one to two details of text evidence to prove their idea. Students can use sentence starters and language models as needed.</td>
<td>Students will explain orally and in writing with mostly complete sentences, how the point of view changed the story by composing a topic sentence and at least one detail of text evidence to prove their idea. Students will use sentence starters and language models and fill in the blanks.</td>
<td>Students will explain orally and in writing, how the point of view changed the story by composing their answer of 1-2 short sentences or phrases. Students will use sentence starters and language models and fill in the blanks using a phrase bank.</td>
<td>Students will identify (circle in a word bank) and copy phrases that show differences in the stories resulting from the point of view change.</td>
<td>Students will identify (circle in a word bank) with pictorial support that show differences in the stories resulting from the point of view change.</td>
</tr>
<tr>
<td><strong>Writing:</strong> Students will work in pairs to write their own version of the story Jack and the Beanstalk from the Goose's perspective.</td>
<td>Students will write their own version of Jack and the Beanstalk as a chronological story with all story elements, character thoughts and dialogue from the Goose's perspective.</td>
<td>Students will write their own version of Jack and the Beanstalk as a chronological story with all story elements, from the Goose's perspective using posted sentence starters and language models.</td>
<td>Students will write their own version of Jack and the Beanstalk as a chronological story with all story elements, from the Goose's perspective by cutting out and ordering 8-10 sentences to form the story.</td>
<td>Students will write their own version of Jack and the Beanstalk as a chronological story with all story elements, from the Goose's perspective by cutting out and ordering 3-5 sentences to form the story.</td>
<td>Students will draw and label a five panel storyboard to show the story of Jack and the Beanstalk from the Goose's perspective.</td>
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<tr>
<td><strong>Lesson 3</strong></td>
<td><strong>Functional Language Chart</strong></td>
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<tr>
<td><strong>Function</strong></td>
<td><strong>Situation</strong></td>
<td><strong>Expression</strong></td>
<td><strong>Words</strong></td>
<td><strong>Grammar</strong></td>
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</tbody>
</table>
| Describe | How does the point of view change a story? | The point of view changes the story by a different b. | a. Showing  
Letting the readers see  
b. Events  
Problems  
Feelings  
Thoughts about...  
Opinions about...  
Dialogue | Prepositions  
Present tense verbs  
Articles |
| Justify | How does the point of view change a story? - give evidence | For example, in a the author b wrote... but in a wrote ....  
The reason I think this is because in a c d ... but in a c d ... | a. Jack's Tale  
The Giant's Tale  
b. wrote, said, included  
c. Jack, the mother, the giant, the goose  
d. said, felt, went, made | Proper nouns, common nouns  
Irregular and regular past tense  
Book titles  
Conjunctions  
Prepositions  
Proper and common nouns |
| Narrate | Write your own version of Jack and the Beanstalk from the Goose's point of view. | e a was b c said, "I c"  
That made a feel d | a. the goose, the giant, the mother, Jack  
b. going to, making a, getting some, trying to  
c. want, need, like, hate, wish feel d  
d. excited, surprised, angry, sad, embarrassed, annoyed  
e. That morning/afternoon/evening, Then, after that, at first, finally | Introductory phrases  
Proper and common nouns  
Pronouns  
Past tense  
Verb of being + ing verb  
Quotation marks |
Revised Lesson 3:

I. Review:

Mixed language ability teams of 3 students should each be given a point of view card and matching term card from worksheet 1c of lesson 1. Students should be given time to discuss what the term means and prepare to teach the class what the term means. When sharing with the class, lower level language students can read the term, middle level language students can read the definition the group came up with and higher level language students can be asked to explain in their own words what the term means. (10 min.)

II. Vocabulary and Background:

Vocabulary:

- Show students a picture of the following terms, state the terms and have students record & repeat them: (worksheet 3a, 3b)
  - seed, bean, a goose, a giant, cupboard, egg, castle, gold, stalk, magic, doughnut
- Show students the pictures again, this time covering the labels. Challenge students to work with teams to identify the word either by pointing to it (lower levels) or stating the word (higher language levels). (5 min.)

Background:

- Have students discuss with small groups. “Is it ever okay to take something that belongs to someone else? Why?” The teacher should state this question with natural expression, slower pacing and pauses and should gesture or act out the scenario/question being proposed.
- Students may participate at varying levels in this discussion. Higher level language students may participate with complete sentences and examples described in detail. Lower level students may respond with “yes” or “no”. Middle level language students may participate with an appropriate amount of detail in either phrases or sentences. The teacher may prompt on the board to assist students “Yes it is okay to take something that belongs to someone else because...” or “No, it is not okay to take something that belongs to someone else because...” The teacher can then poll students by having them raise their hands as to whether they think it is or is not okay. Higher level language students can be called upon to represent their group and explain why they think yes or no with examples and explanation. (5 min.)

III. Model:

- The teacher will model for students explaining how point of view changes a story using the two versions of Red Riding Hood utilized in lesson 2. The teacher should think aloud using similar language to the functional language chart above. For example the teacher might say “The point of view changes the story by letting the author show different character thoughts. For example, Red Riding Hood the wolf wants to eat Red Riding Hood, but in Red Riding Hood is Rotten the wolf wants to eat apples. The teacher should hold up the corresponding text and use its illustrations to facilitate students understanding. The teacher should also post language models that mirror the oral language she is using. The students will later use these models to compose their own oral and written responses to a similar question. The teacher should be sure to use pauses to let students process each portion of what she has said and connect it to the visual of the illustration or the language model. The teacher should repeat key points slowly, but with natural phrasing, as needed.

IV. Guided Practice – Reading

- The students will read two texts (two versions of the Jack and the Beanstalk story)
  
  http://www.readinga-z.com/books/leveled-books/book/?id=1515 A Giant’s Tale
  http://www.readinga-z.com/books/leveled-books/book/?id=1514 Jacks Tale
• Lower level language students (levels 1-2) will hear the stories read allowed to them by the teacher and be provided with additional explanations, gestures and modeling as needed.
• Level 4-5 will read the texts in mixed language ability partnerships.

V. Guided Practice – Discussion and Writing
• After reading students should discuss in small groups how the point of view changes a story based on what they read in the two versions of Jack and the Beanstalk. Students should participate orally and by composing a written response with the appropriate modifications as described on the objectives page of this lesson. Students should be able to use posted language models (as per the functional language chart for this lesson). The teacher should circulate to assist as needed while students work. Student work pages can be found in worksheet 3c.

VI. Story composition
• Students will now work in partners to discuss “What would the story sound like from the Goose’s point of view? What would the goose think, feel, do, say about...?” In partners students will take turns pretending to be the goose and telling the story of what they would do. (Oral participation varies in accordance with the functional language chart description for other oral conversation tasks in this lesson). Students will then work with their mixed language ability partnerships to compose their own version of the story from this different viewpoint. Students should be able to reference displayed language models from previous story writing lessons prior in the year as well as some specific to this lesson as described in the functional language chart above.
• Student expectations for story production vary depending on level. Please see the objectives page for specific expectations for each level. Student work pages can be found in worksheet 3d.

*** Highlighted portions indicate an alteration from the original lesson plan and materials. Highlighted headings on the lesson materials indicate that the entire item was revised or added since the original lesson was drafted. ***
Worksheet 3c i

*How does the point of view change the story of Jack and the beanstalk?*

The point of view changes the story by ____________________________________________

__________________________________________

__________________________________________

Worksheet 3c ii

*How does the point of view change the story of Jack and the beanstalk?*

The point of view changes the story by ____________________________________________ different

__________________________________________

The reason I think this is because

__________________________________________

For example, in ___________________________________ the author ___________________ that

__________________________________________
Worksheet 3c iii

*How does the point of view change the story of Jack and the beanstalk?*

The point of view changes the story by ________________________________ * different

______________________________ **.

Worksheet 3c iv

*How does the point of view change the story of Jack and the beanstalk?*

The stories with different point of view have different ________________________________

<table>
<thead>
<tr>
<th>Events</th>
<th>Problems</th>
<th>Characters</th>
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</thead>
<tbody>
<tr>
<td>Feelings</td>
<td>Dialogue</td>
<td>Settings</td>
</tr>
<tr>
<td>Thoughts about...</td>
<td>Opinions about...</td>
<td></td>
</tr>
</tbody>
</table>
How does the point of view change the story of Jack and the beanstalk?

The stories with different point of view have different ... CIRCLE your answers.

Events → → → Problems 😞 Settings 🌳
Feelings 💖 Dialogue
Thoughts about... Characters
Worksheet 3d i

WRITE THE STORY OF JACK AND THE BEANSTALK FROM THE GOOSE'S POINT OF VIEW

__________________________________________

BY: ________________________________________

__________________________________________

__________________________________________

__________________________________________

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__________________________________________
WRITE THE STORY OF JACK AND THE BEANSTALK FROM THE GOOSE'S POINT OF VIEW

ORDER THE FOLLOWING SENTENCES TO WRITE YOUR STORY:

One day I was laying golden eggs in the castle.

One afternoon, a boy was in the castle.

The mean boy chopped down the beanstalk.

The giant loved me because I laid golden eggs.

The giant fell and got hurt.

Then the giant was coming down to get me.

I felt so afraid!

I said "oh no! I'll never see my home again!"

The boy took me down to Earth out of my castle.
WRITE THE STORY OF JACK AND THE BEANSTALK FROM THE GOOSE'S POINT OF VIEW

BY: __________________________

ORDER THE FOLLOWING SENTENCES TO WRITE YOUR STORY:

One day I was laying golden eggs in the castle. Then the giant was coming down to get me.

The boy chopped down the beanstalk.

I felt so sad.

Then, a boy stole me from the castle.
WRITE THE STORY OF JACK AND THE BEANSTALK FROM THE GOOSE'S POINT OF VIEW

BY: ________________________

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________
This lesson and its objectives are more aligned to the original lesson due to the fact that the work of lesson 2’s objectives required prior knowledge and language skill which had to be taught in the current lesson 2. With those objectives being covered in lesson 2, students will then be able to progress into the objectives of this third lesson: to discuss how point of view changes a story and write to rewrite a story from a given character’s point of view. The original third lesson asked students to articulate how a given theme was conveyed through the use of point of view. This lesson will come later in the unit now given the revisions that had to be made here. Since this lesson is more closely aligned to the original lesson, I will contrast the approach in that lesson to this one in this narrative.

In the original lesson (lesson 2) that sought to reach these objectives, too little consideration was given to making the language demands realistic and comprehensible for ELLs in the class. In the revised lesson (lesson 3 above) the texts are chosen texts become accessible through a variety of supports including pre-teaching of vocabulary, bringing forward students’ background knowledge through the discussion about taking others things and through a myriad of other supports like strategic grouping, glossaries, and illustrations. Moreover, the writing components of this revised lesson are more accessible, and their demands more realistic due to the stronger clarity and alignment of modeled language. For all of the writing students will need to do in this lesson a model is given by the teacher visually posted for students. Moreover, students are given ample time to rehearse their response and reason out what they intend to say through conversations with peers. Furthermore, the writing tasks themselves are differentiated for each level of language proficiency so that students can convey their thoughts in a meaningful way without being impeded by their level of English proficiency.

Another major revision to this lesson was the incorporation of an abundance of visuals. For example, the review lesson, vocabulary activity, and the worksheets for lower language learners are heavy with visuals to support student understanding. Furthermore, this lesson clarifies and specifies ways the teacher can use gestures and visuals (such as holding up a book, or referring to a chart paper) to visual support what she is saying orally. These visual additions and specifications will help make the content more comprehensible for all learners.

It is also important to note for this lesson, as with the modifications made to lessons 1 and 2, the language and syntax have been much more tightly controlled and aligned. From the language of the oral modeling, to the posted language models, sentence starters, and worksheets, all of the language has been aligned to match the desired output of the student. This allows students to hear, see, and use the language they need to master multiple times during the lesson.

An additional benefit of the modifications of lesson 2 and 3 in this unit was that students can explicitly draw upon their language skills from the current lesson, to achieve master of the objectives in the current lesson 3. Students are able to use their practiced skills at comparing and contrasting two stories to analyze how point of view can change the way a story is told. The biggest difference between this version of the lesson and the original is that students are being frontloaded with the background, vocabulary, scaffolding, and models needed to be successful in their reading, writing and speaking tasks rather than assuming they had the language proficiency to achieve them right away with independence. The same cognitive task is being asked of students. It is the level of language support only that has changed.
Checklists
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### Grammar Index

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# Sheltered Strategies Checklist

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Original Lessons
Original Lesson 1:

A. Teacher will review the concept of point of view and related terminology utilizing the following power point:

http://www.ereadingworksheets.com/point-of-view/point-of-view-activities/ (15 min.)

B. Teacher will read one of the following book excerpts (Appendix A) and model determining the point of view with a think aloud. (5 min.)

C. Students will read additional excerpts from texts in partners and discuss the following prompts with turn and talk:

- What is the point of view of the passage?
- Who is the narrator?
- Which characters’ thoughts are revealed?
- What pronouns do we notice?
- How do you know?

The teacher will circulate to assess mastery and interject as necessary to guide students (20 min.)

Students will record the point of view for each excerpt and their thinking behind their determination.

D. Students will complete a final excerpt on their own and determine the point of view in the reading. (20 min.)
Original Lesson 2:

A. Teacher will review the point of view concept and related terminology referring to a poster with terms, definitions, and examples extracted from the previous lesson's power point. (5 min.)

B. Teacher will introduce and define the concept and term “bias”. Teacher will explain that author’s choice of narrator and point of view help drive the plot and content of a story. (8 min.)

C. Teacher will read Honestly Red Riding Hood Was Rotten by Trisha Speed Shaskan. (15 min.) (Appendix D)

D. Students will turn and talk to discuss the following prompts:

- What is the same and different from the original version of Little Red Riding Hood?
- What point of view the author selected for this story?
- Who is the narrator of this text?
- What bias does this narrator have?
- How does this point of view affected the plot of the story? (20 min.)

E. Students will write their own version of Little Red Riding Hood from a different character’s perspective: either the woodsman or the grandmother (Appendix B). Before writing students should have time to discuss the potential bias of the narrator they choose. (20 min.)
Original Lesson 3:

A. Teacher will review the concept of point of view and related terminologies. (5 min.)

B. Teacher will introduce the idea that authors choose particular points of view to help them convey a message or theme. This can be illustrated with an auto accident attorney commercial that shows the insurers' message by taking the vantage point of the victim. (5 min.)

C. Students will listen as teacher reads *The Other Side* by Jacqueline Woodson. (15 min) (Appendix E)

D. Students will turn and talk to discuss the following questions:

- What point of view does the author select for this story?
- Which character is the narrator?
- Which character's thoughts does the author allow us to experience?
- What is the message or theme of the text?
- How would the text have been different if other characters' thoughts were known?
- How does the point of view help the author convey this theme/message?

E. Students will summarize their thoughts from their turn and talk discussion by completing a short written response to the following question:

How does Jacqueline Woodson use point of view to convey the theme of *The Other Side*?

Be sure to use examples and evidence from the text to support your answer. (Appendix C)
Appendix A

Name: ________________________

Identifying Narrative Perspective

**Directions:** Read the following passages and determine the narrative perspective, then explain how you were able to identify the point of view.

**Narrative Perspective (point of view):** first-person, second-person, third-person objective, third-person limited, third-person omniscient.

1. *The Wizard of Oz* by L Frank Baum

The Scarecrow found a tree full of nuts and filled Dorothy's basket with them, so that she would not be hungry for a long time. She thought this was very kind and thoughtful of the Scarecrow, but she laughed heartily at the awkward way in which the poor creature picked up the nuts. His padded hands were so clumsy that he dropped almost as many as he put in the basket. But the Scarecrow did not mind how long it took him to fill the basket, for it enabled him to keep away from the fire, as he feared a spark might get into his straw and burn him up (49).

**Narrative Perspective:** ________________________

**How do you know?** ________________________

2. *Ask a Ninja Presents: The Ninja Handbook* by the International Order of Ninjas

Remember, any tool that you can use against an enemy may also be used against you. Therefore it is highly recommended that you build a course with your clan to practice keeping your wits about you when something is trying to set you off course. Ninjas train on special courses that really mess with their perception of space, but that doesn't mean you can't make your own mini gauntlet to increase your skills in your own backyard (78).

**Narrative Perspective:** ________________________

**How do you know?** ________________________

3. *Harry Houdini: A Photographic Story of a Life* by Vicki Cobb

Harry called their grand finale “Metamorphosis,” which means “change in appearance.” Harry would tie Theo’s hands behind his back with a rope, then put him in a sack and tie the top. The tied and bagged Theo was then placed into the trunk which was locked and tied with ropes. A curtain was drawn so that no one could see the trunk, although they could hear Theo banging around inside. With great drama, Houdini told the
audience, “When I clap my hands three times—behold a miracle!” He moved behind the curtain, clapped three times, and out stepped Theo, arms raised triumphantly” (31).

Narrative Perspective: __________________________________________________________

How do you know? _____________________________________________________________

4. Holes by Louis Sachar

The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around (80).

Narrative Perspective: __________________________________________________________

How do you know? _____________________________________________________________

5. To Kill a Mocking Bird by Harper Lee

We lived on the main residential street in town—Atticus, Jem and I, plus Calpurnia our cook. Jem and I found our father satisfactory: he played with us, read to us, and treated us with courteous detachment... Our mother died when I was two, so I never felt her absence. She was a Graham from Montgomery; Atticus met her when he was first elected to the state legislature (6).

Narrative Perspective: __________________________________________________________

How do you know? _____________________________________________________________

6. Siddhartha by Herman Hesse

Siddhartha sat and watched him and remembered how once he had considered this man his friend. He gratefully accepted Vasudeva’s invitation. When they reached the river bank, he helped him to secure the boat. Later, when the sun was beginning to set, they sat on the tree trunk and Siddhartha told him about his origin and his life. The story lasted late into the night. Vasudeva listened with great attention. It was one of Vasudeva’s greatest virtues that, like few people, he knew how to listen. He never thought to interrupt the speaker with praise nor blame—he only listened. Siddhartha felt how wonderful it was to have such a listener who could be absorbed in another person’s life, his strife, his sorrows (104).
Narrative Perspective: ____________________________

How do you know? ____________________________

7. The Zombie Survival Guide by Max Brooks

Travelling light is essential to your journey. Before packing anything, ask yourself, “Do I really need this?” Once you’ve compiled your gear, go down the list and ask that question again. Of course, traveling light does not mean just holstering a .45, grabbing some beef jerky and a water bottle, and heading down the road. Equipment will be vital, more so than in any other scenario where you are holed up in a place—a prison, a school, your own home—where supplies are in abundance. The equipment you take with you may be all you have (101).

Narrative Perspective: ____________________________

How do you know? ____________________________

8. The Magic Finger by Roald Dahl

The farm next to ours is owned by Mr. and Mrs. Gregg. The Greggs have two children, both of them boys. Their names are Philip and William. Sometimes I go over to their farm to play with them. I am a girl and I am eight years old. Philip is also eight years old. Last week something very funny happened. I am going to tell you about it as best as I can (1).

Narrative Perspective: ____________________________

How do you know? ____________________________

9. The Pirates! In an Adventure with Scientists by Gideon Defoe

The Pirate Captain cut an impressive figure. If you were to compare him to a type of tree—and working out what sort of tree they would be if they were trees instead of pirates was easily one of the crew’s favorite pastimes—he would undoubtedly be an oak. Living at the sea tended to leave you with ratty, matted hair, but the Pirate Captain somehow kept his beard silky and in good condition, and though nobody knew his secret, they all respected him for it. The Pirate Captain was secretly relieved when he heard the song of a rowdy shanty coming through the roof of the galley (4-5).

Narrative Perspective: ____________________________
10. No Way Out by Peggy Kern

Harold Davis took a deep breath and slowly started to peel the gauze from the wound on his grandmother’s leg. “Hold on, Grandma. I’m almost done,” he said quietly. “Don’t worry, baby. It doesn’t hurt too much,” she replied, wincing slightly. “Just take your time.” Harold glanced up at his grandmother lying on the couch. He could tell she was in pain from the way she gripped the cushions, but still she managed to smile back at him (1).

Narrative Perspective: 

How do you know? 

11. The War of the Worlds by H.G. Wells

We crossed the road to a white house inside a walled garden, and found some food—two loaves of bread, and uncooked steak, and half of a ham. We also found several bottles of beer, a sack of beans, and a dozen or so cans of soup, salmon and vegetables. We sat in the kitchen in the dark—not daring to strike a light—and ate bread and ham and drank beer out of the same bottle. The priest wanted to keep going instead of resting and eating. I was urging him to eat and keep up his strength when, all of a sudden, disaster struck! (134)

Narrative Perspective: 

How do you know? 

Appendix B

Draft your own version of the Little Red Riding Hood Story from either the woodsman or the grandmother's point of view. Remember to think about your character's perspective. Show their bias in their thoughts, actions, and dialogue.

By: ________________________________

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____________________________________
How does Jacqueline Woodson use point of view to convey the theme of *The Other Side*? Be sure to use examples and evidence from the text to support your answer.

________________________________________________________________________

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How does Jacqueline Woodson use point of view to convey the theme of *The Other Side*? Be sure to use examples and evidence from the text to support your answer.

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Appendix D

_Honestly, Red Riding Hood was Rotten! (Excerpt)_


**Red Riding Hood retold by James Marshall (Excerpt)**

A long time ago in a simple cottage beside the deep, dark woods, there lived a pretty child called Red Riding Hood. She was kind and considerate, and everybody loved her.

Available for further preview here:

Appendix E

_The Other Side (text only)_

That summer the fence that stretched through our town seemed bigger. We lived in a yellow house on one side of it. White people lived on the other. And Mama said, "Don't climb over that fence when you play." She said it wasn't safe.

That summer there was a girl who wore a pink sweater. Each morning, she climbed up on the fence and stared over at our side. Sometimes I stared back.

She never sat on that fence with anybody, that girl didn't.

Once, when we were jumping rope, she asked if she could play. And my friend Sandra said no without even asking the rest of us. I don't know what I would have said. Maybe yes. Maybe no.

That summer everyone and everything on the other side of that fence seemed far away. When I asked my mama why, she said, "Because that's the way things have always been."

Sometimes when me and Mama went into town, I saw that girl with her mama. She looked sad sometimes, that girl did.

"Don't stare," my mama said. "It's not polite."

It rained a lot that summer. On rainy days that girl sat on the fence in a raincoat. She let herself get all wet and acted like she didn't even care. Sometimes I saw her dancing around in puddles, splashing and laughing.

Mama wouldn't let me go out in the rain.

"That's why I bought you rainy-day toys," my mama said. "You stay inside here -- where it's warm and safe and dry."

But every time it rained, I looked for that girl. And I always found her. Somewhere near the fence.

Someplace in the middle of the summer, the rain stopped. When I walked outside, the grass was damp and the sun was already high up in the sky. And I stood there with my hands up in the air.

I felt brave that day. I felt free.

I got close to the fence and that girl asked me my name.

"Clover," I said.
"My name's Annie," she said. "Annie Paul."

"I live over yonder," she said. "by where you see the laundry. That's my blouse hanging on the line."

She smiled then. She had a pretty smile.

And then I smiled. And we stood there looking at each other, smiling.

"It's nice up on this fence," Annie said. "You can see all over."

I ran my hand along the fence. I reached up and touched the top of it.

"A fence like this was made for sitting on," Annie said. She looked at me sideways.

"My mama says I shouldn't go on the other side," I said.

"My mama says the same thing. But she never said nothing about sitting on it."

"Neither did mine," I said.

That summer me and Annie sat together on that fence. And when Sandra and them looked at me funny, I just made believe I didn't care.

Some mornings my mama watched us. I waited for her to tell me to get down from that fence before I break my neck or something. But she never did.

"I see you made a new friend," she said one morning. And I nodded and Mama smiled.

That summer me and Annie sat on that fence and watched the whole world around us.

One day Sandra and them were jumping rope near the fence and we asked if we could play.

"I don't care," Sandra said.

And when we jumped, Sandra and me were partners, the way we used to be.

When we were too tired to jump anymore, we sat up on the fence, all of us in a long line.

"Someday somebody's going to come along and knock this old fence down," Annie said.

Appendix F

Excerpt of Jack’s Tale Full text available here: http://www.readinga-z.com/books/leveled-books/book/?id=1514

I ran for my life. Scrambling down the beanstalk, I shouted, “Mom, Mom, bring the ax!”

She brought it. I grabbed it. Then I chopped the beanstalk with all my might.

I stepped out of the cupboard. I grabbed the goose (and a doughnut) and tiptoed away.

But the giant woke up. He chased after us, roaring all the way. He was almost as mad as my mom. Hoo-eee!

Excerpt of Giant’s Tale Full text available here: http://www.readinga-z.com/books/leveled-books/book/?id=1516

“I can fix your leg,” Jack’s mom said at last. “But you’ll have to stay here until it heals.”

“Then what?” I said. “How do I get back to my castle?”

Jack pulled a bean from his pocket. It looked just like the ones I traded to that funny little man.

“The first night, they didn’t know what to feed me.

“Anything but sheep,” I said. “Or doughnuts.”

Turns out they didn’t have sheep, doughnuts, or much else. So the mom threw a bunch of green beans in a pot. She cooked up the best soup I’ve ever tasted.

For the next six weeks, Jack took Goose’s eggs to market almost every day. He brought home a bunch of different foods. Jack’s mom cooked and cooked. By the time my leg was healed, I’d had some of the best meals of my life.