Introduction
General Information
Nicolette Marcal
Dr. Lorrie Verplaestse
TSL 518
5/9/16

Unit Information
Lesson #1-3
Title of Unit: Family History
Grade 3
Target Group: Mainstream Class with Integrated ELLs

Reading Materials:
Runyon, J. Wendy's World- Our Family Tree
Link: http://www.edhelper.com/ReadingComprehension_41_36.html
Teaching Tolerance. We Are the Same. We Are Different.
Link: http://www.tolerance.org/sites/default/files/general/TwoFamilies_K2.pdf

Other Lesson Resources:
http://www.math-aids.com/images/Venn-Diagram-Graphic.png
http://teacher.scholastic.com/LessonPlans/pdf/dec04_unit/researchHeritage.pdf

Goals of the Unit:
I want my students to know that every family is different and unique.
I want my students to know that family history is made up of your generations and ancestors.
I want my students to know about a country of their heritage.
Lesson 1
Source of lessons:

Lesson One: All Kinds of Families

1. Introductory information at the top:

<table>
<thead>
<tr>
<th>Your name</th>
<th>Nicolette Marcal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Lesson/</td>
<td>65 mins</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Grade level</td>
<td>3</td>
</tr>
<tr>
<td>Subject area(s)</td>
<td>Social Studies, Language Arts</td>
</tr>
<tr>
<td>Topic of lesson</td>
<td>All Kinds Of Families</td>
</tr>
<tr>
<td>Instructional Group</td>
<td>Whole Group Instruction, Small group, Independent Practice</td>
</tr>
<tr>
<td>References</td>
<td><a href="http://teacherlink.ed.usu.edu/tlresources/units/byrnes-literature/CKHOOSTE/___FAMILYZ_HTM#History">1</a></td>
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</tbody>
</table>

2. Rationale

Reading the book *All Kinds of Families*, children may become more aware of the differences in families, traditions, cultures, and similarities and differences between families. They will know what a family is, and learn more about their own heritage. Because young children form ideas about themselves and other people early in life, it is important to begin teaching these types of lessons early and to help children recognize and accept differences and see similarities beyond the surface. If we reinforce these lessons, children will learn to appreciate, rather than fear, differences and to recognize bias and stereotypes when they see them. As children begin to compare their family situation with others, they may start expressing their concerns about being different. We know that children need to be reassured that differences are fine. The exposure to families that may not be like their own, in particular, encourages tolerance and acceptance because they see that, even within their own classroom, everyone’s family is unique.
3. **Materials**

The book *All Kinds of Families*, by Norma Simon, Venn Diagram Template, Markers, Easel, Pencils, Article on Two Families, Visuals of family members, KWL chart, Concept definition map

4. **Objectives**

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. explain how different families are unique.</td>
<td>1a. individually write three sentences on an exit slip explaining why their family is unique.</td>
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<tr>
<td></td>
<td>1b. with a partner, orally share how a family is unique from the book, <em>All Kinds of Families.</em></td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>2. compare and contrast similarities and differences between their own family and the teacher’s family.</td>
<td>2a. individually fill out a Venn diagram identifying the similarities and differences of their family compared to the teacher’s.</td>
</tr>
<tr>
<td></td>
<td>2b. in small groups, read and discuss differences and similarities between the two families they read about in the article, <em>Two Families.</em></td>
</tr>
</tbody>
</table>

5. **Performance Indicators**
<table>
<thead>
<tr>
<th>Domain-Topic</th>
<th>Bridging Level 5</th>
<th>Expanding Level 4</th>
<th>Developing Level 3</th>
<th>Emerging Level 2</th>
<th>Starting Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing- Explain how different families are unique</td>
<td>Students will individually write three sentences on an exit slip explaining why their family is unique.</td>
<td>Students will individually write two sentences on an exit slip explaining why their family is unique.</td>
<td>Students will individually write one sentence on an exit slip explaining why their family is unique with the support of a sentence starter.</td>
<td>In pairs, students will write one sentence on an exit slip explaining why their family is unique filling in the blanks with the support of a word bank.</td>
<td>Students will individually draw how their family is unique and then choose a phrase from the word bank to explain how it is unique.</td>
</tr>
<tr>
<td>Speaking- Explain how families are unique from the book, <em>All Kinds of Families</em></td>
<td>In pairs, students will orally explain in two sentences how a family is unique from the book.</td>
<td>In pairs, students will orally explain in one sentence how a family is unique from the book.</td>
<td>In pairs, students will orally explain how a family is unique from the book with the support of a sentence starter.</td>
<td>In pairs, students will orally explain how a family is unique from the book by choosing a phrase from a word bank.</td>
<td>In pairs, students will orally repeat a phrase on how a family is unique from the book.</td>
</tr>
<tr>
<td>Writing- Compare and contrast similarities and differences between the student’s family and the teacher’s family</td>
<td>Students will individually fill out a Venn diagram by determining all the similarities and differences of their family compared to the teacher’s.</td>
<td>Students will individually fill out a Venn diagram, identifying 3 similarities and 3 differences of their family compared to the teacher’s.</td>
<td>In pairs, students will fill out a Venn diagram identifying 3 similarities and 3 differences of their family compared to the teacher’s by categorizing phrases provided into the correct section of the Venn diagram.</td>
<td>In pairs, students will fill out a Venn diagram identifying one similarity and one difference found of their family compared to the teacher’s by drawing a line from the word bank to the correct section of the Venn diagram (same/different).</td>
<td>In pairs, students will fill out a Venn diagram by drawing a line from the word bank to the correct section of the Venn diagram (same/different).</td>
</tr>
<tr>
<td>Speaking- Explain differences and similarities between the two families they read about in the article, <em>Two Families</em></td>
<td>In pairs, students will orally explain to each other two similarities and two differences found in the article.</td>
<td>In pairs, students will orally explain to each other one similarity and one difference found in the article.</td>
<td>In pairs, students will orally explain to each other either one similarity or one difference found in the article by using a sentence starter.</td>
<td>In pairs, students will orally explain to each other one similarity from the article by having a sentence starter and choosing a phrase from a word bank.</td>
<td>In pairs, students will orally explain one similarity by repeating after the teacher.</td>
</tr>
</tbody>
</table>
# Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Word/Phase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare/Contrast</td>
<td>How families are different and alike</td>
<td>My family and your family are <em><strong>1</strong></em></td>
<td>1. different the same alike identical</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td>Explain similarities and differences between students’ families and teacher’s family.</td>
<td>.....because they <em><strong>2</strong></em></td>
<td>2. speak a different/the same language, are from different/same countries, have the same/different traditions, eat the same/different kind of food, listen to the same/different kind of music, have pets, parents are married, parents are divorced, have sisters, have brothers</td>
<td>Language of comparison and contrast Action and being verbs</td>
</tr>
<tr>
<td>Describe/Explain</td>
<td>How families are unique</td>
<td>My family is unique because <em><strong>3</strong></em></td>
<td>3. we travel together, we share stories, I have 2 moms, I have 2 dads, I only live with my mom, I only live with my dad, I have x number of siblings, we play games together, we take care of the environment, we watch movies, we exercise outside, we read together, we tell jokes to each other</td>
<td>Pronouns Verb phrases</td>
</tr>
</tbody>
</table>
7. **Assessment**

- Teacher observation of the quality of student's final Venn diagram.

- Teacher observation of student's stinky note on why families are unique.

8. **Procedure**

<table>
<thead>
<tr>
<th>Initiation/Building Background Knowledge</th>
<th>10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text italicized is from my original unit.</td>
<td></td>
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</tbody>
</table>

**Teacher states and posts content and language objectives:**

Tell students that we will be reading a book about different kinds of families and then they will be comparing and contrasting their families to mine. They will also be able to explain how their family is unique.

Post Signal Words poster on board on compare and contrast and discuss with students what it means when you are asked to compare/contrast. Pass out handout to each student. (Refer to Appendix A: Post Signal Words Poster)

**Shared History:**

Discuss with students what makes a family. Show visuals to students of what a mom, dad, sister, brother, dog and cat might look like. (Refer to Appendix B: Visuals for Vocabulary) Have students repeat words after you. Post visuals on board. Point out that each family is unique because each person is unique, and that some families have more people, while other have fewer and they can do different activities with each other.

**KWL Chart:**

After discussing with students about what a family is. Teacher posts KWL chart and students come up with ideas about what they know about families and what they want to know. At the end of the unit students can fill out last section of what they learned (Refer to Appendix C: KWL Chart).

**Develop Vocabulary**

**Vocabulary Words:**

Unique

Family

Siblings
Alike

Different

Develop vocabulary words with students. Write vocabulary words on the board and add them to the word wall. Read them aloud and point to them. Then have students repeat the vocabulary words after me. Create a concept definition map with students on board. In the middle insert the vocabulary word 'family'. Explain to students what a family is, what it can be like and examples using the vocabulary. As a whole group fill out concept map together (Refer to Appendix D: Concept Definition Map).

<table>
<thead>
<tr>
<th>Lesson Development</th>
<th>1. Introduce book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 mins</td>
<td>Tell students that we will be reading a book about different kinds of families and then they will be comparing and contrasting their families to mine. They will also be able to explain how their family is unique.</td>
</tr>
</tbody>
</table>

2. Book walk:

*Introduce the book to the students. Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called, All different kinds of families.*

3. Read the book aloud.

4. **While reading, think aloud with students about the different kinds of families we see throughout the book.**

5. **Asking bigger questions:**

At then end of the book, have students turn and talk to a partner. Pair intermediate/speech emergence students together and pre-production and early production students together. Ask a bigger question:

- Intermediate/speech emergence: How do you think a family is unique in the story?
- Pre-production and early production: Is there a family in the book who is unique? (Refer to Appendix E: Bigger Questions Guide)

6. **Elicit student talk:**

The teacher then has students work with a small group and read the article on different families together. There are two versions of text, one that is modified for lower levels of ELLs (Refer to Appendix F: Article). Have students work with partners and have them discuss orally differences and similarities they see in both families presented in the text. The teacher
groups higher ELL’s with lower ELLs to provide them with support when reading the article. Modifications are made for students in order to provide the appropriate output (Refer to Appendix G: Article Guide).

7. Framing main ideas:

While students are discussing, write facts about my family on the easel with a marker so students will be able compare with their own families.

8. Modeling and providing visuals:

The teacher then draws a Venn diagram on the easel near the facts with a marker. Teacher models to students how to fill out the diagram comparing two families with one another. Near each idea, the teacher draws a picture to represent the text. For example: In both families, there are two sisters, teacher would draw two girls near the text. The teacher uses their best friend’s family to compare and contrast with. Then write the similarities in the middle and the differences on each side.

9. Once teacher is done, pass the Venn diagrams to each one of the students.

10. Explain to students that they will be comparing their family with my family.

11. Depending on the students’ levels, they either work individually or with a partner completing their Venn diagram with different modifications (Refer to Appendix H: Venn Diagram).

Closure 15 mins

12. Reviewing:

When students are finished, volunteers can share their Venn diagrams to the class.

13. Checking for understanding:

Students will write on a sticky note why their family is unique. Depending on the students level they will have a support of sentence starters or a word bank (Refer to Appendix I: Sticky Note Guide).

14. Teacher will display all of the Venn diagrams around the classrooms.

15. Link to future learning:

Tell students that tomorrow we will create family trees by tracing back to their ancestors and identifying prior generations in their family.

For homework, have students bring in photographs or drawn pictures of their family members (mom, dad, sister, brother, grandma, grandpa, great-grandma, great-grandpa, uncle, aunt with names on each picture).
Signal Words

COMPONENT: Building Background

(Sarah Russell, ESL teacher, Hug High School, Washoe County School District)

Grade Levels: 3–12
Subject Levels: All
Grouping Configurations: Independent writing and reading
Materials: Signal Word Posters (see Figure 3.2–3.5)

Description:

Sarah Russell, a high school ESL teacher in Reno, NV created the posters that you see in Figures 3.2–3.5. She discovered her English learners were having difficulty reading and

**Signal Words**

If you are asked to **compare**

two or more things, use these words:

• as well as
• also
• too
• like
• much as
• similarly
• similar to

If you are asked to **contrast**

two or more things, use these words:

• however
• but
• on the other hand
• while
• although
• different from
• less than
• though
• yet
• whereas

**FIGURE 3.2  Signal Words: Compare/Contrast**

Sarah Russell, Hug High School, Washoe County School District
Appendix B: Visuals for Vocabulary

Flashcards  Family  © www.kids-pages.com

mother  father  son

daughter  brothers  sisters

brother and sister  parents  baby
<table>
<thead>
<tr>
<th>Topic</th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Have Learned</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Vocabulary: Concept Map

What is it?
{category, comparisons}
A group of people living together in a household.

What is it like?
Being honest
Helping each other in times of need
Creating memories with each other
Encouraging each other to pursue interests

Word
Family

What are some examples?
Our families
The teacher’s family
Full House family
Speaking: Explain how families are unique from the book, *All Kinds of Families*

**Developing Levels: Sentence Starter**

The family in the book is unique because they....

---

**Emerging levels: Sentence starter and Word Bank**

The family in the book is unique because they....

1. have many people in their family.
2. take care of horses.
3. play games.

---

**Starting Levels: Repeat**

The family is unique because they have horses.
Appendix F: Article

Two Families
Everyone’s family is unique in its own way. Below are the stories of two different families. Read the stories.

ANIKA’S FAMILY
Anika was sad. She couldn’t remember if she left her favorite headscarf at her mom’s house or her dad’s house. It was so hard to keep track. Anika’s mom and dad got divorced three years ago. That means that they are not married to each other anymore, but she knows they both still love her and older brother Abdul. Anika wishes her dad still lived with them. He could always make her laugh when the other kids teased her about wearing her traditional headscarf. Now she couldn’t even find her favorite one. When Anika’s parents got divorced, her dad moved to a new house. Last year, Anika’s dad married a lady named Claudia. Anika’s dad and Claudia just had a baby named Sami. That makes Sami her half-brother. He is really fun to play with! Maria likes going to both parents’ houses because they both have fun things to play with. Her mom lives in an apartment and it has a hamster and a play kitchen. Her dad lives in a huge house with a trampoline, a big dog named Puddles and now Baby Sami. Anika loves her family, even though living in two different houses means she can’t always find her favorite things!

AARON’S FAMILY
Aaron feels so happy. Today is the day his mom is going to graduate from college! Aaron’s mom’s family didn’t have enough money to send her to college when she was younger, so she had to wait until she made money herself. Aaron’s mom is raising him and his sister Emma by herself. Since she doesn’t have a lot of money, they live with their grandma, too. Their grandma stays with them when Aaron’s mom is at her job or her college classes. Sometimes Aaron wishes he saw his mom more, but he knows she is going to college, so she can get a better job. He hopes that they will have more money when she gets a new job. Aaron feels embarrassed because he wears clothes and sneakers with holes in them since they have no money for new clothes. Sometimes they don’t even have money to buy food. If she gets a new job, maybe she will buy Aaron a basketball, so he can play with the other kids. Aaron can’t wait! Aaron’s grandma always tells him that they are rich with love! He is going to clap the loudest when they call his mom’s name at graduation today!
Modified Text

Two Families

Everyone’s family is unique in its own way. Below are the stories of two different families. Read the stories.

ANIKA’S FAMILY

Anika did not remember if she left her scarf at her mom’s house or her dad’s house. Anika’s mom and dad got divorced three years ago. When Anika’s parents got divorced, her dad moved to a new house. Last year, Anika’s dad married a lady named Claudia. Anika’s dad and Claudia just had a baby named Sami. Her dad lives in a huge house with a trampoline, a big dog named Puddles and now Baby Sami. Anika loves her family, even though living in two different houses means she can’t always find her favorite things!

AARON’S FAMILY

Aaron’s mom’s family didn’t have enough money to send her to college when she was younger, so she had to wait until she made money herself. Their grandma stays with them when Aaron’s mom is at her job or her college classes. Sometimes Aaron wishes he saw his mom more, but he knows she is going to college, so she can get a better job. He hopes that they will have more money when she gets a new job. Aaron feels embarrassed because he wears clothes and sneakers with holes in them since they have no money for new clothes. If she gets a new job, maybe she will buy Aaron a basketball, so he can play with the other kids.
Appendix G: Article Guide

Speaking- Explain differences and similarities between the two families they read about in the article, *Two Families*

Developing Levels: Sentence Starter, identify either 1 difference or 1 similarity.

The families are the same because they....

The families are different because they....

Emerging levels: Sentence starter and Word Bank

The families are the same because...

1. they speak the same language.
2. have sisters and brothers.
3. eat the same food.

Starting Levels: Repeat

The family is same because they speak the same language.
Write all similarities and all differences found
Families

My Family

Ms. Marcal's Family

Same

Write 3 similarities and 3 differences
Write 3 similarities and 3 differences into the Venn diagram.

1. Have sisters  
2. Have pet dogs  
3. Speaks Spanish  
4. Celebrates Christmas

5. Have brothers  
6. Likes to play  
7. Likes to exercise  
8. Eats pizza
Write 1 similarity and 1 difference into the Venn diagram.

Appendix H: Venn Diagram

Draw a line to the correct part of the Venn Diagram.

1. Have sisters
2. Have pet dogs
3. Speaks Spanish
4. Speaks English
5. Have brothers
6. Listens to music
Writing: Explain how different families are unique

Developing Levels: Language Model

How is your family unique?

My family is unique because we ________________

____________________________

____________________________.

Emerging Level: Fill in the blanks with word bank.

Fill in the blanks from the words in the word bank:

My family is ________ because ______________

______.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>unique</td>
</tr>
<tr>
<td>we play games together</td>
</tr>
<tr>
<td>we travel together</td>
</tr>
<tr>
<td>we read together</td>
</tr>
</tbody>
</table>
Starting Levels: Drawing and word bank

Circle a phrase from the word bank and then draw a picture of how your family is unique.

We play together.

We watch movies together.

We read together.

Draw a picture:
Narrative Lesson One:

My unit is on family history for a third grade classroom. The first thing I did was create new content and language objectives. I then created performance indicators for each level of my English language learners (ELLs). A functional language chart was then created so students have as a model to produce output. In terms of my lesson, I made many new modifications. The first change was in the initiation and building background knowledge part of the lesson. I added a signal words poster on comparing and contrasting after sharing with students the lesson objectives. I think it is important for students to have a visual with key words to refer back to on comparing and contrasting. One of my objectives is to compare and contrast similarities and differences between their own family and the teacher’s family, so it is important students understand the meaning of compare and contrast. In order to provide students with shared history, we first discuss what makes a family, showing visuals to students of what a mom, dad, sister, brother, etc look like. The visuals/flashcards will be available to students throughout the lesson and unit for them to refer back to. To keep building background knowledge and get students talking, as a whole group we complete a KWL chart where students come up with ideas about what they know and what they want to know about families. At the end of the unit, we can later go back as a class and fill out what we learned about families. This is a great way for me to assess students quickly and see what they already know.

In the original lesson there was no vocabulary development. For vocabulary development, I first added vocabulary words that were highlighted in the lesson. I write words on the board having students repeat after me and then posting the vocabulary on a word wall. It is important for students to be able to easily access these words at any time throughout the lesson. I added a concept definition map activity where as a whole group we insert the word ‘family’ and add to it using other vocabulary words on a projector. I picked the word family to use because that is the key word used in the unit. After reading the book, All different kinds of families, the teacher asks ‘bigger questions’ where students turn and talk to a partner in order to get students communicating and engaged in the topic. I use sentence starters and word banks for my lower ELLs in order to enable them to talk. I elicit student talk by having students work in a small group to read and discuss an article that is modified for my lower ELLs. For extra support, I group my lower ELLs with my higher ELLs. A language model is provided for students to use to negotiate meaning. I model and use visuals as I fill in the Venn diagram with text and pictures, comparing my family with a friend’s family. This guides students as they are able to refer back to my modeled example. Depending on the students’ levels, they either work individually or with a partner completing their Venn diagram with different modifications. I modified each Venn diagram to assist the needs for different language levels so everyone is able to complete it according to their level. When all students are finished, I have volunteers share their diagrams with the whole class explaining the similarities and differences between the two families. Students complete a sticky note at the end of the lesson explaining why their family is unique. This is used as a formative assessment telling me what students learned about families being unique. I modified the exit slip (sticky note) for different levels of English learners. Some students will have sentence starters, fill in the blanks and word banks to complete the task.
Lesson 2
Lesson Two: Family Tree

1. Introductory information at the top:

<table>
<thead>
<tr>
<th>Your name</th>
<th>Nicolette Marcal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Lesson/</td>
<td>65 mins</td>
</tr>
<tr>
<td>Instruction</td>
<td>Name of school</td>
</tr>
<tr>
<td>Time</td>
<td>Social Studies, Language Arts</td>
</tr>
<tr>
<td>Grade level</td>
<td>3</td>
</tr>
<tr>
<td>Subject area(s)</td>
<td></td>
</tr>
<tr>
<td>Topic of lesson</td>
<td>Family Tree</td>
</tr>
<tr>
<td>Instructional</td>
<td>Whole Group</td>
</tr>
<tr>
<td>Group</td>
<td>Instruction, Small group, Independent Practice</td>
</tr>
<tr>
<td>References</td>
<td><a href="http://www.scholastic.com/teachers/lesson-plan/discovering-your-heritage">http://www.scholastic.com/teachers/lesson-plan/discovering-your-heritage</a></td>
</tr>
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<td></td>
<td><a href="http://www.edhelper.com/teach/teach_Families.htm">http://www.edhelper.com/teach/teach_Families.htm</a></td>
</tr>
</tbody>
</table>

2. Rationale

In this lesson, students will trace their family history back to their great-grandparents and learn about where their family is from. Creating a family tree provides students with a connection to their family. Students discover characteristics about themselves and what they have in common with an earlier ancestor. Creating a family tree also allows students to pass on a sense of history. It's part of understanding who they are. This includes their own personal history as well as how world history influenced family decisions.

3. Materials

Smart board, Pictures of family members, Visuals of family members, 6 square vocabulary, family tree article *Wendy's World- Our Family Tree*, Language Guides, Flash cards, Family tree, Spanish family tree, Exit slip (Family tree times),
## 4. Objectives

<table>
<thead>
<tr>
<th><strong>Content Objectives</strong></th>
<th><strong>Language Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. describe what a family tree is.</td>
<td>1a. in pairs, after reading the article <em>Wendy's World- Our Family Tree</em>, orally share what they believe a family tree is.</td>
</tr>
<tr>
<td></td>
<td>1b. individually write three sentences on an exit slip (Family Tree Times) describing what a family tree is.</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>2. create a family tree tracing back to their ancestors and identify prior generations in their family.</td>
<td>2a. individually fill out a family tree by identifying their ancestors on specific branches of the tree.</td>
</tr>
<tr>
<td></td>
<td>2b. in pairs, orally share who their ancestors and the generations in their family are after completing their family trees.</td>
</tr>
</tbody>
</table>
### 5. Performance Indicators

<table>
<thead>
<tr>
<th>Domain-Topic</th>
<th>Bridging Level 5</th>
<th>Expanding Level 4</th>
<th>Developing Level 3</th>
<th>Emerging Level 2</th>
<th>Starting Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong> Describe what a family tree is based off of the article <em>Wendy’s World-Our Family Tree</em></td>
<td>In pairs, students will orally describe in two sentences on what they believe a family tree is.</td>
<td>In pairs, students will orally describe in one sentence on what they believe a family tree is.</td>
<td>In pairs, students will orally describe what they believe a family tree is with the support of a sentence starter.</td>
<td>In pairs, students will orally repeat a phrase on what a family tree is.</td>
<td>In pairs, students will orally repeat a phrase on what a family tree is.</td>
</tr>
<tr>
<td><strong>Writing</strong> Explain what a family tree is and the ancestors that can be seen on a family tree</td>
<td>Students will individually write three sentences on an exit slip (Family Tree Times) describing what a family tree is.</td>
<td>Students will individually write two sentences on an exit slip (Family Tree Times) describing what a family tree is.</td>
<td>Students will individually write one sentence on an exit slip (Family Tree Times) describing what a family tree is with the support of a sentence starter.</td>
<td>Students will individually draw what a family tree is and then choose a word from the word bank that explains what a family tree is.</td>
<td>Students will individually draw what a family tree is and then choose a word from the word bank that explains what a family tree is.</td>
</tr>
<tr>
<td><strong>Writing- Identify ancestors and prior generations on a family tree</strong></td>
<td>Students will individually complete a family tree identifying four prior generations in their family.</td>
<td>Students will individually complete a family tree identifying three prior generations in their family.</td>
<td>In pairs, students will complete a family tree identifying three prior generations in their family with the support of a word bank.</td>
<td>In pairs, students will complete a family tree identifying two prior generations by using a word bank and visuals.</td>
<td>In pairs, students will complete a family tree identifying two prior generations by using a word bank and visuals.</td>
</tr>
<tr>
<td><strong>Speaking- Tracing back to students’ ancestors and identifying generations in their family</strong></td>
<td>In pairs, students will orally share three ancestors and four prior generations using their family tree.</td>
<td>In pairs, students will orally share two ancestors and three prior generations using their family tree.</td>
<td>In pairs, students will orally share two ancestors and two prior generations using their family tree with the support of a sentence starter.</td>
<td>In pairs, students will orally share one ancestor and one prior generation seen in their family tree by having a sentence starter and choosing a phrase from a word bank.</td>
<td>In pairs, students will orally share one ancestor and one prior generation seen in their family tree by repeating after the teacher.</td>
</tr>
</tbody>
</table>
### 6. Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Word/Phase</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>What a family tree consists of</td>
<td>A family tree</td>
<td>1. shows how family is related to each other, shows different family members, is a record of all your family members as far back as people can find them, shows ancestors and generations in a family</td>
<td>Verb phrases</td>
</tr>
<tr>
<td>Creating/Identifying</td>
<td>A family tree tracing back to their ancestors and identify prior generations in their family</td>
<td>My ancestors are my <strong>2</strong> One generation in my family is/my <strong>3</strong></td>
<td>2. parents, my step-parents, grandparents, great-grandparents 3. parents, grandparents, great-grandparents, me, aunt and uncle</td>
<td>Nouns</td>
</tr>
</tbody>
</table>

### 7. Assessment

- Teacher observation of the quality of student’s final family tree.
- Observation of student family trees going back three generations will identify their understanding of the family tree by what they have created.

### 8. Procedure

**Initiation**

| 10 mins | Text italicized is from my original unit. |

**Teacher states and posts content and language objectives:**

Tell students that they will be working on a family tree today to trace their ancestors and identify prior generations in their family.

**Build and Activate Background Knowledge:**

Connect back to the book we read, *All Kinds of Families*. Remind students that many families are different than others.
Some of the questions the teacher can ask are:

- What makes a family unique?
- What kinds of families were there?
- Were they all the same?
- Who made up these different families?
- Did they have grandparents, parents, cousins, brothers, sisters, aunts or uncles?

With this question post visuals from previous lesson and new visuals of what a mom, dad, sister, brother, grandparent, aunt, uncle, etc might look like. (Refer to Appendix A: Visuals for Vocabulary)

Have students take out their pictures/photographs of their family members. The teacher can ask students to hold up a picture of a parent, sister, step-sister, aunt, uncle, etc. This can be done as a quick formative assessment to see if students know their family members.

**Trigger:**

Show both videos on family trees to students in order for them to get excited about the lesson. One video is in English and the other video is in Spanish.

- [https://www.youtube.com/watch?v=yVhtAiASAJQ](https://www.youtube.com/watch?v=yVhtAiASAJQ) (English)
- [https://rockalingua.com/videos/family-members](https://rockalingua.com/videos/family-members) (Spanish)

**Vocabulary Words:**

- Generation
- Ancestor
- Great-grandparents
- Biological

Develop vocabulary words with students. Write vocabulary words on the board and add them to the word wall. Read them aloud and point to them. Then have students repeat the vocabulary words after the teacher. As a whole group create a 6 square vocabulary graphic organizer with students on the smart board while they fill in the answers as teacher walks students through the activity. Complete 6 square vocabulary graphic organizer with students for the words generation on the front and ancestor on the back. (Refer to Appendix B: 6 Square Vocabulary)

<table>
<thead>
<tr>
<th>Lesson Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Elicit Student Talk and Asking Bigger Questions:</strong></td>
</tr>
<tr>
<td>In pairs have students read the article <em>Wendy's World- Our Family Tree.</em></td>
</tr>
<tr>
<td>There are two versions of text, one that is modified for lower levels of</td>
</tr>
</tbody>
</table>
ELLs (Refer to Appendix C: Article). Pair intermediate/speech emergence students together and pre-production and early production students together. Language models are made in order for students to negotiate meaning (Refer to Appendix D: Question from Article).

- Intermediate/speech emergence: What do you think a family tree is?
- Pre-production and early production: Is there a family tree in the article? Who is on the family tree?

2. **Visuals:**

*Show a picture of a tree on the board. Including roots and branches that extend outward and gather students together near the board.* (Refer to Appendix E: Tree)

3. **Introduce Gestures:**

Come together as a whole group and ask students if they have ever heard of a family tree. Discuss why the name is fitting. Make reference to the concepts of family roots and branches. In order to introduce students to roots and branches of a family, the teacher will use gestures. Have all students stand up and pretend they are trees. Then point to the branches on the visual on the board, and have students lift their arms to pretend they are branches. Lastly, point to the roots and have students point to their feet referring to them as roots.

4. **Discuss family history and family generations with students.** Explain, while pointing to visuals (Refer to Appendix A: Visuals for Vocabulary) that parents, grandparents, and great-grandparents are ancestors for your students, and that each one is a different generation. They are the youngest generation of their family and will some day be the ancestors for someone else.

5. **Modeling:**

*Model on the board how to create a family tree.* Use the same graphic organizer of the family tree that is going to be given to students. Use the teacher’s family as an example. **Write the name of the teacher on bottom of the tree trunk. Above the teacher’s name write the names of their mother and father, explaining what the teacher is doing.** Also include photographs/pictures of each person placed on the family tree. **Continue labeling the tree back another generation or two in order to illustrate how these trees “branch out” with each prior generation.**

Also, model an imaginary family that has a step-parent, brother/sister, foster care, or an adopted child. Show a few different ways they can do it. Emphasize to students that they may use their biological family if they know their names, or just use their family that they are living with now.
6. To get students up and out of their seats, separate students into two/three groups depending on how many students are in the class. Explain to students that they will create a value line of the person who would come first in the family tree to the last person on a family tree. Each student will wear an index card labeled with a different family member name as well as the picture (Refer to Appendix F: Flashcards for Value Line). They will have to form a line based on generations. Once both groups arrange themselves into the line, have them compare each other's to see if they were correct.

7. Have students go back to their desks. Distribute copies of the Family Tree (PDF) reproducible. Depending on the students' levels, they will have a family tree with different modifications (Refer to Appendix G: Family Tree).

8. Together as a class, have students fill their names at the very bottom blank at the base of the tree.

9. Students can then complete their family tree referring back to their photographs/pictures and the names of their family members. For extra support for Spanish speaking ELLs, the teacher can give students a handout with a family tree in Spanish. (Refer to Appendix H: Spanish Family Tree).

10. Negotiate Meaning:
When students are finished with their family trees, pair them with partners and have them discuss who their ancestors are and the generations in their family. Language models will be provided for students (Refer to Appendix I: Partner Guide).

Closure
11. Reviewing:
When students are finished, the teacher goes over what a family tree is while referring back to the vocabulary of ancestors and generations.

Volunteers then can share their family trees to the class.

As a whole group, the teacher goes over what a family tree is and what the components of a family tree are.

12. Checking for Understanding: Students will complete an exit slip on the Family Tree Times (Refer to Appendix J: Family Tree Times) describing what a family tree is. Depending on the students level they will have a support of sentence starters or a word bank (Refer to Appendix K: Exit Slip Guide). Respond to student’s voice in terms of writing and error correction.

13. Hang family trees near students’ Venn Diagrams from previous lesson.

14. Homework: Prepare a note to send home with students explaining that the class will be taking part in a country study. Request that students select a country from their heritage that they would like to study, write it down, and have access to an outside (Refer to Appendix K: Note to Parents).
Appendix A: Visuals for Vocabulary

- Grandmother
- Grandfather
- Granddaughter
- Grandson
- Grandchildren
- Aunt
- Uncle
- Niece
- Nephew

Flashcards
Family
©www.kids-pages.com
<table>
<thead>
<tr>
<th>#1- Vocabulary Word</th>
<th>#4- Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation</td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td>#2-Dictionary (In My Own Words)</td>
<td>#5- Word Used in a Sentence</td>
</tr>
<tr>
<td>The people that are born in almost the same time.</td>
<td>This farm has belonged to our family for generations.</td>
</tr>
<tr>
<td>#3- Definition</td>
<td>#6- Examples</td>
</tr>
<tr>
<td>The people in a family born and living during the same time.</td>
<td>Parents, uncle and aunts and grandparents.</td>
</tr>
</tbody>
</table>
## Appendix B: 6 Square Vocabulary

### Example 2

<table>
<thead>
<tr>
<th>#1- Vocabulary Word</th>
<th>#4- Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancestor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#2-Dictionary (In My Own Words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An ancestor is someone who came before you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#5- Word Used in a Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of my ancestors fought in World War 2!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3- Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person who was in someone's family in past times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#6- Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, grandparents, and great-grandparents are ancestors</td>
</tr>
</tbody>
</table>
Appendix C: Article

Wendy's World- Our Family Tree
By Jane Runyon

1 Wendy and Tess were playing jacks on Tess's front porch. Tim came around the corner of their house. He was saying something, but the girls couldn't hear what it was. He walked to every corner of the yard. He was looking at every tree. He finally came to the porch with the girls. "I just can't find it," he said. "Why can't I find it?"

2 "What are you talking about?" asked Tess.

3 "Dad says I need to learn more about our family tree," answered Tim. "But I can't find it anywhere. Do you know where it is, Tess?"

4 "No," answered Tess, "I thought all the trees in our yard belonged to our family."

5 Wendy couldn't keep from laughing. "Your family tree isn't in the yard," she giggled.

6 "Then where is it?" asked Tim. "How can I learn more about it if I can't find it?"

7 "Your family tree isn't a growing plant," said Wendy. "Your family tree is a record of all your family members as far back as people can find them."

8 "What does that have to do with a tree?" asked Tess.
"Let me see if I can show you," said Wendy. "Let's go get a piece of paper to draw on."

The children went inside and brought some drawing paper to the dining room table. They all sat on one side while Wendy started to write names. "This is my mom's family tree," she said. "She showed it to me when my great-grandpa died."
Wendy's World- Our Family Tree
By Jane Runyon

1. Wendy and Tess were playing jacks. Tim came to visit them. He was looking at every tree. He came to the porch with the girls. "I just can't find it," he said. "Why can't I find it?"
2. "What are you talking about?" asked Tess.
3. "Dad says I need to learn more about our family tree," said Tim. "But I can't find it anywhere. Do you know where it is, Tess?"
4. "No," answered Tess, "I thought all the trees in our yard belonged to our family."
5. Wendy started laughing. "Your family tree isn't in the yard," she laughed.
6. "Then where is it?" asked Tim. "How can I learn more about it if I can't find it?"
"Your family tree isn't a growing plant," said Wendy. "Your family tree is a record of all your family members as far back as people can find them."

"What does that have to do with a tree?" asked Tess.

"I can show you," said Wendy. "Let's go get a piece of paper to draw on."

They went inside and got some drawing paper. They all sat on one side while Wendy started to write names. "This is my mom's family tree," she said. "She showed it to me when my great-grandpa died."
Appendix D: Question from Article

Describe what a family tree is based off of the article
Wendy’s World-Our Family Tree

Developing Levels: Sentence Starter
I think a family tree is....

Emerging levels: Sentence starter and Word Bank
I think a family tree...

1. shows how family is related to each other.
2. is a record of all your family members as far back as people can find them.
3. shows ancestors and generations in a family.
4. shows family members.

Starting Levels: Repeat
I think a family tree is a record of all your family members as far back as people can find them.
Appendix E: Tree
Complete family tree using the word bank:

- Mother
- Grandmother
- Grandfather
- Me
- Father
Complete the family tree using the word bank

Mother

Father

Grandmother

Grandfather

Me

Me
Draw a line to the correct box on the family tree.
Arbol Genealógico
Speaking- Tracing back to students' ancestors and identifying generations in their family

Developing Levels: Sentence Starter, identify two ancestors and two prior generations
My ancestors are.....
Two generations in my family are....

Emerging levels: Sentence starter and Word Bank
My ancestors are my....

1. parents
2. grandparents
3. great-grandparents
4. my step parent

One generation in my family is/my...

1. father/mother
2. grandfather/grandmother
4. great-grandmother/ great-grandfather
5. me

Starting Levels: Repeat
One ancestor in my family is my grandparents.
One generation in my family is my father and mother
Appendix K: Exit Slip Guide

Writing-Explain what a family tree is

Developing Levels: Sentence Starter, in one sentence explain what a family tree is.

What is a family tree?

A family tree is

__________________________

__________________________

_______.

Emerging levels: Fill in the blanks with phase bank.

A _________ tree ________________________________.

Phase bank
shows different family members
is a record of all your family members
shows ancestors and generations in a family
family
Appendix K: Exit Slip Guide

Starting levels: Drawing and phase bank.

Circle a phase from the bank and then draw a picture of what a family tree looks like.

A family tree shows family members.

A family tree shows ancestors and generations in a family.

Draw a picture:
Appendix L: Note to Parents

Dear Parents and Guardians,

We are very excited to be starting our lesson on researching a Country. During this time your child will be participating in a research project. They will be selecting a country from their heritage that they would like to study and learn more about. Students have the opportunity to learn more about a country that plays a role in their family background. Learning about your heritage is important because your heritage makes you who you are. Our heritage is our link to the past. It is important that students learn about where they came from and why it is important in their life today. A country from which you come from influences your life in American today through culture, traditions, etc.

Students will be given time in school to research and learn about their country of their choice. All materials required to complete the project will be provided to them at school. Please sign and return the slip attached. Thank you!

Sincerely,

Ms. Marcal

Fill out, sign and return to school.

Child Name: ____________________________

Country Researching: ______________________

Parent’s Signature ________________________
Appendix L: Note to Parents
Spanish Version

Querido Padres,

Estamos muy emocionados de comenzar nuestra lección sobre la investigación de un país. Durante este tiempo su hijo va a participar en un proyecto de investigación. Serán seleccionar un país de su herencia que les gustaría estudiar y aprender más acerca de. Los estudiantes tienen la oportunidad de aprender más sobre un país que juega un papel en su entorno familiar. Información acerca de la herencia es importante debido a su herencia te hace quienes eres. Nuestra herencia es nuestro vínculo con el pasado. Es importante que los estudiantes aprenden acerca de dónde vienen y por qué es importante en su vida hoy. Un país desde el que se llega a las influencias de su vida en la actualidad estadounidense a través de la cultura, tradiciones, etc.

Los estudiantes tendrán tiempo en la escuela para investigar y aprender sobre su país de su elección. Todos los materiales necesarios para completar el proyecto serán proporcionados a ellos en la escuela. Por favor firme y regrese la forma adjunta.
¡Gracias!

Sinceramente,
Ms. Marcal

Llenar, firmar y devolver a la escuela.

Nombre del estudiante: ____________________________

País investigar: ____________________________

Firma de los padres: ____________________________
Narrative for Lesson Two:

Lesson two has students describe what a family tree is and create one tracing back to their ancestors and identify prior generations in their family. The first thing I did was create new content and language objectives. I then created performance indicators for each level of my English language learners (ELLs). I was finally able to create a functional language chart in order for students to produce output. The first thing I did in the initiation part of the lesson is state and post content and language objects to students. It is important that students know what they will be doing and what will be expected of them throughout the unit/lesson. As I build and activate background knowledge, I use visuals from the previous lesson and added new visuals on different family members to build on prior knowledge. These visuals are up throughout the lesson/unit so students could refer back to them when needed. In order to link this lesson to students’ personal lives, I have students bring in or draw pictures of their family members. As a formative assessment, I ask students to show me a picture of different family members. This will give the teacher an idea of how many students are able to identify each family member. I also added two short videos, one in Spanish and the other one in English to get students excited about the lesson on family trees.

The first lesson did not have a dedicated time for vocabulary development. I highlighted four vocabulary words that will be used throughout the lesson/unit, generation, ancestor, great-grandparents and biological. If students do not know the meaning of these words, my lesson would almost be pointless. Throughout the lesson, students will need to refer back to these words in order to explain their thinking. For vocabulary development, I make sure to put the words on a word wall so students can refer back to them throughout the unit. Also, I have students repeat the words and finally as a whole class, create a 6 square graphic organizer on the words ancestor and generation. I picked to have students use a 6 square for this lesson because students have the opportunity to come up with ways to use the word in a sentence, give their own definition, draw a picture, find the correct definition and give examples of the word. This activity has the students work with the words so they are ready to use them in other contexts.

In the lesson development, I also made many changes. First I had students work in pairs to read an article on family trees. There are now two versions of the text, the original and a modified version for lower levels of ELLs. After reading the text, I ask students bigger questions in order to elicit student talk. In order for ELLs to answer the questions, sentence starters and word banks were made for support. I was able to include gestures for a tree where students used their arms as branches and pointed to their feet to refer to roots. In order for students to be able to create their family trees it was important to explicitly model how to fill a family tree out. Modifications are made for each ELL in order for them to complete their family tree. I provided them with visuals, a word bank and having less generations to fill out. I also provided a handout of family members for Spanish ELLs to refer to while completing their trees. When students are finished with their family trees, I pair them with partners and have them discuss who their ancestors are and the generations in their family by looking at their family tree. Language models will be provided for students as well in order to negotiate meaning. To get students up and out of their seats, I created a value line where each student will wear an index card labeled...
with a different family member name as well as the picture. They will have to form a line based on generations. Once both groups arrange themselves into the line, they could compare each other’s to see if they were correct. This shows me if they understand the concepts of generations while having them do it in a fun way. Lastly, it is important for students to have closure in each lesson. So for the closure, I first review what a family tree is highlighting the vocabulary students used throughout the lesson. To check for understanding, I added an exit slip where students have to describe what a family tree is. Depending on the students’ level, they will have the support of a sentence starter or a word bank to complete the exit slip.
Lesson 3
Lesson Three: Researching a Country

1. Introductory information at the top:

<table>
<thead>
<tr>
<th>Your name</th>
<th>Nicolette Marcal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Lesson/Instruction Time</td>
<td>65 mins</td>
</tr>
<tr>
<td>Name of school</td>
<td>Social Studies, Language Arts</td>
</tr>
<tr>
<td>Grade level</td>
<td>3</td>
</tr>
<tr>
<td>Subject area(s)</td>
<td>Researching a Country</td>
</tr>
<tr>
<td>Topic of lesson</td>
<td>Whole Group Instruction, Small Group, Independent Practice</td>
</tr>
<tr>
<td>Instructional Group</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td><a href="http://www.scholastic.com/teachers/lesson-plan/trip-homeland">http://www.scholastic.com/teachers/lesson-plan/trip-homeland</a></td>
</tr>
</tbody>
</table>

2. Rationale

Students have the opportunity to learn more about a country that plays a role in their family background. Learning about your heritage is important because your heritage makes you who you are. Our heritage is our link to the past. It is important that students learn about where they come from and why it is important in their life today. A country from which you come from influences your life in American today through culture, traditions, etc.

3. Materials

Research Organizer, Computer (Internet), Information book of countries (The National Geographic Bee Ultimate Fact Book: Countries A to Z), white boards, journals, modified worksheets, visuals of map.

4. Objectives

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. collect information about a country of their heritage.</td>
<td>1a. in pairs, orally share and then write down three questions they want to learn/collection about their country of their heritage.</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>2. use their research to explain facts/information found on a country of their heritage.</td>
<td>2a. individually use their research organizer to write down three facts on white boards found on their research organizers.</td>
</tr>
</tbody>
</table>

5. Performance Indicators

<table>
<thead>
<tr>
<th>Domain-Topic</th>
<th>Bridging Level 5</th>
<th>Expanding Level 4</th>
<th>Developing Level 3</th>
<th>Emerging Level 2</th>
<th>Starting Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking/ Writing- Share what information students want to collect on country of their heritage.</td>
<td>In pairs, students will orally share and then write down three questions they want to learn/collaborate about their country of their heritage.</td>
<td>In pairs, students will orally share and then write down two questions they want to learn/collaborate about their country of their heritage.</td>
<td>In pairs, students will orally share and write down two questions they want to learn/collaborate about their country of their heritage with the support of a sentence starter.</td>
<td>In pairs, students will orally repeat and copy a phrase on the information they will collect about their country of their heritage.</td>
<td></td>
</tr>
<tr>
<td>Writing- Collect information about a country of their heritage by using book/website</td>
<td>In pairs, students will use books and websites to complete research organizer by completing all twelve questions about their country of their heritage.</td>
<td>In pairs, students will use books and websites to complete research organizer by completing ten questions about their country of their heritage.</td>
<td>In pairs, students will use just the website in either English/Spanish to complete research organizer by completing eight questions about their country of their heritage.</td>
<td>In pairs, students will use just the website in either English/Spanish to complete research organizer by completing four questions about the country of their heritage with support of visuals/word banks and translations.</td>
<td></td>
</tr>
<tr>
<td>Writing- Use their research to explain facts/information found on a country in their heritage.</td>
<td>Individually, students will use their research organizer to write down three facts on white boards found on their research organizers.</td>
<td>Individually, students will use their research organizer to write down two facts on white boards found on their research organizers.</td>
<td>Individually, students will use their research organizer to write down one fact on white boards found on their research organizers with the support on</td>
<td>Individually, students will use their research organizer to write down one fact on white boards found on their research organizers by using a word bank.</td>
<td></td>
</tr>
</tbody>
</table>
6. Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Word/Phase</th>
<th>Grammar</th>
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<tbody>
<tr>
<td>Collect</td>
<td>Information about a country of their heritage.</td>
<td>I want to learn about the <em><strong>1</strong></em></td>
<td>1. food, geography, climate, languages spoken, population, type of government, flag, type of money used, capital city, products, continent is it on.</td>
<td>Noun phrases</td>
</tr>
<tr>
<td>Use/ Explain</td>
<td>Use Research organizer to explain facts about country from heritage.</td>
<td>One fact I know about my country is <em><strong>2</strong></em></td>
<td>2. it has a cool/mild/hot/rainy climate, it has a large/small population, the capital is ___, it is in Europe/Asia/Africa/North American/South America/Australia/Antarctica, the currency is ___, the languages spoken are ___, the products are ___, what the flag looks like.</td>
<td>Action and being verbs, Adjectives</td>
</tr>
</tbody>
</table>

7. Assessment

- Teacher observation while students worked on researching a country.
- Quality of individual student’s final product (research organizer).

8. Procedure

<table>
<thead>
<tr>
<th>Initiation</th>
<th>15 mins</th>
<th><strong>Teacher states and posts content and language objectives:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Text italicized is from my original unit.</td>
<td><strong>Tell the students they will be collecting information about a country of their heritage. They will then be using their research to explain</strong></td>
<td></td>
</tr>
</tbody>
</table>
information and facts on what they learned on their country.

Visuals:

Provide a map highlighting the different countries in the world. With a sticky note, the teacher can write the names of each student that will be researching a country and then stick the note on the particular country. Display so all students can see (Refer to Appendix A: Map).

Build and Activate Background Knowledge:

Students just completed a family tree and learned about their ancestors. Now students will be learning about a country from where one of their ancestors are from.

Pacing Speech:

*Explain why it is important to learn about where we come from.* “It is important we learn about where we come from because it influences your life in America today through culture, traditions, much more. We also get to learn about how your ancestors lived.”

Show students educational video on countries of the world:

https://www.youtube.com/watch?v=vsdBuAqgg8o

After showing students the education video that shows the names, flags and the countries of the world, in order to get them excited about the lesson have students listen to the song in English and Spanish of all the names of the countries.

https://www.youtube.com/watch?v=DHLjBdOGjl0 (Spanish Version)

https://www.youtube.com/watch?v=x8875txBc7w (English Version)

Have students take out note sent home indicating which countries they will be researching.

Elicit Student Talk/ Build Background Knowledge:

Pair students together with a partner who is researching the same country as them. If there are no students who have the same country pair students together according to proficiency levels. Have bridging and expanding levels work with developing, emerging and starting levels for extra support. Have them first discuss what they know about their country and then in student journals, have them write down three questions they want to learn/collection about their country of their heritage (Refer to Appendix B: Journal).
<table>
<thead>
<tr>
<th>Develop Vocabulary</th>
<th>Vocabulary Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Country</td>
</tr>
<tr>
<td></td>
<td>Heritage</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
</tr>
</tbody>
</table>

Develop vocabulary words with students. Write vocabulary words on the board and add them to the word wall. Read them aloud and point to them. Then have students repeat the vocabulary words after me. As a whole group, on the smart board create vocabulary cards with students that include a section for the word, and definition on index cards. Make one index card for each word with students (Refer to Appendix C: Vocabulary Flash Cards).

<table>
<thead>
<tr>
<th>Lesson Development</th>
<th>1. Modeling:</th>
</tr>
</thead>
</table>
| 30 mins            | Model to students on the smart board how to look through the website http://www.timeforkids.com/around-the-world to find research on a country and then write it into their research organizer. All of the countries are assessable to students in an organized way. To see an example (Refer to Appendix D: Example of Website).

Then model to students how to look through the book *National Geographic Bee Ultimate Fact Book: Countries A to Z* to find research on their country and then write it into their research organizers. For an example, (Refer to Appendix E: Example of Book).

Any website or book on countries can be used as long as the teacher asks the same information that can be found on research organizer and then models to students how to use the resources to fill out the organizer.

2. Have students go back to their desks. Distribute copies of research organizer to students. Depending on the students’ levels, they will have a research organizer with different modifications (Refer to Appendix F: Research Organizer).

Spanish ELLs can also use the website http://www.eurosur.org/guiadelmundo.bak/01_paises.htm for extra support. This website is in Spanish and gives students the same information on different countries.

3. Together as a class, have students fill out the name of the countries they will be researching on the organizer.

4. *Explain to students that if they choose the same country as a classmate they can work together in a group researching their country, if not the teacher will group students together with different countries so they could*
work as a team. Students can also be grouped according to their first language (L1), so they could use speak with each other in their L1 as an additional support.

5. Students get into their groups according to countries they are researching. Have groups alternate between the books and the computers.

6. Walk around and help students while they are researching a country and filling out the research organizer.

<table>
<thead>
<tr>
<th>Closure</th>
<th>10 mins</th>
</tr>
</thead>
</table>

7. Framing Main Ideas:

When students are done, the teacher will use the research organizer modeled to students before and write three facts on a white board from the organizer.

8. Checking for Understanding:

To conclude the lesson, have students write on a white board three facts from their research organizers they have learned about their country. Have students hold up their white boards when they are done. Depending on the students level they will have a support of sentence starters or a word bank (Refer to Appendix G: White Boards). Give each student feedback as the teacher walks around the classroom checking the boards.

9. KWL Chart/ Reviewing:

In the beginning of the unit, as a whole class students filled out ideas about what they knew about families and what they wanted to know. Now as a whole class, the teacher can fill out ideas from volunteers on what they learned from the three lessons on family history (Refer to Appendix H: KWL Chart).
Appendix A: Map
Appendix B: Journal

Share what information students want to collect on country in their heritage

Developing Levels: Sentence Starter
I want to learn about....

Emerging levels: Sentence starter and Word Bank
I want to learn about....

1. the food in my country.
2. the geography in my country.
3. the type of money used.
4. the climate in my country.

Starting Levels: Repeat/ Copy
I want to learn about the languages spoken in my country.
Appendix C: Vocabulary Flash Cards

Country
A nation or state, the land of a person's birth

Heritage
The traditions and beliefs, that are part of the history of a group or nation
Culture
The beliefs, customs, arts of a society, group, place, or time
Welcome to Portugal! The country shares the Iberian Peninsula with Spain in western Europe. The Atlantic Ocean borders Portugal on its western and southern sides. The sea played a large role in Portugal's history. In the 1400s and 1500s, the country's explorers, including Vasco da Gama, Ferdinand Magellan, and Pedro Álvares Cabral, paved the seas. The sea remains important. Portugal's beaches attract many visitors. Fishing is still a vital industry. Come explore Portugal with TIME For Kids!

What do you know about Portugal? Get the facts on its land, culture and products.

**Official name:** Portuguese Republic

**Location:** Southwestern Europe

**Size:** 35,556 square miles (92,090 square kilometers); slightly smaller than Indiana

**Population:** 10,799,270 as of 2013

**Capital:** Lisbon

**Official Language:** Portuguese

**Climate:** Mild; cool and rainy in north; warmer and drier in south

**Currency:** Euro

**Products:** Olives, olive oil, fish, wine, grapes, barley

**MAP ICON:**

**OFFICIAL FLAG:**
Appendix E: Example of Book

Rivers:
- Amu Darya: forms all of the Afghanistan-Uzbekistan border
- forms part of Afghanistan’s border with Turkmenistan and Tajikistan
- Helmand: has its source in the Hindu Kush mountains
- extends into Iran

POLITICAL:
- Independence: August 19, 1919 (from the United Kingdom)
- Former Name: Republic of Afghanistan
- Bordering Countries: Pakistan, Tajikistan, Iran, Turkmenistan, Uzbekistan, China (6)
- Regions:
  - Badakhshan: arid desert region in southern Afghanistan
  - Badakhshan, Badghis, Baglam, Balkh, Bamian,
  - Daykundi, Farah, Faryab, Ghazni, Ghizeri, Helmand, Herat, Jowzjan, Kabul,
  - Kandahar, Kapisa, Khost, Kunar, Kunduz, Laghman, Loaghar, Nangarhar, Nimruz,
  - Nuristan, Oruzgan, Pakta, Paktia, Panjshir, Farzang, Samangan, Sar-e Pol, Takhar,
  - Wardak, Zabul (34 provinces)
- Ethnic/Racial Groups: Pashtun, Tajik, Hazara, Uzbek
- Religion: Islam (primarily Sunni and Shiite)
- Languages: Pashtu, Afghani Pashtani, Dari, Uzbek, Turkmen
- Currency: afghani
- Current President: Hamid Karzai
- Cities (capital, largest, or with at least a million people):
  - Kabul: located in eastern Afghanistan
  - city in the Kabul province
  - capital of Afghanistan
  - most populated city in Afghanistan (3,573,000 people)
  - located in the Hindu Kush

ENVIRONMENTAL/ECONOMIC:
- Climate: arid to semi-arid with cold winters and hot summers
- Natural Resources: natural gas, petroleum, coal, copper, chromite
- Agricultural Products: opium, wheat, fruits and nuts, wool
- Major Exports: opium, fruits and nuts, hand-woven carpets, wool, cotton
- Natural Hazards: earthquakes, floods, droughts
Research Organizer

Country you’re studying _______________________

Basic Facts:
1. Capital: _______________________

2. Population: _______________________

3. Type of government: _______________________

4. What languages are spoken? _______________________

Economy:
5. Type of currency (money): _______________________

6. What products does your country sell?
   1. _______________________
   2. _______________________

Geography:
7. What continent is the country located on? _______________________

8. What is the weather/climate like?

9. What is the size of your country?

10. What kind of foods do they eat?

11. Write one fact about the country.

12. Draw the flag of the country in the box below.
Research Organizer

Country you’re studying__________________________

Basic Facts:
1. Capital:______________________________

2. Population:___________________________

3. Type of government:____________________

4. What languages are spoken? ________________

Economy:
5. Type of currency (money):______________

6. What products does your country sell?
   1.________________
   2.________________

Geography:
7. What continent is the country located on?
   ________________________________
8. What is the weather/climate like?

9. What is the size of your country?

10. Draw the flag of the country in the box below.
Research Organizer

Country you’re studying ___________________________

Basic Facts:
1. Capital: __________________________

2. Population: __________________________

3. What languages are spoken? __________________________

Economy:
4. Type of currency (money): __________________________

5. What products does your country sell?
   1. __________________________

Geography:
6. What continent is the country located on?
   ____________________________________________
7. What is the weather/climate like?

8. Draw the flag of the country in the box below.
Research Organizer

Country you’re studying

Basic Facts:

1. Capital/ La capital:

<table>
<thead>
<tr>
<th>Madrid</th>
<th>San Juan</th>
<th>Bogota</th>
<th>Havana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisbon</td>
<td>Santo Domingo</td>
<td>Quito</td>
<td>Buenos Aires</td>
</tr>
</tbody>
</table>

2. What languages/ idiomas are spoken?

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Portuguese</th>
<th>German</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Italian</td>
<td>French</td>
<td>Hindi</td>
</tr>
</tbody>
</table>

Economy:

3. Type of currency/dinero (money):

<table>
<thead>
<tr>
<th>US dollar</th>
<th>Euro</th>
<th>Japanese yen</th>
</tr>
</thead>
<tbody>
<tr>
<td>British pound</td>
<td>Australian dollar</td>
<td>Canadian dollar</td>
</tr>
</tbody>
</table>
Geography:

4. What continent/continente is the country located on?

<table>
<thead>
<tr>
<th>Europe</th>
<th>South America</th>
<th>Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Antarctica</td>
<td>Asia</td>
</tr>
</tbody>
</table>

5. What is the climate/clima like?

<table>
<thead>
<tr>
<th>cool</th>
<th>rainy</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>mild</td>
<td>cold</td>
</tr>
</tbody>
</table>

6. Draw the flag/bandera of the country in the box below.
Research Organizer

Country you’re studying____________________
Circle the correct answer for each question.

**Basic Facts:**

1. What languages/ *idiomas* are spoken?

<table>
<thead>
<tr>
<th>Spanish</th>
<th>Portuguese</th>
<th>German</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
<th>French</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Geography**

2. What continent/ *continente* is the country located on?

<table>
<thead>
<tr>
<th>Europe</th>
<th>South America</th>
<th>Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Australia</th>
<th>Antarctica</th>
<th>North America</th>
<th>Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What is the climate/ *clima* like?

<table>
<thead>
<tr>
<th>cool</th>
<th>rainy</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>warm</th>
<th>mild</th>
<th>cold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Draw the flag/flaga of the country in the box below.
Appendix G: White Boards

Use Research organizer to explain facts about country from heritage

Developing Levels: Sentence Starter

One fact that I learned about my country is

Emerging levels: Sentence starter and Word Bank

One fact that I learned about my country is

1. it has a cool/mild/hot/rainy/warm climate
2. the capital is _____
3. it is in Europe/Asia/Africa/North American/South America/Antarctica/ Australia
4. the currency is _____

Starting Levels: Copy Phrase

One fact that I learned about my country is that it has a warm climate.
<table>
<thead>
<tr>
<th>Topic</th>
<th>What I Want to Know</th>
<th>What I Have Learned</th>
<th>What I Know</th>
</tr>
</thead>
</table>

**K.W.L. Chart**

Name: [Name]

Date: [Date]

Appendix H: KWL Chart
Narrative Lesson Three:

Lesson two has students research a country of their heritage. At the end of lesson two, a homework assignment was given to students. The teacher prepares a note to send home with students explaining that the class will be taking part in a country study. The teacher requests that students select a country from their heritage that they would like to study, write it down, and have parents sign and return. Students will research the country chosen with the help of their parents. The first thing I did was create new content and language objectives. I then created performance indicators for each level of my English language learners (ELLs). I was finally able to create a functional language chart in order for students to produce output. In the initiation, the teacher first states and posts content and language objectives so students are introduced to what they will be doing in that lesson. I included a visual of a map highlighting the different countries in the world to show students that the world is made up of many countries and people. With a sticky note, the teacher can write the names of each student that will be researching a country and then stick the note on the particular country. This shows students that in our classroom, we have students from all over the world. I then build and activate background knowledge by pacing my speech and explaining why it is important to learn about where we come from. I also show three videos to students. One is an educational video that shows the names, flags and counties of the world. After showing that video, I found two short videos, one is in Spanish and the other one in English. These videos get the students excited about the lesson. In order to elicit student talk, I pair students together with a partner who is researching the same country as them. If there are no students who have the same country, I pair students together according to proficiency levels. Having bridging and expanding levels work with developing, emerging and starting levels for extra support. They first discuss what they know about their country and then in student journals, they write down three questions they want to learn/collection about their country of their heritage. I provide developing, emerging and starting levels with sentence starters and word banks to complete the task. Before, the original lesson did not develop vocabulary. To develop vocabulary, I first write the vocabulary words on the board and add them to the word wall. I then read them aloud and point to them. Students then have to repeat the vocabulary words after me. I have students include a section for the word, and definition on index cards. Students are able to access these words throughout the whole lesson if needed. The words from the previous lessons are on the word wall as well.

In the lesson development, the first thing I do is model to students on the smart board how to look through the website [http://www.timeforkids.com/around-the-world](http://www.timeforkids.com/around-the-world) to find research on a country and then write it into their research organizer. I then model to students how to look through the book, *National Geographic Bee Ultimate Fact Book: Countries A to Z* to find research on their country and then write it into their research organizers. Students are given the same research organizer that I modeled with. Each organizer is modified to meet the needs of all learners. For the lower levels, I provide visuals, word banks and translations. Spanish ELLs can also use the website [http://www.eurosur.org/guiadelmundo_bak/01_paises.htm](http://www.eurosur.org/guiadelmundo_bak/01_paises.htm) for extra support. This website is in Spanish and gives students the same information on different countries. For extra support, students work with a partner while they research information on their countries.
In the closure of the lesson, I first frame main ideas. The teacher uses the research organizer modeled to students before and writes three facts on a white board from the organizer, modeling to students how to do this task. In order to check for understanding, the students will write either 1-3 facts from their research organizers based on their proficiency levels with the help of sentence starters and word banks. The teacher walks around the classroom and gives each student feedback on their written work. To conclude the lesson, students refer back to their KWL chart. In the beginning of the unit, as a whole class students filled out ideas about what they knew about families and what they wanted to know. Now as a whole class, the teacher can fill out ideas from volunteers on what they learned from the three lessons on family history.
## Appendix A

### Language Functional Index

<table>
<thead>
<tr>
<th>Functional Index</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td>1</td>
</tr>
<tr>
<td>Explain</td>
<td>1, 3</td>
</tr>
<tr>
<td>Describe</td>
<td>1, 2</td>
</tr>
<tr>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>Identify</td>
<td>2</td>
</tr>
<tr>
<td>Collect</td>
<td>3</td>
</tr>
<tr>
<td>Use</td>
<td>3</td>
</tr>
</tbody>
</table>

### Grammar Index

<table>
<thead>
<tr>
<th>Grammar Index</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td>1, 3</td>
</tr>
<tr>
<td>Language of comparison and contrast</td>
<td>1</td>
</tr>
<tr>
<td>Action and being verbs</td>
<td>1, 3</td>
</tr>
<tr>
<td>Pronouns</td>
<td>1</td>
</tr>
<tr>
<td>Verb Phrase</td>
<td>1, 2</td>
</tr>
<tr>
<td>Nouns</td>
<td>2</td>
</tr>
<tr>
<td>Noun Phrases</td>
<td>3</td>
</tr>
</tbody>
</table>
# TSL 518: Sheltered ELL Strategies Checklist

<table>
<thead>
<tr>
<th>SHEeltered 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>Pg. 5</td>
<td>Pg. 4</td>
<td>Pg. 4</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>Pg. 5,6</td>
<td>Pg. 5</td>
<td>Pg. 5</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>Pg. 5</td>
<td>Pg. 5,6</td>
<td>Pg. 4</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td>Pg. 7</td>
<td>Pg. 5,6</td>
<td>Pg. 5</td>
</tr>
<tr>
<td>I.E. Create Opportunities To Negotiate Meaning</td>
<td>Pg. 6</td>
<td>Pg. 7</td>
<td>Pg. 4</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>Pg. 7</td>
<td>Pg. 7</td>
<td>Pg. 5,6</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>Pg. 6</td>
<td>Pg. 5,6</td>
<td></td>
</tr>
<tr>
<td>II.C. Amplify Number of Activities per Text</td>
<td>Pg. 5,6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td></td>
<td></td>
<td>Pg. 4</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td>Pg. 6</td>
<td>Pg. 5</td>
<td>Pg. 5</td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td>Pg. 7</td>
<td></td>
<td>Pg. 6</td>
</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>Pg. 7</td>
<td>Pg. 7</td>
<td>Pg. 6</td>
</tr>
<tr>
<td>IV. Change Traditional Classroom Talk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Question and Response Strategies</td>
<td>Pg. 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>Pg. 7</td>
<td>Pg. 5</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. Vary Question Techniques based on Student’s Language Proficiency level-- in conversations, activities, and assessments</td>
<td>Pg. 6</td>
<td>Pg. 6</td>
<td>Pg. 4,6</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 academic talk</td>
<td>Pg. 6</td>
<td>Pg. 6</td>
<td></td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>Pg. 7</td>
<td>Pg. 6,7</td>
<td>Pg. 4,6</td>
</tr>
<tr>
<td>VI.C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>Pg. 6,7</td>
<td>Pg. 6,7</td>
<td>Pg. 4</td>
</tr>
<tr>
<td>VI.D. Respond to Student’s Voice – Writing and Error Correction</td>
<td>Pg. 7</td>
<td>Pg. 6</td>
<td></td>
</tr>
</tbody>
</table>
Source of lessons:

Lesson Plan Template

1. Introductory information at the top:

<table>
<thead>
<tr>
<th>Your name</th>
<th>Nicolette Marcal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Lesson/Instruction Time</td>
<td>60 mins</td>
</tr>
<tr>
<td>Grade level</td>
<td>3</td>
</tr>
<tr>
<td>Topic of lesson</td>
<td>All Kinds Of Families</td>
</tr>
</tbody>
</table>
| CT/district standards | RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
W.3.1b: Provide reasons that support the opinion.  
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Instructional Group | Whole Group Instruction, Small group, Independent Practice |
| References | [http://teacherlink.ed.usu.edu/sresources/units/bymes-literature/CKHOOSTE/___FAMILY2.HTM#History](http://teacherlink.ed.usu.edu/sresources/units/bymes-literature/CKHOOSTE/___FAMILY2.HTM#History)  
http://www.tolerance.org/sites/default/files/general/TwoFamilies_K2.pdf |

2. Rationale

Reading the book All Kinds of Families, children may become more aware of the differences in families, traditions, cultures, changes and similarities. They will know what a family is, and learn more about their own heritage. Because young children form ideas about themselves and other people early in life, it is important to begin teaching these types of lessons early and to help children recognize and accept differences and see similarities beyond the surface. If we reinforce these lessons, children will learn to appreciate, rather than fear, differences and to recognize bias and stereotypes when they see them. As children begin to compare their family situation with others, they may start
expressing their concerns about being different. We know that children need to be reassured that differences are fine. The exposure to families that may not be like their own, in particular, encourages tolerance and acceptance because they see that, even within their own classroom, everyone’s family is unique.

3. **Materials**

The book *All Kinds of Families*, by Norma Simon, Venn Diagram Template, Markers, Easel, Pencils, Article on Two Families

4. **Objectives**

Students will be able to:

- understand, appreciate and respect similarities and differences between families
- exhibit pride in their own unique families
- identify different types of families
- identify specific similarities and differences between their family and their classmates’ families

5. **Assessment**

- Teacher observation of whole group participation.
- Teacher observation of the quality of student’s final Venn diagram.
- Teacher observation of student’s similarities and differences between two families.

6. **Procedure**

<table>
<thead>
<tr>
<th>Initiation</th>
<th>State Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Tell students that we will be reading a book about different kinds of families and then they will be comparing their families to mine. They will understand and learn about the similarities and differences of families.</td>
</tr>
</tbody>
</table>

**Hook:**

I tell my students an example how my family is different from my best
friends. I explain that in my family, I have a sister and two half brothers. In my best friends family she just has one brother. I will explain that this is common in the real world.

I have students gather on the rug near the easel.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Pre-reading Discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development</td>
<td>1. Before reading, discuss what makes a family. Point out that each family is unique because each person is unique, or special and that some families have more people, while other have fewer. Ask students to share something about the people in their family.</td>
</tr>
<tr>
<td>40 mins</td>
<td>2. Book walk:</td>
</tr>
<tr>
<td></td>
<td>Introduce the book to the students. Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called. All different kinds of families. Show students the title page. Discuss the information on the page (title of book, authors name, illustrators name).</td>
</tr>
<tr>
<td></td>
<td>3. Read the book aloud.</td>
</tr>
<tr>
<td></td>
<td>4. While reading, think aloud with students about the different kinds of families we see throughout the book.</td>
</tr>
<tr>
<td></td>
<td>5. In the middle of the book, have students turn and talk to a partner about one difference they see about a family we are reading about.</td>
</tr>
<tr>
<td></td>
<td>6. After reading, write facts about my family on the easel with a marker so students will be able compare with their own families.</td>
</tr>
<tr>
<td></td>
<td>7. I then draw a Venn diagram on the easel near the facts with a marker. I model to students how to fill out the diagram comparing two families with one another. I use my best friends family to compare with. I write the similarities in the middle and the differences on each side.</td>
</tr>
<tr>
<td></td>
<td>8. I then have students go back to their seats and partner read an article on different families. Have them brainstorm with eachother differences they see in both families.</td>
</tr>
<tr>
<td></td>
<td>9. Once students are done, pass the Venn diagrams to each one of the students.</td>
</tr>
</tbody>
</table>
| | 10. Explain to students that they will be comparing their family with my
family.

11. Students work independently to complete their Venn diagrams.

**Closure**

12. When all students are finished, I have students share their diagrams with the whole class explaining the similarities and differences between the two families.

13. Checking for understanding:

Students will write on a sticky note why their family is unique.

14. I will display all of the Venn diagrams around the classrooms.
Lesson Plan Template

1. Introductory information at the top:

<table>
<thead>
<tr>
<th>Your name</th>
<th>Nicolette Marcal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Lesson/Instruction Time</td>
<td>60 mins</td>
</tr>
<tr>
<td>Name of school</td>
<td></td>
</tr>
<tr>
<td>Grade level</td>
<td>3</td>
</tr>
<tr>
<td>Subject area(s)</td>
<td>Social Studies, Language Arts</td>
</tr>
<tr>
<td>Topic of lesson</td>
<td>Family Tree</td>
</tr>
<tr>
<td>CT/district standards</td>
<td>W.3.7: Conduct short research projects that build knowledge about a topic</td>
</tr>
<tr>
<td></td>
<td>W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
</tr>
<tr>
<td></td>
<td>SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td>Instructional Group</td>
<td>Whole Group Instruction, Independent Study</td>
</tr>
</tbody>
</table>

2. Rationale

In this lesson, students will trace their family history back to their great-grandparents and learn about where their family is from. Creating a family tree provides students with a connection to their family. Students discover characteristics about themselves and what they have in common with an earlier ancestor. Creating a family tree also allows students to pass on a sense of history. It’s part of understanding who they are. This includes their own personal history as well as how world history influenced family decisions. This lesson will also give them a context in which to understand the world like birth, marriage
and death.

3. Materials

Family tree template, Crayons, White board, Markers, pencils, family tree article

4. Objectives

Students will be able to:

- Identify their prior generations in their family.
- Define different terms used to describe family relations such as sister/brother, mother/father, aunt/uncle, ancestors etc.
- Graphically depict a family tree.

5. Assessment

- Teacher observation of using the family tree template effectively.
- Teacher observation of the quality of student’s final family tree.
- Observation of student family trees going back three generations will identify their understanding of the family tree by what they have created.

6. Procedure

<table>
<thead>
<tr>
<th>Initiation</th>
<th>Tell students that they will be working on a family tree today to trace their ancestors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Connect to prior knowledge:</td>
</tr>
<tr>
<td></td>
<td>Connect back to the book we read, <em>All Kinds of Families</em>. Remind students that many families are different than others. Some of the questions I might ask are, What kinds of families were there? Were they all the same? Who made up these different families? Did they have grandparents, parents, cousins, brothers, sisters, aunts or uncles? What makes a family? Do all families have to be biologically related? Do all families keep in close touch with each other? Many students may have a family that isn’t traditional. They may include stepmothers and fathers, half brothers and sisters, they may be adopted. Explain that this diversity is great, and that none of them should worry about not being able to do a family tree. They will still be able to do it.</td>
</tr>
<tr>
<td>Setting Expectations:</td>
<td></td>
</tr>
<tr>
<td>Lesson Development</td>
<td>Draw a large picture of a tree on the board. Including roots and branches that extend outward and gather students together near the board. Inform them that we will be working together to create a family tree and later they’ll work independently to create their own.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>35 mins</td>
<td>1. Discuss family history and family generations. Explain that parents, grandparents, and great-grandparents are ancestors for your students, and that each one is a different generation. They are the youngest generation of their family and will some day be the ancestors for someone else.</td>
</tr>
<tr>
<td></td>
<td>2. Ask students if they have ever heard of a family tree. Discuss what a family tree is and why the name is fitting. Make reference to the concepts of family roots and branches. Have students read the article on family trees.</td>
</tr>
<tr>
<td></td>
<td>I DO:</td>
</tr>
<tr>
<td></td>
<td>3. Model on the board what a family tree is. Use my own family as an example. Write my name near the bottom of the tree trunk. Above my name write the names of my mother and father, explaining what I’m doing. Continue labeling the tree back another generation or two in order to illustrate how these trees “branch out” with each prior generation.</td>
</tr>
<tr>
<td></td>
<td>I DO:</td>
</tr>
<tr>
<td></td>
<td>4. Also, model an imaginary family that has a step-parent, brother/sister, foster care, or an adopted child. Show a few different ways they can do it. They may use their biological family if they know their names, or just use their family that they are living with now. Help your students who are doing their family tree with a non-traditional family. If they would like, they may do more than one family tree so that they can include everyone. Be sensitive to their needs.</td>
</tr>
<tr>
<td></td>
<td>5. Have students go back to their desks. Distribute copies of the Family Tree (PDF) reproducible.</td>
</tr>
<tr>
<td></td>
<td>WE DO:</td>
</tr>
</tbody>
</table>
|                   | 6. Together, have students fill their names in the very bottom blank at the
<table>
<thead>
<tr>
<th>Closure</th>
<th>Reviewing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>9. As a whole group, I go over what a family tree is and what the components of the family tree are.</td>
</tr>
</tbody>
</table>

10. Checking for understanding:

Check for understanding from your students by asking them verbally if they understand what the family tree is and how to do it themselves. If they don’t understand, do more examples and let them choose what they need to do with you guiding them carefully.

11. Establish a due date and have students complete the tree at home with the assistance of a family member. The expectation is that it will be carefully filled in to the best of their ability and neatly colored. Explain to students that this family tree will be a component of their final poster.
Lesson Plan Template

1. Introductory information at the top:

<table>
<thead>
<tr>
<th>Your name</th>
<th>Nicolette Marcal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Lesson/Instruction Time</td>
<td>60 mins</td>
</tr>
<tr>
<td>Name of school</td>
<td></td>
</tr>
<tr>
<td>Grade level</td>
<td>3</td>
</tr>
<tr>
<td>Subject area(s)</td>
<td>Social Studies, Language Arts</td>
</tr>
<tr>
<td>Topic of lesson</td>
<td>Researching a Country</td>
</tr>
<tr>
<td>CT/district standards</td>
<td>W.3.7: Conduct short research projects that build knowledge about a topic.</td>
</tr>
<tr>
<td></td>
<td>W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</td>
</tr>
<tr>
<td>Instructional Group</td>
<td>Whole group instruction, small group, independent study</td>
</tr>
</tbody>
</table>

2. Rationale

Students have the opportunity to learn more about one country that plays a role in their family background. Learning about your heritage is important because your heritage makes you who you are. Our heritage is our link to the past. It is important that students learn about where they came from and why it is important in their life today. A country from which you come from influences your life in American today through culture, traditions, etc.

3. Materials

Research Organizer, Computer (Internet), Information books of countries (*The National Geographic Bee Ultimate Fact Book: Countries A to Z*), note cards, pencils
4. Objectives
Students will be able to:
- collect data about a country in their heritage.
- organize information about a country in their heritage.
- analyze the information in the organizer they have created

5. Assessment
- Teacher observation while students worked on researching a country.
- Teacher observation of groups working together on a same country.
- Quality of individual student’s final product (research organizer).
- Quality of group work.

6. Procedure

<table>
<thead>
<tr>
<th>Initiation</th>
<th>State Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Tell the students they will be researching a country from their heritage and organizing the information into a research organizer. Let students know that they will be using facts they find in the research organizer for their final posters. Tell students they will be analyzing the information in the organizer they have created.</td>
</tr>
<tr>
<td></td>
<td>Connect to prior knowledge:</td>
</tr>
<tr>
<td></td>
<td>Students just completed a family tree and learned about their ancestors. Now students will be learning about a country from where one of their ancestors are from. Explain why it is important to learn about where we come from.</td>
</tr>
<tr>
<td></td>
<td>Setting expectations:</td>
</tr>
<tr>
<td></td>
<td>Students stay seated at their desks while I am in front of the classroom near the smart board. Explain to students that we will first work together as a class and then students will either work independently or in a group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Development</th>
<th>Pre-Dissuasion Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 mins</td>
<td>1. Discuss what criteria they should think of when choosing a country. Questions to bring up include: Is this a country that influences some of their family traditions? Will they be able to find up to date resources on</td>
</tr>
</tbody>
</table>
this country? Is this a country currently in existence? Are any other people studying this country in the class? Weigh the pros and cons of choosing a "popular" country. The advantage would be having a partner or small group to work with, but the disadvantage is scarcer resources when they are spread out among many. Can they plan an imaginary trip to this country from the United States or do travel restrictions exist?

2. Model to students how to look through resources to find what country from their heritage they want to research.

3. Allow students to spend some time looking through resources on countries in order to help them narrow in on their research topic.

4. When all students have picked a country, distribute copies of the Research Organizer to each student.

5. Discuss and help students decide the best resource to use for each area.

I DO:

6. Model for students how they can skim books, articles, and other reference information to look for important facts. Show students the website you would like to work on (National Geographic). Modeling to students how to fill out the research organizer by using the resources.

We DO/ YOU DO:

7. Explain to students that if they choose the same country as a classmate they can work together in a group researching their country, if not they can work independently while I will walk around the classroom.

8. Students get into their groups according to countries or work independently on the computers or looking through books.

9. Walk around and help students while they are researching a country
and filling out the research organizer.

<table>
<thead>
<tr>
<th>Closure</th>
<th>5 mins</th>
</tr>
</thead>
</table>
| 10. Checking for understanding:
To conclude the lesson, have students respond on a note card three facts from their research organizers they have learned about their country. Collect sticky note and research organizer for assessment. |
| 11. Connecting to future learning:
Explain to students that now that they have researched a country in their heritage they will be able to plan a trip to this country. We will be working on creating a travel log and passport for this country that they have researched in our next lessons. |
Appendix A

Two Families

Everyone’s family is unique in its own way. Below are the stories of two different families. Read the stories.

ANIKA’S FAMILY
Anika was sad. She couldn’t remember if she left her favorite headscarf at her mom’s house or her dad’s house. It was so hard to keep track. Anika’s mom and dad got divorced three years ago. That means that they are not married to each other anymore, but she knows they both still love her and older brother Abdul. Anika wishes her dad still lived with them. He could always make her laugh when the other kids teased her about wearing her traditional headscarf. Now she couldn’t even find her favorite one. When Anika’s parents got divorced, her dad moved to a new house. Last year, Anika’s dad married a lady named Claudia. Anika’s dad and Claudia just had a baby named Sami. That makes Sami her half-brother. He is really fun to play with! Maria likes going to both parents’ houses because they both have fun things to play with. Her mom lives in an apartment and it has a hamster and a play kitchen. Her dad lives in a huge house with a trampoline, a big dog named Puddles and now Baby Sami. Anika loves her family, even though living in two different houses means she can’t always find her favorite things!

AARON’S FAMILY
Aaron feels so happy. Today is the day his mom is going to graduate from college! Aaron’s mom’s family didn’t have enough money to send her to college when she was younger, so she had to wait until she made money herself. Aaron’s mom is raising him and his sister Emma by herself. Since she doesn’t have a lot of money, they live with their grandma, too. Their grandma stays with them when Aaron’s mom is at her job or her college classes. Sometimes Aaron wishes he saw his mom more, but he knows she is going to college, so she can get a better job. He hopes that they will have more money when she gets a new job. Aaron feels embarrassed because he wears clothes and sneakers with holes in them since they have no money for new clothes. Sometimes they don’t even have money to buy food. If she gets a new job, maybe she will buy Aaron a basketball, so he can play with the other kids. Aaron can’t wait! Aaron’s grandma always tells him that they are rich with love! He is going to clap the loudest when they call his mom’s name at graduation today!
Wendy and Tess were playing jacks on Tess's front porch. Tim came around the corner of their house. He was saying something, but the girls couldn't hear what it was. He walked to every corner of the yard. He was looking at every tree. He finally came to the porch with the girls. "I just can't find it," he said. "Why can't I find it?"

"What are you talking about?" asked Tess.

"Dad says I need to learn more about our family tree," answered Tim. "But I can't find it anywhere. Do you know where it is, Tess?"

"No," answered Tess, "I thought all the trees in our yard belonged to our family."

Wendy couldn't keep from laughing. "Your family tree isn't in the yard," she giggled.

"Then where is it?" asked Tim. "How can I learn more about it if I can't find it?"

"Your family tree isn't a growing plant," said Wendy. "Your family tree is a record of all your family members as far back as people can find them."

"What does that have to do with a tree?" asked Tess.
"Let me see if I can show you," said Wendy. "Let's go get a piece of paper to draw on."

The children went inside and brought some drawing paper to the dining room table. They all sat on one side while Wendy started to write names. "This is my mom's family tree," she said. "She showed it to me when my great-grandpa died."
Heritage/Country Research

Below is a list of the information you need to find during your research:

Country you’re studying ______________________

Basic Facts
Capital __________________________
Population (latest figure) __________
Type of government ________________

Economy
Type of currency (money) __________
Major Industries: What do they make?
1. ________________________________
2. ________________________________

Natural Resources: What natural-made products does your country sell?
1. ________________________________
2. ________________________________
Geography

What continent is this country located on?

What countries border this nation?

What bodies of water border this nation?

What is the weather and climate like over time?

What is the shape of the land in your country?
**Customs and Culture**

Can you name three types of traditional/popular food:

____________________________________________________________________

____________________________________________________________________

What are the important holidays or celebrations there?

____________________________________________________________________

What would be considered traditional clothing in your country?

____________________________________________________________________

What are the major religions in your country:

____________________________________________________________________

What is your country's favorite sport or pastime?

____________________________________________________________________
Language

<table>
<thead>
<tr>
<th>English</th>
<th>Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello</td>
<td></td>
</tr>
<tr>
<td>Good-bye</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Thank you</td>
<td></td>
</tr>
<tr>
<td>How are you?</td>
<td></td>
</tr>
<tr>
<td>My name is</td>
<td></td>
</tr>
</tbody>
</table>

Other interesting facts

The two famous landmarks I would go to see in my country are:

__________________________________________

The major airport in a large city there is:

__________________________________________

The name of hotel in this large city is:

__________________________________________

The time difference between my home and this country is: ________________
Personal Reflection

TSL 518, (Content-based Instruction for English Language Learners) has been one of my favorite classes taken in the TSL program by far. In this course, I learned ESL methodologies and ways to modify mainstream course materials and instructional strategies so that English language learning students can engage in course content while simultaneously developing their new language. One of the things that I enjoyed learning in this course was the various ESL instructional strategies in order to make course content meaningful to ELLs and engage them in classroom interaction. Another important factor I learned in this class was to create language and content lesson goals and objectives for a content-based ELL lesson. Before this class I did not know how to write language objectives that would align to content objectives, but after instruction and practice I believe I mastered them. Another important thing I learned in this class was to address various ESL levels, by utilizing a variety of instructional techniques within a single lesson and content topic. I now am able to provide each level of ELLs with the right resources and modifications to accomplish an objective. Creating performance indicators was probably one of the more challenging tasks of each lesson but was one of the most useful. Performance indicators are useful because it lists all domains and tasks included in your lesson and how each level of ELL will complete that domain and task. Another useful tool I learned to incorporate into a lesson is a functional language chart. This chart will give the lower level of ELLs, the language expressions needed to achieve the objective and goals of the lesson.

One of the resources that I found most helpful in this course was the sheltered EL strategies checklist. This was a good guide to make sure teachers contextualize lessons, make academic text comprehensible, change traditional classroom talk, engage at appropriate language proficiency levels and give students voice. This checklist should be used for every lesson a teacher creates in order to meet the needs of all students. Another resource that I found useful in this class was the text, *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. This book is great because it offers step-by-step directions and examples of content and language objectives for all ideas and activities. It provides teachers with use-tomorrow ideas and activities for implementing the eight components of the SIOP Model. Lastly it includes 12 sample lesson plans that illustrate how a particular activity can be effective for ALL students, and all of these sample lessons are adapted for both elementary and secondary students. All activities are connected to content and language objectives.

In all my future lessons I will make sure I incorporate all of the strategies and techniques I learned in this class. I will make sure that every lesson includes shared history, visuals and the opportunity for students to negotiate meaning. It is also so important to develop vocabulary in the beginning of each lesson. One of my favorite activities to develop vocabulary is a 4/6 square vocabulary worksheet where students are engaged with the words. I also think it is important for students to use graphic organizers in order for them to organize their thinking. Another important element I found to be very useful was to modify academic texts for ELLs in order for them to understand them. With everything I learned, I now feel confident that I can now have any level of English language learner in my classroom and accommodate their needs best into any lesson or unit that I teach.