Introduction
Title: Making Connections: A Fiction Reading Unit

Grade Level: 2

Target Group: Mainstream Class with Integrated ELL Students


Learning Goals:

1. I want my students to know how to refer to the story to support their thinking.
2. I want my students to know how to make text-to-self connections.
3. I want my students to know how to explain their thinking.
Lesson One: Intro to Making Connections In Jamaica Tag-Along

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
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<tr>
<td>Students will be able to discuss the story Jamaica Tag-Along.</td>
<td>In full class and in pairs, students will orally answer questions about the story Jamaica Tag-Along.</td>
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<tr>
<td>Students will be able to refer to the story Jamaica Tag-Along to support their reasoning.</td>
<td>In full class and in pairs, students will orally discuss the events in Jamaica Tag-Along to support their reasoning.</td>
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<tr>
<td>Students will be able to explain their thinking.</td>
<td>In full class and in pairs, students will orally answer questions and explain their thinking.</td>
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</table>

Performance Indicators:

<table>
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<tr>
<th>Domain/Topic</th>
<th>Fluent/Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
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<tbody>
<tr>
<td>Speaking: Discuss events in Jamaica Tag-Along</td>
<td>Students will answer teacher questions about events in the story Jamaica Tag-Along by orally contributing to whole class discussion using complete sentences.</td>
<td>Students will answer teacher questions about events in the story Jamaica Tag-Along, by orally contributing to a whole class discussion using phrases or short sentences.</td>
<td>Students will answer teacher questions about events in the story Jamaica Tag-Along, by using language prompts orally provided by the teacher as well as sentence frames.</td>
<td>Students will answer teacher questions about events in the story Jamaica Tag-Along, by orally giving one- or two-word responses and using iconic representations with a partner.</td>
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<td>Speaking: Refer to the story Jamaica Tag-Along to support their thinking.</td>
<td>Students will refer to the text Jamaica Tag-Along using complete sentences, to support their thinking when orally contributing to whole class discussion or during turn-and-talk with a partner.</td>
<td>Students will refer to the text Jamaica Tag-Along using language prompts provided by the teacher, to support their thinking when orally contributing to whole class discussion or during turn-and-talk with a partner.</td>
<td>Students will refer to the modified text Jamaica Tag-Along using one- to two-word responses, to support their thinking when orally contributing to whole class discussion or during turn-and-talk with a partner.</td>
<td>Students will refer to the modified text Jamaica Tag-Along by pointing to picture cards and orally repeating words, to support their thinking when contributing to turn-and-talk with a partner.</td>
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</table>
Speaking: Students will explain their thinking using complete sentences when orally answering questions about the text Jamaica Tag-Along, when orally contributing to whole class discussion or during turn-and-talk with a partner.

Students will explain their thinking using phrases or short sentences when orally answering questions about the text Jamaica Tag-Along, when orally contributing to whole class discussion or during turn-and-talk with a partner.

Students will explain their thinking using language prompts provided by the teacher when orally answering questions about the text Jamaica Tag-Along, when orally contributing to whole class discussion or during turn-and-talk with a partner.

Students will explain their thinking using one- to two-word responses when orally answering questions about the text Jamaica Tag-Along, when orally contributing to whole class discussion or during turn-and-talk with a partner.

Functional Language Chart:

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Discuss  | The events in the story Jamaica Tag-Along. | **First, Jamaica wanted to ____1____.**  
           |           | **Next Ossie/Jamaica ____2____.**  
           |           | **Then, Berto/Jamaica ____3____.** | 1. Play basketball, Play with her brother, Be included in the game | Past Tense  
|          |           |             | 2. [Ossie] said no, [Ossie] said you can’t tag along, [Jamaica] followed Ossie to the park, [Jamaica] sneaked into the game, Ossie said go away | Present Tense  
<p>|          |           |             | 3. [Berto] wanted to play in the sand with Jamaica, [Berto] wanted to build a sandcastle with Jamaica, [Jamaica] did not want Berto to wreck her castle, [Jamaica] thought Berto was too young to play | Indirect Speech |</p>
<table>
<thead>
<tr>
<th>Refer</th>
<th>To the story Jamaica Tag-Along to support their reasoning.</th>
<th>Last, Jamaica/Berto/Ossie <strong>4</strong></th>
<th>4. [Jamaica] decided to let Berto help build the sandcastle, [Jamaica] realized how Berto was feeling, [Jamaica] included Berto, [Ossie] asked to help with the sandcastle, [Jamaica] let Ossie tag along</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>In the beginning of the story, Jamaica <strong>1</strong></td>
<td>In the story, Ossie said <strong>2</strong></td>
<td>1. Wanted to play with her brother, thought it wasn't fair, followed her brother to the park, joined in on the basketball game</td>
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<td>In the end of the story, Jamaica/Ossie <strong>3</strong></td>
<td>2. No you can't come to play basketball, you can't come to the park, stay out of the way, I told you not to tag along, go play on the swings.</td>
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<td></td>
<td>3. [Jamaica] let Berto/Ossie help her build the sandcastle, [Jamaica] felt sorry for Berto, Remembered how she felt, [Ossie] joined Berto and Jamaica, They finished their castle</td>
</tr>
<tr>
<td>Explain</td>
<td>Their thinking when orally answering questions about the story Jamaica Tag-Along.</td>
<td>In the beginning, Jamaica probably felt <strong>1</strong></td>
<td>1. Sad, mad, annoyed, frustrated, alone, lonely, excluded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Because Ossie said <strong>2</strong></td>
<td>2. She couldn't join the game, She couldn't play basketball, She was too young</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the end, Jamaica probably felt <strong>3</strong></td>
<td>3. Happy, better, glad, relieved</td>
</tr>
</tbody>
</table>

Past Tense Indirect Speech
| Because _4._ | | 4. She made a good choice, She let Berto/Ossie help her, She was being kind |
Lesson Plan
Lesson 1 - Read Aloud

*Modifications made to original lesson are indicated by bolded font.

Pre-Teaching: Students will have been taught key vocabulary words (see Supplemental Material Lesson 1 #1 pg. 9-13): court, tag-along, toss, sandlot, and moat. Students will have completed 4-corners vocabulary activity (see Supplemental Material Lesson 1 #2 pg. H) to practice using key vocabulary words and to familiarize themselves with these words prior to exposure in the read-aloud.

Overview:

Students will:

- Discuss events in the story Jamaica Tag-Along, by Juanita Havill
- Read independently for up to 15 minutes
- Begin working with new partners

Essential Questions:

What happened in the story?

Time: 30 minutes

Major Activities:

Introduction (8 min)
- Randomly Assign partners: Pair students together based upon level, have them sit together, and make sure they know each other’s names. Explain that each student will work with the same partner for the next two weeks. Today they will listen to you read a book aloud and talk in pairs and/or with the full class about the story. Remind the students that it is important to listen carefully so that they can talk about the story afterward. (1 minute)
- Quickly revisit pre-taught vocabulary words: court, tag-along, toss, sandlot, and moat. Refer to visuals (see Supplemental Materials Lesson 1 #1 pg. 9-13) and verbally say each vocabulary word, while posting to the visual on the board. Ask the students to repeat the vocabulary words. Explain that these words will come up in the story and it is important to use the visual representations of the new vocabulary words to help you understand what the author is talking about in the story. (2 minutes)
Create Shared Background: Introduce Jamaica Tag-Along. Show the cover and read the title and names of the author and illustrator. Explain that this is a story about a girl named Jamaica and her brother, Ossie. Remind students, again, that a tag-along is a younger child who follows an older child and tries to do the same things as the older child. Ask students: Does anyone have an older brother or sister? If they do, ask: Do you tag along with them? Then ask: Does anyone have a younger brother or sister? If they do, ask: Do they try to tag along with you? Ask: Where do you/they tag along? How does it feel to have a tag along? How does it feel if you are not allowed to tag along? Jot down possible feelings based on responses on the board. Ask two volunteers to come up and act out how it feels to not be allowed to tag along. (5 minutes)
Read Aloud (7 min)
Teacher will read the story, stopping at new vocabulary words to model using visuals to help understand the words.

Full Class/Partner Questioning: After Read-Aloud (14 min) (see Supplemental Materials Lesson 1 #1 & 3-7 pg. 15-23)

Teacher will ask:

a. What happened in the beginning of the story?
   Level 1 (Preproduction) students will answer this question by pointing to picture cards and orally repeating words with a partner.
   Level 2 (Early Production) students will answer this question giving one-to-two word responses and iconic representations.
   Level 3 (Speech Emerging) students will answer this question by using language prompts orally provided by the teacher and sentence frames posted on the board.
   Level 4 (Expanding Fluency) students will answer this question in full-class using phrases or short sentences.
   Level 5 (Fluent/Bridging) students will answer this question in full-class using complete sentences.

b. What happened next?
   Level 1 (Preproduction) students will answer this question by pointing to picture cards and orally repeating words with a partner.
   Level 2 (Early Production) students will answer this question giving one-to-two word responses and iconic representations.
   Level 3 (Speech Emerging) students will answer this question by using language prompts orally provided by the teacher and sentence frames posted on the board.
Level 4 (Expanding Fluency) students will answer this question in full-class using phrases or short sentences.
Level 5 (Fluent/Bridging) students will answer this question in full-class using complete sentences.

c. What happened after that?
   Level 1 (Preproduction) students will answer this question by pointing to picture cards and orally repeating words with a partner.
   Level 2 (Early Production) students will answer this question giving one-to-two word responses and iconic representations.
   Level 3 (Speech Emerging) students will answer this question by using language prompts orally provided by the teacher and sentence frames posted on the board.
   Level 4 (Expanding Fluency) students will answer this question in full-class using phrases or short sentences.
   Level 5 (Fluent/Bridging) students will answer this question in full-class using complete sentences.

d. What happened at the end of the story?
   Level 1 (Preproduction) students will answer this question by pointing to picture cards and orally repeating words with a partner.
   Level 2 (Early Production) students will answer this question giving one-to-two word responses and iconic representations.
   Level 3 (Speech Emerging) students will answer this question by using language prompts orally provided by the teacher and sentence frames posted on the board.
   Level 4 (Expanding Fluency) students will answer this question in full-class using phrases or short sentences.
   Level 5 (Fluent/Bridging) students will answer this question in full-class using complete sentences.

Closure/Assessment (1 min for closure/assessment will be done throughout the lesson)

Teacher will have a clipboard with each student's name and will note whether or not they were able to answer the question(s) asked of them during the full-class/in pairs questioning (see Supplemental Materials Lesson 1 #8 pg. 24). Teacher will then explain that the next step will be to make connections to the story by referring back to the text.
Supplemental Material Lesson 1 #1
Vocabulary Words w/ Visuals

court
tag-along
toss
moat
Supplemental Material Lesson 1 #2
4-Corners Vocabulary

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Sentence</th>
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</table>

I think it means... Vocabulary Word
Supplemental Material Lesson 1 #3
Oral Language Prompts/Sentence Frames

First, Jamaica wanted to

Next, Ossie/Jamaica said

Then, Berto/Jamaica

Last, Jamaica/Berto/Ossie
Supplemental Material Lesson 1 #4

Visuals w/ Labels for Question One - "What happened in the beginning of the story?"

Jamaica wanted to play basketball.
Jamaica wanted to play with her brother.
Supplemental Material Lesson 1 #5
Visuals w/ Labels for Question Two - "What happened next?"

Ossie said no.

Ossie said you can't tag along.
Jamaica followed Ossie to the park.

Jamaica sneaked into the game.

Ossie said go away.
Supplemental Material Lesson 1 #6
Visuals w/ Labels for Question Three - "What happened after that?"

Berto wanted to play in the sand with Jamaica.
Berto wanted to build a sandcastle with Jamaica.
Jamaica did not want Berto to wreck her castle.

Jamaica thought Berto was too young to play.
Jamaica realized how Berto was feeling.
Jamaica decided to let Berto help build the sandcastle.

Jamaica included Berto.

Ossie asked to help with the sandcastle.

Jamaica let Ossie tag-along.
Supplemental Materials Lesson #8

Student Assessment Chart

Jamaica Tag-Along Questioning Assessment

Y = Yes, answered accurately, N = No, did not answer accurately, NO = Not Observed

<table>
<thead>
<tr>
<th>Student</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Y / N / NO</td>
<td>Y / N / NO</td>
<td>Y / N / NO</td>
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Narrative Explaining Modifications

Lesson One for the unit: Making Connections: A Fiction Reading Unit introduces the children's book Jamaica Igo-Along by Juanita Havill. Students are pre-taught key vocabulary words before hearing the story. After hearing the story, students must orally describe events in the story. The original lesson plan appears to have been constructed for a mainstream class with no differentiation or modifications. My goal for modifying this lesson was to meet the needs of all learners. It is important to note when implementing this lesson that ELL students benefit tremendously from the use of visuals, which can help them comprehend the story and express their thoughts about the story.

Level 5: Fluent/Bridging

After listening to the story, students will answer questions in full-class using complete sentences. These students are at an advanced level of fluency and should be able to fully participate in a mainstream class with minimal support. Using complete sentences is a task that these students should be able to do independently.

Level 4: Expanding Fluency

After listening to the story, students will answer questions in full-class using phrases or short sentences. These students are no longer speech emerging, but expanding and have general language abilities. These students are expected to be more independent than level 3, but are not expected to produce quite as much as level 5 students.

Level 3: Speech Emerging

After listening to the story, students will answer questions by using sentence frames and language prompts orally provided by the teacher and posted on the board. These students are considered 'speech emerging/developing and benefit from being provided sentence frames/language prompts to guide them when answering questions.

Level 2: Early Production

After listening to the story, students will answer questions giving one-to-two word responses using graphics and provided sentences/phrases. These students are in the beginning stage, which requires more support than level 3 but less support than level 1.

Level 1: Preproduction

Students will answer this question by pointing to picture cards and orally repeating words with a partner. These students have very little to no L2 and need the maximum amount of supports and visual aids. These students are encouraged to practice speaking by repeating peers/teachers saying words. It is important to note that Level 1 students should only be asked to orally repeat with a partner/the teacher/a very small group.

Additional modifications include vocabulary words with visuals from the text which students will be exposed to prior to lesson 1. These vocabulary words and corresponding visuals will be posted and referred to throughout the lesson and will benefit ELLs in comprehending the text.
Lesson 2
Lesson 2 - Strategy Lesson: Making Connections

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<td>Students will be able to identify connections they have between the story Jamaica Tag-Along and their own lives.</td>
<td>In full class and in pairs, students will orally discuss connections that they have between the story Jamaica Tag-Along and their own lives.</td>
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<td>Students will be able to refer to the story Jamaica Tag-Along to support their reasoning.</td>
<td>In full class and in pairs, students will orally discuss the events in Jamaica Tag-Along that they are making connections with to support their reasoning.</td>
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<td>Speaking: Identify connections they have between the story Jamaica Tag-Along and their own lives.</td>
<td>Students will identify connections they have between the story Jamaica Tag-Along and their own lives, by orally contributing to whole class discussion using complete sentences.</td>
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<td>Students will identify connections they have between the story Jamaica Tag-Along and their own lives, by using language prompts orally provided by the teacher as well as sentence frames.</td>
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<td>Students will refer to the modified text Jamaica Tag-Along by pointing to picture cards and orally repeating words, to support their thinking when contributing to turn-and-talk with a partner.</td>
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<tr>
<td>Identify</td>
<td>A connection you can make between the story and your life.</td>
<td>In the story ____________</td>
<td>1. Jamaica/Berto wanted to tag along with Ossie/Jamaica, Ossie/Jamaica did not want Jamaica/Berto to tag along.</td>
<td>Past Tense</td>
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<td>which reminded me of when ____________</td>
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<td>2. My brother/sister/cousin would not let me tag along, I wouldn't let my brother/sister/cousin tag along.</td>
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<tr>
<td>Refer</td>
<td>To the story Jamaica Tag-Along to support their reasoning.</td>
<td>I felt <em><strong>1</strong></em> like Jamaica/Ossie/Berto did when <em><strong>2</strong></em>.</td>
<td>1. Sad, frustrated, upset, mad, angry, lonely, alone, annoyed, embarrassed 2. Ossie/Jamaica said no, Jamaica/Berto wanted to play, Ossie told Jamaica to go away</td>
<td>Past Tense Adjectives</td>
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<tr>
<td>Explain</td>
<td>Their thinking when orally answering questions about the story Jamaica Tag-Along.</td>
<td>This makes me think of the time when <em><strong>3</strong></em>.</td>
<td>1. I wasn't allowed to play with me brother/sister/cousin, I didn't want to play with my younger brother/sister/cousin, Someone told me to go away.</td>
<td>Past Tense</td>
<td></td>
</tr>
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</table>
Lesson 2
Strategy Lesson: Making Connections

*Modifications made to original lesson are indicated by bolded font.*

Overview:

Students will:

- Make oral text-to-self connections to a story
- Refer to the story to support their thinking
- Explain their thinking

Essential Questions:

How does what happens in Jamaica Tag-Along remind you of your own life?

Time: 30 minutes

Major Activities:

Introduction (5 min)

- Review: Students have been taught key vocabulary words. Teacher will review the word wall with visuals before reading the text (see Supplemental Material Lesson 2 #1 pg. 33): court, tag-along, toss, sandlot, and moat.
- Create Shared Background: Let students know that they will be paying attention to the character’s feelings today as they hear the story. Model for students a ‘feelings’ word and explain why it made you feel that way. Example: “I am choosing the word mad. I felt mad when I was not allowed to go to my friends birthday party.” Review different feelings, write down student ideas on the board. Refer to feelings word wall (see Supplemental Material Lesson 2 #2 pg. 34).

- Have partners sit together. Show the cover of Jamaica Tag-Along and remind the students that in the previous lesson they listened to the story and discussed it.
- Explain that readers often make a personal connection to a story by thinking about how events or people in the story remind them of their own lives. Making a connection helps readers enjoy and understand the story. Tell the students that today we will reread Jamaica Tag-Along without stopping, and
that you want them to listen carefully and think about how the story reminds them of their own lives.
Reread story (7 minutes)
• Reread the entire story aloud slowly and clearly, showing the illustrations.

Making Personal Connections Full Class/Partner Questioning: After Read-Aloud (15 min)

***See Supplemental Materials Lesson 2 #3 pg. 35-44 for Level 1-2 Modified Text***

• Teacher will ask:
Q: How does what happens in Jamaica Tag-Along remind you of your own life? (See below for differentiated versions of this question) Give the students 2 minutes to think individually, and then have them share their thinking in pairs and in full class. Have a few volunteers share their thinking with the class.

Level 1 (Preproduction) students are asked to point to the picture that reminds them of something that has happened to them. (See Supplemental Materials Lesson 2 #4 pg. 45-47 for picture cards depicting story events)

Level 2 (Early Production)
Teacher: Do you think this illustration remind you of something that happened to you? (yes/no)
Students will: Identify connections they have between the story and their own lives by orally giving one- or two-word responses and using iconic representations.

Level 3 (Speech Emerging)
Teacher: How do you think you can connect this story to your life?
Students will: Identify connections they have between the story and their own lives by using language prompts orally provided by the teacher as well as sentence frames. (See Supplemental Materials Lesson 2 #5 pg. 48 for sentence frames)

Level 4 (Expanding Fluency)
Teacher: Tell me about a connection you think you can make between this story and your life.
Students will: Identify connections they have between the story and their own lives by orally contributing to whole class discussion using phrases or short sentences.
Level 5 (Fluent/Bridging)
Describe how you think this story connects to your life.
Students will: Identify connections they have between the story and their
own lives by orally contributing to whole class discussion using complete
sentences.

As the students talk about their experiences, ask them what part of the
story reminds them of their own life. As they share, probe their thinking with
questions, such as:

Q: How did you feel?

Level 1 (Preproduction)
Teacher: Point to the picture that shows how you felt.
Students will: Refer to the modified text by pointing to picture cards and
orally repeating words with a partner and/or teacher. (Feelings Word Wall
may be used for this - See Supplemental Materials Lesson 2 #2 pg. 34)

Level 2 (Early Production)
Teacher: Do you think this is how you felt? (yes/no)
Students will: Refer to the modified text using one- to two-word responses
to support their thinking when orally contributing during whole class discussion
or turn-and-talk with a partner.

Level 3 (Speech Emerging)
Teacher: How do you think this made you feel?
Students will: Refer to the text using language prompts orally provided by
the teacher as well as sentence frames. (See Supplemental Materials Lesson
2 #5 for sentence frames pg. 48)

Level 4 (Expanding Fluency)
Teacher: Tell me about how you think this made you feel.
Students will: Refer to the text using phrases or short sentences to support
their thinking when orally contributing to whole class discussion or turn-and-
talk with a partner.

Level 5 (Fluent/Bridging)
Teacher: Describe how you felt when this happened to you.
Students will: Refer to the text using complete sentences to support their
thinking when orally contributing to whole class discussion or turn-and-talk
with a partner.

Level 1 (Preproduction)
Teacher: Point to the picture that shows how [Jamaica/Ossie/Berto] feels. Students will: Explain their thinking by pointing to picture cards and orally repeating words with the teacher/a partner. (See Supplemental Materials Lesson 2 #2 - Feelings Word Wall pg. 34)

Level 2 (Early Production)
Teacher: Do you think [Jamaica/Ossie/Berto] felt [mad/sad]? (yes/no) Students will: Explain their thinking by orally giving a one-to two-word response.

Level 3 (Speech Emerging)
Teacher: How do you think [Jamaica/Ossie/Berto] felt? Students will: Explain their thinking by using language prompts orally provided by the teacher and sentence frames. (See Supplemental Materials Lesson 2 #5 for sentence frames pg. 48)

Level 4 (Expanding Fluency)
Teacher: Tell me about how you think [Jamaica/Ossie/Berto] felt. Students will: Explain their thinking by orally contributing to whole class discussion using phrases or short sentences.

Level 5 (Fluent/Bridging)
Teacher: Describe how you think [Jamaica/Ossie/Berto] felt. Students will: Explain their thinking by orally contributing to whole class discussion using complete sentences.

Closure/Assessment (5 min)
Teacher will actively complete assessment chart during question/answer times and partner talk to evaluate student understanding.
Teacher will discuss next steps: writing about our connections.
Supplemental Materials Lesson 2 #1
Vocabulary Word Wall

court
tag-along
toss
sandlot
moat
Supplemental Materials Lesson 2 #2
Feelings Word Wall

sad, upset

frustrated, annoyed

lonely, alone

embarrassed

angry, mad
Ossie is meeting friends at the court.
Jamaica wants to come.
Ossie says she cannot tag along.
Jamaica followed Ossie to the court and watched him play.
Jamaica sneaked onto the court and grabbed the basketball.

She tried to toss the ball into the hoop but didn't make it.
"I told you not to tag along Jamaica. Go play on the swings and stay out of the way," said Ossie.
"That is not fair," Jamaica thought as she walked to the sandlot.
Jamaica sat and began to dig in the sand.
“\texttt{I want to help,}” said a little boy.
“\texttt{No, you will mess it up,}” said Jamaica.
“Stay away from my castle,” Jamaica said.

“Big kids do not like to be bothered by little kids,” said Berto’s mom.
"That's what my brother says," Jamaica said.

Jamaica thought, I don't like when he says that. It hurts my feelings.

Jamaica let Berto help. They made a big castle. They made a moat.
Ossie came over and asked if he could help. Jamaica said yes.
Supplemental Materials for Lesson 2 #4
Story Events Picture Cards
Supplemental Materials Lesson 2 #5
Sentence Frames

In the story ___________________
which reminded me of when
________________________________

I felt _______ like
Jamaica/Ossie/Berto did when
________________________________

This makes me think of the time
when
_________________________________
Supplemental Materials Lesson 2 #8

Student Assessment Chart

Jamaica Tag-Along Questioning Assessment

Y = Yes, answered accurately, N = No, did not answer accurately, NO = Not Observed

<table>
<thead>
<tr>
<th>Student</th>
<th>Question 1 Y/N/NO</th>
<th>Question 2 Y/N/NO</th>
<th>Question 3 Y/N/NO</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Narrative Explaining Modifications

Lesson Two for the unit: Making Connections: A Fiction Reading Unit revisits the text "Jamaica Tag-Along" by Juanita Hovill and focuses on students making oral connections. Teachers should review key vocabulary words before re-reading the story. After hearing the story, students must orally answer differentiated questions about connections they may have to the events in the story. Like Lesson One, this lesson appears to have been constructed for a mainstream class with no differentiation or modifications. My goal for modifying this lesson was to meet the needs of all learners. It is important to note when implementing this lesson that ELL students benefit tremendously from the use of visuals and word walls, which can help them comprehend the story and express their thoughts about the story.

The following items were modifications added to the lesson to make it more accessible for English Language Learners:

- Visual picture cards of events in the story - These cards are beneficial for students to point to when answering questions or just to look at to assist them in formulating connections to the text.
- Vocabulary word wall - This word wall includes both enlarged visuals and font sizes. A helpful tool for ELL students to refer to when listening to the story/answering questions about the story.
- Modified text - The text was modified for Level 1 and Level 2 students. Modifications to the text include: taking out less important information, including key information that students may relate to with the purpose of helping them make connections, using clear and concise sentences, ensuring that key vocabulary is included as well as all key story elements.
- Feelings word wall - Visual images w/ written labels of feelings depicting common emotions in the story to assist ELLs in making connections with how the characters in the story were feeling during different events that took place.
- Sentence frames - Used to help ELLs formulate responses during partner/whole group discussions.
- Differentiated questions - Questions were formulated with each level of ELL in mind. It is important to plan questions in advance for all of your levels of ELLs in order to ensure that each student is able to successfully carry out the content/language objectives of the lesson.
Lesson 3
Lesson 3:
Lesson: Independent Strategy Practice: Making Connections

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify connections they have between the story Jamaica Tag-Along and their own lives.</td>
<td>In pairs and independently, students will write about connections that they have between the story Jamaica Tag-Along and their own lives.</td>
</tr>
<tr>
<td>Students will be able to refer to the story Jamaica Tag-Along to support their reasoning.</td>
<td>In pairs and independently, students will write about events in Jamaica Tag-Along that they are making connections with to support their reasoning.</td>
</tr>
<tr>
<td>Students will be able to explain their thinking.</td>
<td>In pairs and independently, students will explain their thinking in writing.</td>
</tr>
</tbody>
</table>

Performance Indicators:

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Fluent/Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing I: Identify connections they have between the story Jamaica Tag-Along and their own lives.</td>
<td>Students will identify connections they have between the story Jamaica Tag-Along and their own lives, by writing in complete sentences.</td>
<td>Students will identify connections they have between the story Jamaica Tag-Along and their own lives, by using a word bank and writing in phrases or short sentences.</td>
<td>Students will refer to the text Jamaica Tag-Along using sentence frames provided by the teacher, to support their thinking when making connections.</td>
<td>Students will refer to the modified text Jamaica Tag-Along by circling a picture and copying the word that corresponds (with a partner).</td>
<td></td>
</tr>
<tr>
<td>Writing Refer to the story Jamaica Tag-Along to support their thinking.</td>
<td>Students will refer to the text Jamaica Tag-Along using complete sentences, to support their thinking when making connections.</td>
<td>Students will refer to the text Jamaica Tag-Along using sentence frames, to support their thinking when making connections.</td>
<td>Students will refer to the modified text Jamaica Tag-Along writing one- to two-word responses, to support their thinking when making connections.</td>
<td>Students will refer to the modified text Jamaica Tag-Along by circling a picture and copying the word that corresponds (with a partner).</td>
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</tr>
<tr>
<td>Writing E. Explain their</td>
<td>Students will explain their</td>
<td>Students will explain their</td>
<td>Students will explain their thinking using</td>
<td>Students will explain their thinking by</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Words/Phrases</td>
<td>Grammar</td>
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</tr>
<tr>
<td>Identify</td>
<td>A connection you can make between the story and your life.</td>
<td>In the story ____</td>
<td>3. Jamaica/Berto wanted to tag along with Ossie/Jamaica, Ossie/Jamaica did not want Jamaica/Berto to tag along.</td>
<td>Past tense</td>
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<tr>
<td></td>
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<td></td>
<td>4. My brother/sister/cousin would not let me tag along, I wouldn't let my brother/sister/cousin tag along.</td>
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<tr>
<td>Refer</td>
<td>To the story Jamaica Tag-Along to support their reasoning.</td>
<td>I felt ____ like Jamaica/Ossie/Berto did when ____</td>
<td>3. Sad, frustrated, upset, mad, angry, lonely, alone, annoyed, embarrassed</td>
<td>Past tense Adjectives</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>4. Ossie/Jamaica said no, Jamaica/Berto wanted to play, Ossie told Jamaica to go away</td>
<td></td>
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</tr>
<tr>
<td>Explain</td>
<td>Their thinking when orally answering questions about the story Jamaica Tag-Along.</td>
<td>This makes me think of the time when <em><strong>3</strong></em>.</td>
<td>2. I wasn't allowed to play with me brother/sister/cousin, I didn't want to play with my younger brother/sister/cousin, Someone told me to go away.</td>
<td>Past tense</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

Lesson: Independent Strategy Practice: Making Connections

*Modifications made to original lesson are indicated by bolded font.*

Overview:

Students will:

- Identify connections between the story and their lives
- Refer to the story to support their thinking
- Read independently for up to 15 minutes
- Explain their thinking

Essential Questions:

Did you connect to a character or something that happened in any part of your story? Explain your thinking.

Time: 30 minutes

Major Activities:

Introduction (5 min)
- Remind students that they talked about Jamaica Tag-Along and made connections between what happened in the story and their own lives.
- Create Shared Background Knowledge: Revisit the idea of being a tag along or having a brother/sister that wants to tag along. Ask: How does this make you feel? Jot down feeling words on the board and have visuals posted (See Supplemental Materials Lesson 3 #1 - Feelings Word Wall pg. 56)
- Introduce the concept of making connections as a strategy that good readers use to help them understand stories. (See Supplemental Materials Lesson 3 #2 pg. 57 - Anchor Chart)
- Explain that today the students will read the story independently and think about an experience in their life that helps them connect with one of the characters or what is happening in the book. Each student will receive the text or a modified version of the text (See Supplemental
Materials Lesson 2 #3 pg. 35-44). As students are reading, they should think about a part of the story that reminds them of their own life.

- **Before sending students off**, model making connections by rereading page 7 of Jamaica Tag-Along aloud, thinking aloud about a connection you made, and placing a self-stick note in the margin of the page. (For example, you might say “This reminds me of a time when I was young and my two older brothers wouldn’t let me play with them and their friends. It made me sad, because I didn’t have anyone to play with. That’s probably how Jamaica feels. I’m going to stick my note here next to this part of the story.”

Independent Practice/Partner Practice (15 minutes)

- Explain to students that they are already familiar with this text, but they will be receiving their own copy to refer to when writing about a connection they have to the story.
- Each student will receive a differentiated graphic organizer (see Supplemental Material Lesson 3 #3-7 pg. 58-62) to record their connections.

Share/Discussion (10 minutes)

- Have students volunteer to share out their connections. Level 1 students will not be asked to share unless they volunteer. Level 2 students can share with their partner.

**Assessment/Closure**
Teacher will collect completed graphic organizers and complete chart to record student understandings and to plan for students who may need additional assistance. (See Supplemental Materials Lesson 3 #8 pg. 63)
Supplemental Materials Lesson 3 #1
Feelings Word Wall

sad, upset

frustrated, annoyed

lonely, alone

embarrassed

angry, mad
Making Connections Anchor Chart

TEXT TO SELF

You are connecting the story to your own life, experiences, and feelings.

- This reminds me of . . .
- I understand how the character feels because . . .
- The setting makes me think about another place . . .
- I experienced this myself . . .
Supplemental Materials Lesson 3 #3
Graphic Organizer Level 1

Circle the photo that you can connect to:

Sad
Annoyed
Have you felt like Jamaica or Ossie did?

Circle One:

Yes  No

How did you feel?

Word bank: sad  mad  lonely

Write 1-2 words.

------------------------

------------------------
Tell me about a connection you can make between your life and the story by filling in the blanks.

In the story, _______________ felt _______________

(Ossie/Jamaica/Berto) (sad, mad)

when ________________________________

(Event from story)

This reminds me of when I felt _______________

(sad, mad)

because ________________________________

_______________________________

_______________________________
Supplemental Materials Lesson 3 #6
Graphic Organizer Level 4

Describe a connection you can make between the story and something that happened to you. The word bank is there to help you but you do not need to use those words.

Word Bank:
Jamaica Ossie Berto sad mad
annoyed lonely tag along play

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Supplemental Materials Lesson 3 #7
Graphic Organizer Level 5

Describe a connection that you can make between the story and something that happened in your life. Use complete sentences to explain your thinking.

<table>
<thead>
<tr>
<th>What happened in the story</th>
<th>Your connection</th>
<th>Explain your thinking</th>
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</thead>
<tbody>
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</table>
Supplemental Materials Lesson 3 #8

Student Assessment Chart

Jamaica Tag-Along Graphic Organizer: Making Connections

Y = Yes, answered accurately, N = No, did not answer accurately

<table>
<thead>
<tr>
<th>Student</th>
<th>Able to make connection Y/N</th>
<th>Able to explain/refer to text Y/N</th>
<th>Notes</th>
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</table>
Narrative Explaining Modifications

Lesson Three for the unit: Making Connections: A Fiction Reading Unit revisits the text Jamaica Tag-Along by Juanita Havill and focuses on students making written connections. Teachers should review key vocabulary at the beginning of the lesson. Like the previous lessons in this unit, this lesson appears to have been constructed for a mainstream class with no differentiation or modifications. My goal for modifying this lesson was to meet the needs of all learners. It is important to note when implementing this lesson that ELL students benefit tremendously from the use of visuals, word walls, and differentiated graphic organizers and texts. These tools help ELLs comprehend the story and express their thoughts about the story.

The following items were modifications added to the lesson to make it more accessible for English Language Learners:

- Visual picture cards of events in the story - These cards are beneficial for students to point to when answering questions or just to look at to assist them in formulating connections to the text.
- Vocabulary word wall - This word wall includes both enlarged visuals and font sizes. A helpful tool for ELL students to refer to when listening to the story/answering questions about the story.
- Modified text - The text was modified for Level 1 and Level 2 students. Modifications to the text include: taking out less important information, including key information that students may relate to with the purpose of helping them make connections, using clear and concise sentences, ensuring that key vocabulary is included as well as all key story elements.
- Feelings word wall - Visual images w/ written labels of feelings depicting common emotions in the story to assist ELLs in making connections with how the characters in the story were feeling during different events that took place.
- Sentence frames - Used to help ELLs formulate responses during partner/whole group discussions.
- Differentiated questions - Questions were formulated with each level of ELL in mind. It is important to plan questions in advance for all of your levels of ELLs in order to ensure that each student is able to successfully carry out the content/language objectives of the lesson.
- Differentiated graphic organizers - Ensuring that each graphic organizer is appropriately designed for each level ELL student is critical. These graphic organizers still require students to write about their connections to the story while referring back to the story. However, each graphic organizer was constructed to ensure each ELL student's success in meeting the objective for the lesson. Level 1 students have a graphic organizer with visuals and labels that they are asked to circle. Level 2 students are asked to circle one item that applies to show their connection and then write 2 words from the word bank on the lines provided. Level 3 students have a fill-
in-the-blank graphic organizer with word options. Level 4 students are required to write more, but are provided a detailed word bank to use if needed. Level 5 students are provided a chart in which they must write about a connection they can make, refer to the text, and explain their thinking.

- Anchor chart - The anchor chart provides students with a visual that corresponds with the idea of making connections as they read, as well as some helpful hints on how to make connections when reading.
Checklists
# Grammar and Functions Checklists

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Tense</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Present Tense</td>
<td>1</td>
</tr>
<tr>
<td>Indirect Speech</td>
<td>1</td>
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<tr>
<td>Adjectives</td>
<td>2, 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>1</td>
</tr>
<tr>
<td>Identify</td>
<td>2, 3</td>
</tr>
<tr>
<td>Refer</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Explain</td>
<td>1, 2, 3</td>
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</tbody>
</table>
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>Pg. 7</td>
<td>Pg. 29</td>
<td>Pg. 54</td>
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<tr>
<td>I.B. Develop Vocabulary</td>
<td>Pg. 6</td>
<td>Pg. 29</td>
<td>Pg. 54</td>
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<tr>
<td></td>
<td>Pg. 9-14</td>
<td>Pg. 33-34</td>
<td>Pg. 56</td>
</tr>
<tr>
<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>Pg. 9-14</td>
<td>Pg. 33-34</td>
<td>Pg. 56</td>
</tr>
<tr>
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<td>Pg. 45-47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. D. Model (Instructions, Processes)</td>
<td>Pg. 7</td>
<td>Pg. 29</td>
<td>Pg. 55</td>
</tr>
<tr>
<td>I. E. Create Opportunities To Negotiate Meaning</td>
<td>Pg. 7-8</td>
<td>Pg. 30-32</td>
<td>Pg. 58-62</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
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<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td></td>
<td></td>
<td>Pg. 58-62</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>Pg. 35-44</td>
<td>Pg. 35-44</td>
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<tr>
<td>II.C. Amplify Number of Activities per Text</td>
<td>Pg. 7-14</td>
<td>Pg. 30-34</td>
<td>Pg. 54-62</td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
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<tr>
<td>III.A. Pace Teacher’s Speech</td>
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<td>Pg. 30</td>
</tr>
<tr>
<td>Section</td>
<td>Page Range 1</td>
<td>Page Range 2</td>
<td>Page Range 3</td>
</tr>
<tr>
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<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
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<tr>
<td>III.C. Use of Word Walls</td>
<td></td>
<td></td>
<td>Pg. 56</td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
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</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>Pg. 7-8</td>
<td>Pg. 30-32</td>
<td>Pg. 58-62</td>
</tr>
<tr>
<td>IV. Change Traditional Classroom Talk</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>IV.A. Use Teacher Question and Response Strategies</td>
<td>Pg. 7-8</td>
<td>Pg. 30-32</td>
<td></td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>Pg. 7-8</td>
<td>Pg. 30-32</td>
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<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
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</tr>
<tr>
<td>V.A. Vary Question Techniques based on Student’s Language Proficiency level -- in conversations, activities, and assessments</td>
<td>Pg. 7-8</td>
<td>Pg. 30-32</td>
<td>Pg. 58-62</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
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</tr>
<tr>
<td>VI.A. Challenge students to produce extended academic talk</td>
<td>Pg. 7-8</td>
<td>Pg. 30-32</td>
<td>Pg. 58-62</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>Pg. 7</td>
<td>Pg. 29</td>
<td>Pg. 59</td>
</tr>
<tr>
<td>VI.C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>Pg. 7-8</td>
<td>Pg. 30-32</td>
<td>Pg. 58-62</td>
</tr>
<tr>
<td>VI.D. Respond to Student’s Voice – Writing and Error Correction</td>
<td></td>
<td></td>
<td>Pg. 63</td>
</tr>
</tbody>
</table>
Original Lessons
Lesson Plan
Lesson 1 - Read Aloud

Learning Objective:
Students will be able to:
- Hear and discuss a story
- Refer to the story to support their thinking
- Read independently for up to 15 minutes
- Begin working with new partners
- Explain their thinking

Essential Questions:
What happened in the story?

Time: 30 minutes

Major Activities:
- Introduction (5 min)
  - Randomly assign partners, have them sit together, and make sure they know each other’s names. Explain that each student will work with the same partner for the next two weeks. Today they will listen to you read a book aloud and talk in pairs and with the class about the story. Remind the students that it is important to listen carefully so that they can talk about the story afterward.
  - Introduce *Jamaica Tag-Along* Show the cover and read the title and names of the author and illustrator. Explain that this is a story about a girl named Jamaica and her brother, Ossie. Explain that a tag-along is a younger child who follows an older child and tries to do the same things as the older child. (1 minute)
  - Read Aloud (15 min)
    - Read the story aloud slowly and clearly, showing the illustrations and stopping as described below.
    - Read pages 3-15, Stop after: p. 15 “Jamaica walked slowly over to the sandlot.” Ask: How is Jamaica feeling? Why is she feeling that way?
  - Discussion (10 min)
    - Facilitate a whole-class discussion of the story after read aloud is complete. Ask: What happens in this story?
• "Turn and Talk": Why does Jamaica want to come along and play basketball with her brother Ossie? What part of the story tells you that?
• "Turn and Talk": Why doesn't Ossie want Jamaica to play basketball with him and his friends? Explain your thinking.
• "Turn and Talk": What happens at the end of the story?
Lesson Plan

Lesson 2: Strategy Lesson: Making Connections

Learning Objective:
Students will be able to:

- Hear and discuss a story
- Refer to the story to support their thinking
- Make text-to-self connections to a story
- Begin working with new partners
- Explain their thinking
- Reflect on how to act in a caring way

Essential Questions:
How does what happens in *Jamaica Tag-Along* remind you of your own life?

Time: 30 minutes

Major Activities:

**Introduction (5 min)**
- Have partners sit together. Show the cover of *Jamaica Tag-Along* and remind the students that in the previous lesson they listened to the story and discussed it.
- Explain that readers often make a personal connection to a story by thinking about how events or people in the story remind them of their own lives. Making a connection helps readers enjoy and understand the story. Tell the students that today we will reread *Jamaica Tag-Along* without stopping, and that you want them to listen carefully and think about how the story reminds them of their own lives.

**Reread story (10 minutes)**
- Reread the entire story aloud slowly and clearly, showing the illustrations.

**Making Personal Connections (10 minutes)**
- Use "Think, Pair, Share," to have the students think about and discuss:
  Q: How does what happens in *Jamaica Tag-Along* remind you of your own life?
  Give the students a few moments to think individually, and then have them share their thinking in pairs. Have a few volunteers share their thinking with the class. As the students talk about their experiences, ask them what part of the story reminds them of their own life. As they share, probe their thinking with questions, such as:
Q: How did you feel?

Reflection (5 min)
- Remind the students that they have been working on creating a caring and safe community of readers. Ask the students to listen carefully as you reread the following excerpt from pages 20-23:

  pp. 20-23 "Berto, the woman pushing the stroller said, ‘leave this girl alone. Big kids don't like to be bothered by little kids.’
  ‘That’s what my brother always says,’ Jamaica said. She started to repair the castle. Then she thought, but I don't like my brother to say that. It hurts my feelings."

First, in pairs, and then as a class, discuss:
Q: What can we learn about working with others from this part of the story?
Q: What does this mean for our community of readers?

Students might say:
"If I know that something will hurt my feelings, I won't do it to others."
"I don't like it when people make fun of me, so I won't make fun of anyone else."
Lesson Plan

Lesson 3 - Independent Strategy Practice: Making Connections

Learning Objective:

Students will be able to:

- Hear and discuss a story
- Refer to the story to support their thinking
- Read independently for up to 15 minutes
- Explain their thinking

Essential Questions:

Did you connect to a character or something that happened in any part of your story? Explain your thinking.

Time: 30 minutes

Major Activities:

Introduction (5 min)

- Remind students that they talk about Jamaica Tag-Along and made connections between what happened in the story and their own lives.
- Review that making connections is a strategy that good readers use to help them understand stories.
- Explain that today the students will read independently and think about an experience in their life that helps them connect with a character or what is happening in their book. Tell them that they will probably not make a connection with every book they read. As they are reading, they should think about a part of the story that reminds them of their own life. Later, they will talk about their connections in pairs.
- Model making connections by rereading page 7 of Jamaica Tag-Along aloud, thinking aloud about a connection you made, and placing a self-stick note in the margin of the page. (For example, you might say “This reminds me of a time when I was young and my two older brothers wouldn’t let me play with them and their friends. It made me sad, because I didn’t have anyone to play with. That’s probably how Jamaica feels. I’m going to stick my note here next to this part of the story.”)

Independent Practice (15 minutes)

- Explain that at the end of the independent reading time, the students who make connections will share their ideas with their partners and the class.
• Each student should have an independent reading book at their reading level. Students will be given self-stick notes. Students will read independently for 10-15 minutes, marking their connection with a self-stick note. After five or ten minutes, stop the students and use “Turn and Talk” to have them share any connections they made. Then, without sharing as a class, have the students continue reading.

Share/Discussion (10 minutes)

• After reading time is over, first in pairs, and then as a class, discuss the passages the students marked and the connections they made. Ask questions such as:
  Q: Did you connect to a character or something that happened in any part of your story? Explain your thinking.
  Q: How did what happened to you help you think about the [character/story]?
"I still think it's not fair." Jamaica walked slowly over to the sandlot.
She piled the wet sand high. She made a castle with towers. She dug a ditch around the wall.

Jamaica turned to see if Berto was still there. He stood watching. Then he tried to step over the ditch, and his foot smashed the wall.

"Stay away from my castle," Jamaica said.

"Berto," the woman pushing the stroller said, "leave this girl alone. Big kids don’t like to be bothered by little kids."
“That’s what my brother always says,” Jamaica said. She started to repair the castle. Then she thought, but I don’t like my brother to say that. It hurts my feelings.