Introduction
Environmental Handprint Unit
Alyssa Duffy
TSL 518 – Summer 2015

Title: Environmental Handprint Unit

Grade Level: 3rd Grade

Target Group: Mainstream class with integrated ELL students

Source of Written Reading Materials:

Source of Lessons:
- Peer (former classmate) provided ideas for general environmental topic
- Original Student Teaching Lesson plans
- Handout Modules A, 1, 2 & 3: Verplaetse and Ferraro

Overarching Learning Goals:
- I want my students to know how important it is to keep our Earth (and community) clean.
- I want my students to know that they can make a difference.
- I want my students to know that what they do impacts those around them.
- I want my students to know that they can recycle – both in a recycling bin and creatively!
Lesson 1
# Lesson 1 - Environmental Thumbprint

**Content Objectives:**
1. Students will be able to explain the importance of recycling.
2. Students will be able to identify the difference between trash and recyclables.

**Language Objectives:**
1. After independent reading, in small groups students will discuss the text and orally identify what it means to recycle.
2. After whole class discussion, students will work in independently or in pairs to provide written responses about trash and recyclables.

## Performance Indicators:

<table>
<thead>
<tr>
<th>Function</th>
<th>Fluent/Nearly Fluent Level 5</th>
<th>Intermediate Level 4</th>
<th>Speech Emergent Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written: Compare/Contrast Identify</td>
<td>Students will compare and contrast characteristics of recyclables and trash by writing 2-3 sentences independently.</td>
<td>Students will compare and contrast characteristics of recyclables and trash by filling in the blanks of partially constructed sentences.</td>
<td>Students will compare and contrast trash and recyclables by using a word bank to fill in the blanks of partially constructed sentences.</td>
<td>Students will use pictures and illustrations to complete a sentence structure that will compare and contrast characteristics of recyclables and trash.</td>
<td>Students will use pictures and illustrations to complete a sentence structure that will compare and contrast characteristics of recyclables and trash.</td>
</tr>
<tr>
<td>Written: Explain</td>
<td>Students will identify the importance of recycling or trash on the environment by writing 2-3 sentences independently.</td>
<td>Students will identify the importance of recycling or trash on the environment by filling in the blanks of partially constructed sentences.</td>
<td>Students will identify the importance of recycling or trash on the environment by using a word bank to fill in the blanks of partially constructed sentences.</td>
<td>Students will use pictures and illustrations to complete a sentence structure that will identify the importance of recycling or trash.</td>
<td>Students will use pictures and illustrations to complete a sentence structure that will identify the importance of recycling or trash.</td>
</tr>
<tr>
<td>Speaking: Compare/Contrast Identify</td>
<td>Students will identify characteristics of recycling and trash by orally contributing to discussions using complete sentences.</td>
<td>Students will identify characteristics of recycling and trash by orally contributing to discussions using phrases and short sentences.</td>
<td>Students will identify characteristics of recycling and trash by orally contributing to discussions using short phrases and teacher prompting.</td>
<td>Students will identify characteristics of recycling and trash by pointing to labeled illustrations in response to teacher questions.</td>
<td>Students will identify characteristics of recycling and trash by pointing to labeled illustrations in response to teacher questions.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Knowledge Structure</td>
<td>Expressions</td>
<td>Words</td>
<td>Grammar Structure</td>
</tr>
<tr>
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<tr>
<td>Identify and Explain</td>
<td>Importance of Recycling</td>
<td>Classification</td>
<td>I believe _____ is _____ for the environment.</td>
<td>1. Recycling</td>
<td>Sensing verbs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles Evaluation</td>
<td></td>
<td>Trash</td>
<td>Descriptors/Adjectives</td>
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<td>Additive conjunctions</td>
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<td>Verbs</td>
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<td>I believe this because _____</td>
<td>2. Important</td>
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<td>Not important</td>
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<td>Good</td>
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<td>Bad</td>
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<td>3. We use resources.</td>
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<td>It goes to a landfill.</td>
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<td></td>
<td>Things can be used over and over.</td>
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<td>Things can only be used once.</td>
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<tr>
<td>Compare/Contrast</td>
<td>Differences between trash and recyclables</td>
<td>Classifications</td>
<td>_____ can _____, but _____ can _____</td>
<td>1. Recyclables</td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td></td>
<td>Descriptions</td>
<td></td>
<td>Trash</td>
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<td>Verbs</td>
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<td>Additive Conjunctions</td>
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</tbody>
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Lesson #1

**Main Lesson:** The Environment & Recycling

**Age Level:** 3<sup>rd</sup> Grade

**Lesson Time:** 45-50 minutes

**Materials:**
*The Importance of Recycling* article - teacherspayteachers account by Alyssha Swanson
*Reusing Trash* article – teacherspayteachers account by Alyssha Swanson
Both articles can be found at: https://www.teacherspayteachers.com/Product/Closing-Reading-Compare-and-Contrast-Two-Texts-FREEIE-RI29-RI39-1079279

**Paper, Board, Whiteboard Markers**
**Pencils, Highlighters**
Modified articles
Paper, Board, Whiteboard Markers
Pencils, Highlighters
Differentiated Exit Slips

**Overview of Procedure:**
**Initiation (10-15 minutes):**
Teacher will begin the lesson by building upon background knowledge and creating a KWL chart. [99 Ideas and Activities text].
- Students will begin to create the KWL chart in a whole class discussion by filling out the 1<sup>st</sup> two columns (What do you know about recycling and trash? And what do you want to know about recycling and trash?).
- Teacher will predict several ideas that students may identify and illustrations that would accommodate them. [Examples: recycling bin, garbage can, landfill, plastic bottles, and paper].
  - Sample images can be found on pages 14 and 15, titled: Recycling Images and Recycling Images [continued].
  - Teacher may also be able to present realia in order to visually present vocabulary in another way. [99 Ideas and Activities text].
- Teacher will ask students to chorally repeat each phrase as it is added to the chart.

**Oral Modifications to use during KWL Chart:**
Level 5: Students will identify characteristics of recycling and trash by orally contributing to discussions using complete sentences.
Level 4: Students will identify characteristics of recycling and trash by orally contributing to discussions using phrases and short sentences.
Level 3: Students will identify characteristics of recycling and trash by orally contributing to discussions using short phrases and teacher prompting.
Level 2: Students will identify characteristics of recycling and trash by using 2-3 word phrases in response to teacher questions.
Level 1: Students will identify characteristics of recycling and trash by pointing to labeled illustrations in response to teacher questions.

Procedure (10-15 minutes):
Teacher will then model for students the task that they will be completing in small groups at their seats.
  • Teacher will model (3 minutes):
    o Tape the article sheet onto the board. Teacher will then begin to read the text out loud. As the teacher finds something important in the text, the teacher will highlight it and demonstrate to students that they will highlight words or phrases that they find to be important.
    o If students will not be able to see the paper based upon classroom setup, teacher can also use a projector to demonstrate task.
  • Students will then read about recycling in two different articles, *The Importance of Recycling and Reusing Trash*.
    o Both articles have been modified for Levels 4/5, Level 3 and Level 1/2 students.
      ▪ Articles for Level 4/5 students can be found on pages 8 and 9 titled: Importance of Recycling, Level 4/5 and Reusing Trash? Level 4/5.
      ▪ Articles for Level 3 students can be found on pages 10 and 11 titled: Importance of Recycling, Level 3 and Reusing Trash? Level 3.
      ▪ Articles for Level 1/2 students can be found on pages 12 and 13 titled: Importance of Recycling, Level 1/2 and Reusing Trash? Level 1/2.

Modifications:
  o Students will work on this task in one of three ways.
    ▪ Level 4/5 will complete this task individually.
    ▪ Level 3 students will work on this task in pairs.
    ▪ Level 2/1 will work on this task in pairs or in a small teacher guided group.

Some examples of guiding questions are:
  • What are some ways you can recycle?
    o Modified: Can you recycle by putting items in a bin or putting items in a landfill?
• **What do we use from our planet to make things like toys and cars?**
  o Modified: Point to items that can be made from resources on our planet.
    [Example: Toys, cars, etc].
• **Can you name an example of something that can be recycled?**
  o Modified: Can you recycle a milk jug or old food?

**Closure (20 minutes):**

The teacher will then gather the class to review, discuss and **identify important points from the text**. This information will be collected and put into the, what have your **learned** column of the KWL chart.
  • During this time, teacher will be sure to incorporate key phrases that will assist in development an understanding for all students.
    o Students will be asked to complete an exit ticket at the end of the lesson, where they should be able to minimally write the following phrases:
      ▪ I believe recycling/trash is good/bad/important for the environment.
      ▪ I believe this because ____________.
      ▪ Recyclables/trash can ________, but recyclables/trash can ________.

**Oral Modifications for completing the KWL chart:**
  • Level 5: Students will identify characteristics of recycling and trash by orally contributing to discussions using complete sentences.
  • Level 4: Students will compare and contrast characteristics of recyclables and trash by writing 2-3 sentences with the help of sentence starters.
  • Level 3: Students will compare and contrast characteristics of recyclables and trash by filling in the blanks of partially constructed sentences.
  • Level 2: Students will identify characteristics of recycling and trash by using 2-3 word phrases in response to teacher questions.
  • Level 1: Students will identify characteristics of recycling and trash by pointing to labeled illustrations in response to teacher questions.

Teacher will then ask students to return to their seats and complete the Exit Ticket in order to assess students understanding of recycling and trash from the articles that they have discussed.
  • The exit tickets have been modified for Levels 4/5, Level 3 and Level 1/2 students.
    o The exit ticket for Level 4/5 students can be found on page 16 titled: Recycling Exit Ticket, Level 4/5.
    o The exit ticket for Level 3 students can be found on page 17 titled: Recycling Exit Ticket, Level 3.
    o The exit ticket for Level 2 students can be found on page 18 titled: Recycling Exit Ticket, Level 2.
The exit ticket for Level 1 students can be found on page 19 titled: Recycling Exit Ticket, Level 1.

Written Modifications for Exit Tickets:

- Level 5: Students will compare and contrast characteristics of recyclables and trash by writing 2-3 sentences independently. [These students will work independently].
- Level 4: Students will compare and contrast characteristics of recyclables and trash by writing 2-3 sentences with the help of sentence starters. [These students will work independently].
- Level 3: Students will compare and contrast characteristics of recyclables and trash by filling in the blanks of partially constructed sentences. [These students will work independently or in pairs].
- Level 2: Students will compare and contrast trash and recyclables by using a word bank to fill in the blanks of partially constructed sentences. [These students will work in pairs].
- Level 1: Students will use pictures and illustrations to complete a sentence structure that will compare and contrast characteristics of recyclables and trash. [These students will work in pairs].
Importance of Recycling

We use resources from our planet to make things like toys, cars, dishes, houses, and so much more! This is a good thing. Our Earth has been good to us and now it’s time to return the favor!

We mix resources like wood, oil, and minerals from the Earth with other things to create the stuff the stuff we use every day. The problem is, when we do this, we create something that stays around forever. Items such as plastic won’t decompose, or break down. The problem with this is that most people will just throw it away when they are finished with it. Where does it all go?

Landfills are places where trash is taken and dumped off. This space is limited and when we fill it up we have to find somewhere else to take the garbage. There is a solution, though, and that is to recycle. Recycling means that we reuse it or turn into a new product. This keeps it from going into landfills and just sitting there.

Many things that we use each day can be recycled. We can turn writing paper or newspapers into new types of paper. An aluminum can, can be melted down and turned into a new one. Glass can be melted and used as jewelry, mirrors, counter tops and many other things.

Recycling is not hard to do. It just takes time to sort the materials into different piles and take them to a recycling center. However, many cities have made it easy by offering a recycling service where they come to your house and pick up the material. What will you do? How do you recycle?
Reusing Trash?
(TPT original text)

Have you ever wondered where all the trash goes when the garbage truck comes and takes it away? It is taken to a place called a landfill. A landfill is a place where they pile garbage, smash it up and then bury it. This can be harmful to us and animals. But what if we could reuse this stuff? Well, the good news is, we can!

If you have something that you don’t want anymore or you have outgrown, then you can give it to someone or donate it. Maybe your family is getting new furniture? They can sell the old furniture and someone else can reuse it. Most things do not have to be thrown away.

Another option for our stuff is to recycle it. Most of the things we use everyday can be recycled. If you think about it, you can probably put most of your trash items in one of the following categories: plastics, metals, glass, or paper. All of these things are easy to recycle.

Recycling is where the items are melted or broken down and made into something new. We are basically reusing the things that we would have thrown away. This is important because it keeps that stuff from sitting in a landfill and staying there forever.

Can you imagine wearing an empty milk jug as a shirt? Once the milk jugs are cut into tiny pieces, they can be used to make shirts, mittens, and other fabrics. Aluminum, like soda cans, can be used for car parts and bicycles. Glass can be made into tiles used for floors, artwork, and jewelry. Recycling protects our Earth, animals, and us... and that is pretty cool!
Importance of Recycling

We use resources from our planet to make things like toys, cars, dishes, houses, and so much more! This is a good thing. Our Earth has been good to us and now it's time to return the favor!

When items won't break down, it means they will not decompose.

Landfills are places where trash is taken and dumped off. This space is limited and when we fill it up we have to find somewhere else to take the garbage. There is a solution, though, and that is to recycle. Recycling means that we reuse it or turn into a new product. This keeps it from going into landfills and just sitting there.

Many things that we use each day can be recycled. We can turn writing paper or newspapers into new types of paper.

Recycling is not hard to do. It just takes time to sort the materials into different piles and take them to a recycling center. However, many cities have made it easy by offering a recycling service where they come to your house and pick up the material. What will you do? How do you recycle?
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If you have something that you don’t want anymore or you have outgrown, then you can give it to someone or donate it. Maybe your family is getting new furniture? They can sell the old furniture and someone else can reuse it. Most things do not have to be thrown away.

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Recycling is where the items are melted or broken down and made into something new. We are basically reusing the things that we would have thrown away. This is important because it keeps that stuff from sitting in a landfill and staying there forever.
Importance of Recycling

We use resources from our planet to make things!
We make toys, cars, houses, and more!

👍
This is a good thing.
Some things won’t break down.

Trash goes to a landfill.
There is not a lot space.

We can make this better by recycling.

Recycling means that we reuse it.

Many things that we use each day can be recycled.
We can turn writing paper or newspapers into new types of paper.

Recycling is not hard to do.
Trucks can come to your house to pick recyclables up.
What will you do?
How do you recycle?
Reusing Trash?

Where does trash go when the garbage truck comes and takes it away?

It goes to a landfill.

This can be bad for people and animals.

We can reuse many of these items!

You can give it to someone else.

Someone else can reuse it.

Most things do not have to be thrown away.

Another option for our stuff is to recycle it.

Trash items can go into 4 categories:

<table>
<thead>
<tr>
<th>Plastic</th>
<th>Metal</th>
<th>Glass</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Plastic" /></td>
<td><img src="image2.png" alt="Metal" /></td>
<td><img src="image3.png" alt="Glass" /></td>
<td><img src="image4.png" alt="Paper" /></td>
</tr>
</tbody>
</table>

All of these things are easy to recycle.

Recycling is when something is made into something new.

This is important because it keeps that stuff from sitting in a landfill.
Lesson 1 – Recycling Images
*To use for reference and KWL Chart.

Landfill

Recycling Bin

Once

Recycle Recycling

Bad

Not important

Good

Important

Reuse

More than once

People

Trash Garbage
Recycling Exit Ticket
Level 4/5

Please explain 2 ways that recyclables and trash are similar or different from each other.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Is recycling good for the environment? Why or Why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you think would happen if you didn’t recycle anything?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Recycling Exit Ticket

*Level 3*

Recyclables and Trash are (similar/different) to one another because

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Recyclables and Trash are (similar/different) to one another because

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Recycling is (good/bad) for the environment because

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

If I didn’t recycle anything

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Recycling Exit Ticket
Level 2

Recycling can ________________, but trash can ________________.

a) Go to a landfill
b) Go in a bin
c) Go in the trash
d) Go to another person
e) Be reused
f) Be used once

a) Go to a landfill
b) Go in a bin
c) Go in the trash
d) Go to another person
e) Be reused
f) Be used once

I believe ________________ is ________________ for the environment.

a) Trash
b) Recycling

a) Good
b) Bad
c) Important
d) Not important

I believe this because ________________________________.

a) We use resources.
b) It goes to the landfill.
c) Thing can be used more than once.
d) Things can only be used once.

If you didn’t recycle anything, would landfills
get full or would the earth stay clean?
Recycling Exit Ticket

Level 1

Recycling can ________________, but trash can ________________.

a) Go to a landfill  a) Go to a landfill

b) Go to another person  b) Go to another person

c) Be reused  c) Be reused

d) Be used once  d) Be used once

I believe ________________ is ________________ for the environment.

a) Trash  a) Good

b) Recycling  b) Bad

I believe this because _________________.

e) We use it again

f) It goes to the landfill

g) Things can only be used once

Circle 1 of the colored words:

If you didn’t recycle would it be Good or Bad for people and animals?
Resources/Citations


Handout Modules A, 1, 2 & 3: Verplaetse and Ferraro

*Reusing Trash?* article – teacherspayteachers account by Alyssha Swanson [Original Text identified in lesson].


*The Importance of Recycling* article - teacherspayteachers account by Alyssha Swanson [Original Text identified in lesson].

Rationale Narrative

Throughout Lesson 1, I chose to use several different modification strategies in order to make the content comprehensible for varying ELL’s. Some of the strategies that I decided to use included: illustrations/pictures, regalia, KWL charts, collaborative work opportunities, and varying question techniques.

Illustrations and pictures are most commonly used throughout this lesson, as it provides a consistent way to assist students in identifying key vocabulary terms, and aid ELL’s in developing a clearer understanding of more abstract concepts (such as recycling). Photos are used during the initiation of this lesson, and then kept consistent throughout the lesson and assessment, in order for ELL students to be able to refer back to them as they work to develop their knowledge about recycling and trash. Regalia is also used during the initiation, to help students further grasp more difficult concepts or unfamiliar terms.

It is also extremely important to build a shared history when teaching ELL students. Therefore, in Lesson 1, I have chosen to use a KWL chart in order to aid in building background knowledge. By initially filling out the K and W portion of the chart (What We Know, and What We Want to Know), students will be able to share personal experiences, as well as identify their prior knowledge of the recycling/trash content.

In addition to building a shared history, it is important to make use of visuals and provide students with the opportunities to negotiate meaning. The visuals that I chose to use in order to represent key vocabulary, as mentioned above, are also supplemented with additional visuals, or iconic representations in the modified article text for Levels 1/2. These additional iconic representations are present in order to aid students in making other vocabulary within the text comprehensible. I again kept these iconic representations and visuals consistent from the modified articles to the exit tickets, in order to provide Level 1/2 ELL’s with the opportunity to generate output with Higher Order Thinking (HOT) skills. Modifications were also made to the Level 3 texts and exit ticket in order to allow them to demonstrate their HOT skills as well.

Each exit ticket has varying modifications in order to assist ELL’s in producing content specific output. By utilizing various questioning techniques, as well as modifying
some of the discourse I used while teaching, I believe that I was able to make text and content comprehensible. For example, some of the strategies I chose to use included: Circle... Either/Or, If/Why, and What do you think Questions.... By altering my questioning techniques, I have provided an opportunity for all levels of ELL's to answer BIG questions (or make use of their HOT skills). In addition to these questions, I also chose to model several key phrases in the conclusion portion of the lesson, that students can use to demonstrate their understanding. Therefore, in several cases, if Level 1/2 and 3 refer to activities done earlier during the lesson, they will be able to reproduce a similar product, as they will be familiar with the content and key phrases.

Not only is it important for students to be able to build shared history and make use of visuals, it is also important for students to be able to negotiate meaning. One way that students can negotiate meaning is through various types of interaction. I have chosen to use whole group, pairs, and a small teacher guided group in this lesson in addition to independent work in order to provide students with the opportunity to negotiate meaning with peers (or teacher guidance).

By choosing to use a variety of strategies within this lesson, I believe that I have been able to accommodate and modify the content for various learning needs and styles presented by Level 1-5 ELL learners in a mainstream classroom.
Lesson 2
### Lesson 2 - Environmental Handprint

#### Content Objectives:
1. Students will be able to compare and contrast two environments.

#### Language Objectives:
1a. After a whole group book reading; students will orally discuss the similarities and the differences of two different environments.

1b. Individually or in pairs, students will provide written responses to show similarities and differences between two environments.

#### Performance Indicators:

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<thead>
<tr>
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<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written: Compare/Contrast</td>
<td>Students will independently complete a Venn Diagram to compare and contrast two environments.</td>
<td>Students will independently complete a Venn Diagram to compare and contrast two environments by filling in the blanks of partially constructed sentences.</td>
<td>In pairs, students will complete a Venn Diagram to compare and contrast two environments by using a word bank to fill in the blanks of partially constructed sentences.</td>
<td>In pairs, students will use pictures and illustrations to complete a Venn Diagram to compare and contrast two environments, and circle the differences in illustrations.</td>
<td></td>
</tr>
<tr>
<td>Speaking: Compare/Contrast</td>
<td>Students will identify characteristics of two different environments by orally contributing to discussions using complete sentences.</td>
<td>Students will identify characteristics of two different environments by orally contributing to discussions using phrases and short sentences.</td>
<td>Students will identify characteristics of two different environments by using 2-3 word phrases in response to teacher questions.</td>
<td>Students will identify characteristics of two different environments by pointing to labeled illustrations in response to teacher questions.</td>
<td></td>
</tr>
<tr>
<td>Speaking: Oral Discussion</td>
<td>Students will answer questions by orally contributing to discussions using complete sentences.</td>
<td>Students will answer questions by orally contributing to discussions using phrases and short sentences.</td>
<td>Students will answer questions by orally contributing to discussions using 2-3 word phrases in response to teacher questions.</td>
<td>Students will answer questions by orally contributing to discussions using yes/no and either/or answers.</td>
<td></td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Knowledge Structure</td>
<td>Expressions</td>
<td>Words</td>
<td>Grammar Structure</td>
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</tr>
<tr>
<td>Compare/Contrast</td>
<td>Similarities and differences between the two</td>
<td>Classification</td>
<td>The environment is/has 1 ____________________</td>
<td>1. Clean</td>
<td>Adjectives</td>
</tr>
<tr>
<td>Identify</td>
<td>environments.</td>
<td>Description</td>
<td>I would 2 ____________________</td>
<td>Dirty</td>
<td>Verbs</td>
</tr>
<tr>
<td>Evaluating</td>
<td></td>
<td>Evaluation</td>
<td>The people who 2 are ____________________</td>
<td>Clean Air</td>
<td>Nouns</td>
</tr>
<tr>
<td>Explaining</td>
<td></td>
<td>Principles</td>
<td>3 ____________________</td>
<td>People</td>
<td>Compare/Contrast</td>
</tr>
<tr>
<td>Interpreting</td>
<td></td>
<td>Choice</td>
<td>2. Live there.</td>
<td>Animals</td>
<td>Language</td>
</tr>
<tr>
<td>Forming Opinions</td>
<td></td>
<td></td>
<td>Not live there.</td>
<td>Garbage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Go Here.</td>
<td>Trees</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not Go Here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson #2

**Main Lesson:** Where Would You Live?

**Age Level:** 3rd Grade

**Lesson Time:** 40-55 minutes

**Materials:**
- *The Lorax,* Dr. Seuss, Random House Publisher
- Paper, Board, Whiteboard Markers
- Pencils
- Venn Diagram Anchor Chart
- Lorax Venn Diagram Images
- Vocabulary Image Cards
- 99 Ideas and Activities for Teaching English Learners with The SIOP Model, Voght and Echevarria, Pearson
- Differentiated Venn Diagram Worksheets

**Overview of Procedure:**

**Initiation (5-10 min):**
Teacher will begin lesson by presenting the lesson to students, and identifying key vocabulary from the text (in addition to vocabulary that will help make text comprehensible).

- Attached you will find Image Cards on pages 31 and 32 titled: Vocabulary Image Cards and Vocabulary Image Cards [2].
- The image cards and vocabulary can be referred to throughout text in order to reinforce vocabulary understanding.

**Procedure (25-30 min):**

**Teacher will** then **read the book, The Lorax, to the whole class.** Teacher will be sure that they pace their speech while they are reading to allow student's time to process the teacher's talk.

**While reading, students will be** asked questions to help keep them engaged, as well as assess their understanding of the text.

Questioning should be modified in order to engage various levels of ELL students in the whole group discussion.

**Sample Text & Questions w/ Modifications:**

Attached you will find scanned images of the below pages, and questions, on pages 33-37, titled: Lorax Question & Text Modifications - Lorax Question & Text Modifications 5.

*Note: Questions do not have to be limited to these — they are examples of Question Strategies and Types from Modules 3*

- Page 4-5: Once-ler; knock on door; Lerkim = Room; pay
- Page 6-7: Why do we have to pay?
  - Is the bucket for us to pay or got us to take the money?
- We use the bucket to ______.
- Point to where you have to pay.

- Page 8-9: What does this remind you of?
  - Can you show me?

- Page 12-13: Use Explicit Pointing
  - This is an opportunity to show positives of this environment.
    - Examples: Animals, Green Grass, Clean Water, Clouds, Trees

- Page 18: What is a thneed?
  - Picture of a sweater and a tree – Have students pick.
  - Is a thneed a sweater or a tree?

- Page 30: What do you think will happen?
  - Will all the trees be cut down or will all the trees stay?
  - Can you show me where the trees have been cut down? [Point]

- Page 36-37: How do you think the animals felt?
  - Do you think the animals were happy or sad that they had to leave?
  - Show me a thumbs up if you think the animals were happy they had to leave; show me a thumbs down if you think the animals were sad.

- Page 39-40: When was a time you were unable to sing/breathe?
  - Can you breathe when there is smoke in the air? [Yes/No].

- Page 45-46: Would you want to swim in that water?
  - Show me a thumbs up if you would swim in that water; show me a thumbs down if you wouldn’t swim in that water.

Teacher will ensure that they provide “wait time” (teacher should aim to wait minimally 5-7 seconds) to allow all students to process question prior to calling on students for a response.

**Oral Modifications for Book Discussion:**
Level 5: Students will answer questions by orally contributing to discussions using complete sentences.
Level 4: Students will answer questions by orally contributing to discussions using phrases and short sentences.
Level 3: Students will answer questions by orally contributing to discussions using short phrases and teacher prompting.
Level 2: Students will answer questions by orally contributing to discussions using 2-3 word phrases in response to teacher questions.
Level 1: Students will answer questions by orally contributing to discussions using yes/no and either/or answers.

After reading the text, teacher will explain to students that they will be comparing and contrasting the Lorax’s environment when the Once-ler took over the land, to when land when the Lorax helped take care of it. **As a whole group, students and teacher will use a Venn Diagram to show similarities and differences** between the Lorax’s environments.
• Teacher will use pictures from the text to represent each environment. The teacher will put one picture over each of the sides of the Venn Diagram to help students visually understand the two environments they are comparing and contrasting. [See pictures attached on page 38 titled: Lorax Anchor Chart Photos.]
  o Teacher can enlarge the Venn Diagram template on page 40 titled: Environments, Level 5 to create an anchor chart, or they can draw their own anchor chart on chart paper.
  o Teacher will then print and cut out Lorax Anchor Chart photos on page 38, and then paste them above each side of the Venn Diagram.
• In order to enhance student discussion, teacher can provide students with sentence starters or topics that could fit into each circle.
  o Example sentence starters:
    ▪ _______ lives in this environment.
    ▪ The people who _______ are ____________.
    ▪ _______ is ____________.
    ▪ The environment is _______.
• Teacher can also use vocabulary cards to help students think about ways they can describe the environments.
• **Students will then be asked to think about which environment they would choose to live in and why.**
  o Students Level 3 and below will be able to minimally orally produce the following phrase:
    ▪ I would Live there/Not live there. – This may be done independently or with teacher guidance. For students who are pre-production, they may show whether or not they would live there, by a showing of thumbs up or thumbs down.
  o Students Level 3 and above will be able to minimally orally produce
    ▪ I would *Live there/Not live there* because _______.

**Oral Modifications for completing the Venn Diagram:**
Level 5: Students will identify characteristics of two different environments by orally contributing to discussions using complete sentences.
Level 4: Students will identify characteristics of two different environments by orally contributing to discussions using phrases and short sentences.
Level 3: Students will identify characteristics of two different environments by orally contributing to discussions using short phrases and teacher prompting.
Level 2: Students will identify characteristics of two different environments by using 2-3 word phrases in response to teacher questions.
Level 1: Students will identify characteristics of two different environments by pointing to labeled illustrations in response to teacher questions.
Closure (10-15 min):
Teacher will then explain to students that they will be creating their own Venn Diagram to show similarities and differences between two different environments.

Before students begin to work on this task, teacher will review a Venn Diagram and what information goes into each area. (For example, the two outside circles are for differences, and the middle circle is for similarities). [See sample Anchor Chart on page 39]. (99 Text)

Teacher will then ask students to return to their seats and complete their personal Venn Diagrams in order to assess student’s ability to compare and contrast two environments and identify whether or not they would live in a particular environment.

- The Venn Diagrams have been modified for Levels 4/5, Level 3 and Level 1/2 students.
  - The Venn Diagram for Level 5 students can be found on page 40 titled: Environments, Level 5.
  - The Venn Diagram for Level 3/4 students can be found on page 41 titled: Environments, Level 3/4.
  - The Venn Diagram for Level 2 students can be found on page 42 titled: Environments, Level 2.
  - The Venn Diagram for Level 1 students can be found on pages 43-44 titled: Environments, Level 1 and Level 1A.
    - Level 1 is empty and allows teacher to create their own pre-selected images in the Venn Diagram that relate to their students.
    - Level 1A is has preselected images and a word bank for students to use when completing the word bank. Teacher may need to model for students in small groups how to complete this Venn Digaram.

Students will then independently or in pairs complete a Venn diagram comparing and contrasting two locations. Some examples of locations students can compare/contrast are: a clean classroom and a dirty classroom; a well-kept park, and an abandoned park; and much more.

Written Modifications for completing the Venn Diagram:
Level 5: Students will independently complete a Venn Diagram to compare and contrast two environments.
Level 4: Students will individually complete a Venn Diagram to compare and contrast two environments by filling in the blanks of partially constructed sentences.
Level 3: In pairs, students will complete a Venn Diagram to compare and contrast two environments by filling in the blanks of partially constructed sentences.
Level 2: In pairs, students will complete a Venn Diagram to compare and contrast two environments by using a word bank to fill in the blanks of partially constructed sentences.
Level 1: In pairs, students will use pictures and illustrations to complete a Venn Diagram to compare and contrast two environments, and circle the differences in illustrations.

*Although Level 2 and Level 1 students will be working in pairs to complete this assignment, teacher may also choose to create small teacher guided groups to assist students in completing task. Teacher will also travel throughout room asking questions to help prompt responses from all students.
<table>
<thead>
<tr>
<th>Town</th>
<th>Grass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind Blows</td>
<td>Fish</td>
</tr>
<tr>
<td>Clean</td>
<td>Dirty</td>
</tr>
<tr>
<td>Clouds (Dirty) = Smog</td>
<td>Clouds (Clean)</td>
</tr>
<tr>
<td>Lorax</td>
<td>Animals</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Trees</td>
<td>People</td>
</tr>
<tr>
<td>Recycling</td>
<td>Happy</td>
</tr>
<tr>
<td>Sad</td>
<td>Good</td>
</tr>
<tr>
<td>Bad</td>
<td>No</td>
</tr>
</tbody>
</table>
Lorax Question and Text Modifications

Page 4-5
- Focus on terms/vocab that may cause confusion
  - Examples:
    - Once-ler
    - Lerkim = Room
    - Pay

Page 6-7
- Why do we have to pay?
- Is the bucket for you to pay or for you to take?
- Point to the area where you have to pay.
Lorax Question and Text Modifications 2

Page 8-9

- What does this remind you of?
- Can you show me?

Page 12-13

- Use explicit pointing to show vocabulary.
- This is also an opportunity to show positives of this environment.
- Examples: Animals, Green Grass, Clean Water, Clouds, Trees
Lorax Question and Text Modifications 3

Page 18

- What is a thneed?
- Is a thneed a sweater or a tree?
  - Hold up a picture of two different objects (sweater/tree) and ask students to pick which one could be a thneed.

Page 30

- What do you think will happen?
- Will all the trees be cut down, or will all the trees be cut down.
- Can you show me where the trees have been cut down?
  [Point]
Page 36-37

- How do you think the animals felt?
- Do you think the animals were happy or sad that they had to leave?
- Show me a thumbs up if you think the animals were happy they had to leave; show me a thumbs down if you think the animals were sad.

Page 39-40

- When was a time you were unable to sing/breathe?
- Can you breathe when there is smoke in the air? [Yes/No]
Would you want to swim in that water?

Show me a thumbs up if you want to swim in the water; show me a thumbs down if you do not want to swim in the water.
**Venn Diagram**

**Compare and Contrast Anchor Chart**

- **Contrast**
  - Triangle
  - 3 Sides
  - 3 Angles

- **Compare**
  - Blue Shape
  - SAME
    - Also...
    - Too...
    - Like...
  - DIFFERENT
    - However...
    - On the other hand...
    - But...
    - Different from...

- Rectangle
  - 4 Sides
  - 4 Angles

**DIFFERENT**
- However...
- On the other hand...
- But...
- Different from...
Environments
Level 2

This environment is
__________________________________.

This environment has
__________________________________.

The people who _____________ are
__________________________________.

Both environments are
__________________________________.

Both environments have
__________________________________.

This environment is
__________________________________.

This environment has
__________________________________.

The people who _____________ are
__________________________________.

Both environments have
__________________________________.

---

**WORD BANK**

Clean  Dirty Air  People  Garbage
Dirty  Clean Air  Live Here  Happy
Animals  Trees  Go Here  Sad
Circle One:
I would live in this environment. 
I would not live in this environment.

Circle One:
I would live in this environment. 
I would not live in this environment.
**Directions:** Please complete your Venn Diagram by filling in each circle with words from the below word bank!

- Messy Room
- Clean Room

**Terms:**
- Messy Desk
- Messy Bed
- Clean Bed
- Clean Desk
- Clean Dresser

**Diagram:**
- Messy Room
- Clean Room
- Room
Resources/Citations


Handout Modules A, 1, 2 & 3: Verplaetse and Ferraro

The Lorax. Dr. Seuss. (1971). Random House Publisher
**Rationale Narrative**

Throughout Lesson 2, I chose to use several different modification strategies in order to make the content comprehensible for varying ELL's. Some of the strategies that I decided to use included: illustrations/pictures, regalia/role play, Venn Diagrams, vocabulary cards, anchor charts and various questioning strategies.

Illustrations and pictures are used throughout this lesson, as it provides a consistent way to assist students in identifying key vocabulary terms, and aid ELL's in developing a clearer understanding of more abstract concepts (such as The Lorax), similarly to its consistency in Lesson 1. Photos are used during the initiation of this lesson to help identify key vocabulary and text specific words, and then used again throughout the whole group discussion and Venn Diagram assignment, in order for ELL students to be able to refer back to images that they are familiar with. Regalia or role-play can also be used during the initiation, as well as during the read aloud, to help students further grasp more difficult concepts or unfamiliar terms. (For example: the Whisper-ma-phone can relate to cups and string or playing “telephone.”)

Venn Diagrams have been used as the ending activity and as a less formal assessment, as students will be able to demonstrate their understanding of different environments. The Venn Diagram Activity is first modeled in a whole group discussion, as students and teacher work to identify key differences and similarities between the clean Lorax Environment and the dirty Lorax Environment. The teacher then goes over the anchor chart for Venn Diagrams that is hanging in the room, in order to remind students that they can use their surroundings to help create their own output. By reviewing this Venn Diagram Anchor Chart, the teacher is also able to review another example of a Venn Diagram, and this provides an opportunity to amplify, rather than simplify the activity. If students are still struggling with the concept of Venn Diagrams, the teacher can amplify the activity even more by creating another Venn Diagram with the whole class or small groups of students with another example. This repetition is very beneficial for ELL students as it allows them to become comfortable and familiar with a concept.
Each Venn Diagram has varying modifications in order to assist ELL's in producing content specific output. Modifications differ in questioning styles, as well as how the activity is completed. For example, Level 3 and below students will complete the task in pairs, while Level 4/5 students will complete the task individually. Allowing Level 3 and below students to complete the task in pairs will allow them with the opportunity to negotiate meaning and create output together. By allowing Level 1 students to circle differences, this allows them to show their understanding, while they continue to build their vocabulary.

While reading and asking students questions, I also chose to make note that the teacher should implement wait time and slow down their talk. This is important because varying levels of students require additional time to process talk, and formulate responses.

In addition, using vocabulary cards is beneficial as it provides an opportunity for the teacher and the students to depict meaning with use of pictures that represent the same vocabulary to both parties.

As I mentioned in Lesson 1, it is extremely important for students to build a shared history, make use of visuals, and to negotiate meaning. Students are able to negotiate meaning through whole group discussions, pair and small group interaction throughout this lesson.

By choosing to use a variety of strategies within this lesson, I believe that I have been able to accommodate and modify the content for various learning needs and styles presented by Level 1-5 ELL learners in a mainstream classroom.
Lesson 3
Lesson 3 - Environmental Handprint

Content Objectives:
1. Students will be able to make real world connections to the text.

Language Objectives:
1a. Students will orally share ideas about how to make an environment better.
1b. Independently, students will write what they would do to their environment if they had the last truffula seed.

Performance Indicators:

<table>
<thead>
<tr>
<th>Function</th>
<th>Fluent/Nearly Fluent Level 5</th>
<th>Intermediate Level 4</th>
<th>Speech Emergent Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written: Explain - Real World Connections to Text</td>
<td>Students will independently write a paragraph explaining what they would do to better their environment if they had the last truffula seed.</td>
<td>Students will independently write 3-4 sentences explaining what they would do to better their environment if they had the last truffula seed, with the help of sentence starters.</td>
<td>Students will write 2-3 sentences explaining what they would do to better their environment if they had the last truffula seed, by filling in the blanks of partially constructed sentences.</td>
<td>Students will write 2-3 sentences explaining what they would do to better their environment if they had the last truffula seed, by filling in the blanks of partially constructed sentences with the use of phrase banks.</td>
<td>Students will draw a picture demonstrating what they would do to better their environment if they had the last truffula seed, and use pictures and illustrations to complete a partially constructed sentence structure.</td>
</tr>
<tr>
<td>Speaking: Explain - Real World Connections to Text</td>
<td>Students will identify ways they can make their environment better by orally contributing to discussions using complete sentences.</td>
<td>Students will identify ways they can make their environment better by orally contributing to discussions using phrases and short sentences.</td>
<td>Students will identify ways they can make their environment better by orally contributing to discussions using short phrases and teacher prompting.</td>
<td>Students will identify ways they can make their environment better by using 2-3 word phrases in response to teacher questions.</td>
<td>Students will identify ways they can make their environment better by pointing to labeled illustrations in response to teacher questions, and answering yes/no questions.</td>
</tr>
</tbody>
</table>
# Lesson 3 – Environmental Handprint Unit
## Language Function Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Knowledge Structure</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar Structure</th>
</tr>
</thead>
</table>
| Describe          | How students can make their environments better | Classification Description Principles Choice | If I had the last truffula seed, I would ___1__________.  
I would make this environment better by ___1__________.  
The environment I would choose to make better is ___2__________.  
I would do this because it would ___3__________. | 1. Clean up/Cleaning up.  
Follow the rules/Following the rules.  
Share with friends/Sharing with friends.  
Recycle/Recycling.  
Throw away my trash/Throwing away my trash.  
Be nice to people/Being nice to people.  
2. The park  
My school.  
My house.  
My neighborhood.  
The playground.  
3. Make people happy.  
Make the earth clean.  
Make it a safe place. | Verbs  
Descriptors/Adjectives  
Nouns  
Cause-Effect  
Conjunctions |
Lesson #3

Main Lesson: You Can Make a Difference

Age Level: 3rd Grade

Lesson Time: 35-45 minutes

Materials:
The Lorax, Dr. Seuss, Random House Publisher
Chart Paper
Marker
Differentiated Writing Prompt Sheets
99 Ideas and Activities for Teaching English Learners with The SIOP Model, Voght and Echevarria, Pearson
Orange Construction Paper
Scissors, Glue
Lorax Mustache Template

Overview of Procedure:
Initiation (5 minutes):
Teacher will tap background knowledge from, The Lorax, which was read in class the day before. The teacher will ask the students to brainstorm ways that the Lorax's Environment was made a better place. [Teacher can refer back to the Venn Diagram to show students an improved environment]. Students will then be put in the position to decide what they would do if they had the last truffula seed.

- Teacher will facilitate a whole group discussion with students, with the end goal of helping students make real world connections to the text. [Lorax makes environment better = Students can make environment better.]

Procedure (15-20 minutes):
As a whole class, the students and the teacher will work together to brainstorm a list of ideas about choices they make, and how they can impact their environment in a positive way.

- First, teacher will allow students 2 minutes to turn and talk and share ideas with students next to them, prior to continuing whole group discussion.
- The teacher can also tie this content into classroom expectations and positive behavior choices. This will allow another way for students to make connections.
- While brainstorming, teacher can introduce new Vocabulary Image Cards that can be found on pages 55-56, titled: Vocabulary and Phrase Cards and Vocabulary and Phrase Cards [2].
• Teacher can also refer to Vocabulary Cards and Images from Lessons 1 and 2. Lesson 1 sample images can be found on pages 14 and 15, titled: Recycling Images and Recycling Images [continued]. Lesson 2 images can be found on page 31-32 titled: Vocabulary Image Cards and Vocabulary Image Cards [2].

**Oral Modifications to use during Brainstorming:**
Level 5: Students will identify ways they can make their environment better by orally contributing to discussions using complete sentences.
Level 4: Students will identify ways they can make their environment better by orally contributing to discussions using phrases and short sentences.
Level 3: Students will identify ways they can make their environment better by orally contributing to discussions using short phrases and teacher prompting.
Level 2: Students will identify ways they can make their environment better by using 2-3 word phrases in response to teacher questions.
Level 1: Students will identify ways they can make their environment better by pointing to labeled illustrations in response to teacher questions, and answering yes/no questions.

After students brainstorm the first list of ways that they can impact their environment, (Examples: recycling, throwing away trash, keeping animals and people safe, etc.) the teacher will facilitate the brainstorming of another list.

This time, students will brainstorm ideas of how they can help make their classroom and their school a better place.
• Example Responses could include: follow the rules, be nice, show respect, etc.
• Teacher can then relate to students that making good choices to benefit their community (school and classroom) can compare to their actions in the park, at their home, etc.
• Teacher can brainstorm ideas and create new vocabulary cards if needed in addition to the sample image cards found on pages 55-56, titled: Vocabulary and Phrase Cards and Vocabulary and Phrase Cards [2]. Teacher can add new vocabulary image cards, as they deem necessary, because these images assist students with understanding some of the more abstract concepts.
  o Each of these images can also be added to a chart or word wall so that students can refer to them in future lessons, and during their writing prompt. Students may also be able to refer to previous anchor charts to help them negotiate meaning of text.
• Teacher should also consider using role-playing and realia where it seems appropriate during discussion.
  o For example: Teacher could leave trash all of the desk, and ask students what would happen if they never threw their trash away.
Another example: Ask students to show you what would happen if there were no rules for when to talk. (Students will all talk over one another). Then ask students to show you what happens when they follow the rules.

- Teacher can also ask students prompting questions that require them to show a thumbs up or thumbs down depending on if they think it is good for the environment, or bad for the environment.

**Oral Modifications to use during Brainstorming:**

Level 5: Students will identify ways they can make their environment better by orally contributing to discussions using complete sentences.

Level 4: Students will identify ways they can make their environment better by orally contributing to discussions using phrases and short sentences.

Level 3: Students will identify ways they can make their environment better by orally contributing to discussions using short phrases and teacher prompting.

Level 2: Students will identify ways they can make their environment better by using 2-3 word phrases in response to teacher questions.

Level 1: Students will identify ways they can make their environment better by pointing to labeled illustrations in response to teacher questions, and answering yes/no questions.

**Closure (15-20 min):**

*Students will then work on creating their own text to share how they can impact their community.* The teacher will explain to students that in the story, the Lorax had the truffula seed to help him make a difference, and that each of them have the same power to make a difference in their environment.

- Teacher will refer to the two charts that the students just brainstormed, and ask 2-3 students to share how they can make a difference.

- The teacher will then read the quote:

  "*Unless someone like you cares a whole awful lot, nothing will get better. It's not.*"

- The teacher will then repeat that even though this quote is from *The Lorax*, students can relate to it, and it is now their turn to share how they would help take care of their environment, if they had the last truffula seed.

Before students return to their seats, the teacher will then model written language that students can use while providing their written responses.

- If I had the last truffula seed, I would ____________.
- The environment I would choose to make better is ____________.
- I would do this because it would ____________.
- I would make this environment better by ____________. 
The teacher will write these examples on the board, and fill in the blanks based upon student responses and previous brainstorming sessions.

Students will return to their seats and independently work on responding to *The Lorax* prompt.
- The prompt sheets have been modified for Levels 5, Level 4, Level 3, Level 2, and Level 1 students.
  - The prompt sheet for Level 5 students can be found on page 57 titled: Prompt – Level 5.
  - The prompt sheet for Level 4 students can be found on page 58 titled: Prompt – Level 4.
  - The prompt sheet for Level 3 students can be found on page 59 titled: Prompt – Level 3.
  - The prompt sheet for Level 2 students can be found on page 60 titled: Prompt – Level 2.
  - The prompt sheet for Level 1 students can be found on page 61 titled: Prompt – Level 1.

**Written Modifications for Writing Prompt:**
Level 5: Students will independently write a paragraph explaining what they would do to better their environment if they had the last truffula seed.
Level 4: Students will independently write 3-4 sentences explaining what they would do to better their environment if they had the last truffula seed, with the help of sentence starters.
Level 3: Students will write 2-3 sentences explaining what they would do to better their environment if they had the last truffula seed, by filling in the blanks of partially constructed sentences.
Level 2: Students will write 2-3 sentences explaining what they would do to better their environment if they had the last truffula seed, by filling in the blanks of partially constructed sentences with the use of phrase banks.
Level 1: Students will draw a picture demonstrating what they would do to better their environment if they had the last truffula seed, and use pictures and illustrations to complete a partially constructed sentence structure.

**Students will then** glue their written response onto orange construction paper, and glue the Lorax Mustache onto the top of the sheet. The Lorax Mustache Template can be found on page 62, titled: Mustache Template.

Once all of the students have completed their responses, the teacher can ask several students if they would be interested in sharing what they would do to make their environment better. Then, the teacher can make a bulletin board in the classroom with every student’s response that can act as a friendly reminder to all students that they can make a difference in the world.
<table>
<thead>
<tr>
<th>Follow the rules</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean up the trash</td>
<td>Room</td>
</tr>
<tr>
<td>Happy</td>
<td>Sad</td>
</tr>
<tr>
<td>People</td>
<td></td>
</tr>
<tr>
<td>Park/Playground</td>
<td>Animals</td>
</tr>
<tr>
<td>Earth</td>
<td>Recycling Recycle</td>
</tr>
<tr>
<td>Good for the environment</td>
<td>Bad for the environment</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>Lorax</td>
<td>Truffula Seed</td>
</tr>
<tr>
<td>![Safety Sign]</td>
<td>![Danger Sign]</td>
</tr>
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The Lorax speaks for the trees!
"Unless someone like you cares a whole awful lot, nothing will get better. It's not."
"Unless someone like you cares a whole awful lot, nothing will get better. It's not."

If I had the last truffula seed,


The environment I would choose to make better is


I would make this environment better by


I would make this environment better because


“Unless someone like you cares a whole awful lot, nothing will get better. It’s not.”

If I had the last truffula seed, I would make ________________ better.

I would make this environment better by ________________

and ________________.

I would choose to make ________________ better because ________________.
“Unless someone like you cares a whole awful lot, nothing will get better. It's not.”

If I had the last truffula seed, I would make ____________ better.

a) my school  
b) my house  
c) the park  
d) the playground  
e) my room

I would make this environment better by ____________________

and ____________________.

b) cleaning up the trash  
c) following the rules  
d) recycling  
e) being nice to people

a) cleaning up the trash  
b) following the rules  
c) being nice to people

I would choose to make ____________________ better because it

would ____________________.

a) make people happy  
b) make people sad  
c) make the earth clean  
d) make animals happy  
e) make it a safe place

a) my school  
b) my house  
c) the park  
d) the playground  
e) my room
"Unless someone like you cares a whole awful lot, nothing will get better. It’s not."

If I had the last truffula seed, I would make _____________ better.

a) my school

b) my room

I would _________________.

a) clean up the trash

b) follow the rules

It would make _____________________________.

a) make people happy 😊

b) make people sad 😞
Resources/Citations


Handout Modules A, 1, 2 & 3: Verplaatse and Ferraro

The Lorax. Dr. Seuss. (1971). Random House Publisher
Rationale Narrative

Throughout Lesson 3, I chose to use several different modification strategies in order to make the content comprehensible for varying ELL's. Some of the strategies that I decided to use included: illustrations/pictures, regalia/role play, vocabulary cards, various questioning strategies, repetition and modeling.

Illustrations and pictures are used throughout this lesson, similarly to the reasoning I have chosen to use them in Lessons 1 and 2 of this unit. Illustrations provide a consistent way to assist students in identifying key vocabulary terms, and aid ELL's in developing a clearer understanding of more abstract concepts. The photos that are used during this lesson are for individual words, as well as images that help represent common phrases that may be used to convey meaning or identify phrases for ELL's during their writing prompt activity. These illustrations can also be turned into vocabulary cards that each student can have at their desk or refer to them on a word wall or chart.

In addition to illustrations, providing regalia and role-play opportunities during brainstorm sessions can be beneficial for students as it allows them to associate an action or physical object with what is being discussed. For example, having students demonstrate throwing away trash, or modeling appropriate classroom behavior can allow content to be comprehensible for ELL students.

Various questioning strategies are very important as they allow students to create output. Creating output is one aspect of assessing a students understanding of content. Throughout this lesson, various strategies have been used to provide opportunities of output for students. Some examples are: thumbs up/thumbs down, yes/no questions, fill in the blank, sentence starters, etc. These strategies allow opportunities for all students, including pre-production, to participate.

Creating repetition and consistency in vocabulary, and phrases used is a great strategy for ELL students, as it provides more than one opportunity for them to negotiate meaning and understand content. Additionally, by amplifying the brainstorm activity, students are able to brainstorm about different topics, and build confidence in completing a similar task for their writing prompt. I have chosen to amplify the brainstorm activity, rather than simplify, because it will allow students to generate multiple phrases that can then be used in their personal work. Being able to brainstorm is also a great skill that students will be able to utilize in various
content areas and in future lessons. Therefore, allowing students multiple opportunities to practice brainstorming is beneficial in the short-term, and for the long-term.

I have also chosen to model sentence structure, brainstorming strategies and the activity to students in this lesson. This aids students in understanding what is expected of them, without creating an added stressor of trying to make content comprehensible, as well as trying to negotiate what is expected of them to complete. This is a great strategy to use throughout the lesson, as it allows the focus to be on the content rather than having students struggling to identify the activity, and what they need to do.

Finally, during this lesson, I have provided students with the opportunity to negotiate meaning and interact with one another. During the first brainstorm session, students were asked to turn and talk to their partner for two minutes. This provides students with the opportunity to negotiate meaning, think through and formulate their responses. It is extremely important to allow students with the chance to negotiate meaning with students (or teachers), as it will only help students improve their understanding. During this time, some students may even be able to take the opportunity to utilize their L1 in order to negotiate meaning or formulate responses.

Similarly to Lessons 1 and 2, finding ways for students to build a shared history, make use of visuals, and to negotiate meaning is crucial. Students are able to create shared history through discussions, brainstorming and role-playing. They are then able to make use of visuals through illustrations and charts. Students are also able to negotiate meaning through whole group discussions, partner interactions.

Therefore, by choosing to use a variety of strategies within this lesson, I believe that I have been able to accommodate and modify the content for various learning needs and styles presented by Level 1-5 ELL learners in a mainstream classroom.
Unit: Environmental Handprint
Grammar Index and Language Function Checklist

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Original Lessons
Environmental Handprint Unit
Alyssa Duffy
TSL 518 – Summer 2015

Title: Environmental Handprint Unit

Grade Level: 3rd Grade

Target Group: Mainstream class with integrated ELL students

Written Reading Materials:
- The Lorax by Dr. Seuss; Random House Children's Books. [Entire Book]
- The Importance of Recycling article - teacherspayteachers account by Alyssha Swanson
- Reusing Trash article – teacherspayteachers account by Alyssha Swanson

Source of Lessons:
- Peer (former classmate) provided ideas for general environmental topic
- Original Student Teaching Lesson plans

Overarching Learning Goals:
- I want my students to know how important it is to keep our Earth (and community) clean.
- I want my students to know that they can make a difference.
- I want my students to know that what they do impacts those around them.
- I want my students to know that they can recycle – both in a recycling bin and creatively!
Lesson #1

Main Lesson: The Environment & Recycling

Goal: Students will read and understand the importance of Recycling and how it impacts our Earth.

Objective: Students will be able to identify ways that recycling impacts our Earth.

Materials:
The Importance of Recycling article - teacherspayteachers account by Alyssha Swanson
Reusing Trash article – teacherspayteachers account by Alyssha Swanson
Paper, Board, Whiteboard Markers
Pencils, Highlighters

Overview of Procedure:
Students will read about recycling in two different articles, The Importance of Recycling and Reusing Trash. Students will first read the text individually or in small groups. They will underline/highlight what they find to be important. I will also provide students with guiding questions.

Some examples of guiding questions are:
- What are some ways you can recycle?
- What do we use from our planet to make things like toys and cars?
- Can you name an example of something that can be recycled? (or more than 1).

We will then regroup as a whole class and discuss the article that they have read, identifying important points from the text.

Teacher will then look to identify students reading comprehension associated with the texts, by using an assessment.
Lesson #2

Main Lesson: Where Would You Live?

Goal: Students will identify ways that they can impact the world in a positive way.

Objective: Students will be able to compare and contrast two different environments.

Materials:
The Lorax, Dr. Seuss Book
Paper, Board, Whiteboard Markers
Pencils

Overview of Procedure:
Teacher will read the book, The Lorax, to the whole class.
While reading, students will be asked to think about positive and negative examples of things that happen to the Lorax and his environment.

Several sample questions will be asked to help guide the discussion are:
- What/Who do you think the Lorax is?
- When does the Lorax peek out of his shutters?
- Why is it important to use the whisper phone?
- What words does the author use to help you picture the Lorax?
- What were the problems the Lorax had with the truffula trees being cut down?
- What needs to be done with the last truffula seed?

As a whole group students and teacher will use a Venn Diagram to show similarities and differences to the Lorax's environment. Students will then be asked to think about which environment they would choose to live in and why.

Students will then independently complete their own Venn diagram comparing and contrasting two locations. Some examples are: a clean classroom and a dirty classroom; a well-kept park, and an abandoned park; and much more.

Students will be asked to express the similarities and differences of their two locations and explain why they would choose to live or interact in either location.
Lesson #3

Main Lesson: You Can Make a Difference

Goal: Students will identify ways that they can impact the world in a positive way.

Objective: Students will be able to make real world connections to the text.

Materials:
- *The Lorax*, Dr. Seuss
- Chart Paper
- Marker
- Writing Prompt Sheet
- Lorax Mustache Template

Overview of Procedure:
Teacher will tap background knowledge from, *The Lorax*, which was read in class the day before. The teacher will ask the students to brainstorm ways that the community was made a better place. Students will be put in the position to decide what they would do with the last truffula seed. This can relate to students making good choice to benefit their community (school and classroom).

As a whole class, students we will begin to generate a list of ideas about choices they make, and how they can impact the community. [This can also be tied into classroom expectations and positive behavior choices.]

Students will then work on creating their own text to share how they can impact their community. Students will then mount their paragraph onto a Lorax art and crafts project template. Students will go back to their seats and respond to the following prompt:

"Unless someone like you cares a whole awful lot, nothing will get better. It's not."

The quote is from *The Lorax*. In class we discussed how each person can help take care of the environment.

The teacher will add questions such as: How does this quote apply to you everyday? What can you do differently our classroom and school a great place to learn?
Reusing Trash?

Have you ever wondered where all the trash goes when the garbage truck comes and takes it away? It is taken to a place called a landfill. A landfill is a place where they pile garbage, smash it up, and then bury it. This can be harmful to us and animals. But what if we could reuse that stuff? Well, the good news is, we can!

If you have something that you don’t want anymore or you have outgrown, then you can give it to someone or donate it. Maybe your family is getting new furniture? They can sell the old furniture and someone else can reuse it. Most things do not have to be thrown away.

Another option for our stuff is to recycle it. Most of the things we use everyday can be recycled. If you think about it, you can probably put most of your trash items in one of the following categories: plastics, metals, glass, or paper. All of these things are easy to recycle.

Recycling is where the items are melted or broken down and made into something new. We are basically reusing the things that we would have thrown away. This is important because it keeps that stuff from sitting in a landfill and staying there forever!

Can you imagine wearing an empty milk jug as a shirt? Once the milk jugs are cut into tiny pieces, they can be used to make shirts, mittens, and other fabrics. Aluminum, like soda cans, can be used for car parts and bicycles. Glass can be made into tiles used for floors, artwork, and jewelry. Recycling protects our Earth, animals, and us...and that is pretty cool!
Importance of Recycling

We use resources from our planet to make things like toys, cars, dishes, houses, and so much more! This is a good thing. Our Earth has been good to us and now it's time to return the favor!

We mix resources like wood, oil, and minerals from the Earth with other things to create the stuff we use every day. The problem is, when we do this, we create something that stays around forever. Items such as plastic won't decompose, or break down. The problem with this is that most people just throw it away when they are finished with it. Where does it all go?

Landfills are places where trash is taken and dumped off. This space is limited and when we fill it up we have to find somewhere else to take the garbage. There is a solution, though, and that is to recycle. Recycling means that we reuse it or turn it into a new product. This keeps it from going into landfills and just sitting there.

Many things that we use each day can be recycled. We can turn writing paper or newspapers into new types of paper. An aluminum can, can be melted down and turned into a new one. Glass can be melted and used as jewelry, mirrors, counter tops and many other things.

Recycling is not hard to do. It just takes time to sort the materials into different piles and take them to a recycling center. However, many cities have made it easy by offering a recycling service where they come to your house and pick up the material. What will you do? How do you recycle?
At the far end of town
where the Grickle-grass grows
and the wind smells slow-and-sour when it blows
and no birds ever sing excepting old crows...
is the Street of the Lifted Lorax.
Way back in the days when the grass was still green
and the pond was still wet
and the clouds were still clean,
and the song of the Swomee-Swans rang out in space…
one morning, I came to this glorious place.
And I first saw the trees!
The Truffula Trees!
The bright-colored tufts of the Truffula Trees!
Mile after mile in the fresh morning breeze.