Animal Homes Unit
Grade 2

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Professor: Dr. Lorrie Verplaetse
TSL 518/Summer 2015
Southern Connecticut State University
Introduction
1. **Unit Title**: Animal Homes
2. **Grade level**: 2
3. **Target Group**: Sheltered Content Course
4. **Source of Written Reading Materials**:
5. **Source of Lessons**:
   - Lessons and text modified from:
   - KWL Chart:
   - YouTube Video:
6. **Goals**:
   - I want my students to know that there are different types of animal homes.
   - I want my students to know some of the different animal homes that exist.
   - I want my students to know the text and graphic features of informational text.
   - I want my students to know how to describe animal homes.
Lesson 1
## Lesson 1 Objectives

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Language Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to compare two animals,</td>
<td>1a. After reading aloud the text “Animals Building Homes” and having a group</td>
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<tr>
<td>describing how they are similar and different.</td>
<td>discussion about animals and their homes, students will</td>
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<td></td>
<td>independently write sentences to describe at least</td>
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<td>one similarity and one difference between two animals.</td>
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<td></td>
<td>1b. Students will orally share their comparison writing in small groups.</td>
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</tbody>
</table>

## Lesson 1 Performance Indicators

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Fluent/Bridging</th>
<th>Level 4 Expanding Fluency</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Pre-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Speaking</td>
<td>Students will</td>
<td>Students will</td>
<td>Students will</td>
<td>Students will</td>
<td>Students will</td>
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<tr>
<td>Compare/contrast two animals</td>
<td>complete a Venn</td>
<td>complete a Venn</td>
<td>complete a Venn</td>
<td>work in pairs to</td>
<td>work in a small group</td>
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<td>diagram and write a</td>
<td>diagram and write two</td>
<td>diagram and write two</td>
<td>complete a Venn</td>
<td>to complete a Venn</td>
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<td></td>
<td>paragraph describing</td>
<td>similarities and two</td>
<td>similarities and two</td>
<td>diagram, in which they</td>
<td>diagram by choosing a</td>
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<td></td>
<td>at least two</td>
<td>similarities and two</td>
<td>differences between</td>
<td>write two similarities</td>
<td>similarity and</td>
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<td>similarities and two</td>
<td>differences between</td>
<td>two animals from the</td>
<td>and two differences</td>
<td>difference between</td>
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<td></td>
<td>differences between</td>
<td>two animals from the</td>
<td>text, using sentence</td>
<td>between two animals from</td>
<td>two animals from the</td>
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<td></td>
<td>two animals from the</td>
<td>text, using</td>
<td>starters provided.</td>
<td>text, using short</td>
<td>text.</td>
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<td></td>
<td>text, using short</td>
<td>sentence starters provided.</td>
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<td>sentences.</td>
<td>Students will orally share</td>
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<td>their comparisons in a</td>
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<td>small group, using</td>
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<td>simple sentences.</td>
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<td>simple sentences.</td>
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<tr>
<td>Function</td>
<td>Situation</td>
<td>Knowledge Structure</td>
<td>Expressions</td>
<td>Words</td>
<td>Grammar and Discourse Structures</td>
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<tr>
<td>Compare/contrast</td>
<td>Similarities and differences between two animals</td>
<td>Description</td>
<td>A _____ 1 _____ is (similar to/different than) _____ 1 ____.</td>
<td>1. Animals: beaver, fox, hummingbird, mouse, weaver bird, termite, polyp, gopher, chickadee, polar bear</td>
<td>Nouns Adjectives Conjunctions</td>
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<td>Ex: A <em>hummingbird</em> is different than a <em>polar bear</em>.</td>
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<td>B. A _____ 1 _____’s _____ 2 _____ is/are _____ 3 _____ and/but A _____ 1 _____’s _____ 2 _____ is/are _____ 3 ____.</td>
<td>2. Home, wings, fur, body, head, feet, family</td>
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<td></td>
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<td></td>
<td>Ex: A <em>hummingbird’s home</em> is <em>small</em> but a <em>polar bear’s home</em> is <em>large</em>.</td>
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</tbody>
</table>

Lesson 1, Page 2
Animal Homes Unit: Lesson 1

(Italicized font indicates ideas from original lesson. Bold font highlights changes, additions made.)

Time: Approximately 1 hour

***Make sure to speak at an appropriate pace throughout the lesson so all learners can comprehend your oral output.

INITIATION (15 minutes)
- Ask students to think about what they know about animals and their homes.
- In small groups, give students different magazines, articles, and newspapers and tell them to find pictures that remind them of animals and animal homes. Then have the students draw pictures to show their knowledge of animals and their homes.
- In a whole group setting, have each small group share what they know and want to know about animals and their homes, using their pictures and drawings to display this information. Put student drawings on the KWL chart and fill out:
  - K-What students already know about animals and their homes
  - W-What they would like to learn about animals and their homes
- Discuss that today we will be learning about different animal homes as we read.
- Teacher read aloud-“City Life is for the Birds” (Journeys, Grade 2 Teacher’s Guide, T14)—to model fluency, preview topic and related vocabulary.
  - Level 1-3 Modification—The teacher will display images to correspond with the major events of the text. Students that may not comprehend all of the language in the text will understand the text based on the pictures provided by the teacher as she reads aloud the story. A caption has been provided for each image. The teacher can read and signal to different parts of the picture to show what is occurring in the story. SEE LESSON 1, PAGE 7-11.
  - The teacher will ask different questions depending on language level. Sample questions:
    - Level 4/5-Why do you think Pale Male and Lola liked their home on the building? What would you have done if you lived in the apartment building? Why did the bird lovers protest?
    - Level 3-Why did the people in the apartment building remove the nest? What would you have done?
    - Level 1/2- Who are Pale Male and Lola? (student may answer by pointing to picture) Which section sounds like it would be about the nest? “No Place like Home” or “The Hawks Return”?

ACTIVITIES:
(5 minutes)
- Review the Vocabulary in context-Student Book page 186. SEE LESSON 1, PAGE 12
  - Words: Shaped, branches, pond, beaks, deepest, break, hang, winding
  - The vocabulary in context section contains the vocabulary words, a sentence using the word, and a picture to accompany the vocabulary in context.
  - The teacher will hold each vocabulary card up and read each word and have students repeat aloud. Level 4 and 5 students can read the sentences for each word out loud. Teacher will ask what students think each word means and will guide
student pairs to look at the picture and use context clues in the sentence to figure out the meaning. The teacher will then give a clear definition of each word, using pictures and gestures to support lower level language learners.

- As students and teacher read new words together, add this vocabulary to the word/grammar wall that students can reference.

(5 minutes)

- **Read aloud while students follow along: “Preview the Selection” - Student book page 189.** See Lesson 1, Page 12.
  - Display pictures as the topic is being introduced to support understanding of the content: Pictures of a home, a bear in a cave, a bird in a nest, and different weather conditions will help students comprehend the preview of the topic—which is animal homes.

- **Read aloud the essential question: “What are animal homes like?”** When asking the question, make gestures to provide a visual of the question being asked. Model how the question should be answered. Ex: “Some animal homes are up high. Some animals live on top of trees. Some animal homes are hot.” Have students answer and discuss their answers with a partner.
  - Level 4/5 students will answer the question in pairs, following a similar response format as modeled.
  - Level 1, 2, 3 students will work in a group led by the teacher. The teacher will ask the essential question using gestures and will provide visuals to help yield responses. Ex: Picture of a large cave → The teacher will ask either/or questions about the pictures.
    - Is the animal home large or small? (Use gestures to show the sizes)
    - Is the animal home dark or light? (Turn on and off the light for visual)
    - Is the animal home cold or hot? (Body gestures for temperatures)
    - Level 1/2 students will answer in 1 to 2 word phrases.
    - Level 3 students will be asked to use the short phrase “The home is ___” when responding.

(10 minutes)

- **Have students read the informational text “Animal Building Homes” by Wendy Perkins:**

- **Modifications:**
  - Level 4/5 - Students will read the original text on their own.
  - Level 3 - Students will read a modified version of the text with a buddy.
  - Level 1/2 - Students will follow along as the teacher reads aloud a modified version of the text.
  - SEE Lesson 1, Pages 13-16 FOR SAMPLES AND TEXT MODIFICATIONS.

(20 minutes)

- Display a copy of the pictures from the text on the board as visual support for students. After reading the text, as a whole class, discuss what animal homes are, why they are important, and what different animal homes were described in the text.
- Explain to students that today they are going to be comparing two animals, saying and writing how they are similar and how they are different. Visually model what the two terms mean:
  - EX: Hold up two pictures of circles and say “similar”. Hold up a picture of a heart and a picture of a circle and say “different”. Hold up two hearts and say “similar” Hold up a star and a square and say “different”.
  - Write the word similar on the board and put a visual example (two circles) below it. Write the word different on the board and put the visual (heart and square) below it.

<table>
<thead>
<tr>
<th>Similar</th>
<th>Different</th>
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</table>

- Model how to compare/contrast using a Venn diagram. Display a picture of a cat and a picture of a dog on the board. Complete a Venn diagram demonstrating some similarities and differences between a cat and a dog.

- Using the information in the Venn diagram, model saying how a cat and dog are similar, and then put it in writing. Bring in a piece of fur for students to feel. Mention that cats and dogs have fur. Ask how it feels. Say: “A dog is similar to a cat. A cat’s fur is soft and a dog’s fur is soft”. Display a picture of a cat living with people and a dog living with people. Say “A cat also lives with people, just like a dog. A cat is a pet and a dog is a pet.” Write the similarities on the board.

- Have students do a partner talk to say how a cat and a dog are different. Play a short audio clip of a dog barking and of a cat purring. Ask students what the difference is. Model how to say this: “A cat is different than a dog. A dog barks and a cat meows. A dog’s bark is loud but a cat’s meow is soft. They make different sounds.” Write the differences on the board.

- Ask students to choose two animals from the selection to compare.

- Give students their corresponding Venn diagrams. Have students orally brainstorm with a partner differences and similarities between the two animals, then write these in the Venn diagram. Students must then write to describe how the two animals are alike or different. Write similarities and differences.

- **MODIFICATIONS**

  - Each student will receive a Venn diagram handout according to their language level:
    - **Level 5** - Students will complete a Venn diagram and write a paragraph describing at least two similarities and two differences between two animals from the text, using complete sentences. SEE LEVEL 5 VENN DIAGRAM-LESSON 1, PAGE 17.
    - **Level 4** - Students will complete a Venn diagram and write a paragraph describing at least two similarities and two differences between two animals from the text, using short sentences. SEE LEVEL 4 VENN DIAGRAM-LESSON 1, PAGE 18.
    - **Level 3** - Students will complete a Venn diagram and write two similarities and two differences between two animals from the text (predetermined by the teacher), using sentence starters provided. SEE LEVEL 3 VENN DIAGRAM-LESSON 1, PAGE 19.
    - **Level 2** - Students will work in pairs to complete a Venn diagram, in which they write two similarities and two differences between two animals from the text (predetermined by the teacher), using short phrases, and words from a word bank. SEE LEVEL 2 VENN DIAGRAM-LESSON 1, PAGE 20.
• Level 1- Students will work in a small group to complete a Venn diagram by choosing a similarity and difference between two animals from the text (predetermined by the teacher). Students will match comparing/contrasting sentences to pictures of animals. SEE LEVEL 1 VENN DIAGRAM-LESSON 1, PAGE 21.

• Have students share their writing.

• Modifications:
  o Level 5- Students will orally share their comparisons in a small group using complete sentences.
  o Level 4- Students will orally share their comparisons in a small group, using short sentences.
  o Level 3- Students will orally share their comparisons in a small group, using simple sentences.
  o Level 2- Students will orally share their comparisons in a small group, using short phrases.
  o Level 1- Students will orally share their comparisons in a small group, with teacher support provided.

WRAP UP (5 minutes)

• Review what was learned about animal homes today. Ask questions to ensure understanding.
  o Level 4/5- Why do you think different animals have different kinds of homes?
  o Level 2/3- List different animal homes. Are all the homes the same? What is different? Why?
  o Level 1 - Which is a type of animal home: a nest or a hut? Do all animals have the same type of home?

• Add the new learned information to the L (What we learned) column of the KWL Chart. Keep the chart posted in the classroom for future reference.
1. Two red tailed hawks—Pale Male and Lola

2. They nest, eat, and raise chicks together.
3. Bird lovers watch the hawks from a nearby pond.

4. The nest is on top of a tall apartment building.
5. People were angry and did not like sharing the building with the hawks.

6. They decided to get rid of the nest.
7. The hawks are sad. They want their old home back, but cannot build another nest.

8. Bird lovers protest to let the hawks go back home.
9. The city workers put steel bars to keep the nest from falling.

10. The hawks are happy to be home again.
Vocabulary in Context

- Read each Context Card.
- Use a Vocabulary word to tell about something you did.

**shaped**
Have you ever seen a home shaped like this? It is curved like a ball.

**branches**
Tree branches high above the ground are a good home for a sloth.

**pond**
Turtles make their home in a pond, or small lake.

**beaks**
These birds use their beaks to build their home.

**deepest**
The deepest part of the ocean is this eel's home.

**break**
This home won't break! It is made of strong rock.

**hang**
These bats hang upside down in their cave.

**winding**
Some animal homes have long, winding tunnels that twist and turn.

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**PREVIEW THE TOPIC**

**Animal Homes**

All animals need homes. Most wild animals find or build homes for themselves. For example, a bear might find a cave to use as its home. A bird builds a nest. Animals’ homes help keep them safe, warm, and dry.

You will learn more about where animals live in *Animals Building Homes*. 

Lesson 1, Page 12
A Beaver's Home

A beaver is hard at work. It gnaws on a tree trunk. Soon, the tree falls. The beaver floats the log to a pond. There, the beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.

Safe at Home

Most animals need a home. Homes keep animals safe from predators, rain, snow, or the hot sun. Some animals live in their homes for life. Other animals live in their homes long enough to raise their offspring or survive hot or cold weather.
A Beaver's Home

A beaver is hard at work. It gnaws on a tree trunk. Soon, the tree falls. The beaver floats the log to a pond. There, the beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.

Safe at Home

Most animals need a home. Homes keep animals safe from predators, rain, snow, or the hot sun. Some animals live in their homes for life. Other animals use their homes long enough to raise their offspring or survive hot or cold weather.
A Beaver's Home
The beaver builds a lodge with logs, mud and grass.

Safe at Home
Homes keep animals safe.
### TEXT MODIFICATIONS

The level modifications of the original text are shown below. Please copy and paste as needed to modify the text.

<table>
<thead>
<tr>
<th>Level 3 (underlined text)</th>
<th>Level 1/2 (simplified text)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Beaver’s Home</strong></td>
<td><strong>A Beaver’s Home</strong></td>
</tr>
<tr>
<td>A beaver is hard at work. The beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.</td>
<td>The beaver builds a lodge with logs, mud, and grass.</td>
</tr>
<tr>
<td><strong>Safe at Home</strong></td>
<td><strong>Safe at Home</strong></td>
</tr>
<tr>
<td>Most animals need a home. Homes keep animals safe. Some animals live in their homes for life. Other animals live in their homes long enough to raise their offspring or survive hot or cold weather.</td>
<td>Homes keep animals safe.</td>
</tr>
<tr>
<td><strong>Building Nests</strong></td>
<td><strong>Building Nests</strong></td>
</tr>
<tr>
<td>Many animals live in nests. A hummingbird builds a small cup-shaped nest. The nest is made of moss and bits of spider web. A mouse makes a grass nest. The mouse hides the nest in tall grass or in a tunnel under the ground.</td>
<td>Many animals live in nests. A hummingbird lives in a nest. A mouse lives in a nest.</td>
</tr>
<tr>
<td><strong>Careful Builders</strong></td>
<td><strong>Careful Builders</strong></td>
</tr>
<tr>
<td>Some animals put a lot of work into building their homes. Weaver birds make nests that hang from tree branches. Weaver birds use their feet and beaks to tie knots in the grass.</td>
<td>Some animals build their homes. A weaverbird builds its home on a tree.</td>
</tr>
<tr>
<td><strong>Working Together</strong></td>
<td><strong>Working Together</strong></td>
</tr>
<tr>
<td>Animals can work together. Termites build mounds made out of mud and saliva. Polyps are animals that make coral reefs. Cups of polyps grow together to make a coral reef.</td>
<td>Some animals build homes together. Termites make mounds with mud and saliva. Polyps grow together to make a coral reef.</td>
</tr>
<tr>
<td><strong>Making a Burrow</strong></td>
<td><strong>Making a Burrow</strong></td>
</tr>
<tr>
<td>Burrows are holes in the ground. Gophers use their teeth and paws to dig. The gophers hide their offspring and food in these rooms.</td>
<td>Burrows are holes in the ground. Gophers live in burrows.</td>
</tr>
<tr>
<td><strong>Home Improvement</strong></td>
<td><strong>Home Improvement</strong></td>
</tr>
<tr>
<td>Some animals live in homes made by other animals. Chickadees use tree holes made by woodpeckers. They build a nest for their chicks.</td>
<td>Some animals find their homes. Chickadees live in holes they find in trees.</td>
</tr>
<tr>
<td><strong>Building a Home</strong></td>
<td><strong>Building a Home</strong></td>
</tr>
<tr>
<td>Most animals need a home where they can rest and raise their offspring. Homes also keep animals safe from predators.</td>
<td>Different animals need different homes.</td>
</tr>
</tbody>
</table>
Write a paragraph using complete sentences to describe at least two similarities and two differences between the two animals.
Write a paragraph using short sentences to describe at least two similarities and two differences between the two animals.

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Level 3 Venn Diagram

Animal 1: Hummingbird

1. A hummingbird's home is made of _________________.
2. A hummingbird's home is the shape of a _________________.

Animal 2: Weaverbird

1. They both live in a ________.
2. Both animals ________ their homes.

1. A weaverbird's home is made of _________________.
2. A weaverbird's home is the shape of a _________________.

Lesson 1, Page 19
Level 2 Venn Diagram

Animal 1: Hummingbird

1. Home is made of ________________.
2. Nest is the shape of ____________.

Animal 2: Weaverbird

1. Both live in a ____________.
2. Both ____________ their nests.

1. Home is made of ____________.
2. Nest is the shape of ____________.

Word bank:
Cup  nest  moss  ball  grass  make
Level 1 Venn Diagram

Animal 1: Hummingbird

- Its nest is made of
  1. mud and saliva
  2. moss and webs

Animal 2: Weaverbird

- Its nest is made of
  1. grass and leaves
  2. logs and mud

They both

their nests.

1. find
2. build

Draw a line to match the sentence with the picture it describes.

A weaverbird’s home is up high, but a gopher’s home is down low.

A mouse’s nest is small, but a polar bear’s den is large.

A beaver’s lodge is made of logs, but a termite’s mound is made of mud.
Lesson 1 Narrative: Modification Choices and Explanations

The original lesson plan has been altered in many ways in order to truly meet the specific needs of each learner in a sheltered content course, which may include students of varying language levels. One of the most important modifications to the lesson is a modification of the text to better meet the reading and comprehension levels of students. The original text will be used by level 4 and 5 students who are almost fluent in English. However, the text was modified for the three lower levels. Level 3 students have a modified text in which key sentences and main ideas are underlined. This way, students can focus on the underlined information and not be overwhelmed with the rest of the text. Level 3 students will also read with a buddy, who can serve as support if needed. For level 1 and 2 students, the text was rewritten in simpler terms. The text will also be read aloud in small group by the teacher while students follow along. Level 1 and 2 students are unable to read text in English, but a simpler text read aloud by the teacher will foster comprehension of the content.

Another strategy that has been added to this lesson is the use of a KWL chart. Completing a KWL chart before a lesson builds background knowledge and also lets the teacher know what students already know or may need to learn. It also gives the opportunity for students to share what they want to learn and feel like their opinions are valuable. The KWL chart is a graphic organizer that can be displayed in the classroom for students to reference throughout the lesson or future related lessons and is therefore a great visual for language learners.

Although the objective of comparing and contrasting animals is the same, the work that students will complete was also modified by level. The writing portion of the lesson involves finding similarities and differences between two animals. Level 4 and 5 students will be able to complete a Venn diagram on their own and will also write sentences comparing and contrasting two animals of their choice. For the lower levels, the teacher has preselected two animals to compare and contrast, added visuals to the diagram, and modified the Venn diagram for each level. Level 3 students are provided with sentence starters and must complete sentences to identify two similarities and two differences between a hummingbird and a weaverbird. Level 2 students have to complete a Venn diagram in which they fill in the blank to identify two similarities and two differences between a hummingbird and a weaverbird. Level 2 students will work in pairs to complete the task and are provided with a word bank to work with. Level 1 students have to select a multiple choice answer to identify a similarity and difference between a hummingbird and weaverbird. Level 1 students will also
match sentences to animal pictures that correspond and will be working in a small teacher-guided group.

All students will be orally sharing their comparisons in small groups. Each level however, is held to a slightly different expectation based on abilities. Level 5 students will use complete sentences, Level 4 students will use short sentences, Level 3 students will use simple sentences, Level 2 students will use short phrases, and level 1 students will share with the help of teacher repetition. Some modifications of teacher questioning strategies have also been taken into consideration when making changes to the lesson, in particular at the end. The use of different questioning strategies will ensure that students of all levels can share the learned information and demonstrate true understanding of the content. The purpose of all the implemented strategies and modifications is to support every single learner in the classroom and truly provide them with the opportunity to successfully grasp the content being presented.
Lesson 2
Estefanique Kosinski  
Dr. Lorrie Verplaatse  
TSL 518/Summer 2015  
*Grade 2-Animal Homes Unit: Lesson 2*

### Lesson 2 Objectives

<table>
<thead>
<tr>
<th>Content Objective</th>
<th>Language Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to identify and locate text and graphic features in the informational text “Animals Building Homes”.</td>
<td>1. After reading and identifying text and graphic features as a class, students will work in pairs or small groups to complete a column chart and discuss the purpose of text and graphic features.</td>
</tr>
</tbody>
</table>

### Lesson 2 Performance Indicators

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Fluent Bridging</th>
<th>Level 4 Expanding Fluency</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Pre-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing/Speaking</strong></td>
<td>While discussing with a partner, students will complete a Column Chart by identifying 3 text and graphic features, the page number they were found on and writing the purpose of each specific feature in a complete sentence.</td>
<td>While discussing with a partner, students will complete a Column Chart by identifying 3 text and graphic features, the page number they were found on and writing the purpose of each specific feature in a short sentence.</td>
<td>While discussing with a partner, students will complete a Column Chart by locating the specific text and graphic features and completing a sentence that identifies the purpose of each feature, using a word/phrase bank provided.</td>
<td>While working in a small group, students will complete the column chart by selecting from two visually represented choices and filling in the blank, identifying the purpose of 3 predetermined text and graphic features.</td>
<td>While working in a small teacher-guided group, students will complete the column chart by selecting from two visually represented choices, identifying the purpose of 3 predetermined text and graphic features.</td>
</tr>
</tbody>
</table>

**Writing/Speaking**

<p>| State an opinion | Students will independently write a complete sentence describing which feature they find the most helpful and why. Students will orally share their opinion statement with a partner using complete sentences. | Students will independently write a short sentence describing which feature they find the most helpful and why. Students will orally share their opinion statement with a partner using short sentences | Students will use a word/phrase bank to fill in the blanks on a partially completed sentence, stating which feature they find most helpful. Students will orally share their opinion statement in pairs using short phrases or sentences. | In a small teacher guided group, students will point to the feature they think is most helpful on the anchor chart, then write their choice to complete the sentence provided. In a small group, students will orally share their opinions by repeating what the teacher says. | In a small teacher guided group, students will point to the feature they think is most helpful on the anchor chart, then circle their choice to complete the sentence provided. In a small group, students will orally share different opinions by chorally repeating what the teacher says. |</p>
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Knowledge Structure</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar and Discourse Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, Locate</td>
<td>Text and graphic features in informational text</td>
<td>Description</td>
<td>The purpose of</td>
<td>1. Headings, bold text, graphics, photos</td>
<td>Nouns Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. _____ is</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. ________, _________ show/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. _______</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. to let the reader know what a section will be about, to let the reader know the important terms, to highlight key vocabulary, to display information, to provide a specific visual to the reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. what a section will be about; the important terms, key vocabulary, important information, a specific visual to the reader</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Animal Homes Unit: Lesson 2

*(Italicized font* indicates ideas from original lesson. **Bold font** highlights changes, additions made.)*

**Time:** Approximately 1 hour

***Make sure to speak at an appropriate pace throughout the lesson so all learners can comprehend your oral output.

**INITIATION** (10 minutes)

- Revisit the KWL chart from lesson 1 to show previous learning. The KWL chart has the animal visuals students created in Lesson 1 as a reminder for students of what they did.
- *Revisit the Vocabulary in context,* which was introduced in Lesson 1-Student Book page 186. **SEE LESSON 2, PAGE 6.**
  - **Words: Shaped, branches, pond, beaks, deepest, break, hang, winding**
  - The vocabulary in context section contains the vocabulary words, a sentence using the word, and a picture to accompany the vocabulary in context.
  - Hold up vocabulary cards, read aloud each word and have students chorally read each sentence. Restate the definition for each word using pictures and gestures to support lower level language learners. Remind students where the words are posted on the word/grammar wall for them to reference.

- **Write the words informational text** on the board and read it aloud.
- Ask students if they see or hear any familiar words on the board. Explain to students that informational text has the word information in it. Information means that it has facts, or is real. Display a cartoon picture of a dog eating and a real photograph of a dog eating. Explain that the cartoon dog is not real because dogs do not sit up and eat with a fork and knife, they eat out of a bowl on the ground like in the photograph. “Informational text is writing that gives information or facts about a topic, just like the *Animals Building Homes* text we read yesterday.”

**ACTIVITIES**

20 minutes

- *Introduce terms about informational text*

- State that sometimes authors, or writers, add special text and graphic features to text. Graphic features are photos, charts, or other visuals. Text features are changes to the writing or special types of writing that stand out from the rest.

- As a class, create an anchor chart to display the different text and graphic features. Describe each feature and display two visuals. Have students decide and discuss with a partner which visual they think best shows the feature that was described (ex: if you describe bold text, show a visual of highlighted text and bold text for students to choose from.) Pick different students to share their choice (Low levels can simply point to the visual. Higher level students can explain why they think so). Make sure students see and say the name of each feature before you post on the chart. Include each feature on the anchor chart, label and describe them.
  - **Bold text** is when words are written in dark print (model on the anchor chart). They show you important terms and words.
  - **Headings** are usually larger text before a section, which tells you what the section will be about.
- **Highlights** are when the text is boxed in or marked in yellow. These are the important vocabulary words you need to know.
- **Photographs** are real pictures of real things. They are not cartoons or drawings.
- **Charts** show special information about a topic.
- **Underlines** are when the text has a line under it. This shows you that the word or words are important to know.

- *Have students reread the text “Animals Building Homes” from Lesson 1, this time paying close attention to the text and graphic features introduced.*

- **MODIFICATIONS:**
  - **Level 4/5-** Students will read the original text on their own.
  - **Level 3-** Students will read a modified version of the text with a buddy.
  - **Level 1/2-** Students will follow along as the teacher reads aloud a modified version of the text. See Lesson 2, Pages 9-12 for sample text and modifications.

10 minutes
- **After students read the story, ask different students to identify specific graphic features**
  (Ex: Lower levels: Find the bold print on page 194. Higher levels: What are the text or graphic features on page 194?)
- **Remind students that authors use text and graphic features for different reasons. Ask why/how photographs and bold text do not serve the same purpose. Have students share their answers in pairs.**
- **Model the language needed to describe the purpose of different features:** “The purpose of a photograph is to provide a specific visual to the reader and show you what the text is about. Bold print shows you which words are important words.”
- **Display a large graphic organizer on the board. Explain the different parts of the chart and model how to complete the chart by finding a feature, writing the page number, and writing the purpose of the feature.**
- **Say:** “I can use this column chart to help me understand how the author uses text and graphic features to present information.” Model with page 193-“A Beaver’s Home”- write the type of feature (heading), page number (192), purpose (to let the reader know what the section is about).

<table>
<thead>
<tr>
<th>Text or graphic feature</th>
<th>Page</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading: “A Beaver’s Home”</td>
<td>193</td>
<td>To let the reader know the section is about a beaver’s home.</td>
</tr>
</tbody>
</table>

(10 minutes)
- **Have students complete the graphic organizer for 3 more features.**

- **MODIFICATIONS:**
  - Students of different levels will be given different column chart worksheets to complete.
  - **Level 5-** While discussing with a partner, students will complete a Column Chart by identifying 3 text and graphic features, the page number they were found on and writing the purpose of each specific feature in a complete sentence. See Level 4/5 Column Chart, Lesson 2, Page 13.
• **Level 4**: While discussing with a partner, students will complete a Column Chart by identifying 3 text and graphic features, the page number they were found on and writing the purpose of each specific feature in a short sentence. SEE LEVEL 4/5 COLUMN CHART, LESSON 2, PAGE 13.

• **Level 3**: While discussing with a partner, students will complete the column chart by locating the specific text and graphic features and completing a sentence that identifies the purpose of each feature, using a word/phrase bank provided. SEE LEVEL 3 COLUMN CHART, LESSON 2, PAGE 14.

• **Level 2**: While working in a small group, students will complete the column chart by selecting from two visually represented choices and filling in the blank, identifying the purpose of 3 predetermined text and graphic features. SEE LEVEL 2 COLUMN CHART, LESSON 2, PAGE 15.

• **Level 1**: While working in a small teacher-guided group, students will complete the column chart by selecting from two visually represented choices, identifying the purpose of 3 predetermined text and graphic features. SEE LEVEL 1 COLUMN CHART, LESSON 2, PAGE 16.

**WRAP UP** (10 minutes)

• After completing the column charts, point to the different features on the anchor chart and ask students: “Which text and graphic feature do you think is the most helpful? Why?”

• Model how to state an opinion about the text and graphic features. “I think highlighted text is the most helpful feature because it shows you the important vocabulary words.”

• Have students orally share their opinions with a partner or in a small group and then write their opinions in a sentence in the space provided under the column chart.

• **MODIFICATIONS**:
  - **Level 5**: Students will independently write a complete sentence describing which feature they find the most helpful and why. Students will orally share their opinion statement with a partner using complete sentences.
  - **Level 4**: Students will independently write a short sentence describing which feature they find the most helpful and why. Students will orally share their opinion statement with a partner using short sentences.
  - **Level 3**: Students will use a word/phrase bank to fill in the blanks on a partially completed sentence, stating which feature they find most helpful. Students will orally share their opinion statement in pairs using short phrases or sentences.
  - **Level 2**: In a small teacher guided group, students will point to the feature they think is most helpful on the anchor chart, then write their choice to complete the sentence provided. In a small group, students will orally share their opinions by repeating what the teacher says.
  - **Level 1**: In a small teacher guided group, students will point to the feature they think is most helpful on the anchor chart, then circle their choice to complete the sentence provided. In a small group, students will orally share different opinions by chorally repeating what the teacher says.

• To conclude, remind students that text and graphic features help readers analyze informational texts and identify the important information. We used the features today as we read about animals and their homes.
**Vocabulary in Context**

1. **shaped**
   - Have you ever seen a home shaped like this? It is curved like a ball.

2. **branches**
   - Tree branches high above the ground are a good home for a sloth.

3. **pond**
   - Turtles make their home in a pond, or small lake.

4. **beaks**
   - These birds use their beaks to build their home.

5. **deepest**
   - The deepest part of the ocean is this eel's home.

6. **break**
   - This home won't break! It is made of strong rock.

7. **hang**
   - These bats hang upside down in their cave.

8. **winding**
   - Some animal homes have long, winding tunnels that twist and turn.
Visuals (Real and Not Real)
Dogs need to eat when they are hungry.

There are different types of dog food.

Dog Food

Dogs can eat wet food or dry food. Wet food comes in cans. Dry food comes in bags.

Dogs also like to eat snacks, like cookies.

[Recommended Daily Feeding Chart]

Up to 15 lbs.  1/2 - 1 1/4 cups*
16 to 25 lbs.  1 1/4 - 1 3/4 cups*
26 to 40 lbs.  1 3/4 - 2 1/4 cups*
41 to 60 lbs.  2 1/4 - 3 1/4 cups*
61 to 80 lbs.  3 1/4 - 4 cups*
81 to 100 lbs.  4 - 4 3/4 cups*
Over 100 lbs.  Feed 4 3/4 cups + 1/2 cup* for each additional 20 lbs.
A Beaver’s Home

A beaver is hard at work. It gnaws on a tree trunk. Soon, the tree falls. The beaver floats the log to a pond. There, the beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.

Safe at Home

Most animals need a home. Homes keep animals safe from predators, rain, snow, or the hot sun. Some animals live in their homes for life. Other animals live in their homes long enough to raise their offspring or survive hot or cold weather.
A Beaver's Home

A beaver is hard at work. It gnaws on a tree trunk. Soon, the tree falls. The beaver floats the log to a pond. There, the beaver builds a lodge. The beaver piles up logs. It fills the crevice between the logs with mud and grass. The lodge keeps the beaver safe and warm.

Safe at Home

Some animals need a home. Home keeps animals safe from predators. Rain, snow, or the hot sun. Some animals live in their homes for life. Other animals use their homes long enough to care their offspring or survive hot or cold weather.
A Beaver’s Home
The beaver builds a lodge with logs, mud and grass.

Safe at Home
Homes keep animals safe.
<table>
<thead>
<tr>
<th>TEXT MODIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The level modifications of the original text are shown below. Please copy and paste as needed to modify the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Level 3 (underlined text)</strong></th>
<th><strong>Level 1/2 (simplified text)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Beaver’s Home</strong></td>
<td><strong>A Beaver’s Home</strong></td>
</tr>
<tr>
<td>A beaver is hard at work. The beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.</td>
<td>The beaver builds a lodge with logs, mud, and grass.</td>
</tr>
<tr>
<td><strong>Safe at Home</strong></td>
<td><strong>Safe at Home</strong></td>
</tr>
<tr>
<td>Most animals need a home. Homes keep animals safe. Some animals live in their homes for life. Other animals live in their homes long enough to raise their offspring or survive hot or cold weather.</td>
<td>Homes keep animals safe.</td>
</tr>
<tr>
<td><strong>Building Nests</strong></td>
<td><strong>Building Nests</strong></td>
</tr>
<tr>
<td>Many animals live in nests. A hummingbird builds a small cup-shaped nest. The nest is made of moss and bits of spider web. A mouse makes a grass nest. The mouse hides the nest in tall grass or in a tunnel under the ground.</td>
<td>Many animals live in nests. A hummingbird lives in a nest. A mouse lives in a nest.</td>
</tr>
<tr>
<td><strong>Careful Builders</strong></td>
<td><strong>Careful Builders</strong></td>
</tr>
<tr>
<td>Some animals put a lot of work into building their homes. Weaver birds make nests that hang from tree branches. Weaver birds use their feet and beaks to tie knots in the grass.</td>
<td>Some animals build their homes. A weaverbird builds its home on a tree.</td>
</tr>
<tr>
<td><strong>Working Together</strong></td>
<td><strong>Working Together</strong></td>
</tr>
<tr>
<td>Animals can work together. Termites build mounds made out of mud and saliva. Polyps are animals that make coral reefs. Cups of polyps grow together to make a coral reef.</td>
<td>Some animals build homes together. Termites make mounds with mud and saliva. Polyps grow together to make a coral reef.</td>
</tr>
<tr>
<td><strong>Making a Burrow</strong></td>
<td><strong>Making a Burrow</strong></td>
</tr>
<tr>
<td>Burrows are holes in the ground. Gophers use their teeth and paws to dig. The gophers hide their offspring and food in these rooms.</td>
<td>Burrows are holes in the ground. Gophers live in burrows.</td>
</tr>
<tr>
<td><strong>Home Improvement</strong></td>
<td><strong>Home Improvement</strong></td>
</tr>
<tr>
<td>Some animals live in homes made by other animals. Chickadees use tree holes made by woodpeckers. They build a nest for their chicks.</td>
<td>Some animals find their homes. Chickadees live in holes they find in trees.</td>
</tr>
<tr>
<td><strong>Building a Home</strong></td>
<td><strong>Building a Home</strong></td>
</tr>
<tr>
<td>Most animals need a home where they can rest and raise their offspring. Homes also keep animals safe from predators.</td>
<td>Different animals need different homes.</td>
</tr>
</tbody>
</table>
Level 4/5-Column Chart: Text and Graphic Features

Identify and locate three text and graphic features and write the purpose of each.

<table>
<thead>
<tr>
<th>Text or graphic feature</th>
<th>Page</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which text and graphic feature do you think is the most helpful? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Lesson 2, Page 13
Level 3-Column Chart: Text and Graphic Features

Find each text or graphic feature. Use the phrase bank to identify and write the purpose of each feature.

<table>
<thead>
<tr>
<th>Text or graphic feature</th>
<th>Page</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading: “A Beaver’s Home”</td>
<td>193</td>
<td>The purpose of this feature is to ____________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____________________________</td>
</tr>
<tr>
<td>Photograph of Weaverbird</td>
<td>200</td>
<td>The purpose of this feature is to ____________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____________________________</td>
</tr>
<tr>
<td>Heading: “Working Together”</td>
<td>200</td>
<td>The purpose of this feature is to ____________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>____________________________</td>
</tr>
</tbody>
</table>

Phrase Bank

a. let the reader know the section is about animals making homes together
b. show you that beaver is an important word
c. show you how a weaverbird makes it home
d. let the reader know the section is about beavers and their homes

Which text and graphic feature do you think is the most helpful? Why? Use the word/phrase bank to write your opinion.

I think 1. ____________________ is/are the most helpful feature because it ____________________
2. ____________________
# Level 2-Column Chart: Text and Graphic Features

Find each text or graphic feature. Use the visuals provided to identify and write the purpose of each feature.

<table>
<thead>
<tr>
<th>Text or graphic feature</th>
<th>Page</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Beaver's Home</strong></td>
<td>193</td>
<td>The heading shows that the section is about beavers and birds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>The photograph shows what a weaverbird nest looks like.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Working Together</strong></td>
<td>200</td>
<td>This heading shows that the section is about termites being alone and working together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which text and graphic feature do you think is the most helpful? Circle and write your opinion.

I think _________ is/are the most helpful feature.

1. bold text
2. heading
3. photograph
4. underlined text
5. highlighted text
6. charts
### Level 1-Column Chart: Text and Graphic Features

Find each text or graphic feature. Use the visuals provided to identify and write the purpose of each feature.

<table>
<thead>
<tr>
<th>Text or graphic feature</th>
<th>Page</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Beaver's Home</strong></td>
<td>193</td>
<td>The heading shows that the section is about beavers and birds.</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>200</td>
<td>The photograph shows what a <strong>weaverbird nest</strong> looks like.</td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which text and graphic feature do you think is the most helpful? Circle your opinion.

I think the most helpful feature is/are:

1. bold text
2. heading
3. photograph
4. underlined text
5. highlighted text
6. charts
Lesson 2 Narrative: Modification Choices and Explanations

The original lesson plan has been altered in many ways in order to truly meet the specific needs of each learner in a sheltered content course, which may include students of varying language levels. One of the key modifications to the lesson is the use of the modified text students were exposed to in lesson 1. Modifications were made to the text in order to meet the English reading and comprehension needs of students. The original text will be used by level 4 and 5 students who are almost fluent in English. However, the text was modified for the three lower levels. Level 3 students have a modified text in which key sentences and main ideas are underlined. This way, students can focus on the underlined information and not be overwhelmed with the rest of the text. Level 3 students will also read with a buddy, who can serve as support if needed. For level 1 and 2 students, the text was rewritten in simpler terms. The text will also be read aloud in small group by the teacher while students follow along. Level 1 and 2 students are unable to read text in English, but a simpler text read aloud by the teacher will foster comprehension of the content.

Another useful technique that has been implemented is the use of visuals, including pictures, anchor charts, text visuals, and the graphic organizer. Visuals were used when vocabulary was reviewed, when the distinction between real and not real was made, when the informational text and graphic features were introduced and when students worked to identify purposes of graphic features. Visuals were also added to the lower level worksheets to support comprehension of the content and task at hand. The use of visuals is a strategy that must be intentionally planned and implemented in order to support English language learners, especially those in the lower levels. The students may not have or understand the language, but they are able to understand concepts better when a visual is provided to explain the content, which is why they were added to this lesson.

Another strategy that has been added to this lesson is the use of a graphic organizer, the Column Chart, to organize ideas. The graphic organizer offers an alternative to writing full and complex sentences. Students are able to show their comprehension of the text and graphic features by identifying different features, finding the page and also identifying the purpose of each feature. Completing this task using a chart is a great way to break down the steps for ELLs because they know what the expectation for each column is, as modeled by the teacher. Students are able to move along in completing the chart with ease because it is laid out in an “easy to read” manner to ensure student success. The chart was modified for each language level so each learner has the opportunity to show their understanding of the content, no matter what their language ability may be like. Level 4 and 5 students have to locate and identify text and graphic features and their purposes, level 3 students are
provided with a word/phrase bank to identify the purpose of predetermined features, level 1 and 2 students are asked to identify the purpose of predetermined features with the help of visual support and partially completed sentences. These modifications ensure that all learners can show what they have learned, without language being a hindrance.

All students will be stating opinions, orally and in writing, to answer the question “Which feature do you think is the most helpful and why?” Modifications were made to the expectations of students for these tasks. Level 5 students must write a choice and give a reason in complete sentences, level 4 students must write a choice and reason in short sentences, level 3 students must fill in the blank to make a choice and give a reason with a word bank provided. Level 1 and 2 students will make a choice with teacher guidance and will circle and write their choice with a word bank provided. The oral expectations are also different among levels. The higher level students are expected to speak in complete sentences, whereas the lower levels will orally share with teacher guidance and repeating. The purpose of all the implemented strategies and modifications is to support every single learner in the classroom and truly provide them with the opportunity to successfully grasp the content being presented.
Lesson 3
### Lesson 3 Objectives

<table>
<thead>
<tr>
<th>Content Objective</th>
<th>Language Objectives</th>
</tr>
</thead>
</table>
| 1. Students will describe animal homes after reading the informational text “Whose Home is This?” | 1a. After listening to the text “Whose Home is This?” students will individually write and draw a description of an animal home.  
1b. Students will share their descriptions with the class while peers try to guess the animal whose home is being described. |

### Lesson 3 Performance Indicators

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>Level 5 Fluent/ Bridging</th>
<th>Level 4 Expanding Fluency</th>
<th>Level 3 Speech Emerging</th>
<th>Level 2 Early Production</th>
<th>Level 1 Pre-Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Speaking</td>
<td>Students will write 4-5 complete sentences to describe an animal home of their choice. Students will share their description with three separate partners.</td>
<td>Students will write 3-4 short sentences to describe an animal home of their choice. Students will share their description with two separate partners.</td>
<td>Students will use short phrases to complete sentence frames that answer guiding questions about an animal home of their choice. Students will share their description with one partner.</td>
<td>While working in pairs, students will complete the animal home description by selecting from two animals and choosing the accurate picture and word descriptions of that animal’s home. Students will share their description in a small group.</td>
<td>While working in a small group with the teacher, students will complete the animal home description by selecting from two animals and choosing the accurate picture and word descriptions of that animal’s home. Students will share their description in a small teacher-guided group.</td>
</tr>
<tr>
<td>Function</td>
<td>Situation</td>
<td>Knowledge Structure</td>
<td>Expressions</td>
<td>Words</td>
<td>Grammar and Discourse Structures</td>
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</tbody>
</table>
| Describe | Write a description of one specific animal home. | Description | This home can be found _____ 1 ____.  
It is made up of _____ 2 ____.  
This animal _____ 3 ____ its home.  
Who lives here? | 1. In a tree, near the ocean, in the ground, above ground  
2. Leaves, twigs, moss, feathers, combs, a shell, dirt, snow  
3. Builds, finds | Nouns  
Adjectives  
Prepositions (of location) |

**Animal Homes Unit: Lesson 3**

*(Italicized font indicates ideas from original lesson. Bold font highlights changes, additions made.)*

**Time:** Approximately 50 minutes

***Make sure to speak at an appropriate pace throughout the lesson so all learners can comprehend your oral output.

**INITIATION:**

(5 minutes)
- **Review the vocabulary words on the word/grammar wall, as previously done in lessons 1 and 2.**
- Remind students of previous lessons about animals and their homes. State that today we will be describing animal homes to wrap up this unit.
- Play the Kids Science Video-Learn about the animals and their homes: https://www.youtube.com/watch?v=RO13kVDwl60
  - This is a short video that quickly reviews some different animal homes that have been previously read about in class (nest, burrows, dens). The video has written text which can be read by higher language level students, but also provides visuals of each animal and its corresponding home to support lower level students.

**ACTIVITIES**

(10 minutes)
- **Teacher will read the text “Whose Home is This?” By Joli K. Stevens (student book page 210) out loud to the class. SEE LESSON 3, PAGE 6. The teacher will support lower level language learners by displaying visuals/realia to support each animal home description. After each description, the teacher will allow students to guess by discussing with a partner and drawing or writing the animal name on individual white boards. SEE VISUALS, LESSON 3, PAGES 7-12.**
- Ask questions about the text:
  - Level 4/5-Why do you think hermit crabs change their shells?
  - Level 3- How are beehives and squirrels nests alike? How are they different?
  - Level 1/2-Does a squirrel live in a nest or a beehive? What are squirrel nests made out of?

(10 minutes)
- After reading aloud, the teacher will state that today students will be describing animal homes for the class to guess who lives there. Tell students that they had to solve riddles in the text today, and they will be creating their own animal description “riddle” as they write and draw to describe an animal home for someone else to guess. **Teacher will tell students that they will briefly describe the animal and its home and make a drawing of it, without the animal. Teacher will model a sample animal home description, modeling the type of language to be used. Animal: Weaverbird (animal that has been previously read about, described in past text)**
  - Teacher will add visuals for different parts of the description. SEE LESSON 3, PAGES 13-14.
- "This home can be found hanging from a tree. It is made up of grass and leaves. This animal builds its home. The home is a type of nest. The animal has a beak and feathers. Who lives here?" Teacher will also draw the weaverbird’s nest on the board.
- Students will guess the animal by discussing with a partner and writing the name or drawing it on their whiteboards.

(20 minutes)
- Tell students it is now their time to write and describe an animal home for others to guess.
- Give students time to write and illustrate the animal home. Teacher will hand out different writing worksheets to students of different levels. This assignment will serve as an assessment of student understanding of the content and language presented throughout the Animal Homes Unit.

MODIFICATIONS:
- **Level 5**: Students will write 4-5 complete sentences to describe an animal home of their choice. SEE Level 5- Animal Home Description, LESSON 3, PAGE 15.
- **Level 4**: Students will write 3-4 short sentences to describe an animal home of their choice. SEE Level 4- Animal Home Description, LESSON 3, PAGE 16.
- **Level 3**: Students will use short phrases to complete sentence frames that answer guiding questions about an animal home of their choice. SEE Level 3- Animal Home Description, LESSON 3, PAGE 17.
- **Level 2**: While working in pairs, students will complete the animal home description by selecting from two animals and choosing the accurate picture and word descriptions of that animal’s home. SEE Level 1/2- Animal Home Description, LESSON 3, PAGE 18.
- **Level 1**: While working in a small group with the teacher, students will complete the animal home description by selecting from two animals and choosing the accurate picture and word descriptions of that animal’s home. SEE Level 1/2- Animal Home Description, LESSON 3, PAGE 18.

WRAP-UP
(5 minutes)
- Have students share their writing/pictures to see if classmates can solve the riddle.

MODIFICATIONS
- **Level 5**: Students will share their description with three separate partners.
- **Level 4**: Students will share their description with two separate partners.
- **Level 3**: Students will share their description with one partner.
- **Level 2**: Students will share their description in a small group.
- **Level 1**: Students will share their description in a small teacher-guided group.

- Allow students to guess the home by writing the animal name or drawing a picture of the animal on their individual whiteboards.
- Allow several volunteers to share their descriptions with the whole class, for everyone to guess.
- Ask students different questions about animal homes to wrap-up the unit:
  - **Level 4/5**: Why are animal homes important? How are animal homes like our homes?
- Level 2/3-What are different animal homes? Why are they different/the same as others?
- Level 1-Do homes keep animals safe? Are animal homes all the same?

- Remind students that we have learned that animal homes keep animals safe from enemies and weather, keeps them warm, and is a place where they can have children, just like our homes do for us!
Whose Home Is This?

Why Do Animals Need Homes?
Animals need homes just like we do to stay safe and warm. Look at the pictures of animal homes on the next few pages. Can you guess what kind of animal might live in each home?

Many animals make their nests in trees. These nests are made from things the animals can find close by. Things such as leaves, twigs, moss, or feathers are used in nests.

Some squirrels live in trees.

Squirrels have large, strong claws that help them climb and jump.

Birds are not the only animals that live in tree nests. A large cluster, or bunch, of leaves and twigs high in a tree might be a squirrel’s nest. Baby squirrels can stay in the nest for up to two weeks. A squirrel might use a nest for a few months or even a few years. Sometimes squirrels will build more than one nest and use them all.

This Home Is Busy...

These insects are building their home.

There are thousands of small insects that live and work together in this tree. This insect is often called busy because it is always working!

Who lives here?
Visuals to be displayed during read aloud: All images found on google images.

Animal home 1: Squirrel Nest

Bring in realia or display pictures of: twigs, moss, feathers, leaves
Animal Home 2: Beehive

busy busy busy busy busy busy busy busy busy busy
BUSY BUSY BUSY BUSY BUSY BUSY
busy busy busy busy busy busy

Lesson 3, Page 9
Visually for Teacher Modeling:

“*This home can be found hanging from a tree. It is made up of grass and leaves. This animal builds its home. The home is a type of nest. The animal has a beak and feathers. Who lives here?*”
Level 5: Animal Home Description

Draw a picture and write 4 to 5 complete sentences to describe the animal home of your choice.
Level 4: Animal Home Description

Draw a picture and write 3 to 4 short sentences to describe the animal home of your choice.
Level 3: Animal Home Description

Draw a picture and complete the sentences to answer questions about your animal home.

1. Where can the animal home be found?
   This home can be found _________________________________.

2. What is the animal home made up of?
   It is made up of _________________________________.

3. Does the animal build or find its home?
   This animal _______________________ its home.

4. Describe your animal
   The animal has _________________________________.

5. Who lives here? (Let class solve before revealing answer.)
   The animal that lives here is a _________________________________.

Lesson 3, Page 17
Level 1/2: Animal Home Description

Draw a picture and choose the words and pictures that describe the animal and its home.

1. This home can be found in:
   a. The ocean
   b. A tree

2. This home is made of:
   a. Wax combs
   b. Twigs and leaves

3. This animal has a:
   a. Tail
   b. Stinger

4. Who lives here?
   a. Squirrel
   b. Bee

Lesson 3, Page 18
Lesson 3 Narrative: Modification Choices and Explanations

The final lesson of this unit has been modified in various ways to meet the needs of the different language learners in a sheltered content classroom. Technology has been implemented to begin this lesson with a video that quickly reviews different animal homes. The video creates a shared history among students and provides text and visuals so that all learners are able to comprehend the content presented. The video is an engaging way to set up the lesson in which students will be active participants in describing animal homes. The use of text has also been changed in this lesson. Instead of having students read the text on their own, the teacher will read aloud the text and provide visuals/realia to ensure understanding from all students. By using visuals while reading the text, it is made much more comprehensible for language learners who may lack the ability to understand the text without graphic support.

The use of very specific teacher modeling is another technique which has been included in this lesson to ensure success of student completion of the independent task. In this lesson, the teacher models a sample animal home description. During the modeling portion of the lesson, the teacher applies specific language (noted in the functional language chart) that should be also used by students when they create their own animal home descriptions. By modeling using visuals, speaking, thinking aloud, and writing the types of language to be utilized by students, the teacher is providing students with an opportunity to successfully complete the task given to them.

Another major modification choice for this lesson is varied expectations of students and differentiated worksheets to exhibit these differences. Although the objective of describing an animal home is expected of all students, different language levels are held to different expectations, as evident by their varied directions and supplemental worksheets. Level 5 students are expected to write 4-5 complete sentences to describe an animal home of their choice. Level 4 students will write 3-4 short sentences to describe an animal home of their choice. Level 3 students will use short phrases to complete sentence frames that answer guiding questions about an animal home of their choice. Level 2 students will work in pairs to complete the animal home description by selecting from two animals and choosing the accurate picture and word descriptions of that animal’s home. Level 1 students will work in a small teacher-guided group to complete the animal home description by selecting from two animals and choosing the accurate
picture and word descriptions of that animal’s home. It is clear that the end product is similar for all students, but the actual process of accomplishing the task given is varied based on language level. Therefore it has been made possible for the objective to be met by all learners, despite language differences. Although they may look slightly different, all students will complete an animal home description by the end of the lesson. Overall, the intentional modifications and strategies implemented throughout the lesson have taken different language learners and their varied language levels into consideration and have made this lesson much more comprehensible and meaningful for all students in a sheltered content course.
Checklists
# TSL 518: Sheltered ELL Strategies Checklist

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<td>I. E. Create Opportunities To Negotiate Meaning</td>
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<td><strong>II. Make Text Comprehensible</strong></td>
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<td>II.C. Amplify Number of Activities per Text</td>
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<td><strong>III. Make Talk Comprehensible</strong></td>
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<tr>
<td>III.A. Pace Teacher’s Speech</td>
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<td>III.B. Use of Listening Guides</td>
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<td>3-anchor chart, 3-visuals</td>
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<td>III.C. Use of Word Walls</td>
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<td>III.D. Frame Main Ideas</td>
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<td>III.E.. Check for Understanding</td>
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<td><strong>IV. Change Traditional Classroom Talk</strong></td>
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<tr>
<td>IV.A. Use Teacher Question and Response Strategies</td>
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<td>4, 5, 3, 4</td>
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<tr>
<td>IV.B. Practice Instructional Conversations</td>
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<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
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<td>---------------------------------------------------</td>
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<tr>
<td>V.A. Vary Question Techniques based on Student's Language Proficiency level—in conversations, activities, and assessments</td>
<td>3, 4, 6</td>
<td>4, 5</td>
<td>3, 4, 14-17 (worksheets)</td>
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<tr>
<td>VI. Give Students Voice</td>
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<tr>
<td>VI. A. Challenge students to produce extended academic talk</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. B. Model Language for Oral and Written Production</td>
<td>5</td>
<td>4, 5</td>
<td>3</td>
</tr>
<tr>
<td>VI. C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>3-6 pair/group work</td>
<td>3, 4, 5 pair/group work</td>
<td>3, 4 pair/group work</td>
</tr>
<tr>
<td>VI. D. Respond to Student's Voice—Writing and Error Correction</td>
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</table>
# Grammar and Language Functions Checklists

## Grammar Checklist

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<th>Grammar</th>
<th>Lesson</th>
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</thead>
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<td>Nouns</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Conjunctions</td>
<td>1</td>
</tr>
<tr>
<td>Prepositions (of location)</td>
<td>3</td>
</tr>
</tbody>
</table>

## Language Functions Checklist

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare/contrast</td>
<td>1</td>
</tr>
<tr>
<td>Identify</td>
<td>2</td>
</tr>
<tr>
<td>Locate</td>
<td>2</td>
</tr>
<tr>
<td>Describe</td>
<td>3</td>
</tr>
</tbody>
</table>
Original Lessons
1. **Unit Title:** Animal Homes
2. **Grade level:** 2
3. **Target Group:** Sheltered Content Course
4. **Source of Written Reading Materials:**
5. **Source of Lessons:**
   Lessons modified from:
6. **Goals:**
   - I want my students to know that there are different types of animal homes.
   - I want my students to know some of the different animal homes that exist.
   - I want my students to know the text and graphic features of informational text.
   - I want my students to know how to describe animal homes.
Lesson 1

Objective: Students will be introduced to animal homes and read a text that further describes several kinds of animal homes.

Time: Approx. 50 minutes

Major activities:

- Ask students what they know about animal homes. Discuss that today we will be learning about different animal homes as we read.
- Teacher read aloud-“City Life is for the Birds” (Journeys, Grade 2 Teacher’s Guide, T14)—to model fluency, preview topic and related vocabulary.
- Vocabulary in context-Student Book page 186
- Shaped, branches, pond, beaks, deepest, break, hang, winding
- Read aloud the essential question: “What are animal homes like?” Have students answer and discuss their answers, as well as make predictions about the text and share with a partner.
- Have students read the informational text “Animal Building Homes” by Wendy Perkins-page 190-Have them read page by page and stop and ask questions to monitor comprehension throughout the first read.
- After reading the text, discuss what animal homes are, why they are important, and what different animal homes were described in the text.
- Ask students to choose two animals from the selection, and respond to the following question, in writing: How are the two animals alike or different? Write at least one similarity and one difference. Model with two different animals on the board. (cat & dog)
- Wrap up-Have students share their writing. Review what was learned about animal homes today.
Lesson 2

Objective: Students will utilize text and graphic features to analyze an informational text about animal homes.

Time: Approx. 50 minutes

Major activities:

- Revisit vocabulary in context
- Introduce terms about informational text
  - Boldface print
  - Graphic features
  - Text features
- Read student textbook page 206-Dig Deeper “text and Graphic features”
- Have students reread the text “Animals building homes” paying close attention to the text and graphic features introduced.
- After the second read of the story, ask different students to identify specific graphic features (Ex: Find the boldfaced print on page ___)
- Remind students that authors use graphics, bold lettering, and other text features to display and highlight important information.
- Hand out graphic organizer.
- Say: “I can use this column chart to help me understand how the author uses text and graphic features to present information.” Model with page 192, writing the type of feature (heading), page number (192), purpose (to let the reader know what the section is about).

<table>
<thead>
<tr>
<th>Text or graphic feature</th>
<th>Page</th>
<th>Purpose</th>
</tr>
</thead>
</table>

- Have students complete the graphic organizer for several more features.
- Using the graphic organizers, discuss the different types of animal homes in the text. List them on the board. Discuss the homes. Ask students whether the animal builds its home or finds one to use. Group homes into categories.
- Wrap up-To conclude, remind students that text and graphic features help readers analyze informational texts and identify the important information. We used the features today as we discussed different animal homes.
Lesson 3

Objective: Students will describe animal homes after reading the informational text “Whose Home is this?”

Time: Approx. 50 minutes

Major activities:

- Vocabulary review
- Student book page 210-Introduce the genre and text focus of the text:
  - Informational text
  - Subheading
  - Bold print
- Have students read “Whose Home is this?” -page 210. Have students try to guess the animal before flipping each page.
- Ask students how this text is similar and/or different from “Animals Building Homes”
- Tell students that they had to solve riddles in the text today, and they will be creating their own animal “riddle” as they write and draw to describe an animal home for someone to solve their riddle.
- Give students time to write and illustrate the animal home.
- Wrap-up: Gather in a circle and have students share their writing/pictures to see if the class can solve the riddle. Ask students why homes are important. Remind them that homes keep us safe and warm and they do the same for animals.
Choose two animals from the selection "Animals Building Homes." How are the two animals alike or different? Draw a picture of each animal and write at least one similarity and one difference between the two.

<table>
<thead>
<tr>
<th>Animal 1:</th>
<th>Animal 2:</th>
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</table>
Column Chart: Text and Graphic Features

Title: _______________________________________

<table>
<thead>
<tr>
<th>Text or graphic feature</th>
<th>Page</th>
<th>Purpose</th>
</tr>
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<tbody>
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</table>
Draw and describe one animal **home** like the riddles in the text “Whose Home is this?” You will share your description and your classmates will try to guess the animal.
Animals Building Homes

by Wendy Perkins

A Beaver’s Home

A beaver is hard at work. It gnaws on a tree trunk. Soon, the tree falls. The beaver floats the log to a point. There, the beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.
Safe at Home

Most animals need a home. Homes keep animals safe from predators, rain, snow, or the hot sun. Some animals live in these homes for life. Other animals live in these homes long enough to raise their offspring or survive hot or cold weather.
Whose Home Is This?

by Joli R. Stevens

Why Do Animals Need Homes?
Animals need homes just like we do to stay safe and warm. Look at the pictures of animal homes on the next few pages. Can you guess what kind of animal might live in each home?

Some squirrels live in trees.

Squirrels have large, strong claws that help them climb and jump.

Birds are not the only animals that live in tree nests. A large cluster, or bunch, of leaves and twigs high in a tree might be a squirrel's nest. Baby squirrels can stay in the nest for up to ten weeks. A squirrel might use a nest for a few months or even a few years. Sometimes squirrels will build more than one nest and use them all!

This Home Is Busy...

Many animals make their nests in trees. These nests are made from things the animals can find close by. Things such as leaves, twigs, moss, or feathers are used in nests.

Who lives here?