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| KCAS/Standard and ‘I Can’ Statement | **Content**  W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  I know that imagined stories did not really happen.  **Language**  L.1.4Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content choosing flexibly from an array of strategies.  c. Identify frequently occurring root words and their inflectional forms.  I can understand the meanings of the words  *real(istic)(ity)* and *imagine(d).*(Spanish cognates: *real, imaginar*)  L.3.1f Subject and verb agreement for sentences created from a drawing and label. (Grammar mini-lesson http://www.youtube.com/watch?v=KiPmIl1ncxc) | |
| Assessed  (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating) | Assessment | Needed Modifications/Assessment Accommodations\* |
| **Formative Assessment:**  Notice if students are able to identify a made up story. | **Formative Assessment:**  Use anecdotal records to note which students were able to draw and orally rehearse a sentence about an imagined character and which ones needed support. Are there students who don’t know what a sentence is? Collect their papers and review them for next steps. Plan guided reading groups accordingly. |
| Critical Vocabulary | Critical Vocabulary | Vocabulary for ELs |
| real  imagined | real  imagined  made up (phrasal verb)  Students will complete a vocabulary organizer for the new words they have learned and put them in their writers notebooks. If they know the Spanish cognates, they can record them on their organizers. To prepare for the text that will be shared, show the students an umbrella. Make sure they know what it is. |
| Taught | Step by Step Lesson Plan | Needed Modifications/Instructional Accommodations\*\* |
| **Activate Prior Knowledge:**  Ask students if they have ever seen something on TV, or read something  in a book that they knew for sure was made up. How did they know?  Encourage students to turn  and talk with a neighbor.  **Teaching/Modeling:**  Reread a section from  Frog and Toad Together.  Stop at the earliest possible point and think aloud about a part that is made up.  For example, *Wait a minute. I know frogs and*  *toads can’t talk! That must be made up.*  Or,  *Frogs don’t carry umbrellas.*  *I think this is made up.*  **Guided Practice:**  Ask students to turn and talk with a partner to tell if the story is real or made up.  How do they know? Students may share examples from both the text and illustrations in the text.  Ask students to share their thinking with the class.  Read an example from  *Those Shoes*. Stop and  think aloud about the pages read. *Wait a minute. This is tricky. The characters talk, but I know*  *people really do talk. People also really wear shoes and go to school. The made up part of this story is the characters. Even though the things that happen seem real, the characters are made up*.  **Independent Practice:**  Invite students to choose a book from the classroom library, individual book  bags, home, school library, etc. to share with a partner. The book should be an example of a made up story.  Encourage students to discuss evidence from the story that helps readers know it is a  made up story.  **Sharing:**  Gather students back together and ask how they know a story is made up. Record their responses on an anchor chart titled *Made Up Stories*. You may also want to copy the covers of any books discussed and note how students identified them as made up. These book covers may be part of the anchor chart as a visual reminder of made up book examples. | **Introduction:** Share the learning targets and how they support the students as writers. Revisit them during the lesson to reinforce the purpose of the lesson.  Address new and important vocabulary (above).  **Whole Group Instruction/Mini-Lesson:**  Tell an imagined story using the wordless picture book *Un-Brella*. Keep the oral language you use at a level the students can comprehend. On each page, ask the students if it seems real or imagined (made up). How do they know? Each time you “read” a page, have the students turn and talk before they share what they think. Follow the same process with *Too Many Tamales*. Simplify the text of the story and use small sticky notes as vocabulary labels for the pictures. Does this story seem real or imagined? Explain how some stories seem real, but the characters are made up. This story has made up characters, but most of the story seems real.  Model and think aloud drawing and labeling an imagined “story.” Model labeling parts of the picture and making that into a sentence for lowest English proficiency students.  **Work Time (with Teacher Support):**  Students will work with a partner to use a paper choice template that is mostly for drawing. (See appendix.)They will draw and label a picture of an imagined “story” (sentence). It can be a story they make up or one they know. The students will rehearse orally in pairs. They will write the story/sentence on their paper. (These will be placed in their writers notebooks.)  During this time, help students make sure the subject and verb of their sentence agrees. Use sentence frames to help them remember singular noun and verb with s, es. Provide and anchor chart with examples.  **Share Time:**  Each pair will share their story with the group. How do we know each story is imagined? Record student responses on the anchor chart. |

**\*Assessment Accommodations**

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| Reader in English | Reader in Primary Language | Scribe Responses |
| Simplified Language | Oral Native Language Support | Bilingual or English Glossary |
| Bilingual or English Dictionary | Extended Time | Prompting/Cueing |
| Small Group/Single Test Form | Assistive Technology |  |

**\*\*Instructional Accommodations**

|  |  |  |
| --- | --- | --- |
| Read Text in English | Oral Native Language Support | Bilingual or English Glossary |
| Scribe Responses | Read Text in Primary Language | Simplified Language |
| Bilingual or English Dictionary | Extended Time | Assistive Technology |
| Prompting/Cueing | Small Group/Single Test Form | Adapt Pace of Instruction |
| Provide Visuals/Organizers | Provide Adapted Materials/Technol. | Use Computer/Software |
| Use Spellcheck | Link Instruction to Prior Leaning | Provide Language Objectives |
| Provide Content Objectives | Build Background Knowledge | Model Language/Task Completion |
| Engage in Academic Conversations | Scaffold Responses (Oral/Written) | Provide Interaction Opportunities |
| Teach and Model Meta-Cognitive |  |  |

**Instructional Accommodations for English Learners**

|  |  |  |
| --- | --- | --- |
| Provide Visuals/Organizers | Teach and Model Meta-Cognitive Strategies | Link Instruction to Prior Knowledge |
| * Concept Maps * Frayer Model * Pictures * Realia (Real Objects) | * Articulate Own Thinking * Inferring * Self-Assessment * Synthesizing * Retelling/Summarizing * Think Alouds | * Anticipation Guide * KWL Chart * Questioning about Previous Experience * Quick Writes/Quick Draws * Word Sort |
| Scaffold Responses (Oral/Written) | Provide Interaction Opportunities | Build Background |
| * Build On to Students’ Oral Responses * Rephrasing * Sentence and Paragraph Frames/Sentence Starters | * Inner and Outer Circles * Jigsaw * Numbered Heads Together * Roundtable * Think-Pair-Share * Three-Step Interview | * Vocabulary * List-Group-Label * Provide Context and/or Visual Aides * Read books, stories, and other resources about the topic * Share Common Experience |

This lesson was developed for English learners in the intermediate elementary grades who are at WIDA ACCESS levels Entering and Emerging and Second Language Acquisition Levels Pre-production and Early Production.

**Additional Materials**

 

