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Ohio Standards Connections:

Standard One:

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark B:

Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Indicator:

Interaction

3.) Explain the reasons people came to Ohio including:

a.) Opportunities in agriculture, mining and manufacturing.

Standard Two:

Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

Benchmark A:

Use context clues and text structures to determine the meaning of new vocabulary.

Indicator:

Contextual Understanding

1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence, and paragraph cues.

Standard Three:

Writing Applications

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

Benchmark B:

Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.

Indicator:

Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view. **Lesson Summary:**

This lesson is designed for fourth grade and will be co-taught by a deaf education specialist and also a general education instructor. The entire lesson will be taught simultaneously through verbal communication and American Sign Language,

in order to accommodate the Deaf students in the classroom. To incorporate writing, vocabulary, and social studies standards, we have chosen to present the class with a story from the book Growing Season: Life of a Migrant Community and introduce six new vocabulary words from this story. When the class begins, the instructors will introduce the vocabulary words and their definitions. The instructors will then read the story to the class, having the deaf education specialist act as an interpreter for what the general education instructor is reading. Throughout the story, instructors will review the vocab words as they pop up, asking students to use context clues to help define each word. After the story, teachers will then present the students with questions and encourage a group discussion. Teachers will then ask students to write their own brief reaction story, which should sequence events of the story, include descriptive details, characters, and the setting. Students will be encouraged to use the four vocabulary words in their reactions. If they use all of the vocab words in their reaction, they will receive bonus points!

Estimated Duration:

50 minute lesson

Commentary: Students have previously visited the Zeller's farm and are acquainted with the migrant farming community.

Pre-Assessment:

In order to pre-assess student knowledge of the standards, benchmarks, and indicators that we have selected, we will engage the class in an informal discussion on what they observed during their field trip to the Zeller's farm. Based on the level of the student's knowledge, we will know how in-depth into the material we should go. If we feel that it is necessary for the future retention of the lesson, we may hold a review session before presenting the lesson.

Scoring Guidelines:

The scoring guidelines for the pre-assessment will be based upon the instructor's judgment of whether or not the students have a full grasp of the material needed to understand and retain the lesson that is about to be presented to them.

Throughout the instruction, student assessments shall be conducted as well. Once the writing portion of the lesson is presented, instructors can assist students who are having difficulties manifesting their ideas. For example, if students are experiencing difficulties writing their summary, the instructors can ask them questions about the story that will help them to remember main ideas about what they just read.

Post-Assessment:

To assess student learning as a result of the lesson, we will grade the written summary to see if it responds to Growing Season by summarizing main ideas and significant details through examples from the text. The written summary should also sequence events from the story. The students' summaries will also be assessed by how many vocabulary words they included and their ability to correctly use the words in a sentence. Another way that we will assess the students' understanding of the lesson is to have a group discussion about immigrants and their reasoning for coming to America.

See [HYPERLINK "F:\\Ed Psych\\Unit and Lesson Plan\\Rubric.doc" Rubric](#)

Scoring Guidelines:

The scoring criteria for the post-assessment will take the form of the "check or check-minus" scoring format. This scoring format will reveal whether or not the student has met the indicators and benchmarks by means of a basic understanding and by the amount of effort put forth. Whether or not the student completed the assignment will be determined by the length of the summary and the amount of new vocabulary words used. The summary should include two paragraphs at three to four sentences each. Students will also be expected to include at least three of the new vocabulary words to receive credit for the assignment. Students who exceed the required three vocab

words will receive bonus points towards their next Language Arts test.

Instructional Procedures:

The classroom should be set up to form a circle around the edges of the room to accommodate deaf students in the class who need to benefit from sign language instruction as well as to encourage a group setting.

The instructors will begin the lesson by introducing six new vocabulary words that come from the story that they are about to read.

Students will be asked to copy down the words and their definitions.

After students have written down the words, instructors will ask students if they can use any of the words in a sentence or give examples of how the words can be used.

Instructors will then ask the students questions about what they saw during their field trip to the Zeller's farm and about the migrant community.

Students will be given a copy of a passage from Growing Season, and instructors will suggest that students should highlight any vocab words that they find as we read the story to them.

Instructors will begin to read the passage, entitled "Maria Consuelo Lopez," from Growing Season on page 58. The deaf education specialized instructor will sign as the general education instructor reads.

Whenever the instructors reach one of the vocabulary words previously mentioned, they will take time to ask the class what context the word is being used in and if it makes sense to them.

Once the instructors are finished reading the passage to the class, they will encourage a group discussion about the reasons and/or opportunities for working in America and ask if anyone has any questions.

Instructors will then assign a written summary, which students will be expected to follow the guidelines from the HYPERLINK "F:\\Ed Psych\\Unit and Lesson Plan\\Rubric.doc" [rubric](#) that is passed out to them. The assignment is to be completed by every student in the class.

If students are having any trouble, they may work in groups and teachers should go around to each student to guide them in their writing.

Differentiated Instructional Support

Dyslexia is a specific learning disability which affects a person's reading and spelling ability (Lyon, 2003). As far as accommodations are concerned for people with dyslexia, it varies from person to person. Every student should be encouraged to investigate which cognitive style works best towards his or her learning. Once the student is aware of which learning style helps them the most, then it is up to the teacher to take that into consideration when instructing. For example, John, a student with dyslexia is more of a visual and auditory learner. John will be seated in the front of the class. Another way to accommodate John is to give large visual images of each word, perhaps showing, on a whiteboard, certain patterns to look out for. It may also be beneficial for John to chant words, maybe emphasizing each syllable in

order to help him get into a habit of breaking up words. When introducing words, teachers can break up each word into syllables for John. In our particular lesson, the field trip and group discussions we have chosen will help John to excel in our class. These tactics provide hands-on activities as well as opportunities to learn without having to read anything.

It is important to understand that every child learns differently, and accommodations should be specific to each individual. According to Exley, giving students more of a choice in learning styles can improve their motivation and also enable them to succeed better (Exley, 2003).

Extension

The class will be equipped with at least one copy of *Growing Season: the Life of a Migrant Community*. Whenever there is free time, students are encouraged to look through the book in order to learn more about this topic.

Homework Options and Home Connections

If students do not complete the writing assignment in the remaining class time, they must complete it for homework to be turned in to the instructors the next day.

Interdisciplinary Connections

Student learning can be strengthened by the integration of more than one content area. Our lesson combines social studies and language arts in different ways. One way that we have combined these two content areas is by giving the students background information on Mexican culture and the migrant community which facilitates their ability to write a more comprehensive reaction summary. Students will combine their experience at the Zeller's farm with the passage we have read to them to form a well structured and supported summary. Another example of how we have integrated social studies and language arts in our lesson is by using the vocabulary words from a passage which deals with our social studies content. This ties the students' learning together by reinforcing the material in two different ways. We could have chosen random vocabulary words to fulfill our standard, but instead we integrated it with our social studies lesson to strengthen student learning.

Materials and Resources:

For teachers

A copy of the book *Growing Season: The Life of a Migrant Community*, and copies of page 58 of the text for every student.

For students

Writing utensil, paper, [HYPERLINK "F:\\Ed Psych\\Unit and Lesson Plan\\Rubric.doc" rubric](#)

Key Vocabulary

pretend, mistreated, tremendous, supported, achieve, appreciate

Technology Connections

Here are some student friendly links that can help students with this lesson:

HYPERLINK "http://english-zone.com/writing/strctr-quiz.html" [Structure of a Paragraph Quiz!](http://english-zone.com/writing/strctr-quiz.html)

<http://english-zone.com/writing/strctr-quiz.html>

HYPERLINK "http://english-zone.com/writing/parts-quiz.html" [Main Parts of a Story Quiz!](http://english-zone.com/writing/parts-quiz.html)

<http://english-zone.com/writing/parts-quiz.html>

Each of these hyperlinks will assist students in refreshing their memory on how to structure a paragraph and also identifying the parts of a story. The structure of a paragraph quiz asks students to read a passage and identify topic sentences, main points, and the conclusion. This can help students with this lesson by giving them practice at identifying main ideas as well as significant details. The main parts of a story quiz has students read a passage and asks them to identify specific parts of a story as being either part of the plot, a character, or part of the setting. This link enables students to identify the correct definition of plot, setting, and character.

Both links are very child friendly in that the information is easily accessible. If students are having difficulties with the writing portion of this lesson, they can visit these links during class time to supplement their knowledge of writing application. Students will also be encouraged to visit the links online when they're at home to assist them with their homework assignment.

Research Connections

Lev Semionovich Vygotsky was a psychologist who theorized that a child's development depends upon his or her environment and the amount of social interaction that takes place. Unlike Piaget, Vygotsky believed that learning precedes development. One his most contributions was his idea of the zone of proximal development, which can be described as "the difference between a child's actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Schneider and Watkins, pg.157)."

Our lesson involves learning as a collaborative process. Scaffolding is applied as the students work jointly to solve problems (Harland, 2003). Our instructional approach uses the zone of proximal development by pairing up general education and deaf education students during the writing portion of the lesson. Because the general education student will more than likely be farther along in this subject, pairing them with a deaf student will not only help the deaf

student along in the lesson, but it will also reinforce the general education student's knowledge of the material and their writing ability.

General Tips

In order to better facilitate instruction and student learning in the lesson, it is imperative to make note of the following modifications:

For any instruction that is given in English, that same instruction needs to be given in American Sign Language in order to accommodate deaf students being taught in the class.

An interpreter should be present at all times.

Deaf students should be paired with hearing students in order to enhance the learning experience for each student.

When instructing students with learning disabilities, make sure to take into account each student's personal learning style and adjust the instruction of the lesson accordingly. If the student is a more visual learner, for example, it may be beneficial to write each vocab word on the board in large print. For auditory learners, it would be beneficial to sound out words and have the class say each word out loud, emphasizing the breaking up of syllables.

Attachments

Students will be presented with a copy of the passage from Growing Season, which will also include two helpful links that will assist them when writing their summary. Deaf students will be provided with a handout of the vocabulary words and their definitions so that they will be able to devote their full attention to the instruction of the lesson. Having a handout for the deaf students is necessary because if they were to copy the definitions themselves, their eyes will be diverted from the interpreter. If they are not accommodated in this way, then they will miss out on essential information and instruction given. An instructional strategy outline will be provided in the event of a substitute teacher being needed.

Motivation

When we took the students on the field trip to the Zeller's farm, we assisted in motivating them to take more of an interest in the subject matter that we are presenting to them. Another way that we are motivating students to be engaged in the lesson is by presenting with fun technology links to help enhance their understanding of writing application.

References

- 1.) Exley, Sioned (2003). The effectiveness of teaching strategies for students with dyslexia based on their preferred learning styles.

British Journal of Special Education, 30(4), 213-219.

- 2.) Harland, Tony (2003). Vygotsky's zone of proximal development

and problem-based learning: Linking a theoretical concept with practice through action research. *Teaching in Higher Education*, 8(2), 263-265.

3.) Lyon, G. Reid (2003). Defining dyslexia, comorbidity, teachers' knowledge of language and reading: a definition of dyslexia. *Annals of Dyslexia*, 53, 1-10.

4.) Schneider, Phyllis, & Watkins, Ruth V. (1996). Applying Vygotskian developmental theory to language intervention. *Language, Speech, and Hearing Services in Schools*. 27, 157-158.

Growing Season Lesson Plan

Grade: 4

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<p><u>Vocabulary Expectations:</u></p> <p>Must show an understanding of vocabulary words</p> <p><u>Scoring:</u></p> <p style="text-align: center;">- +</p>	<p>Use vocabulary words in clear sentences, showing that you understand the meaning of each word.</p> <p>Must use at least three vocabulary words in your summary.</p> <p>Extra Credit: Use more than three vocabulary words in your summary. One bonus point for every extra word used.</p>
<p><u>Writing Expectations:</u></p> <p>Must be able to summarize what we have read in class as well as what we have observed at the Zeller's farm</p> <p><u>Scoring:</u></p> <p style="text-align: center;">- +</p>	<p>Must use complete sentences.</p> <p>Must use correct grammar.</p> <p>The summary must be two paragraphs long. (3-4 sentences for each paragraph)</p> <p>Must be able to clearly describe and provide examples in your summary of what you experienced at the Zeller's farm as well as what was read in class.</p>