

4TH-GRADE UNIT PLAN WITH ESL SUPPORT

Unit Topic: Reading - Identifying and using text features such as type, headings, and graphics to predict and categorize information.

Unit Designer: Anton Brinckwirth

Subject Area(s) / Grade Level(s): 4th Grade ELA with Additional Support for ESL students

Duration: 5-7 days

Context: This unit is designed in the context of my internship placement at Mary Carr Greer Elementary School (GES) in Albemarle County, VA (Fall 2021). At GES, the learning content is the same for ELs as it is for native English speakers. As a PGMT UVA intern, my evaluation cycles involved pushing into classrooms to provide ESL support and pulling students out with my mentor teacher, an ESL interventionist. I mainly worked with ELs and English native speakers as a mixed group of 4th-grade learners. The unit is based on the third lesson I designed and delivered for my third evaluation cycle, in early November, two weeks before the Thanksgiving Holiday.

I designed the original lesson to be carried out with a 30-page reader for 4th-graders about the four seasons in the Northern and Southern Hemispheres. I chose that lesson to develop my final unit plan. Still, I decided to redesign the lessons with content integrating social justice, critical thinking, and instructional technology components to build bigger ideas.

Big Ideas: Students will relearn the *Story of the First Thanksgiving* with a 4-grade reader (30 pages) with rich in-text features and graphical structures. Students will unpack the items from the 4th-grade reading strand of the Virginia Standards of Learning (4.6 a-d) while learning to distinguish between fact and fiction and refocusing their view of important American history. In the process, students will build fundamental critical thinking skills by using the information presented in the text. The lesson for Day 2 is designed to make students think critically about the learning content and bring about a transformative learning experience. On Day 2, students will repeat the exercises from Day 1 with a reorientation to the *Story of Pocahontas* through a 4th-grade 32-page reader that underscores the fact that Native Americans didn't write the history. The reader explains this perspective in a manner that is fitting and appropriate for learners' age and grade level. Students will draw inferences from the readings and receive guided instruction as they learn to separate facts from fiction regarding the history of Pocahontas.

Overview of Unit (Including information about the class/students, what the unit is about, when in the instructional sequence this unit will take place, why the unit is important within the context of the curriculum and for adolescent students, how you will help students see the importance and relevance of this content to their lives).

This 5-day unit is designed for 4th grade ELA classes at Mary Carr Greer Elementary School (GES) with built-in scaffolding and support for ELs, who comprise more than 50% of the 4th-grade class at GES.

I worked with this scenario throughout my fall placement internship. Therefore, it is appropriate to use my initial plans to complete the Unit Plan for the EDIS 5030 instructional design course at the University of Virginia, *Designing Effective Learning Experiences & Environments*, taught by Dr. Jennifer Pease. The unit reflects my lessons in my second and third evaluation cycles as a teacher intern at Greer Elementary School in Albemarle County Public Schools. This expanded 5-day unit plan provides guided practice for the learning targets for SOL 4.6a from the Reading Strand outlined below.

On Days 1 and 2, the instructor will lead two sessions of guided reading practice with ESL support. The activities are designed to create opportunities to achieve the learning targets and develop essential critical thinking skills. Since the session is situated in the ELA curriculum two weeks before the Thanksgiving holiday, the selected non-fiction text for Day 1 will be *The First Thanksgiving (Fact vs. Fiction in U.S. History)* by Peter Mavrikis with consultation by Katrina Phillips, Ph.D. This text is written for young readers, ages 8-12. The language is intended for children. The author's purpose is to separate fact from fiction by providing a truthful, insightful retelling of "a meal

celebrating a harvest and cooperation that happened 400 years ago, in 1621.” Mavrikis gracefully and respectfully educates young learners about the first Thanksgiving, providing facts and pointing out historical misrepresentations without delving into graphical details about the abuses and massacres imposed on Native Americans.

Moreover, this text is filled with high-quality headings, images, illustrations, diagrams, popout text boxes, “fact” boxes, and a detailed timeline. Key text structures, such as headings, paragraphs, and format are utilized by the author on virtually every page in an attractive layout with visually clear examples of the text features reviewed in the 4.6a reading strand. to present the text in a way that allows students to make inferences about the reading content. Samples from the text will be shown throughout the unit to provide real examples of the content that will guide this lesson. The TOC, index, and glossary will also be used in the unit plan to orient students to

On Day 2, students will repeat the fact that the author presents information and separates the facts from the fiction and leaves room for students to make their own conclusions about the information presented. I selected this book for its credibility, quality of content, use of language, and SOL relevance in terms of unit goals and learning targets, and level of appropriateness.

On Day 3, students will learn to use the program Book Creator to apply knowledge and understanding to write and produce their own digital book product that will encapsulate and express the full breadth of achievement as a summative assessment for the unit. The assessment will show a measure of understanding unique to each learner. The learning targets newly acquired skills stated in SOL Standard 4.6a in the Reading Strand of the *Curriculum Framework* document.

On Days 4 and 5, students will engage in a workshop, using Book Creator with their base groups, to create a digital book about the content they learned in the readings and short videos. Each student’s digital book will be created while working in base groups so that students can support one another. Visual organizers will help students navigate through the production process. Students will understand the importance and relevance of this content to their lives in achieving mastery of the learning targets in the reading strand while learning new concepts about the relationship between white settlers and indigenous peoples as it relates to a .

Breaking Down the Big Ideas

- 1. Social Studies Component:** This unit draws from themes in history and social science to teach 4th-grade learners the headings, images, illustrations, diagrams, popout text boxes, “fact” boxes, and a detailed timeline. Key text structures, such as headings, paragraphs, and format are utilized by the author on virtually every page in an attractive layout with visually clear examples of the text features reviewed in the 4.6a reading strand. build critical thinking skills appropriate for 4th-grade learners. The unit may appear ambitious, but with guided practice, appropriate use of instructional technology, the unit can build critical thinking skills appropriate for 4th-grade learners and at a time in their lives that could have lasting impact.
- 2. Social Justice Component:** There is a social justice element in this lesson that teaches young learners to view Native Americans in a more enlightened context free of factually baseless imagery and assumptions that have emerged through history as part of the traditional holiday revered by all Americans. The most appealing aspect about the selected readers for the course is that they are factually that the author does not try to diminish the significance of the meaning of Thanksgiving, nor does he turn the book into a tirade against white people. He merely recounts facts about the 1621 event when white puritan settlers from Europe had a friendly encounter with the people or the Wampanoag Nation. Examples of Facts presented are:
 - The word Pilgrim wasn’t used until the 1800s. Before then, they were known as Puritans.
 - The Mayflower was supposed to make the journey with the Speedwell, but the latter was unable to set sail due to leaks in the ship.
 - The Wampanoag Nation is known as the “People of the First Light”
 - The First Thanksgiving meal was likely roasted deer, geese, duck, cod, clams, and eel.

In exploring the Indigenous Nations of North America, students are participating in an activity that strives to tell the story of Native Americans in a manner that strives for fairness and respect of Native Americans. The learners are too young to dig deeply into the complex layers of social justice stemming from this theme. However, the unit is designed to instill a sense of fairness in students in retelling the story of Thanksgiving from an Indigenous perspective. Most importantly, students will understand why it is important to accurately represent Native Americans in cultural and historical contexts.

- 3. Critical Thinking Component:** Through the guided practice of the readings on Day 1 and Day 2, students will be encouraged to think about the historical evidence presented in the readings and to use the text and graphical features used in the readers to think critically about the information presented. The main point is that there is so much we don't know and many authors take liberties to romanticize the stories and add gloss to make them more appealing. The selected readings are as accurate as any rendering of these stories are available. The truth is we have very little information that can be verified as authentic and credible. There are sites dedicated to pointing out the numerous inaccuracies reflected in the paintings. They present evidence to back up their claims and attempt to present a fairer representation of Native Americans. After the videos, the instructor will show 15-20 images of the First Thanksgiving on Day 1, and 15-20 images of Pocahontas on Day 2. The instructor will ask the students to identify the image that most accurately depicts either the first Thanksgiving or Pocahontas. The final answer is that there is no way to know for certain. In the case of the first Thanksgiving, there is a painting called *The First Thanksgiving 1621 by JLG Ferris c. 1912*, that captures the modern concept of the first Thanksgiving, but the painting has been criticized for being inaccurate and for misrepresenting Native Americans. The instructor will make these points when showing the paintings and illustrations. The instructor should ask students why Native Americans might feel misrepresented in these depictions.

In the case of Pocahontas, there is one engraving that was made in her likeness in 1616 when she was in England. Fourth-grade students will be hard-pressed to guess the correct image. When revealing which image is the famous engraving, the instructor should underscore that all of the images are vastly different.

What does this tell you?

The instructor will begin asking students questions to make young learners think critically.

What about this illustration/painting seems authentic and believable to you?

Show images that range from historical paintings to Disney's version of Pocahontas. When showing students the engraving, ask if this is how they imagined Pocahontas? Explain why the engraving is the most accurate depiction that exists and why the others are closer to fiction. At this point, show various historical images of Pocahontas, which vary greatly, from the culturally and historically incorrect to the bizarre and absurd. The point of this activity is to show students why they cannot believe everything they see and hear.

Students will rely on the reader to reorient their perception and understanding of the two stories; *The First Thanksgiving* and *Pocahontas*, while developing the skills to critically separate fact from fiction. This may sound like an ambitious plan, but the readers and unit plan will guide students to reach obvious conclusions about historical accuracy and inaccurate myths and why many of the inaccurate myths misrepresent Native Americans and why that is a bad thing. Simple language can be used to make these points.

4. Instructional Technology

OPTION 1: Students will use book creator (bookcreator.com), a powerful book creation program for young learners. It features user friendly tools and a workflow that children grasp easily. The product website claims "Two million books are made each month in Book Creator in countries across the world." With Book Creator, elementary school-aged children can write, design, and publish their own books. Students easily grasp the click-and-drag navigation and can quickly produce content. Students can easily lay out the content, make a table of contents, index, and/or glossary.

With [Bookcreator.com](https://www.bookcreator.com), 4-th grade students can turn any writing assignment into a digital book. The text features covered in the VSOL 4.6 Reading Strand. They can also insert images and illustrations from Book Creator's vast library of images and clip art, or they can import their own drawings and photographs. Students can draw and use the camera to capture a still of anything. The software works well with iPads and Chromebook-style computers, which are common in K-12.

Teachers who want to take the project to the next level can easily share students' work with learning peers in other countries.

EdTech Workflow:

1. The instructor will gather digital assets in the public domain or appropriately licensed through the school/district, and store them on a shared drive for students to pick and choose as it pertains to their ideas, writing. Digital assets may include images, photographs, maps, clip art, school district.
2. The instructor will provide support and guidance on Days 3 and 4 of the workshop to ensure that students remain on pace to complete their projects on time.

Relevance: Integration of a program like Book Creator is relevant because it provides students with the tools they need to assemble their own non-fiction text with a cover, table of contents, attractive text layout with images, illustrations, headings, and other text features that bring the student to life.

Rationale: Desktop publishing is a creative and artistic endeavor that many instructors would assume is beyond the capabilities of young learners. Book Creator puts the power of publishing in the hands of young learners with easy-to-use tools for creating reading content with graphics and text features. This activity is relevant and serves as a viewable, shareable, and archivable summative assessment of the unit that captures every UKD achieved.

Teachers who want to take the project to the next level can easily share students' work with learning peers in other countries.

ESL Supplement

The ESL interventionist will push in to work with each group ensuring each EL completes the readings with their learning partner, participates in the base group workshops, and stays on pace to complete all tasks including the the readings, the exit tickets 1&2, and the final project, a book product created in [Book Creator](https://www.bookcreator.com).

All ten ELs in the class are Spanish-speaking. Therefore, the interventionist will be expected to provide Spanish-English vocabulary sets, and additional translations to assist students with the exit tickets and the project in Book Creator.

The interventionist will visit each pair of ELs, then cycle through the pairs a second and third time during the sessions to ensure that the support is consistent and equitably distributed. The interventionist will also be tasked with encouraging the ELs with higher proficiency ratings, as well as the native English-speaking students, to check in on their EL classmates through the readings and the workshops, to see if they need help. In a cooperative learning activity, this dynamic enhances student productivity and connectivity in a cultural and linguistically diverse class environment such as this one comprising 10 ELs and 9 non ELs.

The interventionist will continue working with the EL pairs and in the base groups and use a checklist to ensure that no student has been left out. It is essential that the interventionist provide each EL maximum support to ensure they remain on task and on pace to complete the assignment along with the other students. To achieve this, they will devise a project inventory sheet, and for each EL, check off the boxes that correspond with project criteria and rubric.

Established Goals (VSOLs and/or National Standards)

4.6. The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b) Explain the author's purpose.
- c) Identify the main idea.
- d) Summarize supporting details.
- e) Draw conclusions and make inferences using textual information as support.

STANDARD VS.3g

The student will demonstrate an understanding of the first permanent English settlement in America by g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.

Essential Understandings: The native peoples and English settlers in Virginia established trading relationships and, for a while, had positive interactions.

Essential Knowledge: The native peoples contributed to the survival of the Jamestown settlers in several ways:

- Powhatan, the chief of many tribes, provided leadership to his people and taught the settlers survival skills.
- Pocahontas, the daughter of Chief Powhatan, served as a contact between the native peoples and the English.
- The native peoples showed the settlers how to plant corn and harvest tobacco.
- Over time, the native peoples realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.

Stage One: Essential Questions & Unit Learning Targets (UKDs)

<i>Meaning</i>	
Overarching Concepts:	
Students will explore these ESSENTIAL QUESTIONS...	Students will Understand THAT...
<p>EQ1. How can I refer to or use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts?</p> <p>EQ2. Why is it important to separate fact from fiction, regarding the first Thanksgiving, 400 years ago?</p> <p>EQ3. Applying the same logic, what conclusions can we draw from the Story of Pocahontas?</p>	<p>U1. Nonfiction texts provide information, explain a process, or persuade.</p> <p>U2. Text features can enhance understanding of text.</p> <p>U3. The details and information from the text are used to draw conclusions and make inferences.</p>

<i>Acquisition</i>	
Students will Know...	Students will be able to (DO)...
<p>K1. Text features such as type, headings, and graphics are used to predict and categorize information.</p> <p>K2. Photographs, illustrations, diagrams, maps, timeline</p> <p>K3. Cover pager, table of contents (toc), index, glossary</p>	<p>D1. Summarize key details of informational texts, connecting new information to prior knowledge.</p> <p>D2. Identify and use text structures, such as headings, paragraphs, and format, to preview a text and make predictions in order to comprehend.</p> <p>D2. Actively ask questions, visualize, make connections, and predict as they read.</p> <p>D3. Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.</p> <p>D4. Identify new information learned from reading.</p> <p>D5. Compose text with the fluency, accuracy, and expression garnered from the readings.</p> <p>D6. Create a book product using software to reflect concepts learned with appropriate use of text features and graphical structures to reflect depth of knowledge and understanding.</p>

Stage Two: Assessment Plan

Summative Assessment Overview

Students will work in their base groups in the computer lab to create a book about what they've learned in the readings of the *First Thanksgiving* and the *Story of Pocahontas*. Students will unpack the learning targets from the reading strand while enriching and reinforcing their understanding of Indigenous peoples based on these important stories involving encounters and interactions between Indigenous peoples and early European settlers.

Students will use a visual organizer that guides them through the process of writing text and adding headings, textboxes, and other text features and graphical structures. Students will write about the content they recall with skills they build and the understanding they have cultivated. The final Book Creator project reflects the most comprehensive summative assessment for measuring students' understanding of the learning targets and uses the Book Creator software to allow students to create a project that reflects their comprehensive understanding of skills acquired in the workshop training sessions and the transferability of the content presented in the readings.

A separate visual organizer will guide students through the process of selecting appropriate content from the shared drive to enhance their book content with appropriate illustrations, photos, maps and other graphical structures to compellingly work with their base group to review and assimilate the content. Each reader will present what they learned from the two stories in their book creation.

Rubric for Book Creator Project (Summative Assessment)						
Item	Pts	Exceptional (4)	Very Good (3)	Satisfactory (2)	Unacceptable (1)	Incomplete (0)
Book cover	/4	Title and author's name are clearly written and easy to read. The design is relevant and uses multiple colors, well placed graphics and text, and reflects full understanding.	Title and author's name are clearly written and easy to read. The design is relevant, text, colors, graphics, text satisfactory, and reflects partial understanding.	Title and author's name are clearly written and easy to read. The design is not completely relevant, text, graphics, text satisfactory	Title and author's name are not clearly written. The design is not relevant, text, colors, graphics, text not well placed.	No book cover
Headings	/4	Headings are used appropriately with context and relevance, and reflect full understanding.	Headings are somewhat appropriate with some context, relevance, and reflect partial understanding.	Headings are barely appropriate with minimal context and relevance.	Headings are inappropriate with no context or relevance.	No headings
Textboxes	/4	Textboxes are used appropriately with context and relevance, and reflects full understanding	Textboxes are somewhat appropriate with some context, relevance, and reflect partial understanding.	Textboxes are barely appropriate with minimal context and relevance.	Textboxes are inappropriate with no context or relevance.	No textboxes
Illustrations: can be clip art, map, fact box, timeline,	/4	At least 2 illustrations used appropriately with very clear description, meaningful context, relevance, and reflects full understanding	At least 2 illustrations used with clear description, some context and relevance.	At least 2 illustrations used, but barely appropriate and show minimal context and relevance.	Only one illustration is used and is either inappropriate or lacks context or relevance.	No illustrations

Images: can be photograph portrait or painting	/4	At least 2 images used appropriately with very clear description, meaningful context, relevance, and reflects full understanding.	At least 2 images used with clear description, some context and relevance.	At least 2 images used but barely appropriate and show minimal context and relevance.	Only one image is used and is either inappropriate or lacks context or relevance.	No images
Table of contents	/4	TOC is complete, connects to content correctly and reflects full understanding.	TOC is complete, connects to content and reflects partial understanding.	TOC is complete, but barely connects to content, and reflects minimal understanding.	TOC does not connect to content and is unusable	No TOC
Glossary (10-word minimum)	/4	Glossary is stellar, connects to content correctly and reflects full understanding.	Glossary is acceptable, connects to content and reflects partial understanding.	Glossary is acceptable, but does not fully connect to learning content, and reflects minimal understanding.	Glossary is not well written, does not connect to content correctly, reflects lack of understanding.	No Glossary
Body of text (100-word minimum)	/12	Text is well written, connects to content, aligns with big ideas, and reflects full understanding of the readings as described in the learning targets.	Text is acceptable, connects to content, aligns with some of the big ideas, and reflects partial understanding of the readings as described in the learning targets.	Text is acceptable, but does not fully connect to learning content, and reflects minimal understanding.	Text is not well written, does not connect to content correctly, reflects lack of understanding.	Incomplete
Total	/40					

The lesson integrates reading, language learning, and social studies, to develop understanding of research and writing about historical influential figures, using text features, illustrations, diagrams, and timelines to learn more about historic events, and drawing inferences from those readings to be able to separate historical facts from fiction they may have learned from unreliable sources such as movies, folklore, myths and images that might not necessarily represent the historical facts from the perspectives of truth and reality.

Stage Three: Learning Plan

Lesson/Day	Learning Target(s) Addressed	Summary of Content AND Instructional Plan/Activities
Pre Lesson	N/A	<p>Steps in the Lesson (including Modalities & Resources)</p> <p>Pre-lesson</p> <ul style="list-style-type: none"> ● Students will have already received one week of foundational instruction for the 4.6 ELA Reading unit. ● The 4.6a lesson, therefore, will not introduce new learning material. ● Instead, the instructor will deliver a lesson designed to reinforce the learning targets through guided practice and a creative activity to let the students show what they actually know and understand. ● The recommended readers are: <ul style="list-style-type: none"> ○ <i>The First Thanksgiving (Fact vs. Fiction in U.S. History)</i> by Peter Mavrikis with consultation by Katrina Phillips, Ph.D. ○ <i>Pocahontas: The Powhatan Culture and the Jamestown Colony</i> by Lisa Sita. ● The readers were selected for the target reading and grade levels and for offering a fair and accurate depiction of Native American peoples, avoiding sentimental pro-American sentiment. ● The class consists of <u>19 students</u>, 10 ELS and 9 non ELS ● There will be 5 base groups, base groups consist of 4 students:: <ul style="list-style-type: none"> ○ Base group 1: EL WIDA 4, EL WIDA 1, non EL, non EL ○ Base group 2: EL WIDA 4, EL WIDA 1, non EL, non EL ○ Base group 3: EL WIDA 3, EL WIDA 1, non EL, non EL ○ Base group 4: EL WIDA 2, EL WIDA 2, non EL, non EL, ○ Base group 5: EL WIDA 2, EL WIDA 2, non EL (3 students) ● Pairings within base groups: ELs will be paired with ELs. The EL pairings will be structured as follows: <ul style="list-style-type: none"> ○ Pair 1: EL WIDA 4 - EL WIDA 1 ○ Pair 2: EL WIDA 4 - EL WIDA 1 ○ Pair 3: EL WIDA 3 - EL WIDA 1 ○ Pair 4: EL WIDA 2 - EL WIDA 2 ○ Pair 5: EL WIDA 2 - EL WIDA 2 ○ Pairs 6-9: consists of non ELs only ● The ESL interventionist will push in to visit Pairs 1-5 pairs of EL learners each day of the unit. ● The other 4 pairs (Pairs 6-9) will consist of non EL students only. ● ELs with higher proficiency will be expected to support peer ELs with lower proficiency. ● Students will break up into pairs for the reading practice activity ● Students will participate in the workshops as a base group, but each learner will create their own book product to reflect their learning. ● Non ELs are encouraged to assist and work with ELs in the base groups during the workshops. EL group in the main classroom or lead the guided practice session in the testing room if available.

<p style="text-align: center;">Day 1</p>	<p style="text-align: center;">EQ1 EQ2 K1 K2 K3 D1 D2 D3</p>	<p>Day 1 Lesson Script</p> <p>Introduction (3min)</p> <ol style="list-style-type: none"> 1. Say hello and introduce yourself (0:15) 2. Explain the learning targets (0:45) 3. Explain the lesson and flow (1:00) 4. Explain to students what they will demonstrate and what they will know about the topic by pointing, reading, answering questions. 5. Behavior and classroom management (1:00) <ul style="list-style-type: none"> ● Speak clearly and concisely. And in a serious tone. ● I need you to listen and read and show me that you understand the reading. ● No time for disruptive behavior. I need you to focus. ● When someone is speaking or reading, we will be respectful and not interrupt so that we can complete the activity ● When I ask a question, the proper way to respond is to, please (motion) raise our hands. 6. Disseminate Vocabulary List #1 from the text and glossary of the reader. Highlighted in yellow are the terms for Formative Assessment #1 , completed with a visual organizer. Provide translations for EL students and emphasize the use of cognates and names to make it easier to read in English. Highlighted in yellow are the terms for Formative Assessment #1 , completed as an exit ticket with a visual organizer. 																																																		
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><u>Groups</u></th> <th style="text-align: left; padding: 5px;"><u>Historic Figures</u></th> <th style="text-align: left; padding: 5px;"><u>Historic Places</u></th> <th style="text-align: left; padding: 5px;"><u>Other</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>First-comers</i></td> <td style="padding: 5px;">King James</td> <td style="padding: 5px;">Southampton,</td> <td style="padding: 5px;">The Mayflower</td> </tr> <tr> <td style="padding: 5px;"><i>Forefathers</i></td> <td style="padding: 5px;">Wampanoag Nation</td> <td style="padding: 5px;">England</td> <td style="padding: 5px;"><i>Religion</i></td> </tr> <tr> <td style="padding: 5px;">Colonizers</td> <td style="padding: 5px;">Tisquantum/Squanto</td> <td style="padding: 5px;">Plymouth Rock</td> <td style="padding: 5px;"><i>Religious</i></td> </tr> <tr> <td style="padding: 5px;"><i>Colony</i></td> <td style="padding: 5px;"><i>William Bradford</i></td> <td style="padding: 5px;">Cape Cod</td> <td style="padding: 5px;">Freedom</td> </tr> <tr> <td style="padding: 5px;">Indigenous</td> <td style="padding: 5px;"><i>Sarah Hale</i></td> <td style="padding: 5px;">Provincetown</td> <td style="padding: 5px;">The Speedwell</td> </tr> <tr> <td style="padding: 5px;"><i>Peoples,</i></td> <td style="padding: 5px;"><i>U.S. Presidents</i></td> <td></td> <td style="padding: 5px;">Smallpox</td> </tr> <tr> <td style="padding: 5px;">Nations,</td> <td style="padding: 5px;"><i>Zachary Taylor</i></td> <td></td> <td style="padding: 5px;">Harvest Moon</td> </tr> <tr> <td style="padding: 5px;"><i>Tribes</i></td> <td style="padding: 5px;"><i>Millard Fillmore</i></td> <td></td> <td style="padding: 5px;">Cornucopia</td> </tr> <tr> <td style="padding: 5px;">Native</td> <td style="padding: 5px;"><i>Franklin Pierce</i></td> <td></td> <td style="padding: 5px;">Alliance</td> </tr> <tr> <td style="padding: 5px;">Americans</td> <td style="padding: 5px;"><i>James Buchanan</i></td> <td></td> <td style="padding: 5px;">Ammunition</td> </tr> <tr> <td style="padding: 5px;">Racist</td> <td style="padding: 5px;"><i>Abraham Lincoln</i></td> <td></td> <td style="padding: 5px;">Great Dying</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="padding: 5px;">National Day of Mourning</td> </tr> </tbody> </table>	<u>Groups</u>	<u>Historic Figures</u>	<u>Historic Places</u>	<u>Other</u>	<i>First-comers</i>	King James	Southampton,	The Mayflower	<i>Forefathers</i>	Wampanoag Nation	England	<i>Religion</i>	Colonizers	Tisquantum/Squanto	Plymouth Rock	<i>Religious</i>	<i>Colony</i>	<i>William Bradford</i>	Cape Cod	Freedom	Indigenous	<i>Sarah Hale</i>	Provincetown	The Speedwell	<i>Peoples,</i>	<i>U.S. Presidents</i>		Smallpox	Nations,	<i>Zachary Taylor</i>		Harvest Moon	<i>Tribes</i>	<i>Millard Fillmore</i>		Cornucopia	Native	<i>Franklin Pierce</i>		Alliance	Americans	<i>James Buchanan</i>		Ammunition	Racist	<i>Abraham Lincoln</i>		Great Dying		
<u>Groups</u>	<u>Historic Figures</u>	<u>Historic Places</u>	<u>Other</u>																																																	
<i>First-comers</i>	King James	Southampton,	The Mayflower																																																	
<i>Forefathers</i>	Wampanoag Nation	England	<i>Religion</i>																																																	
Colonizers	Tisquantum/Squanto	Plymouth Rock	<i>Religious</i>																																																	
<i>Colony</i>	<i>William Bradford</i>	Cape Cod	Freedom																																																	
Indigenous	<i>Sarah Hale</i>	Provincetown	The Speedwell																																																	
<i>Peoples,</i>	<i>U.S. Presidents</i>		Smallpox																																																	
Nations,	<i>Zachary Taylor</i>		Harvest Moon																																																	
<i>Tribes</i>	<i>Millard Fillmore</i>		Cornucopia																																																	
Native	<i>Franklin Pierce</i>		Alliance																																																	
Americans	<i>James Buchanan</i>		Ammunition																																																	
Racist	<i>Abraham Lincoln</i>		Great Dying																																																	
			National Day of Mourning																																																	
		<p>7. Disseminate Vocabulary List #2 outlining the names and terms of the text features and graphical structures. Provide translations for EL students and emphasize the use of cognates and names to make it easier to read in English. Highlighted in yellow are the terms for Formative Assessment #2 , completed as an exit ticket with a visual organizer.</p>																																																		

<u>Book Parts</u>	<u>Text features</u>	<u>Graphics</u>
Cover	Body of Text	Photograph
Table of Contents	Font	Illustration
Copyright	Type	Diagram
Index	Typeset / layout	Map
Glossary	Italics	Timeline
Chapters	Bold	Popout text box
	Underline	

8. Begin Lesson (15min)

- a. Explain that we are going to learn about the same subject matter *“The First Thanksgiving (Fact vs. Fiction in U.S. History)”* with Mavrikis’ book and the non-fiction text features he uses to give us clues about the information communicated in the book.
- b. Lesson begins with a visual organizer that graphically displays all of the text features and parts of a printed or digital book. Begin with cover, toc, index, . glossary, and copyright. Show each page containing one of the above mentioned sections and point out what it is and ask students to remember.
- c. Read Introduction - Address class a whole group
 - i. *pgs. 4-5, Ask students to identify the features they see: heading, text, photograph, and textbox.*
 - ii. *What do these features actually tell us about the text? Ask student volunteers to read the text.*
 - iii. *Establish Author’s purpose and goals.*
- d. Read Chapter 1 *Seeking Religious Freedom: pgs. 6-7, as a whole group.*
 - i. *Address the chapter title, heading, illustration, textbox, and page number. What do these features tell us about the content of the book? the author’s purpose? Ask student volunteers to read text.*
 - ii. *pgs. 8-9, Address the heading, illustration, map, textboxes, and “Fact” box (A special feature of this particular reader) What do these features tell us about the content of the chapter? the author’s purpose? Ask a different set of student volunteers to read text. Ask the following questions through the guided reading: There is a map labeled “The route of the Mayflower across the Atlantic Ocean” What does this tell us? There is a Fact! box with the caption “Artist Charles Lucy’s 1848 painting, “The landing of the Pilgrim Fathers.” What does the fact box tell us?*
 - iii. *The information is organized on the page in a way that actually tells us something about the text. Look for the clues.*
 - iv. **Table of Contents: Let’s shift our attention to the TOC!**

Some of you might know what a TOC is and what it is used for. Judging by the page layout (explain layout). What do you see in the TOC that tells us more about this non-fiction book?

9. Break up into base groups, 4 per group, 2 ELs per group (2 minutes)

Ask students to pair up with a peer learner in the base group. Each pairing should have 1 EL. With an odd number of students, 1 pairing might have 3 students. Check pairings quickly.

- Pair 1: EL WIDA 4 - EL WIDA 1 Read Chapter 2.
- Pair 2: EL WIDA 4 - EL WIDA 1 Read Chapter 3
- Pair 3: EL WIDA 3 - EL WIDA 1 Read Chapter 4
- Pair 4: EL WIDA 2 - EL WIDA 2 Read Chapter 5
- Pair 5: EL WIDA 2 - EL WIDA 2 Read Chapter 5
- Pairs 6-9: consists of non ELs only, Read Chapters 2-5

10. Return to base groups (5 minutes)

*Now, we are going to use a **visual organizer to see** how we can learn from non-fiction text features in the chapter you read with your learning partner. Refer to Vocabulary List 2 and When I call on your base group, you can share about which text features and graphical structures were used in your chapter and what they told you about the reading as a whole. Try to get every student to answer and describe at least one text feature. After reviewing each text and graphical feature from Vocabulary List 2.*



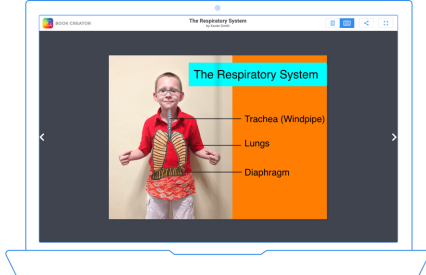
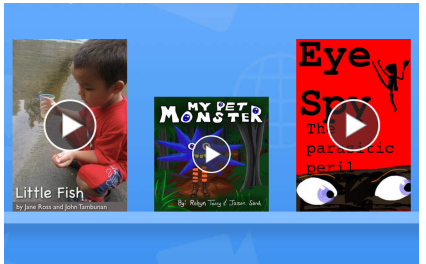
Q1: What do the diagrams, textboxes and words tell us about this book? Is it a book about food? Is it about the Atlantic Ocean? Old paintings?

- a. A1: The book is about the real first Thanksgiving.
- b. Q2: And what is the author trying to tell us? ...
- c. A2: He's trying to tell us that there is, in reality, very little known about the first Thanksgiving. We don't know exactly what people wore, what they ate, or who attended. Q3: What else is he trying to tell us? ...
- d. A3: We can use historical evidence to give us clues. We can make an educated guess based on other historical facts and what they tell us about the Puritans and the Wampanoag Nation of that time. But, there is no way to know for sure. We can only guess. Let's try and guess!
- e. Instructor shows 15-20 images of the first Thanksgiving on the large screen monitor, and asks students to guess which is the truest representation. The images are all vastly different. Emphasize this point. Underscore that the setting, people, clothes, and table setting varies in each picture. How do the artist's know there was a table? How can we know for certain that the pilgrims sat at a table and Wampanoag people sat on the floor? The answer is we don't know. We will never know. We can only speculate.
- f. So, if all of these paintings and illustrations are different, which one is the most accurate representation of the first Thanksgiving? The truth is that no one knows. We can only guess. If we guess, shouldn't there be a fair representation of

		<p>the people who. How do we know what is fair? If we did not speak the language of the Wampanoag Nation, how do we know how they felt?</p> <p>11. Show a short video clip to reinforce the concept about Thanksgiving that supports and reiterates the authors’ intentions to educate readers about some information being closer to fact and some information being closer to fiction (7 minutes). Video 1: The First Thanksgiving: What Really Happened</p> <p>12. LEARNING ACTIVITY / Guided Practice (12min)</p> <p>a. The instructor will pair students for their guided practice session</p> <p>Group 1: Chapter 2, Plymouth Rock (p10-13) Group 2: Chapter 3, The First Thanksgiving? (Winter, p18-21 in reader) Group 3: Chapter 4, Please Pass the Turkey Group 4: Chapter 5, Tension Builds</p> <ol style="list-style-type: none"> The instructor will assign the in-class readings noted above. The intern will guide the students through a practice session. The intern will provide ESL accommodations if needed, but will not read the text or complete the organizer for learners. To ensure learners read in turn and progress through the organizer, the intern will stand by passively presiding over both groups, observing and assisting with navigation of the activity. If time permits, the groups will share their new knowledge using their completed visual organizers to answer the instructor’s guided questions in the final 3 or 4 minutes of class. For sharing and for assessment. <p>Create Vocabulary List #3 from the text and glossary of the reader. Highlighted in yellow are the terms for Formative Assessment #3, completed with a visual organizer.</p>
	<p>EQ1 EQ2</p> <p>K1 K2 K3</p> <p>D1 D2 D3</p>	<p>Formative assessment 1a: Visual Organizer for First Thanksgiving story Exit ticket: Which non-fiction text features do you see on this visual organizer that tells us about the text? Four items will be shown. Circle one of the words below.</p> <ul style="list-style-type: none"> ● Heading ● Illustration ● Photograph ● Text box ● Map <p>Formative assessment 1b: Visual Organizer for First Thanksgiving story Exit ticket: Match the correct word/ term in the left column to the information on the right column. Six of the ten items below will be covered on the formative assessment.</p> <p>1. Colonizers</p>

		<ol style="list-style-type: none"> 2. <i>Indigenous Peoples, Nations,</i> 3. Racist 4. King James 5. Wampanoag Nation 6. <i>Religious Freedom</i> 7. Smallpox 8. Harvest Moon 9. Alliance 10. Great Dying 																												
<p style="text-align: center;">Day 2</p>	<p style="text-align: center;">EQ1 EQ3 K1 K2 K3 D1 D2 D3</p>	<ol style="list-style-type: none"> 1. Review of content learned on Day 1 (5min) 2. Concept reinforcement: The Story of Pocahontas 3. Repeat the lesson from Day 1 with a new non-fiction book: <i>Pocahontas: The Powhatan Culture and the Jamestown Colony</i> by Lisa Sita. 4. Run through the same format from Day 1, pick up the pace slightly (12 minutes) 5. At the end of the reading, show short documentary video on Pocahontas appropriate children (7 minutes) 6. Critical thinking activity (10 minutes) <p>Instructor passes out 20 images of Pocahontas, ranging from famous paintings to commercialized images to the Disney princess.</p> <p><i>Q1. What can we learn from all of these pictures?</i> <i>Q2. Why does Pocahontas look completely different in these illustrations?</i> <i>Q3. Did Pocahontas look different every day?</i> <i>Q4. Did she get a daily makeover?</i> <i>Q5. Her clothes seem to be different in every image. Who do you think designed her clothes? Where did she keep her wardrobe?</i> <i>Q6. Her hair looks different in every image. Did she have different hair stylists? How often do you think she got her hair done?</i></p> <p>Keep asking questions until student responses begin to question the credibility and accuracy of the images... listen for cues like: Student response: These aren't real pictures. Student response: She looks like a different person in each image. For each student's response, the teacher asks: <i>What does that tell you?</i> [Wait for transformative moment]</p> <table border="1" data-bbox="548 1486 1477 1875"> <thead> <tr> <th><u>Groups</u></th> <th><u>Historic Figures</u></th> <th><u>Historic Places</u></th> <th><u>Other</u></th> </tr> </thead> <tbody> <tr> <td>Colonists</td> <td>Pocahontas</td> <td>Jamestown</td> <td>How do you say hello in</td> </tr> <tr> <td>Explorers</td> <td>Matoaka</td> <td>Tidewater</td> <td>Powhatan</td> </tr> <tr> <td>English</td> <td>Wahunsenaca</td> <td>Settlement</td> <td>(Algonquian)?</td> </tr> <tr> <td>Powhatan</td> <td>John Smith</td> <td></td> <td>Wingapo:</td> </tr> <tr> <td></td> <td></td> <td></td> <td>"Welcome" or</td> </tr> <tr> <td></td> <td></td> <td></td> <td>"Our word of kindness"</td> </tr> </tbody> </table>	<u>Groups</u>	<u>Historic Figures</u>	<u>Historic Places</u>	<u>Other</u>	Colonists	Pocahontas	Jamestown	How do you say hello in	Explorers	Matoaka	Tidewater	Powhatan	English	Wahunsenaca	Settlement	(Algonquian)?	Powhatan	John Smith		Wingapo:				"Welcome" or				"Our word of kindness"
<u>Groups</u>	<u>Historic Figures</u>	<u>Historic Places</u>	<u>Other</u>																											
Colonists	Pocahontas	Jamestown	How do you say hello in																											
Explorers	Matoaka	Tidewater	Powhatan																											
English	Wahunsenaca	Settlement	(Algonquian)?																											
Powhatan	John Smith		Wingapo:																											
			"Welcome" or																											
			"Our word of kindness"																											

	<p>EQ1 EQ3</p> <p>K1 K2 K3</p> <p>D1 D2 D3</p>	<p>Deliver a training primer on use of <i>Book Creator</i></p> <p>Formative assessment 2a: Visual Organizer for Story of Pocahontas Exit ticket: Which non-fiction text features do you see on this visual organizer that tells us about the text? Four items will be shown.</p> <p>Circle one of the words below.</p> <ul style="list-style-type: none"> ● Table of Contents ● Index ● Glossary ● Diagram ● "Fact" box ● Timeline <p>Formative assessment 2b: Visual Organizer for First Thanksgiving story Exit ticket: Match the correct word/ term in the left column to the information on the right column. Six of the ten items below will be covered on the formative assessment.</p> <ol style="list-style-type: none"> 1. Pocahontas 2. Matoaka 3. Wahunsenaca 4. John Smith 5. Colonists 6. Jamestown 7. Tidewater 8. Settlement 9. Algonquian 10. Wingapo: "Welcome" or "Our word of kindness"
<p>Day 3</p>	<p>EQ1 EQ2 EQ3</p> <p>K1 K2 K3</p> <p>D1 D2 D3 D4 D5 D6</p>	<p>Workshop 1</p> <p>Students work in base groups to create Book Creator products. Book Creator licenses/accounts will be procured by the instructor. Students will receive a visual organizer to help create the project based on their understanding and knowledge of content presented in Days 1 and 2. Book Creator allows for students to easily use click-and-drag functionality to access all of the tools needed to add text and graphics, use over 50 fonts, and access a massive collection of images, illustrations, and clip art from <i>Google Photos</i>. Students can also add their own photos, drawings, or they can draw in Book Creator with the pen tool. Book Creator allows learners to draw and resize text boxes, and use the pen tool to draw or annotate. The software is even easier to understand and use on iPads and Chromebooks with touchscreens. Each workshop day will include a brief 10 to 15 minute training at the start of class and the remaining time will be spent allowing students to create their products. The instructor will work with non ELs. The interventionist will push in each day to work directly with ELs and provide guided practice, and culturally-responsive support.</p>

<p>Day 4</p>	<p>EQ1 EQ2 EQ3</p> <p>K1 K2 K3</p> <p>D1 D2 D3 D4 D5 D6</p>	<p>Workshop 2</p> <p>Students will receive a second visual organizer to continue developing their book project based on their understanding and knowledge of the content presented on Days 1, 2, and 3. They will build on previously acquired knowledge and understandings. On Day 3, a brief 10 to 15 minute primer at the start of class will be conducted to train on the higher-end features of Book Creator, to create a book cover, table of contents, glossary, index, and special graphics such as diagrams, maps, timelines, and “fact” boxes. Students will not be required to embed multimedia, or record their voice, but if they inquire about it, the instructor and/or interventionist will show them how to do it. will be allowed to embellish their projects with multimedia if they choose to do so.</p>
<p>Day 5</p>	<p>EQ1 EQ2 EQ3</p> <p>K1 K2 K3</p> <p>D1 D2 D3 D4 D5 D6</p>	<p>Presentations</p> <p>Day 5 is a celebration! Students will share their book products with the class and publish their books to the web if the instructor chooses that option. Web sharing in Book Creator is a global platform.</p> <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> <p>Images from https://bookcreator.com</p>