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September 19<sup>th</sup>-23<sup>rd</sup>, 2011  
Arnold Elementary School in Lincoln, NE  
Mrs. Clements

## Context of Teaching

First Grade ELL

Senses

I have two groups of ELL first grade students. Their first languages include Spanish, Arabic, and Ukrainian. I have four Spanish speakers, four Arabic speakers, and four Ukrainian speakers. Most of the students were born in America, but they speak another language at home. Three of my students, however, were born in Ukraine and one of those students has only been in America since last April.

My students need extra help with the vocabulary. When I introduced the unit on senses I brought in a xylophone and asked a student if it was smooth or rough. That student did not know what those words meant. I repeated the words but added clues when I said them. When I said the word, "smooth," I ran my hand along the table. When I said, "rough," I rubbed my fingertips together like something was gritty.

The student who has only been here since April is very shy and will only whisper answers. When I first started teaching at Arnold, she wouldn't answer me at all, but has since warmed up. The boys in my second group, however, are much more boisterous. They like to talk and need to be re-directed to stay on task.

## Pre-Assessment Instrument

For a pre-assessment I used the open-ended oral language assessment that came in the Rigby "On Our Way to English" curriculum. The students were asked to look at the picture in the book which showed people in a park. I asked the students "What can you tell me about the picture?" After letting students talk about the picture I asked, "Which senses are the people using?" The final question was, "I see a girl using her hands. Show me a boy using his legs." I wrote down their responses so I will be able to compare the responses the students give before we studied our unit and after we have learned about senses.

Name	Pre-Assessment Senses	Pre-Assessment Oral Language
Sn	0	2
Ka	0	1
Ne	0	2
Am	1	3
An	1	1
Fa	0	3
Em	3	4
Bn	0	2
La	1	3
To	0	4
Jo	5	3
Al	3	5

Most of the students did not appear to know the senses since they were not able to label any. I wonder if this correlates to their oral language level. One of my students, Ka, only said six words during the assessment. She would not talk about the picture. This particular student, however, has only been in the country since last April and is very quiet.

I also chose to assess the students on both oral language and their knowledge of the senses. The curriculum only assesses on oral language. I found that some of my students may not speak in sentences, but they do know their senses. However, I did see a pattern where the higher oral level language students, the more senses they knew.

One adjustment I planned to make was to include more hands-on lessons. To introduce the different tastes I brought in foods to represent sweet, bitter, sour, and salty. I also found it helped for the sense of touch to have objects for them to feel and describe. One of the items was a black marker. A student said that it was a black marker and I asked how he knew the color. We discussed how the markers feel the same, but we know the difference in colors by looking at the markers.

## **Unit/ Lesson Plans**

Monday September 19th, 2011

ELL State Standard: Students will use English to achieve academically in all content areas.

Subject: ELL

Name of Lesson: Senses-Sight

Period/Time: 50 minutes

### **I. Goal:**

Students will know that they use their eyes for sight.

### **II. Objectives:**

Students will be able to verbalize what they see in the manipulative poster when asked by the teacher.

Students will be able to participate in Simon Says by pointing to the different body with their fellow students during the game.

### **III. Adaptations for Diverse Learners**

Use the vocabulary cards that have the picture of eyes along with the word so students have the correlation between the word and its meaning.

### **IV. Materials:**

Vocabulary cards “eyes” and “sight,” Phonics chart “c for cook,” White board and markers

### **V. Procedure:**

A. Set / Hook: Have students come in and say the whole class chant. Go over manipulative chart. Review that our senses are how we interact with the world around us and how we experience it. Introduce the two vocabulary words: eyes and sight.

B. Transition: Move to the carpet and get the phonics chart “c for cook” out.

C. Main lesson: Ask students about what they see on the poster. Read through the poster and point to the words. Afterwards, go back and read through a line and have the students repeat it back. Have students look at the picture again and talk about what is in the picture.

D. Transition: Create a web graphic organizer of what the students see in the picture. Have the word “sight” in the middle of the organizer. The things they see can be spokes coming off of the word “sight.”

E. Conclusion: Half of the group will work with Mrs. Clements on guided reading. The other half will play Simon Says with Miss Brown.

If time allows, switch groups.

-Adjustment: if only one teacher is in the room, play “Simon Says” or “I Spy”

**VI. Assessment:** Check to see if the students verbalize what they see in the picture and/or point to objects. During Simon Says, watch to see if students know the different parts of the body or if they watch you.

**VII. Assignment: None**

**VII. Self Reflection:**

Students are able to identify eyes and see when we are using the manipulative poster. My worry though, is that students are identifying with the picture and are not actually learning the words. I also worry that students will mix-up the body part with the sense (eyes and see). I don't want students thinking that their eyes are a sense.

One thing I would change would be to include a writing component for the phonics chart. As a class we would come up with "c" words (which we did in class). Then the students would write the list in the language journal.

I like using the web with the students for the graphic organizer this unit. However, I wonder if students will remember that it is called a web and the purpose for using graphic organizers.

Some students understand their body parts during Simon Says, while others rely on watching others.

Tuesday, September 20, 2011

ELL State Standard: Students will use English to achieve academically in all content areas.

Subject: ELL

Name of Lesson: Senses/ Touch

Period/Time: 50 minutes

**I. Goal:** Students will know that they use their hands for touch.

**II. Objectives:**

Students will be able to verbalize what the Grandmother's hands are doing in the book after the teacher has read through the book.

Students will be able to explain the difference between hard and soft by using examples when asked by the teacher.

Students will be able to explain the difference between smooth and bumpy by using examples when asked by the teacher.

**III. Adaptations for Diverse Learners**

Discuss different words for touch: soft, hard, smooth, soft, rough, and squishy so students with less English background will be able to participate.

**IV. Materials:**

Vocabulary Cards, Big Book "My Grandmother's Hands," White Board, Marker, Paper Clip, Pencil, Eraser, and Satin Ribbon

**V. Procedure:**

A. Set / Hook: Start by having students say the whole class chant. Introduce the two new vocabulary words: touch and toes.

B. Transition: Review Simon Says on the carpet

C. Main lesson: Read "My Grandmother's Hands." Reread the book and have students look for things the Grandmother's hands touch in the story.

D. Transition: Create a web and in the center write, "touch." Have students list the things the grandmother touched in the story. (Use words such as: soft, hard, smooth, rough, squishy)

E. Conclusion: Get out a bag with objects in it. Have students reach into the bag (but don't look). Students should then try to describe what the object feels like and guess what the object is.

**VI. Assessment:** Check to see whether students can verbalize what they see in the pictures. Pull out the items from the bag. Have students identify the soft item, hard item and check to see if they understand the meaning of the words soft and hard.

**VII. Assignment:** None

**VII. Self Evaluation:**

I altered today's lesson plan after yesterday's lesson by adding a senses match-up component. This occurred after we reviewed our manipulative chart when we introduced our vocabulary cards. I wanted to ensure that students knew body parts (eyes, ears...) and the senses associated with those parts (see, hear...). I also wanted to emphasize the difference between body parts and senses. I think this will be helpful for their understanding. I also had the students create a T-chart in their journals and copy the body parts and senses into their journals.

Wednesday, September 21<sup>st</sup>, 2011

ELL State Standard: Students will use English to achieve academically in all content areas.

Subject: ELL

Name of Lesson: Senses/Taste

Period/Time: 50 minutes

**I. Goal:**

Students will know that they use their tongue for taste.

**II. Objectives:**

Students will be able to give an example of each taste (bitter, sweet...) when asked by the teacher.

Students will be able to evaluate new foods and decide if they are sweet, sour, salty, or bitter when asked by the teacher.

Students will be able to say the two sounds that the letter "c" makes when asked by the teacher.

**III. Adaptations for Diverse Learners**

Introduce the vocabulary (sweet, sour, bitter, and salty) so all students know what those words mean.

**IV. Materials:**

Vocabulary Cards, Food (pretzel crackers, teddy grahams, vinegar with bread, and lemon juice for senses), Food (cider to refer to the phonics chart), Phonics chart, White board

**V. Procedure:**

A. Set / Hook: Lead students in the whole class chant. Review that our senses are how we interact with the world around us and how we experience it. Introduce two new vocabulary words, "taste" and "tongue."

B. Transition: Have students move to the carpet and reread the "c for cook" phonics chart.

C. Main lesson: Introduce the new phonics page, "c for cider." Read through the page. Reread the chart and have students repeat each line after you. Create a T-chart for "c" words. One side should be words that have the "c" sound as in "cook." The other side should have words that start with the "c" sound as in "cider." Add words from the phonics chart that start with "c" to the T-chart. Have students copy the chart into their notebooks.

D. Transition: Have students move back to the tables. Pass out hand sanitizer and give out napkins. Give each child a cup of lemon juice and let them taste it. Explain this that lemon juice is sour. Repeat this with the other foods: teddy grahams, bread with vinegar, and crackers.

E. Conclusion: Talk about how each food tastes. Ask which food the students like best. Why do you like that? Pour each student a glass of cider. Is the cider sweet, salty, sour, or bitter? Ask students, "What is cider made of?"

**VI. Assessment:** Check to see if students can give an example of one of the four taste senses (sweet=candy, sour=lemon, bitter=bitter chocolate or vinegar, salty= pretzels). Can they match the food they ate with the taste it represents?

**VII. Assignment:** None

**VII. Self Evaluation:**

I'm very glad I had students copy the T-chart comparing "c" words. When I originally planned the lesson I planned for them to help create the chart and then just go over it. I added the writing portion because I want the students to have a copy of the list. I want to reinforce the two sounds that "c" makes. I also hope that the list will help them learn and remember the words since they know how each word begins.

On a personal note I loved watching my students taste the foods and liquids. I videotaped this lesson for my video self-evaluation. It was fun to go back and watch the reactions as they tried the lemon juice and vinegar. When I showed the students the vinegar they thought it was water. I had a student volunteer smell the vinegar to decide if it was water. I then explained that while it might look like water it is actually vinegar.

This lesson went well and the students enjoyed trying the foods. Using the vocabulary of the different tastes helped the students make connections between the word sour and the lemon juice. The physical connection between hearing the word, saying the word, and tasting an example of the word should help students remember the meanings.

Thursday September 22<sup>nd</sup>, 2011

ELL State Standard: Students will use English to achieve academically in all content areas.

Subject: ELL

Name of Lesson: Senses/ Hear

Period/Time: 50 minutes

**I. Goal:** Students will know that they use their ears for hearing.

**II. Objectives:**

Students will be able to verbalize whether a note they hear is loud or soft when asked by the teacher.

Students will be able to verbalize whether a note they hear is high or low when asked by the teacher.

Students will be able to follow the oral directions in Simon Says when playing the game with the teacher.

**III. Adaptations for Diverse Learners**

Introduce words for describing sounds (high, low, loud, and soft)

**IV. Materials:**

Vocabulary cards

Xylophone

Phonics chart

Greg and Steve We All Live Together CD track 2 “Hand Jive”

Guided reading books

**V. Procedure:**

A. Set / Hook: Lead class in whole class chant. Introduce the two new vocabulary words: “ear” and “hear.” Listen to Greg and Steve We All Live Together CD track 2 “Hand Jive.”

B. Transition: Clap a beat and have the students clap it back. Practice just clapping four quarter notes. Practice different rhythms. Review the xylophone and how you use it. Allow each student to create a melody using the pentatonic scale on the xylophone.

C. Main lesson: Review the xylophone and how you use it. Play a variety of notes and explain which ones are high, low, loud, and soft. Allow each student to come up and create a melody using the pentatonic scale on the xylophone.

D. Transition: Reread “c for cider” phonics chart. The teacher will vary his or her voice to say the chart in a high voice, low voice, loud voice and soft voice.

E. Conclusion: Before students leave practice clapping a rhythm and having them clap it back.

**VI. Assessment:** Check to see whether students can verbalize whether an example note is high or low, loud or soft.

**VII. Assignment:** None

## **VII. Self Evaluation:**

The students loved playing the xylophone. Through this activity I learned that one of my students plays the piano. She tried to play “Mary Had a Little Lamb” on the xylophone. I’m glad to learn more about her so I can make connections to what she knows and enjoys later.

The Greg and Steve We All Live Together CD was a big hit with the students. They loved moving to the music. I had a couple of students who wanted to dance to the music instead of following the directions of the CD. I think it served its purpose, but I’m not sure that I would use it all the time. I think clapping rhythms and having the students clap them back also worked well.

I borrowed the xylophone from the music teacher at Arnold, Mr. Schmit. When I explained what I had planned to use it for he asked me to make sure that the students get the idea that high notes meant loud. He has found that many students believe high equals loud and low means the same as soft. Thankfully, I talked with Mr. Schmit before I taught my lesson so I was able to include that distinction in my teaching as I explained the words.

Friday, September 23<sup>rd</sup>, 2011

ELL State Standard: Students will use English to achieve academically in all content areas.

Subject: ELL

Name of Lesson: Senses/Smell

Period/Time: 50 minutes

**I. Goal:**

Students will know that they use their nose for smell.

**II. Objectives:**

Students will be able to verbalize what they see in the manipulative poster when asked by the teacher.

Students will be able to list smells that they enjoy at home when asked by the teacher.

Students will be able to write about their favorite smell in their journal during writing time.

**III. Adaptations for Diverse Learners**

Have students smell different things so they all have a shared experience.

**IV. Materials:**

Vocabulary Cards

Scents in small bottles

White Board

Writing Journals

**V. Procedure:**

A. Set / Hook: Lead class through whole class chant. Introduce the two new vocabulary words: “smell” and “nose.”

B. Transition: Review manipulative chart. After singing through the chart, ask students what sense they have not learned about (hint: the vocabulary words for the day).

C. Main lesson: Have students smell different items in the containers. Have students try to describe what they smell. Tell students what each scent is after students have tried to guess. Have students help spell the scents as you write the names of the scents on the board. Give students a chance to smell each scent.

D. Transition: Create a web of smells that the students know and can recognize: food, grass, perfume, etc.

E. Conclusion: In students’ writing journals, have students write about their favorite scent. (Do you like fresh baked cookies, flowers, freshly cut grass, one of the scents we tested today?) Why do you like that scent?

**VI. Assessment:** Check to see whether students successfully write about a scent they enjoy? Check whether they know a scent they want to write about and whether they can describe it.

**VII. Assignment:** None

**VII. Self Evaluation:**

My cooperative teacher gave me the idea to have students smell different scents. I used vanilla extract, maple syrup, vinegar, and a jasmine perfume. I was curious to discover if my students would recognize the scents. I know they had smelled vanilla and maple syrup from what is served in the lunch room. Most likely they would also remember the vinegar from two days before. The perfume was the only new scent and I think one of my students knew what it was. Actually, my two fourth graders that come during my first group seemed to know what they smelled but did not have the language to describe the scent. One of the girls even wrote about how the perfume was her favorite scent. Using the perfume allowed me the opportunity to add more vocabulary for my students who do not know English as well.

**Post-Assessment Instrument:**

Name	Pre-Assessment Senses	Pre-Assessment Oral Language	Post-Assessment Senses	Post-Assessment Oral Language
Sn	0	2	3	3
Ka	0	1	2	2
Ne	0	2	2	4
Am	1	3	4	4
An	1	1	4	2
Fa	0	3	4	2
Em	3	4	5	4
Bn	0	2	2	2
La	1	3	4	4
To	0	4	0	3
Jo	5	3	5	4
Al	3	5	4	5

The chart is set up to show what the students knew before and then what they knew after the unit. The first column shows the names of my twelve students that I see during my two first grade groups. The second column, pre-assessment senses, shows how many senses the student could name or find in the picture when they were assessed before the unit began. The third column, pre-assessment oral language, tells what language level the student was at before the unit began as determined by the curriculum rubric. The fourth column, post-assessment senses, reveals how many senses the student knows, can verbalize, and found in the picture assessment. The fifth column, post-assessment oral language, displays the level of oral language the student was at after the unit. Oral language is measured from few words and gestures (1) to use of language comparable to native-speaking peers (5).

At the beginning of the unit the majority of the students did not know the senses or were not able to identify them in the picture assessment. One student, however, did know all the senses and was able to identify them in the picture before the unit even started. While teaching this unit I wanted students to learn the five senses. I also wanted to ensure that the student who knew the senses did not get bored during the lessons and help them further their understanding.

The majority of the students increased both their knowledge of the senses and their oral language. The oral language may have increased due to the students' understanding of the senses. Since they knew what they were talking about they felt more comfortable talking in phrases and full sentences. When assessed, one student was not able to list or identify any senses in the picture. There could be a couple reasons for this. This student, To, missed two classes. One of the days he missed was the post-assessment so he was tested a few days later. To make up his assessment, my cooperating teacher assessed him while I taught the rest of the class. Having someone else give the assessment could have had an impact on this student's answers. Most of the students did not identify all five senses in the picture assessment. This could be because they did not remember them. However, I wonder if they could have identified the five senses if I specifically asked them to. My questioning asked them to find the senses in the picture. I didn't specifically ask them to find all five senses list the five senses. Some students also gave multiple examples for one sense but forgot to mention another sense.

**Experience Reflection:**

This was the first time I planned a full unit and taught it to students. I realize that while a lesson may look good on paper, it may not turn out like you planned. Sometimes a lesson took less time so I had to think of ways to extend the lesson. The scent lesson, for example started to go quicker than I expected. I extended my lesson by having the students help spell out the words. This also allowed me the opportunity to create an opportunity to teach the grammar rule of silent “e.” When spelling “maple” and “perfume” I talked with the students about how the silent “e” allows the other vowel to say its name. The students did not learn the silent “e” grammar rule in this lesson. However, this was an opportunity to be exposed to the rule which they will hopefully remember when they do study the rule.

In the future I would change my questioning to ensure that my assessment is accurate. It would have been easy to ask an additional question and have the students list the five senses. This time I chose to follow the curriculum assessment for the unit. In the future I would include small assessments to the big pre and post-assessments by having students fill out a worksheet connecting senses in one column with the corresponding body part from the other column. I would also ask students to orally tell me what their senses are and how they use them. By using the different assessment tools I would have a better picture of what each student knows.

For this group of students I plan on including examples of senses in later lessons. We can continue to use the sense terminology as we learn about other topics. Our next unit is community helpers. We will talk about what we see in our posters and what the helpers do with their hands. We use our senses to interact with our world so they can be reviewed in any lesson.