The ELA and ENL Connection: Research-Based Practices that Support ELLs in the Integrated Classroom

ELL Scaffolds for NYS CCLS Curriculum
Grade 1, Module 1: Domain (Unit) 8
Animals and Habitats: Animals of the Arctic

LONG ISLAND
REGIONAL BILINGUAL EDUCATION
RESOURCE NETWORK

Grade 1, Module 1: Domain (Unit) 8
Animals and Habitats

This unit is an in depth study of animals and their habitats. The thematic nature of the unit allows students and teacher to make meaningful connections between content areas and literacy.

The L.I. RBE-RN's adaptation of this unit has similar components but approaches the topics covered through instructional approaches and methodologies appropriate for second language learners.
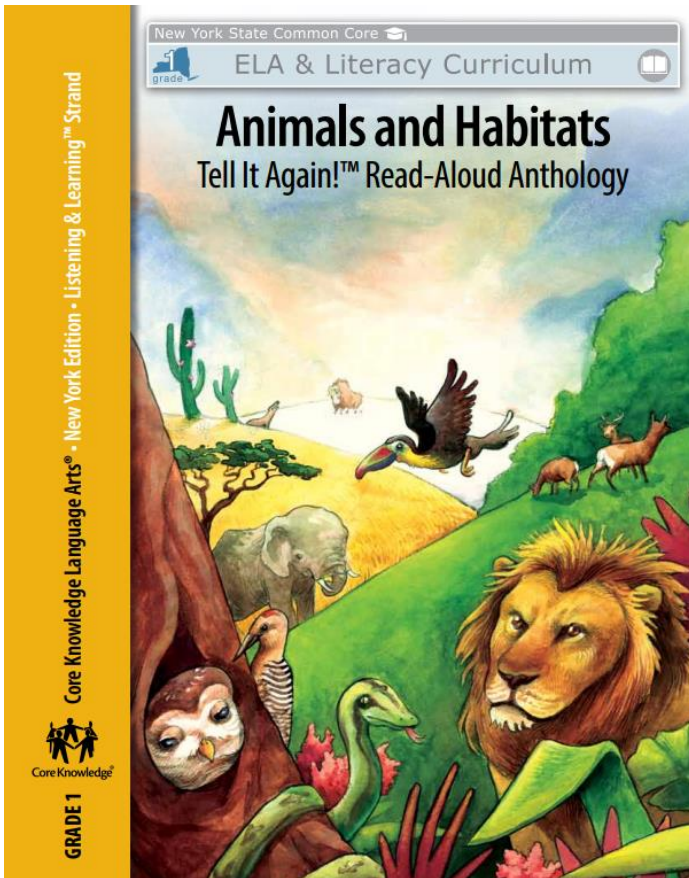
Animals of the Arctic

Purpose

- Familiarize students with the features of non-fiction text
- Actively teach and model comprehension strategies L2 learners can use to access high level non-fiction content and text
- Apply the strategies learned through "Text Mapping" to other texts and media
- Gather information for culminating writing activity

Activities

- Individual students (or small groups) will read selected books and websites about animals that live in the Arctic habitat
- Students will complete a "Scavenger Hunt" graphic organizer as they read

Product

- Students will produce authentic writing (flip book or magazine article) differentiated to student's individual proficiency levels and/or needs.

Resources

A selection of non-fiction books about the Arctic Habitat
http://www.athropolis.com/links/arctic.htm
http://kids.nationalgeographic.com/kids/animals/creaturefeature/polar-bear/
http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html

Digital Resources for Home or Library – Bookmarking Sites

- By providing links to material that will be discussed in class, as well as other related topics, we provide ELLs with a slight edge, helping them build background knowledge and prepare for more challenging academic tasks.

- Bookmarking sites offer a way to share links to teacher provided material on information that will be discussed and researched in class.

- **One such site is Symbaloo. All of the links and materials referenced in today's session are available at:**

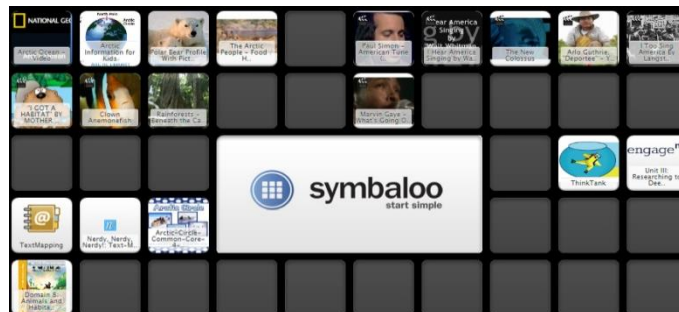   **http://edu.symbaloo.com/mix/animalsofthearctic**

Digital Resources for Home or Library

By providing links to material that will be discussed in class, as well as other related topics, we provide ELLs with a slight edge, helping them build background knowledge and prepare for more challenging academic tasks.

- http://www.youtube.com/watch?v=H_CSlLIuVZs

  (Badger sings a habitat song- great animation)

- http://kids.nationalgeographic.com/kids/animals/creaturefeature/anemonefish/ (ocean video)

- http://www.neok12.com/php/watch.php?v=zX0570505075620b4054727b&t=Forests (rainforest video)

- http://video.nationalgeographic.com/video/oceans-narrated-by-sylvia-earle/oceans-arctic?source=relatedvideo (Arctic animals)

Digital Resources for Home or Library

ZooBooks, Zootles and Zoobies is an interactive website offering informational literature on an assortment of animals, including habitat, anatomy and behavior. The texts are categorized by age group.
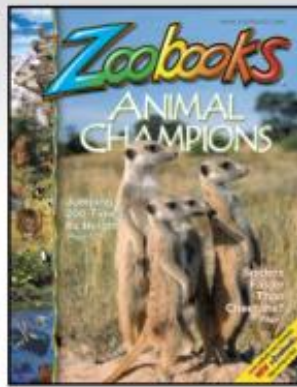

Kids 0-3   Kids 3-6   Kids 6-12

BrainPoP, Jr. has several resources that can be used to introduce and enrich a unit on Habitats. These include videos on: Rainforest, Desert, Arctic, Ocean, Forest, Freshwater

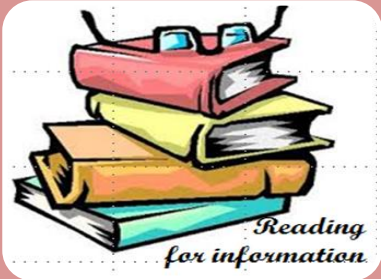# Second Grade 'I can…' Statements
"Text Mapping Activity"

Reading Standards for Informational Text

I can use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and easily. (RI.2.5)

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 2 (RI.2.5) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	*Use Text Features to Find Information*	• Use words and phrases to identify different text features (e.g., the headings tell you what the section will cover; the table of contents is found in the beginning of the book; electronic menus are at the top of the screen). • Use words and phrases to describe how text features are used (e.g., headings indicate the main idea of the section of the text; glossaries allow the reader to search for a definition of a key word; an icon is a picture in a computer).

The Arctic: A Cold & Beautiful Land
"Text Mapping"

Pre-reading Activity

- Explicit and concrete process which makes text more "manageable"
- Instills confidence with complex text for L2 learners

Aid to Comprehension

- Provides opportunity to model reading comprehension strategies, study skills, and note-taking skills
  - Low-tech yet interactive
  - Skills are transferable to approaching text in all reading contexts and contents

More Information on Text Mapping:
www.textmapping.org
www.nerdynerdynerdy.com/2012/03/text-mapping.html
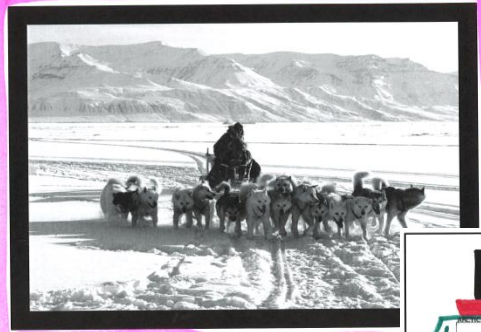
The Arctic: A Cold & Beautiful Land:
http://www.teacherspayteachers.com/Product/Arctic-Circle-Week-1-of-4-Common-Core-Non-Fiction-Reading-Unit-429154
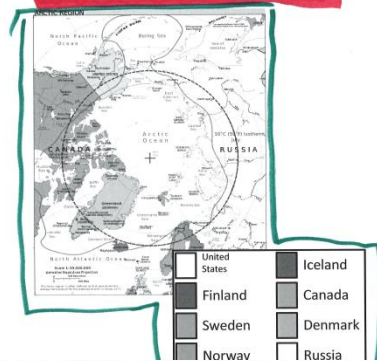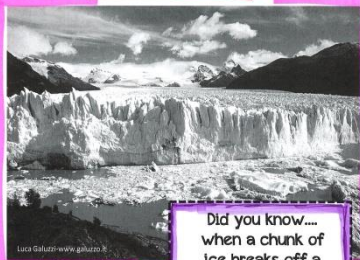
The Arctic
A Cold & Beautiful Land
"Text Mapping" Sample

- Teacher models strategies to "deconstruct" non-fiction text

- Students interact with text to identify and label the features on non-fiction text.

- Together, a "Non-Fiction Text Features" Reference Chart is created

The Arctic

A Cold & Beautiful Land

① Headings
   Sub-headings
② Maps + Diagrams
③ Keywords

④ Photos + Captions
⑤ Fact Bubbles
⑥ Diagrams

By: Cara Walker

Location

United States	Iceland
Finland	Canada
Sweden	Denmark
Norway	Russia

Land

Did you know.... when a chunk of ice breaks off a glacier it is called "calving"?

Iceberg that is calving

Luca Galuzzi - www.galuzzo.it

Much of the Arctic Circle is made up of **glaciers**. A glacier is a large river of ice. An **iceberg** is part of a glacier that breaks off and floats in the water. When that chunk of ice floats in the water it is called an iceberg.
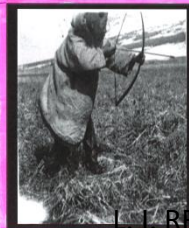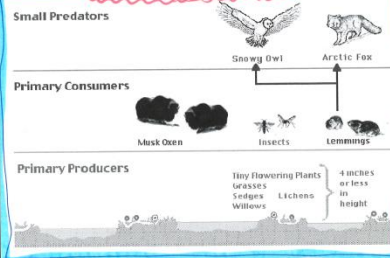
Types of Animals Hunted By The Inuit

Land Animals	Water Animals
☐ Caribou	☐ Walrus
☐ Musk Oxen	☐ Fish
☐ Arctic Hare	☐ Seals
☐ Polar Bear	☐ Small White Whales
☐ Arctic Fox	☐ Narwhales

There are few stores in the arctic. Many people must hunt and fish for food.

A Food Web in the Tundra Biome

Small Predators

Primary Consumers

Snowy Owl   Arctic Fox

Musk Oxen   Insects   Lemmings

Primary Producers

Tiny Flowering Plants
Grasses
Sedges   Lichens
Willows

4 inches or less in height

Arctic animals need one another to eat. If one kind of animal dies, it causes other animals to go hungry. This **food web** shows how animals need one another in the tundra.

Glossary

Arctic Circle: Most northern area on Earth.

Blubber: A thick layer of fat that keeps arctic animals warm.

Dog Sled: A sled pulled by husky dogs, used in the arctic.

Food Web: Shows how predators and prey depend on one another for survival.

Glacier: A large, slow moving river of ice

Iceberg: A chunk of ice that has broken off of a glacier and is floating in water.

Igloo: A house made out of snow blocks.

Inuit: Native people from the Arctic Circle.

Migrate: When large groups of animals move from one place to another.

Parka: A warm coat made of animal fur.

Snowshoe: A special shoe used for walking on top of snow.

Tundra: An area with small plants, shrubs, and trees.

Non-Fiction Text Features Reference Charts

- Create charts while students are learning about different features of non-fiction text
- Serve as a visual reference
- Reinforce concepts from pre-reading activity

L. I. RBE-RN – December 2015
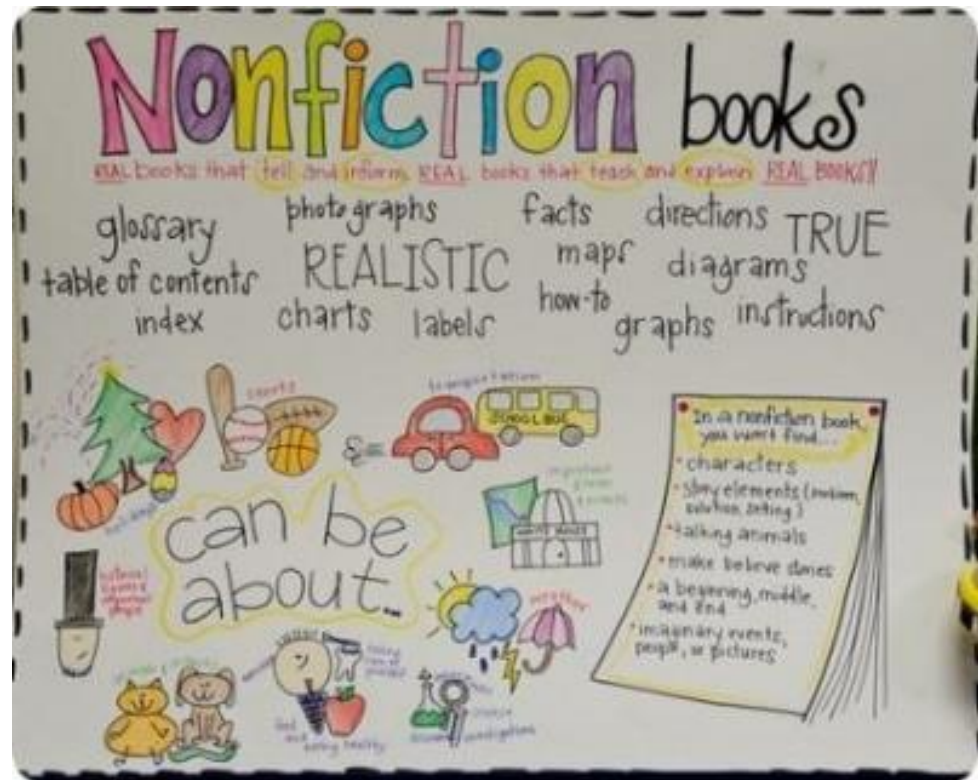
Second Grade 'I can…' Statements
"Non-Fiction Text Scavenger Hunt"

Speaking and Listening Standards

I can retell information and describe key ideas or details from a text that I hear. (SL2.2)

CCSL Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 2 (SL.2.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	*Recount and Describe Key Ideas or Details from a Read Aloud*	Use transitional words (e.g., in the beginning, first, then, after, in the end) that support recounting such as sequencing or chronological markers. • Use nouns and verbs that focus on the subjects and the actions. • Use adjectives that provide details.

Second Grade 'I can…' Statements
"Non-Fiction Text Scavenger Hunt"

Language Standards

I can capitalize proper nouns. (L.2.2a)

I can use a dictionary or glossary to find information. (L.2.2e)

Linguistic Demands

• Recognize and appropriately capitalize proper nouns.

• Use a dictionary or glossary when appropriate to verify correct spelling and information.

Animals of the Arctic Habitat
"Non-Fiction Text Scavenger Hunt"

At this point, students will choose an animal to research from available resources (e.g., books, websites) and conduct a "Non-Fiction Text Scavenger Hunt". Depending on their proficiency levels, students can complete this activity independently, in independent small groups or in guided groups with the teacher.

Text Feature	Source (with Page Number if from a book)	How is this feature important or helpful?	Facts learned from this feature:
Table of Contents			
Heading & Sub-heading			
Photo & Caption			
Illustration or diagram			
Glossary			

Second Grade 'I can...' Statements
"Animals of the Arctic" Writing Project

Writing Standards

I can write informative/explanatory texts about a topic, use facts and definitions to develop ideas, and write a conclusion. (W.2.2)

CCLS Grade Level Standard	Grade Level Academic Demand	Linguistic Demand
Grade 2 (W.2.2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.	*Write Informative/Explanatory Texts Naming Topic and Include Facts and Closing Section*	• Identify a topic. • Identify facts and definitions to develop key points. • Use introductory words to present the topic. • Use concluding words and phrases (e.g., in the end, to finish, finally) to provide an ending and restate the topic of the writing piece.

Animals of the Arctic Habitat: *Differentiating the Product*

- Students at all levels will be required to produce authentic, non-fiction writing differentiated to students' individual proficiency levels and/or needs.

- **They will receive checklists** containing the expectations of the final product.

- Students at lower proficiency levels will receive checklists for each product so that they can demonstrate the requirements at a higher proficiency if they so choose.

Animals of the Arctic Habitat:
Checklists for Final Product

Descriptive Book	Flip Book	Magazine Article
❑ Bulleted facts, or; ❑ Short descriptive sentences ❑ Photos or Illustrations with captions ❑ List of sources	❑ Descriptive sentences and paragraphs ❑ Headings/sub-headings ❑ Keywords with glossary ❑ Photos or Illustrations with captions ❑ List of sources	❑ Magazine style article ❑ Organized paragraphs ❑ Headings/sub-headings ❑ Keywords with glossary ❑ Photos or Illustrations with captions ❑ Diagrams/charts/maps ❑ Fact bubbles ❑ List of sources as works cited

Animals of the Arctic Habitat
Entering/Emerging Level Pre-Writing Activity

- **Pre-writing:** Students will choose an animal from the Arctic and complete a graphic organizer, filling in information obtained during the "Text Mapping" and "Scavenger Hunt" activities. Students will also practice specific descriptive writing structures.

Animal: Snowy Owl	Draw a picture of the Arctic Habitat animal:

Snowy Owl's are:	Snow Owl s can:	Snow Owl s have:
- large - diurnal (they hunt during the day and at night)	- see far away - make many different noises	- good hearing - white and gray feathers

Animals of the Arctic Habitat
Emerging/Transitioning Level Writing Activity

- Students write a flip book incorporating:
  - Features of non-fiction text (e.g., photos with captions, headings/ sub-headings, glossary)
  - Paragraphs using descriptive writing structures from pre-writing activity
  - Facts documented during prior activities.

Arctic Habitat Magazine Article
Expanding/Commanding Pre-Writing Activity

Students will write a magazine article about one or more aspects of the Arctic Habitat. The article will include:

– Features of non-fiction text (e.g., photos with captions, headings, glossary)

– Vocabulary related to the Arctic habitat

– Additional relevant facts learned during readings

• A graphic organizer will be provided to help students organize their ideas and information

Magazine Article – Arctic Habitat

Name: _____

<div>

_____
Title

Main Idea:

My article will have ____ Headings. (List them below)

Heading	Sub - Heading (optional)

Text features I will include in my article:

Text Feature	Section Heading

</div>

Name: _____

_____
Heading

_____
Sub-heading (optional)

Key Vocabulary
_____
_____
_____

Text Feature(s)

Facts

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

Name: _____
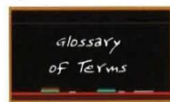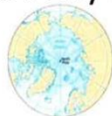
Polar Bears
Title

Main Idea: This article will be about Polar Bears and the Arctic habitat.

My article will have ___ Headings. (List them below)

Heading	Sub - Heading (optional)
Habitat	
Characteristics	Physical Characteristics, Behavior
Family Life	

Text features I will include in my article:

Text Feature	Section Heading
Map	Habitat
Photo with Caption	Family Life
Illustration	Characteristics
Glossary	

Name: _____

Characteristics
Heading
Behavior
Sub-heading (optional)

Key Vocabulary
prey   breathing hole
seal
patient

Text Feature(s)
Illustration   Breathing Hole
Ice
Seal →
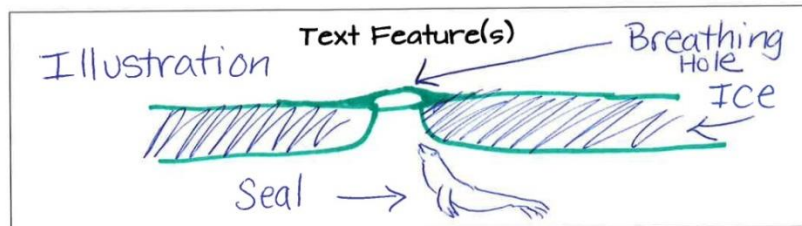
Facts

1. Polar bears are very patient hunters. They wait near breathing holes to catch ringed seals.

2. Polar bears are hunters. They prey on ringed seals. They R There are a lot of ringed seals for polar bears to hunt

3. Polar bears must live near ice to hunt ringed seals. Some polar bears follow the ice when ice floes move so they can still hunt for seals.

Co-Teaching for ELLs Daily Lesson Planning Template

Sample of Co-Teaching Planning Template

Day/Date	Content Objective (including CCLS Anchor Standard)	Language Objective (from BCCI Linguistic Demands)	Co-teaching model(s)/technique(s)
12/8/15	I can use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and easily. (RI.2.5)	• Use words and phrases to identify different text features (e.g., the headings tell you what the section will cover; the table of contents is found in the beginning of the book; electronic menus are at the top of the screen). • Use words and phrases to describe how text features are used (e.g., headings indicate the main idea of the section of the text; glossaries allow the reader to search for a definition of a key word; an icon is a picture in a computer).	Small Group Instruction – Teachers rotate (a.k.a. – Centers or Station Teaching)

Learner Activities (Including Language and Content Accommodations)	Content Teacher Role/Activities	ESL Teacher Role/Activities
Non-Fiction Text Scavenger Hunt – • Students will use various print resources (books, magazines, electronic, etc.) to identify various features of non-fiction text. • While completing the activity students will also gather research and facts for use in the final product.	▪ Work with small groups of higher proficiency levels to scaffold instruction in completing scavenger hunt. ▪ Provide alternate resources and ideas to students as needed	▪ Pre-teach some content to Entering and Emerging level students in Stand-alone class ▪ Provide direct instruction to ELLs guiding them to complete the scavenger hunt. ▪ Provide scaffolds to facilitate *all* students' learning of content

Assessment/Evaluation (Include Accommodations for Language Proficiencies)	Notes on Individual Students
Formative Assessment: ▪ Teacher observation and documentation (e.g.; running records, notes, checklists, etc.) of student achieving skill taught. Interventions provided as needed. ▪ Completed scavenger hunt and final written product.	Special attention given to those students identified during collaborative planning.

Co-Teaching for ELLs Daily Lesson Planning Template

Day/Date	Content Objective (including CCLS Anchor Standard)	Language Objective (from BCCI Linguistic Demands)	Co-teaching model(s)/technique(s)

Learner Activities	Content Teacher Role/Activities	ENL Teacher Role/Activities

Assessment/Evaluation (Include Accommodations for Language Proficiencies)	Notes on Individual Students

Co-Teaching Planning Template

Adapted by Long Island RBE-RN (http://www.esboces.org/page/505) from:

Honigsfeld, A., & Dove, M. (2008). Co-teaching in the ESL classroom. *Delta Kappa Gamma Bulletin*,74(2), 8-14. Retrieved from http://www.nystesol.org/region/ArticleStudy_Co-teaching.pdf