

Lesson Plan: Clarifying Bookmarks with *Seedfolks*, by Paul Fleischman

Theme: What is a community garden? How can gardens change people? Time: 3 Days

Day 1 Plan: Book Pass Plus

Objective:

- During the Book/iPad Pass activity, students talk and write about prior knowledge and build understanding about community gardens.
- Students ask one another expanded questions with question words.

Whole Group:

- Using the projector, show students the book/iPad handout. Discuss the two columns- the left column lists what the students should find out about, along with the resource they should use and the right where they should write about what they find.
- Teacher and a volunteer use *The Gardener* by Sarah Stewart to model reviewing a “fictional narrative about a garden” (the students will use different texts when they do theirs). For each book pass, one partner will be the questioner and one will be the writer. The questioner asks stretched questions aloud using the questions words (who, what, ...) aloud and the writer writes “stretched” answers in the space. For example: *Who?* becomes: *Who is the main character?* and the writer writes: *The main character of this story is a teenage girl named Lydia Grace.* *What?* becomes: *What does she do?* And the writer writes: *She makes a surprise garden on top of her apartment building.* Model writing in your own words.

Partners:

- Students work with a partner to complete the book pass, trading roles of questioner and writer after each pass. The video is two minutes long, so on each pass, provide two minutes to look at the video/book and three minutes to write. After a total of 5 minutes, the teacher signals students to pass the materials to the next pair.

Whole Group:

- Students share their prior knowledge, understandings, and findings with the class.
- Model taking notes on the board that students can use to gather ideas for their writing.

Suggested Selections for Book/iPad Pass Activity:

Global Growers:

http://www.globalgrowers.net/index.php?option=com_content&view=article&id=12&Itemid=16

Community Soup, by Alma Fullerton

Growing a Garden City, by Jeremy N. Smith

The Garden of Happiness, by Erika Tamar

Our Community Garden, by Barbara Pollak

Seven Kind Kids – The Community Garden by Binah C. Godisall & Barry Thomas Bechta (see preview on Amazon)

How to Grow a School Garden, by Arden Bucklin-Sporer and Rachel Pringle

Day 2 Plan: Introduction to Clarifying Bookmarks

Objectives:

1. Use clarifying bookmarks to slow down your reading and make sense of text: what you understand, what you don't understand, and what prior knowledge you have about it.
2. Use pictures and personal connections to pre-view and understand Gonzalo's story from *Seedfolks* by Paul Fleischman.
3. Use sentence frames of bookmarks to discuss a text with academic language structures.

Whole Group:

- Using the projector, show students the clarifying bookmarks handout. Discuss the two columns - the left column is the strategy, and the right is a sentence frame that students can use to talk about their understanding. The students will have two choices to choose from, one that addresses meaning and one that addresses prior knowledge.
- Give students the clarifying bookmarks with cloze blanks. Ask them to fill in the key words as they discuss them with the class. The blanks will help draw attention to the words that are important or help distinguish the expressions from one another. For example, for the first bookmark, "I'm not sure what this is about, but I think it may mean..." emphasize that making a guess is okay- students are not expected to give a definitive answer. For the second and third prior knowledge bookmarks, "I have read about this when..." and "I have heard about this when..." the teacher should emphasize the difference in the source of the prior knowledge.
- Teacher models with a volunteer or student the process of using a clarifying bookmark (see website lesson Handout: Lesson 2, Handout 4, pp. 74-76. Instructions on process: p. 93. Note: use file page numbers, not numbers on lesson pages.) http://ell.stanford.edu/sites/default/files/ela_archives/understanding_language_materials_Jan_2013.pdf) Teacher will show the selection on the iPad while students follow along. For this lesson, teacher will model with the first paragraph of Wendell's story. Although students will have a choice of which strategy to use, teacher will model both choices.
- Provide students opportunities to rehearse the language of the sentence frame, first with modeled completion, then with their own endings; first in chorus, then in pairs.
- To prepare for the small group activity, show students the paragraphs they will use to complete the activity and have students mark them in their books.

Partners:

- Students work with a partner to reread the rest of Wendell's story. Each partner will take turns reading aloud. Partners will mark the following four paragraphs and use the clarifying bookmark to discuss them: first paragraph p. 20, last paragraph p. 21, two paragraphs p. 23.

Whole Group:

- Partners and individuals share their understandings with the class. Use QAR questions about Wendell as additional prompts for discussion.
- Preview story about Gonzalo using pictures in Visions A excerpt Unit 2 Chapter 3.

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Day 3 Plan: Using Clarifying Bookmarks

Objectives:

1. Use clarifying bookmarks to slow down your reading and make sense of text: what you understand, what you don't understand, and what prior knowledge you have about it.
2. Use pictures and personal connections to understand Wendell's story from *Seedfolks* by Paul Felischman.
3. Use sentence frames of bookmarks to discuss a text with academic language structures.

Whole Group:

- Using the projector, review the clarifying bookmarks handout as was done Day 2. Discuss the two columns again- the left column is the strategy and the right is a sentence frame that they can use to talk about their understanding. Collect data about which strategy students used the most on Day 2 one that addresses meaning or one that addresses prior knowledge. If students didn't use one of the strategies on Day 2, ask them to try to use it today.
- Teacher selects two students to model again the process of using a clarifying bookmark (see website lesson plan page 93 for instructions on process:
http://ell.stanford.edu/sites/default/files/ela_archives/understanding_language_materials_Jan2013.pdf
- Using the data cam and projector, teacher shows the selection on the projector while students follow along. For this lesson, teacher and students model with the third paragraph.
- Provide students opportunities to rehearse the language of the sentence frame, first with modeled completion, then with their own; first in chorus, then in pairs.
- To prepare for the small group activity, teacher will show students the paragraphs students will use to complete the activity and have students mark them in their books.

Partners:

- Students will work with a partner to reread the rest of Wendell's story. Each partner will take turns reading aloud. Partners will mark the following four paragraphs and use the clarifying bookmark to discuss them: first paragraph p. 20, last paragraph p. 21, two paragraphs p. 23.

Whole Group:

- Partners and individuals will share their understandings with the class.

Homework: Read pages 16- 20. *Seedfolks* QAR questions. Due Day 4.

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Community Gardening: A Book/iPad Pass Scavenger Hunt

Name(s): _____ Date: _____

Directions: You will have a few minutes with each book/iPad. Write phrases or sentences about each one. Think of questions to answer that start with: Who? What? When? Where? Why? How?

Find Out About:	Description
a school garden <u>Growing a Garden City</u> by Jeremy N. Smith	
plants in a community garden <u>Oxford English Picture Dictionary</u>	
a Clarkston garden <u>www.globalgrowersnetwork.net</u>	
a fictional narrative about a garden <u>The Garden of Happiness</u> by Erika Tamar	
an historical garden <u>Greening the City Streets</u> by Barbara A. Huff	

Reflection:

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Community Garden Scavenger Hunt Question Prompt Strips to pass with books/iPads with questions for scaffolding. (Cut strips and insert in books as bookmarks)

Find Out About:	Answer as many questions as you can; choose a few to write about.
a school garden <u>Growing a Garden City</u> by Jeremy N. Smith	Who are the students? What ages are they? What are they learning about? When do they work in the garden? Why is it important for students to learn about community gardens? Who are the teachers? Have you ever learned about gardening in school? Would you like to learn about it?
Find Out About:	Answer as many questions as you can; choose a few to write about.
plants in a community garden <u>Oxford English Picture Dictionary</u>	What plants are found in different gardens? What are their names in English and your language? What are the different parts of plants that we eat? When do the plants grow? Why do some plants not grow well in some gardens?
Find Out About:	Answer as many questions as you can; choose a few to write about.
a Clarkston garden <u>www.globalgrowersnetwork.net</u>	Who are the gardeners? Where are they from? Are they women, men or children? What do they grow? Why do they know about farming? Where is the farm/garden? What do they learn when they work with Global Growers? Who eats the food they grow? What do the gardeners get in exchange for their vegetables?
Find Out About:	Answer as many questions as you can; choose a few to write about.
a fictional narrative about a garden <u>The Garden of Happiness</u> by Erika Tamar	Who is the main character? Who are the other characters? What happens at the beginning, middle, and end? What is the setting? What is the environment?
Find Out About:	Answer as many questions as you can; choose a few to write about.
an historical garden <u>Greening the City Streets</u> by Barbara A. Huff	What are some types of community gardens from the past? Who worked in the gardens? When were the gardens made? What is a victory garden? What looks different in pictures of gardens from the past? What looks the same?

Clarifying Bookmark: Meaning and Prior Knowledge

What I can do	What I can say
I am going to _____ about what the selected text may _____.	I'm not _____ what this is about, but I think it _____ mean...
	This part is _____, but I think it means...
	After _____ this part, I think it may mean...
I am going to use my _____ _____ to help me understand.	I know something about this from...
	I have _____ about this when...
	I have _____ about this when...
	I _____ understand the section, but I _____ understand...

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I am going to use my _____ _____ to help me understand.	I know something about this from...
	I have _____ about this when...
	I have _____ about this when...
	I _____ understand the section, but I _____ understand...

Key:

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to use my prior knowledge to help me understand.	I know something about this from...
	I have read about this when...
	I have heard about this when...
	I don't understand the section, but I do understand...

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6 Clarifying Bookmarks: Meaning

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
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Clarifying Bookmarks: Meaning and Prior Knowledge

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	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
I am going to use my prior knowledge to help me understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand the section, but I do recognize...
I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is..
	We learned about this idea/concept when we studied...
	This concept/idea is related to...

Clarifying Bookmarks: Meaning and Prior Knowledge

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
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I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is..
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Meaning, Prior Knowledge, Clarification, and Graphics

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
I am going to use my prior knowledge to help me understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand the section, but I do recognize...
I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is..
	We learned about this idea/concept when we studied...
	This concept/idea is related to...
I am going to ask questions about ideas and phrases I don't understand.	Two questions I have about this section are...
	I understand this part, but I have a question about...
	I have a question about...
I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.	If we look at this graphic, it shows...
	The table gives me more information about...
	When I scanned the earlier part of the chapter, I found...

Checklist for Clarifying Bookmark

FIRST PARAGRAPH	SECOND PARAGRAPH
<p>Partner A: _____</p> <p><input type="checkbox"/> Read paragraph aloud</p> <p><input type="checkbox"/> Chose one reading strategy and read it aloud</p> <p><input type="checkbox"/> Chose one sentence starter that matches the reading strategy and read it aloud</p> <p><input type="checkbox"/> Finished the sentence starter with one or more phrases and/or additional sentences.</p>	<p>Partner B</p> <p><input type="checkbox"/> Read paragraph aloud</p> <p><input type="checkbox"/> Chose one reading strategy and read it aloud</p> <p><input type="checkbox"/> Chose one sentence starter that matches the reading strategy and read it aloud</p> <p><input type="checkbox"/> Finished the sentence starter with one or more phrases and/or additional sentences.</p>
<p>Partner B: _____</p> <p><input type="checkbox"/> Read paragraph silently</p> <p><input type="checkbox"/> Listened to partner</p> <p><input type="checkbox"/> Added own ideas/answered questions/gave encouragement</p>	<p>Partner A</p> <p><input type="checkbox"/> Read paragraph silently</p> <p><input type="checkbox"/> Listened to partner</p> <p><input type="checkbox"/> Added own ideas/answered questions/gave encouragement</p>

Checklist for Clarifying Bookmark

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<p>Partner B: _____</p> <p><input type="checkbox"/> Read paragraph silently</p> <p><input type="checkbox"/> Listened to partner</p> <p><input type="checkbox"/> Added own ideas/answered questions/gave encouragement</p>	<p>Partner A</p> <p><input type="checkbox"/> Read paragraph silently</p> <p><input type="checkbox"/> Listened to partner</p> <p><input type="checkbox"/> Added own ideas/answered questions/gave encouragement</p>

References and Resources

Teacher Resources & Professional References

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- McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, 75, 3, 329-364.
- McCloskey, M. L. & Stack, L. (1993-6). *Voices in Literature: Integrated Language and Literature for ESOL*. Boston, MA: Heinle & Heinle.
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- Short, D. J., Boyson, B. A., & Musetti, B. M. C. (2005). Creating educational access for newcomers to the United States. *Linguistics and Education*, 16, 1, 131-134.

Online Resources

Related to the Common Core:

- CAL Practitioner Brief. (2013). Implementing the Common Core for English Learners: Responses to Common Questions. Retrieved from <http://www.cal.org/resources/briefs/index.html> (.pdf available online).
- TESOL. (2013). Implementing the Common Core State Standards for English Learners: The Changing Role of the ESL Teacher. Retrieved from www.tesol.org (.pdf available online).
- TESOL. (2013). Overview of the Common Core State Standards Initiatives for ELLs: A TESOL Issue Brief. Retrieved from www.tesol.org (.pdf available online).
- TESOL Connections. (2012). Common Core Special Issue. Retrieved from <http://newsmanager.commpartners.com/tesolc/issues/2012-12-15/email.html>
- Understanding Language (2012). Stanford University College of Education. Retrieved from <http://ell.stanford.edu/>

Related to Newcomer/Interrupted/Refugee Education:

- <http://www.cal.org/projects/newcomer.html>
- <http://www.cal.org/resources/pubs/helping-newcomer-students-succeed-in-secondary-schools-and-beyond.html>
- http://www.colorincolorado.org/web_resources/by_topic/sife_students/ also [/refugee_students](http://www.colorincolorado.org/web_resources/by_topic/sife_students/refugee_students)
- <http://teachingrefugees.com/>