

Big Idea(s): *I want my students to understand that... the government and its citizens have specific roles and responsibilities.*

State Standards: *MI Benchmark III. Civic Perspective- Content Standard 1: All students will identify the purpose of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.*

District of Grand Rapids Social Studies Standard: Civics, 3-6- TLW explain the role and purpose of law and process by which laws are developed, interpreted, and enforced at the local level including the citizen's rights and responsibilities to participate.

Language of Instruction: Spanish

Grade Level: 3rd

Focus on the same big idea throughout each phase of the lesson cycle.

Stage of Lesson Cycle	
<p>Preview Stage – preparing students for success</p> <ul style="list-style-type: none"> • Preview ideas, concepts, and strategies in a non-verbal, physical or pictorial manner. • Practice academic oral language in target language. • Use highly comprehensible yet cognitively challenging activities. • Provide survival language via the curriculum. • Put students in heterogeneous groups. 	<p>Content Objectives – <i>Students will:</i> identify and label people, government roles and symbols related to the U.S. government using both prior and new knowledge.</p> <ul style="list-style-type: none"> • Strategy- talk to your table, concept attainment (chart w/ pictures and words), word wall, TPR with chant, gallery walk • Student grouping- heterogeneous groups of 4 • Differentiation- realia, small groups, sentence prompts <p>Language Objectives: - <i>Students will:</i> <i>L1 students will use key vocabulary words to describe what they know about the U.S. government using complete sentences.</i> <i>L2 students will use key vocabulary words to identify pictures related to the U.S. government and symbols.</i></p> <p>Prior Knowledge: Students have read a story in English related to the theme in their English basal with vocabulary about U.S. symbols and our capital. Students can identify the names and locations of certain monuments and some presidential facts learned during this previous guided reading unit. This lesson cycle is more content (social studies) based. The first couple of preview activities will be a little bit of a bridge into Spanish and recalling of prior knowledge.</p> <p>Description- Day 1</p> <ol style="list-style-type: none"> 1. As an engagement activity (also a little bridge and recalling of prior knowledge) students will do a gallery walk. Pictures of government symbols and U.S. monuments will be posted around the room. I will model statements and words that can be written for the gallery walk and give the prompts on the board. L1 and L2 speakers will be paired up and given post-its, students are writing in Spanish what they learned in English with the help of their partner.

	<p>2. At the end of the walk, the class will come together and we will read the comments made on the pictures. As we share, we will choose key words that will go up on our word wall.</p> <p>Day 2:</p> <p>1. Introduce the chant that goes with the unit (we will sing daily) includes the unit vocab: ciudadano, derecho, gobierno, libertad, responsabilidad, simbolo, votar</p> <p>2. Introduce concepts/vocabulary (ciudadano, derecho, gobierno, libertad, responsabilidad, simbolo, votar) by simulating the process of how a law is created by creating a new classroom rule</p> <p>3. During this lesson, words will be added to our word wall and students are grouped in heterogeneous groups of 4.</p>
<p>Focused Learning Stage – making the connection between oral language and literacy</p> <ul style="list-style-type: none"> • Introduce literacy. • Readings available at many different levels in the target language. • Continued practice of oral academic and survival language, as well as literacy. • Use graphic organizers with text. • Guided reading or writing activities. 	<p>Content Objectives – <i>Students will make connections relating ideas from the text to their own lives.</i></p> <ul style="list-style-type: none"> • Strategy: say something and write something strategy • Student grouping: 1st part heterogeneous groups of 4 2nd part homogeneous groupings of 2, some individual • Differentiation- Students will read or listen to text according to reading fluency level. (Three leveled texts available.) Students will also use different strategies according to their reading and oral fluency. <p>Language Objectives: - <i>Students will:</i> L1 students will write personal connections with academic text using past tense language forms. L2 students will describe connections made with text using sentence prompts in past tense.</p> <p>Description-</p> <p>1. Begin by reviewing vocabulary from preview stage: ciudadano, derecho, gobierno, libertad, responsabilidad, simbolo, votar. Review will consist of a quick matching activity where the words and their definitions will be written out on sentence strips. Each heterogeneous group of 4 will receive one of</p>

the words which I will give to an L2 speaker. Once a definition is read, groups will have a few seconds to decide whether or not their word matches the definition and if so then the person holding the word must put their word up and the whole class decides if they are correct. This continues until all of the words have been matched with their definition.

2. Chant the “Poema del Tema” with key vocabulary.
3. Read the objective for the day: Hacer conexiones personales sobre lo que leemos del gobierno y sus ciudadanos.
4. Explain through words and graphics how a person makes connections.
5. Hand out text “Nuestro Gobierno”, taking a few minutes to preview the text with students.
6. Model making connections by doing a “think-aloud” and introducing sentence prompts that L2 students will be using:
 - Esto me recuerda de
 - Yo vi esto cuando...

Students will also have a list of past tense verbs to refer to in order to complete these prompts... vi, fui, visite, participe

7. Students will do a pair share or group share and then a whole-class share practicing making connections with the text.
8. Students will then split up according to abilities and oral fluency. Students will either listen to text, be paired up with a partner, or do the write something strategy individually (advanced L1 students). **Only about 4 students will do the write something strategy as this would distract less fluent students from the objective and it would not provide sufficient oral language practice needed.** Students doing the say something strategy will use small sticky notes to flag a place where they made a connection (without writing anything on the small sticky note.) **Students will be reading one of 3 different social studies text related to the theme at different reading levels.**
9. Whole class will come back and share some of their connections.

<p><u>Application Stage</u> – students demonstrate what they have learned</p> <ul style="list-style-type: none"> • Focus on independent use of skills and demonstration of understanding of big idea/lesson focus. • Provide differentiated activities for linguistically and academically heterogeneous groups. • Teachers can ask students to prepare an oral presentation/performance (pairs, small groups or whole class). <p>Students complete a real-world project or product.</p>	<p><u>Content Objectives</u> – <i>Students will:</i> ,distinguish between rights and responsibilities and describe and present one and explain its importance.</p> <ul style="list-style-type: none"> • Strategy- t chart/concept attainment, connect two • Student grouping- heterogeneous groups of 4 (individual for part 2) • Differentiation- extended activity (connect two), sentence prompts <p><u>Language Objectives:</u> - <i>L1 and L2 students will write and orally present using academic vocabulary from the unit. L2 students will use sentence prompts to write if needed.</i></p> <p><u>Description-</u></p> <p><u>Day 1</u></p> <ol style="list-style-type: none"> 1. Groups will receive a set of sentence strips with rights and responsibilities of citizens and they will also receive a t chart where they could place them. 2. After teacher modeling, the groups will determine whether a sentence describes a right or a responsibility and place it on the t chart. 3. Groups that are finished early can do a “connect two” with key vocabulary 4. Whole-class will review t- chart <p><u>Day 2</u></p> <ol style="list-style-type: none"> 1. Begin reviewing t chart made previous day. 2. Ask children to discuss in groups other rights or responsibilities they share as citizens that they could add to the lists 3. Model assignment: students will pick one right or responsibility (it can be on the chart or new), illustrate it, then write a description and its importance underneath. Example: Mi mama tiene el derecho de votar por un presidente. Esto es importante para que nuestro gobierno sea una democracia. or Yo tengo la responsabilidad de recoger mi basura. Esto es importante para mantener el ambiente limpio. 4. Sentence prompts will be posted to be used if necessary. 5. Students will then present their rights/ responsibilities with the class.
<p><u>Bridge from Spanish to English</u></p>	<p><u>Content Objectives</u> – <i>Students will</i> label pictures depicting activities relating to unit vocabulary.</p> <ul style="list-style-type: none"> • Strategy: picture/sentence match up • Student grouping: heterogeneous groups of 4 • Differentiation- word wall

Description-

- Students will do a picture/ sentence match-up with key vocab words such as: “It is the boy’s responsibility to take out the trash” or “This citizen is voting for the mayor”.

- As the whole class agrees on the matches then English words essential for understanding will be added to the word wall (in a different color). Such as: government, right, responsibility, citizen and other words the students chose to add throughout the unit that will help them with the English extension.

Extension (English writing project): In the area of writing, I will introduce persuasive writing. I will model writing a letter to convince a government leader to make a change. Students will then brainstorm ideas/ changes they would like to see in their community and write a persuasive essay.

Self-Reflection

After the implementation of the lesson cycle, I recognize that many things worked out the way that I thought but that quite a few adjustments needed to be made. The text and the concepts in the lesson were rich in content and therefore we needed to delve deeper as a whole class in order to gain understanding. Approximately three or four additional time periods were spent in between the stages adding to vocabulary and concept attainment.

Some of the things that worked well were the word wall, gallery walk and role playing. During the gallery walk, students were familiar with the things in the pictures I displayed because we had previously learned some of the vocabulary during a guided reading lesson. They could recognize the national monuments and symbols and there was a text in Spanish that tied in with this unit that was called “Simbolos de la libertad”. The only problem with this walk was that many of the pictures contained names of people and places that are the same in both languages therefore they were speaking in English often. I asked them to make connections, observations or tell what the picture/monument represents and they did well with the given prompts. The prompts really helped the L2 speakers (although they were paired with L1 speakers). When we shared as a group they came up with some key vocabulary for discussing the unit such as: libertad, simbolo, presidente, gobierno, capital, and even representate (from the representatives that work in the Capitol building). It was a great introduction to the unit and it gave us solid start to our word wall.

Later on in the cycle when we really got into the texts and responsibilities of the government I think I focused too much on the vocabulary “responsibility, roles and rights” and it distracted from the content and the big idea. Also, I focused on the reading as more of a guided reading lesson (making connections) where I would have liked to focus more on the content. Next year I will plan

for more time spent on concrete ideas and the application stage. I even was thinking about a service learning project but I didn't this year due to the time constraint. A service learning project related to the election in the fall would be a great tie in, especially if we did a campaign in the community to get people to vote. I am very excited about planning this in the fall.

Having different leveled text and allowing students to work together addressed their academic abilities. Allowing students to respond orally and in written form also addressed their abilities as well as their language proficiencies. I used a T chart for concept attainment which helps L2 students and engages and challenges L1 students.

After creating and implementing this lesson cycle, I see the value of planning units that include the big idea and then strategies and activities to help students understand it. I will plan more science and social studies units using this three phase lesson cycle and encourage my grade level teachers to plan with me. I learned that a big idea will drive my instruction and my planning. It allows me to be more creative in the ways to achieve understanding while still reaching a state standard and meeting the needs of my students. I learned that learning takes place best when there is frontloading, previewing and then an opportunity to apply and share knowledge.