

## English Class- Grade 8

*Las Christmas: Favorite Latino Authors Share Their Holiday Memories*

Writing Lesson on How to Tell a Story

### Objectives:

<b>Content Objectives</b>	<ul style="list-style-type: none"><li>• Different cultures have many different holiday traditions</li><li>• People celebrate in many different ways</li><li>• The America's have a great diversity in holidays</li><li>• There is even a diversity of holiday traditions in our own classroom</li><li>• <b>Key elements for story telling; making the perfect recipe</b></li><li>• <b>How to peer evaluate</b></li></ul>
<b>Language Objectives</b>	<ul style="list-style-type: none"><li>• <b>Reading, writing, and telling</b> a story</li><li>• Discuss (<b>speaking and listening</b>) the comparisons between holidays</li><li>• Listing/brainstorming (<b>writing</b> down thoughts)</li><li>• Formulating suggestions and questions on how to improve writing skills (<b>speaking</b>)</li></ul>

### Sequence of Events/ Instructional Features:

1. As individuals students list his/her family holiday traditions; include traditions that may not be common to their peers in the classroom
2. In groups of three or four, share/describe one holiday traditions his/her family holds. Make connections with each other with comparisons and contrasts.
3. As a class, read aloud one of the selected stories from *Las Christmas*. Vote on which story to read.
4. Make a recipe on how to tell a story. Brainstorm as a class. Ask what this author did to tell his/her story. (Beginning to set the scene, telling the events, using elements like suspense or humor depending on mood, etc.)
5. Students write their own story about a holiday memory or tradition. Give ample time.
6. Read their story to a partner; peer evaluate each other
7. Students ask teacher about what they are struggling with
8. Hand out rubric for final draft of stories
9. Take home stories to make improvements

**Promoting Background Knowledge:** The entire lesson promotes background knowledge. Specifically, the listing and describing to others about their own holiday traditions uses total background knowledge, culture, and experience. The writing of their stories promotes background knowledge. It's a good way to learn the language by writing about their own experience rather than an obscure academic concept.

**Adaptations for ELL students:**

Level	Adaptations
<p><b>Pre-emergent/ Emergent</b></p>	<ul style="list-style-type: none"> <li>• List holiday traditions in their own language</li> <li>• Draw out tradition they choose to share with their small group and use one word descriptions. Include the name of their tradition in their native language to enrich their tradition</li> <li>• Offer illustrated and defined concepts to compare: gifts, specific holiday (Christmas, Hanukah, a day honoring a saint, etc), food, etc. Have them draw or write one words next to each other to see them side by side and see how they compare.</li> <li>• Provide adaptive and illustrated text for reading (Find if these stories are translated to Spanish for the Hispanic ELL's)</li> <li>• Write story in first language, illustrate the story, and use one word descriptions, in English, for the order of events.</li> <li>• Peer evaluation: partner with someone that shares their L<sub>1</sub> so that they may converse with the L<sub>1</sub>. If not, then emergent students join together and have a help sheet of what to look for. The help sheet includes yes or no answers that focus on the sequence of events, and the expression of pictures.</li> <li>• Give an adjusted rubric</li> <li>• Have them a running list of new words they pick up on. Attempt to define them in their own language.</li> </ul>
<p><b>Intermediate</b></p>	<ul style="list-style-type: none"> <li>• Students list traditions in either L<sub>1</sub> or L<sub>2</sub>. If the holiday tradition has a specific name in their first language, it would be great to keep it that way. Keep the traditions rich.</li> <li>• Sharing traditions with small group: students will have prompt sentences in order to share with peers. Compare with other intermediate students using prompts and illustrations if necessary. (Ex: My family eats ____ for _____. OR We celebrate _____ on this day. The holiday is important because _____.)</li> <li>• Provide adaptive text for reading: same reading text but with bolded sentences and pictures</li> <li>• Write story in the second language. Provide prompts and an outline of how to write a story. (Creative introduction, description, events, conclusion, etc.)</li> <li>• Use prompts for peer evaluation, and yes or no questions</li> <li>• Give an adjusted rubric</li> </ul> <p>Have them keep a running list of new vocabulary and attempt to define the word in English.</p>

<b>Advanced/ Fluent</b>	<ul style="list-style-type: none"> <li>• Participate fully</li> <li>• Adaptive text with important sentences bolded</li> <li>• Give regular class rubric</li> </ul> <p>Have them keep the vocabulary list and attempt to define them, and then look up in the dictionary.</p>
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### **ELL Instructional Strategies Utilized:**

- **Cognitive:**
  - Activation of Prior Knowledge: writing about experience
  - Imagery: used instead of writing fully in the second language
- **Metacognitive:**
  - Monitoring Production: thinking about what to tell during the story sharing time
  - Monitoring Comprehension: catch on new vocabulary
  - Organizational Planning: plan out how to set up a story
  - Questioning for Clarification: ask questions on how to improve their own writing
- **Herrell and Jordan Strategies:**
  - Read aloud: everyone engaged and model reading
  - Partner work: full class participation and everyone using spoken language
  - Adaptive Text

### **Grouping:**

- Homogeneous: Keep students at similar language levels together in order to let advanced express in the classroom language freely. Also, beginners can support each other. During peer evaluation, the students on similar levels will have the same evaluation rubric. Therefore, keeping them in homogeneous groups helps them reflect not only on their own work, but able to help on their peer's work.

### **Assessment:**

#### **Formative:**

- Walk around and evaluate if the small groups are successfully sharing and comparing. Ask what connections they made between each other.
- Evaluate how students tell their stories before the formulation of the “perfect recipe” of telling a story. Do they give good descriptions? Enthusiasm? Attention to detail? Beginning, middle, and end?

#### **Summative:**

- Students will return to class on a later date with a final draft. Rubric sheet adapted to each level will give students what is expected.
- Have students hand in their rough drafts with peer suggestions. This will be turned in with the final. Evaluate if students took the advice of their peers.