

This is a unit I taught to a small group of fifth grade students. The reading materials are from using our district's newly adopted ESL Curriculum INSIDE from National Geographic and Cengage Learning. I was able to include some of what I learned about brain-based learning in this unit. Because our district ESL Department is also training teachers on QTEL (Quality Teaching of English Language) strategies, this lesson is written in a QTEL format.

**Activating Prior Knowledge:** A couple of activities in this unit were designed to activate students' prior knowledge.

The activity called Novel Ideas Only asked students in pairs or groups to list freedoms they have in their lives after listening to a short read aloud about Nelson Mandela and his fight for freedom for people of color in South Africa and a discussion about the freedoms that Nelson Mandela and people of color in South Africa did and did not have. Groups/pairs then share their list aloud with the group, sharing only "novel ideas" or ideas that have not already been shared by another group. I was originally worried that my fifth graders would struggle with the concept of freedoms that they enjoy. I was pleasantly surprised that they could list many important things like being able to go to school, being able to say what they want without going to jail, and being able to go where they want.

The students also completed an Anticipatory Guide individually that included the following questions: What is one freedom you have? What is one freedom you do not have? What do you think is the most important freedom? What would you be willing to risk for important freedoms?

**Movement:**

I incorporated movement into this unit in an activity called Quiz, Quiz, Trade. In this activity, students walked around the room and asked their classmates the Anticipatory Guide questions and listened to each other's answers. Afterward, they were able to reflect on their own answers and revise or add to them based on ideas from their classmates.

**Feedback:**

There were a couple of places where feedback was provided for students. In one lesson students chose a freedom fighter about whom we had read and, in pairs, wrote the script to an interview of that person, which they later acted out on video. Feedback for this activity was provided in the form of a rubric for the written portion of the lesson, and through viewing of the video taped interviews and discussion.

A rubric was also provided for the collaborative poster activity where students were practicing talking and writing about cause and effect relationships using various conjunctions.

**Fostering Learning:** As a part of fostering learning and creating positive emotional states in the classroom, we had a interview viewing party with popcorn and drinks. Students enjoyed relaxing and watching each others' performances while munching popcorn and sipping juice. Student were able to compliment each others' work and get ideas for their next performances.

On the whole students seemed well engaged during this unit. There was variety in the activities, students were able to relate the relevant topic to their own lives, and we ended with a relaxing, pleasant viewing party. See full unit with attachments below.

## UNIT PLANNING TEMPLATE

### UNIT OVERVIEW

**Content Area:** ELD

**Unit:** Inside A, Unit 6 The Struggle for Freedom

#### Unit Goals:

##### ELP STANDARDS

1, 2, 3, 7, 8, 10

##### CCSS STANDARDS

ELA-Literacy.RH.6-8.10

ELA-Literacy.RH.6-8.4

#### How will students demonstrate these standards?

- Students will demonstrate comprehension of reading of grade level text through Double Entry Journals for Struggle for Freedom and Brave Butterflies.
- Students will demonstrate understanding of topic specific vocabulary through Vocab Jigsaw activities for both selections.
- Students will speak and write about grade-level content when they complete the double entry journals, collaborative poster, and interview.
- Students will adapt language choices for the context when they participate in the Quiz, Quiz, Trade create the Interview with a Freedom Fighter.

Texts	Central ideas/Themes
<ul style="list-style-type: none"><li>● Freedom for All</li><li>● Escaping to Freedom by</li><li>● Brave Butterflies by</li></ul>	<ul style="list-style-type: none"><li>● What freedoms do you have?</li><li>● What freedoms do you not have?</li><li>● What freedoms are most important to you?</li><li>● What do people risk for important freedoms?</li></ul>

## UNIT PLANNING: 3 MOMENT ARCHITECTURE

### Goals for Each Moment

<b>1. PREPARING THE LEARNER</b>
<ul style="list-style-type: none"> <li>● activate students' prior, relevant knowledge</li> <li>● establish an interest in and focus for the lesson</li> <li>● focus their attention on the theme(s)/concepts to be explored</li> <li>● introduce key ideas and language in context</li> <li>● promote perspective and community building</li> </ul>
<b>2. INTERACTING WITH THE TEXTS/CONCEPTS</b>
<ul style="list-style-type: none"> <li>● text is deconstructed and students focus on understanding a key section</li> <li>● reconnect analyzed parts to the text as a whole, gaining deeper understanding of the themes and concepts</li> <li>● lead students one step closer to the attainment of lesson/unit goals</li> </ul>
<b>3. EXTENDING UNDERSTANDING</b>
<ul style="list-style-type: none"> <li>● apply newly gained knowledge to novel situation or to problem solve.</li> <li>● students use their understanding of the text(s) to create/re-create a representation of important ideas</li> <li>● connect new ideas to ideas gained through other lessons, content areas, and life experiences, putting them all in perspective.</li> <li>● write to represent new understandings or take a critical stance</li> </ul>

### Preparing Learner Tasks for the Unit as a Whole:

<b>1. Preparing the Learners Task</b>	
<b>Name of Task</b> Read aloud <i>Freedom for All</i> Novel Ideas Only	<b>Purpose of the Task</b> Students to think about freedoms that they have.
<b>Task Description</b> <ul style="list-style-type: none"> <li>● Teacher reads aloud <i>Freedom for All</i> about Nelson Mandela on p. R4 of Inside A Teacher's Manual</li> <li>● In pairs or groups students list freedoms that they have. Students draw a line after their last idea.</li> </ul>	

- Pairs or groups share one item from their list at a time, round robin style. Students only share “novel” or new ideas so that ideas are not repeated. If pair/group hears a novel idea, they add it to their list under the line. Continue until all novel ideas have been shared.

**Possible Language Supports**

Sentence frame: *We are free to \_\_\_\_\_.*

**1. Preparing the Learners Task**

<p><b>Name of Task</b> <u>Vocabulary rating</u></p>	<p><b>Purpose of the Task</b> Students begin to become familiar with selection vocabulary</p>
<p><b>Task Description</b></p> <ul style="list-style-type: none"> <li>● Students rate vocabulary words on practice book pp. 182-183</li> <li>● In pairs, students use sentence frames to discuss their ratings of vocabulary words and share any knowledge they may have of the words.</li> </ul>	
<p><b>Possible Language Supports</b></p> <ul style="list-style-type: none"> <li>● Read vocab words aloud, one at a time allowing for time for students to rate each word.</li> <li>● Each student has a printed copy of sentence frames for sharing their ratings of the words. Teacher should model with a student before students do this on their own.</li> </ul>	

**1. Preparing the Learners Task**

<p><b>Name of Task</b> <u>Anticipatory Guide</u> with <u>Quiz, Quiz, Trade</u></p>	<p><b>Purpose of the Task</b></p> <ul style="list-style-type: none"> <li>● Students practice expressing their thoughts and opinions with other students.</li> <li>● Students think about the freedoms they enjoy, which they value most, and what they might be willing to risk for valued freedoms.</li> </ul>
<p><b>Task Description</b></p> <ul style="list-style-type: none"> <li>● Students fill out Anticipatory Guide individually.</li> <li>● Students read their answers to themselves so as to commit them to memory.</li> <li>● Each student is given one of the Anticipatory Guide questions on a card. Students find a partner and take turns asking and answering their question to each other.</li> <li>● When finished, students trade cards and find new partner with whom to ask/answer new questions.</li> <li>● Continue for 5-6 partner exchanges.</li> </ul>	
<p><b>Possible Language Supports</b></p> <ul style="list-style-type: none"> <li>● Partners may help each other to read questions.</li> <li>● Answer sentence frames are on the back of the question card to aid in forming an answer.</li> </ul>	

- Teacher models activity with a partner before students begin.

## 2. Interacting with Text Task

<p><b>Name of Task</b>  <a href="#">Escaping to Freedom Double Entry Journal</a> Base Groups and Expert Groups</p>	<p><b>Purpose of the Task</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use cause and effect words (<i>because, as a result of, consequently, since, so, therefore</i>) to talk about events in a story.</li> </ul>
<p><b>Task Description</b></p> <ul style="list-style-type: none"> <li>• In pairs or groups of 3 or 4 (Expert Groups), students read assigned section(s) of the text and fill in missing cause or effect information from the story into the grid.</li> <li>• Students then practice orally in their groups putting the cause and effect information into sentence frames on the back of the grid.</li> <li>• Together students decide on a cause and effect sentence for each cause and effect pair in their reading section(s). Each student must write all of the sentences on a separate piece of paper or in a spiral notebook.</li> <li>• Regroup students so that each group has a student who read each section of the book (Base Groups). Students take turns sharing their cause and effect sentences with the group. Group members who are not sharing will listen and fill in missing information on their grids.</li> </ul>	
<p><b>Possible Language Supports</b></p> <ul style="list-style-type: none"> <li>• Pairing less proficient students with more proficient students.</li> <li>• Sentence frames printed on back of cause and effect grid.</li> </ul>	

## 3. Extending Understanding Task

<p><b>Name of Task</b>  Cause and Effect Collaborative Poster with <a href="#">rubric</a></p>	<p><b>Purpose of the Task</b></p> <ul style="list-style-type: none"> <li>• Students will make a two part poster about a cause and effect event in <a href="#">Escaping to Freedom</a> that demonstrates their understanding of the story as well as how to speak about cause and effect in English.</li> </ul>
<p><b>Task Description</b></p> <ul style="list-style-type: none"> <li>• In pairs or groups of 3-4, students will make a two part collaborative poster that illustrates a cause and an effect in <a href="#">Escaping to Freedom</a> and includes a cause and effect sentence for a caption and speech bubbles in which characters express cause and effect.</li> <li>• Students will present their collaborative poster to the class, communicating the cause and effect relationship represented.</li> </ul>	
<p><b>Possible Language Supports</b></p> <ul style="list-style-type: none"> <li>• Printed copy of cause and effect sentence frames.</li> </ul>	

- Heterogeneous groups in terms of English proficiency.

### 3. Extending Understanding Task

**Name of Task**  
[Escaping to Freedom](#)  
[Vocabulary Jigsaw](#)

**Purpose of the Task**

- Students will work together, using clues to identify vocabulary words from [Escape to Freedom](#)

**Task Description**

- In groups of four, students are each given one of four clue sheets. They will also need their textbooks open to the selection [Escaping to Freedom](#). They will also each need a sheet of paper to number down the side 1-12.
- Students go around the table, each reading their clue for the first word. Students then find the vocabulary word in the text that matches all of those clues. Students write that word after #1.
- Students continue until all 12 vocabulary words are found.

**Possible Language Supports**

- Lower proficiency students may have clue sheet 1, 2, or 3, with very repetitive clues.
- Heterogeneous groups in terms of English proficiency.

### 2. Interacting with Text

**Name of Task**  
[Brave Butterflies Cause and Effect Double Journal Entry](#)

**Purpose of the Task**

- Students will be able to use cause and effect words (*because, as a result of, consequently, since, so, therefore*) to talk about event in a story.

**Task Description**

- In pairs or groups of 3 or 4 (Expert Groups), students read assigned section(s) of the text and fill in missing cause or effect information from the story into the grid.
- Students then practice orally in their groups putting the cause and effect information into sentence frames on the back of the grid.
- Together students decide on a cause and effect sentence for each cause and effect pair in their reading section(s). Each student must write all of the sentences on a separate piece of paper or in a spiral notebook.
- Regroup students so that each group has a student who read each section of the book (Base Groups). Students take turns sharing their cause and effect sentences with the group. Group members who are not sharing will listen and fill in missing information on their grids.

**Possible Language Supports**

- Pairing less proficient students with more proficient students.

- Sentence frames printed on back of cause and effect grid.

### 3. Extending Understanding Task

**Name of Task**  
[Interview with a Freedom Fighter](#) with [rubric](#)

**Purpose of the Task**

- Students will be able to use question words and unit vocabulary to ask and answer questions about freedom.

**Task Description**

- In pairs, students write an interview with a brave individual from the unit selections (Nelson Mandela, Josiah Henson, Ana Pérez) using questions from Quiz, Quiz, Trade and Anticipatory Guide activities (see above) as well as four more student-created questions.
- Students then practice and perform their interviews.

**Possible Language Supports**

- Pairing less proficient students with more proficient students.
- Question words posted for students to use (*What, When, Who, Where, Why, How, Did, Do, Is, Are*).

**Assessment**

[Interview with a Freedom Fighter](#) with [rubric](#)

[Cause and Effect Collaborative Poster](#) for [Escaping to Freedom](#)

Revisit Vocabulary Rating Scale for [Escaping to Freedom](#) and [Brave](#)

[Butterflies](#) -- Students repeat the process from the preparing the learner activity and compare their 'post' scores to their 'pre' scores.

**Reflection**

Revisit [Anticipatory Guide](#) Questions



**Content Area:** ELD

**Unit:** Inside A, Unit 6 The Struggle for Freedom

### Unit Goals:

#### ELP STANDARDS

1, 2, 3, 7, 8, 10

#### CCSS STANDARDS

ELA-Literacy.RH.6-8.10

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### How will students demonstrate these standards?

- Students will demonstrate comprehension of reading of grade level text through Double Entry Journals for Struggle for Freedom and Brave Butterflies.
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Texts	Central ideas/Themes
<ul style="list-style-type: none"><li>● Freedom for All</li><li>● Escaping to Freedom by</li><li>● Brave Butterflies by</li></ul>	<ul style="list-style-type: none"><li>● What freedoms do you have?</li><li>● What freedoms do you not have?</li><li>● What freedoms are most important to you?</li><li>● What do people risk for important freedoms?</li></ul>

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- introduce key ideas and language in context
- promote perspective and community building

### 2. INTERACTING WITH THE TEXTS/CONCEPTS

- text is deconstructed and students focus on understanding a key section
- reconnect analyzed parts to the text as a whole, gaining deeper understanding of the themes and concepts
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- apply newly gained knowledge to novel situation or to problem solve.
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## Preparing Learner Tasks for the Unit as a Whole:

### 1. Preparing the Learners Task

#### Name of Task

Read aloud *Freedom for All*  
Novel Ideas Only

#### Purpose of the Task

Students to think about freedoms that they have.

#### Task Description

- Teacher reads aloud *Freedom for All* about Nelson Mandela on p. R4 of Inside A Teacher's Manual
- In pairs or groups students list freedoms that they have. Students draw a line after their last idea.
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### Possible Language Supports

Sentence frame: *We are free to \_\_\_\_\_*.

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#### Purpose of the Task

Students begin to become familiar with selection vocabulary

#### Task Description

- Students rate vocabulary words on practice book pp. 182-183
- In pairs, students use sentence frames to discuss their ratings of vocabulary words and share any knowledge they may have of the words.

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- Read vocab words aloud, one at a time allowing for time for students to rate each word.
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#### 1. Preparing the Learners Task

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