

**Lesson objective: Students will demonstrate an understanding of key vocabulary related to the life cycle of a monarch butterfly.**

Key concepts in adapting lessons to support English language learners:

- **Modify the language load to match stages of language and reading acquisition**
- **Provide multiple opportunities for partner talk using key academic words**
- **Provide visual representations to support learning**

*Third graders have been learning about the life cycle of the Monarch butterfly by raising caterpillars in the classroom and releasing the adult butterflies. During this time, students have opportunities to observe and talk about the Monarch. During read-aloud and turn-and-talk time, students have multiple opportunities to use key words. Students also make use of technology to read-aloud non-fiction texts on the topic. To solidify their acquisition of key words, students work with a reading selection and turn-and-talk focused on key word lists. This lesson is made accessible to a range of learners by adapting the reading selection and key word practice materials.*

### **A. Use technology to provide equal access to the reading selection**

Choose a reading selection that includes key words related to the Monarch butterfly life cycle. Ideally the texts can be printed out for word searches. Pebble Go is an online learning site with leveled readers and audiobooks. Texts with full color photos can be printed out.

Students read about the Monarch Butterfly life cycle on Pebble Go. Some students access the text with the read aloud feature and others read the text without support.

### **B. Create an expanded and modified key word lists**

Based on the reading selection create an expanded list of key words. Then, create a modified list of words focused on the most used, highest frequency words. Add photos with each word.

### **C. Turn-and-talk practice is accessible to all students**

By using the reduced list of key words with photos for whole group turn-and-talk all students experience the initial launch with access points.

### **D. Expand and modify "cloze" reading selection for independent work**

More proficient readers and English speakers use the expanded word list in their independent or partner work on the cloze reading activity. Some students receive a copy of the original text with all key words whited out.

Students who benefit from reduced language/reading load use the modified key words list and matching cloze reading text. Small group supports should be available to assist with reading aloud the text.