

G.L.A.D. Resource Book
(Guided Language Acquisition Design)

Table of Contents

Section I

<u>Focus and Motivation</u>	Pages
□ Cognitive Content Dictionary.....	3-4
□ Exploration Report.....	5-7
□ Observation Chart.....	8-10
□ Teacher Made Big Books.....	11-13
□ Inquiry Charts.....	14-16
□ Awards.....	17-19

Section II

<u>Input</u>	Pages
□ Pictorial Input.....	21-24
□ Comparative Input.....	25-28
□ Narrative Input.....	29-32

Section III

<u>Guided Oral Practice</u>	Pages
□ 10/2.....	34-36
□ T Graph for Social Skills.....	37-40
□ Chants.....	41-44
□ Sentence Pattern Chart.....	45-49

Section IV

<u>Reading and Writing</u>	Pages
□ Cooperative Strip Paragraph.....	51-54
□ Team Tasks.....	55-56
□ Process Grid.....	57-61
□ Expert Groups.....	62
□ Story Maps.....	63-64

G.L.A.D. Strategy descriptions are from the Pasco School District's G.L.A.D. Website. Strategy photos taken of Main Street Elementary Teachers class work and from the 5-Day and 2-Day G.L.A.D. trainings.

Section I

Focus and Motivation Strategies

- Cognitive Content Dictionary
- Exploration Report
- Observation Chart
- Teacher Made Big Books
- Inquiry Charts
- Awards



Cognitive Content Dictionary or Picture Dictionary

- Involves students in metacognition
- Builds vocabulary
- Aids in comprehension
- Picture dictionary generally for younger students



Step-by-Step

1. Teacher selects word from unit vocabulary
(This word becomes the signal word for the day/week)
2. Later students select word by voting
3. Students predict meaning of selected word
4. Write or sketch something that will help them remember the meaning.
5. Use the word in a sentence.
6. This activity is done whole class, in teams and individually

Cognitive Content Dictionary (CCD)

Word H/N	Prediction (clues)	Final Meaning & sketch	Spanish
<u>Classification</u>	<ul style="list-style-type: none"> a class taking a vacation being in class students in groups 	<ul style="list-style-type: none"> putting things in groups 	<u>Clasificación</u>
<u>adaptation</u>	<ul style="list-style-type: none"> adopt a child take care 	<ul style="list-style-type: none"> to change or adjust to help survive in different places/environments 	<u>adaptación</u>
<u>cartilaginous</u> <u>epipelagic</u> <u>mammalia</u> <u>lobster</u> <u>bugaloo</u>	<ul style="list-style-type: none"> to shake and move to dance 		

Cognitive Content Dictionary

New Word	Predictions (Clues)	Final Meaning
<u>agriculture</u> H=1 NH=29 agri- dirt/soil culture-growing multiple meanings patterns of behavior brnts, music taste and refinement	<ul style="list-style-type: none"> culture, dances Something special language people speak different cultures- parts leads the war 	Write cause and effect 
H=4 NH=26 happiness or a hu musket ball accommodate resourceful H=9 NH=21 Yankees - H=21 NH=9 Spike bayonet H=13 NH=7 plantation H=21 NH=9 problem H=4 NH=26	<ul style="list-style-type: none"> fix accompany join in talk about fix happy 	Strip book Picture Dictionary Story Map 
accommodated Mrs. Cortez accommodated us by letting us change her room for these 4 days.		

Exploration Report

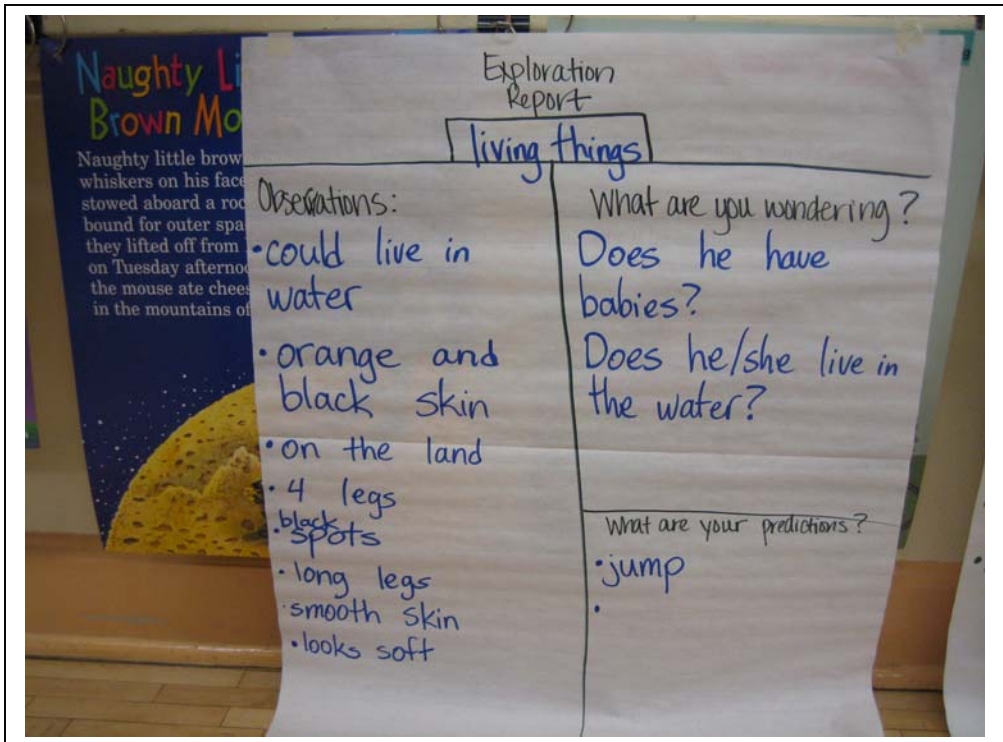
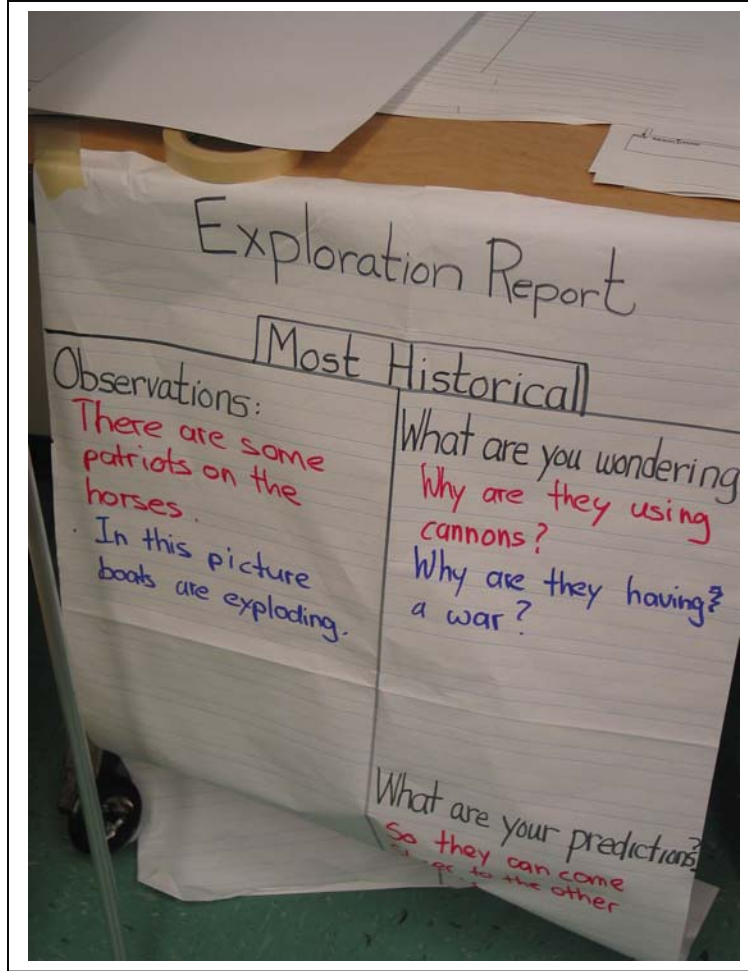
- Provides students with the opportunity for increased team building
 - Consensus of team
 - Provides opportunity to negotiate for meaning
- A type of inquiry chart
- Gives indication of background knowledge
- Basis for scaffolding vocabulary and meaning of information for unit

Step-by-Step

1. Use real photos, in color, if possible
2. Choose high interest photos
3. Use the Exploration report as the first team activity as an introduction to the unit
4. Select 2-3 photos for each team
5. Each team will then decide on one photo to report on
6. Each team must then decide on an observation, a question and a prediction that they will report to the class

7. The teacher will then ask each team for their observation, recording the observation in the color that represents each team.
8. The teacher will then record each team's question in the representing colors
9. The teacher will then record each team's prediction in the corresponding colors.
10. The teacher uses the report to determine background knowledge.
11. The teacher can revisit the report as the unit progresses and information is learned.

Exploration Report



Observation Charts

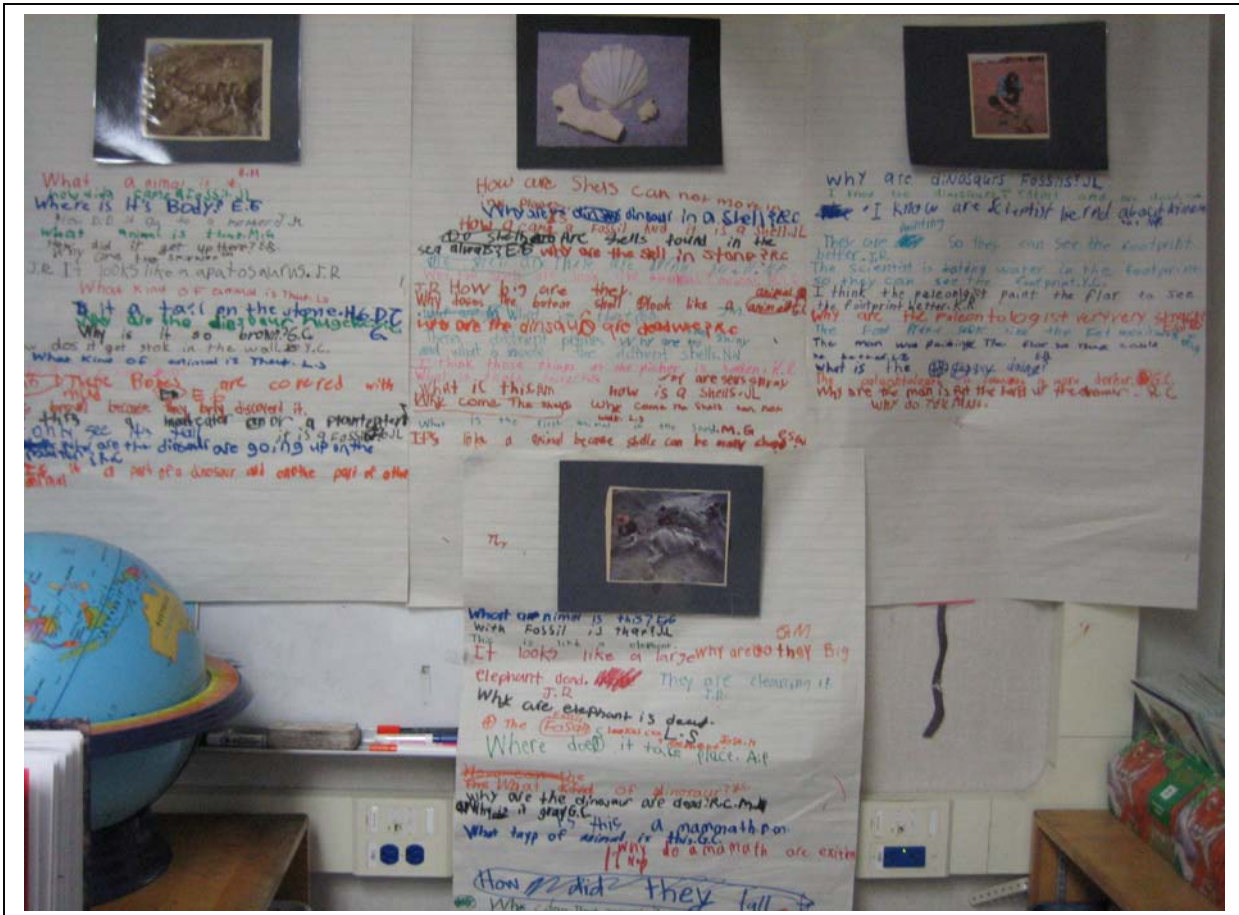
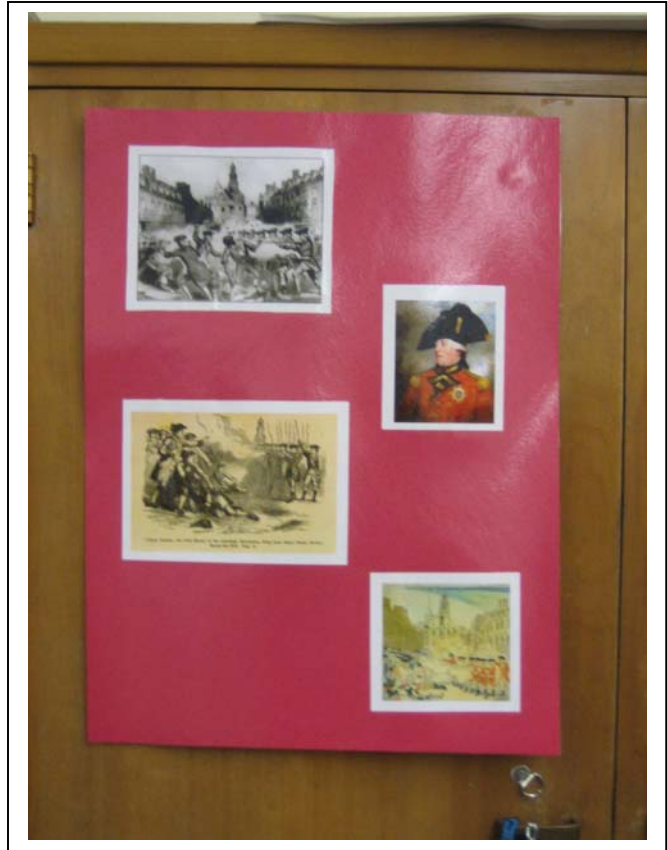
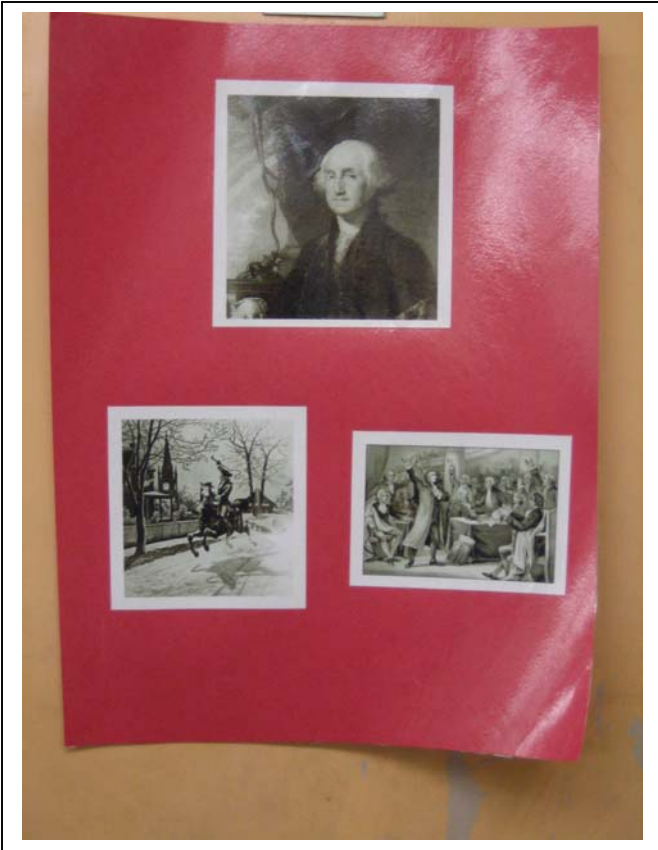
- A type of inquiry chart
- Stimulate students' curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

Step-by-Step

1. Use real photos, in color, if possible.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss the pictures. Only one pencil per group is allowed. They may write:
 - an observation
 - a question
 - a comment

5. Teacher uses the chart to assess background knowledge and students' interests.
6. Revisit the charts to monitor growth.

Observation Charts



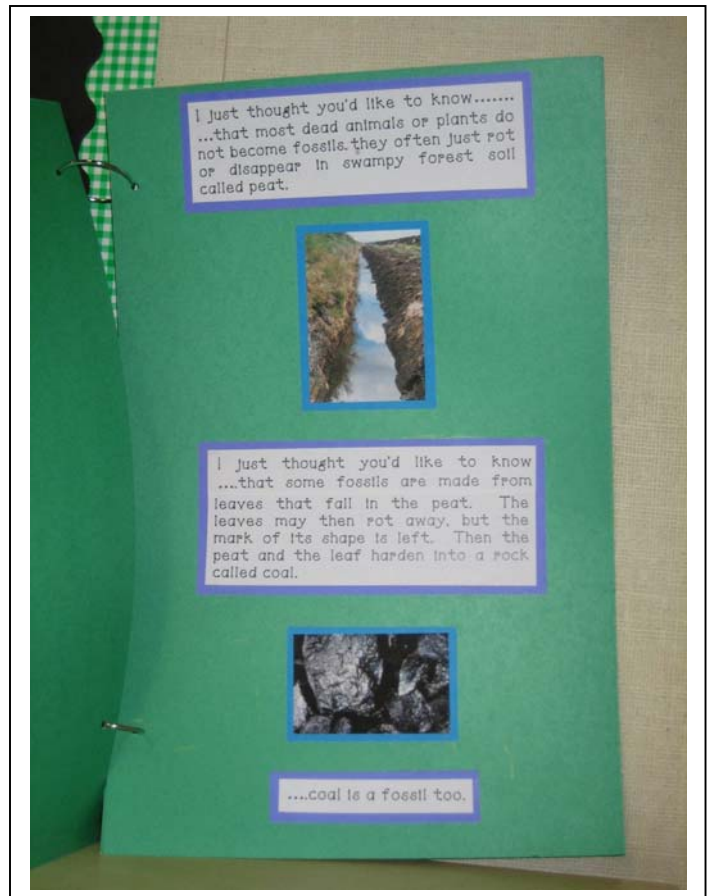
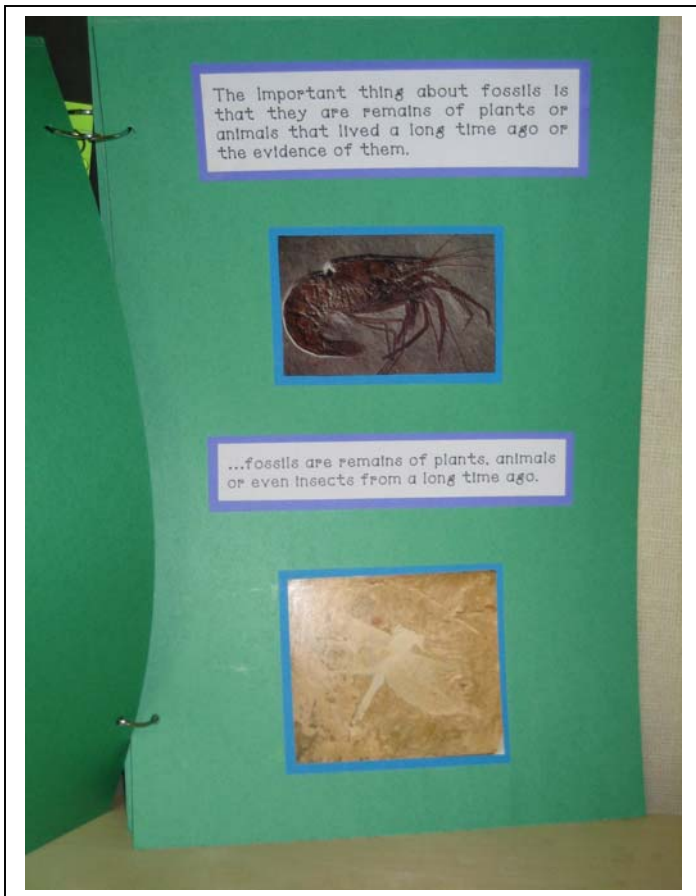
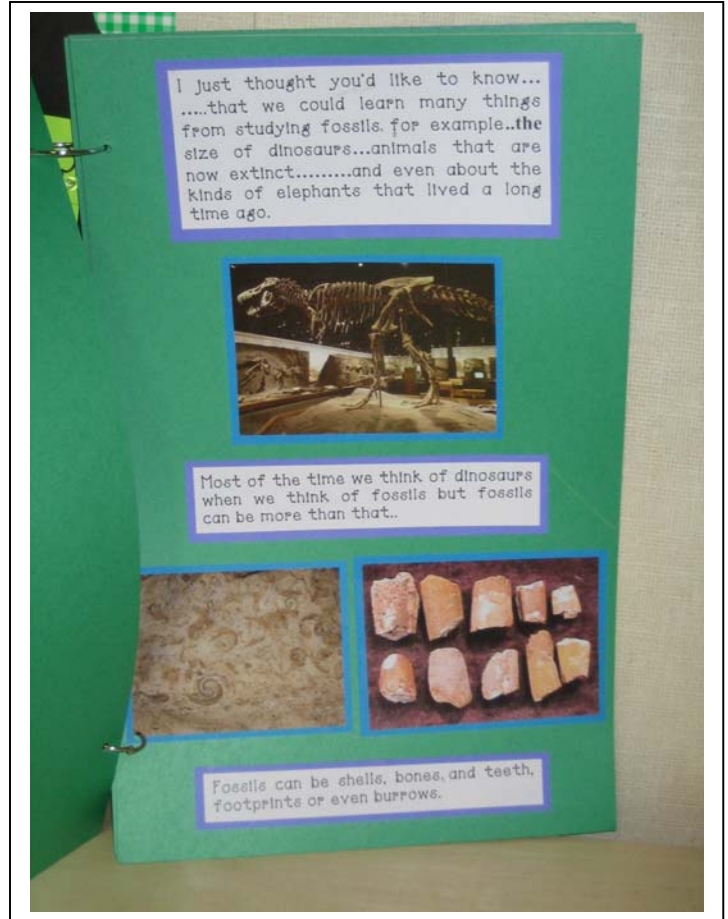
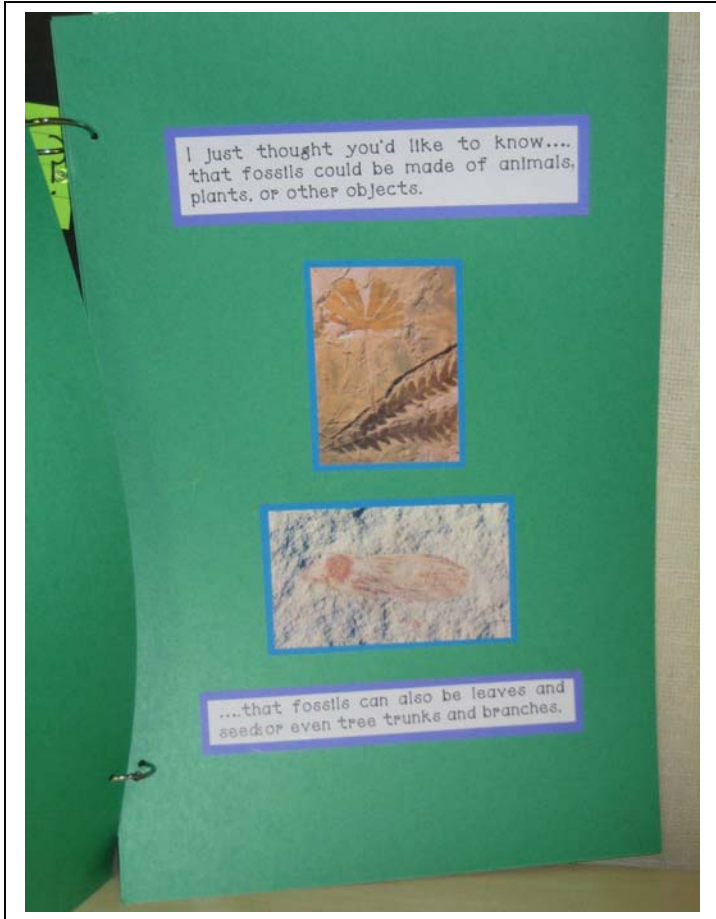
Teacher-Made Big Books

- Directly focus on content standards of the unit
- Imbed important concepts and vocabulary
- Expose students to comprehensible expository text
- Patterned text gives access to all students

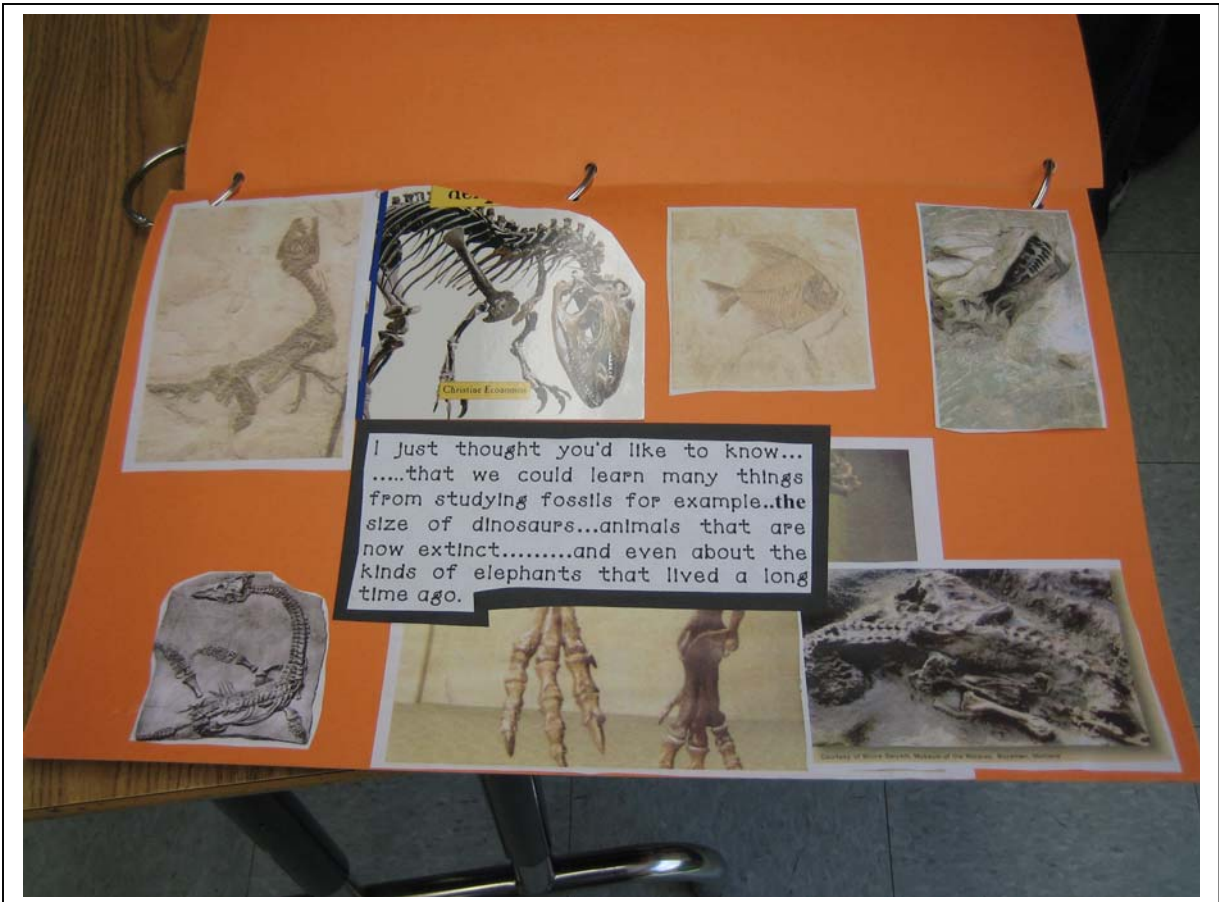
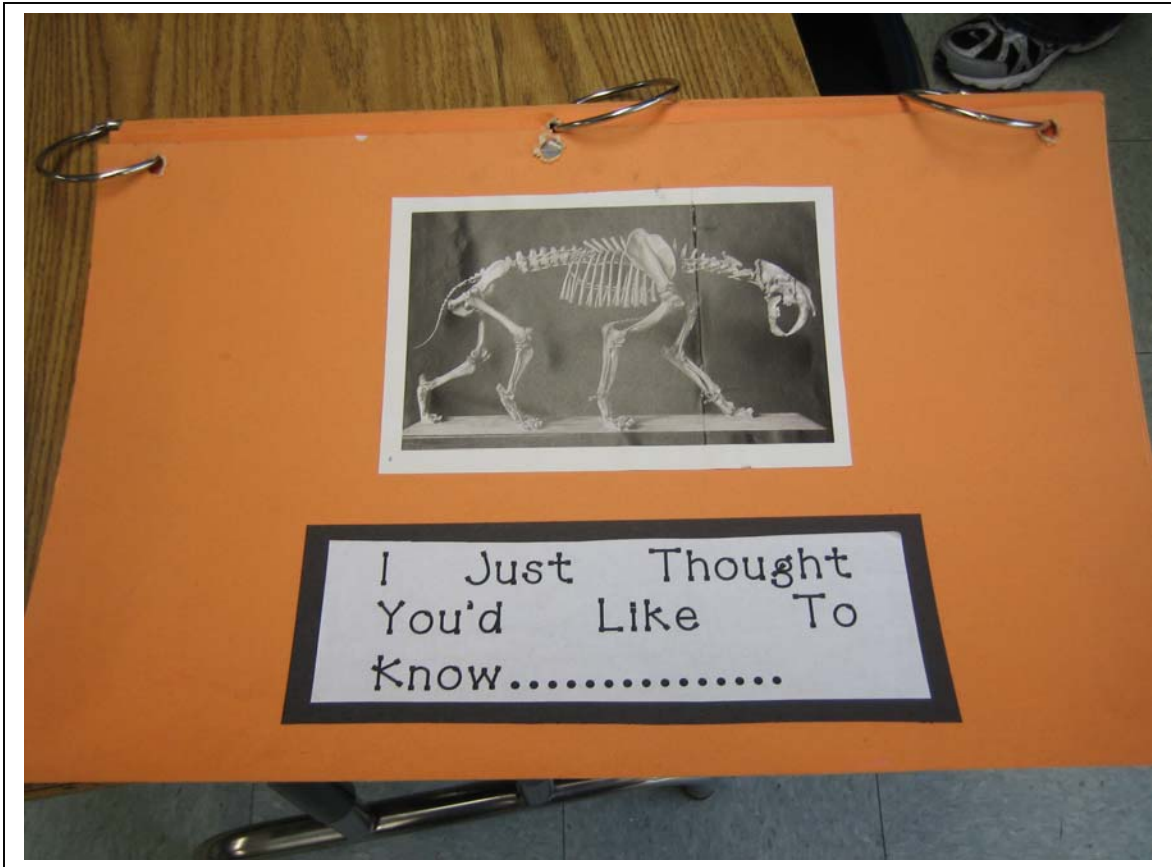
Step-by-Step

1. Choose key concepts and vocabulary.
2. Choose a frame or pattern.
 - *The Important Book*
 - *I Just Thought You Would Like to Know*
 - *Brown Bear, Brown Bear*
 - *When I Was Young*
 - *I Remember When*
3. Use real pictures and photos.

Big Books



Big Books



Inquiry Charts

- From the inquiry method approach to science
- Think, predict, hypothesize
- Assess and activate background knowledge
- Address misconceptions
- Teach revision and learning as a continuous process
- Model reading and writing
- Think KWL

Step-by-Step

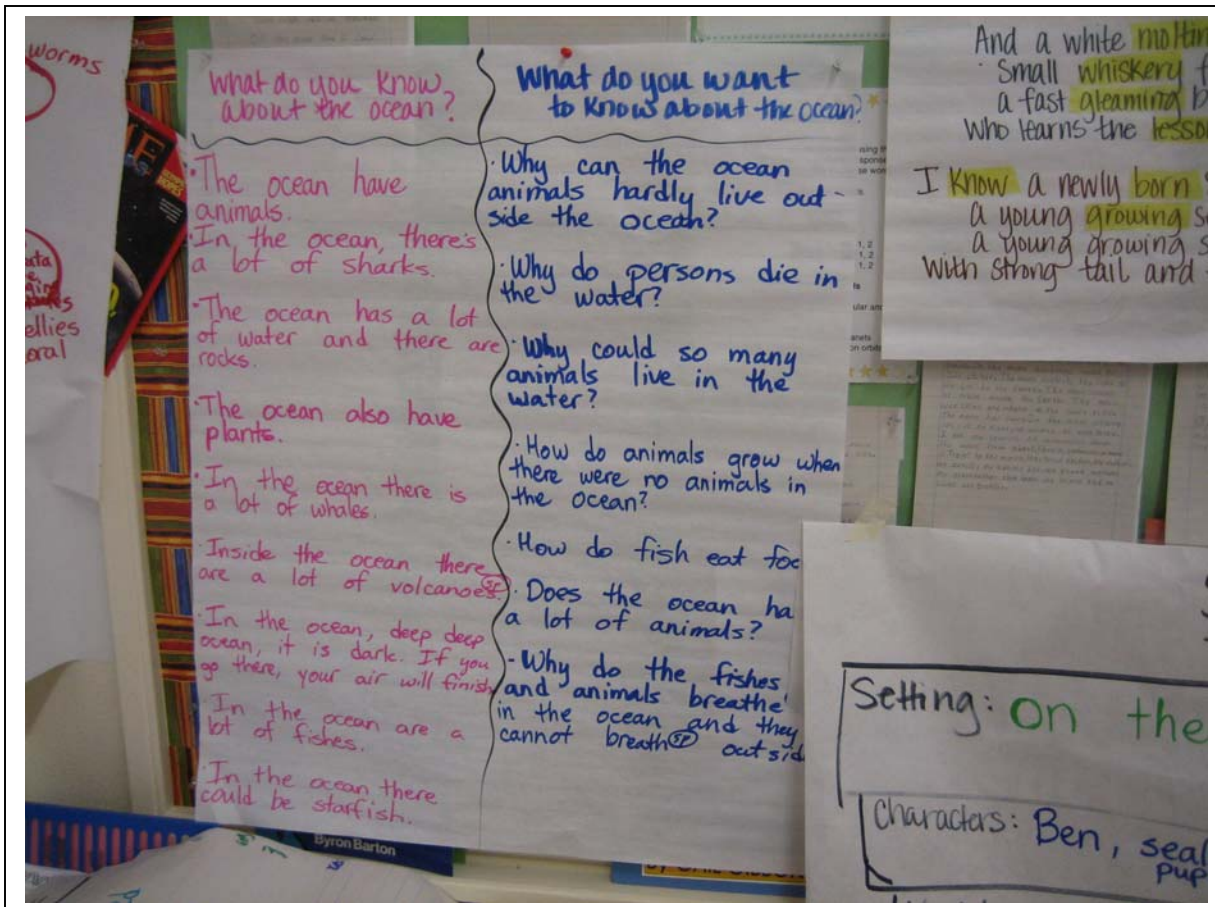
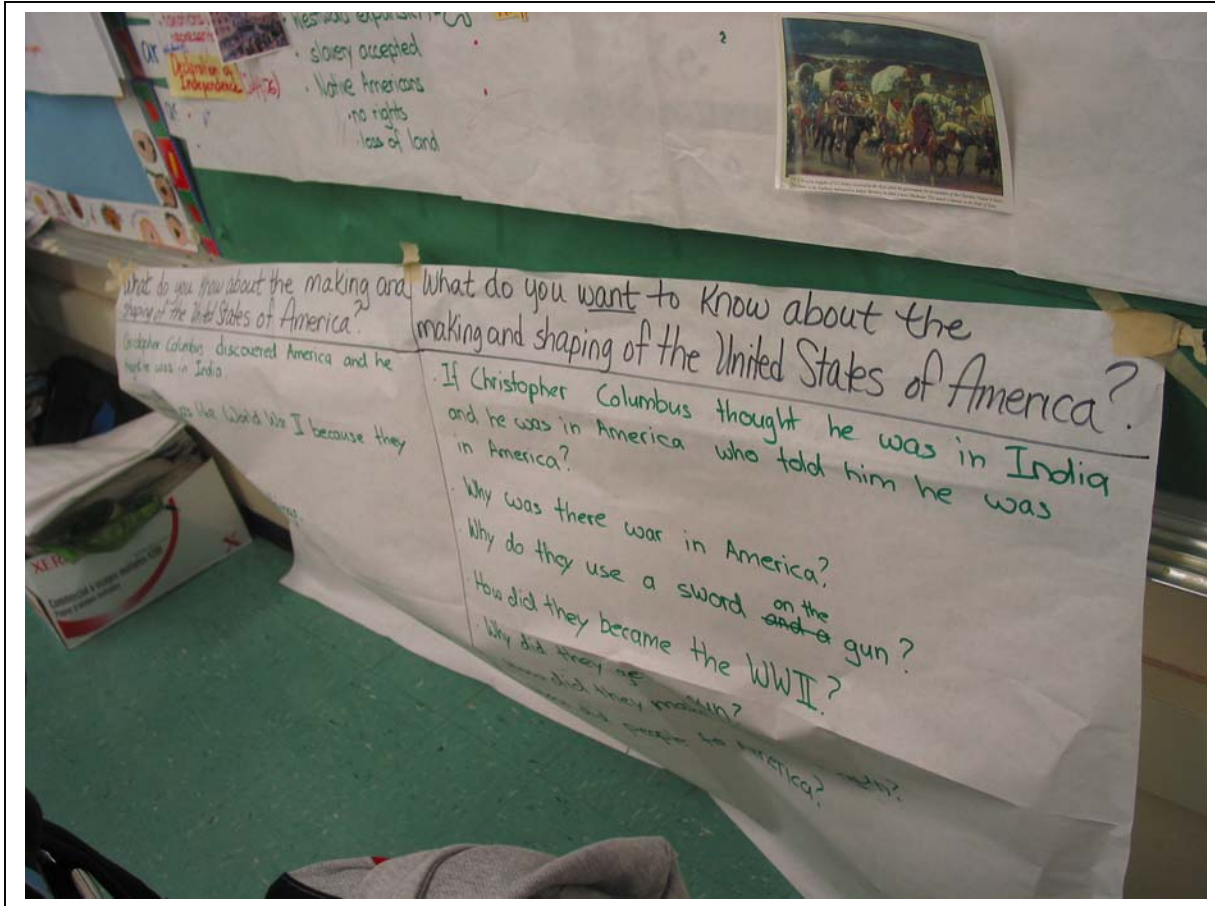
1. Record students' comments using their words.
2. Record students' names after their comments. (primary)
3. Revisit the inquiry chart often.
4. Use a different color marker each time you revisit.
5. When revisiting, ask students to cite the source of their new information.

Inquiry Charts

Inquiry Chart

What I Know About Government	What I want to Know About Government
<ul style="list-style-type: none"> The government work ^{people of the} for the United States. 	<ul style="list-style-type: none"> and they built the White House? ⁱⁿ 1800,
<ul style="list-style-type: none"> The government ^{helps make new} rules ⁱⁿ America. ^{the} Legislative Branch 	<ul style="list-style-type: none"> John Adams 1st President to live in the White House How much money does the President get from the government?
<ul style="list-style-type: none"> The government has a lot of money. ^{the} pay Tax 	<ul style="list-style-type: none"> How did ^{does} the government get all the money? ^{from} From the people that pay Taxes
<ul style="list-style-type: none"> The government helps people. ^{the} (T) 	<ul style="list-style-type: none"> How does it look inside of the White House?
<ul style="list-style-type: none"> The President is in the White House for four years. ^{He can be} elected for a second ^{Term.} Total 8 years 	<ul style="list-style-type: none"> How many people live in the White House?
<ul style="list-style-type: none"> The President lives in the White House. ^{the} (T) 	<ul style="list-style-type: none"> How does the government help the people? ^{by} By having fair laws, schools, low income houses, homeless.
<ul style="list-style-type: none"> The President is rich. ^{the} (T) 	<ul style="list-style-type: none"> How did the President get rich?
<ul style="list-style-type: none"> The President gets money from the government to build schools. From the people 	<ul style="list-style-type: none"> What does someone do to become a President? ^{Born in the USA} ³⁵ years old ^{live past 14 years} Why do they call it the White House? ^{is} ^{Painted} White ^{When it was burned it was}

Inquiry Charts



Super Scientist Awards

Historian Awards

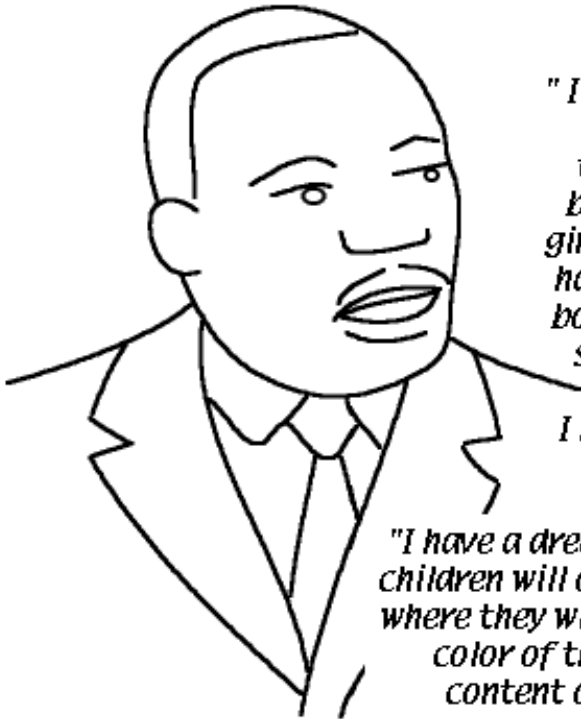
- Behavioral management tool
- Connected to the standards
- Individual personal standards
 - Make good decisions
 - Show respect
 - Solve problems

Step-by-Step

1. Use real pictures/photos related to the unit.
2. Label the pictures with unit vocabulary.
3. Teacher specifies what the student did to earn the award.
4. Enlist the help of student monitors to give awards. Students verbalize the reason for earning awards.

Historian Awards

Martin Luther King, Jr.
1929-1968



*"I have a dream today...
that one day... little
black boys and black
girls will be able to join
hands with little white
boys and white girls as
sisters and brothers.
I have a dream today."*

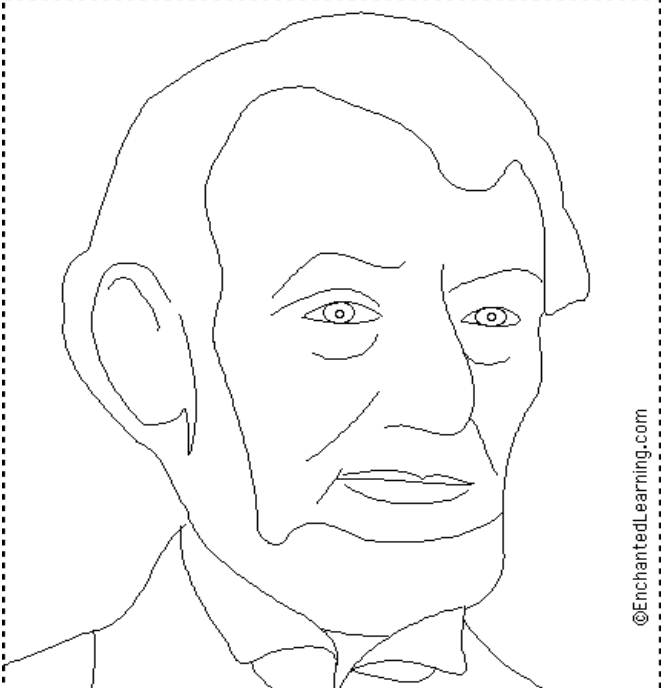
*"I have a dream that my four little
children will one day live in a nation
where they will not be judged by the
color of their skin but by the
content of their character."
Aug. 28, 1963*

©EnchantedLearning.com

Historian Award

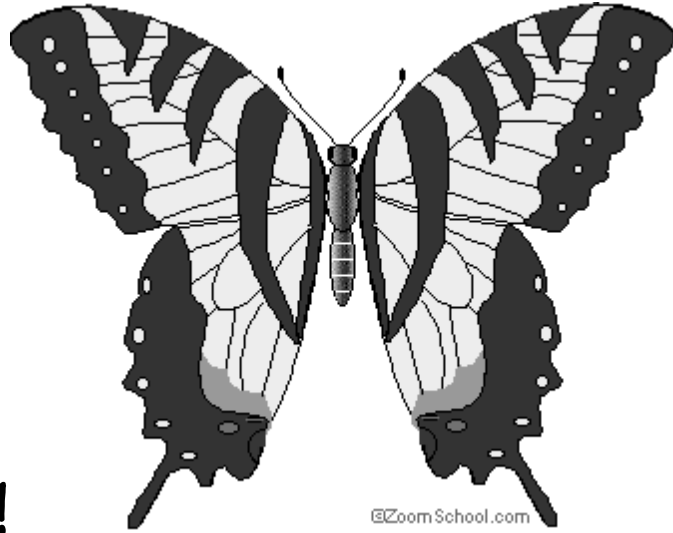
H
I
S
T
O
R
I
A
N

A
W
A
R
D



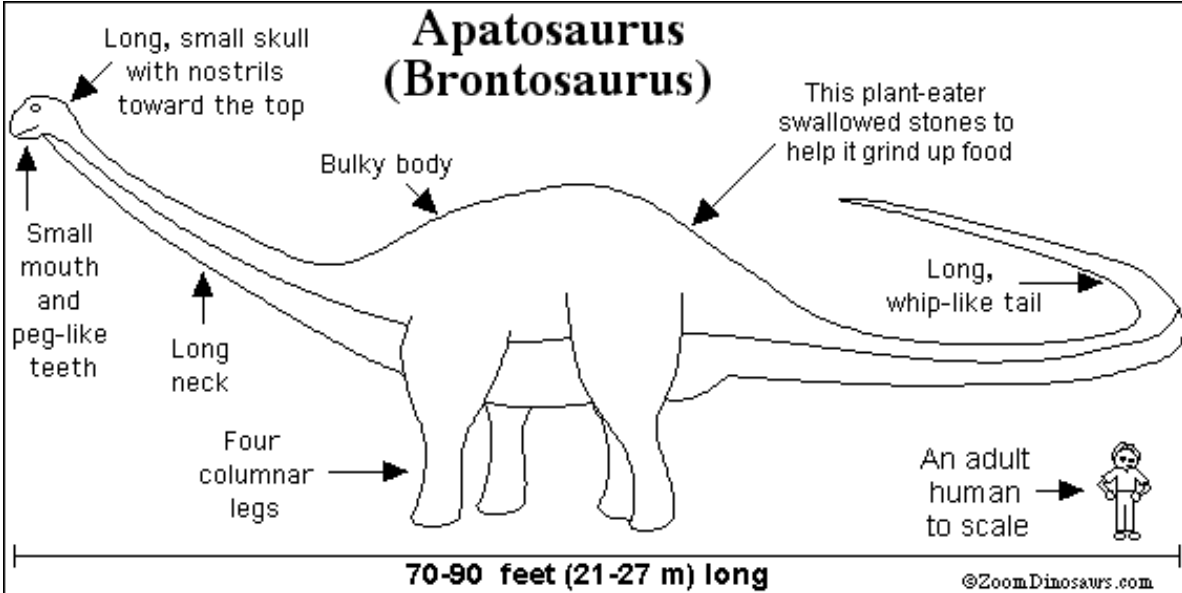
©EnchantedLearning.com

Super Scientist Awards



Super Scientist!

©ZoomSchool.com



You are a Super Scientist!

Section II

Input Strategies

- Pictorial Input
- Comparative Input
- Narrative Input

Pictorial Input Chart

- Make vocabulary and concepts comprehensible
- Drawn in front of the students for brain imprinting
- Organizes information
- Becomes a resource for students

Step-by-Step

1. Use to illustrate unit vocabulary and concepts.
2. Resources for pictorials include: textbooks, expository children's books (Eyewitness Explorers series) websites (www.enchantedlearning.com), teacher resource books.
3. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.

4. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.
5. Revisit to add word cards and review information.
6. Creates LANGUAGE FUNCTIONAL ENVIRONMENT.
7. Allow students to color pictorials.
8. At the end of the unit, make a master to use next year, and then raffle the pictorials

Pictorial Input Charts

The Crane Red Crowned Crane

- Cranes are large birds that live in wetlands (marsh).
- They use their long legs to wade (walk) in shallow (low water).
- They use their long necks and bill to kill small animals or plant roots.
- Cranes are omnivores, they eat plants and meat. They eat fish, insects, plant roots, lizards or tiny birds.
- Cranes are found in Africa, Asia, Australia, Europe and N. America.
- Cranes migrate seasonally: they fly long distances from cold areas to warmer areas.
- When cranes migrate they fly in a V formation.
- Cranes have been a symbol of peace, wisdom, good luck, and longevity for thousand of years.

Convergent Plate Boundaries

As the Pacific plate continues to move over this hot spot, new volcanoes and new islands will form.

Chains of volcanoes form at plate boundaries.

The Hawaiian Islands are in the middle of the Pacific Plate.

Hawaii's oldest island is Kure Atoll - on extinct volcano.

Hawaii's youngest island Kilauea.

Trench

Volcanic Island Arc

Hot spot (volcano)

Sedimentation

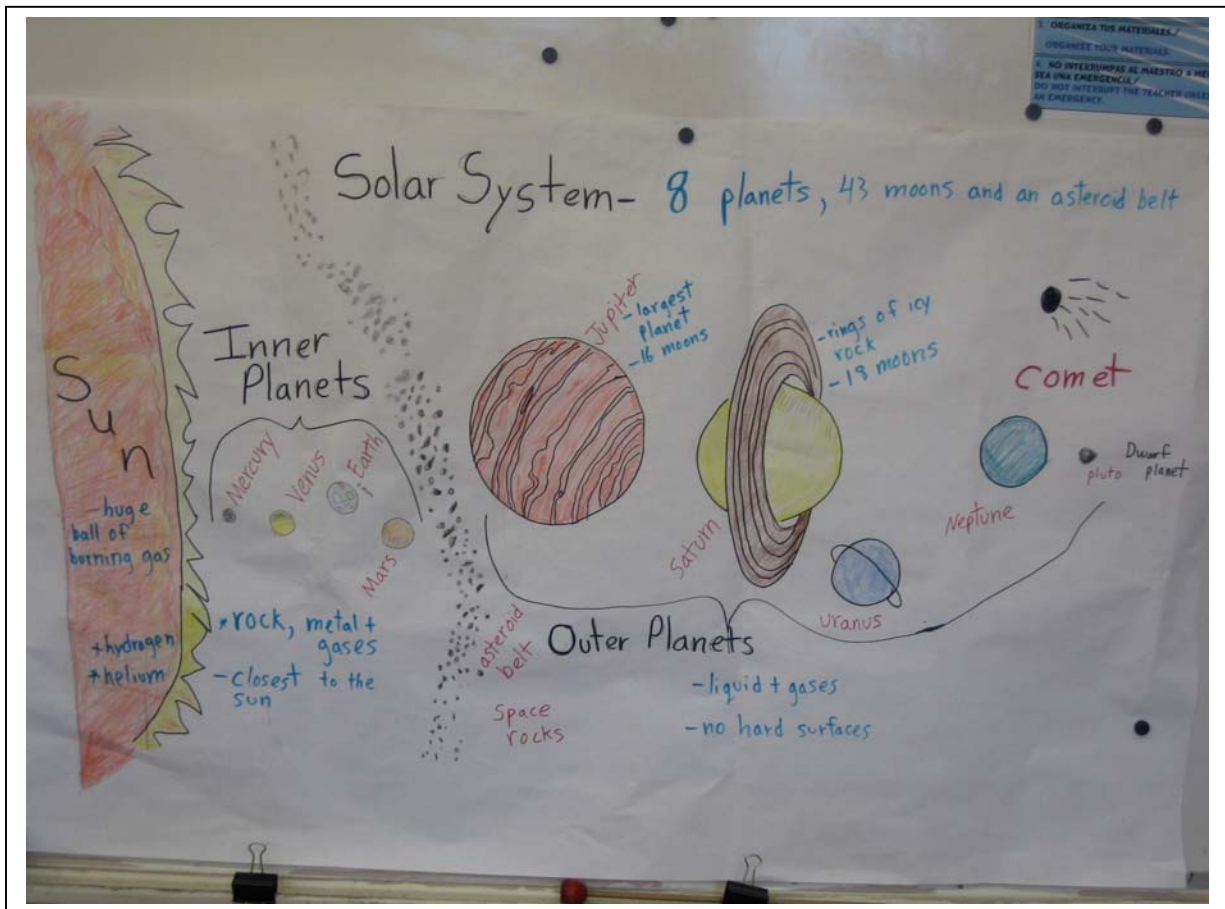
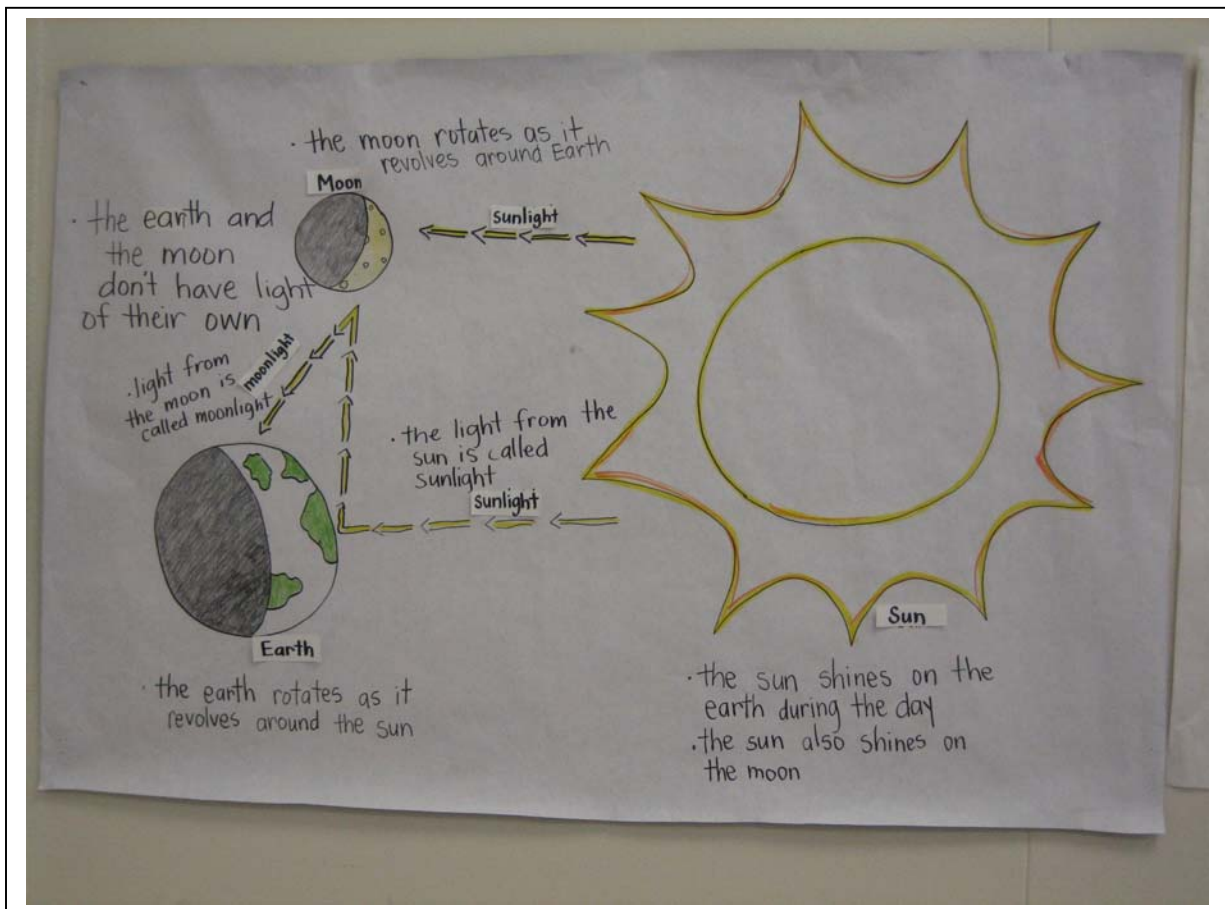
Oceanic Crust

Crust

Continental Crust

Mantle

Pictorial Input Charts



Comparative Input Chart

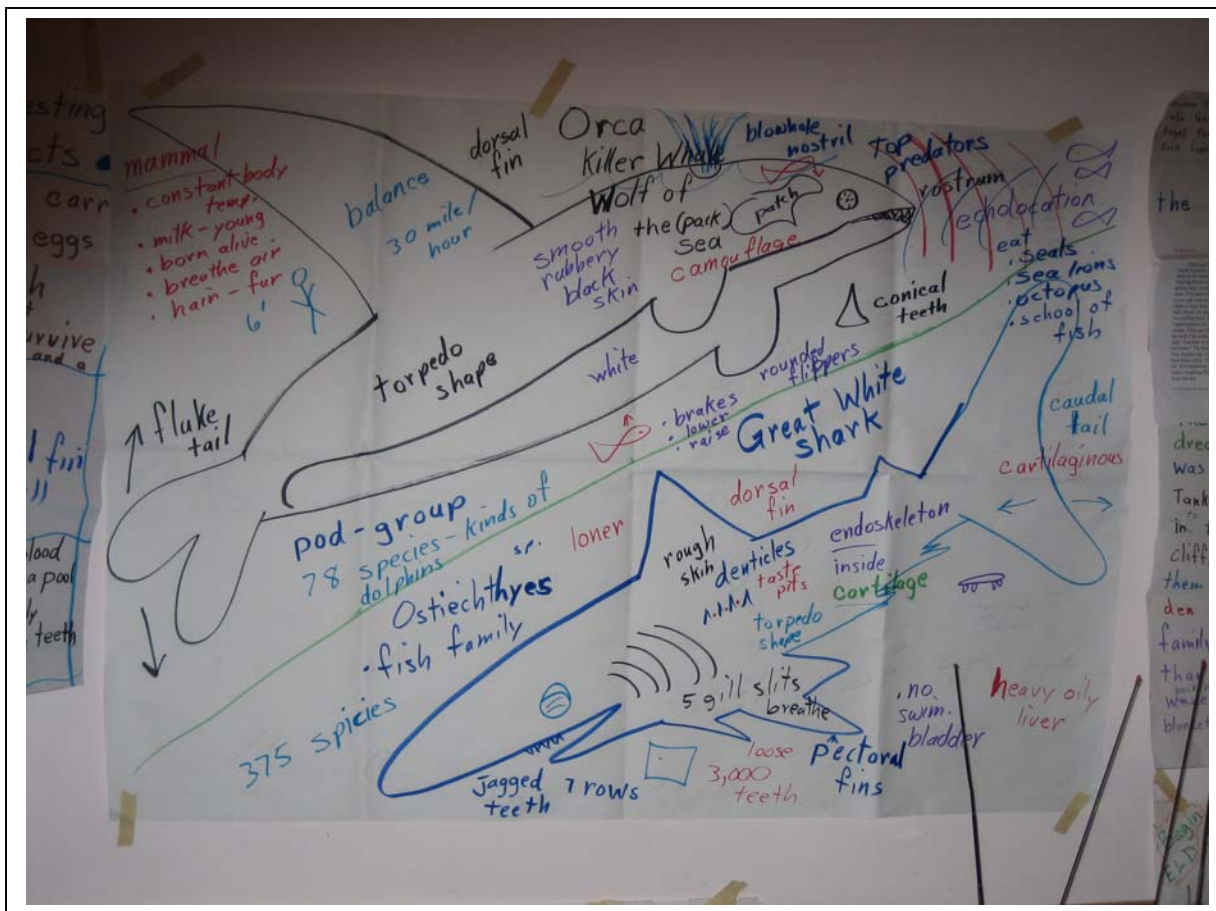
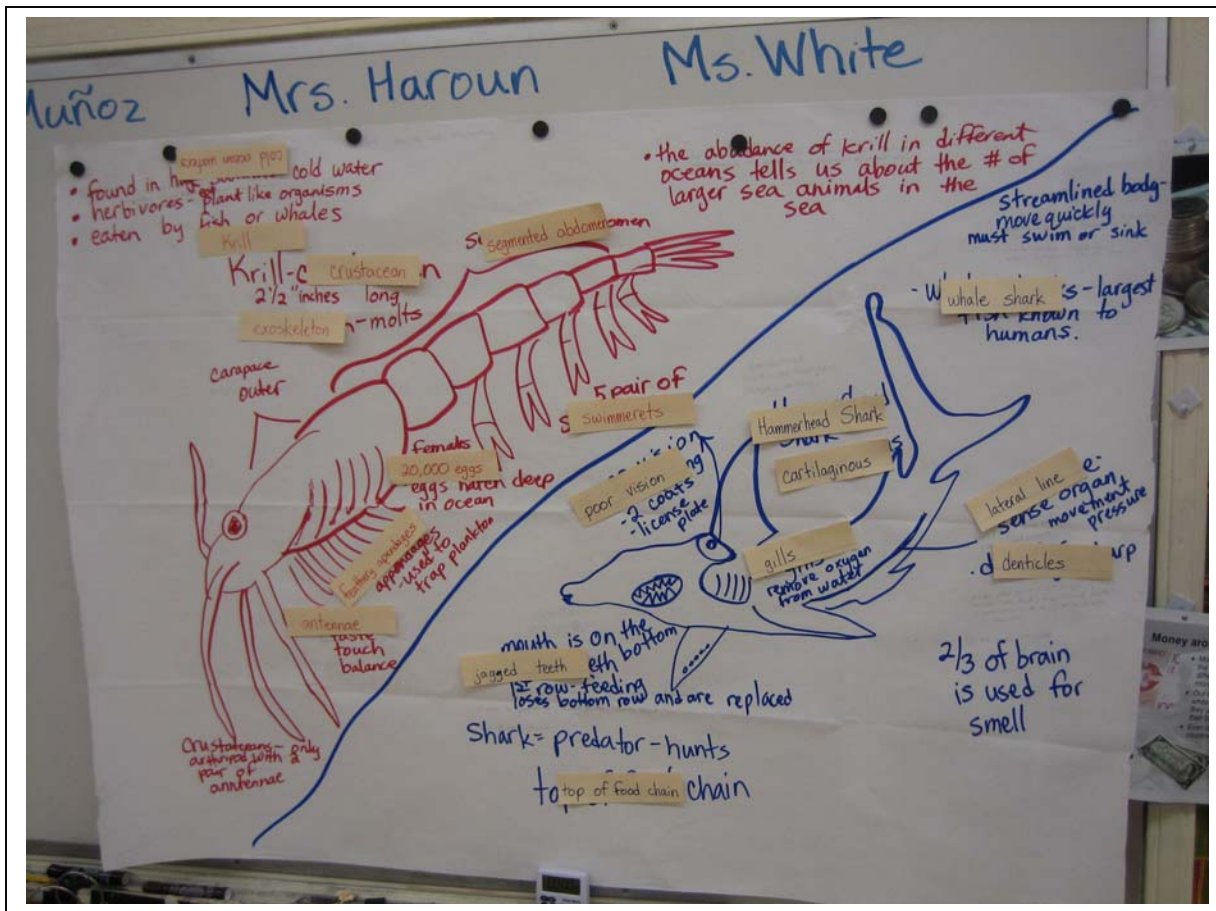
- A variation of the pictorial
- Compares and contrasts two objects, animals, or people
- A pictorial form of a Venn diagram
- Information can be comprehensibly presented with the comparative, taken to a Venn diagram, and finally to writing

Step-by-Step

1. Follow the same procedure as the pictorial, but choose two objects, animals, or characters that lend themselves to compare/contrast.
2. Revisit the comparative to add word cards and review information.
3. Consider extending the comparative by recording the key points and vocabulary on a Venn diagram.

4. Use the comparative and/or Venn diagram as the graphic organizer for a compare/contrast piece of writing.

Comparative Input Chart



Comparative Input Charts

Äpatösaurus

(Brontosaurus)
"Long neck"

70-90ft long
tail was whip-like
50ft. long
size kept him safe from predators
life span - 100 yrs.
hatch from eggs
moved slowly

long, small skull with nostrils toward top of head

herbivore ate plants

long neck

walked on 4 legs

Fossils found in Colorado, Oklahoma, Utah, and Wyoming

Paleontologist: Othniel Marsh

Tyrannosaurus rex

T. rex

fossil have been found in North western America and Mongolia

huge tail provided balance when turning quickly

bones were hollow

rough, bumpy skin

enormous skull

4-inch eye sockets

powerful short neck

15 to 20 feet tall

teeth were replaceable it had strong jaws

sharp teeth because it was a carnivore

tiny arms with 2 fingers

2 powerful legs for running run 15mph

bird like feet with 3 toes with a claw

lived in a hot, humid area

Colonial Militia

Patriot
Son of Liberty
Whigs
Minutemen

Guerrilla Warfare
ambush attacks
hiding
Guerrilla Warfare
something learned from Native Americans

long hair

2 changes of clothing coats/shirts

powder horn

breeches

boots (not left or right - strong boots)

13 stars 13 colonies

red & blue

British Soldiers

1 of the sides of the American Revolution

professional warriors

experienced warfare

highly organized

* fought in lines in open fields

announce their attacks

long shooters
musket rifles
latest technology

linen trousers

bottom boots

tri cornered hat

long hair

red coats

cross belts

loyal to the British crown

King George III

from England (recruited colonists)

Quartering Act

Colonists forced to give supplies and their homes to these soldiers

announce their attacks

marching drums

kill the traitors!
Long live King George III

Motivation

Freedom

No taxation without representation!

Give me liberty or give me death.

- no uniforms - poor
- musket (hunting)
- fires short range
- pellets / musket balls
- one pellet at a time

Ph weapons from killed enemy

- tomahawk - axe
- Iroquois/ Cherokee

British Motivation

loyal to the British crown

King George III

from England (recruited colonists)

Quartering Act

Colonists forced to give supplies and their homes to these soldiers

announce their attacks

marching drums

Narrative Input Chart

- High level, academic language and concepts are used but put into a story or narrative format
- The story format allows for increased comprehension of academic concepts
- Provides a visual retelling of the story

Step-by-Step

1. Choose concepts and vocabulary that you would like to present via narrative input
2. Consider adapting a story that already exists by imbedding standards-based concepts and vocabulary
3. Draw or copy pictures for narrative and attach the text to the back
4. Laminate the pictures for retelling
5. Create a background for the narrative that may be as simple as a laminated piece of butcher paper

6. Gather the students close to you and tell the story as you place the pictures on the background
7. Revisit the narrative to add word cards and/or speech bubbles

Narrative Input Charts

more sense
 1.8 To use the sound/spelling cards to spell correctly
 R- 1.7 Antonyms and synonyms
 2.0 Read and understand grade-level appropriate material
 M- Identify the place value of each digit in numbers to 1,000
 - Order and compare numbers up to 1,000 by using the symbols $<$, $>$, and $=$

Front Board

Row 1	Joceline Karla Jonathan Nathaniel Jose Patricia
Row 2	Maria Dyana Christian Jenny Alex Lourdes
Row 3	Yahaira Arturo Kelly Vanessa Miguel Aria

"Why Did the Dinosaurs Disappear?"

Clues	Questions	Wondering
<ul style="list-style-type: none"> dinosaurs dinosaurs will disappear dinosaurs are scared danger exploding volcano dinosaur bones hatching eggs carnivores snow 	<ul style="list-style-type: none"> scientists protection feathers iridium meteorites including crater imagine poisonous earthquakes 	<p>Did meteorites or lava kill the dinosaurs? Was it still snowing when the dinosaurs died? How did the dinosaur fossils get buried? Did all of the dinosaurs die at once?</p>

3. Bake about... or until light slightly; remove sheet to cool completely.

A carpenter puts a roof.

A cement mixer puts cement.

A carpenter by using the blue.

A hammer puts in nails.

A foundation is poured.

A hammer puts in nails.

A carpenter puts a roof.

A hammer puts in nails.

The house is built.

making a...
 L2: sprout soil flower boy dipht...
 worry past tense

Narrative Input Charts



Section III

Guided Oral Practice Strategies

- 10/2
- T Graph for Social Skills
- Chants
- Sentence Pattern Chart

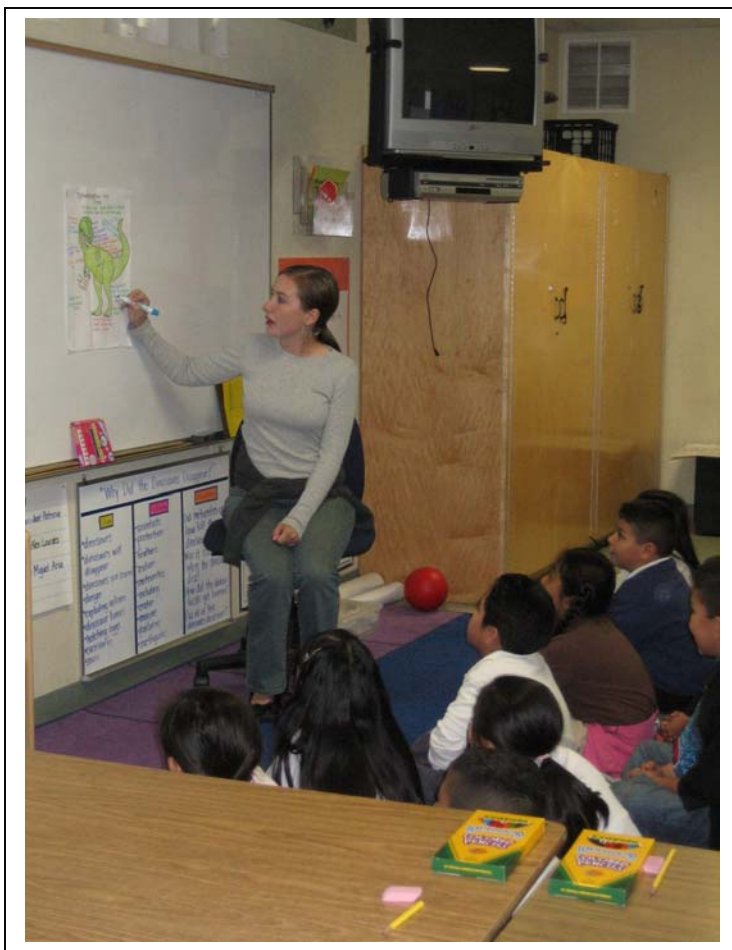
10:2

- Backed by brain research
- Presented by Art Costa
- Reinforced by Long, Swain, and Cummins, who state that it is important to allow at least 2 minutes of student processing for every 10 minutes of teacher input
- Negotiating for meaning
- Low-risk environment to try new vocabulary and concepts

Step-by-Step

1. Teach students turn and face a partner whenever you indicate it is time for a 10:2.
2. Teach students to take turns answering the question you provide.
3. Teach students the quiet signal, such as hand in the air, you will use to indicate when it is time to face you again.

4. Use 10:2s whenever you are providing input (big books, pictorials, narratives) or for soliciting information from children (sentence patterning, process grid, editing co-op)



T-Graph for Social Skills

- Students identify good behavior
- They verbalize and internalize appropriate behavior
- More meaningful to the students than teacher-imposed rules
- Sets standards for cooperative groups and develops social skills
- All statements are in positive terms

Step-by-Step

1. Focus on different social skill for each unit (respect, cooperation, responsibility)
2. Brainstorm the meaning of the word with children and record on the web
3. Brainstorm what behaviors you would see, and what specific words you would hear if a person were behaving in that way

4. Revisit the t-graph often with students to add behaviors that have been observed


T- Graph for Social Skills


complete task together

to help other people

to participate

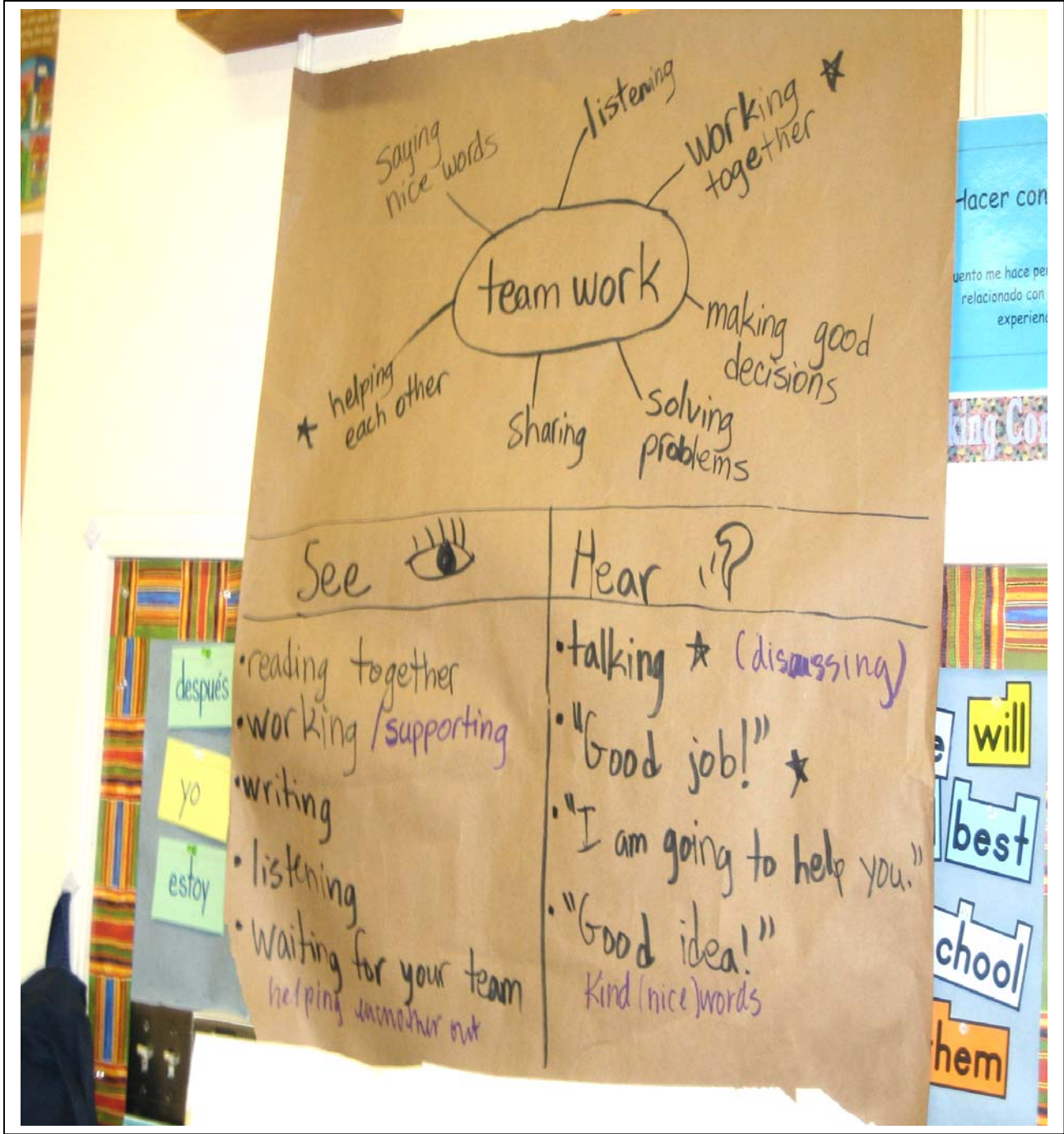
to work together

see 

hear 

<ul style="list-style-type: none">work togetherdoing the work you're supposed to dopaying attention to students in the teamshow respectmaking good decisionssolve problemsdo work well	<ul style="list-style-type: none">"Can I borrow your pencil please?""Can you help me?""Can we help each other?""May I help you?""You do this and I do that.""What do you have?""Well that's okay.""May I have...?""We left you some work.""do you want me to do some work?""I think we can do it."
--	--

T- Graph for Social Skills



Chants

- Imbed key concepts and vocabulary
- Auditory and visual language patterning
- Vocabulary building
- Students gain familiarity and comfort using academic language in a low-pressure way
- Chants are revisited often for a variety of purposes

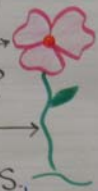
Step-by-Step

1. Choose key vocabulary and concepts to imbed in chants.
2. Choose a frame or existing song to adapt (Bugaloo; Yes Ma'am; Cadence; Here, There, Everywhere; I Know a ...).
3. When chanting with the students, start by chanting for the rhythm and language patterns first, focus on concepts and vocabulary later.

4. Revisit the chants often for different purposes, including highlighting scientific, historic or interesting words.

Chants

Is this a flower? Yes, ma'am.
Is this a flower? Yes ma'am.

Well, how do you know? It has petals. 
Well how do you know? It has a stem.

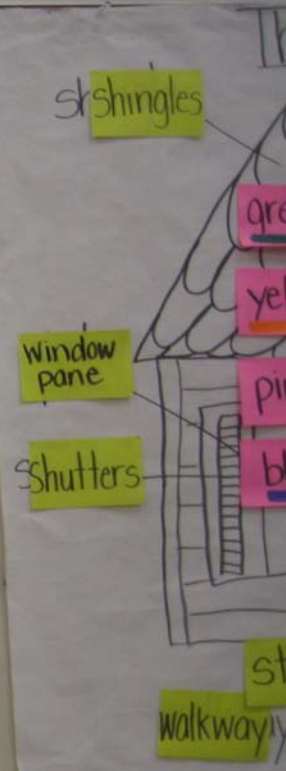
Give me some examples.
Tulip and petunia.

Give me some examples.
Poppy and Iris.

Is this a flower? Yes ma'am.
Is this a flower? Yes ma'am.

What does it need?
A little bit of water.
What does it need?
A little bit of sunshine.

Will you take care of it? Yes ma'am.
Will you take care of it? Yes ma'am.

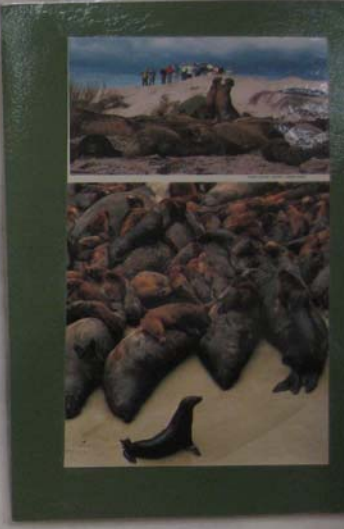


I Know a Seal Pup

I know a newly born seal pup,
a young growing seal pup,
a young growing seal pup,
With a strong tail and flippers.

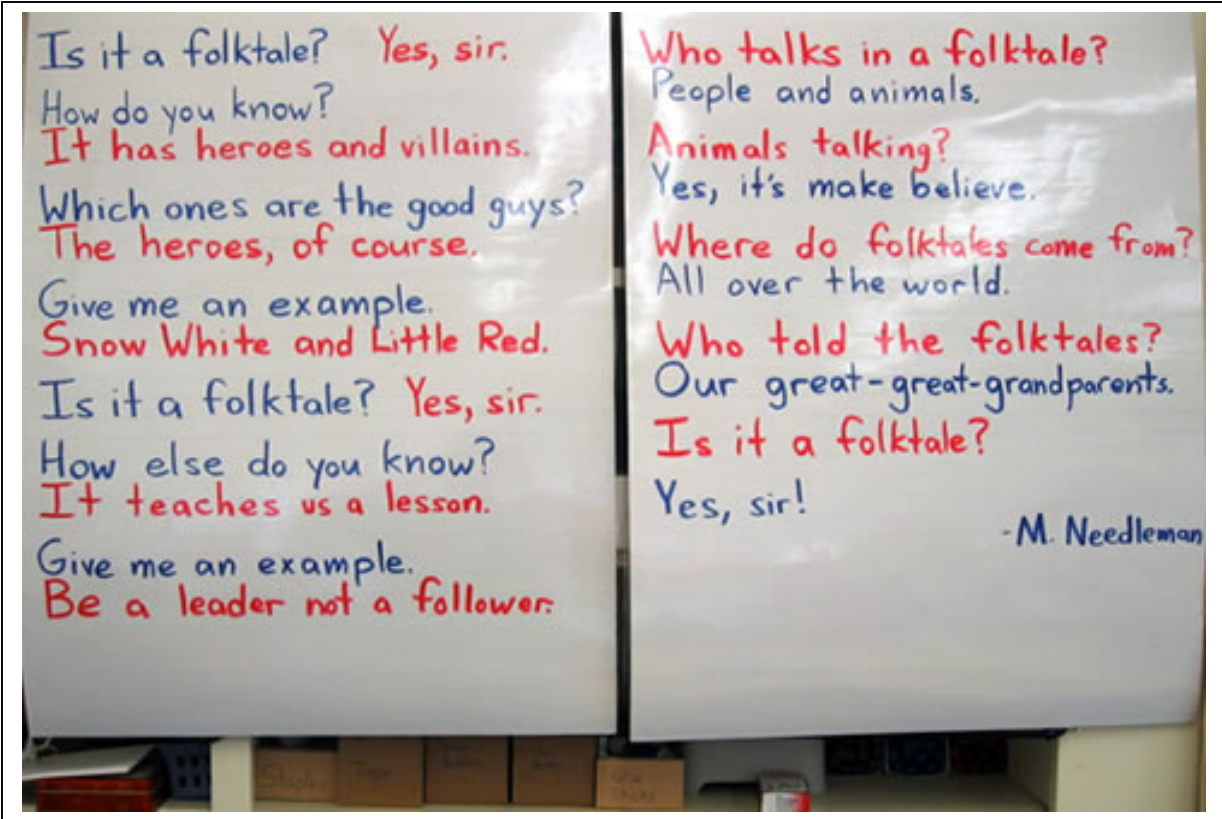
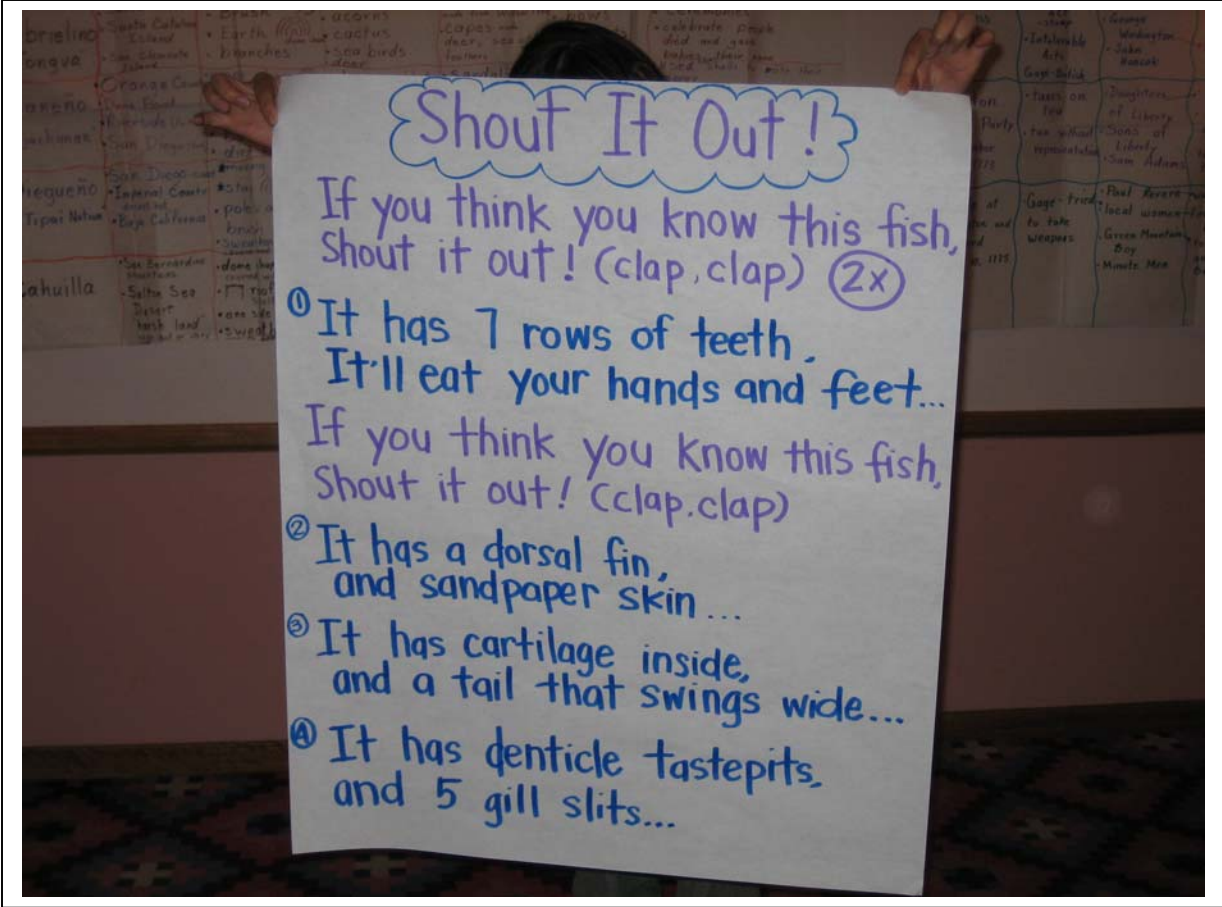
And a white molting coat,
Small whiskery face,
a fast gleaming body,
Who learns the lessons of the sea.

I know a newly born seal pup,
a young growing seal pup,
a young growing seal pup,
With strong tail and flippers.



P. Wagner

Chants



Sentence Patterning Chart

- Adapted from the *McCrackens*
- Skill building
- Patterning
- Parts of speech
- Resource for writing

Step-by-Step

1. Choose a key plural noun from the unit (a noun that is capable of producing action is best)
2. Color code the headings (Adjectives-red, Nouns-black, Verbs-green, Adverbs-blue, Prepositional phrases-orange)
3. Create and label the grid in front of the students
4. Use 10:2s to brainstorm words for each section
5. Refer students to resources in the room, such as pictorials, when necessary

6. Choose 2 adjectives for (upper) or 3 adjectives (primary) and one word from each of the other categories, by placing a small post-it note by each
7. Have students help you chant to the tune of "The Farmer-in-the Dell"
8. Allow students to choose words by placing post-it notes on the charts for subsequent chants

Sentence Patterning Chart ("Farmer in the Dell")


Adjective Describing word	Noun person, place or thing	Verb action word	Prepositional Phrase where:
happy nice big small smart intelligent awesome	friends	play sing read dance share	at the park around the playground at school near the beach in the classroom under the tree
Awesome friends play near the beach			

Adjective describing words	Noun person, place thing or idea	Verb action word	Past tense	Prepositional phrase where... in, on, around, through, over
brave powerful independent courageous clever	patriots	well throw yell farm write work surrender fight run	shot fought ran threw yelled worked surrendered farmed wrote ate raised quilted	a rock tent battlefield swamps and the lonies the ground a tree
honest happy smart clever friendly brave				


Sentence Patterning Chart ("Farmer in the Dell")

step doorway door doorknob window ledge ledge

Adjective What does it look like? (2)	Noun what?	Prepositional phrase Where is it located? (1)
humongous clean big little beautiful scary	house	in the woods in the mountains in the city in the town in the farm in the safari

Adjectives)	nouns	Verbs	Prepositional phrase
pink playful dirty round curly soft stinky white fat		eats runs sleeps plays swings walks rolls sinks	on the barn around the barn in the mud around the farm behind the rooster beside the bed behind the barn under the hay

Sentence Patterning Chart ("Farmer in the Dell")

Adjectives	nouns	verb	Prepositional phrase
soft white hairy heavy fat black brown	bunnies bunny 	eat drink jump run sleep	beside the barn around the barn in the barn outside the barn behind the house

Adjective <small>describes</small>	Noun <small>person, place, thing</small>	Verb <small>action</small>	Prepositional Phrase <small>where, how</small>
different big small cute soft ugly mad happy sad shy hungry	sea animals	swim scare hit eat <small>kill</small> jump fight cry play chase bite	in the water in the sun in the sea under the water in the dark with their mouth on the beach around an island at the zoo in the aquarium

Section IV

Reading and Writing Strategies

- Cooperative Strip Paragraph
- Team Tasks
- Process Grid
- Expert Groups
- Story Maps

Co-op Strip Paragraphs and Group Frames

- Aid in reading and writing expository text
- Model the process of editing and revising
- Completed work becomes leveled reading related to the unit of study
- Co-op Paragraph is an adaptation of Nancy Whitsler's model
- Group Frame is for younger students or emergent writers who need to use dictation

Step-by-Step

1. Create a topic sentence based on the process grid.
2. Each team is responsible for formulating one supporting sentence.
3. Team works to formulate sentence.

4. After confirming the sentence has not already been used, the teacher either *a)* writes the sentence on a sentence strip for the group (group frame) or *b)* provides the team with a sentence strip to record their sentence (co-op paragraph).
5. Teams place their sentence strips in the pocket chart under the topic sentence.
6. With students watching, the teacher tears extra space off of the sentence strips and arranges the strips to look like a paragraph.
7. The class reads through the paragraph and the teacher solicits possible revisions (changing the order of the sentences, combining sentences, etc.).
8. The class reads through the paragraph and the teacher solicits ideas for editing (spelling, grammar, punctuation)
9. This can be used with emergent readers to create game to build reading skills. The final version is typed and used for reading material.

Cooperative Paragraph

Coop Strip Paragraph

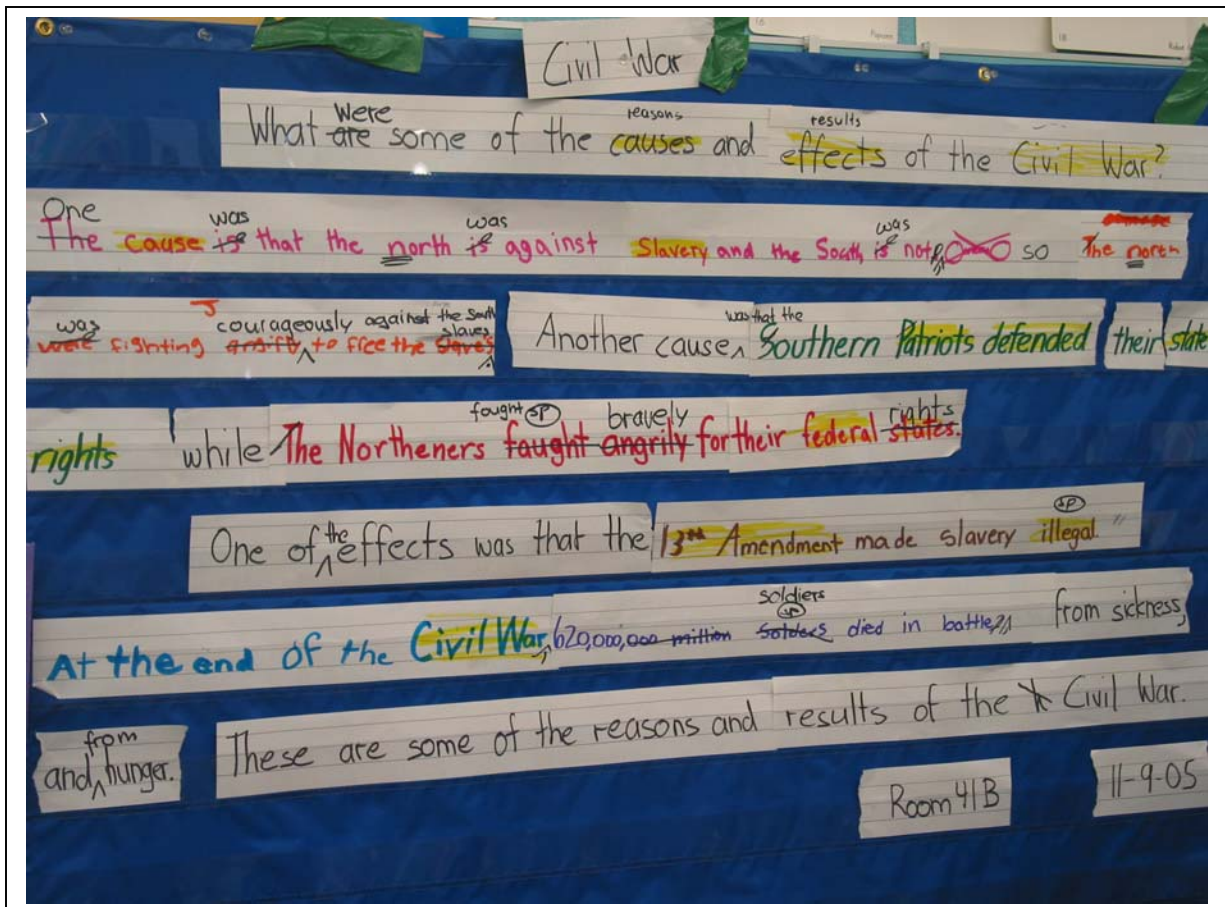
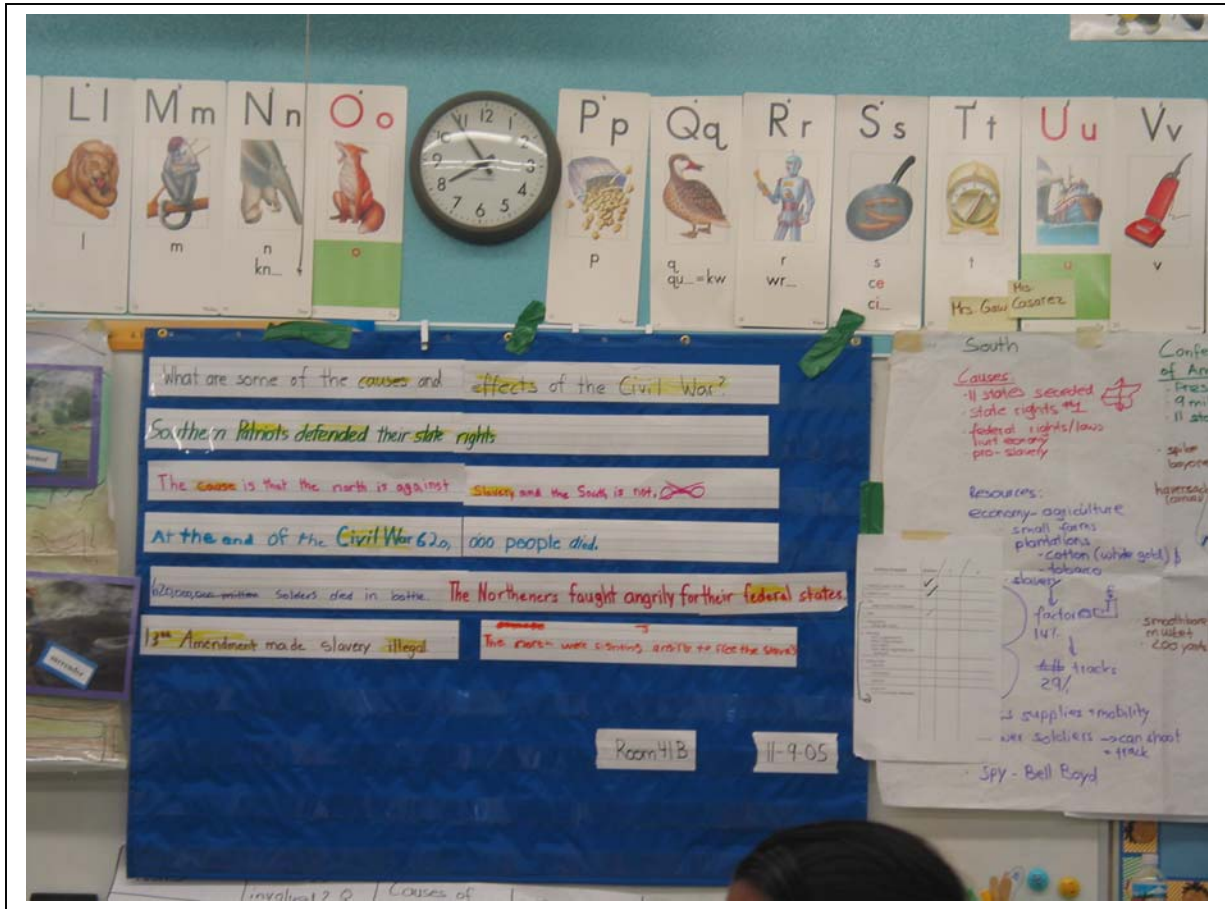
The Orca and the Great White Shark are different in many ways. Orcas belong to a mammal family, whereas the sharks are fish ~~family~~ ^{group}. Rough skin with denticles and taste pits are found on sharks, while orcas have smooth sleek skin. **The enormous killer whales** Orcas hunt in pods, whereas sharks are solitary predators. Orcas are torpedo-shaped, while sharks have a sleeker shape. The shark uses ^{its} sense of smell to find prey, while the orca uses echolocation. The differences between the orca and the GWS make it easy to tell them apart.

Nautilus, All Rights Reserved. Photo: iStock.com/1111111111

The Orca and Great White Shark

The Orca and the Great White Shark are different in many ways. One belongs to the fish family whereas the other is part of the dolphin family a "mammal". The Orca has a fluke tail that moves up and down where as the shark has a caudal tail that moves from side to side. The Orca has a blowhole to breathe air however the shark uses gill slits to breathe oxygen from the water. The killer whale has a very tall dorsal fin on the other hand the Great White Shark has a smaller dorsal fin. The Killer Whale has a false eye spot to fool their prey, but the Great White Shark closes its eye. It when it eats its prey. The Killer Whale has smooth, rubbery skin however the Great White Shark has rough skin. It even has denticles on its body. Both sea animals are different in many ways, although they are the ocean's top predators.

Cooperative Sentence



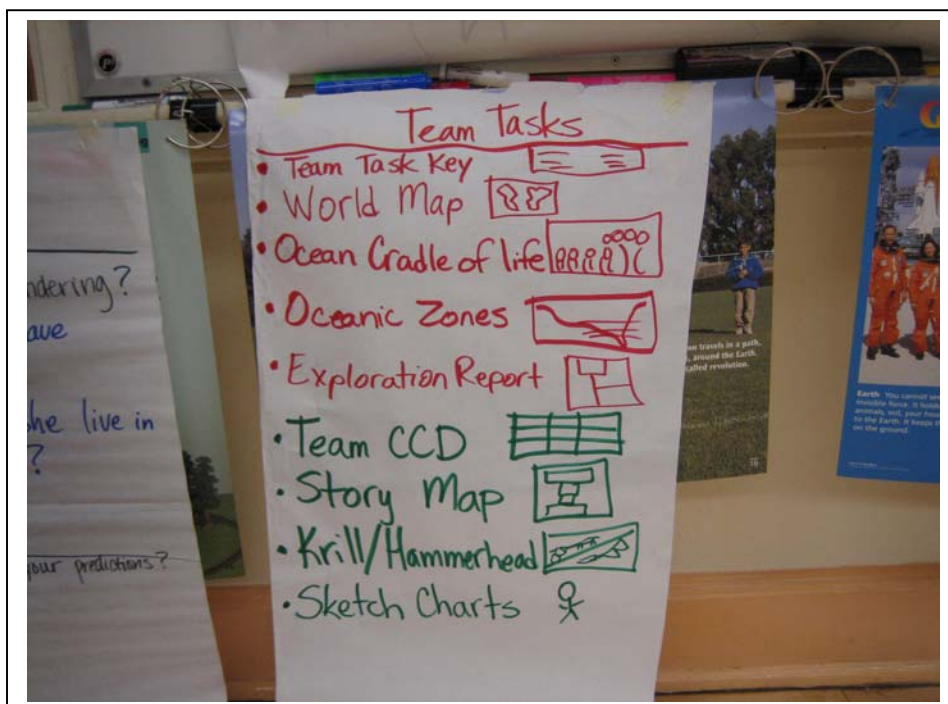
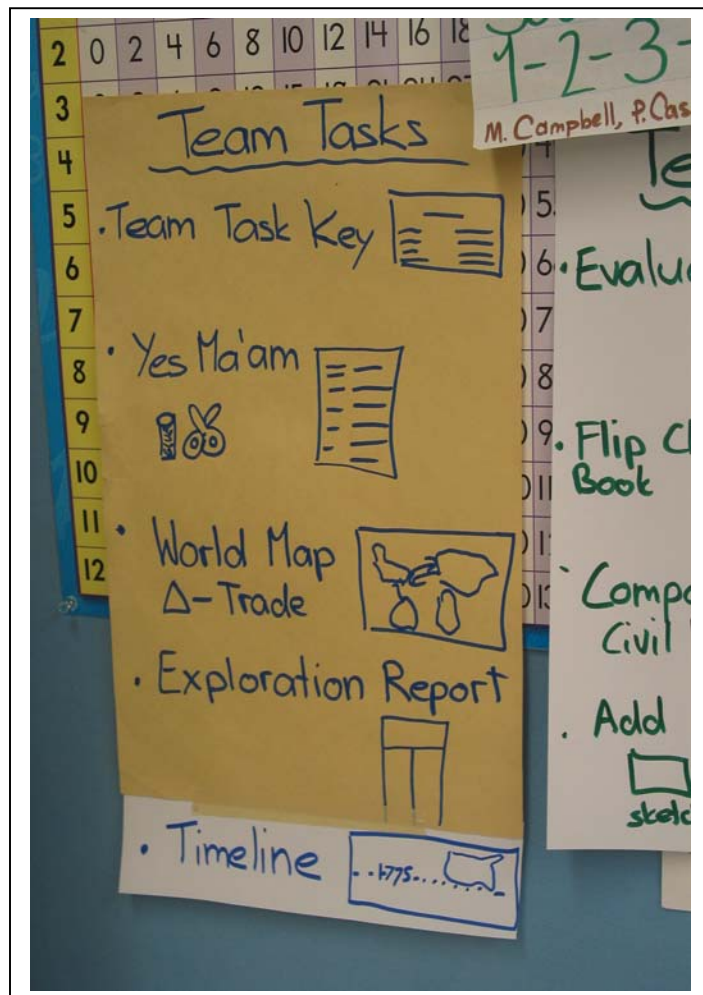
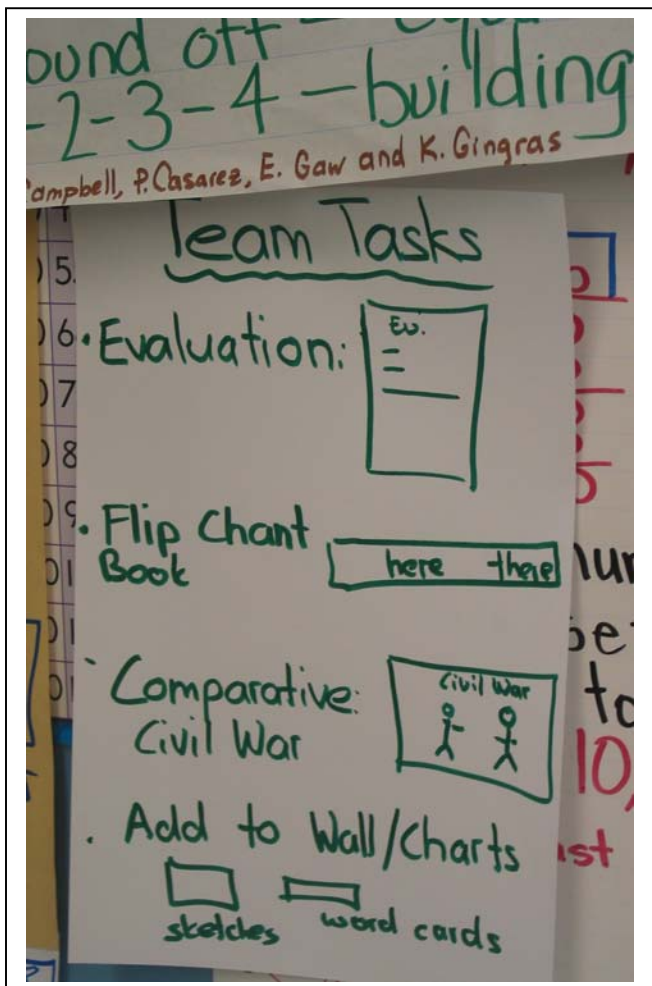
Team Tasks

- Used in place of centers
- Allow teacher to pull flexible groups
- Use modeled strategies
- Provide scaffolding:
 - Teacher models
 - Team task
 - Individual work

Step-by-Step

1. Choose strategies that have been modeled and revisited at least once for team tasks
2. Assign about 3 tasks at first, and add tasks throughout the unit
3. Teams work together to complete tasks using large construction paper

Team Tasks



Process Grid






- Based on Sharon Bassano's wall grid
- Categorize information
- Aid in writing expository text
- Teach reading for information

Step-by-Step

1. Categorize the important concepts from the standards-based unit
2. Provide the students with input of concepts and vocabulary through expert groups, narratives, pictorials, etc.
3. Choose students randomly to provide information to be entered on process grid (number off, roll dice, etc.)
4. Process grids aid in writing expository text





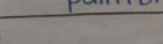
Process Grids

Chick
tiny, white, and it has fluffy feathers.

Type of Animal	Classification	Habitat	Body Temperature	Appendages	Food	Special Features	How is this animal like me?
 Fish 	Kingdom Animalia ↓ Phylum Chordata ↓ Superclass Agnatha ↓ Superclass Gnathostomata	water: ocean lake saltwater sea river freshwater pond tank	cold-blooded changes with the environment	mostly fins - soft dorsal fin - spiny dorsal fin - pectoral fin - caudal fin - pelvic fin - anal fin also have - legs - wings	- plants (herbivore) - meat (carnivore) - both (omnivore)	- slime for protection - scales - gills - gill rakers - gill filaments - vertebrates - lay eggs	We both breathe oxygen. They are alive and we are too. They have a backbone like us. Some fish eat fish and we eat fish too. We both swim. We are both from Kingdom Animalia and Phylum Chordata. We both die. We both have muscles. We both walk. We both have appendages (connect to body). We both have cartilage. We both have joints. We both breathe oxygen. We both have bilateral symmetry.
Crustaceans   	Kingdom Animalia ↓ Phylum Arthropoda ↓ Class Crustacea	sand ocean saltwater freshwater sea lakes land	cold-blooded changes with environment	usually 10 appendages "decapods" - chelippers → claws - jointed segments	- scavengers - eat whatever is on the bottom - mostly dead	- exoskeleton - invertebrates - muscles are attached to inside of exoskeleton - antennae - gills - bilateral symmetry	We both have muscles. We both walk. We both have appendages (connect to body). We both have cartilage. We both have joints. We both breathe oxygen. We both have bilateral symmetry.

mitoño vive n el agua y en a arena.

Quando el es mas grande, Necesita una concha mas grande.

What is it?	Who uses it?	What is it used for?
 screwdriver	an electrician	to fix the lights
 trowel	a bricklayer	to spread cement
 pliers	a plumber	to fix the pipes
 paintbrush	a painter	to paint the house
 hammer	a carpenter	to pound the nails

Process Grids

Types of Rocks

Types of Rocks	How it was formed	Names of Rocks	Physical Properties	What it's used for	Where to find it	Interesting Facts
Igneous "Full of Fire" Latin	Rocks that form when melted minerals & magma cool down and harden.	granite - formed from cooled magma basalt - formed from cooled lava pumice - formed from cooled lava obsidian - formed from cooled lava	granite - light, pink, dark gray with black & gray specks, large/coarse grained basalt - dark, gray black fine grained pumice - froth of lava, hardened tiny gas bubbles, light gray fine grained obsidian - smooth glossy, sharp like glass, black	granite - buildings, monuments, steps, curbs basalt - roads, buildings pumice - on abrasive for removing dead skin obsidian - Knives, jewelry	granite - Yosemite, Half Dome basalt - black sand beaches in Hawaii pumice - Near areas with many volcanoes (U.S. & Italy) obsidian - Mexico, Western States like California, Oregon, Utah	granite - Mt. Rushmore, four presidents are carved in granite basalt - 10% of Earth's crust pumice - Only rock that floats because of air bubbles obsidian - Native Americans make hawk arrowheads, knives & jewelry
Sedimentary "Settled down"	Formed when soil, sand, bits of rock, animal or plant material get washed into the sea/river/delta. Sediments are pressed together until they harden and are trapped into new rocks.	conglomerate - made from smoothly rounded pebbles sandstone - made from grains of sand, cemented together shale - made from fine grains of mud or clay limestone - made from shells and tiny sea animals slate - comes from shale	conglomerate - color varies, very coarse pebbles shale - soft rock, smooth, almost greasy to touch, can be scratched by knife sandstone - rust, gray, looks like dark hardened sand, jagged white red limestone - gray, white, bluish, fine grained gneiss - pink gray bands of dark minerals slate - dark grey, black shiny and flat, breaks into smooth plates easily marble - light colored white or gray, contains fine streaks of color, sugary texture quartzite - looks like brown sugar, one of the toughest rocks around	conglomerate - concrete, not very strong shale - bricks, ceramics and pottery sandstone - buildings, houses, terrazzo, fronts limestone - chalk, buildings, cement gneiss - buildings slate - tile roofs, blackboards and tables marble - statues, tile quartzite - floor tops, floor tiles, road, and rock, armor	conglomerate - found near rivers in desert regions shale - on deserts, deltas, rivers sandstone - Near rivers, lakes, desert regions limestone - some freshwater lakes gneiss - Adirondacks in New York slate - rocky and very hard, made of mudstone marble - Carrara, Italy quartzite - Pennsylvania, Ohio, Utah, Oregon, Texas, Iowa, and other states	conglomerate - the oldest conglomerate known of plants & animals limestone - Grand Canyon, dirt is composed of limestone limestone - Egyptian pyramids are made of limestone gneiss - Resistant to weathering slate - Local roofing material marble - Lincoln quartzite - some of the oldest rocks on Earth (3500 million years old)
Metamorphic "To change form" Greek	With heat, pressure and time, igneous, sedimentary or other metamorphic rocks can turn into other metamorphic rocks.	gneiss - red, once granite marble - comes from limestone quartzite - was once sandstone	gneiss - pink gray bands of dark minerals slate - dark grey, black shiny and flat, breaks into smooth plates easily marble - light colored white or gray, contains fine streaks of color, sugary texture quartzite - looks like brown sugar, one of the toughest rocks around	gneiss - buildings slate - tile roofs, blackboards and tables marble - statues, tile quartzite - floor tops, floor tiles, road, and rock, armor	gneiss - Adirondacks in New York slate - rocky and very hard, made of mudstone marble - Carrara, Italy quartzite - Pennsylvania, Ohio, Utah, Oregon, Texas, Iowa, and other states	gneiss - Resistant to weathering slate - Local roofing material marble - Lincoln quartzite - some of the oldest rocks on Earth (3500 million years old)

Wars

Wars	Who was involved?	Effects of War	Heroes + Symbols	Interesting Facts
Civil War 1861 - 1865	South North United States against Confederate States	Union preserved 13th Amendment → slavery illegal	General Robert E. Lee General Ulysses S. Grant	southern sold shoot well 620,000 ♀
Mexican War	Mexico United States	USA goes from sea to sea	Santa Anna Sam Houston	100,000,000 de lost half of its territory
War of 1812	British navy United States	more factories	Dolly Madison Star Spangled Banner	no winner

Process Grids

Shallow and neat with the ocean beat.
 Fish, fish, everywhere.
FISH! FISH! FISH!
 M. Brechtel
 Sound off... Plankton!
 Sound off... Nekton!
 Sound off 1-2-3-4 lookdown!

Name/Class (or) Phylum	Habitat	Prey/Food	Process and Enemies/ Predator	Life Cycle	Special Facts/ Adaptation
Krill arthropoda	cold water	plant-like organisms	whale fish octopus	eggs hatch deep in ocean	<ul style="list-style-type: none"> 5 pair of Swimmerets 4 antennae segmented abdomen molts
brittle star echinodermata	low tide pools tropics	dead plants dead animals	humans	can die if loses all 5 arms	<ul style="list-style-type: none"> can grow new arm sticky glue on arms arms 3/2 inches long eat at night
octopus mollusca	intertidal ocean floor (near shore) caves	crustaceans	hammer head shark humans	eggs hatch plankton grow quickly	<ul style="list-style-type: none"> when scared, black ink soft body 8 tentacles shy camouflage

Sea Creature	Description	Food	Enemy	Young	Interesting Facts
seahorse	<ul style="list-style-type: none"> bony rings prehensile tail fish family 	<ul style="list-style-type: none"> krill zooplankton 	<ul style="list-style-type: none"> any predator will consume 	<ul style="list-style-type: none"> young taken care by father 	<ul style="list-style-type: none"> male carries 200 eggs poisonous 2 AS prey
Orca	<ul style="list-style-type: none"> mammal black and white 	<ul style="list-style-type: none"> sea lions seals sea otters 	<ul style="list-style-type: none"> humans pollution 	<ul style="list-style-type: none"> Young born alive 	<ul style="list-style-type: none"> male dorsal 6' +
Great White shark	<ul style="list-style-type: none"> fish denticles rough skin 	<ul style="list-style-type: none"> sea lions seals school of fish 	<ul style="list-style-type: none"> humans people 		<ul style="list-style-type: none"> smell 1 drop in constant replacement cartilage

Process Grids

Native Americans	Region	Shelter/Homes	Food	clothing	Technology Tools	Interesting Facts
Gabrielino Tongva	Los Angeles Santa Ana Santa Catalina Island San Clemente Island	Ki or Wikipup Tule Reeds Brush Earth (dome shape) branches	shell fish shark acorns cactus sea birds deer	men - loin cloth women - skirt made from Willow Tree Capes - made deer, sea otter feathers	club arrows bows baskets canoes	Trade Soapstone steatite ceremonies celebrate people died and gave babies their name used shells to make their money
Juaneno Acjachiman	Orange County Dona Point Riverside (San) San Diego (San)	cone shape poles - branches earth bark dirt floor	deer, rabbit acorns lobster, crab grasshopper fish	Sandals Yucca plant women - skirt bark cold - Capes - deer Fur, rabbit strips	BOWS arrows baskets spears club ord - rope	ceremonies they celebrated boys and girls becoming adults made music from flutes, rattles - (shells, deer hooves, gourd) dance Wankis (fake stomach) Moved frequently Traded shells and fish and salt Ceremonies - fall - celebrated "Kerak" honor those who died used Eagles
Diegueno Tipai Nation	San Diego coast Imperial County desert hill Baja California	star dome poles and brush sweat house - men and women - tall dome	snakes acorns fish rabbits Yucca stalks cactus	Women - apron like skirt Men wore almost nothing Cold - wore Capes made - rabbit strips Sandals - yucca plant	baskets nets bags cord - string	dolls represented those died Music - deer just rattles & Dance dance for 8 days Traded baskets, bows, arrows, pottery for soapstone, agave, corn, agave and shells Ceremonies - they sang for days Singing was important Instruments: rattles made of turtle shell, whistles, flutes
Cahuilla	San Bernardino Mountains Salton Sea Desert harsh land very hot or very cold	dome shape houses covered with brush roof covered shelter for shade one side wall sweat house for	Yucca plant cacti rabbit acorns mesquite tree blossoms	Sandals - yucca plant blankets - rabbit pelts women - skirts made bark of mesquite tree men - loin cloth made from deer skin	bows - from willow tree arrows - arrow pottery from clay baskets from grass	

Event date
2nd
Continental
Congress
July 1777

Boston
Tea Party
November
1773

Battle
Lexington
Concord
May 10, 1775

Career	Place of Work	Vehicle	Tools	Job
Doctor	hospital	ambulance	stethoscope, tongue stick needle black bag long white coat	make people healthy give people medicine
Fire Fighter	fire station	fire truck	fire hose ax fire boots fire proof suit	fight fires
Teacher	school classroom	school bus	calendar pointer book alphabet letters colors songs	teach children to read write to listen
Astronaut	space or space center	space shuttle rocket ship	space gloves air tanks space suits helmet space cart	investigate space

Sea
Creatures

seahorse

Orca

Great
White
shark

Expert Groups

- Demonstrate features of non-fiction text
- Teach reading for information
- Promote comprehension and communication of key concepts

Step-by-Step

1. Create expert group text for a category on the process grid.
2. Include features of expository text such as bold print and subheadings
3. Expert groups are composed of one student from each team
4. Guide expert groups in reading for information and note-taking
5. Students who are now experts are responsible for teaching the information to their team
6. Expert groups are heterogeneous groups

Story Maps

- Teaches story elements
- Promotes sequencing and comprehension
- Can be used as a story planner during writer's workshop
- Can be used in conjunction with the narrative input

Step-by-Step

1. Choose a story with a clear problem and solution
2. The story map is a great extension to the narrative when possible
3. After students are proficient at filling in story maps, they can use the story map to plan their own stories

Story Map

STORY MAP

Setting: When? ^{A long time ago} 150 yrs Today Where? country fields

Characters: J.J. Huff, friend, Dad, soldiers

The Problem: No markers - like a sign

The Goal: J.J. and his friend were going to be the markers

Event 1: • Building the house on a field

Event 2: • Looking at beautiful field-snowflowers

Event 3: • Reminds them of Civil War

Event 4:

Event 5:

Event 6:

The Resolution: We are the markers

Orange
Blue
Red
Brown
Purple
Green
Pink

ocean:
How do fish eat for
Does the ocean ha
lot of animals?
Why do the fishes
and animals breathe
in the ocean and the
cannot breathe out?

STORY MAP

Setting: on the beach

Characters: Ben, seal pup, granddad, seal's mom

What happened:

1. Ben and his granddad went to the beach to fish and they saw a seal having a baby.
2. Winter came and the beach was deserted because the ocean was rough.
- 3.
- 4.

How did it end?