

Fourth Grade Classroom Application Using Culturally Responsive Teaching

Su Hyang Hong

Vanderbilt University

Abstract

A dramatic increase of the number of English Language Learners (ELLs) during last several decades has forced teachers to develop teaching abilities to help them more effectively. Even though several multicultural education teaching theories and teaching strategies for ELLs aim to support those teachers, their application to classroom teaching is still a complicated process for teachers. Therefore, in this project, I want to apply Gay's culturally responsive teaching and sheltered instruction into targeted classrooms with general students and ELLs.

Keywords: English Language Learners (ELLs), Culturally Responsive Teaching (CRT), Sheltered Instruction (SI), Multicultural Education, The Thematic Units

Fourth Grade Classroom Application Using Culturally Responsive Teaching

Introduction

The increasing the number of English Language Learners (ELLs) in the United States has required teachers to develop special skills to provide these learners with a foundation upon which to adapt to their new environment through their successful schooling. However, teachers experience difficulties teaching them alongside general students in the same classrooms because of significant differences, including academic background and prior experience in general, between general students and ELLs. Despite the needs arising from these circumstances, teachers have not been trained to teach them effectively. In fact, according to Nieto & Bode (2008, p. 237), even though forty percent of teachers had taught ELLs, less than fifteen percent of them were trained over eight hours in how to teach ELLs. This data shows explicitly teachers need to prepare for how to teach them in classroom.

ELLs come from culturally diverse backgrounds. While a large number of new immigrants are mostly from Asia and Latin America, they also come from over one hundred countries and have their own languages and dialects (Echevarria & Graves, 2011, p. 28). Due to this, they experience a language barrier and a culture shock at the same time in classroom. The confusing environment intimidates them and does not allow them to display fully their abilities.

However, sufficient supports from teachers and other general students encourage ELLs to achieve academic success while offering opportunities to prosper in a multicultural environment, which is important for all students. By helping ELLs, teachers and general students also obtain valuable lessons, such as how ELLs feel in new environment, what they need to learn in order to improve academic achievement, how to support and help others, and how they become members of their groups.

Along with the necessity of specified education for ELLs and multicultural education for all students, it is important to apply key academic backgrounds into a specified practical teaching environment with a culturally diverse student in classroom. The classroom in my project is hypothetical but based on my teaching experience that has demonstrated to me the importance of preparation for the new teaching environment with culturally diverse students.

Theoretical Backgrounds

In my project, the two main academic backgrounds are Culturally Responsive Teaching (Gay, 2010) and Sheltered Instruction (Echevarria & Graves, 2011); the practical lesson design method is the thematic unit. First two theories touch on significant areas for the Capstone Project: learners and learning principles, learning environment, curriculum and instruction strategies, and assessment. Based on the requirements of the Capstone Project, I will interpret and attempt to reframe the two theories, and sometimes add helpful content from my project.

Overview about Culturally Responsive Teaching and Sheltered Instruction

In Gay's work, Culturally Responsive Teaching (CRT) is defined as a teaching method that uses the cultural characteristics, experiences, and perspectives of ethnically diverse students in classroom and aims to teach their students more effectively (Gay, 2002, p. 106). Based on her definition, CRT is explained using four key aspects: caring, communication, curriculum, and instruction (Gay, 2010, p.18-19). First of all, caring refers interpersonal relationships holding patience, persistence, facilitation, validation, and empowerment for the participants (p.49). Second, communication in CRT emphasizes teachers' inclusive attitudes toward general and traditional values such as contexts, times, and circumstances across many groups (p.77). Third, in curriculum dimension, Gay attempts to describe the importance of textbooks in curriculum content, the necessity and effects of the multiculturalized textbook content, incorporative works

with mass media, literary and trade books, and testing skills reflecting standards and diversity. Lastly, instruction as the actual praxis should put together other components coherently (p.175). The instruction is based on not only what teachers should know about the specific content that learners need to learn but also how they learn the new knowledge using their own learning system (p.176). These components allow a general classroom to become a culturally responsive classroom.

Sheltered Instruction (SI) is one optional program for English Learners. The program aims to make grade-level academic subject matter understandable for ELLs and to improve their English ability at the same time (Echevarria & Graves, 2011, p.7). By effectively delivering content using second language acquisition principles, cultural deliberation, and an instruction method based on research, the achievement of subject matter and English proficiency can be improved. This instruction type was originally conducted for ELLs separated from mainstream classes, but in my project I would like to adjust this in the language-mixed classroom. This is why SI lets teachers analyze curriculum carefully and break it down for English proficiency and academic achievement in various ways, such as reading, discussing, and writing about standards-based ideas, processes, and information (p.7). This instruction method facilitates academic achievement and English proficiency of ELLs and general students multiple possibilities to inspire learning curiosity and to learn individual subject matters by students themselves. For this reason, even though SI is conducted for ELLs, it would work for general students as well.

Knowledge about Learners

Because my project is aimed at general students and ELLs at the elementary school level, their characteristics are mainly dealt in this section of my project. Based on these analyses, I will

conduct multiple activities that will allow students to share their experiences and interact each other actively in my project.

General Characteristics of Middle Childhood and Early Adolescence

Students in elementary school from 1-5 are mostly classified in middle childhood and early adolescence. They experience dramatic shift in terms of interactions and relationships with others, and social process (Damon & Lerner, 2008).

In terms of interaction, peer relationships increase during middle childhood and early adolescence. Direct physical aggression decreases, but verbal and relational aggression such as threats, insults, or gossip steadily replace them. In particular, gossip plays a role in reinforcing same-sex students' friendships. In that activity, students attempt to share their own attitudes, beliefs, and values. Moreover, bullying may also become more intense in this period regardless of culture. Bullying means verbal and physical misbehaviors toward specific peers and is shown by children who are intolerant of others or rarely control their aggressive emotions. However, it also appears that positive behaviors such as generosity, helpfulness, or cooperation also somewhat increase (p.149).

Students in middle childhood and early adolescence make stable relationships with their peers compared to previous ages and establish their own structured group. To be specific, younger students tend to make their friends depending on where their friends live so that they choose friends who live nearby. Around 10 and 11 years, they prefer faithful friends, and then seek friends having similar interests and being able to share emotional closeness (p.150). In their relationships with their friends, they understand others' feelings and attempt to become good friends with one another. When they become 12 or 14 years, based on their relationships they structure peer group characterized as friendship-based voluntary network.

In middle childhood and early adolescence, social process is also developed. In other words, children in this period can evaluate themselves compared to others (p.231). This ability can be developed only at a relatively advanced level. Through a lot of research, older adolescents are able to apply peer comparative assessments based on self-evaluation. From a cognitive-developmental perspective as well, a comparative ability of social information and an ability to connect one idea to another situation are developed.

From this analysis, I find that students in elementary school usually learn a lot and highly value their groups by interacting with their peers, establishing stable friendships, and making unique groups. Teachers can take into account these characteristics in their classroom by conducting various activities encouraging students' communication.

Characteristics of ELLs

Horwitz (2008, pp. 7-17) explains the characteristics of ELLs with three dimensions; emotional, cognitive, and metacognitive factors. Emotional factors mean learners' feelings during the language learning, and attitudes toward a specifically targeted language and culture. Cognitive factors refer learners' different information process and relatively unchangeable compared to other factors. Last, metacognitive factors influence learners' different thoughts and control over their language learning.

Language learners have emotionally common characteristics in terms of attitudes, motivation, and anxiety. Learners' attitudes toward language learning are extremely important because attitudes usually from their reasons for learning the language and have high correlation with motivation (p.7). Many researchers say that language learners having strong motivation tend to make an effort in learning, and show excellent language learning achievement. There are two kinds of motivation: instrumental motivation and integrative motivation (Horowitz, p.8).

Instrumental motivation is the desire to learn because of a realistic reason such as achieving a high score in exam, or accumulating job career. Integrative motivation means solely learners' needs to learn language in order to know different culture and people. Research data indicates, however, that the degree of the motivation has more influence on the achievement than the type of the motivation (p.8). The research also shows that some learners feel high anxiety in learning language (p.9). This usually causes by a different cultural understanding because learners feel uncomfortable and anxious when they encounter new culture. Due to the culture shock, they cannot function and react in new culture which often delays their learning. Therefore, depending on learners' motivation and its degree, teachers should try to reduce learners' anxiety and encourage students having positive attitude and motivation is a foremost factor for high language learning achievement.

Understanding learners' cognitive characteristics is also significant in being able to teach them effectively. Around fifty years ago, aptitude tests were used for examining learners' cognitive abilities, but were limited to identify positive results in language learning (p.11). As a result, learning styles that classify learners with field dependence or field independence are used. However, recent research on the learning styles reveals that they are less useful than previously thought. Thus, teachers need to provide balanced activities regardless learning styles (Pashler, McDaniel, Rohrer, & Bjork, 2009).

Metacognition is defined as learners' thoughts and ways about learning (Horowitz, p.14). Improving metacognition helps learners approach their language learning and design their learning strategies by themselves. In order to increase this ability, teachers may remind students why they want to learn the language and discuss with them how they would learn the targeted learning (p.15). Based on the learners' needs, they can also design activities.

The Learning Environment

In order to improve learners' academic achievement, along with effective curriculum and instruction, an adequate learning environment is critical. Regarding the learning environment, Gay (2010) describes two terms--caring and communication-- and says these components are essential for establishing a supportive classroom environment. Using supportive caring and effective communication, a mutual learning community can be established.

Caring

Gay (2002, p.109) points out that caring is a significant building factor for creating positive classroom climates because the pedagogical environment is as critical a component as curriculum design, especially when culturally responsive teaching is applied in the real classroom. Its characteristics are patience, persistence, facilitation, validation, and empowerment for all participants. In particular, authentic caring requires trust, respect, sustainment, and mutual relationships between all classroom members. This notion can expand to bigger ideas such as rightness, fairness, and equality beyond classroom environment when students comprehend the meaning of authentic caring. In order to care for students, teachers should understand sincerely their students' experiences and opinions, provide choices for them, and make an effort to offer understandable information for all of their students. Finally, teachers help students to achieve academic success.

Communication

In culturally responsive teaching (Gay, 2010, p. 76), communication is a valuable channel in the understanding of others' ethnicities and cultures because teaching is a linguistic work. The communication includes interactions not only among students but also between students and

teachers (p.79). As a result, by communicating fully, teachers and students can build concrete relationships; these relationships help students to achieve academic success. However, communication in CRT emphasizes cross-cultural communication in which speakers and listeners communicate each other considering and embracing cultural differences (p.80). This is why individual culture strongly affects how people accept a particular situation and also how people feel frustrated when their culture is ignored or denied. Therefore, when teachers interact with their students, they should pay attention to their students' cultural backgrounds and communicate them with careful consideration of their cultures. In addition, they also need to encourage their students' respect for others' different cultural backgrounds when communicating with them.

Curriculum and Instruction Strategies

Academic Language

Academic language is defined as vocabulary and language used in classrooms and sometimes called literate English and is a critical factor in language learners' successful academic achievement (Echevarria, Vogt, & Short, 2008, p.58-59). Due to the high relation with academic achievement, non-language learners may also require additional instruction about academic language. Academic language plays significant roles to describe complexity, high-order thinking, and abstraction (Zwiers, 2008, p.23-26). To be specific, by learning academic language, students can understand complex and abstractive concepts and develop higher level thinking, and finally achieve academic success in schooling. In addition, the Sheltered Instruction Protocol (SIOP) Model (Echevarria, Vogt, & Short, 2008, p.59) points out three elements of academic language; content words, process/function words, and words and word parts that teach English structure. Zwiers (2008, p.27-35) also explains in detail about elements

of academic language. According to Zwiers, academic language is characterized as descriptive, clear, and objective expressions with qualifier, modal verb, and prosody. In order to enhance learners' academic language through classroom activities, teachers should choose their words in the classroom and provide summarized and understandable explanations for their students' academic language.

Sheltered Instruction Observation Protocol (SIOP)

Sheltered Instruction Observation Protocol (SIOP) offers practical techniques that can be used in the classroom. SIOP instructs teachers to design lessons with every single step and all the features they can think of. While they prepare for their lessons, they should clarify content and language objectives, main and additional materials, and meaningful activities that actualize the objectives. The following step is how students' prior knowledge about the subject matter and language can be connected with the targeted contents and new academic vocabulary. For reaching the objectives, teachers should develop sufficient strategies such as scaffolding techniques and various questions or activities aiming to raise higher-order thinking skills. At the same time, they should plan effective interactions and discussions with groups for opportunities to practice learners' language and to share their ideas. SIOP may seem not to be different from a traditional lesson design skill that follows setting lesson objective, choosing specific contents, arranging the contents, and assessing students. In my opinion, however, the SIOP Model requires teachers to plan lessons carefully in order to promote language proficiency because teachers in this model should provide meaningful interaction and discussion for all students including language learners and general students. Therefore, I truly believe that accurate information about learners' language level is necessary for a more effective lesson.

The thematic units

The thematic unit is defined as “the epitome of whole language teaching. (Meinbach, Rothlein, & Fredericks, 1995)” The thematic unit provides students various chances to discover students’ curiosity and to practice the language arts such as reading, writing, speaking, and listening by participating various activities. Moreover, because the best thematic units need to incorporate the text into the real world (Horwitz, 2008, p.170), there are various ways to insert cultural knowledge and values in curriculum content. In addition, the thematic units also offer many activities for discussing and sharing (Dornan, Rosen, & Wilson, 2005, p.263) so that students, including both ELLs and general students, may have a lot of chances to practice English in classroom activities and improve academic achievement.

Assessment

Assessment takes a significant role by providing teachers and their students important information such as what students already know, how well they have learned through the lesson, and what teachers need to modify for improving teaching. Especially, assessment can allow teachers to determine which learning settings such as ESL (English as a Second Language), bilingual, or mainstream classes are suitable for ELLs (Horwitz, 2008, p. 184). However, limited assessment methods cannot offer accurate information about students’ learning because students have different preference or abilities in displaying their learning. Therefore, if ELLs and general students are learning in one classroom, teachers should consider carefully conducting assessment in multiple ways.

Formative Assessment

Heritage (2007, p. 141) defines formative assessment as a systemic process gathering constantly learning evidence. The evidence displays students’ present learning level and affects students’ learning goal in the future. In order to collect the evidence, teachers should diagnose

the gap, provide multiple feedbacks, encourage students' involvement, and attempt to connect the assessment into learning progressions. In addition, the assessment form shows some characteristics of a spontaneous act during a lesson, interactive with students, and curriculum-implanted form.

Authentic Assessment

Authentic assessment refers to a form of assessment linking students learning with the real world. This assessment relates mutually to curriculum objectives, links to performance standards, supports students build knowledge through disciplined study, combines subject areas and multiple intelligences, emphasizes on higher-order thinking skills and knowledge application, and values to students beyond school (Burke, Fogarty, & Belgrad, 2001).

This form is strongly linked to the SIOP model because the model requires students' higher-order thinking and connection of knowledge into students' real world. Moreover, because this assessment involves not only paper-and-pencil methods but also performance assessment (O'Connor, 2009, p.12), this assessment provides teachers with evidence of students' multiple learning. Therefore, authentic assessment has some similarities with formative assessment.

Application into Classroom

Classroom Overview

Based on my teaching experience of five years, I assume that my classroom contains a small number of culturally diverse students. Most of students have very similar cultural backgrounds, social status, and the same race and have no experience with other cultures except short-term and limited numbers of trips to other countries.

The culturally diverse students have almost no ability to use the mainstream language, so improving dominant (L2) is the most important task for them. To be specific, one student from

Japan speaks Japanese as her first language (L1). Even though her previous schooling in Japan was successful, she does not have any L2 experience. This is why she arrives here just now and did not feel the necessity of learning L1 when she was in Japan. Fortunately, her parents expect high performance from her in her new school and are willing to help her. However, another student from Mexico is a little different from the first student because he struggled with his previous schooling in Mexico, and his parents do not have sufficient time to take help him because they are busy working. Therefore, the culturally diverse students should be taught using a special program for ELLs; general students are offered of CRT-based lessons because of successful schooling of ELLs and general students.

A Brief of Application

Based on academic backgrounds of multicultural education and English Language Learners, I attempt to create lesson plans including cultural components for improving cultural sensitivity of the general students and connecting ELLs' prior knowledge into new knowledge. For the lesson plans, English Language Arts, Visual Arts, and 4th Grade Science by Tennessee State Standards will be used. Additionally, ELL standards, Academic Vocabulary, and Computer Technology standards of Tennessee State Standards will be also considered as significant components of the lesson plans.

I want to use a modified SIOP lesson plan template (Echevarria, Vogt, & Short. 2008. p. 230) using the thematic units. The SIOP lesson plan lets teachers display a detailed theme, standards, objectives including content and language, key vocabulary, and supplementary materials, lesson plan sequence, and reflections. These components enable to visualize objectives, materials, and activities for both general students and ELLs.

The main theme of my application is dinosaur because dinosaur is one of favorable animals among 4th grade students over cultures, offers chances to examine the relationships between the shape of the animal and environment using variety ways to search for accurate information about birds. In addition, many myths and traditional stories over cultures display birds as a lot of meaning in the stories. Moreover, some stories tell about imaginary birds. Based on the creatures in the stories and using their imaginations, students can change the existing bird into a little different form by adding or removing any parts of it. My specific application will be attached as appendix at the end of this paper.

Reflection/Conclusion

This capstone project has given me opportunities to consider and examine carefully my previous teaching experiences, and to modify them based on research. Through this process, I have realized that preparation for the changes such as increase of ELLs is essential for teachers. Even though I conducted only one unit that contains any cultural components and supports for ELLs in this project, I know that I need to work on hard this process over and over and that the process is complicated and time-consuming. However, I am sure that my efforts at the modification are worthwhile because its benefits are invaluable for all students that I would teach and even myself as not only a teacher but also a human being.

References

- Burke, K., Fogarty, R., & Belgrad, S. (2001). *The portfolio connection: Student work linked to standards* (2nd ed.). Thousand Oak, CA: Corwin.
- Dornan, R., Rosen, L. M., & Wilson, M. (2005). *Lesson Designs for Reading Comprehension and Vocabulary Development*. New York, NY: Pearson Education, Inc.
- Echevarria, J., & Graves, A. (2011). *Sheltered Content Instruction: Teaching English Learners*

- with Diverse Abilities*. Boston, MA: Pearson Education, Inc.
- Gay, G. (2002). Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*, 53(2), 106-116.
- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice (2nd ed.)*. New York, NY: Teachers College Press.
- Heritage, M. (2007). Formative Assessment: What Do Teachers Need to Know and Do?, *Phi Delta Kappa*, 89(02), 140-145.
- Horwitz, E. K. (2008). *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. Boston, MA: Pearson Education, Inc.
- Meinbach, A. M., Rothlein, L., & Fredericks, A.D. (1995). *The complete guide to thematic units: Creating the integrated curriculum*. Norwood, MA: Christopher Gordon Publishers.
- Nieto, S., & Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education (5th ed.)*. Boston, MA: Pearson Education, Inc.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning Styles: Concepts and evidence. *Psychological Science in Public Interest*, 9, 105-119.
- Reiss, J. (2006). *102 Content Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12*. Upper Saddle River, NJ: Pearson Education, Inc.
- Vogt, M. E., & Echevarria, J. (2008). *99 Ideas and Activities for Teaching English Learners with The SIOP Model*. Boston, MA: Pearson Education, Inc.
- Zwiers, J. (2008). *Building Academic Language: Essential Practices, for Content Classrooms, Grade 5-12*. San Francisco, CA: Jossey-Bass.

Appendix: Actual Lesson Plans

Overview of Goals using State Academic Standards

English Literature Arts

- 0401.2.1 Continue to develop oral language skills necessary for communication.
- 0401.2.2 Continue to develop listening skills necessary for communication.
- 0401.3.1 Write for a variety of purposes and a variety of audiences.
- 0401.4.2 Collect, organize, and determine the reliability of researched information.
- 0401.6.2 Recognize the different text features of informational texts.
- 0401.7.2 Use media to publish and present information.

Science

- 0407.2.1 Analyze the effects of changes in the environment on the stability of an ecosystem.
- 0407.5.2 Describe how environmental changes caused the extinction of various plant and animal species.

Visual Arts

- 3.1 Select and demonstrate subject matter, symbols and ideas in one's art.

Tennessee Academic Vocabulary

- English Language Art: Information, Cause/effect, Fact, Time order/transitional words,
- Science: Animal, Growth, Temperature, Weather, Classify, Environment, Freezing, and Investigate.

Tennessee Standards for English Language Learners

- L.1.3 and R.3.3 Follow multiple-step directions.
- R.1.3 Comprehend simple phrases, sentences, paragraphs, and passages.
- R.7.4 Use knowledge of sentence structure to comprehend text.
- W.2.4 Develop a central idea and support it with relevant details.
- S.2 Provide basic information on a relevant topic in a conversation.

Overview of Activities

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Introduction	Inspiring experiences related to birds and some questions to help brainstorming.	KWL chart	Reminding the previous lesson and engaging the next activity.	Various stories related to birds and discussion about birds students attempt to imagine.
Main Activities	Sharing experiences in peers and whole group.	Searching information using what students want to use and analyzing the information based on reliability.	Classifying birds using students' own criteria, discovering its relationships between birds and their environment	Drawing a painting with imagined birds and providing those reasoning Preparing for oral presentation
Wrap-up Activity	Generating students' question for next lesson.	KWL chart	Giving short oral presentation with Poster.	Sharing students' drawings

Overview of Assessment

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul style="list-style-type: none"> • Observation • Worksheet- "when I was ___" 	<ul style="list-style-type: none"> • Observation • KWL chart • Research worksheet 	<ul style="list-style-type: none"> • Classification chart • Poster • Presentation script, if possible 	<ul style="list-style-type: none"> • Drawings • Reasoning about students' own work

Specific Lesson Plans

Lesson One: Opening the Investigation.

Unit/Theme: I Want to Know about Birds.

Standards:

- 0401.2.1 Continue to develop oral language skills necessary for communication.
- 0401.2.2 Continue to develop listening skills necessary for communication.
- R.3.3 Follow multi-step directions.

Content Objectives: Students will

- Share their existing knowledge or experiences about birds.
- Listen carefully what other students say and respond to it.
- Express their experiences with birds in graphically different ways.

Language Objectives:

- Students will comprehend simple phrases, sentences, paragraphs, and passages.
- Students will give an oral presentation.

Key Vocabulary: Information, Investigate, Time order/ transitional words

Supplementary Materials: Worksheet, Video-clip using Birds

Lesson Sequence

- Initiating Learners' Experiences (Whole Group Activity)
 - In order to stimulate learners' backgrounds, teacher asks students to share their favorite animals and to reason why they like the animal. Even though some students talk about irrelevant stories, teacher does not need to prohibit their talk. After students' free talk, teacher can narrow the discussion to birds that teacher attempts to choose as the main theme.
- Sharing Learners' Experiences (Peer Activity)
 - Before the whole group activity, teacher lets students have brainstorming time. In order to facilitate the activity, teacher can offer a worksheet (see below Lesson Plan One). After the individual activity, students in pairs share their experiences about the bird.
- Sharing Learners' Experiences (Whole Group Activity)

Based on the peer activity, students share their own experiences or a partner's impressive experience.

- **Generating Students' Research Question (Group and Individual Activity)**

Based on the previous activity, teacher introduces the activity for tomorrow and lets students generate their questions and think about how they will find the answer to the question (Individual activity). By sharing individual question, students can clarify and develop their own questions. Teacher collects students' question.

- **Assessment**

By collecting students' worksheet 'When I was,' teachers will figure out how well they learned during the lesson. In the worksheet, teachers determine if students understand how to express their relevant experience, and how they build sentences to express it.

Teacher can check students' learning level through observations during all activities and give them sufficient feedback. To be specific, teachers correct grammatical errors and words usage in the sheet or during sharing their experiences. In addition, if teachers discover some shy students, they can encourage those students and should offer opportunities to talk about their experiences by building comfortable classroom environment.

<Worksheet for Lesson One – 'When I was'>

When I was

Name:

1. Think about your experiences about animals.
2. Do you have any experiences related to bird?
3. Explain the experience.

When I was _____, I was at _____. I was there with _____.

I did _____. I felt _____.

In addition,

4. Share your experience with your partner. Listen carefully what your partner said and talk to him/her about your thoughts about it.

Lesson Two: Researching about Birds using various searching tools.

Unit/Theme: Various Birds.

Standards:

- 0401.4.2 Collect, organize, and determine the reliability of researched information.
- 0401.6.2 Recognize the different text features of informational texts.
- 0401.7.2 Use media to publish and present information.
- S.2 Provide basic information on a relevant topic in a conversation.

Content Objectives: Students will

- Search for desired information in various ways.
- Determine the value of the information based on the reliability.

Language Objectives: Students will

- Perform analysis about students' own topic.

Key Vocabulary: Fact, Investigate

Supplementary Materials: KWL chart, and Worksheet for research

Lesson Sequence

- KWL chart (Individual activity)

By filling out first two blanks, students can review what they have learned from the first lesson and check what they have to work on during this lesson.

- Research on the students individual question (Individual or peer activity)

Basically this activity is individual because students should look for and organize information that they need. Teacher can observe students' activity and give some help to students who need more support. Students can use the internet-search tools, library in school, or books in classroom. If students cannot work on it in school, they can ask someone else before they come to school.

Teacher can allow students perform the research in pair or group if they have similar topics and want to work together. ELLs in particular are given chances to do collaborative work.

- Oral Presentation (Individual and whole group activity)

By preparing for the oral presentation, students can clarify their ideas. After students' presentations, they can give each other feedback.

- KWL chart (Individual Activity)

In this activity, students confirm what they have learned after oral presentation by filling out the last blank on the sheet.

- Assessment

Teacher should monitor students' KWL chart because the chart includes not only students' prior knowledge but also their learning during the lesson. The chart can be used as a self-assessment tool because they can see their learning process in single paper.

Teacher's observation is also critical. While students work on their research, teacher gives students feedback and check students learning process. Moreover, teacher can also record students' oral presentation results. Using the data, teacher can plan the next lesson and provide back-up plan when students' learning is not enough to satisfy lesson's objectives.

About Birds - (Fill out the specific bird's name or topic)

Name:

What We Know	What We Want to Learn	What We Have Learned

<Research Worksheet – Lesson Two>

Research Report

Name:

Research Question:

How can I search for information that I want:



List all sources you found

(e.g. – URL address, book name author and specific pages, and specialists name who you ask)





Do you think all resources are reliable? If so, please write the reasons.



Fill out what you found through your research.

If you need a script for your oral presentation, use this space.

Lesson Three: Classifying the Birds Using Criteria that Students Decide and Discovering Some Relationships between the animals and their environment.

Unit/Theme: Similarities and Differences of Birds

Standards:

- 0407.2.1 Analyze the changes in the environment based on stability of an ecosystem.
- R.3.3 Follow multiple-step directions.
- R.7.4 Use knowledge of sentence structure to comprehend text.
- W.2.4 Develop a central idea and support it with relevant details.

Content Objectives: Students will

- Distinguish animals based on a certain criteria.
- Understand the relationships between animals and those environments.

Language Objectives: Students will

- Work on each activity following directions.
- Understand the meaning of “analyze and classify.”

- Based on the understanding the meaning of the words, write or speak their analysis.

Key Vocabulary: Cause/effect, Classifying, Weather, Animal, and Freezing

Supplementary Materials: Worksheet for an individual activity, Scratch Paper, Poster in each group.

Lesson Sequence

- Do you remember what we have learned?

In pairs, students share impressive learning about birds during the previous lesson. After pair activity, teacher guides students into a whole class activity. While the activity, teacher lists what students are talking about and can add more information about the birds.

- Classifying the birds using specific criteria.

In order to introduce this activity, the teacher needs to explain the definition of criteria and let students come up with clear criteria. In groups of three or four, students can classify birds based on the clear criteria and display their classification on poster. Making the poster aims visualizing students' learning and make clear when students deliver their research.

- Figuring out the relationship between the animal's body and environment.

As an advanced activity, students can figure out some relationships between birds' habitat and environment. Based on classification, teacher lets students find some similar components in the same category and the reason why the birds have the similarity.

Teacher can expand the relationship between animals and their environments to the human beings' cultural diversity. Individual culture is influenced by environment so that cultures can be seen as differences, not superiority or inferiority.

- Poster gallery.

Through poster exhibition, students can share their all ideas and ask questions related to the poster. This activity foments students' interaction and give and take feedback with each other. For the teacher, this can be one channel to evaluate students' performance.

- Assessment

As performance assessment, posters can be used. Teacher can check out accurate and organized information and give some feedback if students need to improve their work. In addition, teacher can evaluate whether students can set up clear criteria.

Lesson Four: Birds in Stories over Cultures and in My Imagination.

Unit/Theme: Imagining Birds.

Standards:

- 3.1 Select and demonstrate subject matters, symbols and ideas in one's art.
- W.2.4 Develop a central idea and support it with relevant details.

Content Objectives: Students will

- Understand various meaning of birds depending on cultures.
- Imagine and express the bird in students' own mind.

Language Objectives: Students will

- Listen and understand various stories about birds over cultures.
- Give short oral presentation about students' art works.

Supplementary Materials: Canvas, Crayon, Scratch paper, and Pictures of Birds.

Lesson Sequence

- Myth and traditional stories about birds over cultures.

Teacher should introduce multiple imaginary birds, such as dragons and phoenix, and different birds' meaning over cultures such as a crow. Based on the discussion, students can share their existing knowledge about the different meaning about one matter depending cultures.

After the conversation, teacher should lead the talk toward how students can create an imaginary bird. The methods can be various. To be specific, adding or removing some parts of the body is one way.

- Birds in your mind.

Students have to outline their concept on scratch paper. In addition, they can have a little time to share their outlines in pair if they need. After the brainstorming

activity, they begin drawing their ideas on the individual canvas. They are also asked to explain their art works in order to attach on their works. The explanation should contain how they come up with the birds, and what the painting aims to portray.

- Art exhibition with a short explanation about the painting.

All of the art works with explanations are exhibited in classroom. While students look around, they can ask some questions about some art works using 'post-it.' To be specific, students who have some questions can write the questions on the 'post-it' and attach it besides the painting. Students who receive the question can answer also the question on the post-it. This activity aims to encourage ELLs' participation in the activity because those students can have their time to understand the activity. The interactions can be observed by all classroom members; therefore, this has a similar role to the whole group activity.

- Assessment.

Observation is the main evidence of learning. First of all, Teacher can figure out students' learning and creativity through their art works and explanation, such as how well they understand the activity and what is a novel part in the painting. Second, teacher looks around the exhibition and observes students' interaction. Teacher can evaluate who is participating actively and whether students answer carefully the questions about their drawing.