

The Art of Language: Exploring Mexican Food, Handicrafts, and People through Systematic ELD

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Unit Summary:

Research on multicultural and multiethnic instruction frequently emphasizes the importance of using materials that reflect and represent your target population. In our ELD classes, 74% of our lowest California English Language Development Test (CELDT) scores are those of Hispanic/Latino students; thus they are currently our target population. These three units will use images of food, handicrafts, and people taken in Mexico to teach grammatical forms appropriate for Beginning level ELD students. Grammatical lessons will include: 1) Present and past tense verbs; 2) Present, past, and future progressive tense; 3) Vocabulary development through the use of common singular and plural nouns and articles; 4) Subject/object pronouns and possessive form; and 5) Placement of prepositions and descriptive adjectives.

Time Frame:

3 weeks – 1 unit per week (Food, Arts & Crafts, People), 5 40-minute lessons per unit

Established Goals:

Based on California English Language Acquisition (ELA) and English Language Development (ELD) Standards for Kindergarten and First Grade

Kindergarten ELA Standards

1. Reading – Vocabulary and Concept Development 1.17 and 1.18
2. Written and Oral English Language Conventions – Sentence Structure 1.1
3. Listening and Speaking applications 2.1

First Grade ELA Standards (Extension Activities)

1. Reading – Vocabulary and Concept Development 1.17
2. Written and Oral English Language Conventions – Sentence Structure 1.1, Grammar 1.2 and 1.3, Punctuation 1.4, 1.5, and 1.6
3. Listening and Speaking – Comprehension 1.2, Oral Communications 1.4 and 1.5, Speaking Applications 2.4

Kindergarten ELD Standards based on the Beginning Level ELAchieve Matrix

1. Present tense statements and questions
2. Present progressive statements
3. Common singular and plural nouns and articles
4. Subject pronouns – I, you, he, she, it, we, they
5. Possessive forms – my, your, its
6. Adjectives – concrete, descriptive adjectives for number, color, size, and senses

First Grade ELD Standards based on the Early Intermediate Level ELAchieve Matrix

1. Present progressive questions
2. Object pronouns – me, you, her, him, it, us, them
3. Possessive forms – her, his, their, our, its
4. Comparatives

Unit Understandings:

By the end of the units, students will be able to:

1. Ask and answer questions in present tense and present progressive tense.
2. Name common foods, animals, and people using singular and plural nouns and articles.
3. Describe and express preferences for food, animals, and jobs using subject/object pronouns, and possessive form.

Essential Questions:

The questions guiding the language instruction for these units are:

1. How do you ask and answer questions to share information?
2. How do you express needs, feelings, and preferences?
3. How do you make requests, ask for assistance and clarification?
4. How do you describe the characteristics, attributes, and location of people and things?

Week 1 – Food

This unit was inspired by the many markets found both indoors and outdoors in Mexico. My favorite markets were in Oaxaca, Mexico. There you can visit “mercado Juárez”, “mercado 20 de noviembre,” and “mercado de abastos.” There you will find everything you can possibly imagine – fruits and vegetables, fresh meat and seafood, bakeries, mole factories, clothing, leather goods, mini restaurant stalls, music and DVDs, pottery, crafts, and much, much more. You can read more about these markets at:

<http://www.oaxacaoaxaca.com/markets.htm>.

Day and Objective	Grammatical Forms	Topic Specific Vocabulary	Language Pattern Prompts and Responses	Learning Activities and Performance Tasks
1. Students will be able to ask and answer questions to share info about their favorite fruit using the correct articles.	present tense verbs, subject pronouns, singular and plural nouns and articles	mango, apple, prickly pear, dragon fruit, orange, papaya, pomelo, rambutan, watermelon, pineapple, lime, pomegranate	A. What is your favorite fruit? B. My favorite fruit is a/an <u>fruit</u> . Do you like <u>fruit +s</u> ? A. No, I do not like <u>fruit +s</u> ? My favorite fruit is a/an <u>fruit</u> . Do you like <u>fruit +s</u> ? B. Yes, I like <u>fruit +s</u> , too!	1. Introduce articles “a/an.” 2. Model language pattern for students. 3. Model language pattern using a student helper. 4. Use inner/outer circle for guided practice. (See Appendix A – Learning Strategies and Performance Tasks) 5. Teacher joins the rotation to listen for and correct errors.
2. Students will be able to guess specific fruit items by using descriptive, concrete adjectives.	adjectives for color and size, adjective placement, present tense, possessive form, and articles	red, orange, white, yellow, green, brown, pink, black small, medium, large	A. Do you want to play a guessing game? B. Yes, let’s play. A. Pick a card and I’ll ask you some questions. (<i>A shuffles and holds cards face down for B. B picks and looks at it without showing A.</i>) A. Is your fruit <u>color</u> ? B. Yes/No, my fruit is/is not <u>color</u> . (<i>Repeat until correct color is guessed.</i>) A. Is your fruit <u>size</u> ? B. Yes/No, my fruit is/is not <u>size</u> . (<i>Repeat until correct size is guessed.</i>) A. Is it a/an <u>fruit</u> ? B. Yes/No it is/is not a/an <u>fruit</u> . (<i>Repeat until correct fruit is guessed.</i>)	1. Introduce color and size adjectives and placement. 2. Model language pattern. 3. Model language pattern using a student helper and picture cards. (See Appendix B – Picture Cards) 4. Inner/outer circle guided practice. 5. Teacher joins the rotation to listen for and correct errors.

3. Students will be able to guess specific fruit by using sensory and concrete adjectives.	sensory adjectives, adjective placement, present tense, subject pronouns, object pronouns, possessive form, and articles	sweet, sour, tangy, tart, citrusy, bitter smooth, bumpy, spiky, slimy, rough	A. Do you want to play a guessing game? B. Yes, let's play. A. Pick a card and I'll ask you some questions. (<i>A shuffles and holds cards face down for B. B picks and looks at it without showing A.</i>) A. Does your fruit taste <u>flavor</u> ? B. Yes/No, my fruit tastes/does not taste <u>flavor</u> . (<i>Repeat until correct flavor is guessed.</i>) A. Does your fruit feel <u>texture</u> ? B. Yes/No, my fruit feels/does not feel <u>texture</u> . (<i>Repeat until correct texture is guessed.</i>) A. Is it a/an <u>fruit</u> ? B. Yes/No it is/is not a/an <u>fruit</u> . (<i>Repeat until correct fruit is guessed.</i>)	1. Introduce sensory adjectives and placement. Give students samples of as many types of fruit as possible to teach the flavor and texture adjectives. 2. Model language pattern. 3. Model language pattern using a student helper and picture cards. (See Appendix B) 4. Inner/outer circle guided practice. 5. Teacher joins the rotation to listen for and correct errors.
4. Students will be able to guess specific fruit by using comparative adjectives.	comparative adjectives, present tense, subject pronouns, object pronouns, possessive form, and articles	bigger, larger, smaller, wider, narrower, taller, shorter, longer, heavier, lighter	A. Do you want to play a guessing game? B. Yes, let's play. A. Pick a card and I'll ask you some questions. (<i>A shuffles and holds cards face down for B. B picks and looks at it without showing A.</i>) A. Is your fruit <u>comparative</u> than a/an <u>fruit</u> ? B. Yes/No, my fruit is/is not <u>comparative</u> than a/an <u>fruit</u> . A. Is it a/an <u>fruit</u> ? B. Yes/No it is/is not a/an <u>fruit</u> . (<i>Repeat until correct fruit is guessed.</i>)	1. Introduce comparative adjectives and placement. 2. Model language pattern. 3. Model language pattern using a student helper and picture cards. (See Appendix B) 4. Inner/outer circle guided practice. 5. Teacher joins the rotation to listen for and correct errors.

5. Students will be able to write a descriptive piece about their favorite fruit.	present tense verbs, subject and object pronouns, singular and plural nouns and articles, possessive form, concrete adjectives for color and size, sensory adjectives, comparative adjectives, and adjective placement	<i>No new vocabulary. Review this week's vocabulary from previous four lessons.</i>	<i>No new language pattern. Review grammatical patterns from previous four lessons to develop a "cloze paragraph." (See Appendix A) Color-code each blank with the type of word to be used for that blank. For example, a blank requiring a noun can be identified with a blue line that corresponds to a list of blue words that can complete that blank. A blank requiring an adjective can be identified with a red line that corresponds to a list of red words that can complete that blank. Whatever color you choose for nouns should consistently be the color used for "nouns" in all future lessons. The color is not important, but the consistency of use within and ideally across grade levels is important.</i>	<ol style="list-style-type: none"> 1. Review grammatical patterns and vocabulary with students. 2. Create a cloze exercise together that allows students to write a grammatically correct paragraph introducing their favorite fruit. The paragraph should include details that describe the fruit's color, size, relative size or shape, and taste. 3. Have students type and illustrate their paragraphs. 4. Publish pieces together to create a class book of "Our Favorite Fruit" to add to your class library.
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Week 2 – Arts and Crafts

This unit was developed around the folk art of painted woodcarvings, also known as “alebrijes.” This craft began as works of art that used cardboard and papier-mâché. However, it has expanded into woodcarvings primarily made from copal wood. You can read more about this at: <http://en.wikipedia.org/wiki/Alebrije> and <http://www.oaxacaoaxaca.com/artisans.htm>.

Day and Objective	Grammatical Forms	Topic Specific Vocabulary	Language Pattern Prompts and Responses	Learning Activities and Performance Tasks
1. Students will be able to name and compare animals.	comparative adjectives, present tense, subject pronouns, object pronouns, possessive form, and articles	bear, cow, deer, flamingo, fox, giraffe, hare, ladybug, lizard, monkey, owl, parrot, peacock, pig, porcupine, praying mantis, rooster, wolf bigger, larger, smaller longer, wider, narrower taller, shorter heavier, lighter faster, slower	A. Can you tell me about a/an <u>animal 1</u> ? B. Yes, a/an <u>animal 1</u> is <u>comparative 1</u> than a/an <u>animal 2</u> . A. Is it <u>comparative 2</u> than a/an <u>animal 2</u> ? B. Yes/No, it is/is not <u>comparative 2</u> than a/an <u>animal 2</u> .	1. Review articles “a/an.” 2. Model language pattern. Choose from different comparative clusters found in vocabulary section for the exchanges. 3. Model language pattern using a student helper. 4. Use musical pairs for guided practice. (See Appendix A) 5. Teacher joins the rotation to listen for and correct errors.

2. Students will be able to name and describe animals and their parts.	present tense, common singular and plural nouns, articles	legs, ears, tail, wings, horns, beak, shell	<p>A. Tell me about a/an <u>animal 1</u>.</p> <p>B. A/An <u>animal 1</u> has <u>“a”/number part(s)</u> and <u>“a”/number + part(s)</u>.</p> <p>A. Does it have <u>“a”/number + part(s)</u>?</p> <p>B. Yes/No, it has/does not have <u>“a”/number + part(s)</u>.</p>	<p>1. Introduce singular and plural nouns for various body parts.</p> <p>2. Model language pattern using picture cards. (See Appendix C – Animal Picture Cards)</p> <p>3. Model language pattern using a student helper.</p> <p>4. Use musical pairs for guided practice.</p> <p>5. Teacher joins the rotation to listen for and correct errors.</p>
3. Students will be able to name and describe animals in greater detail.	present tense, common singular and plural nouns, articles, sensory and descriptive adjectives	furry, hairy, long, short, hard, soft, pointy, round	<p>A. Do you know what a/an <u>animal</u> looks like?</p> <p>B. Yes, a/an <u>animal</u> has <u>“a”/number + adjective + part(s)</u> and <u>“a”/number + adjective + part(s)</u>.</p> <p>A. Does it also have <u>“a”/number + adjective + part(s)</u>?</p> <p>B. Yes/No, it does/does not have <u>“a”/number + adjective + part(s)</u>.</p>	<p>1. Introduce sensory/descriptive adjectives and placement.</p> <p>2. Model language pattern using picture cards. (See Appendix C)</p> <p>3. Model language pattern using a student helper and cards.</p> <p>4. Use musical pairs for guided practice.</p> <p>5. Teacher joins the rotation to listen for and correct errors.</p>
4. Students will be able to compare and contrast two animals based on observable features.	present tense, common singular and plural nouns, articles, sensory and descriptive adjectives	stubby, flat, sharp, thin, thick, strong	<p>A. Is a/an <u>animal 1</u> like a/an <u>animal 2</u>?</p> <p>B. Yes, a/an <u>animal 1</u> is like a/an <u>animal 2</u> because they both have <u>“a”/number + adjective + part(s)</u>.</p> <p>A. Is a/an <u>animal 1</u> like a/an <u>animal 3</u>?</p> <p>B. No, a/an <u>animal 1</u> is not like a/an <u>animal 3</u> because it does not have <u>“a”/number + adjective + part(s)</u>.</p>	<p>1. Introduce additional adjectives.</p> <p>2. Model language pattern.</p> <p>3. Model language pattern using a student helper and cards. (See Appendix C)</p> <p>4. Use musical pairs for guided practice.</p> <p>5. Teacher joins the rotation to listen for and correct errors.</p>

5. Students will be able to write a descriptive piece comparing two animals.	present tense, common singular and plural nouns, articles, sensory and descriptive adjectives, comparative adjectives, subject pronouns	<i>No new vocabulary. Review this week's vocabulary from previous four lessons.</i>	<i>No new language pattern. Review grammatical patterns from previous four lessons to develop a "cloze paragraph." (See Appendix A) Color-code each blank with the type of word to be used for that blank. For example, a blank requiring a noun can be identified with a blue line that corresponds to a list of blue words that can complete that blank. A blank requiring an adjective can be identified with a red line that corresponds to a list of red words that can complete that blank. Whatever color you choose for nouns should consistently be the color used for "nouns" in all future lessons. The color is not important, but the consistency of use within and ideally across grade levels is important.</i>	<ol style="list-style-type: none"> 1. Review grammatical patterns and vocabulary with students. 2. Create a cloze exercise together that allows students to write a grammatically correct paragraph that introduces, compares, and contrasts animals based on size, shape, and other features. 3. Have students type and illustrate their paragraphs. 4. Publish pieces together to create a class book of "Animals" to add to your class library.

Week 3 – People

This unit was inspired by the wide variety of artisans, community workers, and professions found throughout Mexico. Students in my community primarily see Mexicans working solely in the service industry. I wanted them to put Mexican faces to a wider variety of professions and occupations. People photographed were volunteers found in markets, artisan demonstrators, and various people I conversed with along the trip.

Day and Objective	Grammatical Forms	Topic Specific Vocabulary	Language Pattern Prompts and Responses	Learning Activities and Performance Tasks
1. Students will be able to share information about their favorite occupation.	present tense, present progressive tense, singular nouns, subject pronouns	artist, baker, butcher, chef, florist, miner, photographer, potter, teacher, vendor, weaver, woodworker	<p>A. What do you want to be when you grow up? B. I want to be a/an <u>occupation</u> when I grow up. What do you want to be when you grow up? A. I want to be a/an <u>occupation</u> because I enjoy <u>task+ing</u>.</p> <p><i>Sample tasks:</i> 1) artist – sketching portraits, drawing pictures 2) baker – kneading dough, baking bread 3) butcher – grinding meat, making sausages</p>	<p>1. Introduce occupation cards and determine possible tasks for each occupation using present progressive tense. 2. Model language pattern using picture cards. (See Appendix D – Occupation Picture Cards) 3. Model language pattern using a student helper and cards. 4. Use inner/outer circle for guided practice. 5. Teacher joins the rotation to listen for and correct errors.</p>
2. Students will be able to greet each other and talk about what they do.	present tense, possessive pronouns, singular and plural nouns	<i>Review occupations and tasks. Convert present progressive tasks to present tense phrases.</i>	<p>A. <u>name B</u>. Let me introduce you to my friend <u>name C</u>. He/she is a/an <u>occupation</u>. B. Hi <u>name C</u>. What does your job entail? C. Hi <u>name B</u>. At work I <u>task 1</u> and <u>task 2</u>.</p> <p><i>Sample tasks:</i> 1) artist – sketch portraits, draw pictures 2) baker – knead dough, bake bread 3) butcher – grind meat, make sausages</p>	<p>1. Review occupation cards and convert possible tasks into present tense phrases. 2. Model language pattern using picture cards. (See Appendix D) 3. Model language pattern using a student helper and cards. 4. Use talking stick for guided practice. (See Appendix A) 5. Teacher joins the rotation to listen for and correct errors.</p>

3. Students will be able to identify an occupation and associate it with a task and tool.	present progressive tense, singular nouns, subject pronouns	<i>Identify tools to be used for task lists made on Day 1.</i>	A. Hi <u>name B</u> . What are you doing? B. I am <u>task+ing</u> . A. I am very good at <u>task+ing</u> . Would you like some help? B. Sure, grab a/an <u>tool</u> and we can <u>task</u> together.	1. Identify tools used for each occupational task determined from Day 1. 2. Model language pattern using picture cards. (See Appendix D) 3. Model language pattern using a student helper. 4. Use inner/outer circle for guided practice. 5. Teacher joins the rotation to listen for and correct errors.
4. Students will be able to discuss and compare two occupations and their relative tasks.	present tense, present progressive tense, possessive form, subject pronouns, singular and plural nouns and articles, comparatives using more	difficult, exciting, dangerous, fun interesting <i>Brainstorm additional tasks in present progressive tense that fit these comparisons.</i>	A. Which job do you think is more <u>comparative</u> , a/an <u>occupation 1 + 's</u> or a/an <u>occupation 2 + 's</u> . B. I think <u>occupation+s</u> have a more <u>comparative</u> job because they are <u>task+ing</u> all day. What do you think? A. I disagrees. I think <u>occupation+s</u> have a more <u>comparative</u> job because they are <u>task+ing</u> all day.	1. Introduce comparatives using more. 2. Model language pattern. 3. Model language pattern using a student helper and cards. (See Appendix D) 4. Use inner/outer circle for guided practice. 5. Teacher joins the rotation to listen for and correct errors.
5. Students will be able to write about what they want to be when they grow up and why.	present tense, possessive form, singular and plural nouns, articles, comparatives	<i>No new vocabulary. Review this week's vocabulary from previous four lessons.</i>	<i>No new language pattern. Review grammatical patterns from previous four lessons to develop a "cloze paragraph." (See Appendix A) Color-code each blank with the type of word to be used for that blank. For example, a blank requiring a noun can be identified with a blue line that corresponds to a list of blue words that can complete that blank. A blank requiring an adjective can be identified with a red line that corresponds to a list of red words that can complete that blank. Whatever color you choose for nouns should consistently be the color used for "nouns" in all future lessons. The color is not important, but the consistency of use within and ideally across grade levels is important.</i>	1. Review grammatical patterns and vocabulary with students. 2. Create a cloze exercise together that allows students to write a grammatically correct paragraph that tells what a child wants to be when he/she grows up and why. 3. Have students type and illustrate their paragraphs. 4. Publish pieces together to create a class book of "Occupations" to add to your class library.

Appendix A – Learning Strategies and Performance Tasks

Cloze Paragraph – A cloze paragraph is a text that has words or parts of words missing. Students are provided a list of choice to fill in what is missing. Students must use their understanding of grammar, vocabulary, spelling, and/or meaning to determine the best choice answer to fill in the blank(s). For additional information, please refer to these articles:













- 1.) Cloze Exercises for Kids | eHow.com: http://www.ehow.com/way_5171059_cloze-exercises-kids.html#ixzz2Dv3VmMJF
- 2.) Wikipedia Cloze Test | http://en.wikipedia.org/wiki/Cloze_test

Inner/Outer Circle – Split students in half. Have one group create an inner circle facing out and the other group pair up to create an outer circle facing in. Each practice round consists of the inner circle practicing being Student A followed by the outer circle practicing the same language pattern as Student A before rotating. After each practice round rotate by having the inner circle stand still and students in the outer circle shift one spot to the right to pair up with a new partner.

Musical Pairs – Pair students up to practice the language pattern. After enough time has passed for each partner to have taken a turn being Student A, play music for students to mingle and pair up with a new partner. Like musical chairs, kids stop when the music stops and pair up with a student closest to him/her. To better control how partners pair, you may want to incorporate color cards to group students based on ability or personality. For example, if you want to pair high and low students to medium students, give the extreme highs and lows red cards and require that they partner with kids holding blue cards. If your goal is to pair outgoing students to shy students, similarly you can assign one group red cards and the other blue cards and require that they continue to partner with someone holding the other color.

Talking Stick – Each group of three students shares one “talking stick”. This can be anything from a pencil to a popsicle stick or any type of “tangible marker” you choose. Students pass the stick to the right after each talking turn. Once a student has read part C in the language pattern, he/she should pass the stick to the left to begin the next round.

Appendix B – Week 1 – Food Picture Cards

Appendix C – Animal Picture Cards







Appendix D – Occupation Picture Cards



