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| ESL: The Language of Newspaper Interviewing and Reporting |
| Language of Language Arts, Grades 3–5—English Language Proficiency Levels 2 and 3  |

*For more information on the design process for the ESL MCUs, please see the* [*Next Generation ESL Project: Curriculum Resource Guide*](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide)*.*

This unit is intended to deliver systematic, explicit, and sustained English language development in the context of the Massachusetts Curriculum Frameworks. Its purpose is to help English learners (ELs) develop the language necessary for academic success in the content area of English Language Arts (ELA). Students will also learn language that will be used recurrently in and across various academic and social contexts.

The embedded language development of this unit centers on the following selected *Key Uses of Academic Language*:

* Discuss by inquiring in order to plan and carry out an interview.

Recountby paraphrasing in order to communicate the findings of an interview.

These unit-level *Focus Language Goals* were created through an analysis of the driving language demands of the existing grade 3 ELA Model Curriculum Unit “Newspaper Reporting and Interviewing.” However, this ESL unit is not the same as a sheltered ELA unit. It is intended to be taught by an ESL teacher, and collaboration with the content teacher is essential. It is also important to keep in mind that in addition to the dedicated, language-focused instruction outlined in this unit, English learners (ELs) must also have access to all core academic content.

This unit offers contextualized, extended practice at the discourse, sentence, and word/phrase dimensions of the academic language targeted in the unit. Students will create and conduct an interview to gather information about an agent of change in the community, and then write a newspaper article with the relevant information. While learning about the power of newspaper reporting as a medium of communication, students will also develop an understanding of how people can become agents of change who promote social justice in their communities.

This document was prepared by the Massachusetts Department of Elementary and Secondary Education, Mitchell D. Chester, Ed.D., Commissioner.

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### Unit Plan

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| **Stage1—Desired Results** |
| **ESTABLISHED FOCUS GOALS G**Focus Language Goals/StandardsThe Language of Language ArtsG1 Discuss by inquiring in order to plan and carry out an interview.G2 Recount by paraphrasing in order to communicate the findings of an interview.General Content Connections *The student is building toward:*CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.L.3.3a—Choose words and phrases for effect.CCSS.W.3.5—With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.CCSS.SL.3.5—Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.RI.3.2—Determine the main idea of a text; recount the key details, and explain how they support the main idea.  | **Transfer** |
| ***Students will be able to independently use their learning to…* T**T.1 Communicate for social and instructional purposes within the school setting.T.2 Communicate information, ideas, and concepts necessary for academic success in the content area of language arts. |
| ***Meaning*** |
| **UNDERSTANDINGS U***Students will understand that…*U.1 There is a difference between informal (social) and formal (academic) language. U.2 Newspaper articles communicate specific points of view.U.3 Newspaper articles are a powerful medium for expression. U.4 People can create change in their community in many ways.  | **ESSENTIAL QUESTIONS Q**Q.1 How does one determine when to use formal academic language versus informal social language?Q.2 How can reporters use language to convey powerful messages? Q.3 Why is it important to use reporting as a way to share information learned through interviews?Q.4 How can people become agents of change and promote social justice?  |
| ***Language Acquisition in the Four Domains*** |
| **KNOWLEDGE: Academic Language K***Students will know…*K.1 Differences between interviewing and paraphrasing.K.2 Interview question and answer structure. K.3 Pronouns (*I, me, you, your, he, his, she, her*).K.4 Question words (*who, what, where, when, why, how*).K.5 Compound sentence structure and coordinating conjunctions (e.g.*, and, but, or*).K.6 Transition words for sequencing ideas (e.g., *also, additionally*).K.7 A text’s point of view (e.g., *first person, third person*).K.8 Structure and components of newspaper articles.K.9 Topic-related vocabulary (e.g., *newspaper, reporting, interview*). | **SKILLS: Academic Language S***Students will be skilled at…*S.1 Identifying the point of view of a text by looking at its pronouns.S.2 Asking and answering questions.S.3 Using interview questions to gather information about a specific topic. S.4 Organizing and prioritizing information to write a newspaper article. S.5 Paraphrasing information collected during an interview. S.6 Writing a newspaper article from the third person point of view.  |
| **Stage 2—Evidence** |
| **EVALUATIVE CRITERIA** | **ASSESSMENT EVIDENCE: Language Development** |
| Effective application of presentation skills (eye contact, pronunciation and clarity, fluency and expressions, body language). Appropriate use of transition words (*also, additionally*), conjunctions (*and, but, or*), and pronouns (*I, you, he, his, she, her*), to write a newspaper article. Accuracy of information reported in article.* Appropriate use of topic vocabulary in context.
 | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (Performance Tasks) PT**Students will create a newspaper article about an agent of change in their community and a video of their oral presentation of the article. * **G**oal: Gain an understanding of the power of newspaper reporting.
* **R**ole: Reporters educating others about individuals promoting change and social justice.
* **A**udience: Classmates and/or invited guests.
* **S**ituation: Students will create interview questions, conduct interviews, and write a newspaper article with information gathered in their interview. They will record a video of an oral presentation of their article and share it with the class.

**P**roduct performance and purpose: Student will interview an agent of change, report interview data in a newspaper article, and record an oral presentation of their article.**Student reflection:** Written and/or illustrated response to the prompts: “What are some ways in which I can promote social justice and become an agent of change?” and/or “What are some steps I can take to become an agent of change?” |
|  | **OTHER EVIDENCE OE**Formative assessments: concept webs, brainstorming, turn-and-talk, labeling text features, manipulating/sequencing sentences into paragraphs (cut-and-grow), teacher-prepared worksheets (answering questions, newspaper articles, etc.), inside-outside circle.  |
| **Stage 3—Learning Plan** |
| **Sociocultural Implications***Register:* Interviewing and reporting are formal forms of communication, much different from chatting with friends or family. Students may not be familiar with the type of language used in these interactions. *Topic:* * Some students may have been recipients of social services. Consider encouraging them to share how they have benefited from these types of services and making sure other students are prepared to listen respectfully to their classmates’ stories.

Students may be unfamiliar with newspapers as a medium for communication.*Task/situation:* * Students may be unfamiliar with conducting an interview.
* Some students may be uncomfortable asking questions and/or unwilling to share information during an interview.

Some students may have no prior knowledge of or experience with interviews.**Summary of Key Learning Events and Instruction****[Lesson 1—Day 1: What Is an Agent of Change?](#L1)*** **Language objective:** Students will be able to explain what an agent of change is orally and/or in writing.

**Brief overview of lesson:** Students will learn about the unit and what it means to be an agent of change. They will learn about Wangari Maathai, a person who acted to make the world a better place. Students will apply what they have learned about Wangari to craft a definition of *agent of change*.[**Lesson 2—Days 2 and 3: Language of Interviews: Questions and Pronouns**](#L2) * **Language objectives:**
* Students will be able to recount information from a text by asking and answering questions (*what, where, when, who, why, how*).
* Students will be able to answer questions about a text using pronouns (e.g., *he, she, her, mine*).

**Brief overview of lesson:** Students will review question words and learn how to use part of the question in their response. Students will then recount information from *Wangari’s Trees of Peace* by answering *who, what, where, when, why,* and *how* questions. Students will also learn pronouns and how to use them to answer questions. Through practice asking and answering questions and using pronouns, students will begin to develop language needed for interviewing and reporting. **[Lesson 3—Day 4:](#L3)****[Learning about Agents of Change in Print Articles](#L3)*** **Language objective:** Students will be able to recount information from an article using question words and pronouns.

**Brief overview of lesson:** Students will learn about other agents of change and continue learning about what being an agent of change means by reading informational articles. After reading, they will recount the article by answering *who, what, where, when, why,* and *how* questions and using pronouns. Students will also begin to understand the types of information included in an article. Activities in this lesson will serve as a language checkpoint, giving students an opportunity to demonstrate their learning in relation to the unit’s Focus Language Goals. **[Lesson 4—Day 5:](#L4)****[Exposure to Agents of Change in Interviews: Working with Question Words and Pronouns to Conduct an Interview](#L4)** * **Language objective:** Students will be able to ask and answer questions using question words and pronouns.

**Brief overview of lesson:** Students will watch a recorded interview with another agent of change. They will note what types of questions are asked, the kind of information gathered in the interview, and how it was conducted. Students will then practice informally asking a peer interview questions.**[Lesson 5—Days 6 and 7: Learning about Agents of Change in Interviews](#L5)** * **Language objective:** Students will be able to analyze the point of view of a text by identifying pronouns.

**Brief overview of lesson:** Students will practice identifying pronouns in written work and then determine the point of view of articles by looking at pronouns. They will also continue learning about different agents of change and how people can make a difference in their community.**[Lesson 6—Days 8, 9, 10, and 11: Practicing Interviewing and Reporting](#L6)** * **Language objectives:**
* Students will be able to ask and answer questions using question words and pronouns.
* Students will be able to write a short article using pronouns, transition words (*also, additionally*), and conjunctions (*and, or, but*).

**Brief overview of lesson:** Students will learn how to write an article based on an interview. They will practice asking and answering interview questions, watch the teacher model how to write an interview-based article, and then practice writing their own articles. Students will also learn ways to prioritize information and use transition words and conjunctions to make their writing less repetitive.**[Lesson 7—Days 12, 13, and 14: Interviewing an Agent of Change](#L7)*** **Language objective:** Students will be able to create questions and conduct an interview using question words and pronouns.

**Brief overview of lesson:** Students will learn about an agent of change (or several ones) selected by the teacher who will come as a guest subject and be interviewed by the class. Students will learn about interviewing etiquette. They will also learn background information about their guest(s), brainstorm appropriate questions for their interviews, and then conduct their interviews with the agent(s) of change.**[Lesson 8—Days 15, 16, 17, and 18: Writing and Presenting Articles](#L8)*** **Language objectives:**
* Students will be able to write an article about information gathered in an interview using pronouns, transition words, and conjunctions.
* Students will be able to present their articles using presentation skills (e.g., appropriate eye contact, volume, non-verbal language).
* **Brief overview of lesson:** Students will orally reflect on the interviewing experience and clarify any misunderstandings regarding information shared by the guest. They will use a graphic organizer to compile information from the interview and write a newspaper article. Students will also present their articles. Presentations will be recorded and shared with the class and potentially other audiences.
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| Lesson 1**Day 1** | **What Is an Agent of Change?** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will learn about the unit and what it means to be an agent of change. They will learn about Wangari Maathai, a person who acted to make the world a better place. Students will apply what they have learned about Wangari to craft a definition of *agent of change*.As you plan, consider the variability of learners in your class and make adaptations as necessary.

What students should know and be able to do to engage in this lesson**:**

Familiarity with concept webs.

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 Discuss by inquiring in order to plan and carry out an interview. | CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Students will be able to explain what an agent of change is orally and/or in writing. | Q.4 How can people become agents of change and promote social justice? |
| **Assessment** |
| * Formative assessment: Assess students’ application of learned language to create a definition for the term agent of change.
* Formative assessment: Assess students’ application of learned language during the class discussion about what an agent of change is.
* Self-assessment: Students will self-assess and self-monitor their learning in relation to the objective of the lesson.
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| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| Social instructional language; reading and/or listening to brief texts introducing topics with some supporting details that are composed of multiple related sentences with a loose cohesion of information and/or ideas; explaining original ideas with some detail. | Simple sentences and some compound and complex sentences in the past and present tense. | Topic vocabulary (*concept web, barren, agent of change, interview, article*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** |
| * For videos: Project videos on a screen or wall. Offer a video station where students can watch videos independently, pausing to ask questions as needed.
* Consider having students copy the Lesson 1 concept web or anchor chart into their notebooks and giving them opportunities to revisit and add to it throughout the unit.
* The REACH Curriculum Unit 1 and National Geographic Ladders “Making a Difference” are good resources for building background knowledge on what agents of change are.
* Create a newspaper display in the classroom on a bulletin board or wall. Start by posting several newspaper articles about agents of change. Label different parts of the articles such as title, date, starter sentence, and so forth. Then ask students to bring additional newspaper articles to add to the display throughout the unit. Student contributions could be in their native languages or English. This display could help students become more familiar with the format of newspaper articles and the power of newspapers. Student contributions to the newspaper display can also heighten engagement with the learning process. At the end of the unit, add student articles to the display to showcase student work.
* For additional information on Wangari Maathai, please see this [Nobel Prize interview](http://www.nobelprize.org/mediaplayer/index.php?id=1120).
* Post and explain the language objective at the beginning of the lesson.
* Use formative assessment results to inform/modify future instruction.
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may be uncomfortable with the concept of interviewing others and reporting on the interview.
* Students may come from a country that has or is experiencing destruction of the environment, and the story discussed in this lesson may evoke painful memories.
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| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students may think that only adults can be agents of change.
* Students may think that only people who make big changes in the world are considered agents of change.
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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to explain what an agent of change is orally and/or in writing.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. Consider having students record the objective in their notebooks. At the end of the lesson, students can reflect on their learning in relation to the objective.* 1. Introduce the lesson. For example, say: “Today we will start a new unit. In our unit, we will learn language necessary for interviewing, reporting, and writing newspaper articles.”
		1. Explain what it means to interview and report. Explain what a newspaper article is. Consider introducing other related terms such as *reporter* and *subject* (as in the person being interviewed).
		2. Ask students to think about the purpose of interviewing and reporting. Give students time to think independently, then have them share their thoughts with a partner or small group before discussing as a whole class. This gives students time to build their ideas and practice sharing them before the class discussion, where not all students may feel comfortable sharing.
		3. Give students time to visit the classroom newspaper display (if using). This can help students begin to visualize the format, purpose, and structure of a newspaper article.
	2. Introduce the concept of *agent of change* and the CEPA. For example, say: “By the end of the unit, we will conduct our own interviews and write our own newspaper articles on an agent of change from our community.”
		1. Activate prior knowledge about agents of change by [asking questions](#L1openingquestions), such as: “Can you think of any people who help others in the community?” and “Do you know of any people who make the world a better place through their hard work?”Give students time to think independently, then have them share their thoughts with a partner or small group before discussing as a whole class.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as printing, posting, or projecting the questions.* + 1. Complete a class [concept web](#L1conceptweb) with students’ ideas about what an agent of change is. Keep the completed concept web posted throughout the unit.

Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as having students create their own concept webs first, either individually or with a partner. Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as creating a digital file that can be shared with students and collecting images of agents of change making a difference.  |
| During the Lesson |
| * 1. Read the text: *Wangari’s Trees of Peace* by Jeanette Winter.
		1. Provide a purpose for reading. For example, say: “Throughout the unit, we will talk about a number of people who help others in the community and who make the world a better place. We will discuss agents of change. We will start by reading a book about an agent of change. While I am reading the story, think about how Wangari makes a difference in her community.” Providing students with a focus question prior to reading can help direct student attention to key information in the text and heighten engagement.
		2. Preview the text. Begin by showing students each page of the text. Ask students to make predictions about the text.
		3. Read the book. While reading, pause to ask prediction and inference questions, make connections, and analyze characters. For example, consider asking: “Why is Wangari crying?” “What do you think will happen next?” “How would you feel if you were put in jail for standing up for something you believe in?” Give students time to think independently, then have them share their thoughts with a partner or small group before discussing as a whole class.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as a video station where students can watch a [video of the book being read aloud](https://www.youtube.com/watch?v=jK1NndEf6f0).* + 1. **Optional activity:** Show a video about Wangari, such as “[I Will Be a Hummingbird](https://www.youtube.com/watch?v=IGMW6YWjMxw).” This video shows Wangari telling the story of a hummingbird working to put out a fire in the forest. The hummingbird, despite being very small, continues working to put out the fire. Wangari likens herself to the Hummingbird. This video, or a similar video, can help students see that each of us can do our part to make a difference in the world.
	1. Ask students to think about what questions they would ask Wangari if the class was interviewing her.
		1. Give students time to think independently, then have them share their thoughts with a partner or small group before discussing as a whole class. Provide sentence starters such as:
* “Why did you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”
* “How did you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”
* “What was one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”
* “Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”
* “What advice would you give \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing the questions on whiteboards or in notebooks. * + 1. Record student questions on a class anchor chart.
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| Lesson Closing |
| * 1. Discuss why Wangari is an agent of change. Ask students whether they agree she is an agent of change or not, and why they think so. Prompt students’ thinking by asking a reflective question such as: “If Wangari is an agent of change, what do you think an agent of change is?”Give students time to think independently, then have them share their thoughts with a partner or small group before discussing as a whole class. Provide sentence starters such as:
* “An agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “I think an agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “Agent of change means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “Agents of change \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
	1. Have students create their own definitions of *agent of change*.
		1. Give students time to think independently and write their definition on a Post-It.
		2. Have students share their definition with a partner and then with the whole class. Add the Post-Its to a class anchor chart about agents of change. Throughout the unit, students can add to the definition and add examples of agents of change to the chart.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, discussing orally, or writing in notebooks.* + 1. Point out how agents of change are people who lead by example while trying to make the world around them a better place. Highlight how agents of change often notice a problem, take action, and have an impact. Remind students that the class definition will be displayed and refined over the course of the unit.
	1. **Optional activities:** Challenge students to think about how they themselves can become agents of change. Sample activities include:
		1. Review an article about agents of change, such as “[UN Invites World’s Seven Billion People to Become Agents of Change on World Environment Day](http://www.un.org/apps/news/story.asp?NewsID=51063#.Vci0CflVikq).” The article includes images of people holding up their “pledges” to become agents of change. This site ties nicely into the concepts discussed in *Wangari’s Trees of Peace* and can help students see how small changes can have profound impacts.
		2. Have students think about how to “make this year awesome” for someone else, based on an idea from the [Kid President](http://www.kidpresident.com/whoweare.html).
		3. Have students record examples of agents of change and how kids can make a difference in the world in a reflection log. Students can write, draw, or use a computer to record their reflections throughout the unit.
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Lesson 1 Resources

* Lesson opening questions **(**[**available below**](#L1openingquestions)**)**
* Agent of change concept web **(**[**available below**](#L1conceptweb)**)**
* *Wangari’s Trees of Peace* by Jeanette Winter **(video of the book being read aloud available** [**here**](https://www.youtube.com/watch?v=jK1NndEf6f0)**)**
* Agent of change sentence frames **(**[**available below**](#L1frames)**)**

Lesson Opening Questions

Can you think of any people who help others in the community?

Do you know of any people who make the world a better place through their hard work?

Agent of Change Concept Web

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can you think of anyone who makes the world a better place through their hard work?

Agent of Change Sentence Frames

* An agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* I think an agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Agent of change means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Agents of change \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| Lesson 2**Days 2 and 3** | **Language of Interviews: Questions and Pronouns** | **Estimated Time:** 60 minutes per session |

**Brief overview of lesson:** Students will review question words and learn how to use part of the question in their response. Students will then recount information from *Wangari’s Trees of Peace* by answering *who, what, where, when, why,* and *how* questions. Students will also learn pronouns and how to use them to answer questions. Through practice asking and answering questions and using pronouns, students will begin to develop language needed for interviewing and reporting. As you plan, consider the variability of learners in your class and make adaptations as necessary.

What students should know and be able to do to engage in this lesson**:**

Basic understanding of question words (*who, what, where, when, why, how*).

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|  **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 Discuss by inquiring in order to plan and carry out an interview.G.2 Recount by paraphrasing in order to communicate the findings of an interview. | CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **Language Objectives** | **Essential Questions Addressed in the Lesson** |
| * Students will be able to recount information from a text by asking and answering questions (*what, where, when, who, why, how*).
* Students will be able to answer questions about a text using pronouns (e.g., *he, she, her, mine*).
 | Q.2 How can reporters use language to convey powerful messages? Q.4 How can people become agents of change and promote social justice? |
| **Assessment**  |
| * Formative assessment: Assess students’ use of learned language to recount the story by answering 5W + 1H questions (*who, what, where, when, why,* and *how*). Use this assessment to gauge students’ ability to retell information about the text and to answer 5W + 1H questions using part of the question in the answer.
* Formative assessment: Assess students’ application of learned language to ask and answer questions.
* Formative assessment: Assess students’ application of learned language to change nouns to pronouns in answers written during day 2.
* Self-assessment: Students will self-assess and self-monitor their learning in relation to the objective of the lesson.
 |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| Social instructional language; reading and/or listening to brief texts introducing topics with some supporting details that are composed of multiple related sentences with a loose cohesion of information and/or ideas; explaining original ideas with some detail. | Simple sentences and some compound and complex sentences in the past and present tense; questions.  | Topic vocabulary (*concept web, barren, agent of change, interview, article, refer back, social justice*); question words (*who, what, when, where, why, how*); pronouns (e.g., *I, my, mine, you, your, he, she, his, her*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** |
| * You may wish to project the class anchor chart and have students record the class’s responses as a reference sheet in their notebooks or an online notebook, such as [Zoho Notebook](https://www.zoho.com/notebook/).
* Depending upon student familiarity with question words, you may wish to extend practice with question words. You could take additional time to review when to use question words, discuss how to form questions, and create question word foldables.
* Post and share the lesson objective with students.
* Use formative assessments to inform instruction and make adjustments as needed.
* Additional vocabulary words that may need to be explicitly taught are: *notice, organize,* and *preserve.*
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may be uncomfortable with the concept of interviewing others and reporting on the interview.
* Students may be reluctant or feel uncomfortable about sharing personal information during interviews.
 |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students often confuse the meaning of each 5W + 1H question word. For example, students often confuse *who* and *how*. Consider reinforcing the meanings of question words, especially those two.
* Students often confuse short words and articles with pronouns.
* The word *change* is a word with multiple meanings, and students often confuse its different meanings. Consider reviewing or explicitly teaching the meaning of this word.
* Students often misspell the pronoun *mine* because of the silent *e*. Explicitly teach the spelling of this word.
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| **THE LESSON IN ACTION** |
| Day 2 Lesson Opening |
| * 1. Post and explain the lesson language objective: “Students will be able to recount information from a text by asking and answering questions (*what, where, when, who, why, how*)” and “Students will be able to answer questions about a text using pronouns (e.g., *he, she, her, mine*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. Consider having students record the objective in their notebooks. At the end of the lesson, students can reflect on their learning in relation to the objective.
	2. Introduce the lesson. For example, say: “Today we are going to continue to learn language to help us conduct interviews and create a newspaper article. We will begin by reviewing question words that will help us to interview our agent(s) of change. Questions often begin with question words. Today we will review and practice with the question words *who, what, where, when, why,* and *how.*”
	3. Review question words and structures.
		1. Show a video, such as the “[Question Words Song](https://www.youtube.com/watch?v=FKol8wznKXs).”
		2. Give students an opportunity to translate question words into their native language.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as a teacher-created question word anchor chart with graphic support. * + 1. Practice forming a few questions with students or ask students to share their own examples for each question word.
	1. Review how to answer a question using a part of the question in the response.
		1. Model with a few examples, such as: “What is the name of this book? The name of the book is \_\_\_\_\_\_\_\_\_\_\_\_.” “When do we have lunch? We have lunch at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
		2. Have students practice answering their own question examples, using part of the question in the answer. Then share questions and answers as a whole class.
 |
| During the Lesson |
| * 1. Answer questions about *Wangari’s Trees of Peace* by Jeanette Winter. For example, say: “We are going to reread *Wangari’s Trees of Peace* by Jeanette Winter. After we read the book, we will answer some questions about the book. Remember that each question word asks for a different type of information.”
		1. Preview a few questions, then read related portions of the text. Model how to answer a few questions, such as: “Who is the story about? The story is about \_\_\_\_\_\_\_\_\_\_\_\_\_.” “Where does the story take place? The story takes place in \_\_\_\_\_\_\_\_\_\_.” Sample questions include:
* “Who is the story about?”
* “Where does the story take place?”
* “What does Wangari do as a child?”
* “When does Wangari return to Africa?”
* “What does Wangari notice when she returns home?”
* “Why were the trees cut down?”
* “How does Wangari feel when she sees the barren land?”
* “What does Wangari decide to do?”
* “Who helps Wangari plant trees?”
* “How do the government men feel about women planting trees?”
* “What do the women continue to do while Wangari is in jail?”
* “What happens at the end of the story?”
* “Why can the village women walk straight and tall?”
* “What can you see in Kenya today?”
	+ 1. Preview a few more questions, and then read related portions of the text. Project the questions, provide students with a printed version of the questions, and/or have students view them on a computer. Give students time to think about the questions independently, and then have them share their answers with a partner. Then preview the next set of questions and read related portions of the text, pausing to answer questions. Sharing questions with students before reading can heighten engagement and focus student attention. Continue until all questions have been asked.
		2. As students respond, create a class anchor chart with their answers. Invite students to help write the responses.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as acting out the story, writing out the answers, and using a computer to answer questions. Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as having students do a write around where one student answers the question and then passes the paper to a neighbor. The neighbor reads the question, reads what the student wrote, and responds to what the student wrote. Alternatively, give small groups different sets of questions, have them answer the questions and then report out answers to the class.  |
| Lesson Closing |
| * 1. Have students answer one question independently, using part of the question in the answer. Then have them share their response with a partner. This can serve as a formative assessment of students’ ability to properly identify the type of information a question is looking for and to answer a question.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, using a computer, or dictating answers. * 1. **Optional activities:** Challenge students to begin thinking about how they themselves can become agents of change. Sample activities include:
		1. Review an article about agents of change, such as “[UN Invites World’s Seven Billion People to Become Agents of Change on World Environment Day](http://www.un.org/apps/news/story.asp?NewsID=51063#.Vci0CflVikq).” The article includes images of people holding up their “pledges” to become agents of change. This site ties nicely into the concepts discussed in *Wangari’s Trees of Peace* and can help students to see how small changes can have profound impacts.
		2. Have students think about how to “make this year awesome” for someone else, based on an idea from the [Kid President](http://www.kidpresident.com/whoweare.html).
		3. Have students record examples of agents of change and how kids can make a difference in the world in a reflection log. Students can write, draw, or use a computer to record their reflections throughout the unit.
 |
| Day 3 Lesson Opening |
| * 1. Review question words.
		1. Have students match [questions and answers](#L2questanswmatch) with a small group.
		2. Review questions and answers from Day 2.
	2. Introduce the focus of the day: pronouns. For example, say: “Today we will learn more language that will help us to interview and create a newspaper report on an agent of change. Today we will work with pronouns.”
		1. Depending upon student familiarity with pronouns, consider extending practice with pronouns for an additional day. If extending practice over two days, use the first day to focus on [first and second person pronouns](#L2pronouns12), and introduce [third person pronouns](#L23rdpnpronouns) on the second day.
		2. Begin by asking students to think about what a pronoun is and/or examples of pronouns. Have students share with a partner or small group first and then discuss as a whole class.
		3. Give students a definition of a pronoun, such as: “A pronoun is a word that can be used in the place of a noun.” Post this definition on the board, project it, or give students a printed version.
		4. Go over key pronouns, explaining what each one means. Give students the [full pronouns chart](#L2allpronouns) or separate charts based on whether pronouns will be explored in one or two days. Allow students to translate the pronouns into their native language. Consider spending some additional time discussing and modeling where different pronouns can be used in a sentence, such as how pronouns can be subjects or objects.
		5. Teach gestures to reinforce different types of pronouns. For example: first person (point to self), second person (point and look directly at another person), third person (point to someone away from you).
	3. Build background knowledge about pronouns. For example:
		1. Read a book about pronouns such as *Mine, All Mine!: A Book About Pronouns (Explore!)* by Ruth Heller or *I And You And Don't Forget Who: What Is a Pronoun? (Words Are Categorical)* by Brian P. Cleary.
		2. Show a video about pronouns, such as: “[Schoolhouse Rock!—Pronouns](https://www.youtube.com/watch?v=Eu1ciVFbecw).”
	4. Practice using pronouns by replacing nouns in a text with pronouns.
		1. Model how to do it first. For example, say: “The boy is tall” and write/project it. Ask students to think about what pronouns they could use to replace *the boy* (e.g., *he*). Rewrite the sentence with the pronoun: “HE is tall.”

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as projecting the sentences or having students view sentences on a computer. * + 1. Have students practice changing nouns to pronouns. Give them sentences with nouns and a pronoun word bank, and ask them to use the right pronoun to replace the noun in each sentence. Alternatively, put Velcro on incomplete sentences (missing the noun) and give students cut-out nouns and pronouns with Velcro on the back, so they can practice swapping nouns and pronouns. This could also be done with a whiteboard.
 |
| During the Lesson |
| * 1. Practice replacing nouns with pronouns using answers gathered from the text on Day 2. For example, say: “Now that we have practiced using pronouns, let’s revisit our answers from yesterday, identify the pronouns we see, and replace nouns with pronouns when we can.”
		1. Post the answer anchor chart from Day 2. Have students identify and highlight or circle pronouns.
		2. Model how to find nouns on the chart and change them into pronouns. For example:
* “Wangari is an agent of change” 🡪 “SHE is an agent of change.”
* “The trees were planted in Wangari’s yard” 🡪 “The trees were planted in HER yard.”
	+ 1. Have students identify nouns in the chart and change them into pronouns.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a text-to-speech reader. Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer. |
| Lesson Closing |
| * 1. Have students independently answer one question about Wangari using pronouns.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a speech-to-text software, writing, or using a computer.* 1. **Optional activity:** Read a newspaper article about someone making a difference aloud to the class. This reinforces the concept of agents of change and helps students develop an understanding of what information is included in newspaper articles. Before reading, give students a focus question, such as: “How did \_\_\_\_\_ make a difference in their community?” “How was \_\_\_\_\_ an agent of change?” Providing students with a focus question can help direct students’ attention during the reading and heighten engagement. Then ask students to craft a statement about what the featured person did and how the person is an agent of change.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as projecting the article, giving students a printed version of the article, or having students view it on a computer. Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as making oral, written, or typed statements.  |

Lesson 2 Resources

* *Wangari’s Trees of Peace* by Jeanette Winter **(video of the book being read aloud available** [**here**](https://www.youtube.com/watch?v=jK1NndEf6f0)**)**
* Resources about questions:
* Books: *Mine, All Mine!: A Book about Pronouns (Explore!)* by Ruth Heller; *I and You and Don't Forget Who: What Is a Pronoun? (Words Are Categorical)* by Brian P. Cleary.
* Video: “[Schoolhouse Rock!—Pronouns](https://www.youtube.com/watch?v=Eu1ciVFbecw)”
* Resources about agents of change: “[UN Invites World’s Seven Billion People to Become Agents of Change on World Environment Day](http://www.un.org/apps/news/story.asp?NewsID=51063#.Vci0CflVikq)” and “[Kid President Awesome Year](http://www.kidpresident.com/whoweare.html).”
* Sample 5W + 1H questions **(**[**teacher**](#L2questionsteacher) **and** [**student**](#L2questionsstudents) **versions available below)**
* Pronoun charts **(**[**first and second person only**](#L2pronouns12)**,** [**third person only**](#L23rdpnpronouns)**,** [**all pronouns**](#L2allpronouns) **available below)**
* Questions and answers for day 2 lesson opening **(**[**available below**](#L2questanswmatch)**)**

5W + 1H Questions (Teacher Version)

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| --- |
| *Wangari’s Trees of Peace***Who** is the story about?**Where** does the story take place?**What** does Wangari do as a child? |
| **When** does Wangari return to Africa?**What** does Wangari notice when she returns home?**Why** were the trees cut down?**How** does Wangari feel when she sees the barren land?**What** does Wangari decide to do? |
| **Who** helps Wangari plant trees?**How** do the government men feel about women planting trees?**What** do the women continue to do while Wangari is in jail? |
| **What** happens at the end of the story?**Why** can the village women walk straight and tall?**What** can you see in Kenya today? |

Using 5W + 1H Questions With Answer Blanks

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| ***Wangari’s Trees of Peace*****Who** is the story about? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Where** does the story take place? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**What** does Wangari do as a child? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **When** does Wangari return to Africa? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**What** does Wangari notice when she returns home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Why** were the trees cut down? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**How** does Wangari feel when she sees the barren land? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**What** does Wangari decide to do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Who** helps Wangari plant trees? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**How** do the government men feel about women planting trees? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**What** do the women continue to do while Wangari is in jail? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **What** happens at the end of the story? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Why** can the village women walk straight and tall? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**What** can you see in Kenya today? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

First and Second Person Pronouns

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **First Person Pronouns** | **Second Person Pronouns** |
| The one who is speaking:* I
* Me
* My
* Mine
* We
* Us
* Our
* Ours
 | The one spoken to/listener:* You
* Your
* Yours
 |

Third Person Pronouns

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Third Person Pronouns** |
| The one spoken about:* He
* Him
* His
* She
* Her
* Hers
* It
* Its
* They
* Their
* Theirs
* Them
 |

First, Second, and Third Person Pronouns

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **First Person Pronouns** | **Second Person Pronouns** | **Third Person Pronouns** |
| The one who is speaking:* I
* Me
* My
* Mine
* We
* Us
* Our
* Ours
 | The one spoken to/listener:* You
* Your
* Yours
 | The one spoken about:* He
* Him
* His
* She
* Her
* Hers
* It
* Its
* They
* Their
* Theirs
* Them
 |

Questions and Answers for Sorting/Matching Activity

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| **Questions** | **Answers** |
| What is your name? | My name is Robert Kimball. |
| I was born in Cancun, Mexico. | Where were you born? |
| Where do you live now? | I live in Milford, Massachusetts. |
| Where do you work? | I work at the New England Aquarium. |
| How long have you worked there? | I have been working there for six years. |
| I work with penguins and talk to people who visit the aquarium. | What do you do at work? |
| How do you like work? | The days are long but very interesting. |
| I started working with penguins because I think they are fascinating. | Why did you decide to work with penguins? |
| What is something interesting about penguins? | One interesting fact is that the emperor penguin can stay underwater for 20 minutes without coming up for air. |
| How can I get a job like yours? | If you love animals, it is never too early to begin volunteering. The animals will thank you! |

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| Lesson 3**Day 4** | **Learning about Agents of Change in Print Articles** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will learn about other agents of change, and continue learning about what being an agent of change means by reading informational articles. After reading, they will recount the article by answering *who, what, where, when, why,* and *how* questions and using pronouns. Students will also begin to understand the types of information included in an article. Activities in this lesson will serve as a language checkpoint, giving students an opportunity to demonstrate their learning in relation to the unit’s Focus Language Goals. As you plan, consider the variability of learners in your class and make adaptations as necessary.

What students should know and be able to do to engage in this lesson**:**

* Familiarity with question words (*who, what, where, when, why, how*) and pronouns.

Ability to complete a Do Now.

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 Discuss by inquiring in order to plan and carry out an interview.G.2 Recount by paraphrasing in order to communicate the findings of an interview. | CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Students will be able to recount information from an article using question words and pronouns. | Q.2 How can reporters use language to convey powerful messages? Q.4 How can people become agents of change and promote social justice? |
| **Assessment** |
| * Formative assessment: Assess students’ application of learned language on their completed “[Answering Questions from a Text](#L3answquestions)” handout.
* Formative assessment: Assess students’ application of learned language to use pronouns to answer questions.
* Formative assessment: Assess students’ application of learned language to answer the prompt “How is Wangari an agent of change? And what is an agent of change?”
* Self-assessment: Students will self-assess and self-monitor their learning in relation to the objective of the lesson.
 |
| **Thinking Space: What Academic Language will be practiced in this lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| Social instructional language; reading and/or listening to brief texts introducing topics with some supporting details that are composed of multiple related sentences with a loose cohesion of information and/or ideas; explaining original ideas with some detail.  | Simple sentences and some compound and complex sentences in the past and present tense; questions.  | Topic vocabulary (*concept web, barren, agent of change, interview, article, refer back, social justice*); question words (*who, what, when, where, why, how*); pronouns (e.g., *I, my, mine, you, your, he, she, his, her*). |
| **Instructional Tips/Strategies/Suggestions** **for Teacher** |
| * Consider extending this lesson over two days to provide more practice.
* On the first day, read one article as a whole class. Then have students work with a partner or small group to answer questions in the “[Answering Questions from a Text](#L3answquestions)” handout using part of the question and pronouns in each answer.
* On the second day, read the second article. Have students analyze the article with a partner, in a small group, or as a whole class. Then ask students to individually answer the questions using part of the question and pronouns in their answers. This provides a formative assessment of students’ learning so far.
* Post and explain the language objective at the beginning of the lesson.
* Use formative assessment results to inform/modify future instruction.
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may not have been exposed to a newspaper articles and may be unfamiliar with newspapers as a medium for communication.
* Students may be uncomfortable asking and answering interview questions.
 |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students often confuse the meanings of the 5W + 1H question words.
* Students often confuse short words and articles with pronouns.
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| **THE LESSON IN ACTION** |
| Lesson Opening |
| * 1. Post and explain the lesson language objective: “Students will be able to recount information from an article using question words and pronouns.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. Consider having students record the objective in their notebooks. At the end of the lesson, students can reflect on their learning in relation to the objective.
	2. Have students complete a Do Now where they respond to the prompt: “How is Wangari an agent of change?”
		1. Ask students to draw a picture and then create a statement as to how Wangari is an agent of change on the “Do Now” handouts ([version A](#L3howiswangariA) includes a word bank, [version B](#L3howiswangariB) does not).

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as using a text-to-speech reader or computer. Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer. * + 1. Give students time to do a quick turn-and-talk to share their response with a partner or small group. Sharing with a small group or partner first helps students build their ideas before coming together as a larger group, where not all students are comfortable sharing.
		2. Share as a whole class. Add details from students’ responses to the agent of change anchor chart, modifying the definition as needed.
 |
| During the Lesson |
| Introduce the focus of the lesson: learning about other agents of change by reading newspaper articles. For example, say: “Today we are going to continue working with questions and pronouns. We are going to work with an article about an agent of change. In the article we will learn about someone who, like Wangari, has made a difference. After we read the article, we are going to answer questions about the story. In our answers we will use part of the question and pronouns.”* 1. Review what newspaper articles are.
		1. Ask reflective questions, such as: “What is the purpose of a newspaper article?” to heighten engagement and help students begin to think about the use of newspaper articles to report information.
		2. If using a newspaper bulletin board or newspaper corner in the classroom, have students spend time reviewing it and adding their own contributions. While students are viewing the articles, prompt students’ thinking by asking questions, such as: “What do you see? What do you notice?” Have students think about the questions independently first, then discuss as a whole class. During the discussion, confirm and/or point out that just like a story, articles have a central message.
	2. Introduce the first newspaper article. For example, say: “The article that we are going to read today is about an agent of change. What kinds of information do you think we will find in the article?”
		1. Allow time for quiet reflection, then have students share with a partner.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing in notebooks or on whiteboards, using a computer, or orally discussing.* + 1. Discuss the questions as a whole class. Record information that students predict will be in the article.
	1. Read the article about an agent of change for social justice, such as “[Kids Make a Difference](http://teacher.scholastic.com/scholasticnews/indepth/one_world/world_together/index.asp?article=kids)” by Gretchen Scott.
		1. Preview questions that students will answer after reading to help focus student attention and heighten engagement.
		2. Read the text together as a whole class, or have students read it in small groups. If using the suggested article or a similar article, consider chunking the article and having students work in small groups to analyze ONE of the children mentioned in the article. Also, consider highlighting key words in the text and providing a glossary for these terms.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as projecting the article on the board/screen, reading it on a computer, using a text-to-speech reader, or reading printed copies of the text. * 1. Have students individually complete the “[Answering Questions from a Text](#L3answquestions)” handout using the article as a reference. Remind students to use part of the question, complete sentences, and pronouns in their answers. Consider prompting students to write longer responses for each question whenever possible. At the end of the lesson, collect handouts and score student work using the [language checkpoint rubric.](#L3langcheckrubric) This activity serves as a language checkpoint, an opportunity for students to demonstrate their learning in relationship to the unit’s Focus Language Goals.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as: using a computer.  |
| Lesson Closing |
| Review student work.* + 1. Have students circle or highlight the pronouns that they have used in their “[Answering Questions from a Text](#L3answquestions)” handout. Ask them to compare pronouns with a partner or share with the class.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a text-to-speech reader and/or speech-to-text software. * + 1. Discuss as a whole class how the person featured in the article is an agent of change.
	1. Discuss what an agent of change is further. Read a brief article from the *Kid President’s Guide to Being Awesome* by Robby Novak and Brad Montague.
		1. Before reading, provide focus questions such as: “What did \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do to make a difference? How is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an agent of change?”
		2. Read the article.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as reading photocopies of the text, projecting the text, or having students view the text on a computer while you read aloud.* + 1. After reading, give students time to think about the questions independently before turning and talking with a partner. Then discuss the questions as a whole class.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using whiteboards, using computers, or orally discussing. * 1. Revisit the class definition of *agent of change* previously recorded on the anchor chart, and have students add to the definition as needed.
	2. **Optional activity:** If students are using a reflection log, invite students to reflect on the agents of change studied in Lesson 3. Students can write, draw, or type responses on a computer.
 |

Lesson 3 Resources

* Articles: “[Kids Make a Difference](http://teacher.scholastic.com/scholasticnews/indepth/one_world/world_together/index.asp?article=kids)” by Gretchen Scott and *Kid President’s Guide to Being Awesome* by Robby Novak and Brad Montague.
* “Answering Questions from a Text” handout **(**[**available below**](#L3answquestions)**)**
* Language checkpoint rubric **(**[**available below**](#L3langcheckrubric)**)**
* “Do Now: How Is Wangari an Agent of Change?” handouts **(**[**version A**](#L3howiswangariA) **with word bank and** [**version B**](#L3howiswangariB) **without word bank available below)**
* Pronoun charts from Lesson 2 **(**[**available above**](#L2allpronouns)**)**
* Previous anchor charts

Do Now: How Is Wangari an Agent of Change? (A)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
|  |
| Wangari agent of change treesplant seedlings destroyed Africa  |

How is Wangari an agent of change?

Do Now: How Is Wangari an Agent of Change? (B)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

|  |
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How is Wangari an agent of change?

Answering Questions from a Text

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Answer the following questions. Use **pronouns** in your answers.

|  |
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| 1. **Who** is the agent of change in the text?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **What** does the agent of change do to make a difference in the world?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **When** did this person decide to make a difference in the world as an agent of change?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **Where** is this agent of change making a difference?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **Why** did this person decide to make a difference in the world?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. **How** does this agent of change make a difference in the world?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Language Checkpoint Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Question Words** | **Yes** | **No** | **Teacher Feedback** |
| **Who?** | Student successfully writes a sentence identifying the agent of change. | Student does not successfully write a sentence identifying the agent of change. |  |
| **What?** | Student successfully writes a sentence identifying what the agent of change did. | Student does not successfully write a sentence identifying what the agent of change did. |  |
| **When?** | Student successfully writes a sentence identifying when the agent of change decided to make a difference. | Student does not successfully write a sentence identifying when the agent of change decided to make a difference. |  |
| **Where?** | Student successfully writes a sentence identifying where the agent of change does his/her work. | Student does not successfully write a sentence identifying where the agent of change does his/her work. |  |
| **Why?** | Student successfully writes a sentence identifying why the agent of change began his/her work. | Student does not successfully write a sentence identifying why the agent of change began his/her work. |  |
| **How?** | Student successfully writes a sentence describing how the agent of change makes a difference. | Student does not successfully write a sentence identifying how the agent of change makes a difference. |  |
| **Pronouns** | Student successfully and appropriately uses pronouns in their answers. | Student does not successfully nor appropriately use pronouns in their answers.  |  |

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| Lesson 4**Day 5** | **Exposure to Agents of Change in Interviews: Working with Question Words and Pronouns to Conduct an Interview** | **Estimated Time:** 60 minutes |

**Brief overview of lesson:** Students will watch a recorded interview with another agent of change. They will note what types of questions are asked, the kind of information gathered in the interview, and how it was conducted. Students will then practice informally asking a peer interview questions. As you plan, consider the variability of learners in your class and make adaptations as necessary.

What students should know and be able to do to engage in this lesson**:**

* Familiarity with question words (*who, what, where, when, why, how*) and pronouns.

Ability to complete a Do Now.

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.2 Recount by paraphrasing in order to communicate the findings of an interview. | CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **Language Objective** | **Essential Questions** **Addressed in the Lesson** |
| Students will be able to ask and answer questions using question words and pronouns. | Q.2 How can reporters use language to convey powerful messages? Q.4 How can people become agents of change and promote social justice? |
| **Assessment** |
| * Formative assessment: Assess students’ application of learned language to ask and answer interview questions.
* Formative assessment: Assess students’ application of learned language to complete the “[Listening for Question Words](#L4questionwords)” handout.
* Formative assessment: Assess students’ application of learned language to orally share what they learned during their “interview.”
* Self-assessment: Students will self-assess and self-monitor their learning in relation to the objective of the lesson.
 |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| Social instructional language; reading and/or listening to brief texts introducing topics with some supporting details that are composed of multiple related sentences with a loose cohesion of information and/or ideas; explaining original ideas with some detail. | Simple sentences and some compound and complex sentences in the past and present tense; questions.  | Topic vocabulary (*concept web, barren, agent of change, interview, article, refer back, social justice*); question words (*who, what, when, where, why, how*); pronouns (e.g., *I, my, mine, you, your, he, she, his, her*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** |
| * Model how to ask and answer interview questions to reinforce these skills for students.
* Post and explain the language objective at the beginning of the lesson.
* Use formative assessment results to inform/modify future instruction.
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may not have been exposed to a physical newspaper.
* Students may be reluctant to share personal information during interviews.
 |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| * Students often confuse the 5W + 1H question words.
* Students often confuse short words and articles with pronouns.
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| **THE LESSON IN ACTION** |
| Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to ask and answer questions using question words and pronouns.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. Consider having students record the objective in their notebooks. At the end of the lesson, students can reflect on their learning in relation to the objective. * 1. Have students complete a Do Now reviewing pronouns independently, with a partner, or in a small group. Give them a scrambled version of the [pronoun charts](#L2allpronouns) from Lesson 2, and ask students to place pronouns in the correct column (1st, 2nd, or 3rd person pronouns).

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer, pointing to the correct column, or sorting cut-up pronouns. |
| During the Lesson |
| Introduce the focus of the lesson: interviews. For example, say: “Yesterday we read an article about an agent of change and answered questions about the article. If we wanted to write an article about an agent of change, how could we collect information about the person?”* + 1. Give students time to think about the question independently first, then have them share with a partner before discussing as a whole class.
		2. During the discussion, point out how interviews can be used to collect information. Explain what an interview is and review the purpose of an interview.
		3. Brainstorm with students what they know about interviews, such as what happens during an interview. Review the purpose of an interview. You may want to ask students to think about what we do during an interview.
	1. Show an example of an interview for students to analyze the types of questions asked. For example, say: “Now that we know what an interview is for, we will watch and listen to a video of an interviewer who asks questions to find out information. During the interview we are going to listen for what type of questions the interviewer asks.”
		1. Before showing the video, ask students to raise their hands during the interview when they hear question words. Ask a couple of class helpers to put tally marks under the appropriate question word on the “[Listening for Question Words](#L4questionwords)” handout. This tally can help students visually see the range of questions used in the interview and how the interviewer uses questions to gather information.

Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as having students use whiteboards to individually tally the question words they hear. * + 1. Show the video, pausing to tally question words when students identify them. Suggested interviews include “[Kid Reporters Interview the President](https://www.youtube.com/watch?v=jBrFuArJK1U)” (a collection of video interviews with the president that shows students conducting a formal interview; show one or more of the clips) and “[Teddy Bears for Haiti](https://www.youtube.com/watch?v=eCRHzjIn4JA&app=desktop)” (an interview with a young boy who started a teddy bear drive). Alternatively, show a video of an interview with a local agent of change.
		2. After the video, discuss the question word tallies and what happens during an interview. Prompt students to discuss what kinds of questions were asked and the kind of information learned during the interview. Give students time to think about these questions independently first, then have them share with a partner before discussing as a whole class.
	1. Discuss questions students could use in their own interviews to write an article about an agent of change.
		1. Ask: “If we were going to write an article about an agent of change based on an interview, what questions would help us the most?” This can help students begin to think about how to prioritize information gathered in an interview. Give students time to think about these questions independently first, then have them share with a partner before discussing as a whole class.
		2. **Optional activity:** Create an article with students based on the interview they watched. Through creating the article, students can further develop an understanding of how to prioritize information, focusing on what the person did and how the person worked to make a difference.
	2. Give students an opportunity to practice interviewing each other.
		1. Assign partners to interview each other, and provide students with prepared questions or question frames for creating their own questions. Sample questions and frames are provided below:

|  |  |
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| **Questions** | **Question Frames** |
| * What is your favorite color?
* Do you have any pets?
* Do you play any sports?
* Do you have a favorite song?
* Do you have any siblings?
* How many siblings do you have?
* What is your favorite subject?
* Where were you born?
 | * Who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Where \_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* Why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
 |

* + 1. Go over interview protocol and discuss interview norms. For example, first partner A interviews partner B, and then they switch roles. It may be useful to introduce terms such as *interviewer* (the person who asks questions)and *subject* (the person who answers questions) to refer to people participating in the interview.
 |
| Lesson Closing |
| Model how to share information learned during an interview for students. Consider modeling how to paraphrase. * 1. Have students orally share with the class at least one detail they learned during their interview.
	2. Ask students to complete an exit ticket where they write one of the questions they asked their peer and the peer’s response.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using speech-to-text software or a computer. |

Lesson 4 Resources

* Interviews about agents of change, such as “[Kid Reporters Interview the President](https://www.youtube.com/watch?v=jBrFuArJK1U)” and “[Teddy Bears for Haiti](https://m.youtube.com/watch?v=eCRHzjIn4JA)”
* Pronoun charts **(**[**available above**](#L2allpronouns)**)**
* “Listening for Question Words” handout **(**[**available below**](#L4questionwords)**)**

Listening for Question Words

Directions: Listen to the interview. When you hear a question word, put a tally or check mark under the appropriate question word.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Who?** | **What?** | **When?** | **Where?** | **Why?** | **How?** |
|  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Lesson 5**Days 6 and 7** | **Learning about Agents of Change in Interviews** | **Estimated Time:** 60 minutes per session |

**Brief overview of lesson:** Students will practice identifying pronouns in written work and then determine the point of view of articles by looking at pronouns. They will also continue learning about different agents of change and how people can make a difference in their community. As you plan, consider the variability of learners in your class and make adaptations as necessary.

What students should know and be able to do to engage in this lesson**:**

* Ability to use question words appropriately.

Basic knowledge of interviews.

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 Discuss by inquiring in order to plan and carry out an interview.G.2 Recount by paraphrasing in order to communicate the findings of an interview. | CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.L.3.3a—Choose words and phrases for effect. |
| **Language Objective** | **Essential Questions Addressed in the Lesson** |
| Students will be able to analyze the point of view of a text by identifying pronouns. | Q.3 Why is it important to use reporting as a way to share information learned through interviews?Q.4 How can people become agents of change and promote social justice? |
| **Assessment** |
| * Formative assessment: Assess students’ application of learned language to identify the point of view of an article using the “[Point of View](#L5pointofview)” handout (both first and third point of view).
* Formative assessment: Assess students’ application of learned language to recount how the individuals in the articles were agents of change.
* Self-assessment: Students will self-assess and self-monitor their learning in relation to the objective of the lesson.
 |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| Social instructional language; reading and/or listening to brief texts introducing topics with some supporting details that are composed of multiple related sentences with a loose cohesion of information and/or ideas; explaining original ideas with some detail. | Simple sentences and some compound and complex sentences in the past and present tense; questions.  | Topic vocabulary (*concept web, barren, agent of change, interview, article, refer back, social justice, point of view*); question words (*who, what, when, where, why, how*); pronouns (e.g., *I, my, mine, you, your, he, she, his, her*). |
| **Instructional Tips/Strategies/Suggestions** **for Teacher** |
| * Consider creating mentor-mentee pairings for independent reading activities.
* Before reading the articles, highlight text features such as the title, date, and author, as well as section headings and how they relate to the main idea.
* While reading aloud, showcase reading strategies such as sounding out words, chunking, and rewording the text, and model them for students.
* Post and explain the language objective at the beginning of the lesson.
* Use formative assessment results to inform/modify future instruction.
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| Some students may have little experience with interviews. |
| **Anticipated Student Pre-Conceptions/Misconceptions** |
| Students may confuse “eye” and “I.” Review the difference between the way these two words are used.  |

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| **THE LESSON IN ACTION** |
| Day 6 Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to analyze the point of view of a text by identifying pronouns.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. Consider having students record the objective in their notebooks. At the end of the lesson, students can reflect on their learning in relation to the objective. * 1. Have students complete a Do Now where they define the word *interview* in their own words. Provide a sentence frame such as: “An interview is when \_\_\_\_\_\_\_\_\_\_\_\_\_.” Give students time to finish their sentences, share them with a partner, and then share definitions out loud with the class.
	2. Review what students learned about interviews in previous lessons. Highlight what information is gathered in the interview.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using whiteboards, using computers, writing, or dictating responses. |
| During the Lesson |
| Introduce *point of view*.* + 1. Show the “[Point of View](#L5pointofview)” handout on the overhead or project it.Give students a printed copy of the chart.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as viewing the chart on a computer. * + 1. Explain how all writing is told from a point of view (POV) and that there are different points of view based on who is narrating and what they are trying to say.
		2. Explain that some articles are written in the first person point of view, and ask: “What are the first person pronouns?”Have students find the answer in the “[Point of View](#L5pointofview)” handout and then share with the class.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as pointing to the chart or orally discussing with a partner. * 1. Introduce a new article written from the first person point of view to analyze. For example, say: “Today we will look at an article that is written in interview format. The article we are working with is about an agent of change and is written from the first person point of view. While we are reading the article, listen for evidence that supports this statement. We will read the article twice. The first time we read the article, we will focus on why the person is an agent of change. The second time we read the article, we will focus on the pronouns the author uses.”
		1. Read the article aloud. Give students a printed copy of the article to follow along. Suggested articles: “Yash Gupta Interview” from *Kid President’s Guide to Being Awesome* by Robby Novak and Brad Montague.
		2. Ask students to think about why the person being interviewed is an agent of change. Give students time to think about this question, and then have them share with a partner before discussing with the whole class. Provide sentence frames, such as:
* “One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an agent of change is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was an agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “An example of how \_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference is by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, typing, drawing, or dictating. * + 1. Consider also showing a video about the agent of change being interviewed. For example, if working with the Yash Gupta interview, show “[Teen’s Vision: Help Children See Clearer](http://www.cnn.com/2013/09/05/health/cnnheroes-gupta-glasses/).” Offer a video station for students so they can watch the video independently, use translate captions, adjust the speed of the video, and pause it to ask clarifying questions as needed.
 |
| Lesson Closing |
| Reread the article using the “[Point of View](#L5pointofview)” handout to identify pronouns and the article’s point of view. * + 1. Project the template, and provide students with their own copies of the template.
		2. Before reading, ask students to say “STOP!” when they hear a pronoun and explain why they said “stop” (e.g., “*I* is a pronoun”; “*I* is a first person pronoun”).

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as thumbs-up signals, writing on whiteboards, or highlighting pronouns in the printed copy of the article. * + 1. Copy pronoun examples identified by students into the handout, and circle the pronouns in the article. Invite students to help you complete the template.
		2. Repeat this process until students identify three or more first person pronoun examples, or until enough pronouns have been identified to provide sufficient evidence that the article is written in first person point of view. Discuss how the number of first person pronouns shows that the article is written from the first person point of view. Alternatively, have students complete their own “[Point of View](#L5pointofview)” handout.
		3. Reinforce for students how first person pronouns are very common in interview responses because people being interviewed are answering questions about themselves. Explain that in contrast, newspaper articles are written from the third person point of view because articles discuss another person.
	1. **Optional activities:**
		1. Write a newspaper article with the students about the agent of change featured in the lesson’s interview. This can help students practice turning an interview into a newspaper article (which involves changing information from first person to third person point of view). This also helps reinforce how to prioritize what to include in a newspaper article.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer. Teacher Tip: Students can co-create a newspaper article using a file-sharing program, such as Google Docs. * + 1. If using a reflection log or journal, give students time to reflect on the agent of change discussed in the lesson or on how they can make a difference in the world.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, drawing, or using a computer.  |
| Day 7 Lesson Opening |
| Have students complete a Do Now where they list as many first, second, and third person pronouns they can recall independently. If the class pronoun anchor chart is posted, cover it up to see what students have learned so far. Then have students share with a partner before discussing as a whole class. Show the [pronoun charts](#L2allpronouns), or revisit the class anchor chart to let students compare their responses with the chart. This Do Now provides a formative assessment of students’ understanding of pronouns. Use information gathered from this activity to inform future instruction. * 1. Revisit the agent of change anchor chart.
		1. Give students time to think of any additional information or examples they would like to add, then have students write them on Post-Its.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer or having students orally discuss their answers. * + 1. Have students share with a partner or small group, and then discuss as a whole class, adding new information to the chart.
	1. Revisit the newspaper bulletin board, if using one. Review any new articles that may have been added, or have students contribute their own articles to the board. Add the jointly created newspaper from Day 6 (if completed).
 |
| During the Lesson |
| Introduce the purpose of the lesson. For example, say: “Today we are going to work with an article written from the third person point of view about an agent of change.” Reminding students to think about how the person is an agent of change and to be aware of the pronouns used in the article can help focus students’ attention and heighten engagement. * 1. Read a new article about an agent of change. Several articles are featured in [ChildrensPeacePrize.org](http://childrenspeaceprize.org/), or an article about [Backpacks for New Beginnings](https://www.xbhs.com/news-detail?pk=860565).
		1. Project the article, give students a copy of the article, or have students view the article online.
		2. Before reading say: “Now we are going to compare the pronouns from this article to the pronouns in the article written from the first person point of view that we read yesterday. While I am reading, think about what pronouns are different.”
		3. Read the article. Just as on Day 6, ask students to say “STOP!” when they hear a pronoun, and stop reading to ask why they called “stop.” Write down the pronouns on the “[Point of View](#L5pointofview)” handout.
		4. Use the handout and identified pronouns to help students figure out the article’s point of view.
	2. Review how the article’s subject is an agent of change. Ask: “How is \_\_\_\_\_\_\_\_\_\_\_\_\_ an agent of change?”
		1. Give students time to reflect independently before having them create a statement in response to the question. Remind students to use pronouns, and provide [sentence frames](#L5sentencframes), such as:
* “One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an agent of change is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was an agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “An example of how \_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference is by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a whiteboard, using a computer, or orally discussing with a partner before writing the statement.* + 1. Have students share their statements with a partner.
 |
| Lesson Closing |
| Have students identify the point of view of another article, such as “[Kids Take Action Around the World](http://teacher.scholastic.com/scholasticnews/indepth/one_world/world_together/index.asp?article=kidstakeaction).”* + 1. Read the article as a whole class, have students read it independently, or have students read it in small groups.
		2. Have students fill out the “[Point of View](#L5pointofview)” handout with a partner after reading the article. Students can highlight the pronouns in the article as well. After the handout is completed, ask students to state what point of view the article is written from.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer.* + 1. Ask partners to orally share their work with another group. This can serve as a formative assessment of students’ ability to use pronouns to analyze an article’s point of view.
		2. As a whole class, discuss how newspaper articles can be a powerful mode of communicating a message.
	1. **Optional activity:** Challenge students to begin thinking about making a difference and practice interviewing.
		1. Revisit the definition of *agent of change* in the anchor chart, and add to it as needed.
		2. Have students respond in their reflection logs to questions about someone who has made a difference in his/her community as an agent of change and how students can make a difference or be an agent of change.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer. * + 1. Ask students to interview each other about who has made a difference in their own community or how they could make a difference/be an agent of change. Provide sample questions or create them with students. Suggested questions include:
		- “Who is making/made a difference in your community?”
		- “How did \_\_\_\_\_\_\_\_\_\_\_\_\_\_ make a difference in your community?”
		- “Why did you say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference in your community?”
		- “How can you make a difference? How can you be an agent of change?”
		- “What would you try to fix?”
		1. After each student has had an opportunity to interview at least one other student and to be interviewed by at least one other student, have them write a small summary of their interview. Alternatively, have each student orally tell one thing that they learned from their interview. Through these reflective questions, students can further develop their understanding of agents of change, personalize their learning, and increase their understanding of how small changes can have profound impacts.
 |

Lesson 5 Resources

* Optional videos: “[Teen’s Vision: Help Children See Clearer](http://www.cnn.com/2013/09/05/health/cnnheroes-gupta-glasses/),” “[A Random Kid Mobilizing Millions: Women Entrepreneurs #10](https://m.youtube.com/watch?v=Db5cHcV4zIo)”
* “Point of View” handout **(**[**available below**](#L5pointofview)**)**
* Pronoun charts **(**[**available above**](#L2allpronouns)**)**
* Sentence frames **(**[**available below**](#L5sentencframes)**)**

Point of View

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Definition:** Point of view is the choice the author makes for the **narrator** to tell a story.

A **narrator** is the person who tells the story.

|  |  |  |
| --- | --- | --- |
| Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The **narrator** said:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The **narrator** said:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The **narrator** said:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The **narrator** said:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The **narrator** said:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The **narrator** said:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Point of view: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Sentence Frames

One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an agent of change is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was an agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

An example of how \_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference is by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| Lesson 6**Days 8, 9, 10, and 11** | **Practicing Interviewing and Reporting**  | **Estimated Time:** 60 minutes per session |

**Brief overview of lesson:** Students will learn how to write an article based on an interview. They will practice asking and answering interview questions, watch the teacher model how to write an interview-based article, and then practice writing their own articles. Students will also learn ways to prioritize information and use transition words and conjunctions to make their writing less repetitive. As you plan, consider the variability of learners in your class and make adaptations as necessary.

What students should know and be able to do to engage in this lesson**:**

* What a newspaper or magazine article might look like.

Students should know that a reporter is someone who writes and shares information.

|  |
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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson**  |
| G.1 Discuss by inquiring in order to plan and carry out an interview. G.2 Recount by paraphrasing in order to communicate the findings of an interview. | CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.L.3.3a—Choose words and phrases for effect.CCSS.W.3.5—With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| **Language Objectives** | **Essential Questions** **Addressed in the Lesson** |
| * Students will be able to ask and answer questions using question words and pronouns.
* Students will be able to write a short article using pronouns, transition words (*also, additionally*), and conjunctions (*and, or, but*).
 | Q.1 How does one determine when to use formal academic language versus informal social language?Q.2 How can reporters use language to convey powerful messages? Q.3 Why is it important to use reporting as a way to share information learned through interviews? |
| **Assessment**  |
| * Formative assessment: Assess students’ application of learned language to create interview questions.
* Formative assessment: Assess students’ application of learned language to practice interviewing a peer.
* Formative assessment: Assess students’ application of learned language to organize information from interviews.
* Formative assessment: Assess students’ application of learned language to create sample newspaper article drafts based on interviews with highlighted conjunctions and transition words.
* Formative assessment: Assess students’ application of learned language to orally share what they learned in their interviews.
* Formative assessment: Assess students’ application of learned language to identify and sort formal and informal language samples.
* Self-assessment: Students will self-assess and self-monitor their learning in relation to the objective of the lesson.
 |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| Social instructional language; reading and/or listening to brief texts introducing topics with some supporting details that are composed of multiple related sentences with a loose cohesion of information and/or ideas; explaining original ideas with some detail. | Simple sentences and some compound and complex sentences in the past and present tense; questions.  | Topic vocabulary (*concept web, barren, agent of change, interview, article, refer back, social justice, point of view, reporter, response, paraphrase, formal/informal language*); question words (*who, what, when, where, why, how*); pronouns (e.g., *I, my, mine, you, your, he, she, his, her*); conjunctions (*and, but*); transition words (*also, additionally*). |
| **Instructional Tips/Strategies/Suggestions for Teacher** |
| * Review subject-verb agreement with students, highlighting the *–s* ending for the third person singular.
* Create a punctuation anchor chart as a reference for students.
* Provide students with an anchor chart and/or a personal reference sheet of specific conjunctions and transitions words that they will be expected to use in their articles.
* Consider extending Day 9 over two days to provide additional practice.
* Post and explain the language objective at the beginning of the lesson.
* To use the cut and grow strategy, have students “cut up” their writing. This allows students to physically move their writing around and see where they can combine sentences, use pronouns, and/or expand upon sentences with additional evidence or descriptive details.
* Use formative assessment results to inform/modify future instruction.
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * If using native language translations, point out the different meanings and translations of words such as *porque* and *por qué* (first one means *because*, second one means *why*).
* Interviewing and reporting are formal forms of communication, much different from chatting with friends or family. Students may have little or no experience communicating in more formal registers.
 |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| Many students’ only exposure to news is through television. Bring examples of physical newspapers and magazines to show what print media looks like. |

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| **THE LESSON IN ACTION** |
| Day 8 Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to ask and answer questions using question words and pronouns.” and “Students will be able to write a short article using pronouns, transition words (*also, additionally*) and conjunctions (*and, or, but*).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. Consider having students record the objective in their notebooks. At the end of the lesson, students can reflect on their learning in relation to the objective. * 1. Introduce the lesson. For example, say: **“**Today we are going to practice language needed for interviewing and reporting.”
	2. Review the purpose of an interview.
	3. Have students complete a Do Now where they write 5W + 1H questions to ask their teacher in an informal interview. Provide a focus for the interview so students can practice creating targeted questions (e.g., an interview about a particular hobby). By targeting the interview topic, students can practice focusing the questions, a key skill for interviewing. Also, remind students that during an interview, the interviewer is using second person pronouns, such as *you* and *your.*

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using whiteboards, computers, and/or Post-Its. * 1. Have students interview you using questions created in the Do Now. Highlight how students’ questions use second person pronouns and your responses will include first person pronouns, such as *I, me,* and *my.* Record your responses using the board, a projector, or a computer.
 |
| During the Lesson |
| Review the terms *informal* and *formal language.* For example, say: “We are going to practice turning the interview you just did into an article, but before we do, we are going to learn language to help us create our article. Reporters use formal language in their reporting.”* + 1. Explain why it is important to learn formal English, and discuss situations where it is useful. For a discussion of formal and informal language and a sample continuum, see: “[Formal and Informal English](http://www.antimoon.com/how/formal-informal-english.htm).” Consider having students look up native language translations for the two terms or examples of each in their native language.
		2. Explain how articles are written in formal language, which means they do not have informal words such as *gonna, cuz, wanna,* contractions, or other examples of everyday social language. You may wish to refer to [antimoon.com](http://www.antimoon.com/) for information about formal and informal language (note that this is a teacher resource). Model how to rewrite these common words using more formal language so students can see the difference between the two.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as viewing on a computer. * + 1. Have students practice rephrasing an informal statement into a more formal statement with partners.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using whiteboards, using computers, or discussing orally.* 1. Work with students to start writing an article using information from the interview.
		1. Model how to prioritize information for the article.
		2. Begin writing the article with students, eliciting information and modeling how to turn informal language into formal language.
 |
| Lesson Closing |
| Have students finish the article with a partner or small group. This can serve as a formative assessment of students’ ability to use pronouns, use formal language, and prioritize information to use in an article.  |
| Day 9 Lesson Opening |
| Have students complete a Do Now where they cut, sort, and paste [examples](#L6formalvsinformal) of formal and informal language into a [formal vs. informal language T-chart](#L6formalvsinformalTchart) with a partner or small group. While students work, circulate and ask students why they placed pieces of language in the respective columns. |
| During the Lesson  |
| Introduce the focus of the lesson: interviewing a classmate. For example, say: “Yesterday, you practiced asking me interview questions. Today you will have the opportunity to interview a classmate.”* + 1. Remind students that reporters use formal language in their interviewing and reporting.
		2. Go over task instructions: students will work with a partner to ask interview questions and record responses in the “[Friendly Interview](#L6friendlyinterview)” handout. Remind students to use part of the question in their responses, and tell them to use the formal language T-chart as reference.
		3. Model how to answer one or two questions and write responses. For example:
* “Where were you born? I was born in \_\_\_\_\_\_\_\_\_\_\_\_.”
* “What is your favorite subject? My favorite subject is \_\_\_\_\_\_\_\_\_\_\_\_.”
	+ 1. Have students interview a classmate.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, using a computer, and/or using audio recorders.  |
| Lesson Closing |
| Have students share facts they learned about their partner during the interviews using an inside circle-outside circle. Ask students to form two circles: one inside facing out and one outside facing in. Tell students on the inside circle to ask: “What is one interesting fact you learned during your interview?”and students on the outside circle to respond: “One interesting fact that I learned was \_\_\_\_\_.” Remind students that they can refer to their notes from the interview. Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as sharing in a small group. |
| Day 10 Lesson Opening |
| Give students examples of newspapers and magazines to look at and gain further exposure to articles. Explain how articles are the results of interviews or research and that students will use their interview data to write articles like the ones in the print media they are analyzing. Draw attention to the front pages of newspapers, noting text features such as the title, city, day, date, article titles, and bylines. |
| During the Lesson |
| Introduce the lesson: creating articles based on interviews. For example, say: “Today we are going to practice turning our interviews into articles.”* + 1. Model how to write an article based on an interview you conducted with another teacher. Begin the article by completing key text features (title, city, date, etc.).
		2. Co-construct the first sentence of the article with students. A sample starter sentence may be: “Jane is an interesting teacher.” Post this on the board, project it, or use a file share such as Google Docs so that students can review sample starter sentences.

Provide [options for engagement](https://udlguidelines.wordpress.com/principle-iii/), such as asking students to offer their own suggestions for starter sentences.* + 1. Show and read through a completed article following the [newspaper article template](#L6newspapertemplate). Consider writing an article with repetitive pronoun use to illustrate the repetition students should avoid. Sample model article: “She lives in Boston. She lives with her dog. She likes to ride her bicycle.”

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as giving student a printed version of the model article, having them view it on a computer, and translating it into students’ native languages. * + 1. Ask: “How can we make this a stronger article with less repetition?” Give students time to think about it independently first, then have them work with a partner to brainstorm ideas for how to strengthen the paragraph. Discuss as a whole class.
		2. Introduce or review each conjunction (*and, but, or*) and transition word (*also, additionally*). Consider asking students to share what they already know about these conjunctions and transition words. Define each conjunction and transition word. Model examples of when to use each. For example: “I like pizza *and* ice cream means I like both.”; “I like pizza *but* not carrots means I like pizza. I do not like carrots.”; “I will go to the movies *or* the mall. These are alternatives.”
		3. On an overhead or with a projector, demonstrate how to combine sentences using conjunctions (*and, but, or*) and transition words (*also, additionally*) to create a less repetitive and interesting article. Alternatively, have students help you combine sentences and/or use a strategy such as cut and grow.
	1. **Optional activity:** If articles were created as a whole class in previous lessons, have students work with a partner or small group to practice making them less repetitive and more interesting by using conjunctions and transition words. Revisiting a previously written article can help students gain confidence in revising text.
 |
| Lesson Closing |
| Have students write the title, byline, and starter sentences of their article based on their friendly interviews using the [newspaper article template](#L6newspapertemplate). Remind students to complete every part of the template, including the title, date, etc. |
| Day 11 Lesson Opening |
| Have students complete a Do Now where they share the title, byline, and starter sentences of their articles.Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as sharing with a partner, sharing with a small group, or using a program such as Google Docs or [Padlet](https://padlet.com/) which allows students to comment on and give feedback about a digital document. |
| During the Lesson |
| Model how to prioritize and paraphrase.* + 1. Review friendly interview questions and answers and/or the model interview and article from Day 10.
		2. Model how to prioritize the information to determine what students should include in their articles. Instruct students to choose a specific number of the interview answers as the basis for their article. It may be helpful for students to circle the questions and answers that they will focus on in their handouts.
		3. Model a few examples of how to paraphrase information (putting information in your own words). Consider modeling with small excerpts from previously read texts.
		4. Have students practice paraphrasing information. Consider projecting or providing students with a small excerpt from a previously read text. Ask students to work individually or with a partner to paraphrase the text. Ask students to orally share their paraphrasing.
	1. Give students time to create their articles using the [newspaper article template](#L6newspapertemplate). Remind students to combine and create more interesting sentences using conjunctions and transition words. Remind students to write in complete sentences, use capitalization, and use punctuation. Consider providing punctuation and capitalization anchor charts as a reference. While students work, circulate and offer specific feedback on students’ paraphrasing and use of conjunctions and transition words. Note that students may need more than one class period to complete their articles. Extend the lesson as needed.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing in notebooks, using a computer, or using speech-to-text software Remind students to write in complete sentences and use capitalization and punctuation.  |
| Lesson Closing |
| Have students reread their drafts and highlight pronouns, conjunctions, and transitions. This serves as a formative assessment of students’ ability to use these features of language. * 1. Have students share their articles with a partner or small group orally, or via a file-sharing resource such as Google Docs or [Padlet](https://padlet.com/) .
	2. **Optional activity:** If students are using a reflection journal or log, give them time to reflect on conducting an interview and creating an article. Students could write, type, or draw their reactions.
 |

Lesson 6 Resources

* Examples of print articles from local news sources
* “Friendly Interview” handout **(**[**available below**](#L6friendlyinterview)**)**
* Newspaper article template **(**[**available below**](#L6newspapertemplate)**)**
* “Sorting Pronouns” handout **(**[**available below**](#L6sortingpronouns)**)**
* Pronouns Do Now **(**[**available below**](#L6pronounsdonow)**)**
* Formal and informal language resources **(**[**statements**](#L6formalvsinformal) **and** [**T-Chart**](#L6formalvsinformalTchart) **available below)**
* Teacher resource about formal and informal language: [antimoon.com](http://www.antimoon.com/)

Sample Formal and Informal Language Statements for Sorting

|  |  |
| --- | --- |
| What’s up with Anthony? | He is famous because he is the best basketball player. |
| You did good. | There you go. |
| She is real nice. | Here is some important information about Anthony. |
| The whole cancer thing is out of control. | You did well. |
| Elizabeth made a difference in the world when she raised money to give dictionaries to kids who don’t have them. | She is really generous when she shares her vegetables with hungry people. |
| Because he is the best basketball player. | See you later. |
| Did you see his new toy car? Looks like a Ferrari. | Elizabeth rules. |
| If you have a chance to see his new toy car, you will notice it looks like a Ferrari. | Cancer is a serious disease. |

Formal vs. Informal Language T-Chart

|  |  |
| --- | --- |
| **Formal** | **Informal** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
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|  |  |

Sorting Pronouns

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| My | he | they | Me | mine |
| Her | you | I | Your | them |
| She | us | It | We | his |
| Him | our | their |  |  |

|  |  |  |
| --- | --- | --- |
| **First Person Pronouns** | **Second Person Pronouns** | **Third Person Pronouns** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Pronouns Do Now

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **First Person Pronouns** | **Second Person Pronouns**  | **Third Person Pronouns** |
| **The one who is speaking:*** **\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_**
 | **The one spoken to:*** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
 | **The ones spoken about:*** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
 |

Friendly Interview

Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Person interviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions:Ask a friend the questions below. Write their answers in complete sentences.

1. What is your name?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do your friends call you?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Where do you live?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who do you live with?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Where do you go to school?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do you get to and from school?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What grade are you in?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is your favorite subject? Why?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What hobbies or sports do you play?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you do on weekends? Where do you do that?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who do you spend free time with?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you have any pets? What are their names?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is one thing about you that most people do not know?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thank you for your time.**

Newspaper Article Template

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Newspaper title)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(City, day, date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Title of article)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Byline)

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| Lesson 7**Days 12, 13, and 14** | **Interviewing an Agent of Change**  | **Estimated Time:** 60 minutes per session |

**Brief overview of lesson:** Students will learn about an agent of change (or several ones) selected by the teacher who will come as a guest subject and be interviewed by the class. Students will learn about interviewing etiquette. They will also learn background information about their guest(s), brainstorm appropriate questions for their interviews, and then conduct their interviews with the agent(s) of change. As you plan, consider the variability of learners in your class and make adaptations as necessary.

What students should know and be able to do to engage in this lesson**:**

* Asking and answering questions in an interview format.

Basic interview norms.

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson** |
| G.1 Discuss by inquiring in order to plan and carry out an interview and to communicate findings.  | CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.L.3.3a—Choose words and phrases for effect. |
| **Language Objective** | **Essential Questions** **Addressed in the Lesson**  |
| Students will be able to create questions and conduct an interview using question words and pronouns.  | Q.1 How does one determine when to use formal academic language versus informal social language?Q.2 How can reporters use language to convey powerful messages? Q.3 Why is it important to use reporting as a way to share information learned through interviews?Q.4 How can people become agents of change and promote social justice? |
| **Assessment** |
| * Formative assessment: Assess students’ application of learned language to analyze a sample interview and create statements as to how the person is an agent of change.
* Formative assessment: Assess students’ application of learned language to create appropriate interview questions and to sequence the questions into an interview.
* Formative assessment: Assess students’ application of learned language to summarize what proper interview etiquette is and to practice proper interview etiquette.
* Formative assessment: Assess students’ application of learned language to conduct an interview with an agent of change.
* Self-assessment: Students will self-assess and self-monitor their learning in relation to the objective of the lesson.
 |
| **Thinking Space: What Academic Language Will Be Practiced in This Lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| Social instructional language; reading and/or listening to brief texts introducing topics with some supporting details that are composed of multiple related sentences with a loose cohesion of information and/or ideas; explaining original ideas with some detail. | Simple sentences and some compound and complex sentences in the past and present tense; questions. | Topic vocabulary (*concept web, barren, agent of change, interview, article, refer back, social justice, point of view, reporter, response, paraphrase, formal/informal language*); question words (*who, what, when, where, why, how*); pronouns (e.g., *I, my, mine, you, your, he, she, his, her*); conjunctions (*and, but*); transition words (*also, additionally*). |
| **Instructional Tips/Strategies/Suggestions** **for Teacher** |
| * Prepare for the interview by gathering information in advance about the person or people to be interviewed.
* A structured interview format and rehearsal is recommended.
* When selecting agents of change for interviews, consider whether the guest’s responses will be geared towards students in grades 3–5 and at English language proficiency levels 2–3. Meet with the agent of change ahead of time to review the assignment and help him/her prepare for the interview.
* Post and explain the language objective at the beginning of the lesson.
* Use formative assessment results to inform/modify future instruction.
* Consider organizing interview questions with magnets on the board to sort and reorder questions as necessary.
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Some students may have little experience with newspapers.
* Students may be uncomfortable interviewing.
 |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| Some students might need peer/teacher support in order to ask the agent of change their question. |

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| **THE LESSON IN ACTION** |
| Day 12 Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to create questions and conduct an interview using question words and pronouns.” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. Consider having students record the objective in their notebooks. At the end of the lesson, students can reflect on their learning in relation to the objective. * 1. Have students complete a Do Now where they watch a video interview with an agent of change and analyze the interview. For example, show the [interview with Hannah Newton](https://www.king5.com/article/entertainment/television/programs/new-day-northwest/kids-are-heroes-social-action-network-inspires-edmonds-girl/281-140099535) discussing the Children Who Care Club or a similar interview with an agent of change.
		1. Before watching the video, focus students’ attention by asking students to watch for what types of questions are asked, what types of information is gathered in the interview, and why the person is an agent of change. Providing students with a focus question can help direct student attention and heighten engagement.
		2. During the video, have students write notes based on the focus questions.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as a video viewing station where students may watch the video independently. * + 1. After watching the video, have students share their notes with a partner or small group and then discuss as a whole class. Talk about what they noticed about the interview process and what they learned from the interview (e.g., questions were asked one at a time, specific order of questioning, types of questions asked, types of information gathered, follow-up questions).
		2. Have students create statements about how the person is/was an agent of change. Provide sentence frames such as:
		- “One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an agent of change is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
		- “One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was an agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
		- “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
		- “An example of how \_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference is by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, typing, drawing, or dictating. |
| During the Lesson |
| Introduce the focus of the lesson. For example, say: “We will interview someone who is an agent of change in our community. We will record the interview to help us then create a newspaper article about our agent of change. Before learning about the person we will interview, let’s review what we know about agents of change.”* 1. Review the agent of change anchor chart. Give students time to think about any new information they would like to add to the chart independently, then have students share with a partner or small group before discussing as a whole class.
	2. Introduce the interviewee(s) by giving students enough background information about him/her/them so they can prepare questions. Depending upon the agent(s) of change selected, consider presenting newspaper articles about the person, interviews with them, or videos if available.
	3. Have students create interview questions. Depending on the number of agents of change invited, students may work individually, in small groups, or as a whole group. Select enough agents of change so that students can conduct their interviews in small groups.
 |
| Lesson Closing |
| Review interviewing etiquette and norms. * + 1. Model for students an ineffective interview and an effective interview so that students can see the difference. Interview etiquette and norms could include: how guests should be greeted, how formal language is used during interviews as opposed to informal language, asking one question at a time, using good manners, being respectful listeners, making proper eye contact, pacing, volume, non-verbal language, etc.
		2. After each interview model, have students turn and talk to discuss it. Then, as a whole class, create a visually supported T-chart on effective and ineffective interview strategies.
		3. Additionally, review listening norms. Discuss how reporters also need to exercise good listening skills in order to conduct an effective interview and develop an effective newspaper article.
	1. Debrief interview norms by asking students to create a statement about interview etiquette. Provide sentence frames such as*:* “In an interview, we \_\_\_\_\_\_\_\_\_”and collect responses on an interviewing etiquette anchor chart.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing on Post-Its or responding orally.  |
| Day 13 Lesson Opening |
| Have students complete a Do Now where they practice interview etiquette learned on Day 12. * + 1. Review examples of effective and ineffective presentations, as well as listening norms.
		2. Have students practice interviewing a peer and/or teacher.
 |
| During the Lesson |
| Give students time to review, amend, and order the questions generated on the previous day. Have students write potential questions on index cards or Post-It notes, then place the cards on the board with magnets or by sticking the Post-Its to the board. * + 1. Remind students that the focus of the article is about how a person is an agent of change, and prompt them to think about which questions will help the class collect more information about the person’s work and how they are an agent of change.
		2. Have students group similar questions, prioritize questions, and rearrange questions into a logical order with a partner, in small groups, or as a whole class. While students are working, provide specific feedback on the ordering of the questions.
		3. Have students number the index cards or Post-Its once the class determines an order for questioning.
 |
| Lesson Closing |
| Assign questions for each student to ask or let them choose questions. Have students practice asking the questions with a partner. Then, rehearse asking all the questions as a whole class. * 1. Have students complete an exit ticket where they independently create a statement about interview etiquette.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as stating, drawing, or typing.  |
| Day 14 Lesson Opening |
| Give students an opportunity to welcome the guest(s) to the classroom. |
| During the Lesson |
| Conduct the class interview of the agent(s) of change using the questions and order students have prepared. Record the interview on video to help students to write their articles. |
| Lesson Closing |
| Have students thank the guest(s) for coming.* 1. If using a reflection log or journal, have students reflect on the interview, the process of planning and conducting it, or the agent of change. Students can write, type, or draw their reflections.
 |

Lesson 7 Resources

* [Interview with Hannah Newton](https://www.king5.com/article/entertainment/television/programs/new-day-northwest/kids-are-heroes-social-action-network-inspires-edmonds-girl/281-140099535) discussing the Children Who Care Club

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| Lesson 8**Days 15, 16, 17, and 18** | **Writing and Presenting Articles** | **Estimated Time:** 60 minutes per session |

**Brief overview of lesson:** Students will orally reflect on the interviewing experience and clarify any misunderstandings regarding information shared by the guest. They will use a graphic organizer to compile information from the interview and write a newspaper article. Students will also present their articles. Presentations will be recorded and shared with the class and potentially other audiences. As you plan, consider the variability of learners in your class and make adaptations as necessary.

What students should know and be able to do to engage in this lesson**:**

Using graphic organizers to support writing.

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| **LESSON FOUNDATION** |
| **Unit-Level Focus Language Goals to Be Addressed in This Lesson** | **Unit-Level Salient Content Connections to Be Addressed in This Lesson**  |
| G.2 Recount by paraphrasing in order to communicate the findings of an interview. | CCSS.L.3.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.L.3.3a—Choose words and phrases for effect.CCSS.W.3.5—With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CCSS.SL.3.5—Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |
| **Language Objectives** | **Essential Questions Addressed in the Lesson**  |
| * Students will be able to write an article about information gathered in an interview using pronouns, transition words, and conjunctions.
* Students will be able to present their articles using presentation skills (e.g. appropriate eye contact, volume, non-verbal language).
 | Q.1 How does one determine when to use formal academic language versus informal social language?Q.2 How can reporters use language to convey powerful messages? Q.3 Why is it important to use reporting as a way to share information learned through interviews?Q.4 How can people become agents of change and promote social justice? |
| **Assessment** |
| * Formative assessment: Assess students’ application of learned language to complete their interview graphic organizer (such as the “[Friendly Interview](#L6friendlyinterview)” handout).
* Formative assessment: Assess students’ application of learned language to select information for writing an informational article.
* Formative assessment: Assess students’ application of learned language to provide peer feedback.
* Summative assessment: Assess students’ application of all learned language in their written newspaper article and performance on the CEPA.
* Self-assessment: Students will self-assess and self-monitor their learning using the [CEPA checklist](#CEPAchecklist). Students will also self-reflect on how they can serve as agents of change.
 |
| **Thinking Space: What Academic Language will be practiced in this lesson?** |
| **Discourse Dimension** | **Sentence Dimension** | **Word Dimension** |
| Social instructional language; reading and/or listening to brief texts introducing topics with some supporting details that are composed of multiple related sentences with a loose cohesion of information and/or ideas; explaining original ideas with some detail. | Simple sentences and some compound and complex sentences in the past and present tense; questions.  | Topic vocabulary (*concept web, barren, agent of change, interview, article, refer back, social justice, point of view, reporter, response, paraphrase, formal/informal language*); question words (*who, what, when, where, why, how*); pronouns (e.g., *I, my, mine, you, your, he, she, his, her*); conjunctions (*and, but*); transition words (*also, additionally*). |
| **Instructional Tips/Strategies/Suggestions** **for Teacher** |
| * Create a graphic organizer with questions used in the interview and space for students to write in answers (such as the “[Friendly Interview](#L6friendlyinterview)” handout).
* Post and explain the language objective at the beginning of the lesson.
* Use formative assessment results to inform/modify future instruction.
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| **STUDENT CONSIDERATIONS** |
| **Sociocultural Implications** |
| * Students may be uncomfortable paraphrasing the words of others.
* Students may be uncomfortable sharing their work and/or being recorded. Consider alternative options such as voice recording only.
 |
| **Anticipated Student** **Pre-Conceptions/Misconceptions** |
| * Some students may think that an article is the same thing as a story and therefore may add details that were not in the actual interview.
* Students may confuse the terms reporting and editing. Teach the meaning of these terms.
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| **THE LESSON IN ACTION** |
| Day 15 Lesson Opening |
| Post and explain the lesson language objective: “Students will be able to write an article about information gathered in an interview using pronouns, transition words, and conjunctions.” and “Students will be able to present their articles using presentation skills (e.g. appropriate eye contact, volume, non-verbal language).” To promote student ownership and self-monitoring of learning, have students summarize and/or state the objective in their own words. Consider having students record the objective in their notebooks. At the end of the lesson, students can reflect on their learning in relation to the objective. * 1. Have students complete a Do Now in which they recall and share at least one detail, ask one clarifying question, and/or explain how the interviewee is an agent of change based on the interview the day before. Have students work independently and then share with a partner or small group. Provide sentence frames, such as:
* “One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an agent of change is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “One way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was an agent of change is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* “An example of how \_\_\_\_\_\_\_\_\_\_\_\_\_ made a difference is by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, typing, and/or orally discussing answers.  |
| During the Lesson |
| Show the video recording of the interview from Lesson 7, and explain how students will record the answers to questions asked during the interview in a graphic organizer (similar to the “[Friendly Interview](#L6friendlyinterview)” handout). * + 1. Remind students that they can paraphrase, which is to put the guest’s answers into their own words. Model how to paraphrase the answers to the first couple of questions.
		2. Pause the video after each question, and give students time to record answers.

Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as a video viewing station where students can pause the video as needed. Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer or working with a partner.* + 1. As students are recording the responses, circulate and offer specific feedback on students’ paraphrasing of responses.
 |
| Lesson Closing |
| Have students reread their work with a partner to check for misinformation. This can help ensure that all students are prepared to begin writing their articles.  |
| Day 16 Lesson Opening |
| Review the CEPA rubrics that will be used to grade students’ work ([writing](#L8CEPARubric) and [presentation](#L8CEPARubricPtation) rubrics). Provide [options for perception](https://udlguidelines.wordpress.com/principle-i-provide-multiple-means-of-representation/guideline-1-provide-options-for-perception/), such as projecting documents, viewing them on a computer, and/or providing students with printed versions.* 1. Review the [CEPA checklist](#CEPAchecklist) with students. Provide students with a copy of the CEPA checklist.
 |
| During the Lesson |
| Review how to prioritize the information gathered in an interview, revisiting previously written articles. Instruct students to select a certain number of questions and answers to include in their articles. * + 1. Prompt students’ reflection by asking: “What information is absolutely necessary in order for readers to understand the content of your articles?”
		2. Have students select questions and answers from the interview(s) with the agent of change that they would like to include in their articles. Ask them to note any information that is similar and could be combined.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer.* 1. Remind students that they are “reporters,” and their articles must follow the format of newspaper articles.
		1. Review the titles, bylines, and starter sentences of the articles used in class. Consider displaying these features on an anchor chart for reference.
		2. Remind students that articles should have a sequence; they must have a beginning (the introduction or starter sentence), middle (the body of information), and an ending (the conclusion or wrap-up sentence). Model how to create wrap-up sentences (starter sentences were modeled earlier in the unit).
	2. Create a name for the class newspaper with students.
 |
| Lesson Closing |
| Give students time to create their articles using the [newspaper article template](#L6newspapertemplate). Have them write the name of the newspaper, city, day, date, the titles of their articles, and their bylines. If time permits, students may begin writing their articles. Consider providing [sentence and/or paragraph frames](#L8sentframes). Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as using a computer or speech-to-text software. |
| Day 17 Lesson Opening |
| Review the CEPA rubrics and clarify any questions. * 1. Ask students to share any challenges they may be having as they write, and brainstorm solutions. Use this time to support students’ article creation.
 |
| During the Lesson |
| Have students continue writing their articles using their notes from the interview(s). Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as use of computers and speech-to-text software.* 1. Model how to provide feedback to a peer about their article.
	2. Give students an opportunity to provide each other with feedback about their articles.
		1. Ask partners to read their articles to peers.
		2. Next, ask partners to read and examine the article for proper spelling, capitalization, and punctuation, as well as make sure that each article has a starter sentence, supporting sentences, and a wrap-up sentence using the [CEPA writing rubric](#L8CEPARubric).
		3. Have students select some sentences that they can combine to create more complex and interesting sentences, and give them time to combine sentences individually or with a partner.
		4. While students work, circulate and support the peer feedback process.
 |
| Lesson Closing |
| Have students incorporate any feedback they received from their peer and finalize their articles. * 1. Note that this lesson is planned for one day; consider extending it an extra day to provide sufficient time for students to complete their articles and editing tasks.
 |
| Day 18 Lesson Opening |
| Model for students how to present their articles using presentation skills (e.g. appropriate eye contact, volume, non-verbal language).* 1. Give students a few minutes to prepare to be video recorded. Ask them to reread their articles to a partner in order to practice expression, fluency, and using appropriate presentation skills.
 |
| During the Lesson |
| Video record (or audio record instead) each student presenting his/her article. * 1. While recording an individual student, have the rest of the students complete a self-reflection where they create a poster answering the question: “What are some ways in which I can promote social justice and become an agent of change?” and/or “What are some steps I can take to become an agent of change?” Students could also reflect on and discuss how newspaper articles can be a powerful mode of communicating a message.

Provide [options for physical action](https://udlguidelines.wordpress.com/principle-ii/guideline-4-provide-options-for-physical-action/), such as writing, drawing, and/or using a computer.  |
| Lesson Closing |
| Give students an opportunity to share their reflections and participate in a larger discussion about social justice. Show videos and posters to the whole class. If time permits, consider sharing at a school assembly or with special guests.* 1. Have students self-assess using the [CEPA checklist.](#CEPAchecklist)
	2. Assess student presentations and written articles using the CEPA rubrics ([writing](#L8CEPARubric) and [presentation](#L8CEPARubricPtation) rubrics).
 |

Lesson 8 Resources

* Newspapers
* Newspaper article template **(**[**available above**](#L6newspapertemplate)**)**
* Video recording equipment
* Sample sentence frames **(**[**available below**](#L8sentframes)**)**
* [CEPA performance indicators](#CEPAPI)
* [CEPA presentation rubric](#L8CEPARubricPtation)
* [CEPA article checklist](#L8CEPAchecklist)
* [CEPA writing rubric](#L8CEPARubric)

Sample Sentence Frames

* \_\_\_\_ is an \_\_\_\_\_ of \_\_\_\_\_.
* She/he \_\_\_\_\_ and \_\_\_\_. Another interesting thing about her/him is that \_\_\_\_\_.
* \_\_\_\_ is \_\_\_\_
* \_\_\_\_\_ is an \_\_\_\_\_ of \_\_\_\_\_\_
* \_\_\_\_\_ makes a difference by \_\_\_\_\_.

CEPA Checklist: Writing Newspaper Article

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I’ve got some great news! You are going to be newspaper reporters! We will be learning about newspaper writing and reporting. We will be inviting a guest to the classroom for you to interview. Then you will create a newspaper article about our guest. Finally, we will share your article with our class. We will also record you reading your article so that you can see yourselves being reporters. We hope to share these videos with your family and friends. Get ready to be curious and start asking questions!

Use this checklist to help you create your newspaper article and self-assess.

|  |  |  |
| --- | --- | --- |
| **Skill** |  |  |
| **Content of the article** | In my article, I include the importance of the agent of change.(How is the person an agent of change? Why is the person important?) |  |
| **Optional: Use of newspaper format** | I have a: newspaper name, city, day, date, article title, and byline. |  |
| **Starter and wrap-up sentences** | I have starter and wrap-up sentences.My starter or wrap-up sentence uses a conjunction (*and, but, or*).(Refer to the samples as needed.) |  |
| **Use of pronouns, conjunctions, and transition words** | My article contains the correct usage of:* Pronouns (*I, me, you, your, he, his, she, her*)
* Conjunctions (*and, but, or*)
* Transition words (*also, additionally*).

(Refer to the anchor charts and reference sheets as needed.) |  |
| **Use of formal language** | I use formal language in my article. (Refer to the formal language T-chart as needed.) |  |
| **Spelling, capitalization, and punctuation** | My article contains correct spelling, capitalization, and punctuation. |  |

Differentiation of the CEPA Using WIDA Model Performance Indicators

Teachers may adjust performance indicators as necessary based on student needs.

Model Performance Indicators

|  |
| --- |
| **WIDA Standard: The Language of English Language Arts: WIDA MPI Receptive Domain: Listening and Reading** |
| ***Level 1—Entering******X*** | ***Level 2—Emerging***Listening: Document interview responses while using an interview template with a peer. Reading: Read aloud interview article with the support of a peer.  | ***Level 3—Developing***Listening: Document interview responses while using an interview template.Reading: Read aloud interview article. | ***Level 4—Expanding******X*** | ***Level 5—Reaching******X*** |
| **WIDA Standard: The Language of English Language Arts: WIDA MPI Productive Domain: Writing and Speaking** |
| ***Level 1—Entering******X*** | ***Level 2—Emerging***Writing: Create a formatted newspaper by using sentence frames and a word bank within a template. | ***Level 3—Developing***Writing: Create a formatted newspaper article by using a template. | ***Level 4—Expanding******X*** | ***Level 5—Reaching******X*** |
| ***Level 1—Entering******X*** | ***Level 2—Emerging***Speaking: Present student-created newspaper article by reading completed work with the support of a peer. | ***Level 3—Developing***Speaking: Present student-created newspaper article by reading completed work. | ***Level 4—Expanding******X*** | ***Level 5—Reaching******X*** |

CEPA Rubric: Writing a Newspaper Article

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **Beginning** | **Progressing** | **Mastering** |
| **Content of the article** | Article does not convey the importance of the role of the interviewed agent of change. | Article somewhat conveys the importance of the role of the interviewed agent of change. | Article strongly conveys the importance of the role of the interviewed agent of change. |
| **Optional: Use of newspaper format** | Article contains only one or two of the required text features of a newspaper article. | Article contains less than four of the required text features of a newspaper article. | Article contains all text features of a newspaper article: newspaper name, city, day, date, article title, and byline. |
| **Starter and wrap-up sentences** | Article does not contain a starter topic sentence or a closing wrap-up sentence. | Article includes both a starter topic sentence and a closing wrap-up sentence. | Article includes both starter and closing sentences of which at least one uses a conjunction. |
| **Use of pronouns, conjunctions, transition words** | Article contains short and repetitive sentences with no use of pronouns, conjunctions, or transition words. | Article may contain pronouns, conjunctions, and transition words, but some usages are not correct. | Article contains correct usages of pronouns, conjunctions, and transition words. |
| **Spelling, capitalization, and punctuation** | Article contains multiple spelling, punctuation, and capitalization mistakes that impact readability. | Article contains occasional spelling, punctuation, or capitalization mistakes that do not impact readability. | Article contains correct spelling. capitalization, and punctuation. |

CEPA Rubric: Presentation of Article

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **Beginning** | **Progressing** | **Mastering** |
| **Eye contact** | While reading article, student does not make eye contact with the audience. | While reading article, student makes eye contact with the audience only one time. | While reading article, student makes eye contact with the audience two or more times. |
| **Pronunciation and clarity** | Student struggles with pronunciation and clarity, making understanding difficult. | Student is mostly understandable but has some mistakes with pronunciation and/or clarity. | Student is completely understandable due to correct pronunciation and clarity while reading. |
| **Fluency and expression** | Student reads article slowly with multiple pauses and lack of expression. | Student reads article with some pauses or lack of expression. | Student reads article with full fluency and expression. |
| **Body language** | Student does not stand straight and tall, does not face the audience, and his/her face is hidden behind article. | Student does not stand straight and tall and/or does not directly face the audience. His/her face is visible. | Student stands straight and tall and directly faces the audience with his/her face visible. |