

Multiliteracy Lesson Plan – Grades 4-6

Subject/Course: English Language Learners, Grades 4-6	Name: Abigail Daniel, Sydney Hryniw, Christina Middlemore, Alyssa Miskov, & Tea Sekaric
Grade Level: 4-6 Integrated Classroom	Date(s) & Time(s): Friday, October 26 th , 9:00am-10:40am
Topic: Alphabet Identification Scavenger Hunt	Length of Lesson: 100 minutes

EXPECTATION(S)

Overall Expectation(s):

- *Listening*
- *Speaking*
- *Reading*
- *Writing*
- *Orientation*

Specific Expectation(s):

Listening (Stage 1)

- Follow simple directions with support from visual cues
- Respond to short, simple questions

Speaking (Stage 1)

- Share personal information and experiences
- Identify familiar names, objects, and actions
- Answer specific questions using single words or short phrases

Reading (Stage 1)

- Recognize the English alphabet in both print and script
- Begin to acquire English vocabulary in all subject areas
- Read simple sentences
- Use learners' and bilingual dictionaries

Writing (Stage 1)

- Produce the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line

Orientation (Stage 1)

- Begin to demonstrate awareness of cultural differences and show pride in self and culture

Learning Goal(s)/Refined Expectations(s):

1. Students will be able to understand and respond to short, simple questions in the material.
2. Students will be able to recognize and read common names, objects, and actions.
3. Students will be able to operate a dictionary to translate words from their own first language to English.
4. Students will be able to develop writing skills in correlation to the English alphabet.

Success Criteria:

1. Students can accurately respond to the questions posed in the audiobook (e.g., what is this word in your own language?).
2. Students can read and understand simple, high-frequency words and sight words in the context of sentences and short paragraphs.
3. Students can communicate words from their own language into their English counterparts using a dictionary as an aid.

4. Students can write letters of the English alphabet correctly and on lined paper.

ASSESSMENT/EVALUATION

Curriculum

Strategy: English language writing, reading comprehension of simple sentences, expanding English vocabulary

Recording Device: Rubric

Learning Skills

Skill(s): responding to questions, answering specific questions, awareness of cultural differences

Recording Device: Checklist in teacher's daybook (teacher will put a or next to a student's name, depending on how well they participated in the reading of the audiobook)

On-Going Assessment/Evaluation

Students will be assessed formatively for understanding and application based on the rubric that their worksheet will be marked in accordance with.

Students will be assessed on their oral communication skills while working their way through the Book.

Students will be given feedback on all methods before continuing onto the next unit.

DIVERSITY AND INCLUSIVITY

The teacher will work with any student who may need additional support 1-on-1 during the various components of the lesson. This will ensure that the student fully comprehends the reading and task at hand. This also eliminates any stress or anxieties that can be associated with reading comprehension aspects. For students who may struggle with ADD or ADHD, the teacher could have the students only read/work on the first half of the alphabet, so they are able to focus on comprehension rather than completion. While the students are beginning to start the independent aspect of the lesson, the teacher can approach the students who need additional assistance and speak slower, use more gestures, and provide more visual cues to help them better understand the lesson. The teacher can also identify meaningful goals for the students with IEP's and have the goals better tailored to the individual student.

LEARNING ENVIRONMENT (Physical Space)

Creating a conducive learning environment is crucial for English Language Learners (ELL) to thrive and excel in their language acquisition journey. Ensuring there is a well-designed physical space will significantly enhance their learning experience. The physical learning environment in this classroom will include enhanced visual support and a well-thought-out classroom layout. There will be colour and engaging décor using bright and warm colours to create a welcoming and safe atmosphere. Students' work, projects and various multicultural posters will be displayed around the room to foster a sense of belonging. Emphasis will be on the use of visual aids such as charts and diagrams to reinforce different vocabulary concepts. Additionally, items within the classroom will be labelled in both English and the students' native languages. The classroom will follow the flexible seating plan where desks and tables are arranged in a way that allows for flexibility and easy movement. This enables the teacher to rearrange them easily for different learning tasks. Finally, we will designate a quiet corner with soft seating and cushions where students can read and/or work independently if needed.

RESOURCES AND MATERIALS

- Translation Devices (dictionary)
- A-Z, My Community and Me book
- Electronic device (Chromebook)
- Headphones
- A-Z worksheet

TEACHING/LEARNING SEQUENCE

Beginning/Activation (30 minutes)

Reading A-Z, My Community and Me

- Students will be given an electronic device and headphones to read the multiliteracy book *A-Z, My Community and Me*
- Students will listen to the audiobook independently so they can engage with the material in their own individual first language
- Students will follow the audio of the book to a visual book on their electronic devices
- The audiobook prompts students to respond to questions, which students are encouraged to do aloud
- During this time, the teacher will be circulating to ensure that all students are successfully reading the book and will address any questions that students may have about the English literature in the audiobook
- The teacher will also listen while circulating to ensure that students are engaging with the questions asked from the audiobook out loud

Middle/Action/Application/Exploration (60 minutes)

A-Z Worksheet

- Students will be given a worksheet so that they can create their own alphabet based on their first language and elements of their culture
- Students will be asked to find a word from their first language that begins with each letter of the alphabet
- When a student finds a word, they will then use a translator dictionary (physical or virtual) to translate the word into English
- Students will record both words on their worksheet
- Students will then either use a picture of the item and insert it into their worksheet if using digital technology, or draw the image they have chosen
- During this time, the teacher will be conferencing with students at the back of the class. The teacher can prompt student knowledge, ask the student to practice translating words using a dictionary, and make sure students are on the right track. The teacher may ask the following questions to start students' worksheets
 - What word in your language starts with the letter __?
 - Do you have a food in your language that starts with the letter __?
 - Do you have an animal in your language that starts with the letter __?
 - Do you have a city in your home country that starts with the letter __?
 - Do you have a family member with a name that starts with the letter __?
 - Do you have a friend with a name that starts with the letter __?
 - Do you have a game in your culture that starts with the letter __?
 - Is there a colour in your first language that starts with the letter __?
 - Do you have a sport in your culture that starts with the letter __?
- Depending on the strength of the group, this exercise may be done in pairs
- If students have any extra time, they are encouraged to begin making their own book. On paper, they can begin to draw some of the images that they described and write them in a 'good copy'

End/Consolidation/Communication (10 minutes)

A-Z Think-Pair-Share

- Students will be encouraged to pair up with another student and compare the words that they chose for each letter of the alphabet
- The teacher will then facilitate a conversation with the class and ask students to share if they had any of the same words, or if they had any different words than their partner
- The teacher can write the English words on the board to encourage the reading and vocabulary of students

REFLECTION

- Was the class engaged during the lesson and group work?
- Which aspect did students enjoy the most? The least?
- How could you improve the lesson to enhance students critical thinking skills?
- Why did students struggle with the context?
- How could you help them gain a better overall understanding of the context?
- Was this book appropriate for the ELL curriculum?

- How could you better the lesson?

A-Z, My Community and Me – My Own Alphabet Worksheet

Instructions:

Using this worksheet, create your own alphabet using words in your first language. Identify a word from your first language that begins with each letter of the alphabet and record your answers on the lines below. After you find each word, use a dictionary to translate the word into English!

A-Z, My Community and Me			
Letter:	Word in Your First Language:	Word in English:	Drawing or Picture of Word:
A	<hr/>	<hr/>	<hr/>
B	<hr/>	<hr/>	<hr/>
C	<hr/>	<hr/>	<hr/>
D	<hr/>	<hr/>	<hr/>
E	<hr/>	<hr/>	<hr/>
F	<hr/>	<hr/>	<hr/>

	<hr/>	<hr/>	
G	<hr/>	<hr/>	<hr/>
H	<hr/>	<hr/>	<hr/>
I	<hr/>	<hr/>	<hr/>
J	<hr/>	<hr/>	<hr/>
K	<hr/>	<hr/>	<hr/>
L	<hr/>	<hr/>	<hr/>
M	<hr/>	<hr/>	<hr/>

N	<hr/>	<hr/>	
O	<hr/>	<hr/>	<hr/>
P	<hr/>	<hr/>	<hr/>
Q	<hr/>	<hr/>	<hr/>
R	<hr/>	<hr/>	<hr/>
S	<hr/>	<hr/>	<hr/>
T	<hr/>	<hr/>	<hr/>
U			<hr/>

	<hr/>	<hr/>	<hr/>
V	<hr/>	<hr/>	<hr/>
W	<hr/>	<hr/>	<hr/>
X	<hr/>	<hr/>	<hr/>
Y	<hr/>	<hr/>	<hr/>
Z	<hr/>	<hr/>	<hr/>

A-Z Worksheet Rubric – Grades 4-6

Name: _____

Date: _____

	Level 1	Level 2	Level 3	Level 4
Completeness - <i>Did I write a word for each letter of the alphabet? Did I draw or take a picture of each word?</i>	Student wrote words and drew pictures for 1-5 letters of the alphabet.	Student wrote words and drew pictures for 6-10 letters of the alphabet.	Student wrote words and drew pictures for 10-20 letters of the alphabet.	Student wrote a word and drew a picture for each letter of the alphabet.
Effort – <i>Did I use class time effectively? Did I try my best to complete the assignment?</i>	Student did not use class time effectively and did not complete the assignment.	Student used class time somewhat effectively and completed some of the assignment.	Student used class time effectively and completed most of the assignment.	Student was always on task and completed their assignment.
Cultural Awareness – <i>Did I come up with words that relate to me and my culture?</i>	Student did not choose words that related to their culture and did not contribute to their own cultural awareness.	Student chose mostly non-cultural words and somewhat contributed to their own cultural awareness.	Student chose some words that relate to their culture and contributed to their own cultural awareness.	Student chose mostly words that relate to their culture and exceeded contributions to their own cultural awareness.
Neatness – <i>Did I write my English letters neat? Did I write left-to-right? Did I</i>	Student did not write neatly. Student did not write left-to-right. Student did not write on the line.	Student did one of the following: <ul style="list-style-type: none"> • Wrote neatly • Wrote left- 	Student did two of the following: <ul style="list-style-type: none"> • Wrote neatly • Wrote left- 	Student wrote neatly, wrote left-to-right, and wrote on the line

<i>write on the line?</i>		to-right • Wrote on the line	to-right • Wrote on the line	
Dictionary Usage – <i>Did I use a dictionary to translate my words into English? Did I use an online translator?</i>	Student did not use a dictionary/online translator.	Student used an online translator only.	Student showed budding knowledge of using a dictionary.	Student effectively used a dictionary.