



TEACHING CONTENT AREA LANGUAGE WITHIN THE LITERACY BLOCK

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WHO WE ARE

- Waltham Public Schools
- Sheltered English Instruction
- About 30% ELL
- Over 50% from homes where language other than English is spoken
- Math and Literacy Schedule
 - Daily Five, Writer's Workshop



TODAY...

- Present strategies and examples of ways to teach language and content through literacy
- Discuss opportunities for use in your own class



HOW

- Quick Overview – 3 **Content** units:
 - Pilgrims and Wampanoags
 - Animals in their Biomes
 - The Revolutionary War
- Highlight how fits into the **Literacy** Block
- Highlight a few ways we teach **Language**



WHY

- Schedule constraints
- WIDA
- Engaging students
- Background knowledge



PILGRIMS AND WAMPANOAGS

- Non-fiction text features
- Important for teaching content
- Potential struggles for ELLs



READING

- Guided Reading
 - mini lessons:
 - non-fiction text features
 - finding information
 - using a textbook
- Read to Self
- Read to Someone
- Listening Center



WRITING

Writers' Workshop

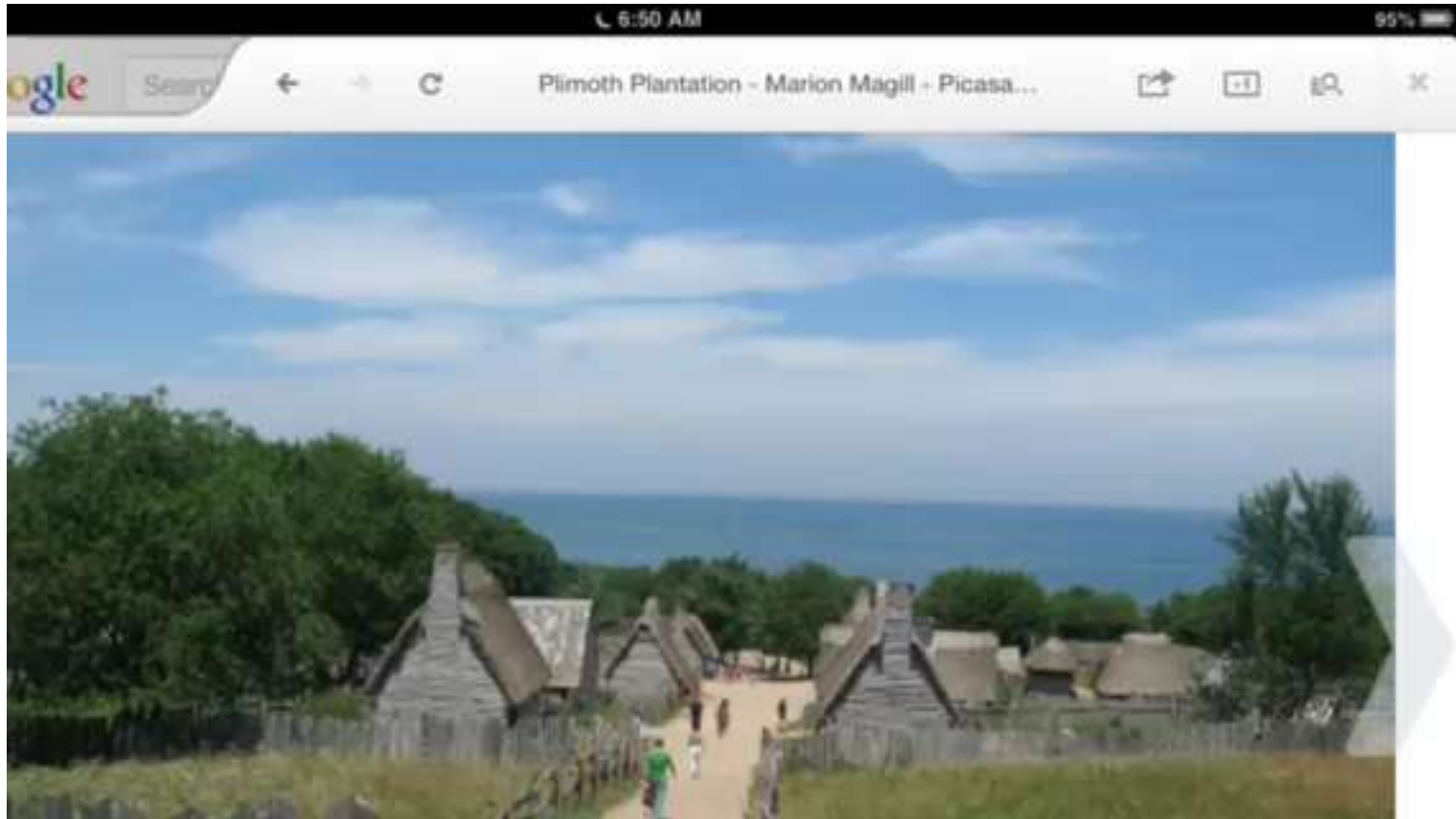
- Nonfiction book
- Research

Other Writing

- Types of sentences
- Questions
- Paragraph writing
- Captions/Headings
- Index/Table of Contents/ Glossary



PILGRIMS AND WAMPANOAGS



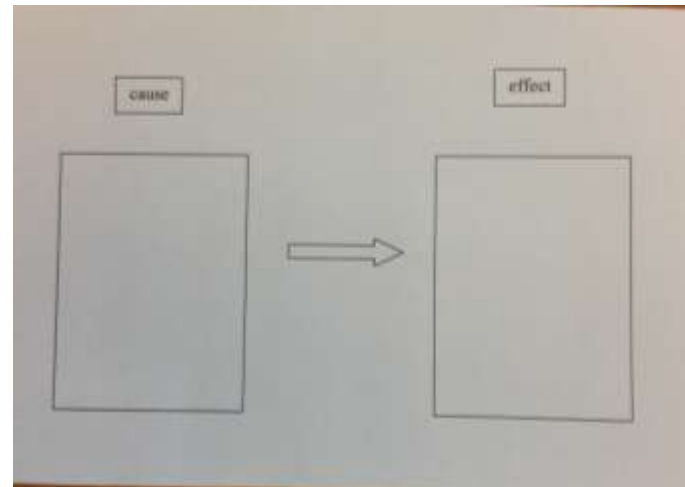
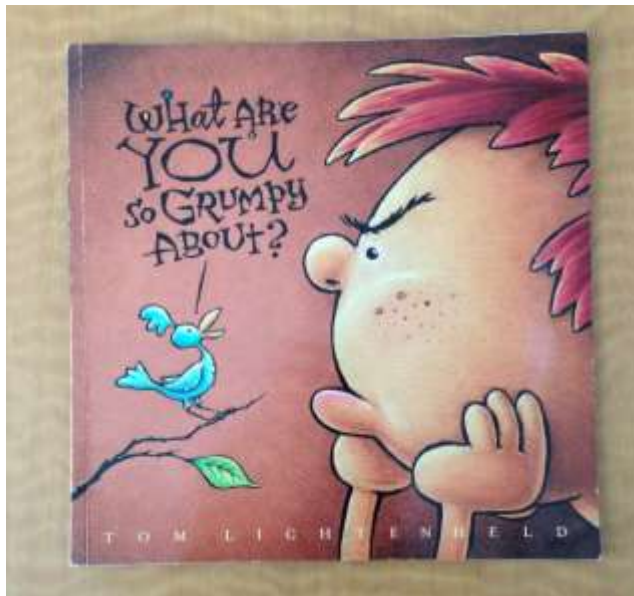
APPLICATION

- Field trips
- Hands-on activities
- Unit closure



OPEN CIRCLE

- Fiction texts
- Include language objective
- Connect to Daily Five



ANIMALS IN THEIR BIOMES

- Graphic organizers
- Sentence frames
- Cooperative work



READING

- Guided Reading
 - Books about animals – both fiction and nonfiction
 - Graphs and Charts
 - Encyclopedias
- Partner Reading
- Read to Self
- Listening Center



WRITING

Writers' Workshop

- Personal narrative about experience with a wild animal
- Research and Report Writing (both group and individual)

Other Writing

- Paragraphs
- Simple subject/predicate sentences
- Writing complete sentences with academic language – assisted as needed with sentence frames
- Notes for oral presentations



ANIMALS IN THEIR BIOMES



RESEARCH IN THE SCHOOL LIBRARY

**Using Graphic Organizers
and Sentence Frames**



WHAT CAN YOU DO IN
THE SCHOOL LIBRARY?



Create a rich environment of
LOTS of resources

Vocabulary
wall

Nonfiction
books

Maps &
Globes

Encyclopedias

Online Databases



ESSENTIAL QUESTION

- How do different environments affect living things?
- Student goal:
 - Research an animal in its biome to answer the question.
 - Create a book about your animal in its biome to describe your findings.



STUDENTS WILL RESEARCH A BIOME:

- **Locate** a **biome**, using maps and globes.
- **Describe** the **climate** of a biome.
- **Compare** the climate of one biome to another biome.
- **Identify organisms** that live in the biome.



STUDENTS WILL RESEARCH AN ANIMAL:

- Identify an animal that adapts to the biome.
- Describe the animal's adaptation to its biome.
- Describe the animal's appearance, its diet, and its shelter.
- Cite their sources of information



VOCABULARY WALL

What does it look like?



MAPS & GLOBES

What does it look like?



MAPS & GLOBES

What does it look like?



NONFICTION BOOKS

What does it look like?



NONFICTION BOOKS

What does it look like?



Supplemented with lots of books
from the public library



NONFICTION BOOKS

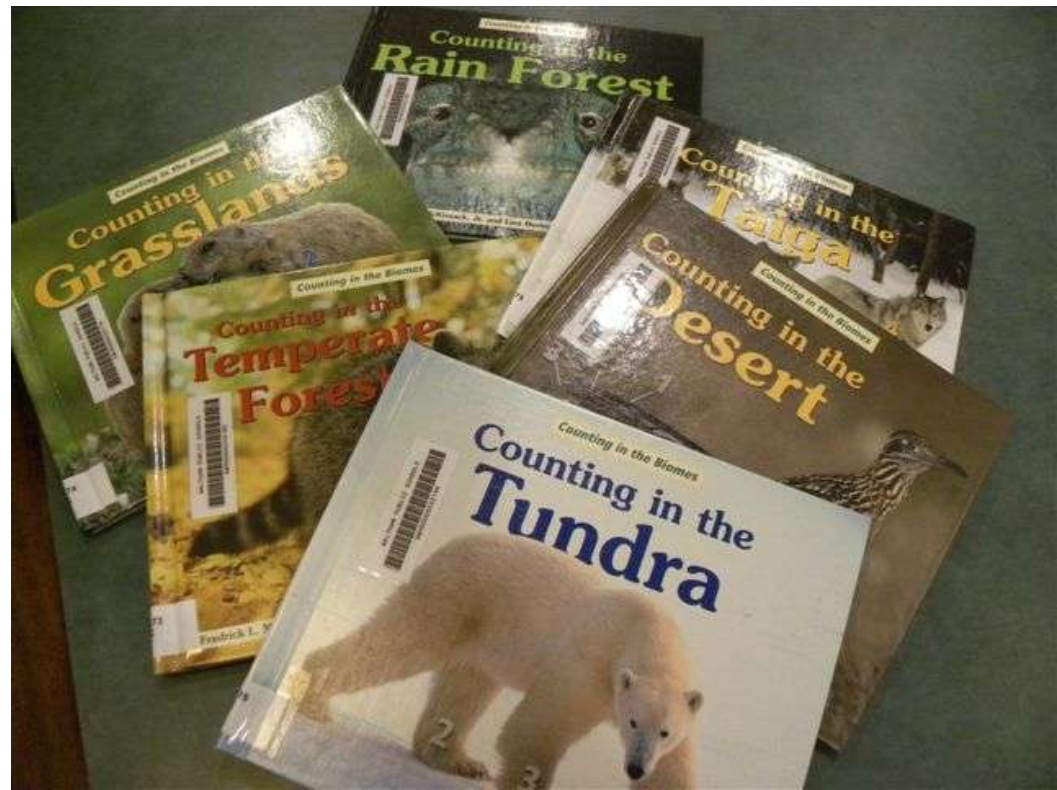
What does it look like?

Highly Recommended Series!

Counting in the Biomes

by Fredrick L. McKissack

(Enslow Publishing)



NONFICTION BOOKS

What does it look like?

Highly Recommended Series!

Counting in the Biomes

by Fredrick L. McKissack
(Enslow Publishing)

How many colors does the
snowshoe hare have?

Two

The snowshoe hare has **two** colors. It is brown in summer and white in winter. It uses the color change to hide. The hare also has big feet. These feet help the hare walk on snow.

Snowshoe hares live above ground. They hide under trees and bushes.

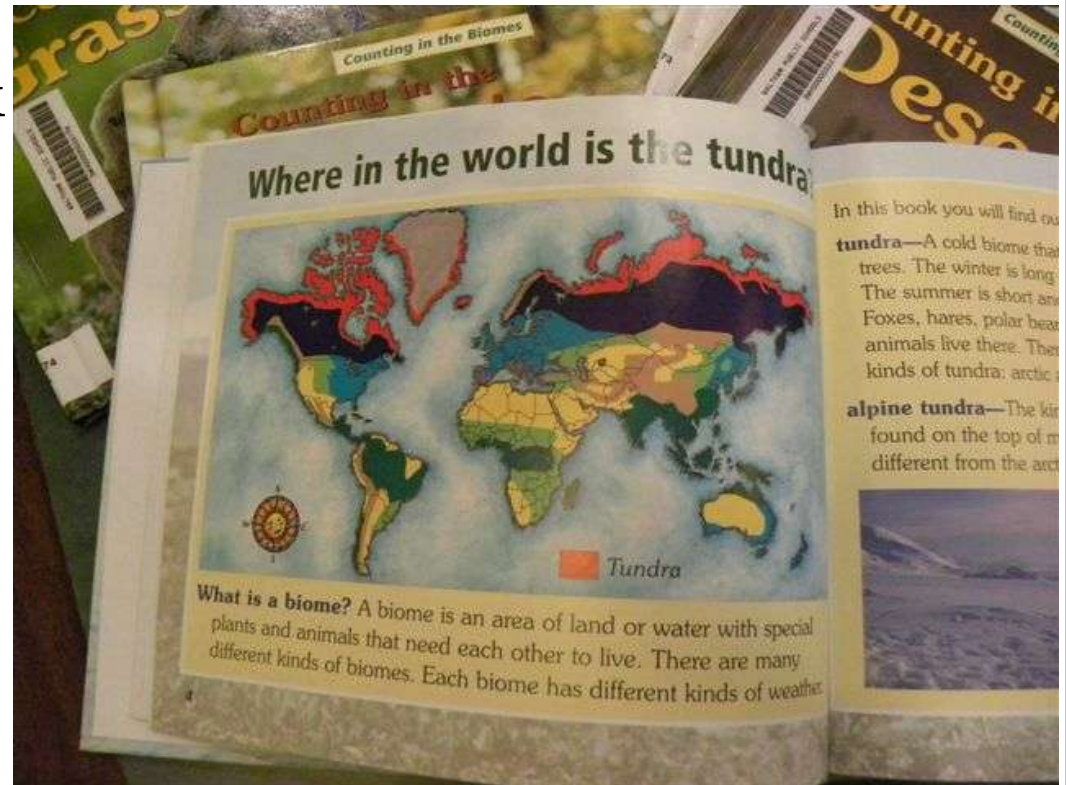


NONFICTION BOOKS

What does it look like?

Highly Recommended
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Counting in the Biomes
by Fredrick L. McKissack
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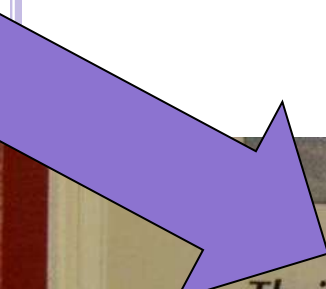
ENCYCLOPEDIAS

What does it look like?



ENCYCLOPEDIAS

What does it look like?



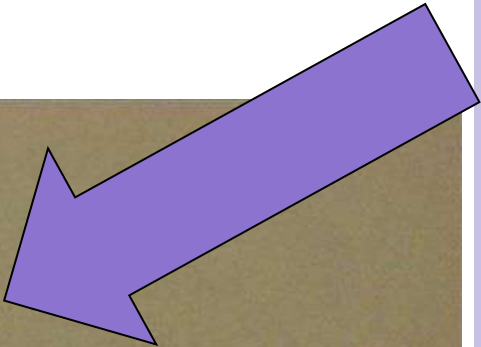
Their broad, hairy feet provide polar bears with a good grip on ice. When they are pursued the bears can run at speeds of 18–24 miles per hour (30–40 km/h).

T

standi
height
may w
the fen
of abou
long head w
long neck, p
scales and a s

LIFE SPAN

Up to 30 years



HABITAT

Summer: Arctic tundra grassland
winter: frozen pack ice

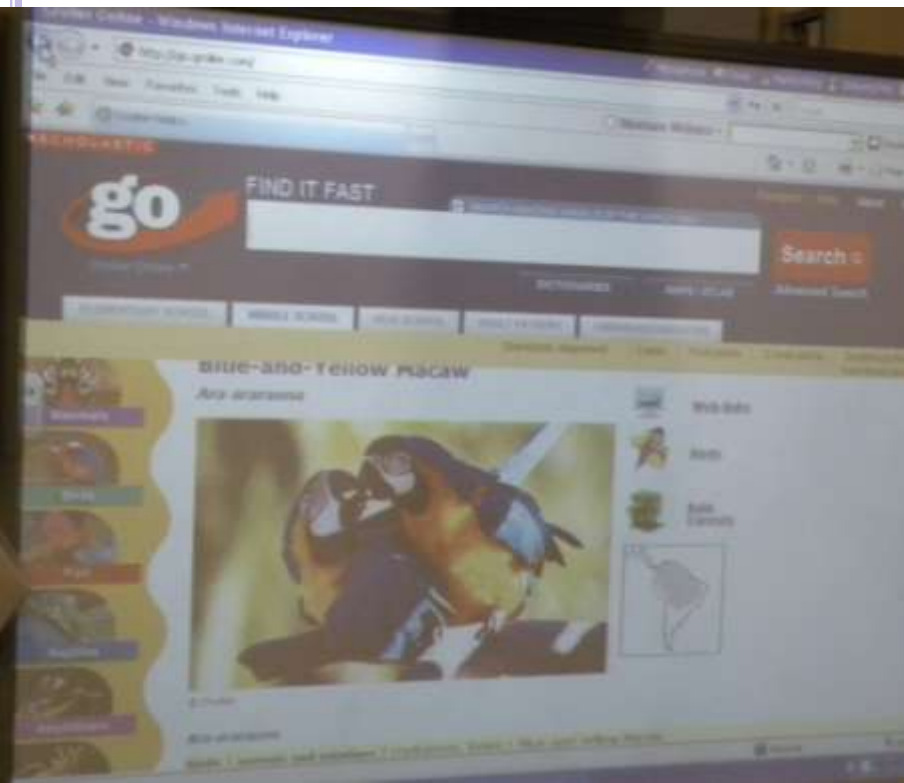
DISTRIBUTION

Arctic coasts

ONLINE DATABASES

What does it look like?

Amazing Animals of the World
Grolier/Scholastic online



WHAT DOES RESEARCH LOOK LIKE?

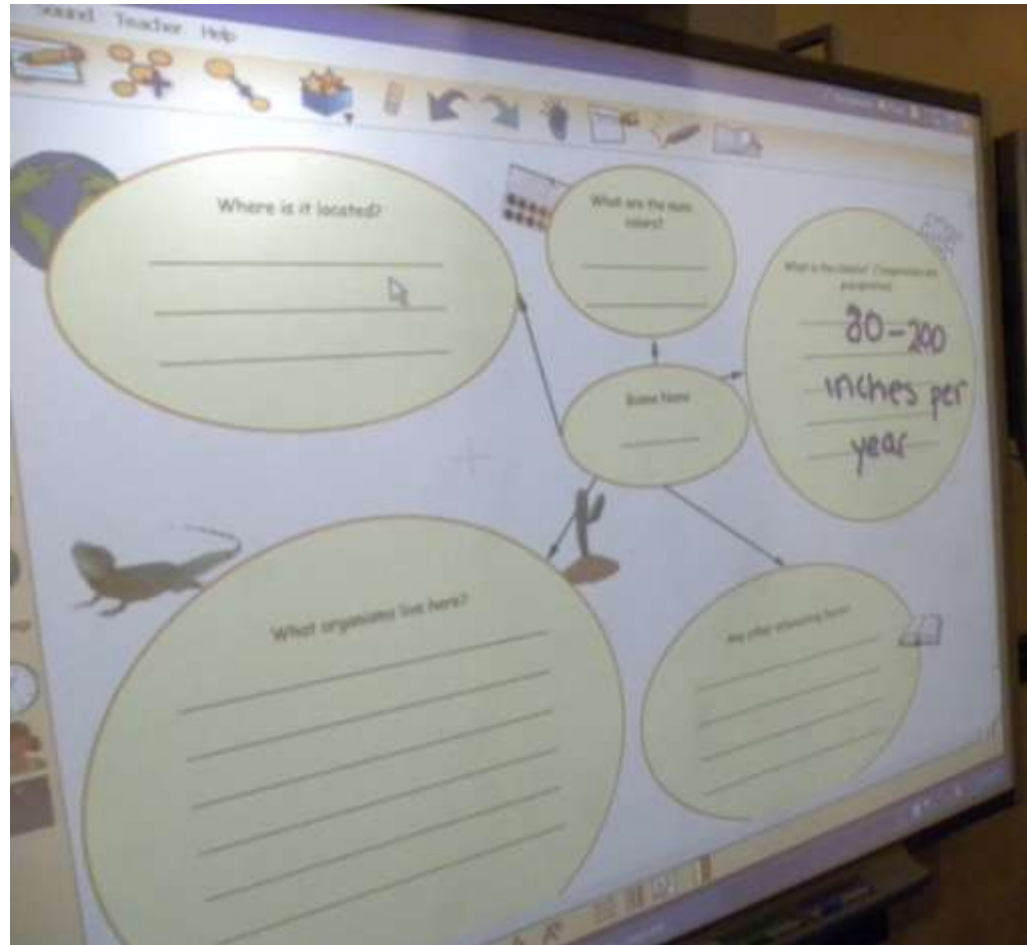


STUDENT RESEARCHERS

- Take notes in KEY POINTS
- No complete sentences!
- Use nonfiction features
 - Maps
 - Diagrams
 - Captions
 - Fact boxes
- Cite your sources!



STUDENT RESEARCHERS USE GRAPHIC ORGANIZERS



Created in Kidspiration 3
Displayed on SmartBoard



STUDENTS COLLECT THEIR INFORMATION

Graphic Organizer

Biome Facts

Where in the world is it?

What are the main colors?

What is the climate? (Temperature and precipitation)

Biome Name

What plants and animals live there?

Any other interesting facts?



Where is it located?

What are the main colors?

What is the climate?



Where is it located?

Greenland
North Asia
It grows about
12 feet

What are the main colors?

white
green

What is the climate? (Temperature and precipitation)

cold
snowy
Icicy
25.1m rain

Biome Name

Biome Name

Tundra

What organisms live here?

What organisms live here?

Jaegers
polar bear
beluga
seals
walrus
murre
cotton grass
cushion

Other interesting facts

Any other interesting facts?

big ice
snowy
Icicy
clad

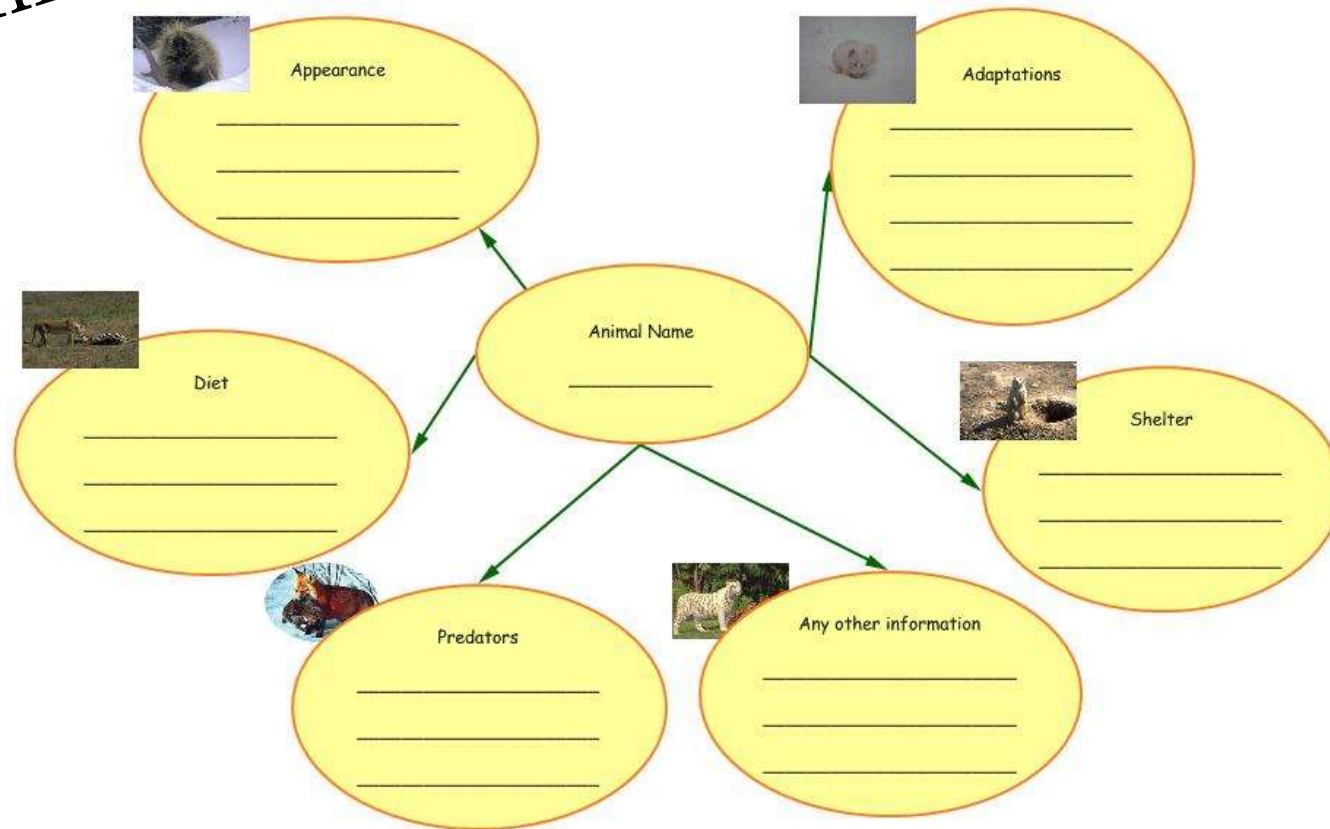


STUDENT WORK:
Biome Organizer

STUDENTS COLLECT THEIR INFORMATION

Graphic
Organizer

Animal Facts



Appearance

Appearance

gray
Black
12 feet 3,000 pounds
that

Adaptations

Adaptations

When it's cold
cold it's walrus
have's blubber
and teeth

Animal Name

Animal Name

walrus

the walrus
has a small
mustache
they cover
their front
on the
hairs



Shelter

Shelter

cold water
rocks

Diet

Diet

Worms clams
snails mussels
crabs

Other interesting facts

Any other information

the big teeth
are sharp
it's perfect it's



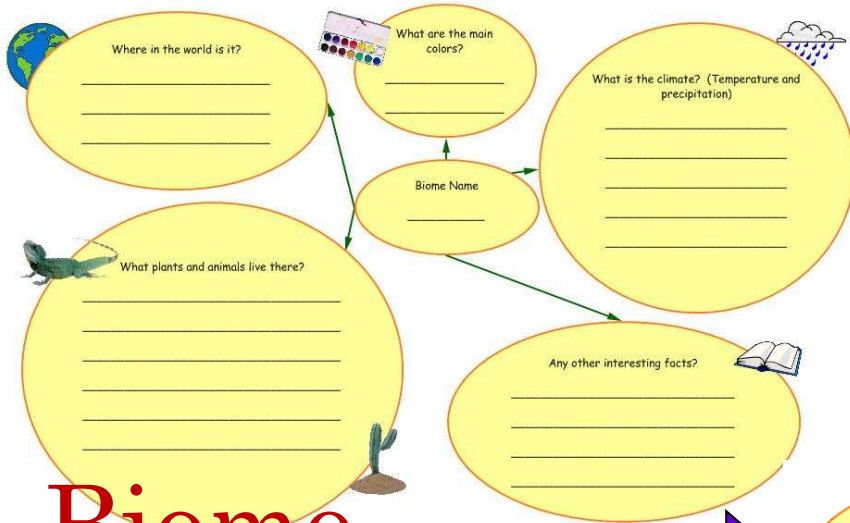
STUDENT WORK:

Animal Organizer

WHAT DOES RESEARCH LOOK LIKE?

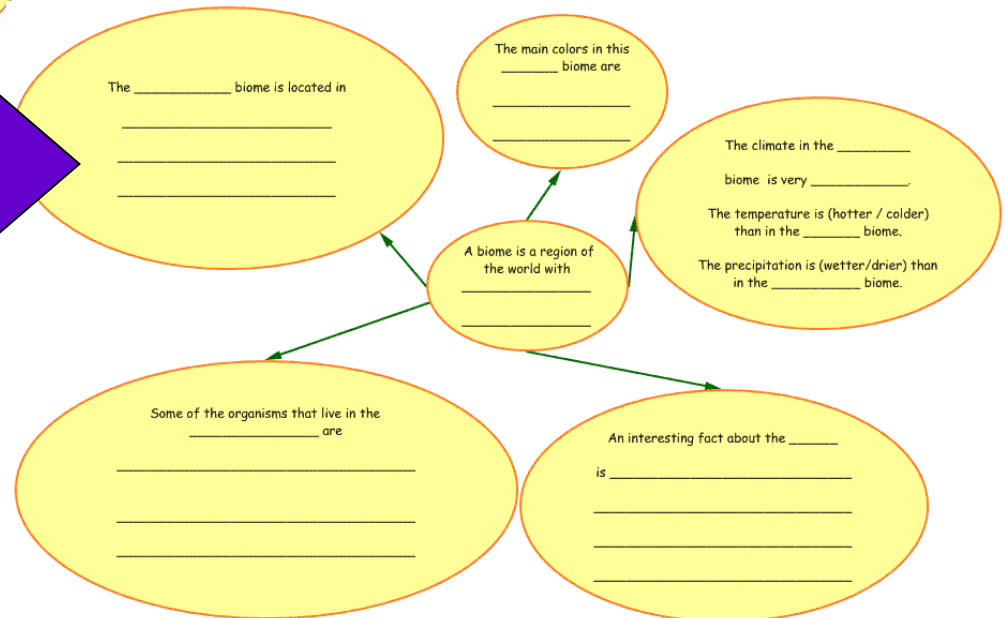


STUDENTS TRANSFER THEIR INFORMATION



Biome Facts

Biome Sentence Frames



Biome Sentence Frames

The _____ biome is located in

The main colors in this _____ biome are

A biome is a region of the world with

The climate in the _____

biome is very _____.

The temperature is (hotter / colder) than in the _____ biome.

The precipitation is (wetter/drier) than in the _____ biome.

Some of the organisms that live in the _____ are

An interesting fact about the _____

is _____

The ___ biome is located in ___

The Tundra biome is located in
Greenland and north Asia

The main colors in this Arctic biome are

white and green

The climate in the tundra is very cold. The temperature is hotter/colder than in the forest biome.

The climate in the tundra biome is very cold

The temperature is (hotter / colder) than in the forest biome.

The precipitation is (wetter / drier) than in the forest biome.

A biome is a region of the world with ___

A biome is a region of the world with with similar climate plants and animals

Some of the organisms that live in the tundra are ___

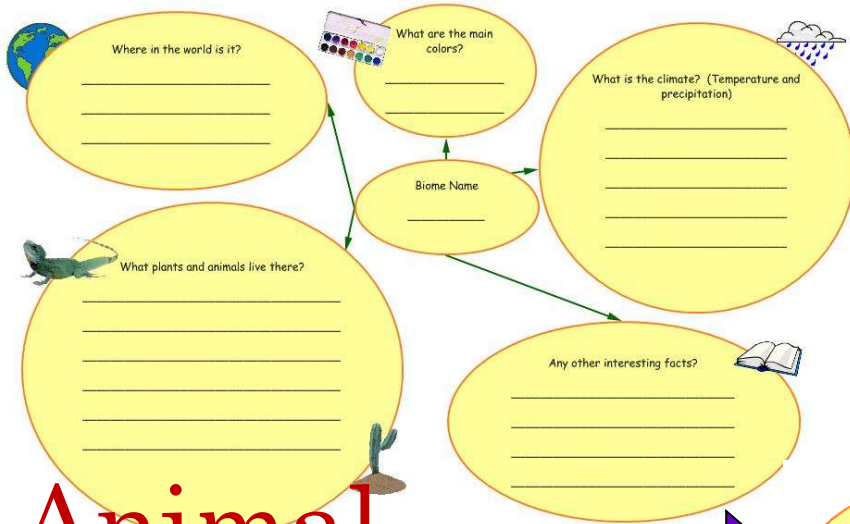
Some of the organisms that live in the tundra are

Jaegers, seals
polar Bear, walrus and beluga,
and a murre

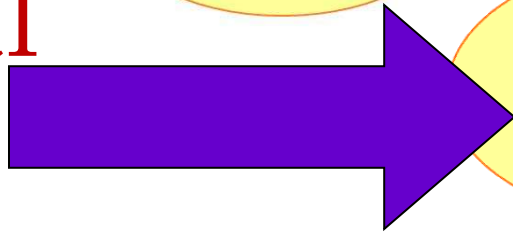
An interesting fact about the tundra is there are lots of animals
a lot of wind
a lot of snow and
a lot of big ice

Biome Sentence Frames

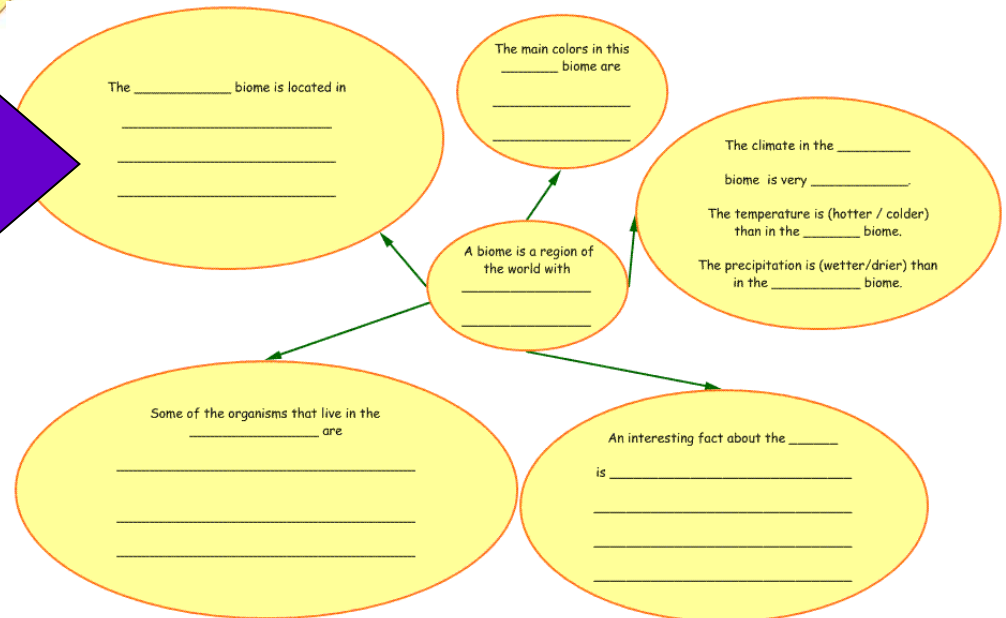
STUDENTS TRANSFER THEIR INFORMATION



Animal
Facts



Animal Sentence Frames



The _____ is

It has _____



One adaptation that helps the

survive in the _____ biome

is _____

The _____

is an animal that lives in the
_____ biome.



The _____ makes its home

in _____



The _____'s diet includes



I chose to study this animal because

Animal Sentence Frames

The ___ is __. It has ___.

The walrus is gray and black. It has blubber.

The ___ is an animal that lives in the ___ biome.

The walrus is an animal that lives in the tundra biome.

One adaptation that helps the ___ survive in the ___ is ___.



One adaptation that helps the walrus survive in the Arctic biome is it has big teeth.

The diet of the ___ includes ___.



The walrus's diet includes worms, clams and snails.

The ___ makes its home in the ___.



The walrus makes its home in the tundra.

I chose to study this animal because

has blubber and has the color gray.

Animal Sentence Frames

CITE YOUR SOURCES

Leave a sticky note on books you use.

Citing them later is easy!



Sources of Information

Books

Author's Name: Carol Baldwin Thoresen

Title of Book: Living in the tundra

© Copyright Date: 2004

Author's Name: Arctic Animals

Title of Book: Arctic Animals

© Copyright Date: 1986

Author's Name: _____

Title of Book: An Arctic Tundra Food chain

© Copyright Date: 2004

Encyclopedias

If you used it, make a

Heinemann First Encyclopedia.

International Wildlife Encyclopedia

World Book Student Discovery Encyclopedia

Online Sources

If you used it, make a

Amazing Animals of the World database.

HOW DID WE DO?

ESSENTIAL QUESTION

- ✓ How do different environments affect living things?
- ✓ Student goal:
 - ✓ Research an animal and a biome to answer the question.
 - ✓ Create a book about your animal in its biome to describe your findings.



REVOLUTIONARY WAR - DAILY FIVE

- Partner Reading
- Read to Self
- Read Alouds – examine plot, setting, characters, etc.
- Mini-lessons - -ed endings, suffixes, prefixes



REVOLUTIONARY WAR - WRITING

Writer's Workshop

- Guided Writer's Workshop narratives: write about a trip to Boston
- Historical fiction
- Mini-lessons: shades of meaning, irregular verbs



Other writing forms

- Compare and contrast using a Venn Diagram
- Write a dialogue between a loyalist and a patriot



REVOLUTIONARY WAR



BENEFITS

- Role play forces them outside comfort zone
- Small groups
- Dialogue elicits discussion about how conversations work
- Exposes them to different genres of writing
- Mini-lesson opportunities



1. WHAT CONTENT DO YOU TEACH?

2. HOW CAN YOU IMPLEMENT THESE STRATEGIES TO EMBED LANGUAGE AND CONTENT IN LITERACY?

- Non-fiction text study
- Sentence frames
- Graphic organizers
- Opportunities to practice academic language in small groups
- Dialogues/Role Play
- Shades of meaning
- Partner reading
- Guided topics for Writer's Workshop





THANK YOU!

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