


First Lesson Plan for Integrated Content, Language & Literacy (adapted for online instruction)

Class/Teachers: ELA, Grade 1/ Ms. Glorivee	Date: Approximately 2 weeks
Content Area: ELA- “In My Family/ En Mi Familia” by Carmen Lomas Garza https://youtu.be/whY_ZIKpiq0 	Unit Essential Question/Theme: <ul style="list-style-type: none">• Who are the members in this family? What does it mean for Carmen to be part of this family? Are the members in this family close with each other? Do they live together in the same home?• What does it mean to be unique? What makes her family unique? Why is it important for Carmen to share her Mexican heritage?• What are some beliefs shared in this story? What does the Virgen of Guadalupe represent in the story? What does it mean to the family?• What does it mean to be part of a family? Why is it important to have a family?
Content Objective: Students will be able to identify the family members in the story by taking picture walks in their books independently and in a whole group, and identify the members in their own family.	Language Objective: Students will begin to learn new “family” vocabulary words and their meaning. Students will use oral language to discuss the family in the story by using specific family vocabulary they have learned such as:

	<p><u>Vocabulary</u>: <i>Family, Mexico, Texas, unique, aunt (tía), uncle (tío), grandmother (abuela), grandfather (abuelo), Virgin of Guadalupe, Bishop, cloak</i></p> <p><u>Grammar</u>: Students will practice describing people and places by using key vocabulary words and describing words. Students will identify the uniqueness of each family member and describe them using words or complete sentences according to their level.</p>
<p>Standards:</p> <p>Reading: <i>CSS.ELA-LITERACY.RI.1.3-</i> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Writing: <i>CCSS.ELA-LITERACY.W.1.5-</i> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</p> <p>Speaking & Listening- <i>CCSS.ELA-LITERACY.SL.1.1-</i> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Literacy Objective:</p> <p>Students will identify the family vocabulary in the text and practice “dictado”. Students will then practice spelling these vocabulary terms in sentences.</p>

Review & Warm-up (approx. 5-10 minutes)

Warm-up (and Review):



Describe a family:

- What is a family?
- Who are the members in your family?
- What does it mean to be a family?



Describe any religious beliefs in your culture:

- Do you or your family share a religious belief that is part of your culture?



*If this lesson is done in person, students will be sharing their responses during whole group discussion (mini-lesson).

*If this lesson is to be done remotely, this will be a discussion done over Zoom, in breakout rooms with partners, with family members, or by using FlipGrid.

Preparing the learners by activating background knowledge and vocabulary (approx.10-15 min)

Building Background Knowledge & Vocabulary:



Family



Mexico



Unique



Aunt



Uncle



Grandmother



Grandfather



Virgin of Guadalupe



Bishop



cloak



Texas

Student-created picture glossary- Students will learn the vocabulary terms as a whole group and will be given the task of creating their own glossary using the terms on our vocabulary list. They will be able to go online and search for images that resemble the word they learned, for example: they can search for an image they will use to best represent “offering”, print, cut it out and paste it on a page in their glossary. They will also have the opportunity to take or bring pictures of their own family members to add into their glossary under the term they represent; a picture of mommy to put under “mom” and so on. This will encourage students to continue their learning within their homes and with families. This is truly a great way for students to relate to the vocabulary and story.

**(Students will revisit this activity to complete the definition of each vocabulary word and image by using words or complete sentences, depending on the students level. This will then be used as a formative assessment).*

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*If this lesson is to be done remotely, this will be a discussion done over Zoom, in breakout rooms with partners, with family members, or by using FlipGrid.

Teacher Modeling with Guided Practice (approx. 15-20 min)

- The teacher will read the story aloud to the students during the whole group meeting at the rug, (if done remotely this will be done on zoom or pre-recorded using a PowerPoint). Questions will be asked throughout the reading to determine the students' understanding of the text, focusing on the specific vocabulary words they learned for this lesson, which will also be used for the dictado. The teacher will ask students questions about the family members in the story and what makes each of them unique. The reading of the story will be broken up into two days.
- We will then be focusing on close reading the following passage:

THE VIRGIN OF GUADALUPE

The Virgin of Guadalupe appeared to the Indian, Juan Diego, outside Mexico City in 1531. The Virgin said to Juan Diego, "Go ask the Bishop to build a church for me here." But the Bishop didn't believe that Juan Diego had seen the Virgin. So the Virgin told Juan Diego, "Go back, and take these with you." Suddenly, Juan Diego saw roses, blooming roses, even though it wasn't the blooming time of year. This time the Bishop was astonished. Not only did he see the roses, he also saw—on Juan Diego's cloak—an image of the Virgin of Guadalupe.

- Students will need to describe the family's beliefs and what the Virgen of Guadalupe signifies to them. They will also be able to reflect on any beliefs their family may have or may resemble that of the story and share out with their peers.

- Teachers will discuss with the students what the Virgen of Guadalupe signifies when it says: “But the Bishop didn’t believe that Juan Diego had seen the Virgen”. What is a Bishop and what is their role in this story?” “What does it mean when it says: “Suddenly, Juan Diego saw roses, blooming roses, even though it wasn’t the blooming time of the year”. What does “blooming” mean? Why do you think these roses were blooming when it wasn’t the time of the year? We will further discuss what does it mean when the Bishop was “astonished”, what does this word mean? “Repeat after me friends: astonished, can you show me astonished with your faces? Now, give me a sentence using this word”. Finally, we will discuss why there was an image of the Virgen of Guadalupe on Juan Diego’s cloak? What does this signify?

Independent Practice (approx. 10-15 min or as an off-line assignment)

- Draw a picture of the “**Virgin of Guadalupe**”
- Label your drawing and describe in writing why it played a major role in the story . *Emerging students will use sentence starters and write words (by sounding out and writing the letters they hear) identifying why it was important in the story. Transitioning students will write complete sentences under the drawing.
- Students will then share their work to a partner and orally describe the importance of the Virgen of Guadalupe in the story.
- If students are working remotely, they will work individually over Zoom while still having access to the teacher for guidance. When it is time to share with their partners, they will go into break rooms where the teacher will come in to confer with them.
- In addition: Students will have the chance to use the FlipGrid app and respond orally by introducing their family members on a video and share something unique about them or have the option of bringing photos of their family members in and share orally using vocabulary learned, who they are and what makes them unique.

*This will prepare students for the “end of unit assessment” where students will: create a visual family tree using pictures of each family member and will be encouraged to label each member using vocabulary learned. They will also identify what makes each of them unique by using words, sentence starters, or complete sentences depending on students level. Students will then be able to orally present and share their family trees to the class which will be hung up on our classroom bulletin board.

Recap/Share-Out (2-3 min)

- Students will then orally share their work aloud with the whole group either in person or on Zoom.

